TEACHING ENGLISH WRITING TO BANGLADESHI YOUNG LEARNERS

By

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the requirements for the degree of

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Declaration

It is hereby declared that

1. The thesis submitted is my original work while completing my degree at BRAC University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Approval

The thesis/project titled "Teaching English Writing to Bangladeshi Young Learners" submitted by Maliha Rahman (21163003) of Spring, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts in English on January, 2023.

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Abstract

The purpose of this study was to find out the techniques that are being followed for teaching

English writing to Bangladeshi young learners. Additionally, the effect of the applied strategies

on young learners' writing skills. This study was conducted following the qualitative method

which included teachers' perception regarding teaching writing, co-observation of two writing

classes, and analysing students' class works and exam scripts. The researcher selected purposive

homogeneous sampling for choosing four English medium teachers and five Bengali medium

teachers as participants to collect data. From the collected data it was found that various types of

strategies such as discussion sessions with brainstorming and elicitation, providing interactive

worksheets, guided writing, independent writing with picture description, story mapping,

visualisation with videos and pictures, peer feedback, group work, and pair work are done in

English medium schools for teaching writing effectively to young learners. On the contrary, in

Bengali medium most of the writing tasks are memorisation based, and there are no interactive or

creative tasks for students. Furthermore, teachers are not allowed to create or modify their own

techniques or materials. As a result, this hampers young learners' learning. The findings of this

study will help the material developers and teachers to take an initial idea and modify them

according to their learners' needs and classrooms.

Dedication

I would like to dedicate my work to my ammu and my beloved husband Ifaz. Without their continuous support, it would have been impossible for me to finish my thesis.

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Firstly, I would like to thank the Almighty Allah for giving me the opportunity and patience to complete this dissertation.

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Chapter 1

Introduction

1.1 Background of the Study

English has become the most spread foreign language in the world over the last decade. From business to advertising, science, education, English is used as lingua franca in almost every sector in present world (Larasati, 2018). Now it is not only restricted to being the personal possession of United Kingdom or United States of America rather it is considered as the language of the globe, given international recognition (Shahidullah et al). As a result, using English language appropriately in a country's different sectors is seen as growth of any nation. The result of this globalization has reached in the language classrooms as well. In most countries, learning English language thoroughly is prioritized over other languages (Sobhi & Preece, 2018). Hence, students who are proficient in all English language skills are given more importance in professional and educational sector. For that reason, Vernier et.al (2008) stated, developing all the language skills simultaneously is considered very necessary in ESL/ EFL classrooms. So English language is expected to be taught in a way that mixes reading and listening comprehension with oral and written expression combining with communicative activities (Bastias, 2011). If students are taught combining all the skills in ESL classrooms, they are expected to perform better, moreover it is important that the lessons are given in relation to real life situation.

Nevertheless, with respect to other researchers, Walsh (2010) stated that, among four language skills, writing skill holds unique and utmost importance as it involves practice and knowledge of other three language skills as well as it requires mastering skills like meta cognitive skills. In addition to that, Suleiman (2000) asserts that "writing is a central element of

language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development." (p. 155). Writing is a center of all the other language skills, without which, other skill practices are even difficult to proceed. Another significant aspect was found in a study that writing is considered very important to second learners for three reasons, firstly writing well is a vital skill for academic or occupational success (National Commission on Writing, 2004) secondly, writing can be an effective tool for the development of academic language proficiency as students get more exposure to new vocabularies and get the chance to express themselves through writing (Warschauer, 1996; Weissberg, 1999). Lastly, writing across the curriculum can be invaluable for mastering diverse subject matter, students get the chance to think about a lot of matters, gather knowledge about problem specific matters and fill their knowledge gap (Reeves, 2002). Chappel (2011) also agreed on these aspects and added that writing skill has a lot of benefits in a students' life such as- it helps to develop students' thinking skill, fostering communication, making logical and persuasive argument, helps an individual to give chance to later reflect his/her ideas and reevaluate them which is not possible in any other language skills. Therefore, it can be understood that, it is very necessary for the students to develop their writing skill along with the teachers to ensure teaching proper techniques of writing. According to Hosseini (2013), in most of the educational institutions proper writing instructions or techniques are not provided hence they lack proper knowledge which later on affects their academic as well as professional life. Graham, Gillespie & McKeown (2013) mentioned in their study that, some teachers shared they had little to no preparation in how to teach writing also they did not have proper resources, knowledge and skills for teaching writing to students. These issues can be big drawbacks to teach students write efficiently. Hence proper steps should be taken regrading this issue.

1.2 Teaching Writing to Young Learners

Writing is a compulsory part that should be taught by English teachers in every school, from an early age. According to Harmer (2001), through writing students can share their expressions, opinions and thoughts with others. This skill is usually taught from a very young age or else it can get quite difficult to learn later on. So, most of the primary and elementary educational institutions include writing in their lesson plan, as young learners have faster progress of writing and can absorb the knowledge from the world around them by experiencing sight, sound, touch (Harmer,2007). That is why Heighington (1996) stated that, "young learners soak up new language skills and ideas as a sponge does water" (p. 57). In the same way Babiarz & Kraj (2019) mentioned in their study that, children can begin and master their writing abilities when they are feeling comfortable and accepted in the writing classroom no matter what their current level is. The feeling that they are not being judged and being a part of a community makes them confident. This can also help them to take part in any discussion or share their opinion through writing. Another significant aspect of teaching writing to young learners was mentioned by Sockett et al. (2001) that, children's writing is not a linear step-by-step process, rather, it is a process of development that takes each child on a uniquely progressive learning journey based on that specific child's experiences, strengths, weaknesses, and confidence in the acquisition and consistent practice of skills (p. 109-110). This journey may differ from learner to learner, as everyone's way of development is not equal or similar. Hence the teachers have to plan their lessons accordingly.

Generally, in young classes students are taught the formation of letters, organising their ideas, using correct grammar appropriately, punctuation, and spelling (Suarmi & Fatimah, 2019).

The researchers also added that for young learners mostly 'sharing pen' strategy is followed, where the teacher guides the students to fix the word or sentences directly. This is a very interactive practice where students and teachers jointly compose and write texts. Students feel confident during this practice. In addition to that, in various educational institutions-controlled writing, guided activities also discovery writing are applied to teach young learners (Babiarz & Kraj, 2019). This depends on students' learning ability and existing knowledge about writing. According to Ur (2012), teachers need to consider some issues before teaching students' writing and choosing tasks such as- 1. Interest- it talks about the task, that can stimulate and motivate the students. 2. Level- ensures the language being used is suitable for the students' level 3. Relevance- is related to the students' daily lives. 4. Simplicity- assures that the task is not complicated. the last one is 5. Personal Appropriateness- which talks about fitting with the student's need, the teaching style, learning outcomes and references (p.157). If by maintaining these issues teachers teach young learners about formation of words, organising their ideas or any other lessons, it gets much easier for the students understand and learn.

1.3 Development of Writing Skill in Bangladeshi Classrooms

Bangladesh being a developing country is also following the growth of the world. Hence, English is considered as a very important subject in our educational curriculum system (Mridha & Muniruzzaman, 2020). In all the classes from primary to tertiary, English is mandatory but only few sides are given importance and mostly all the lessons are just test centered, there is no relation with real life situation. As Alam (2016) stated, teachers are more concerned about completing the syllabus in limited time. So, they do not spend much time for students' actual language development. According to Mridha & Muniruzzaman(2020), the

teaching of English in Bangladesh's traditional classrooms has always been bounded to certain aspects such as grammar, vocabulary, translation so on, mostly focusing on reading and writing skills. That being the case, they are hardly giving any focus on communicative skills such as interacting or expressing their creativity. So, students might have knowledge about English language but they are unable to express their opinion or share their thoughts through writing or speaking. As a result, their proper language skill development is getting hampered.

In primary level this situation is more evident. Equal distribution of the lessons on language development skills was seen very less, as a result student were demotivated to learn and attempt something new too. Although writing skill development is more prioritised than other language skills in Bangladeshi classrooms, techniques that are applied in the classrooms are not very effective for students. For instance- in primary classrooms the students are still accustomed to memorise the paragraph and write the same on exam script due to lack of creativity or free writing. (Hasan et al., 2016). As a result, there growth in developing their writing skill was very low. In addition to that, usually there is no subject wise well-trained teachers in Bangladeshi classrooms which is a big drawback to teach students writing. Most of the teachers sometimes execute reading and writing practice in class which is questionable because they conduct the class in Bengali and not well aware about the proper ways of practicing the skills (Hossain et al, 2015). Another significant aspect of teaching writing in Bangladeshi classroom is the challenges. According to Rahman & Sarkar (2019), Teachers face various kinds of problem while teaching students' writing skills at the primary level such as, large classroom size, lack of resources, time shortage, achievement gap of the students, language barrier, and less support from family etc. Proper steps need to be taken regarding this issue.

From my personal experience as a teacher, students seemed very lost in creative writing as well as developing any ideas. There were challenges faced from the teachers' side as well. In my paper, I will try to look in depth and discuss the effect of it in their writing development.

1.4 Statement of the Problem

Among four language skills writing skill is considered as one of the most important skills for young learners in language classrooms. As Reynolds & Teng (2019) stated, well developed reading and writing skills are essential for young L2 learners to engage in critical thinking, learning, and expression. Keeping the short attention span of young learners in mind (Fenyvesi, 2020), teachers should design activities which are short but motivational and also preferred by the learners (Plonsky, 2019). So, in the young learners' classrooms it is expected to have different types of activities for writing, which will engage young learners to interact also enhance their creativity, as well as teach them to think and respond to various topics rather than just doing controlled, close ended tasks. For instance, teachers can follow some techniques such as using colorful flashcards and pictures (Kusumawardhani, 2019), rewriting the movie clips (Kusumawardhani & Nurhayati, 2019), implementing various activities in group and pairs (Suarmi & Fatimah 2019). By using these strategies, the teacher can make the writing activity more fun and useful for the students.

Unfortunately, for certain issues these activities are quite difficult to execute as most teachers serve their writing activities just by following the activities in the course books only. They do not consider the students' individual needs, do not renew and make varied writing activity in class (Suarmi & Fatimah, 2019). So, the students get uninterested in writing classes and do not want to write. Furthermore, lack of resources (Li,1998), large classrooms (Ho, 2003),

low proficiency level teachers (Wedgewood, 2007), are also big challenge for helping students to learn writing interactively.

As an ESOL country, Bangladesh is no different than the above-mentioned situation. According to Akhter (2014), young learners have so many experiences and knowledge which they have gathered since they were born and so it is claimed that they have the capability of doing various literacy works. Moreover, if young learners get the chance to work with their creativity it will open a lot of opportunities for them. The frequent practice of language and following proper techniques in the classroom will make the young learners confident enough to work with language. However, there has been limited studies on Bangladeshi young learners' writing classrooms with regard to proper utilisation of writing techniques. Thus, this study aims to explore the techniques that are being followed in English writing classrooms in English and Bengali medium schools. As the efficacy of the techniques will be difficult to understand well without observing how the students respond to the techniques, the study finds out students' reaction in the writing classroom. The findings will be incomplete unless the teachers' perceptions regarding implementing the writing techniques are also included in this study.

1.5 Purposes of the Study

The primary purpose of my study is to find out what kind of techniques are applied for teaching young learners English writing in both English and Bengali medium schools. In addition to that, I will try to find out how the teaching strategies are affecting students' writing. This study will also explore the teachers' perception regarding current teaching strategies of writing.

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1.6 Research Questions

In my study, I will try to focus on-

1. What type of techniques are followed for teaching English writing to Bangladeshi young learners in the schools?

2. How do the teaching strategies affect students' writing?

3. What perceptions do the teachers have regarding the writing techniques they are following?

1.7 Scope of the Study

In primary level students are usually taught the basics of language skills. Different schools follow different type of techniques to fulfill students' requirements. The present study will discuss about the techniques that are followed in English writing classes and how the applied techniques are affecting students' writing. Lastly, it will find out the teachers' opinion regarding current writing strategies. This study will help the teachers to have some ideas about conducting writing classes as well as assist teachers to teach students in versatile ways.

The setting of the study is restricted to interviewing teachers from three English medium schools and Four Bengali medium schools from Dhaka, Bangladesh. Also, this study will observe a group of students from both Bengali and English Medium schools in Dhaka. I chose two different mediums' teachers for interviews so that I can show the teaching system of two types of schools in Bangladesh and suggest necessary changes. To get the authentic version of the sources I have chosen to observe young learners and their work. This study will analyse the

teachers' interviews as well as students' responses and scripts in English writing classrooms. This study will be fulfilled within the time frame of 8 months.

1.8 Limitations of the study

The study had some limitations while conducting it such as- in the beginning I wanted to take opinions from the parents about applied techniques in writing class as they are an integral part of young learners' education however it was very difficult to reach them and get their perspective, so I had to omit this part. Furthermore, when I took interviews of two students for piloting section in my data collection procedure, I found out that the primary level students are too young to share about techniques that are taught in writing class and their process of development. Thus, I had to omit that part as well. In addition to that, as a part of my research, I wanted to observe students' live responses during writing class, however, I did not get permission from most of the school authorities as they are following quite strict safety protocols after COVID, so I could only manage to observe two schools' three classes to analyse applied teaching strategies in class and students' response. Lastly while conducting the interviews of teachers, I wanted to take experience of different teachers from different schools so it was time-consuming for me to arrange separate schedules for their interview as per their preference.

1.9 Significance of the study

To my knowledge, very few studies have been conducted on how young learners are developing their English writing skills in traditional classrooms and if they are actually learning from the current applied teaching techniques in both Bengali and English medium schools in Bangladesh. Furthermore, I could find barely any studies talking about teachers' liberty of

modifying teaching methods, strategies, and materials in these two types of schools' curriculum. This study will fill up that gap. In addition to that, this study will find out teachers' perceptions regarding this.

1.10 Definition of Key Terms

ESOL ESOL is the short form of English for speakers of other languages. ESOL is especially for the learners who already have a first language and learns English for their necessity. It is similar to learning ESL as well as EFL. As it is mentioned in Cambridge Dictionary, ESOL is especially used in the UK refers to the teaching English to students whose first language is not English, but who are living in an English-speaking country or English is used as their first or second language. For instance, country like India, Pakistan, Bangladesh, Malaysia, Thailand. For this study the participants are from Bangladesh so English is very commonly used in their education and daily life.

<center>**Chapter Two**</center>

<center>**Literature Review**</center>

Introduction

The primary focus of this study is to find out about English medium and Bengali medium schools' young learners' English writing evaluation in Bangladesh. Hence, this chapter will discuss about scholarly works and previous studies that are already conducted on characteristics of young learners, teaching English writing skill, teaching writing in Bangladeshi English classrooms. Furthermore, this chapter will also find out the research gap from the literature regarding young learners developing English writing skill around the world and also in Bangladesh. This chapter is divided into four parts which are, young learners and their characteristics, teaching English writing skill, teaching writing in English classroom of Bangladesh and some theories related to writing. The following chapters are discussed below.

Part 1

2.1 Young Learners

2.1.1 Who are Young Learners?

According to Phillips (1993), children from first year of formal schooling which means four-five to eleven or twelve years old are considered as young learners. Nevertheless, most of the time it is not the age, it is the maturity of the learner as well as how the teachers are handling the circumstances and attitudes of the students are considered essential in classroom. Phillips (1993) also added that there are some factors that influence students' maturity such as- their

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culture, environment (city or rural), expectation from their parents and peers and their upbringing at home. These aspects have an effect on young students' mental development and, all these factors should be considered while teaching young learners. There are also different opinions regarding young learners' age limit. Nicholas & Lightbrown (2008) shared their views that children can be introduced with their second language after the age of two which is known as SLA(Second Language Acquisition). A reason why a second language is easier to introduce at this age because the learners are already established with their first language. After the age of twelve introducing a second language is a bit difficult.

2.1.2 Characteristics of Young Learners

Young learners' language acquisition process is quite different than old learners (Cameron, 2003). They have some distinctive characteristics such as- young L1 learners' initial language development has lacking in context of forming words, which appears gradually. They usually make fairly predictable errors of syntax, and because of their developmental nature, corrective feedback rarely produces the desired results (Ghosn, 2013). So, while developing their first language young learners make errors in word making that improves with time. In addition to that, there are different perspectives about their learning of L2 that can be noticed, such as-young learners mostly prefer to learn implicitly rather than explicitly (Arikan & Taraf, 2010; Cameron, 2001; Halliwell, 1992; Keddle, 1997). They also added that, these learners can understand meaningful messages, but cannot analyse the language as a system yet. As a result, the teachers have to present their language lessons in a way which are meaningful to students connecting with authentic use of language interestingly.

In another study by Pinter (2012), it was mentioned that transfer of L1 while developing L2 is noticeable in younger learners' acquisition process for a long period of time. So, while students are learning L2 their native language features are still detectable in their productive skills of writing and speaking. This tendency of the young learners remains even after 5-10 years of their L2 learning. However, in a large number of studies it was found that younger learners learn very fast in naturalistic contexts, they can achieve almost native like competence (Flege, Yeni Komshian & Liu,1999; Johnson & Newport; 1989). That is why teachers need to prepare their materials keeping the real-life contexts in mind. In addition, Uysal & Yavuz (2015) stated that young learners are full of energy but minimum concentration, it is better to engage them in physical activities within concrete environment. So, it is important to utilise their energy and relate their learning with that. In another study it was also mentioned, when the young learners are getting exposed to a great deal of comprehensible input to practice language at home and school, automatically their L2 is developed better than others (Pinter,2012). So, with teachers, assistance from home is also needed for developing their language or else they might lose interest for learning.

2.1.3 Teaching Techniques of Young Learners

There are numerous techniques followed for teaching young learners, by keeping their age in mind. According to Nunan (1999), traditional method is where a teacher plays central role and the learners just play passive role, this presents an explicit language instruction which may not fulfill the need of young learners also teachers are not satisfied with the results obtained through traditional methods. As a result, teachers nowadays are trying to come up with interesting techniques to get out of this monotonous system.

Arikan(2009) mentioned in his study that, "the teacher can contextualise the lesson through numerous methods including (but not limited to), using audio or visual materials, bringing in realia and props, storytelling, problem solving, giving examples, showing grammar usage, playing games, and teaching explicitly or implicitly" (p. 90). Different types of techniques will bring a variation in learning hence the young learners will stay motivated. Children usually have good observation power, so such contextual clues like body gestures and postures, imitation, tone of voice help students to understand and make good use of language (Brewster et al., 2002; Cabrera and Martinez, 2001; Halliwell, 1992; Slatterly & Willis, 2001). Communicating through these kinds of activities help teachers to have a good relationship with the students as well as create a comfortable and enjoyable environment in a language classroom. It is needed because if a child constantly suffers from school teachers and classmates' negative evaluations and strict monotonous teaching style, he/she can develop emotional and behavioral disorders and may lose interest in school (Jančiauskas, 2012). As a result, this can affect their academic performance. Another technique that was found using for young learners' language development is Total Physical Response. It is an alternative good method for teaching English for young learners helping them to memorise some commands or some vocabularies easily through using their physical movement by making it enjoyable and interesting (Gulsanam & Farangiz, 2021). Lastly, it is suggested that various tasks focusing on different skills while using individual, pair work, group work or whole class activities alternately is needed in young learners' language classroom. It is also wise to let children learn from each other by integrating pupil- pupil interaction into the activities in addition to teacher- pupil interaction (Uysal & Yavuz, 2015).

2.1.4 Challenges of Teaching Young Learners

Teaching young learners can be sometimes challenging for the teachers. The teachers need to have high skill or specific skills to provide young learners enjoyable lessons (Bland, 2019). In terms of challenges of teaching young learners, big class size, different characteristics of students, students from different backgrounds in one classroom, difficulties in adapting new language's skills of young learners can be pretty challenging for the teachers (Pertiwi et al, 2020). It is very tough for the ESL/ EFL teachers to teach young students language skills like reading and writing in a large classroom filled with students from various backgrounds. In addition, it is important to mention that, young learners' classroom is usually teacher centered, so the teacher has to be a multi-tasker. For instance, managing classrooms, setting up tasks, handing out materials, or giving detailed feedback to every student can be very hectic for the teachers (Bland, 2019). Another significant challenge of teaching young learners as Zein (2018) stated, "misbehaviour such as lack of respect and rudeness as well as attention seeking in the EYL classroom are frequently seen" (p. 164). As in young learners' classroom learners are quite immature and little in age, they require constant attention and when they do not get that, they throw tantrums or misbehave with the teachers. These situations can be very challenging for a teacher to handle. Furthermore, according to de Mejia (2009), in Colombia most of the language learning resources are majorly focused on upper grades, there are very less specific proper materials for teaching young learners along with that primary and elementary school teachers suffer from lack of opportunities, training to develop their expertise. These issues hamper a lot in teachers' performance. Moreover, Nikolov (2016) mentioned in a study that young children develop at a very slow rate in traditional classroom, also in these classes many of the motivating activities lose their appeal and soon become boring to children. Therefore, to teach and to keep

the class interesting continuously, the teachers have to think of innovative ideas every now and then. Another point that was mentioned by Bakhsh (2016), young learner's classroom can be very noisy and unorganised, also short attention span of learners, frequent interruption of mother tongue can be quite difficult for the teachers to deal with. In addition, it is important to mention about school's curriculum, syllabus cultural differences of students and working according to school's facilities can be challenging for the young learners' teachers (Prihatin, 2021). On the question of challenges of teachers, in Indonesia small classroom with a large number of students, insufficient number of teachers in one classroom, no fixed budget for young learners' development can be very challenging for the teachers to conduct classes (Sulistyowati, 2012). However, teachers always come up with activities that can be interactive to all the students even if there is a large number of students.

Part 2

2.2 Teaching English Writing Skill

2.2.1 Types of Writing

There are three main approaches of writing namely, product approach, process approach and genre approach. Product approach is where grammatical features and appropriate sentences are fit in a pre-planned format (Annamalai, 2016). This approach helps students to understand about rhetorical pattern such as- descriptive, persuasive and narrative writing. In product-based approach students' accuracy are mostly focused in our country rather than the meaning. As a result, students fail to become good writers.

Process writing is an approach that focuses on the process involved in producing a written product instead of the final product (Nunan, 1991). In this approach teachers are supposed to give continuous feedback to students for their written work. So, the series of steps and the whole journey of writing is considered necessary rather than the final piece. In a study on Malaysian students by Mukundan (2011) it was found that, usually in traditional classrooms with large number of students and time constraints, teachers are not able to implement the process approach successfully and fall back on the product approach.

According to Annamalai (2016), "genre approach focuses on grammar, linguistic structures and social functions" (p.75). It shares some similarities with product writing as it also focuses on grammar as well as on particular structure. Additionally, it focuses on social contexts and the writings need to be completed keeping those contexts in mind.

Regarding descriptive writing, Yatima, Astika & Kardasih (2020) stated in their study that, students can share their idea, feeling or anything that exist on their mind elaborately through writing. A descriptive text is a written piece of the writer where he has to use his senses like seeing, hearing thinking properly to describe a topic. According to Lim & Tan (2022), the purpose of the descriptive writing is whatever the writer has seen about any object, person, place, situations even experiences can be shared to readers in detail. The objective of descriptive writing is to express an impression to a reader by combining attentive observation using most effective words. Usually when students are given task of descriptive writing, they are required to answer a question based on a single picture or a series of three pictures to form a story (Lim & Tan, 2022). However, when students are doing these writing activities, the teachers usually find inappropriate vocabulary, wrong use of punctuation, incoherence of sentence structures,

incorrect spellings, inability to construct sentences and convey messages in their writing (Yatima, Astika & Kardasih, 2020). The researchers of this study also added that, for rectifying students' mistakes the teacher's found self-evaluation, peer feedback effective in the classrooms.

In terms of persuasive writing, students require to express points of view and consider the perspectives of other people regarding a particular issue. They also need to clarify and support their stance by providing evidence to convince the readers. As a result, students who learn to write persuasive writing, it enhances their critical thinking, creativity as well as analytical skills (Alkthery & Al-Qiawi, 2020). So, the writer tries to express his opinion with appropriate logic and evidence, trying to manipulate the readers' thinking. For writing a persuasive essay it is necessary to have higher order thinking skills as in explanation, logical analysis, problem-solving, and critical thinking skills (Philippakos, MacArthur & Coker 2015).

With regard to narrative writing, Nathanson (2006) mentioned that it is a form of discourse which tells a story consisting concept, idea and plot. Kelly & Zak (1999) added that, these stories involve the writer and reader by drawing them in and giving them a glimpse of reality. These writings help to relive a moment or holding a tradition, culture, memory for a long span of time. Nathanson (2006) added that, these types of themes are seen in trade books, literary anthologies, picture and chapter books, also in various narrative literature and language arts programs and English classes in schools. In English narrative writing classes when students are given tasks, they are expected to write essays with appropriate use of grammar, sentence structures, vocabulary and cohesion as well as fulfill the demand of the educational curriculum (Annamalai, 2016).

Another writing that is popular in English writing classrooms is expository writing. It is the use of language to convey information, facts (Ball, 1996). Students are expected to use expository discourse while writing term papers, essays, and reports that focus on complex topics in disciplines such as- sociology, history and economics (Nippold & Sun, 2010). This writing basically educates the readers about many facts rather than entertaining. Furthermore, syntactic development is a must need in expository writing such as- formation of words, grammar is necessary in this writing. Students with syntactic deficiency faces a lot of trouble in expository writing (Nippold et al., 2008, 2009; Scott & Windsor, 2002) which can make them question their writing skills. It can be understood that it is very necessary for the teachers to be concerned about these matters.

2.2.2 Techniques of Teaching English Writing

Writing is seen as a very difficult language skill for the learners as they need to have certain amount of background knowledge about L2 before writing with proper grammar, lexical items and appropriate usage of vocabulary (Tangpermpoon, 2008). So, for developing writing skills teachers follow various methods to help students learn. In different countries, teachers follow different techniques such as- creative writing activities are very popular in Turkey (Temizkan, 2011). Moreover, according to Abd Rahim et al (2017), in Malaysia primary level students develop their writing through guidance from their teacher with WH questions. This helps them to write in detailed form and also in an organised way. In addition to that, in Iran it was found that digital storytelling helps students to improve their writing skill. The collaboration of students in writing process motivates them to take more active role in writing practice and help each other overcome the difficulties of the writing cycle. It can influence language learners'

desires to learn better through promoting their motivation, autonomy, collaboration, and problem-solving skills and oral comprehension (Rahimi & Yadollahi, 2017). In Indonesia another significant way of teaching writing skill to students with high motivation and low motivation was self-editing and peer editing (Prabasiwi & Warsono, 2017). The mentioned techniques are very helpful for students with low motivation, major improvement was noticed on the students after applying self-editing technique.

2.2.3 Strategies of Teaching Writing to Young Learners

Writing is a compulsory subject in all the language classes in a school. Through writing, students can express their opinions, ideas, events, and analyse the information (Suarmi & Fatimah, 2019). Students can share their thoughts openly to the readers. They also added that, in elementary school, young learners are encountering the elements of writing for the first time, from the formation of letters to organising their ideas to using correct grammar, punctuation, and spelling (Shin & Crandall, 2018). So, it is very normal that they might face some difficulty sorting these matters. In different countries different strategies are followed to teach students writing.

According to Suarmi & Fatimah (2019) in Indonesia, teachers follow interactive writing strategy to help students in generating and developing ideas, which can make writing class interesting for students. Interactive writing is basically collaborative teaching and learning strategy where teacher and students jointly compose and write texts. Before starting their writing, students and teacher at first discuss about the ideas and opinions about the given topic. Then the students start writing in teachers' presence as they feel more confident in this way. The teachers make sure that all the students are participating in the process equally.

Furthermore, in a study based in USA by Shin & Crandall (2018) it was found that, teachers divide their strategies for teaching young learners in three parts. Firstly, they provide simple writing activities to lower-level young learners such as- copying words and sentences, unscrambling words, fill in the gaps, to have a basic idea about writing in English. Then eventually for moderate level young learners the teachers ask students to explain their thinking while writing on board or flip chart, writing think-alouds. Lastly for advanced level young learners brainstorming session, creative ideas, fixing particular audience for young learners and asking them to write, are common techniques for the teachers.

Another remarkable strategy for teaching writing to young learners shared by Elmahida, Nia & Komariyah (2021) in their study was there are different conditions set, by keeping students existing knowledge, situation and teachers' capability in mind. So before planning any tasks or lesson for students three points should always be considered, which are- understanding the characteristics of students, developing fun ways of learning, and peer feedback strategies. Teachers must be able to evaluate whether or not the strategy they provide has to be beneficial for the students. They also mentioned in their study that instructional design consisting of teaching and learning process like handouts, worksheets are very helpful for teaching young learners. Writing, grouping, discussions and also playing fun games related to writing keeps students motivated to learn a new skill with interest.

In a separate study by Kusumawardhani (2019), based on Indonesian young learners it was found that using colourful flashcards for developing students' writing skill is considered very effective. Learners get really excited when the tasks are associated with colorful flashcards so learners who have good writing skill, it is easier for them to finish the story by filling the

missing words and answer the questions. However, learners who are not really efficient in writing, faces some trouble in completing the missing words as well as arranging the answer sentences properly. In addition to that, in another study according to Kusumawardhani & Nurhayati (2019) showing students movie and asking them to write from that and retelling can be very interesting for young learners. It was found that learners who have good writing skill could retell the story well on the contrary learners who are not really master in writing, faced some difficulties in retelling the story. In another study in Iraq, it was mentioned that preferably short stories in writing, following story map is highly effective for language learning as it helps the students to perceive each detail in the story, relationships between the events and the characters without skipping any element of the story (Bala, 2017). This strategy helps the students to be interactive in addition to being creative.

Yeung (2019) stated that in Hong Kong, learner's autonomy and process approach are given importance where continuous feedback of teachers help learners to be autonomous and independent writers. However, Reynolds & Teng (2021) mentioned in their study that, teachers using direct and indirect feedback to students instead of meta-linguistic feedback can sometimes demotivate students for initiating writing. They may develop a fear for these activities hence teachers need to be very careful while giving the feedback. Another type of feedback is peer feedback which is also considered quite effective in teaching writing. According to Bijami, Kashef & Nejad (2013), peer feedback is useful in developing critical thinking, learner autonomy and social interaction among students, in addition to that it allows students to receive more individual comments along with giving reviewers the opportunity to practice and develop different language skills. Thus, this technique is actually helpful for both side of the students.

2.2.4 Challenges of Teaching Writing

There are a lot of challenges faced by teachers while teaching students writing. Some issues are common in most countries and some countries have a few specific issues. For instance- high school teachers from US indicated that they do not have proper preparation for teaching students writing skill properly. They do not possess the knowledge, skills, and tools needed to achieve the outlined objectives (Graham, Gillespie & Mckeown, 2012). As a result, it is quite challenging for the teachers to teach students with innovative techniques and reach the outlined goals also it can affect students' performance. Regarding challenge of teaching writing, Leki (2001) mentioned that every day in English classes, teachers face some common problems such as- time constraint, accommodating local needs, also coping with problems connected to lack of both teacher experience in teaching L2 writing and student training in L1 writing. Not only that, he also talked about the negligence of authority for investing in writing centered materials and methods together with acknowledging the necessity of learning to write in language classroom. Most students fail to understand that learning writing is not a burden rather a very important need of life. Similar type of challenges was still faced by Bangladeshi teachers after so many years for instance, conducting the writing classes in large classrooms with large number of students, extra work pressure, lack of teaching aids, lack of proper teaching training, achievement gap of the students, language barrier etc (Rahman & Sarkar, 2019). As a result, it is quite challenging for the teachers to teach students writing in innovative and interactive way. With respect to previous researchers Copland et al. (2014) mentioned in their study that, in most of the countries teachers are restricted to use resources that are decided by government or school authorities, as a result it is quite difficult for the teachers to prepare interactive and appropriate writing materials based on these typical prescribed textbooks. Hence, these issues are common in

a lot of countries. Adding to these there are some other specific challenges that are faced by writing teachers such as- Moses and Mohamad (2019) stated in a study based in Malaysia that, students' lack of motivation, students with different capabilities, lack of parents' support, no professional experience of teachers, can be very hard and demotivating for the teachers to execute writing classes. In addition to that, in Indonesia some significant challenge in teaching writing was found which were, shortfall in students' grammatical knowledge, lack of ability to develop ideas regarding English writing, incompetence in vocabulary, shortage of time to teach English writing can be very vexing for the teachers (Amalia et al, 2020). However, teachers always keep on trying their best to overcome these situations with various techniques.

Part 3

2.3 Teaching Writing in English Classrooms of Bangladesh

2.3.1 Teaching Writing in English Classrooms

Writing is considered as a very important skill for learning English as a second language properly. One of the most important tasks for second language writing teachers is to assist students in writing and make them efficient writers. They try to help learners in many ways. One of the ways that the teachers follow in Bangladeshi classroom is penmanship, rule-based approach, genre approach and creative writing (Rahman & Sarkar, 2019). In most of the traditional classes they do activities like controlled writing task for instance- fill in the blanks, true/ false, multiple choice. So, students do not have any option to share their creativity or communicate. They are evaluated on the basis of these tasks as well. In that study the researchers also mentioned that, active students' participation as individuals, group work, pair work is very

rare in Bangladeshi classrooms. So as there are no communicative tasks in the class, students can find it monotonous.

Another method that is commonly followed in Bangladeshi classroom is guided notes. Teachers guide the students to take some notes or sometime provide them notes in writing class for grammar or a writing topic. As Jacobs (2008) mentioned in his study, guided notes is helpful for students to find out relevant information in a text or lecture. This technique is followed from young learners' classroom to old advanced learner classroom.

In addition to that it is important to mention about error corrections in English writing classes. Most ESL students make errors related to grammar, omission, misinformation, misordering and over generalisation while writing. Also, they highly prefer their facilitator correcting their errors (Karim et al, 2018). Thus, it can be seen that they have less confidence in themselves correcting their own errors, leading them to strongly depend on the teachers in this regard. Another significant aspect of improving students' writing is providing them feedback which affects their performance drastically. According to Karim & Ivy (2011), positive feedback instantly builds confidence in students as well as increases their interest and helps them to give effort to become better writers. On the other hand, if negative feedback is not conveyed clearly and constructively by the teachers, then the student may lose interest in writing. As Khan (2003) stated, "corrections like error corrections, peer corrections, conferences, written comments, reformulation, text approximation, taped commentary, grades can be really effective in students' performance" (pp. 3-12). However, all these mentioned techniques are not used much in Bangladeshi classrooms.

2.3.2 Teaching Writing to Bangladeshi Young Learners

Teaching young learners is always considered quite challenging compared to other aged learners. Teachers follow multiple distinctive techniques to teach students writing. However, because of the education system of our country, it is most of the time not quite possible. For instance- Hossain et al. (2015) stated in his study that in Bangladesh mostly one teacher takes all the subjects in primary levels and they teach students practicing reading, writing English by conducting the class in Bengali language. This arises big questions, about students' learning. In addition to that according to Akhter (2014), in few English and Bangla medium schools, creative writing is used as a part of ESL learning. However, students are not getting the actual opportunity to use their own creativity, as they have to follow certain structure and rules assigned by the school authorities. She also added that these schools mostly focus on composition writing based on certain limited topics. With regards to Akhter (2014), Ara (2009) mentioned in her study that children or young learners learn better through fun activities such as- using songs, pictures, videos and games which give instructions about writing. They get more involved in the tasks when they find it interesting moreover learn subconsciously. Furthermore, in a study by Shrestha (2013), it was mentioned that in primary years when English teachers mixed traditional and communicative approaches in their lessons, students enjoyed those classes more. It also showed that students showed very less interest in memorising the grammar rules for writing, hence the teachers had to look for other alternatives to develop students' writing. Nonetheless, it is always very difficult to find the perfect method to grab students' attention in learning.

Part 4

2.4 Theories Related to Teaching Academic Writing

Various theories are followed for teaching students academic writing.

2.4.1 Process Based Writing Theory

According to Selvaraj & Aziz (2019), writing is a thinking process which involves brain functions, in order to organise ideas to write, writers need to be imaginative and creative in compiling their thoughts in words. Usually through **t**he process of writing the thought of a student is best understood. A set of distinctive thinking is processed when a writer is trying to compose an idea (Flower & Hayes, 1981). They also added that it is basically a goal directed thinking process. In this kind of writing, the process of thinking and implementing according to that matters rather than the final result. The teachers here also focus on the process and students' participation. Students are also evaluated on that basis.

2.4.2 Product Based Writing Theory

In product-based approach, the final result of a writing is given more importance than the process. In this approach students generally imitate a model text to produce a writing (Selvaraj & Aziz, 2019). In a study by Steel (2004), he mentioned four steps to follow product-based approach in an ESL classroom which are-1) students need to follow the model composition and take note on various features such as- organisation of ideas, the use of language and rules of writing. 2) Students need to perform controlled practices to exercise the elements outlined in the given model text 3) Students attempt to mimic the model essay by organising a collection of pre-

set thoughts to suit the model. 4) Students attempt the task by using their skills, sentence structures and various level of vocabulary in order to compose the anticipated composition (p. 456).

2.4.3 Controlled Writing Theory

In this process of teaching, the teacher gives students straightforward direction and students have to work according to that (Babiarz & Kraj, 2019). Various activities like fill in the blanks, dictation, overwriting, true/false, multiple choice are given when this theory is followed in a classroom (Zawodniak, 2005). Teachers sometimes use sample patterns to teach students and learners follow according to that, where accuracy matters the most (Ross, 1968). As a result, creativity is given least importance in classroom when teachers are following this method.

2.4.4 Discovery Writing Theory

In free language activities students get the chance to think and write in their own language no matter what their proficiency level or age is. In a study by Zawodniak (2005) it was mentioned that, "In discovery writing children become cooperative and inquisitive 'creators' of the language as they play and experiment with it on a trial-and-error basis; as for the teacher, he/she initiates the activity and monitors it with the intention of providing feedback" (p. 30). Through this process learners get the scope to improve their writing skills. Here steps like mind mapping and synthesising are considered very important. For instance, describing pictures or dealing a given situation, group discussions, creative writing about imaginary materials and situations (Babiarz & Kraj, 2019).

2.4.5 Written Narratives as Assessments Theory

In these assessments students are given feedback based on written communicative abilities through fruitful and orginal tasks (Shaaban, 2007). She also mentioned that there are several types of tasks given by the teachers with which students get evaluated on the basis of their brainstorming, mind mapping, vocabulary, expressing ideas and writing skills. Such as- writing letters to friends or favourite TV characters, depicting a picture or a situation. Teachers also make students write about their personal experience as assessments. Oller (1987) suggests the use of a narrative development technique is an integrated process of teaching and assessment. The first part in the process is to check on how well learners are following the story line. To establish the basic facts, the teachers ask yes-no questions, then the teacher moves on to informative questions.

2.4.6 Error Correction Theory

ESL learners usually struggles with various issues such as- verbs, tense, passive form of sentence, modal construction and subject-verb agreement (Ferris & Hedgcock, 2013). For correcting these errors both selective and comprehensive feedback works. Some researchers suggest that feedback should be given at the end of writing a composition (Sommers, 1982; Zamel, 1985). On the contrary, according to Frodesen and Holten (2003), "research... suggests that it is in the best interest of L2 writers to attend to language issues consistently throughout the drafting process" (p. 145). Meaning they should be given feedback continuously while writing so that they can learn simultaneously. So, two different opinions about this issue.

2.5 Research Gap

In the previous scholarly works, all the studies were about teaching young learners writing in countries such as- Turkey (Temizkan, 2011), Malaysia (Abd Rahim et al, 2012), Iran (Rahimi & Yadollahi, 2017), US (Graham, Gillespie & Mckeown, 2012). The characteristics of young learners, distinctive teaching techniques and challenges the teachers face while teaching English writing in the context of various countries, all these aspects were found in those scholarly articles (Arikan, 2009; Brand, 2019; Cameron,2003; Ghosn, 2013; Nunan, 1999; Pinter, 2012; Pertiwi et al, 2020). Furthermore, there were also studies on various types of writing (Annamalai, 2016; Nunan, 1991), and techniques, strategies and challenges of teaching writing to young learners (Tangpermpoon, 2008; Temizkan, 2011; Abd Rahim et al, 2017; Suarmi & Fatimah, 2019; Shin & Crandall, 2018). A very few studies have been conducted on teaching writing in Bangladeshi classrooms and especially about teaching young learners' and their development. There has been limited studies on how English writing is taught in an ESOL context such as Bangladesh, also how students' writing is getting affected by current applied techniques. Specifically, the difference between English medium and Bengali medium school's young learners.

2.6 Chapter Summary

The beginning part of this chapter talked about the age limit and characteristics of young learners by which we can define them as young learners, then I talked about teaching techniques for young learners and the challenges faced by teachers. Here it was discussed about what kind of techniques are followed for teaching young learners and the challenges teachers face while teaching them. After that I described about types of writing and techniques of teaching English writing. Next part was about strategies of teaching writing to young learners and the challenges

of it. Here teaching English writing and the challenges of teaching writing was focused. The third part was on Bangladeshi context it was about teaching English writing in Bangladeshi classrooms to Bangladeshi young learners and the challenges that are faced in Bangladeshi classrooms. The last part was about the theories related to teaching academic writing. In this part all the theories that are related to writing was focused. Finally at the end, the chapter was finished with the gap of knowledge that has been found also with an explanation such as how my study will fill the gap from the existing studies in this field.

<div align="center">**Chapter Three**</div>

<div align="center">**Methodology**</div>

Introduction

This chapter will discuss the research methodology of the study. My research question for this study is what techniques are followed for teaching Bangladeshi young learners English writing and how these strategies affect students' performance. Furthermore, teachers' opinion about the current writing skill strategies. This chapter will elaborately talk about the applied method and the rationale on the basis of the research questions.

3.1 Research Paradigm and Philosophical Assumptions

For my research, I have chosen qualitative research. Qualitative research can be interpreted as "an approach for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem" (Creswell, 2014, p. 32). This Qualitative research is based on some philosophical assumptions and a particular research paradigm. The philosophical assumption is usually divided into four parts- Ontological, Epistemological, Axiological, and Methodological. Below I have discussed the philosophical assumptions according to my research paradigm.

Below mentioned table of philosophical assumptions is taken from Creswell (2007).

Research Paradigm	Philosophical Assumptions

	Ontological	Epistemological	Axiological	Methodological
Interpretivism	Multiple perspectives will be taken from the participants.	Active participant in the discussion and individual interview with the participants to get closer with the participants.	Unbiased as the information will be taken from the teachers from different category schools	Qualitative research. Multiple case study

Table 3.1 Philosophical Assumptions

The research paradigm I have chosen is Interpretivism as this study will be from participants' views of the situation. Also, there will be an effect of social interaction and their subjective perception of their experience (Creswell, 2013). The researcher needs to have ideas from multiple perspectives to follow this research paradigm. For that reason, I will conduct an interview of the teachers, from where the information and opinions of the teachers about current writing techniques will be found. Like how they are choosing the techniques according to their students' comprehensive level and syllabus as well as how students' writing is getting affected by these techniques.

The philosophical assumptions for this study are: the first assumption is ontological; in this paper the researcher will take information from different perspectives such as from a number of teachers (RQ 1,2,3). This is only for teaching English writing techniques for young learners, if this type changes their perception will also change. So, it is context bound. The second assumption is Epistemological where the researcher will have some effect on the subjects. There

will be discussion with the teachers where the researcher will be an active participant to make other participants comfortable (RQ 1,2,3). Furthermore, interviews were taken separately so that the researcher can get close to the participants. Third assumption is axiological where the researcher had an unbiased position as the information was taken from nine teachers of English and Bengali medium schools (RQ 1,2, 3). I will adopt multiple ways to establish trustworthiness and credibility for this study by using member checking, inter-rater reliability, audit trail, co-observation and triangulation of sources. In the fourth assumption which is methodological, this will be qualitative research. The questions will be open ended questions so the participants can share freely. I will interpret the situation from my personal experience through interviews and discussions. Also, will position myself in teachers' place to understand their perspective. It will be a multiple case study approach as a number of teachers will be interviewed.

3.2 Research Design

I have created a research design keeping previous studies from my literature review and research questions in mind. This study applied Interpretivism research paradigm, which focuses on social interaction and also subjective thought of the participants. For that reason, I will try to take opinion from multiple perspectives. In this case the most suitable method is interviewing the teachers. While interviewing, the discussion with the interviewer will also help to extract information. Also, interviewing more than two teachers will give different perspectives on the same topic. Another objective of this study is to find out how students' writing is getting affected by current applied strategies, which is done by analysing their scripts and class notes. Lastly, live class was observed to see the applied techniques.

3.3 Theoretical Framework (Conceptual Framework)

This study is based on conceptual framework with the combination of three frameworks and theories. First part of the framework is Raimes' theory of producing a piece of writing. Raime (1983) mentioned in his study that every writer is required to pay ample attention to some elements to produce a piece of writing that is worth reading. So, in his theory there were nine components mentioned for creating a piece of writing. However, in this study only "six components" are adapted which are suitable and needed for teaching young learners writing. The components are content and organisation, mechanics, word choice, grammar and syntax. In 'content and organisation', the focus is on four elements where first one is 'clarity' which emphasises if the ideas are clearly expressed and properly organised, then is relevance which focuses if the topic and ideas of the paragraph are relevant with each other, next is connection between paragraphs and the last one is originality where it is seen if the students are writing by themselves and if their contents are authentic. Second element of this theory is Mechanics, here with mechanics I added format from my personal experience as a teacher as well as by discussing with an expert, the aims of this element are handwriting of the students, accuracy of punctuation and capitalisation. In addition to that, format is considered very important in young learners' writing classes for example where to put date, heading, linings of the sentence. The third component of Raime's(1983) theory is word choice of the learners or vocabulary. As a part of this component students are taught new vocabulary and proper use of them. The fourth component is grammar where young learners are taught basic grammar rules of article, parts of speech, case to use in their writing and the last component of this theory that was adapted in my paper is syntax. This includes sentence making and sentence structure for writing. These five

components are the backbone of teaching young learners writing so, it is necessary for the teachers to include these components in their writing classes.

Other three components that were not added in this study's framework are, "the writer's process, audience and the purpose" (Raimes, 1983). As this study is conducted on young learners' writing process, these components might be too difficult for them to learn. Furthermore, it was mentioned in Raime's(1983) theory that these are for advanced level learners hence I omitted these parts in my framework. In context to my study, I will observe young learners' English writing classes and analyse their writing to find out how the current writing techniques affect their writing ability in both English and Bengali medium schools.

The second part of my framework is instructional design or rubric. This part of the framework mainly focuses on how the teachers are conducting their class and planning lessons for teaching students English writing. In this part there is a combination of two theories. First one is guided writing theory (Gibson, 2008) which includes firstly, "engagement in brief or shared experience" where teachers give a strong introduction and starts with an interesting topic. Next the teachers allow students to talk about that topic and share their opinions. So, the teachers try to engage the writers in conversation and rehearse the topic, to make students comfortable in class and give a chance to think about their topic. Then relating with their interested topic, the teachers discuss the strategies of writing that are to be followed for that particular task, this is the second step of guided writing theory. In this step there are ways of active discussion, by which students can integrate the learned strategy into their own writing. Then the third step of guided writing theory is 'students time to write individually'. In this step students are given a chance to write independently following their teacher's instruction, however teachers are constantly

helping students for thinking, taking immediate decisions, following strategies and problem solving. Finally, the last step of guided writing theory is reading out their immediate work with the class. This is also a part of activity which makes students confident and sincere about their work.

Another theory that is adapted for this framework is e-learning usability theory (Zaharias & Poylymenakou, 2009) I adapted "resources and materials" that are to be used in young learners' writing classes. These materials help teachers to make students understand better also guide them well. Materials are equally important in offline and online platforms to help students and that is why I took this step from e-learning platform. Then next step from e-learning usability theory (Zaharias & Poylymenakou, 2009) is "activities". In writing classes students are given both individual and group activities to interact with their peers and teachers. These activities motivate students to learn interestingly and help them to stay focused, as sometimes just traditional writing tasks can be monotonous for them. In writing class, assessing students' writing ability through various tasks and then providing them feedback according to that is also considered as one of the important tasks. Other parts of e-learning usability theory were not taken as this study is conducted in offline classrooms.

I have added the teachers' perceptions about teaching English writing and students' response both in Bengali medium and English medium schools.

Writing components for young learners (Raime's theory, 1983)

↓

Content and Organisation
Clarity
Relevance
Connection between paragraphs
Originality

↓

Mechanic and Format
Handwriting
Punctuation
Capitalization

↓

Word Choice
Vocabulary

↓

Grammar
Rules of verb, article, parts of speech,
Pronoun, case, gender

↓

Syntax
Sentence Making,
Sentence Structure

English Medium

Bengali Medium

Students' response in class

Teachers' perceptions

Instructional Design/Rubric
1. Brief/Shared experience
2. Discussion of strategic behaviour of writing
3. Resources and Materials
4. Students' time to write individually
5. Activities
6. Assessment
7. Feedback (Guided Writing framework, 2008 & E-learning usability theory, 2009)

Fig 3.1 Theory of Teaching English Writing to Young Learners

3.4 Setting

This study was conducted in seven different schools in Dhaka, Bangladesh, where only the primary level was focused. Here, three different English medium schools and four different Bengali medium schools were chosen for data collection. The reason for choosing this sector is there are very few studies conducted on this topic.

3.5 Selecting Participants

In this study there are two segments for collecting information. As Creswell (2012) stated, in qualitative research we have to depend on documents, observation, interviewing. So, for first research question I will observe the primary level students' English class and take teachers' perception. For second research question I will analyse students' class writings and scripts and take opinion from teachers. In addition to that, for the third part of this study, I will be interviewing some teachers. For collecting the information, I selected Purposive homogeneous sampling technique. It is a design process of selection, where people are chosen on the basis of having some similar defining characteristics (Creswell, 2012). A homogeneous sample is often chosen when the research question that is being addressed is specific to the characteristics of the particular group of interest, which is subsequently examined in detail (Rai & Thapa, 2015). This process matches with research questions of my study, that explores writing techniques used in a young learners' English writing classroom.

So, for this study, I had fixed some criteria for selecting participants which are given below:

1) The teachers must be from English medium and Bengali medium schools' primary level.

2) The participants must have experience of teaching English writing to young learners because if they do not have experience of teaching writing. They will not be able to respond to interview questions.

I have taken Four English medium teachers as participants of my study from different English medium schools and five Bengali medium teachers from four different schools to get unbiased and different type of information in my study.

Profile of Participants

Name, Age, Gender	Educational Background	Currently teaching	Number of Students	Training for teaching writing and preparing worksheet, questions	Name of taken part in English class
Supti 26 (F)	Bangla medium, completed bachelors from private university currently doing TESOL	Class 2	12-15 students in each class	Yes	Language and Literature
Proma, 33, F	Bangla medium, completed bachelors from private university	Class 1	Each class 40 students total 3 sections	No	English
Ayza, 30, F	English Version Completed bachelors from private university	Class 4	Each class 23 students total 3 sections	Yes	Comprehension(CH) and Writing (WR)

Muntaha, 29, F	Bangla Medium Completed Bachelors and Masters from public University	Class 2	88 students total 4 sections	No	Language
Jesmin, 33, F	Bangla Medium Completed Masters from national university	Class 1	40 students 2 sections	Yes	English Language
Meem, 28, F	From bengali medium school and college. Completed honors and masters from private university	Class 3	80 students	Yes	English
Tanita 27, F	English medium and English version Completed honors currently doing masters	Class 3	20 students	Yes	English
Shimul, 52, F	Bangla medium, completed masters from public university	Class 1	65-70 students in each class	No	English
Nahida, 40, F	Bengali medium, completed masters from national university	Class 2	65 students	No	English

Table 3.2 Profile of participants

3.6 Data Collection Procedure

There are various kinds of techniques, that are followed for collecting information. Qualitative research has been commonly used in critical ELT research, particularly in the form of interviews, observation, discussions, case studies, content analysis, longitudinal studies, record keeping (Lowe, 2021).

In my study I am going to go for observing students, interviewing teachers and content analysis as these methods suits best for my study.

3.6.1 Observation

For the first part of my study, I have chosen observation as my data collection procedure. Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting (Cowie, 2009). In linguistics it is very common to observe teachers' activities or students' activities in the classroom. It can be divided into two parts: structured observation and unstructured observation. In structured observation schedules are predetermined using taxonomies developed from known theory such as from literature review or personal experience. In contrast, unstructured observation is used to understand and interpret cultural behaviour of the participants (Mulhall, 2003).

In observation as there is nothing pre-made so the researcher can get authentic data from the situation. In a study Anderson, Herr, & Nihlen, (1994) stated, teachers and students follow familiar routines and activities in schools and often have quite fixed values, beliefs, and assumptions about what does or should go on there. Observation can help uncover these familiar and fixed aspects of education and 'help demystify what is actually going on as opposed to what

one might hope or assume is happening' (p. 129). So, the researcher will get authentic information while observing.

In this study I will do observation with semi structured form in an English and Bengali medium schools' classroom about how they are writing, responding, and incorporating themselves in the writing classroom. I took a semi structured form so that with the scheduled list I can also add some of my personal additional observations and students' behavior on the list. I will constantly take notes while observing.

3.6.2 Semi Structured Interview

There are total five types of interviews named- structured interview, semi-structured interview, in depth interview, focus groups interview and oral history (Muratovski, 2016). Among all these interviews, for my study I chose semi structured interview. Semi structured interview basically talks about getting subjective responses from persons regarding a particular situation or phenomenon they have experienced (McIntosh & Morse, 2015). According to Schmidt (2004), the analytical techniques that are selected for semi structured interviews within the framework of a study is dependent on the study's goals, research questions, methodological approach, given time and available human resources. For my study considering all the mentioned criteria semi structured interview seemed most suitable. It has some advantages which distinguish it from other interviews. Such as- potential to overcome poor response, focuses on attitudes, values, beliefs, motives and can act accordingly, able to evaluate the validity of the respondent's answers by observing their non-verbal gestures, can ensure all the answers from all the participants (Barriball & While, 1994).

3.6.2.1 Designing the Interview Protocol I used semi structured interview guide by Pietila, Johnson, and Kangasniemi (2016) for conducting my study. The following steps I have applied before conducting my interview.

1. Identifying the prerequisites for using semi-structured interviews;

2. Retrieving and using previous knowledge;

3. Formulating the preliminary semi-structured interview guide;

4. Pilot testing the guide;

5. Presenting the complete semi-structured interview guide.

The research questions are the prerequisites. Based on that, I will check whether my study needs semi structured interview or not. As I need teacher's opinion on teaching techniques of writing skill, so I will need to ask some open-ended questions, for that I need semi structured interviews. The next part of the protocol is using previous knowledge for which, I will take some information from the previous studies that are already done on similar topics. Also, my personal experience as a teacher will be helpful in this case. On the basis of that I will go to the third stage which is primarily formulating some interview questions. On the fourth stage I will test my questions with one close colleague whose interview will not be added later on. At the last stage after refining with pilot testing and discussing with an expert the final semi structured interview will be made.

3.6.2.2 Piloting the Interview After consulting with the expert about my interview questions, I piloted the interview with participants as the fourth stage of my interview protocol. At first, I decided to take interviews from both students and teachers. But while doing the piloting of two students, I found out that primary level students are too young to give interviews.

They could not share about their experience properly. Hence, I decided to omit their part in my study. For the teacher's interview I piloted the interview of one teacher named Snigdha (pseudonym) who is teaching in a primary level Bengali medium school. This helped me to refine my interview questions, also helped me to set some follow up questions and edit my previous questions from the experience. Moreover, it prepared me for the possible challenges like simultaneously taking notes and paying attention to the participants.

3.6.2.3 Conducting the Final Interview After completing the piloting interview of one of my colleagues I have set my final semi structured questions and asked for appointment from the participants who are from different English and Bengali medium schools. I have conducted five telephonic interview and four face to face interview at interviewee's preferred time and location. All the participant's interviews were taken individually in quite place. In addition to that, there was no time constraint, so that they do not feel pressured to answer. Before conducting the interview, I took their signature in consent paper and also discussed about my topic with them. So that they get a clear view of my study. I tried to keep a very relaxed environment throughout the interview so the participants do not feel any stress while responding.

3.6.3 Content Analysis

Content analysis is one of the most common processes of collecting data. It can be used with a wide variety of data sources, including textual data, visual stimuli like photographs/videos and audio data. This is one of oldest ways of collecting data as well. In addition to that, the technique is highly flexible as it can be both empirically or theoretically driven (Stemler, 2015). By far the most frequently used data source for content analysis is written text (Krippendorff, 2012) as this is easily accessible and the result of the analysis can be authentic along with rigid.

According to Prasad (2008), the main focus of content analysis is to convert raw phenomena into data. To keep track of content analysis in a study a researcher has to follow methodological issues namely: selection of units of analysis, developing categories, sampling appropriate content, and checking reliability of coding (Stempel, 1989).

In my study, I will try to analyse the scripts and class notes of my content by following the above-mentioned methodological issues.

3.7 Data Analysis Procedure

This section of the chapter will discuss about how I have analysed my collected data after collecting all the information from observation, interviewing participants and analysing the scripts and class notes.

3.7.1 Data Analysis Framework

The qualitative data will be analysed using a framework analysis by (Ritchie & Spencer, 1994) which has five stage process involving; familiarisation, identifying a thematic framework, indexing, charting, mapping and interpretation. In the initial familiarisation stage, the researcher reads a starting set of the interviews in order to gain an understanding of the opening themes emerging from the data. It encourages the researcher to see the individual differences inherent in transcripts that can sometimes get lost when coding begins. The researcher can notice interviewees' expressions and also jot down extra information other than transcript. After that in the second stage, researchers can get an idea about the theme of the information which is also known as coding. This principally involves identifying key themes, issues or discussion of points in the transcript. Furthermore, according to Srivastava & Thomson, (2009), both logical and

intuitive thinking is needed before setting the theme. It involves making judgments about meaning, about the relevance and importance of issues, and about implicit connections between ideas. Indexing refers to the process of identifying portions or sections of the data that correspond to a particular theme. This process is applied to all the textual data that has been gathered (Srivastava & Thomson, 2009). Spencer & Ritchie (1994) suggested organising numerically annotating transcripts in order to identify consistencies. However, I am not going to organise numerically in my paper. Next, the Charting stage is a process of rearranging the data and thematic framework to create order, the headings and subheadings will be given on the basis of their themes. Lastly Mapping and interpreting essentially are ways of representing pictorially or graphically all of the themes and investigating how each of the themes relates to each other. As my study is qualitative and education based, I will not be focusing on visual representation and numerical annotation of transcripts. However, I am going to add an visual representation of the emergent themes I have found from my research in Findings section.

In content analysis part students' scripts and class notes will be analysed. Apart from analysing the data thematically and coding them, the kind of common errors that students generally make will also be analysed according to Lyster's error correction (1998) theory. Usually in young learners' writing, three types of errors are commonly found. According to Lyster (1998), teachers tend to have low tolerance for lexical and interference of L1 errors, however, they seem to be lenient about young L2 learners' grammatical errors. In this study's data analysis, students commonly made errors will be discussed through content analysis.

Research Questions	Sources of Data	Data Analysis	Discussion
1. What type of techniques are followed for teaching English writing to Bangladeshi young learners' in the schools? 2. How do the teaching strategies affect students' writing?	Interview of the teachers, Participant observation, analysing their scripts and notes	• Familiarisation • Identifying thematic framework (Coding) • Indexing or Establishing patterns • Themes Charting • Learners' Errors (Grammatical, Lexical, Unsolicited use of L1)	Interpreting the data with personal knowledge also from previously done scholar articles.
3. What perceptions do the teachers have regarding the writing techniques they are following?	Interview taken of the teachers	• Familiarisation • Identifying thematic framework (coding) • Indexing or Establishing Patterns • Themes Charting	

Table 3.3 Data Analysis Framework

3.7.2 Analysing Observation Checklist and Notes

I analysed all the collected data from the observation checklist and also from my taken notes. Then I coded all the information and organised them according to their theme. Later on, I gave them heading and subheading and arranged them in an order according to research questions.

3.7.3 Analysing Students' Scripts and Class Notes

I collected students' class notes and scripts then I coded all the collected information. Next, I have thematically organised them according to the common errors students make, including other noticed issues and gave them headings and subheadings.

3.7.4 Analysing Interviews

For analysing the interviews of teachers, two of the audio records among nine interviews were transcribed manually by me. Also, two participants interview were fully coded by me. Coding the transcriptions from the audio record, I used the seven-column coding template (Ahmad, 2017) by utilising open coding in two cycles (Saldana, 2013). In the first part, I coded all the interviews then in the next part I selected leading codes from the audio recordings. Later on, they were divided in different themes which created a thematic pattern on the basis of the research question.

3.8 Ethical Consideration

Before collecting the data, ethical consideration was taken into account. Before interviewing, all the participants were given consent form to sign, where all the conditions and

procedures were mentioned in detail. While analysing the data all the participants name and personal information were hidden. In addition to that, all the information that are added in this study are authentic and not fabricated at all.

3.9 Trustworthiness of the Study

For a qualitative study to be trustworthy and credible there are some steps that needs to be followed. For establishing credibility in my study, I have applied observation. The purpose of observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail (Lincon and Guba, 1985). For seeing students' response, I have observed them thoroughly and noted down the things that are related to my study. In addition to that, I also marked in my observation form.

The next step I have adapted in my study for attaining credibility is Triangulation. Multiple data sources are used to collect the information. As it makes the study well developed, more comprehending and richer (Pandey & Patnaik, 2014). In my study I have used interviews, observing students thoroughly for collecting data as well as analysed students' class writings and assessment scripts as data sources.

Afterwards I have also used member checking in my study. Lincoin and Guba (1985) addressed this one as one of the most important steps of credibility. In this part, participants are asked to read the transcription of their interview and assure that everything is authentic. I have also done this with my participants which I have added as a sample in my appendix.

In addition to other processes, I did audit trail of my study. Where I kept record of all the stages that were done while conducting the study. It gives a transparent description of the

research steps taken from the start of a research project to the development and reporting of findings (Pandey & Patnaik, 2014).

Finally, as part of making my paper trustworthy I have executed inter-rater reliability on the coding of my conducted interviews. For that I had my coding reviewed by an expert which was rated based on the coding and theme generalisation.

3.10 Chapter Summary

At the beginning of this chapter, I discussed the philosophical assumptions of this study which is interpretivism research paradigm. I have chosen this because multiple perspectives will be focused for conducting the study. So, I will get different point of views of a situation. Then I discussed about the settings and participants for my study. I have selected participants on the basis of some criteria like young primary level English teachers. Afterwards I talked about data collection procedure, including the rationale which were, observing students in class, analysing students' scripts and class notes, lastly interviewing teachers. Following that I described about a part of my study which was data analysing framework. Here I described about how I am going to analyse the collected information. Lastly, I finished my chapter with describing the steps of establishing credibility and trustworthiness of data.

<center>**Chapter Four**</center>

<center>**Results and Discussion**</center>

4.1 Introduction

The main objective of this study was to identify what type of techniques are followed for teaching English writing to Bangladeshi young learners and how these techniques are affecting students' writing, as well as what do the teachers think about applied techniques. In Bangladesh there are quite a number of techniques followed for teaching students English. In Bengali medium they follow some methods for teaching English on the contrary, in English medium schools, teachers follow different types of strategies for teaching students English writing. In my paper I tried to find out what kind of techniques are applied in schools and how it is affecting students' writing, also what teachers' think about these strategies. The research questions of this paper are

1. What type of techniques are followed for teaching English writing to Bangladeshi young learners in schools?

2. How do teaching strategies affect students' writing?

3. What perceptions do teachers have regarding the writing techniques they are following?

The first section will be about what types of techniques are followed for teaching English writing in Bangladeshi classrooms. For collecting the information- teachers' perception and live classes were observed. Second part will be about how primary level young learners' writing is getting affected by the current applied techniques. The information was gathered through teachers' interview and analysing students' exam scripts and class notes. The information was

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collected maintaining the anonymity of the participants by using pseudonyms. Finally, the last section is about teachers' perception about current applied techniques such as, their feeling or opinion about the applied strategies, giving feedback, getting any kind of assistance from the school authorities or not, modifying the materials and their personal suggestions to improvise.

4.2 Section One: Techniques Followed in English Writing Class

This section is written with the data collected from class observation and teachers' interview. At first all the interview participants shared about their educational background, teaching class and number of students, which I mentioned on 'profile of participants' in methodology section. Later on, they shared about the techniques they follow in the classroom. Along with that, I observed live classes with a checklist and took notes about the techniques and strategies teachers were following in the young learners' classroom, also how they were responding to students' queries and explaining the instructions. In the section below I will describe about the multiple types of techniques that are being followed in young learners' English writing class.

4.2.1 Techniques Followed in English Medium Schools' English Writing Classrooms

Various kinds of techniques are used in writing classes for students' better understanding. Among those, all the teachers of English medium shared some common techniques.

4.2.1.1 Brainstorming, Elicitation and Discussion Class Interacting with Students

Some of the common techniques that were shared by the teachers was conducting an interactive class by discussing the topic with students to extract ideas from them. In this class students have to brainstorm about the topic and come up with various ideas to share their opinion. The teachers

usually elicit the information from students' brainstorming session and write them on the board or say them out loud. Regarding this, one of the teachers mentioned in their interview that,

First I discuss about the topic and encourage the students to do some

brainstorming...ummm..then...As the students share their ideas, I write those

ideas on the board. So the first technique is brainstorming and collaboration of

ideas through discussing

(DU MUN 12).

Through brainstorming students learn to think about a topic deeply and by discussing it in the class they get confidence about their ideas. Furthermore, through the discussion session teachers extract information from the students and establish them, which makes the students active participants in the class. Another teacher mentioned that *I try to make the class interactive. I tend to make it a discussion class at first. We discuss the topic, scaffold ideas and then in the next class we start writing* (DU AYZ 14). Here also at first the teacher takes an interactive discussion class, where students and teachers discuss the topic together and teachers elicit the key points of the given topic. The teacher guides the students to scaffold the ideas. This part helps the students to brainstorm and prepare for writing by developing ideas. One of the teachers also shared similar kind of information by saying, *in my class I try to collect information from the students first by discussing and interacting with everyone then we go for the writing part* (DU SUP 12). This interaction makes the class enjoyable for students as well as helps to develop creative ideas. As Suarmi & Fatimah (2019) stated in their study, teachers follow interactive writing strategy to help students in generating and developing ideas, which can make writing class interesting for students. Following these strategies, makes the class less monotonous from

traditional writing classes as well as make students confident about sharing their ideas, later on write about it.

4.2.1.2 Guided Writing & Independent Writing As young learners are immature and a little dependent, it is required that they are guided initially. Usually in elementary, level most of their work are done under guidance of their facilitator, so in primary level when they are suddenly assigned with independent work it is normal that they might struggle at the beginning. Hence most of the teachers suggested that guided writing is initially needed for young learners. Shin & Crandall (2018) mentioned in their study that initially after providing some simple writing activities to lower-level young learners, the teachers eventually go for moderate level lessons, which is asking students to explain their thinking while writing on board, copy or flip chart and writing from the given key words. These activities are usually guided as the teacher's lead through students' thought and writing. One of the teachers' shared similar opinions regarding this matter on the interview that *after brainstorming and collaborating the ideas together uhmmm... I guide the students to write about a topic at first, they take help from the key words I write on board* (DU MUN 12). So initially students need a little help when they are writing for the first time, later on they get hold of it by following the model given by the teacher. As West & Graham (2007) stated in their study, demonstrating a model in the class for students proved to be very effective as it helps to integrate ideas for writing. During my observation I also noticed that students need guidance when they are writing on a new topic for the first time such as- teachers ask questions continuously to generate ideas, helping to put their ideas in words. Another researcher named Abd Rahim et al.(2017) in Malaysia shared similar technique that, primary level students develop their writing through guidance from their teacher with WH questions. One of the teachers said, *when my students are writing I continuously roam around*

the class and help them if they need me (DU JES 12). Here the monitoring is also needed during their writing. As I have observed, some students feel uncomfortable about sharing their struggle in front of the whole class so the teachers have to monitor while they are writing and guide them accordingly. According to Perry et al. (2002) monitoring young learners regularly during tasks help teachers to have an accurate idea of students' learning. So, it is good practice when teachers are roaming around and monitoring the learners continuously.

After following guided writing method initially, when students learn to develop the concept of writing by themselves and advance their level, teachers start to assign them with creative writing topic to write independently. One of the teachers said,

> *Creative writing class is usually associated with comprehension. They learn all the rules and features in comprehension class and implement it in creative writing class to compose their own writing. I try to make it interactive. I tend to make it a discussion class at first. We discuss the topic, scaffold ideas and then in the next class they start independent writing* (DU AYZ 14).

After learning the rules and features of writing and a discussion session, students can initiate to write by themselves after a certain period. Various techniques are followed for students' independent writing as Shin & Crandall (2018) mentioned in their study, that for advanced level young learners brainstorming, new creative ideas, fixing particular audience for young learners and asking them to write independently are common techniques for the teachers. Through my observation I noticed that brainstorming and extracting new creative ideas from students for independent writing are commonly used techniques in English writing classrooms.

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4.2.1.3 Providing Worksheets and Showing Videos In some English writing classrooms visuals and worksheets are used as materials to support teaching English writing. One of the techniques that a teacher followed which she mentioned in her interview was *I give worksheets to students related to writing, they solve the worksheets like writing the title or concluding sentence, they are usually very excited to do these tasks and participates nicely.* (DU MUN 12) It shows that the students like to work following the worksheets. This idea was supported by Soltanpur, Ganji & Mohammadian(2021) in their study stating, using worksheets, teachers can create a relaxed, challenging, and fun atmosphere so that young EFL learners can learn complex concepts very easily. Incorporating worksheets in the task helped students to learn in a relaxed way. Another teacher shared similar idea regarding this matter saying,

> *I provide students some worksheets and ask them to find out particular component of the assigned topics. Like finding out the title, main ideas. And uhm… students are shown various relevant videos with studies so that they can visualise and have a better concept of that specific topic.* (DU SUP 14)

Along with incorporating young learners' writing class with worksheets and videos, images also play significant role for teaching young learners. Arikan (2009) also agreed on this matter in his study that, the teacher can contextualise the lesson through numerous methods including (but not limited to), using audio or visual materials, playing games and using props which can be very useful for young learners' learning. Following different types of techniques will bring a variation in learning hence the young learners will stay motivated in the class. I also observed in the live classroom that, students get really excited when they are shown any videos or provided

worksheet related with their studies, they can connect and grasp the idea faster. Moreover, most of the students were willingly participating more, when a task was incorporated with videos.

4.2.1.4 Interactive Written Tasks Most of the teachers from English medium school replied affirmatively about having interactive written tasks in the class. One of the techniques a teacher shared is *Students' do story boards and image reading in interactive class. They draw a story board or a story mapping and then write their narrative. The students enjoy drawing the most at this age* (AYZ 24). The teacher divides students in multiple groups assigning them to draw some pictures on the board and then it works as a guide for all the students to write the narrative so that they do not miss any detail. Bala(2017) stated in his study that story mapping helps the students to perceive each detail in the story, relationships between the events and the characters, and not to skip any elements of the story. As they are young learners, incorporating lessons with drawing turned out to be very fruitful for students. It was also supported by Ara (2009) she mentioned in her study that children or young learners learn better through fun activities such as- using songs, pictures, videos and games which give instructions about writing. They get more involved in the tasks when they find it interesting as well as learn subconsciously. Another teacher mentioned, *there are story writing, picture description where students get the chance to discuss, brainstorm, write and share about their topic in the class. Sometimes students give feedback on each other's work which is very effective* (DU MUN 22). Picture description is also a common interactive task done in writing class. I also noticed in my observation that the teacher shows a picture and all the students get to share their interpretation from the picture. Students brainstorm and discuss from what they see then they write in their copy which is very effective to learn writing. Macwan (2015), also agreed with this idea by saying, images can allow young learners to breakdown a short story sequence, process ideas, and use simple, familiar

words to convey meaning. Furthermore, the researcher also mentioned the assistance of visual aids was explored as the most common and effective strategy to help students associate meaning to words, while keeping them engaged and motivated. After students are done writing they exchange their script and give feedback to each other. Practicing peer feedback in class is really helpful as it allows students to receive more individual comments, as well as giving reviewers the opportunity to practice and develop different language skills (Bijami, Kashef & Nejad, 2013). So, this technique is actually helpful for both side of the students as it gives students a chance to improve their writing. Another interactive task a teacher mentioned in her interview was involving students in group tasks. She stated that, *in my class as an interactive task students have group works like finding a proper topic sentence for a paragraph, or distinguishing between a good and bad paragraph, Finding out differences of sentences together or sometimes individually*. (DU SUP 24)

Students work on these tasks together which helps them to learn these items, also understands to give importance about others' opinion and compromise. It was mentioned in a study by Uysal & Yavuz, (2015) that, task focusing on different skills while using individual, pair work, group work or whole class activities are needed in young learners' classroom, as it is wise to let children learn from each other by integrating pupil- pupil interaction into the activities. This helps them to grow a mentality of learning from their peers and respect each other's perspective.

4.2.1.5 Students Delivering Required and Relevant Information with Topic Multiple techniques are followed by young learners' teachers to make students write relevant sentences with the given topic along with delivering required information. The most common techniques

that the teachers shared were, initially students are guided by the teachers through pointing out key words, demonstrating a model on the board or giving examples of different ways of writing or starting a sentence, then in the next lesson students are instructed to write independently. As one of the interviewees mentioned, *I divide the class works according to my topic. The first lesson is completed with my help. On the second lesson, I only scaffold the students with ideas and they complete the work independently* (DU AYZ 28). This teacher at first helps her students primarily to gather some ideas about topic, then lets them work independently. Another participant mentioned that

> *At first I discuss and demonstrate a model on the board, give some examples and guide the students to follow the way I am showing... uhmmm on.... Later...I point out the keywords of the writing part and encourage the students to write the required information by themselves... I roam around while they are writing and try to monitor their work by asking questions to them.*

<div align="right">(DU MUN 26)</div>

Related to these techniques Shin & Crandall (2018) mentioned in their study that, after providing some simple writing activities to lower-level young learners, the teachers eventually go for moderate level lessons, which is asking students to explain their thinking while writing in their copy or writing from key words. These techniques make sure that students are writing relevant information to the topic also when they are answering the teacher, he/she can understand that the students are providing required information. Another strategy is teachers constantly monitor their students' work while they are writing, this tactic also helps students to stay on track. In this matter, Van Den Branden (2016) mentioned in his study that a teacher can monitor

the students' progress and task performance on a minute-to-minute basis and provide them with supportive feedback face to face reflecting on their task performance which can create a positive effect on students' learning. In addition to that, after some tasks a teacher said that she takes an extra class, mentioning *A discussion class is held where I talk about the common mistakes the students make in their writing. With this, they understand the features and the process of writing relevantly better* (DU AYZ, 28). It can be seen that students get the chance to clear their concept through this discussion class. The teachers also mentioned that, this class help students to improve their performance and write more relevantly. Last technique another teacher mentioned about writing relevant sentences with the topic was using worksheet. The teacher said,

> *I like to use worksheet to teach students writing relevant sentences related to paragraph's topic, like uhmm...I give one worksheet with paragraph and students have to write topic sentence of that, or sometimes I only ask them to write two lines about the given uhmmm...topic, dividing the work helps them to learn better, as too much writing can be distracting, so I go part by part.*

(DU SUP 28)

Using worksheets in the class is also very effective for the students to stay on track. Lizarazo (2011) did research on this topic which showed that the use of in-class worksheets helped students develop their use of sentences describing people, knowledge of word order, in addition their engagement and participation in the class. From my observation I noticed that students tend to make lesser mistakes when the key words are given or there is a checklist, also when they are guided with worksheets, it helps them to write relevantly with the given topic and deliver required information.

4.2.1.6 Teaching Students Grammar and Vocabulary During my observations, I noticed that most young students suffer a lot with grammar and using new words while they are writing, especially with spellings. Young learners also find it quite difficult to put prepositions, pronouns and articles in appropriate places, also to identify noun, pronoun, adjectives and adverb. They get confused with the terms and its usage.

For teaching students' grammar most of the English medium school teachers follow inductive approach, which at first starts with examples then rules are extracted from the learners or in young learners' case explained to them later on. Felder & Henriques (1995) mentioned, when we follow inductive approach, we observe a number of specific instances and from them infer a general principle or concept. Students also learn from the presented examples by the teachers. One of the teachers mentioned about her technique saying, *at first ….my students are given some worksheets to solve the grammar issues by themselves then… then I correct them and tell them the rules of how to write it properly* (DU MUN 38). So here at first, the teacher is giving students some worksheets to solve some examples then the students are taught the rules, while correcting them through discussions. Students usually do it excitedly. Ulas, Sevim, and Tan (2011) said in their study that, worksheets brought about better students' learning and were interesting for the students. Another teacher also mentioned in her interview that *I ask them a question giving some examples, they answer it and then I ask them if they know why it is said in this specific way. After going through this Q/A session for some time, then I introduce them with the topic through various examples and games* (DU AYZ 40). Thus, it can be concluded that following inductive approach in class is helping students to develop their grammar. Widodo (2006) stated that the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks, which is very effective to make them an independent learner.

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Another teacher stated that, *other than following inductive approach, I present various scenario in class, share stories to make students know the usage of grammar* (DU SUP 38). Students feel more interested to learn when the teachers apply these innovative methods to teach them. During my observation, I also noticed that students are more motivated to do the task when teachers are following innovative techniques, without that some of the students were very resilient about learning grammar in the class. Regarding this issue Arikan(2009) mentioned in his study that, "the teacher can contextualise the lesson through numerous methods including (but not limited to), using audio or visual materials, storytelling, problem solving, giving examples, showing grammar usage, to teach students writing. Students will be more involved in the learning if there are numerous interesting approaches involved.

While I was observing the class, regarding students learning vocabulary it was noticed that, most of the students tend to use the common words in their response. They show less interest in using new vocabularies. Rather they use one common word or pattern again and again while they are talking as well as in writing assessments. Such as- I like to eat, I like to sing, I like to garden. Being aware of this situation English medium teachers follow some techniques such as- one of the teachers said, *I use flash cards with pictures. I believe visuals help them grasp the idea better* (DU AYZ 38). This means when students are experiencing something visually and learning, they can grasp the ideas better than usual. Kusumawardhani (2019), mentioned in her study that using colourful flashcards for developing students' writing skill is considered very effective. Learners get really excited when the tasks are associated with colourful flashcards, they willingly participate to complete the task and learn new words through the process. Another technique a teacher mentioned that

For teaching new vocabulary, I explain the word meaning in English usually... Sometimes I tell them to find the new words...word meanings by themselves from the dictionary in class. And when we are learning a new word I tell them to repeat the word after me and the spelling also. If possible, I show them the picture or real objects of the words and make them listen to the pronunciation of the words. (DU MUN 36)

In her class, the new word meanings are explained in English to students by the teacher, sometimes when there is a reading text the students are asked to trace the new words from that text and find out the meanings of it from the dictionary by themselves. This makes the students independent and confident. Additionally, visualization and drilling are considered a very fruitful technique as a part of learning new vocabulary in her class. Soltanpour Ganji & Mohammadian (2021) also agreed in their study mentioning, teachers can play an important role in students' vocabulary learning using several useful techniques, such as showing real objects, showing models, using pictures, teaching words in the context, and using drawings. Another teacher mentioned a very unique technique that she follows in her young learners' classroom. She mentioned that, *I ask my students to write 2 new words from home and then explain the meaning to their friends in class. I usually do it in every two weeks* (DU JES, 38) This help students to enhance their vocabulary, also when they are sharing it with their friends it boosts up their confidence. Moreover, through my observation I found out that the common techniques the teachers follow in class are drilling, explaining the meaning and finding words from reading comprehension to teach students new vocabulary. However very less students were enthusiastic about using new vocabulary learned in their work.

4.2.1.7 Teaching Students Syntax and Mechanics In syntax part I am going to talk about sentence making and sentence structure. The teachers had multiple techniques to share for

teaching these items. For example, they used discussion class to demonstrate some ideas on board and guide students accordingly. Also showing students pictures or object in the class and asking students to write description. One of the teachers stated in her interview that,

> *For sentence making at first I demonstrate the examples on the board, then..uhmm...then I guide the students to write sentences by...by...themselves. At final stage, I also...let..let the students do their independent writing. Also I in some class... allow them to write their own sentence description by showing an object or picture. I correct them when they make mistake and they learn from...uhmmm their mistake...*(DU MUN 40).

The teacher also corrected the students when they are making mistakes. Another teacher mentioned some other techniques that she followed was,

> *I start the class with examples, then after they have some ideas I mention some rules on board, students match the sentence and rules..I uhmm...take opinions from students and make them write on board. I also provide them worksheets for matching rules with examples and also writing free sentences by seeing a picture*. (DU SUP 42)

Here the teacher followed inductive approach to teach students sentence making and sentence structure, after getting some ideas from students the teacher writes the rules on the board and students are given task to match the rules with examples. In addition to that, worksheets are also used for guiding students. However, another teacher from interview mentioned that, *sentence making and structure are usually taught in junior class like KG II or Standard one, in my class students only do little revision of the learned techniques for remembering* (DU AYZ 40). During my observation, I saw that teachers mainly say a random

example in the class or write on the board and then she asks the students how the sentence has been made.

In the mechanic part handwriting, capitalization and punctuation is focused. Most of the English medium teachers I interviewed responded that they do not have any separate handwriting class for students. However, they keep some special work for students to improve their handwriting. Such as one of the teachers said that, *once a week, I send them passage writing homework and take dictation for 10 minutes* (DU AYZ 34) along with that, another teacher mentioned,

> *Although there is no separate handwriting class..I still instruct them to focus on*
> *theee... handwriting. Also during the test, some marks are assigned for good for*
> *uhmm...handwriting. Sometimes after CW is done, students with bad handwriting*
> *are instructed to do some extra hand writing practice* (DU MUN 32).

Teachers assign some marks for handwriting in the exam so the students feel motivated to write properly, also students with messy hand writing are given extra work to improve. Another teacher said that she did not have any work related to handwriting. The class that I observed there, the teacher was also constantly reminding students to write properly in neat and clean way.

The next technique is teaching students punctuation and capitalization. All the teachers take separate class for teaching punctuation and capitalization. They follow multiple techniques to teach these topics for instance one of the teachers mentioned,

> *...I provide Information sheets and worksheets for these topics. I give them different*
> *stories or dialogues where they have to add punctuation and capital letters. Students*

do group work on these topics as well. So I think….uhmmm.. they learn these things

with fun (DU MUN, 34).

Elmahida, Nia & Komariyah (2021) mentioned three strategies for teaching students English, one of them were developing fun ways of learning. Therefore, techniques like giving stories and dialogues to students to apply punctuation and capital letters on appropriate places as a group can be quite fun and interactive thing to do. Also providing fun worksheets is another fruitful task for the students. Another participant said, *these are taught as a part of narrative writing, however the basic of these topics are usually build in junior class, I only brush up their existing knowledge to clear their concept* (DU AYZ 36). In my observed class, most of the students were quite careless about using punctuation and capital letters in appropriate places in spite of reminding them again and again.

4.2.1.8 Strategies for Developing Weak Students' Writing Skills During my observation I noticed that usually in English Medium schools, teachers try to assist students as much as they can. So, when there are weak students in the class, they try to help them by following a few techniques which I found out during my interview session with the teachers. One of the teachers shared, *yes, weak students are given extra help session where we try to keep the stories simple… and easier also comparing to the ones taught in class. This is to make them comfortable with the structure of writing* (DU AYZ 50*)* Once students get the concept of writing, with that confidence they can easily develop their writing. Another teacher from English medium said,

>   *For the weak students, I tell them to make easy simple sentences first. I also encourage*
>
>   *them to read story books which will give them some ideas about sentence structure and*
>
>   *improve their vocabulary. I...sometimes... tell them to write everyday what they did in a*

day in a diary. Sometimes, I tell the best writers in the class to help the weaker students.

(DU MUN 52)

Here the teacher shared multiple techniques like keeping a journal, reading story books, strong students helping weak students in the class, all these techniques were effective in her class. About reading stories Murdoch (2002) shared that stories contain content which will greatly enhance ESL learners' level of proficiency. So, reading story will actually help students to develop their writing with great vocabulary and sense of sentence making. Another technique she mentioned was about keeping a journal which can be very helpful for weak students. Regarding this Hamp and Heasley (2006) shared, journal writing helps learners write better day by day since it provides learners with more opportunities to openly write about what they wish to whenever they feel like writing. And peers helping each other is also a very effective strategy for young learners, as they feel less nervous and can learn better without any pressure.

4.2.1.9 Techniques for Evaluating and Giving Feedback to Students According to Shaaban (2007), evaluation is needed to help teachers and administrators make decisions about students' linguistic abilities, their placement in appropriate levels, and their achievement. Young learners are evaluated in various ways to assess their English writing. From my observation I have found out that young learners have very less proper formal tests. They are mostly evaluated through class work, homework and a few assignments. The teachers I have interviewed have shared similar strategies they follow for assessing students along with some new techniques. One of the teachers responded saying, *for education system I evaluate them by taking small tests, class works or competitions where content is given more...uhmmm more importance* (DU MUN 44). So, this teacher takes small test and organises some competitions too for evaluating students.

Another teacher shared some new techniques that she follows in her young learners class she said that, *I evaluate their writing skill through CW, assignments, report writing uhmmm...narrative writing, tests, and...sometimes presenting writing* (DU AYZ 46)*. As it can be seen that, there are no formal tests taken of young learners because it can create pressure and anxiety among students. Shaaban (2007) stated that, "the assessment of students' progress and achievement in EFL/ESL classes should be carried out in a manner that does not cause anxiety in the students" (p.2). So, it is necessary to keep evaluation of young learners' stress free so that they do not feel scared to learn a new language.

Adding to evaluation another thing which is very closely related is giving feedback to students. According to Ghani & Ahmad (2016), most of the teachers believe that providing feedback for learners' errors at primary school level is considered very necessary. Moreover, the researchers added that, "mostly the spelling errors, grammatical errors and orthographical errors are focused by the L2 teachers at this level" (p 40). The English medium teachers applied a number of techniques to provide feedback to the young learners. The most common was, giving one to one feedback, keeping a separate class for discussing common mistakes and giving positive feedback when they do well. Regarding this one of the teachers shared that, *Yes, I... give one to one constructive feedback about mistakes on any written work. As the main….uhmmm... focus is to improve their quality of writing, rather than just giving marks..i also talk about the common...error... mistakes overall in class*. (DU MUN 44) So in this class the teachers try to provide constructive feedback to students so that they have the scope to improve themselves without losing interest in learning. As Karim & Ivy (2011) stated, if negative feedback is not conveyed clearly and constructively by the teachers, then the student may lose interest in writing. Another teacher mentioned that*, Yes. I write them a short note in their copy* focusing *on the*

points they need to be careful about. I praise them when they do well. I also conduct a discussion

class after every 2 classwork submissions where I discuss about the common mistakes the

students are making (DU AYZ 46). This teacher provides written notes in the copy and also

praise them when they do well. Teachers need to give positive feedback to students too so that

they can stay motivated or else they will lose confidence and create anxiety for learning the

language. Regarding this Karim & Ivy (2011) stated, positive feedback instantly builds

confidence in students plus increases their interest and helps them to provide effort to become

better writers. When teachers continuously keep a discussion feedback class for students'

common mistakes they learn about their mistakes and when they correct those mistakes through

rectification, they become autonomous learners. As Yeung (2019) stated that process approach is

given importance where continuous feedback of teachers help learners to be autonomous and

independent writers.

4.2.2 Techniques Followed in Bengali Medium Schools' English Writing Classrooms

In Bengali medium schools' English writing classes, teachers follow quite a number of

techniques which I will be discussing below.

   4.2.2.1 Copying from Board and Memorisation Based Learning and Writing All the

teachers from Bengali medium school responded that their lesson were usually memorisation

based. One of the participants stated in her interview that, *we don't follow any specific strategies,*

only our students are given paragraph or question answer to memorise then we take a written

work on that (DU SHI 12). The teachers were not aware of any specific strategies that are being

applied in the class. However, they were just mostly focused on memorisation learning. Another

teacher also mentioned in her interview that, *usually we write word meaning or question answer,*

true/false on the board and students copy them from board... later on they are asked to memorise

those things and...we take exam on that (DU NAH 14). So here students do not get to enhance

their creativity, they just copy the work their teachers write on the board and then learn to write it

in the exam. As Rahman & Sarkar (2019) mentioned, in most of the traditional classes, students

do activities like controlled writing task for instance- fill in the blanks, true/ false, multiple

choice. Therefore, students do not have any option to share their creativity or communicate.

Also, during my observation, I have noticed that, students read out loud after copying in their

notebook, or teachers solve tasks on the board and they write the answer in book or copy,

afterwards memorise them at home for exam.

4.2.2.2 Providing Notes or Highlighting in the Book In case of Bengali medium schools'

students are mostly dependent on their teacher for everything especially the young learners. So

here the teachers usually try to provide everything from school. For instance, one of the teachers

said in her interview that, *we give them notes, teach the stories/ chapters in books, highlight*

important parts, there is no chance of creative writing (DU PRO 12). Students are given notes of

paragraphs or important lines are highlighted by the teacher so the students can only concentrate

on that part of each topic particularly. As Jacobs (2008) stated that, guided notes are helpful for

students to find out relevant information in a text or lecture. This helps students to stay focused

in one particular thing. (DU NAH 12) mentioned that, *we mark important sentence from*

paragraph or translation in their book students learn from that highlighted part. It can be

understood that in Bengali medium, students are only taught to learn from specifically

highlighted part which in my opinion makes their learning constraint. While I was observing I

noticed teachers write everything on the board and students just copy consciously or sub

consciously from the board, and asked to memorise those things, although for slow writers it was quite difficult to keep up with teachers' pace of writing.

4.2.2.3 Writing Tasks in Bengali Medium Schools During my observation I did not find any interactive task in the Bengali medium classroom. The teachers I interviewed from Bengali medium also shared similar experience that, there was no interactive written task in their lesson plan. One of the teachers mentioned that, *interactive written tasks is not decided by school authorities but sometimes...when uhmm...I try to make them write but because of this faulty system. Only few of them can write creative writing* (DU PRO 24). This teacher said that although she wanted to take some creative writing class, students are not well aware of this technique so most of them fail to write. Moreover, higher authorities did not attach any kind of interactive task while designing the lesson which makes it impossible for the teachers to incorporate this technique by themselves. As Akhter (2014) mentioned in her study that, in a few English medium and Bangla medium schools, creative writing is used as a part of ESL learning, however students are not getting the actual opportunities to use their own creativity as they have to follow certain structure and rules given by the school authorities. She also added that these schools mostly focus on composition writing based on certain limited topics. This was a common scenario for all the Bengali medium school teachers I interviewed, they were mostly focused on writing on certain limited topics because of restrictions given by school authorities. Another participant mentioned the same reason along with a new reason that *as we are government school we have 60-65 students in each section, so it is not possible to take interactive class also we have to follow some restrictions given by school authorities and government* (DU SHI 26). Here the teacher meant to say, as there are a lot of students in class it is difficult for them to pass the information, coordinate them and assign them with interactive tasks. Rahman & Sarkar

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(2019) also agreed with this issue that, Bangladeshi teachers faces a challenge for so many years which is, conducting the writing classes in large classrooms with large number of students. This is quite impossible to overcome from the teachers' point of view.

4.2.2.4 Students Delivering Required and Relevant Information with Topic In Bengali medium schools, teachers follow some techniques to ensure students deliver required information which are not entirely fruitful. One of the teachers said, *after completing a lesson I give students classwork, homework and roam around the class while they are writing* (DU PRO 28). Here the teacher is monitoring their work while they are writing and ensures whether they are writing the required information or not. On the contrary, another participant mentioned in her interview that, *its not quite possible as there are too many students in the class* (DU SHI 26). This teacher from government primary school said clearly that it is not possible for her to ensure if students are writing relevant information.

Next requirement was to ensure if students are writing relevant sentences with the topic or not. As in Bengali medium school there is no such technique like creative writing or free writing so during my observation, I did not notice this technique being ensured in the class. Even the Bengali medium teachers also agreed about this. One of the teachers said that, *we don't teach them any free writing so uhmmm..i think.. this technique is not applicable in our class* (DU NAH 26).

4.2.2.5 Teaching Students Grammar and Vocabulary In Bengali medium, students are usually taught grammar following deductive approach. In deductive approach the rules, principles, concepts, or theories are presented first, and then their applications are treated (Widodo, 2006). I found that out during my observation. Teachers at first introduce students with

grammar rules then they give some examples and afterwards they are given some exercise to practice. The Bengali medium teachers I interviewed, also followed similar technique in their classroom. One of the teachers said, *students have a grammar book called active English. We teach them rules chapter by chapter and make them understand and make them practice* (DU PRO 38). They follow this method to teach students grammar for sentence writing which is very monotonous and boring for them. As Shrestha (2013) mentioned in her study, that students show very less interest in memorising the grammar rules for writing. Another teacher from Bengali government school mentioned that, *There is no specific grammar book from class 1-5 so teachers have to teach students from English For Today book…but...I think teachers are really under...uhmm.. qualified and untrained to teach students grammar from EFT book* (DU SHI 40). This teacher was saying that, in their school students are not taught from following any grammar book rather teachers are instructed to teach students from "English For Today" book where no concept of grammar is clearly explained, so students at the end of the day don't learn much from the teachers. Additionally, teachers cannot put much effort as they are not properly trained or qualified to teach following this technique. Regarding this Akbas (2016) shared, although there is a great role of teachers in promoting education, but the efficiency of teachers depends upon the teacher's proper training which happens rarely in primary level schools of Bangladesh. Milon (2016) also shared that lack of proper English teachers can affect significantly in students' learning. As a result, students' knowledge about developing grammar can get affected at the end of the day.

In case of vocabulary, Bengali medium teachers follow a number of techniques to teach students. Such as one of the teachers said, w*e give them notes of words with meaning in Bengali based on their syllabus like the stories for the term and they memorise it* (DU PRO 36). Students

are given a list of words from the stories they have on syllabus with meaning so that they can memorise. Another teacher added that, *I make students underline the words while we are reading, they repeat the new word after me and I tell them meaning in Bengali instantly* (DU NAH 38). During my observation I saw that the teacher writes the meaning of words on the board and explains the meaning to students with some examples from daily life. The students copy from the board and follows the teacher. Here the students are fully dependent on the teachers for learning meaning of the new vocabularies.

4.2.2.6 Teaching Students Syntax and Mechanics In syntax, sentence structure and sentence making is covered. In Bengali medium as most of the tasks are controlled, teaching students sentence structure is not noticed much. During my observation I did not find anything regarding these topics. However, when I interviewed teachers one of the teachers said- *We give them some notes of 'make sentences' they memorise it, and until class two there is nothing specific technique which teach them sentence structure* (DU PRO 40). So, after interviewing I understood that students are not taught any proper rules or practice exercise for making sentence. Rather the teachers give them some sentence made using some specific words and the students memorise it. Other two Bengali medium teachers also said they teach "make sentence" but they do not teach any kind of structure of producing a sentence.

In case of handwriting, after observing a class and interviewing two teachers I found out that there were no separate class held in Bengali medium school for students' handwriting. However, one teacher said, *We have separate class of handwriting weekly* (DU PRO 32). Another teacher said that, *yearly there is a Bengali handwriting competition in school but there is no such thing for English handwriting* (DU SHI 34). Considering the situation, it can be said that handwriting is given very less importance in Bengali medium schools.

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Punctuation and capitalization are taught in some Bengali medium schools following typical rules. As one of the teachers said, *I make students memorise the rules from book and practice the use of it* (DU NAH 34). Here also memorisation dependent teaching is followed. Another teacher said, *I give lecture about it and constantly remind them for using punctuation while they are doing their work ..uhmm then I give feedback...uhmm after they are done* (DU PRO 34). While monitoring I saw that students are very careless about using punctuation even after teachers are instructing them to do so.

4.2.2.7 Strategies for Developing Weak Students' Writing Skills Majority of the teachers from Bengali medium shared that they can barely take any extra steps for weak students. One of the biggest reasons of this situation is large classroom and reluctance of students learning English. A participant during interview shared, *we can't treat weak students with extra help because they don't want it, 2-3 times we arranged extra class for them but none of them joined* (DU SHI 52). This shows how much Bengali medium students are reluctant to learn English. Another interviewee said that *as our classroom size is large with lots of students it is a little difficult to take care of weak students separately by taking extra class* (DU PRO 54). Regarding this Rahman & Sarkar (2019) also found in their study that in the primary level school of Bangladesh large class size is one of the biggest challenges for the teachers. However, two teachers from the interview shared that they try to monitor weak students during the class separately and if it is very necessary one of the teachers talk to the guardians.

4.2.2.8 Techniques for Evaluating Students and Providing Students Feedback For evaluating Bengali medium students, during my observation I noticed that, teachers take class tests of students. During my interview session with the Bengali medium teachers one of the teachers shared that, *we usually take half yearly exam, final exam, and class test of 20 marks.*

(DU SHI 44) Most of these were summative tests taken by teachers. As Shabaan (2005) stated, ESL classes are mostly dominated by summative evaluation of learner achievement, focusing on mastery of discrete language points and linguistic accuracy, rather than on communicative competence, with test items typically consisting of matching or gap filling. In Bengali medium the test items are very limited and students get evaluated by that which is very disappointing. Another teacher from Bengali medium also shared similar techniques but one different technique she talked about was assignments, she said, *Other than tests*, *I also give assignments to students which we started during COVID.* (DU PRO 44) Students do these assignments from home and bring then the teachers evaluate on the basis of that.

Teachers of Bengali medium responded regarding giving feedback that most of them provide written feedback in the scripts and class work copies. One of the teachers said, *Yes I give them feedback by checking their copy time to time and I write comment in their copies* (DU PRO 46). As Khan (2003) stated, corrections like error corrections, peer corrections, conferences, written comments are very effective for students' learning. Thus, this way of giving feedback can be effective for students. However, another teacher from a government Bengali medium school shared that, *I randomly give written feedback on student's work as it is not possible to give feedback to all the students in class so I randomly call them and check their classwork* (DU SHI 48). Rahman & Sarkar 2019) also found this in their study that, it is not possible for the teachers to check everyone's copy as the classroom is full of students, and weak students take this advantage. Following this strategy can be very harmful for students' learning, as only the students who are getting called, they are the ones with the chance to improve themselves. On the contrary the students who are not getting called, might not be able to learn about their mistakes let alone correcting them.

4.2.3 Techniques Followed in "Teach For Bangladesh" English Writing Classrooms

Teach For Bangladesh works in close collaboration and partnership with the Government of Bangladesh at the local, regional, and national levels ("Teach For Bangladesh", 2022). From the website of this organisation I also found out that, the main focus of this organisation is to bring change in the education system of Bangladesh. The fellows here begin as highly skilled teachers ensuring proper learning opportunities for children in vulnerable communities ("Teach For Bangladesh", 2022). Usually, the TFB schools are Bengali medium schools but the teachers follow various advanced level techniques in the class to teach underprivileged students. For my study I also collected information from TFB teachers which I am going to discuss below.

4.2.3.1 Using Reading Materials, Worksheets and Visuals As the students belong from underprivileged background their English skill is not that efficient so teachers apply multiple techniques to teach them. One of the teachers said,

> *I show them different videos, songs regarding English words, letters and how to write sentences and I also taught them...look for words in dictionary..and I also I uhhh...I give them different assessments after every lessons so that whatever they are learning they do not forget and also I give them uhmm..uh homework.. I give them different homework of worksheet, workbook to complete at home...those are.. those worksheets and those workbooks I make are full of fun elements so that children can play while learning and vice versa* (DU ME 14).

So, students are given various worksheets, workbook and are shown videos to always stay attached with whatever they have learned. Furthermore, when videos and songs are incorporated

with their studies students learn with interest. Ara (2009) also agreed to this point, she mentioned in her study that children or young learners learn better through fun activities such as- using songs, pictures, videos and games which give instructions about writing.

4.2.3.2 Following CPA and Wordbook Other techniques the TFB teacher mentioned that she follows in her class is CPA, which stands for Concrete, Pictorial and Abstract. Another one is wordbook. She mentioned in her interview that,

> *I have actually adapted the CPA method and implemented in my English class...so in the concrete part I show them real life objects may be I will be teaching them a sentence with uhh... apple so I would show them a real apple..then I show them different pictures related to that apple..After that we go the abstract part uhmm... I mean where I teach them the writing so thats very effective and students...really enjoy it and also in my class I and my student we made different word books three letter words uhhh.... Like and four letter words five letter word books sooo..... this is very interesting where you write aaah like in case of a three letter wordbook you write A to Z three times in that book you cut that book make different words from that book that really interesting and my students they actually loving that* (DU ME 16).

This wordbook technique is also very helpful in developing their vocabulary which helps them to write properly.

4.2.3.3 Creating a Baseline Survey and Finding Students' Gap Every student have a different level of proficiency and gap based on their previous learning background. Another teacher from TFB mentioned a different technique that she follows in her classroom which was

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baseline survey to identify students' current competencies and gap, based on which the lessons are prepared accordingly. She said,

> *Competency level of each students are different. At first i do a baseline survey to identify students' current competencies and gap. Then i make a target for all students to achieve at the end of the year. Eg. Students can start from identifying alphabet, noun, verb depending on the classroom context. English classes are taken everyday so the students can learn and practice in class (DU TAN 14).*

Thus, by finding out the gap and creating a target for each student in the class she creates her lesson according to her students' competency and teach them. Elmahida, Nia & Komariyah (2021) also marked this as a very important point. They mentioned in their study that different conditions should be set before preparing a lesson or material, which are students existing knowledge, their current situation and teachers' capability.

4.2.3.4 Interactive Writing Tasks Both the teachers from TFB responded affirmatively about having interactive written tasks in class. Here also they followed various techniques to conduct an interactive class. For instance, one of the participants said students drawing on the topic, when a topic is introduced and then write bullet points from that, also they are given chance to provide feedback to each other. She stated that

> *After announcing the topic "my dream school" I would draw a picture on the board and students would draw their dream pictures like their dream school individually on their own after... drawing the pictures we would write bullet points together.. also will list of things in different phrases so that they can put that*

phrase into sentence and after that they are writing...this is very interactive as

everyone is sharing and writing and then they get to give feedback on each others

work so its very interesting and they love doing it (DU ME 26)

Then another teacher mentioned about group works, pair works in the class. She responded that*,*

most of the classes taken are conducted among peers or in groups of three-four. Everyone in the

group present their ideas or opinions, answers (DU TAN 28). Therefore, everyone in the class

stays equally involved in the task, as a result the students will not feel bored or deprived in the

class. Rahman & Sarkar (2019) mentioned in their study that, active student participation

individually, group works, pair works are very rare in Bangladeshi classrooms. As there are no

communicative tasks in the class, students can find it monotonous. Since in TFB's class these

activities are present, students will not find the class monotonous.

4.2.3.5 Students Delivering Required and Relevant Sentences with Topic The teachers

shared the techniques that they use for ensuring students writing relevant to topic and delivering

required information. One of the participants mentioned in her interview that,

...I usually apply three steps to ensure these things. 1. I give clear and short

instruction to students 2. I ask one student to repeat the instruction to the whole

class and last one is through task such as: gradual release of responsibility or

GRR method by which I can identify if all students have been able to understand

the instruction or not. (DU TAN 30)

In cases, where the instruction is short and clear students can catch it faster and understand

better, and when they know that they have to repeat after their teacher that time they listen the

teacher more carefully. Afterwards when they are assigned with tasks, by seeing their response the teacher can understand if they are being able to deliver the taught information or not. Another teacher I interviewed introduced some other techniques for delivering required information such as, she stated *that after teaching students writing I take different tests or I ask the students directly so that...I can get clarification of what they are learning and uhmmm…and if they are facing any difficulties or not...also I keep scope for question answering session for clarifying confusions* (DU ME 28). Thus, in this part the teachers constantly ask questions to students to ensure that required information is being written, also assessments are taken for checking if they have learned or not.

For writing relevant sentences on given topic, the teachers shared different strategies that they follow in their class. One of the teachers used, imagination, drawing and then writing step by step, for writing relevant with the topic. She stated that, *Students are first asked to imagine of a scenario...they share their response. Students are also asked to draw what they imagine. Then students are asked to write the steps they visualised* (DU TAN 30). These steps help them to stay on track while writing. According Alfadda & Nahari (2016), it is widely accepted that visual imagery plays an important role in students' sentence making. Another teacher of TFB also shared similar paragraph writing process for students including visualisation. In addition to that she arranges writing workshops for students.

4.2.3.6 Teaching Students Grammar and Vocabulary TFB teachers had multiple strategies to teach students grammar in a very interesting way. One of the teachers mentioned about some techniques for teaching grammar like *I use Projector, printed or handmade crafts for teaching students grammar topics...also I connect the lesson with visual or sound these are very*

fruitful for teaching students (DU TAN 42). As Ara (2009) mentioned in her study that children or young learners learn better through fun activities such as- using songs, pictures, videos and games to give instruction about writing. They get more involved in the tasks when they find it interesting as well as learn subconsciously. Participant also mentioned about showing students 3-4 ways so that they can remember grammar and apply in appropriate places and following strategies to work in groups or individually, lastly through assessments students can be taught grammar. Another teacher mentioned in her interview that, *I actually give them context and they...learn the grammar from that context andd uhh.. because I think that memorisation of rule that doesn't work* (DU ME 40). Thus, it is seen that the teacher teach grammar through context rather than memorisation.

Teaching vocabulary in English class is considered very important. Regarding teaching students' vocabulary, a teacher stated,

> *students make their own word books where they write a...word.. if its a three letter word book students would divide their notebook in 3 sections and each section they will write from a-z, a-z and a-z..and whenever they are like uhmm... like turning over the page they can find different sentences like uhhh… they want to find tap…T-A-P so in the first section they will find 'T' in the second section they will find 'A' and in the last section find 'P'. So i write words in the board and…they find the words from the word book.. so its very interesting for them..and also I taught them uhhh how to uhh find words from the dictionary and uhh like as i said the….CPA method.. that actually works... vocabulary song the alphabet song.. are very…effective* (DU ME 38).

Therefore, preparing a wordbook and following that in the class, learning to use dictionary, following CPA method and vocabulary song are effective methods that this teacher follows in the class. Another teacher follows very simple method in her class for vocabulary. She stated, *students learn 3-4 new words every week and they practice it every day in the class* (DU TAN 40). This teacher does not follow any other effective strategies in her class.

4.2.3.7 Teaching Students Syntax and Mechanic The TFB teachers responded that usually they follow very few strategies to teach students sentence structure and sentence making. One of the participants mentioned in her interview that, *in case of sentence structure I use the technique that I use in case of paragraph writing and also i try to…draw their experience from the bangla sentence writing because when they can relate, they can feel comfortable and they can uhhh learn easily* (DU ME 42). So here the teacher brings their Bengali sentence making experience to teach the students English sentence making. Students can relate to this and learn faster. Another participant had different opinion regarding syntax she said,

> *Once students properly understand and can identify parts of speech only then sentence making is practiced. If a student knows noun, pronoun, verb and tense then sentence making becomes easier. No specific structure is taught to them. When the students learn to identify parts of speech and tense automatically, they can form a sentence (DU TAN 40).*

According to this teacher at first grammatical items' concept needed to be clear to students so that they can form or make a sentence without any struggle.

For handwriting both the teachers responded in similar way that they arrange handwriting practice for weak students. One of the participants said, *students who have weaker competency of holding pen or writing keep a separate copy where they practice their handwriting everyday* (DU TAN 34).

Teaching students' punctuation and capitalisation is given a lot of importance in TFB classrooms. Regarding this one of the teachers said, *both of the topics are taught by connecting with visuals that students have seen before then the new objective is taught by sharing the purpose of the lesson* (DU TAN 36). This strategy is also like following inductive approach. At first the teacher is showing the use or the examples then she is explaining the visuals or rules of that example. Another teacher mentioned that

> *I try to relate the topics with bangla which is very familiar subject to them because its their mother tongue so…..for example i'm giving an example to them like after finishing a sentence in English we use fullstop likewise we use that in bangla…but in bangla we say it "dari"… that's how i try to relate to their background knowledge… the thing is that there's no capitalisation in case of bangla so what i do in case of capitalisation i try to teach them some kind of rules.. i have to actually drill time to time as they are young learners they tend to forget and also different resources like worksheet, different videos, different poem that actually help... stories are actually great ways to teach punctuation and capitalisation and yeah… they really like to find the wrong capitalisation and wrong punctuation used in stories so that works in a great way…(DU ME 36)*

So, this teacher uses students' background knowledge of mother tongue for teaching punctuation, also after teaching some rules drilling is also used and worksheets, videos, stories and poems are considered as very effective techniques for teaching young learners.

4.2.3.8 Strategies for Developing Weak Students' Writing Skills Teach For Bangladesh teachers are very conscious about students' learning development as a result, they try their best to assist students and provide extra help for students. One of the teachers shared that

> *I arrange extra classes for weak students in the morning...before my class*
> *starts, I keep extra works for their learning so that they can make progress and*
> *also we have community teachers the students who are alumni of the school*
> *they come to the school and help the weak students to learn... also the students*
> *feel comfortable to uhmmm work with those alumni students because there are*
> *some things they cannot share with me they can share with those alumni*
> *students as those students are like their uh elder brother, sisters.*

(DU ME 52)

Here the teacher puts extra effort to help weak students by arranging additional class, also alumni students guide young learners individually which makes a comfortable environment for learning. Another teacher from TFB shared that *in my class students take up the ownership of challenging themselves…Usually students who are weak in writing are given books and words each day. They read books and write stories and sentences with the given words.* (DU TAN 54*)* In this class reading books and writing stories with given words are helping weak students to develop their writing. Writing stories help students in a lot of

ways, As Essex (1997) suggested seven reasons why children should write stories: "1- to entertain. 2- to foster artistic expression. 3- to explore the functions and values of writing. 4- to stimulate imagination. 5- to clarify thinking. 6- to search for identity. 7- to learn to read and write" (p.72). Making this an effective strategy to improve students' writing.

4.2.3.9 Evaluating and Providing Feedback to Students In TFB schools, teachers evaluate students through some common techniques. Regarding that one of the teachers said, *I give them different hw, cw anddd uh i keep track of that, i keep track of marks so that i can assess their performance and evaluate that* (DU ME 44). In this case students are evaluated on the basis of CW and HW by keeping track.

After evaluating students, it is necessary to give them feedback. To provide students feedback the TFB teachers used some techniques such as- giving extensive one to one feedback, providing sandwich feedback, Talking directly to the students or parents about mistakes. One of the teachers shared that,

> *I give extensive feedback to my students because i want the students to understand*
> *why they are… where they are making the mistakes and also I want the parents to*
> *understand where they are making the mistakes so that if the students seek help*
> *from their parents its uhhh they… both know that what i or the teacher wants so*
> *its very important for me to give extensive feedback to my students and keeping*
> *parents updated about students' mistakes. (DU ME 46)*

Here the teacher is involving parents about the mistakes students make and teachers' requirement so that at home students can also take help from their parents. I think it is good in some way

when the teacher and parents are on the same page, both sides are aware about the students' fault and if they try to fix it from both end it will be more fruitful for students' learning. Another teacher mentioned in her interview, *yes always. I always begin with a positive note of precisely praising what they did right or how they improved, then I mention what they can do better so its sandwich feedback*. (DU TAN 44) Positive feedback is very effective on students' performance also if the negative feedback is given constructively, it can be effective for students' learning. As Karim & Ivy (2011) mentioned in their study, positive feedback instantly builds confidence in students as well as increases their interest and helps them to give effort to become better writers. On the other hand, they also mentioned if negative feedback is not conveyed clearly and constructively by the teachers, then the student may lose interest in writing. Therefore, the way of providing feedback should always be chosen very carefully.

4.3 Section Two: Teaching Strategies Affecting Students' Writing

I discussed in the previous section the techniques that are followed in English and Bengali medium schools. In this section I am going to discuss how the current strategies are creating an effect in students' learning which I am going to find out and analyse through content analysis and teachers' perception.

4.3.1 Effect of Current Strategies on English Writing in English Medium Schools

The students are taught writing through various techniques as I have mentioned in the previous section, in below section I am going to discuss if the applied techniques are really effective for their learning or not.

4.3.1.1 Students' Learning from Current Strategies The teachers were asked if the students are actually learning from the current strategies or whether their writing is getting affected by current applied techniques, all the teachers from English Medium responded affirmatively. One of the teachers said, *Yeah..I think they are learning..The techniques that I follow are backed up by scientific research like brainstorming, problem solving...this open their brain to think and I personally believe the results are quite fruitful (DU MUN 18).* Another participant from a different English medium school shared similar opinion sayin*g, Yes..definitely..they are learning to write.. the worksheets I provide and my guidance is making them an organised writer...After learning they...will be able to maintain coherence in the sentence which is fruitful for their future (DU SUP 16).* So, it can be understood that whatever they are learning in their English writing class, it is helping to improve their writing and they are actually learning.

4.3.1.2 Discussion Class with Brainstorming & Elicitation Affecting Students' Writing In the writing class a common technique all the English Medium teachers mentioned about is having an interactive discussion class. If they do not hold any discussion class or brainstorming session, it can be difficult for the students to incorporate ideas and write. One of teachers shared regarding this*, if we don't discuss the ideas before writing students lose track, they write unnecessary information in copy (DU SUP 12).* Young learners cannot decide initially what to write after seeing the topic. An interactive session including scaffolding and developing the ideas with the guidance from teachers, help students to generate them. Suarmi & Fatimah (2019) supported this understanding by mentioning in their study that, teachers follow interactive writing strategy to help students in generating and developing ideas, which can make writing class interesting for students. They also added that, interactive writing is basically collaborative

teaching and learning strategy where teacher and students jointly compose and write texts. Another teacher shared a different technique regarding interactive writing that, *as the students share their ideas, I write those ideas on the board. So, the technique of brainstorming and collaboration help students to improvise their thinking and prepare for writing (*DU MUN 12). When the teachers try to extract ideas from students, it entitles them to think about the ideas and makes them an active participant which helps to write in an organised way and write in relevance with the topic. Below I am attaching pictures of students' condition before and after interactive discussion session with brain storming and elicitation. After the first work was done, on the next day the teacher conducted an interactive discussion session in the same topic. At first the teacher asked the students about who is their best friend and gave them some time to think then after taking answers from students, next she asked about how old are their best friend, their characteristics, what do they like to do, their favourite food then after eliciting information from the students she wrote the questions in the form of key words on board and again gave students chance to write.
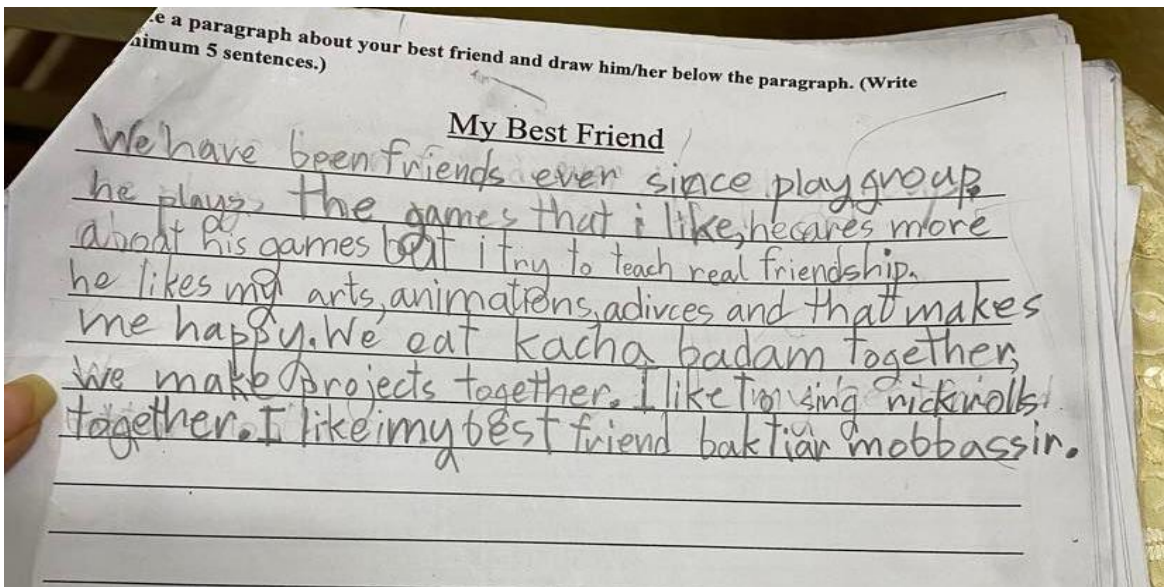
Fig 4.1 Before Discussion Session
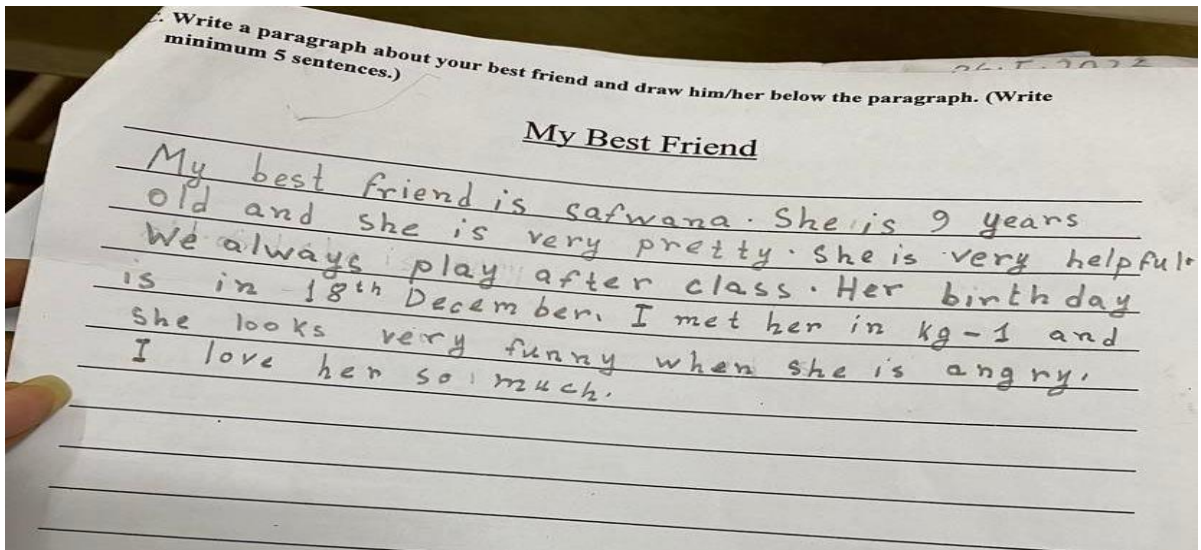
Fig 4.2 After Discussion Session

Above I have attached two pictures. The first picture's writing is done before discussion class, it can be seen that a student wrote a lot of information on the given topic but it is not organised and irrelevant. He/she did not even mention his/her best friend's name, age. It can be seen that he/she has lots of ideas to share but as there is no guidance in the class before writing, he /she wrote in this way.

The second picture is also about the same topic but this is after an interactive discussion class. Here this student followed a proper format such as, at first mentioning the name, then age, her traits. All the ideas presented in this writing was in an organised form just like the keywords were given. Before writing this paragraph, the teacher arranged a class where at first the ideas were extracted from students through an interactive discussion session with the help of teachers. Next the key words were written on the board so student could stay on track and write in a much better and relevant way. As there was an interaction between the teacher and the students, it gave a fruitful result to students.

4.3.1.3 Sentence Making Skill Young learners are taught sentence making by following a number of techniques in English Medium schools. Such as- demonstrating examples on board, guiding students while writing, mentioning some rules on board and students match the sentence with it, providing worksheets. These techniques help students to learn sentence making properly. Regarding this one of the teachers said, *for sentence making at first I demonstrate the examples on the board, then..uhmm...then I guide the students to write sentences by...themselves this helps them to follow a model and write correctly* (DU MUN 40). Continuous guidance of the teachers helps students to be confident. As Yeung (2019) stated that continuous feedback and guidance of teachers help learners to be autonomous and independent writers. Another teacher from English medium school said, *after providing worksheets, applying matching sentences with rules and taking responses from students and writing on the board has been really effective for my students* (DU SUP 42). When students are given a worksheet and are asked to practice the rules it is obvious that they will improve their sentence-making. For that reason, other researchers also shared similar opinions regarding this, worksheets have become an essential element of the curriculum in various countries especially at lower-level and child classes (Adlof & Storkel, 2006; Lesley & Labbo, 2003; Nur, 2018). Since this is effective for teaching young learners. Below I am attaching some works of students which were done before and after they are taught sentence making. In the first picture, the student was not taught sentence making hence they wrote in such a manner. Then in the next few classes, the teacher demonstrated a few models on the board, about finding keywords from the given information and writing sentences based on it, and students were supposed to write following that method. The teacher was continuously talking and pushing students to find the key words and form sentence with that. Along with that students were provided with some worksheets, where it was mentioned how to start a sentence,

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which verb should be used and also formation of sentence. The teacher continuously monitored them while they were working on the task, practicing and gave necessary feedback. Then at the end of the month students were given to write on another topic and the result is attached below.
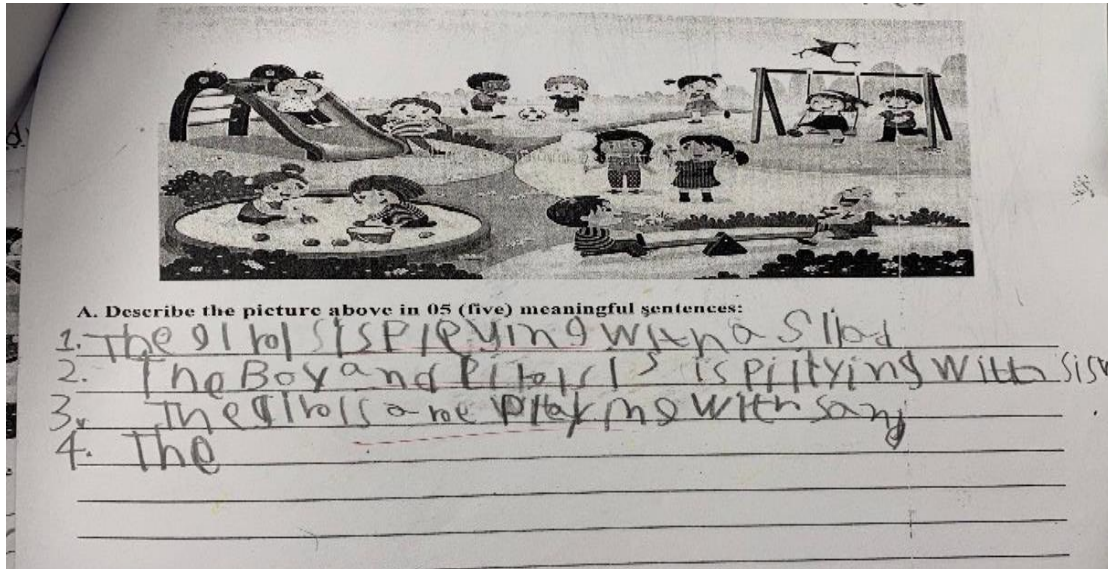
Fig 4.3 Before Learning Sentence Making
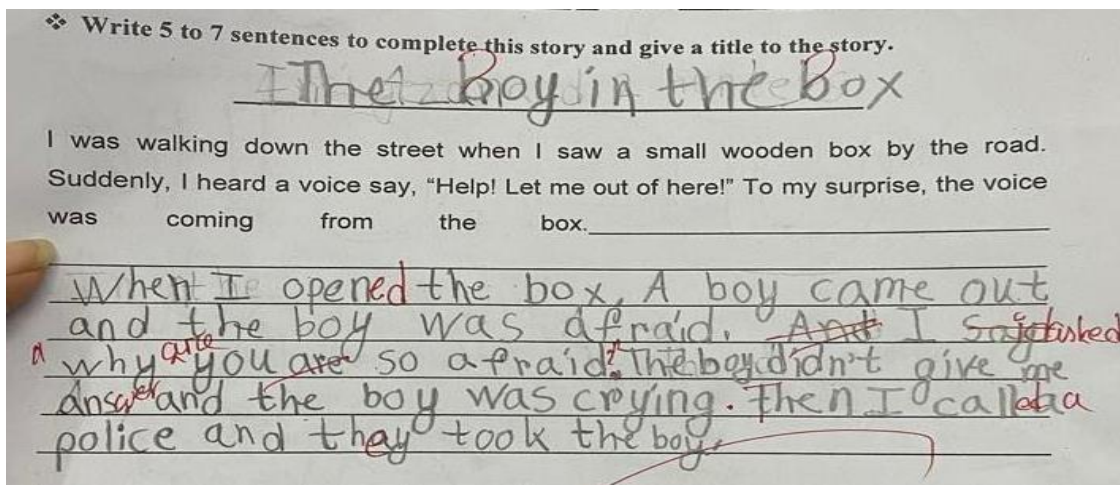
Fig 4.4 After learning sentence making

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In first picture students were instructed to describe the picture in their own words and in the second picture they had to complete the story. In first picture it can be seen that, the student failed to write any meaningful sentence, whatever he tried to write, it is not meaningful.

On the other hand, in the next picture after having classes on sentence making, this student has been able to write meaningful sentences and complete the story. Although there are some grammatical and spelling mistakes, the sentences are accurate and meaningful. This proves that interacting with teachers, following the instructions with guidance and solving the worksheets can help students to be better at sentence making and a better writer. It also shows that ELT teachers using materials from outside of the text is bringing effective changes in young learners' writing development. Such as the worksheets, also the picture description paper.

4.3.1.4 Learning Grammar and its Effect on Students' Writing Grammar is one of the essential elements for students learning English writing. For teaching English medium students' grammar, usually inductive approach is followed where example is given first then the rules are explained. Along with that the book, worksheets, written work, class discussion, group work, pair work, quiz games, presenting scenario are applied for teaching students' grammar. One of the teachers shared in her interview that *I choose different techniques for teaching different Grammar topics which makes my class interesting. At first ….my students are given some worksheets to solve by themselves then… then I correct them and tell them the rules of how to write it properly* (DU MUN 44). Elmahida, Nia & Komariyah (2021) mentioned in their study that, exercises with instructions in handouts and worksheets are very helpful for teaching young learners writing, group works and grammar games are also effective. Using different techniques to teach different grammar topics, keep students interested in learning and they actually learn.

Another participant mentioned that, *presenting scenario to make students know the usage of grammar has been really fruitful for students learning, students' performance improved a lot after this technique* (DU SUP 44). Nahari & Alfadda (2016), also agreed to this point that, visualisation is believed to be crucial for helping students spell and use grammar correctly. These techniques help students to improve their grammar. Below I am attaching two pictures of before and after of following the current techniques of grammar. In the first picture students were just given an exercise after joining the class to know their existing knowledge. Then after conducting classes on grammar the teacher presented various scenarios and took answers from the students about it, such as where to put which verb, noun, preposition and filled it on the presentation in front of them. Additionally, multiple worksheets were provided and students were divided in groups, also assigned with individual tasks to solve the worksheet. They had to add appropriate noun, pronoun, article, prepositions in correct places. Also, some small assessments were taken on particular grammar topics and feedback were given to them individually. After doing these tasks for 3 weeks they were again given a separate work and then the students were able to write in a more improved way.
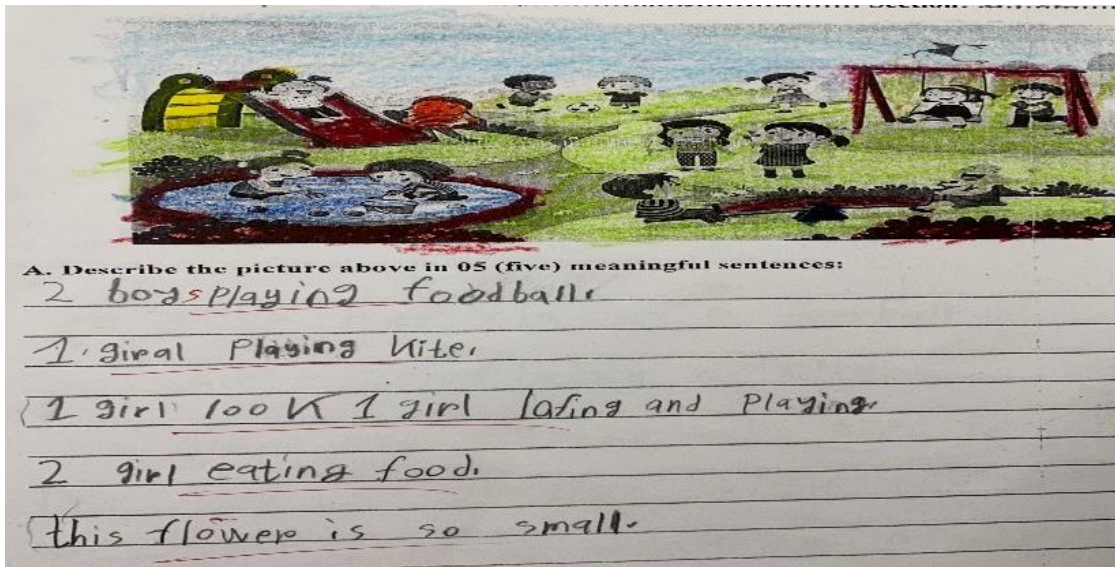
Fig 4.5 Writing Before Learning Grammar
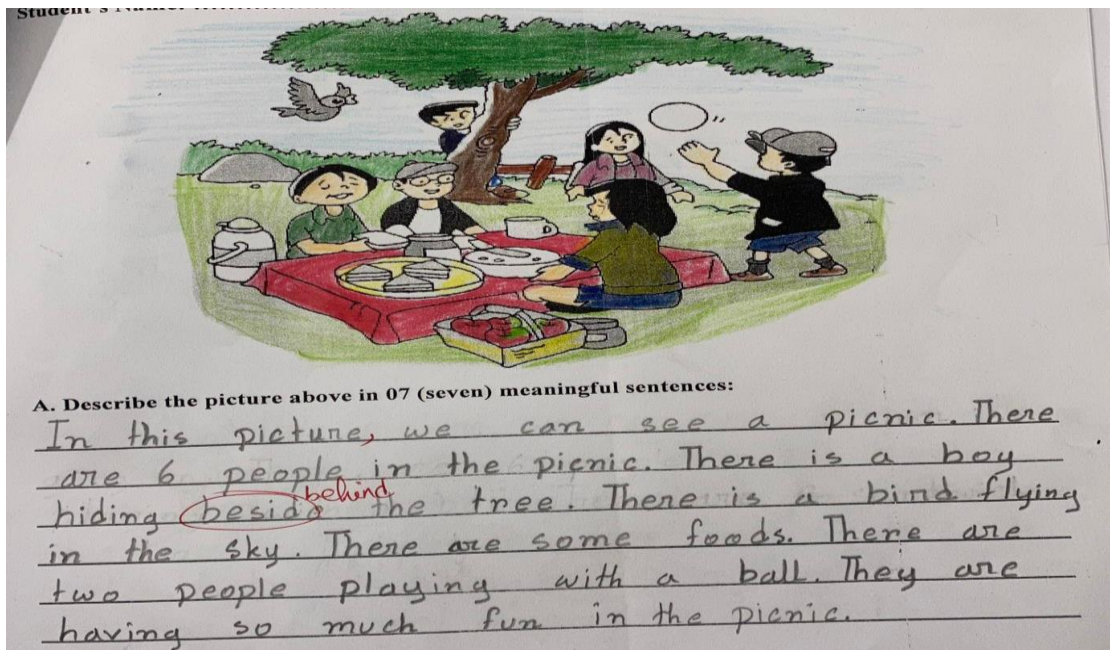
Fig 4.6 Writing After Learning Grammar

In the first picture, it can be seen that the student wrote some sentences but the grammar position is not appropriate. Such as- first student wrote "2 boy playing foodball". At first it will

be plural like two boys, similarly in fourth line it will be "two girls". As it can be seen he wrote wrong numbers. Then after noun when there is a continuous verb mentioned in a present continuous tense sentence, where there should be an auxiliary verb before the main verb which is missing in the first boy's writing. Similarly in second, third and fourth line also there are no auxiliary verb used after noun. In the third line he wrote "1 girl look, 1 girl lafing and playing". In this line it will be "one girl is looking and one girl is laughing and playing". So, in the line he wrote the auxiliary verb is missing also he did not mention present continuous verb after the noun. It can be understood that this student has very weak competence in verb, tense and number.

In the second picture, the student wrote everything correctly and arranged them in appropriate places. Only in one line he wrote "there is a boy hiding beside the tree" which will be "there is a boy hiding behind the tree". The technique of presenting scenario to improve the grammar usage has impacted the student's performance positively, when they were attending and following these classes.

4.3.1.5 Variation of Vocabulary Usually in young learner's class students tend to use repetitive vocabularies in their writing. However, for teaching them vocabulary, the teachers I interviewed, shared multiple techniques they use to teach students new words and explained how effective they are to students. Among all the techniques the teachers shared, the common ones were using flashcards, visualisation, finding words from dictionary, explaining meaning in English and reading comprehension. These were quite effective on students. A teacher from an English Medium school shared that, *I use flash cards with pictures. I believe visuals help them grasp the idea better and they learn with interest* (DU AYZ 36). Kusumawardhani (2019) also

supported this idea in her study saying that, using colourful flashcards for developing students'

writing skill is considered very impactful. Students get involved in the task when they have to

find the missing word by answering the questions. This is very interactive as well. Another

teacher from interview mentioned, *Sometimes I tell them to find the new words...word meanings*

by themselves from the dictionary...also If possible, I show them the picture of the words and

make them listen to the pronunciation of the words, this makes student learn the new words

faster and stays in their mind for longer time (DU MUN 38).

Applying these techniques in class will help students to learn in a better way. Below I am

attaching two pictures of students' work before and after learning the vocabularies with proper

techniques. In the first work, the student wrote without any practice after seeing the picture, then

the teacher applied flashcards to teach students new vocabulary. In flash cards students have to

guess the word by looking the glimpse of a picture and questioning the teacher, after finding the

word they drill chorally in a group. Students enjoy this task a lot and it enhances their vocabulary

as well. Additionally, the teacher followed the technique of announcing a word and making

students find words from the dictionary along with meanings. This helped the students a lot to

improve their writing and brought variation to their vocabulary.
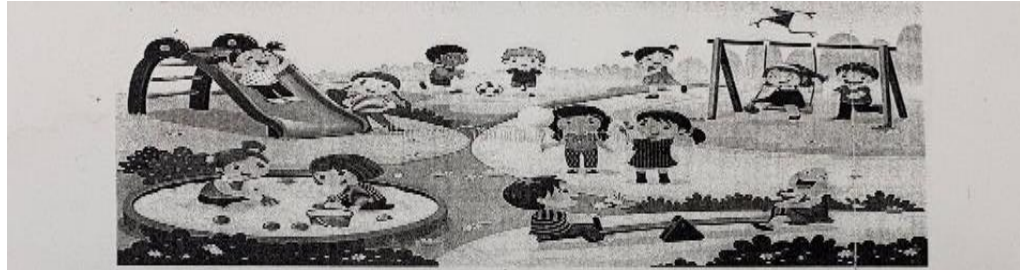
A. Describe the picture above in 05 (five) meaningful sentences:

The boys are playing football,
The girl is playing on the swing.
Another girl is running alife.
The girl is playing a balloon.
The boy is running.

Fig 4.7 Before Learning about Vocabularies

A. Describe the picture above in 07 (seven) meaningful sentences:

This is a picture of some kids having a picnic. There are apples, pies, and a cake. A girl and a boy are playing with a ball, and there is a boy hiding behind the tree. There is a bird flying across the children. The children are eating the food, They are talking and laughing while eating the food. There are some bushes around the park. The children are having fun.

Fig 4.8 After Learning about Vocabularies

In the first picture it can be seen that the student has written without learning anything about vocabulary. He repeated same words such as playing and running repetitively. In spite of having so much to write based on the picture, the student only wrote the whole passage in the same pattern. There is no variation of words, whole passage is written only on the boy and girl and as objects he mentioned balloon, swing, football. So, the writing seems very monotonous as there is no variation of words. On the contrary, after attending classes on vocabulary, the techniques that the teachers are following made students improve their vocabulary skill. As it can be seen in the second picture, the student multiple variety of words like having picnic, eating pies, talking, hiding behind tree, laughing. She accomplished to mention about all the activities very elaborately as she was aware of those words. She learned those words and how to use them in appropriate places. In conclusion, it can be said that, following above mentioned techniques to teach students vocabulary was quite effective for their learning.

4.3.1.6 Effect of Learning Mechanic and Format of Writing In young learners' class students are taught to follow a format of writing, where they will write the date, or from where they will start writing also in mechanics student's handwriting, punctuation and capitalization is focused. These things are usually taught in junior class so that they have a knowledge of basic format. For teaching students' punctuation and capitalization various techniques are followed such as- providing worksheets and information sheets, using stories and dialogues to teach these topics, arranging a group work for solving the given stories. One of the participants from the interview shared that, *I give them different stories or dialogues where they have to add punctuation and capital letters. Students do group work on these topics as well. So I think….uhmmm.. they learn these things with fun* (DU MUN 34). Teaching these topics to students is considered very important for writing a good piece. Another topic is handwriting, in

writing class handwriting is considered very crucial, however very less English teachers had separate classes for handwriting. Nevertheless, for students with weak handwriting teachers had some special work. In this regard one of the teachers shared that, *once a week, I send weak students passage writing homework and take dictation for 10 minutes this helps them to improve their handwriting* (DU AYZ 32). Another teacher shared, allocating marks in handwriting during exam motivate students a lot for improving as they get instant reward for that. These small motivations are really effective in students' improvement. Below I am attaching two works of how the students performed before teacher followed the technique and after following the technique. In the before picture the student was assigned to do this task on the first day. Then after following a technique where students were given a story and the teacher was reading the story out loud wherever the teacher was pausing, they had to give full stop, for little pause comma, when the teacher was questioning or exclaimed the students added the needed punctuation mark over there, after practicing for two weeks, they were again given the task and, on that time, their results were better as we can see in Fig 4.10. For capitalisation they were given some dialouges and explained the rules and then they did it by themselves. Lastly for handwriting allocating marks on the exam and giving feedback continuously motivated students for writing in a better way.
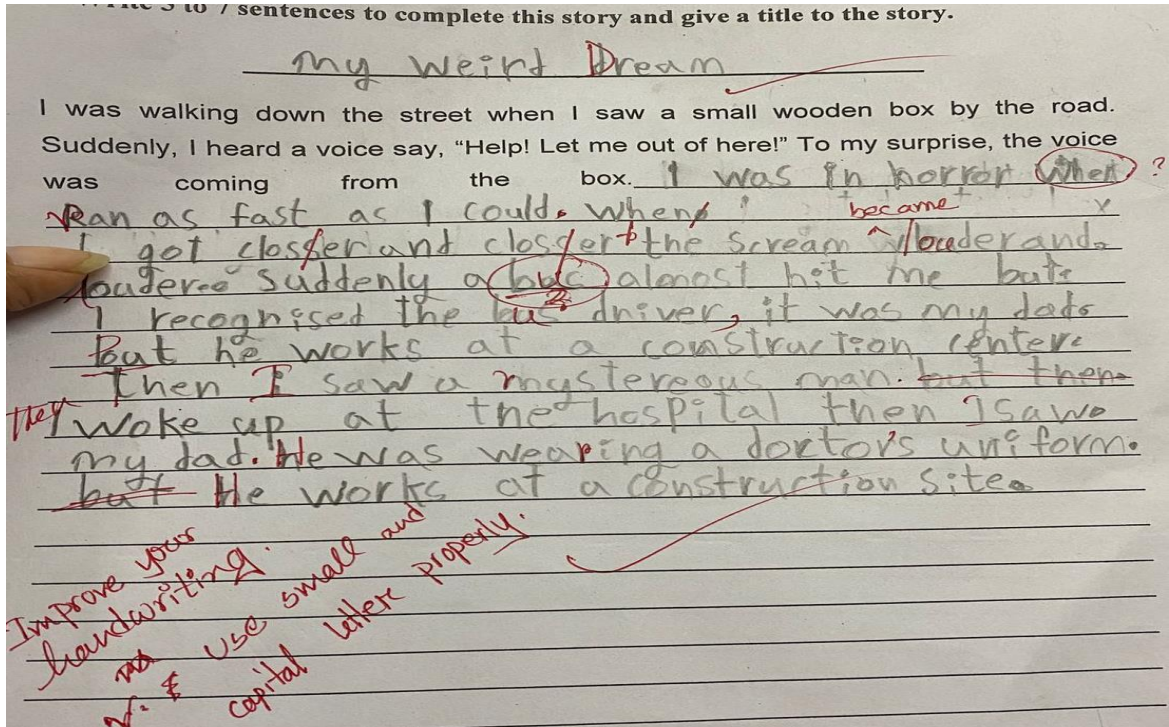
Fig 4.9 Before Learning about Mechanic
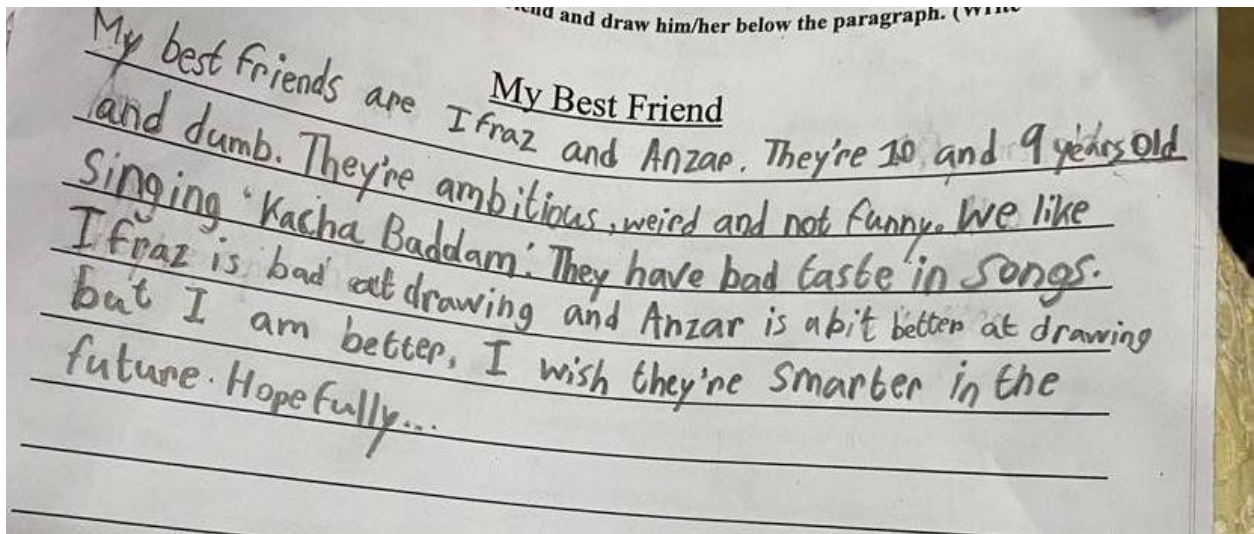
Fig 4.10 After Learning about Mechanic

In the first picture it can be seen that the student did not use any capital letter for the noun,

pronoun or starting of the sentence such as he wrote 'i, he' then again in the middle of sentence

he used capital letter for writing "Construction" or my "Uniform". Also, there were no proper use of punctuation in his writing. Neither full stop or comma were used in his writing. Lastly the student's handwriting seemed quite challenging to understand. After the teacher applied above mentioned strategies to teach students some mechanics, the students' performance improved. As we can see in the second picture the student wrote the names and started the sentence with capital letters. Also, the punctuation was given in appropriate places such as inverted comma, full stop, apostrophe and others was in accurate places. Lastly the second student's handwriting was quite neat and understandable which can only be possible after proper practice and guidance from the teachers.

4.3.2 Effect of Current Strategies on English Writing in Bengali Medium Schools

In Bengali medium schools there are barely 2-3 techniques followed in the writing class. However, most of them are not really effective for students' learning. Also, teachers face multiple challenges to follow any improvised techniques in the classroom which are discussed below.

4.3.2.1 Students' Learning from Current Techniques All the teachers from Bengali medium shared that the techniques they are following, absolutely have no effect on the young learners. One of the teachers shared about the effect of applied techniques saying*, no, the techniques are not at all helpful for students, they are just learning how to memorise which is pointless in future* (DU PRO 16). Even the teachers working there realise it. Another teacher shared her opinion in the interview saying that, *they are becoming dependent learners on the given notes, which is going to affect in their future* (DU NAH 16)*.* Students are fully dependent on the notes given by teachers which is not having any effect on them.

4.3.2.2 Memorisation Based Learning & No Scope for Creativity In Bengali medium's young learners' classroom there were not much strategies. One of teachers shared regarding this issue, *we don't follow any specific strategies, only our students are given paragraph or question answer to memorise then we take a written work on that* (DU SHI 12). It can be understood that students are memorising everything and so they are dependent on their teacher's notes or books. They are not learning to think critically, problem solving or analysing any real-life situation, which is just making them a dependent learner. As Akhter (2014) stated, in a very few Bengali medium schools, creative writing is used as a part of ESL learning, however students are not getting the actual opportunities to use their own creativity as they are bound to follow a certain structure. For ensuring that students are following the structure properly, they are given various notes. In this topic a teacher shared*, we give notes on compositions students memorise them and gives exam on that too*. (DU PRO 12) So students do not get the chance to improve their writing for the situation they are placed in.

4.3.2.3 Authority's Interruption In Bengali medium usually national curriculum is followed, under this curriculum teachers are allowed to use very few techniques by themselves and not allowed to modify them. They have to follow exactly the same material the authority has suggested. Therefore, when they were asked about the current techniques and if they think the applied techniques are effective for students' learning, all the teachers of Bengali medium replied negatively. All the teachers agreed that current applied techniques are not really creating any impact on student's writing, but they are helpless. One of the teachers' said*, No I can say surely they are not learning anything from the current applied strategies as we are bound to teach them with the techniques decided by high authorities so we can't do anything about it…* (DU SHI 18). So, due to the restrictions imposed by the authorities, teachers cannot improvise the techniques.

Regarding this, Hossain et al. (2015) stated in his study that in Bangladesh mostly one teacher takes all the subjects in elementary and primary levels as decided by authorities, they teach students practicing reading, writing English by conducting the class in Bengali language. This brings questions about students' learning along with authority's decision.

4.3.2.4 Large Classrooms In Bengali medium, large classroom is another issue for teaching students' writing. As there are too many students in the class it gets quite difficult for the teacher to reach every student or conduct an interactive class. One of the Participants shared that, *I have 60-65 students in class so it is impossible for me to do any interactive task in the class, as I can't monitor them.* (DU SHI 24) Salahuddin, Khan & Rahman (2013), found out in their study that high teacher-student ratio in the class can create a huge problem for teaching students. So, when there are more than 50 students in a class and only one teacher it is very difficult for the teacher to follow a proper technique, to listen to all the need of students let alone fulfilling them. Also, Rahman & Sarkar (2019) agreed that, large classrooms can be a big challenge for the teachers to take any class. It is difficult for a teacher to check and provide feedback to every student and weak students take advantage of it. So, the applied techniques fail to create any effect on students' learning.

Below I am going to attach some pictures of some Bengali medium students' writing which is an effect of current applied techniques in the class.

Ans. to the ques. no.

Our Bangladesh

The name of our country is Bangladesh. It is a land of rivers. Boats and ships sail in them. Bangladesh is our motherland. We all live here in peace. Dhaka is the capital of Bangladesh.

Fig 4.11

Ans to the quen no.9

b) The name of country is Banglades. it is a land of reveres. Bangla desh is our mother land. we all live here in peee. Dhak is the capital of Bangla desh.

Fig 4.12
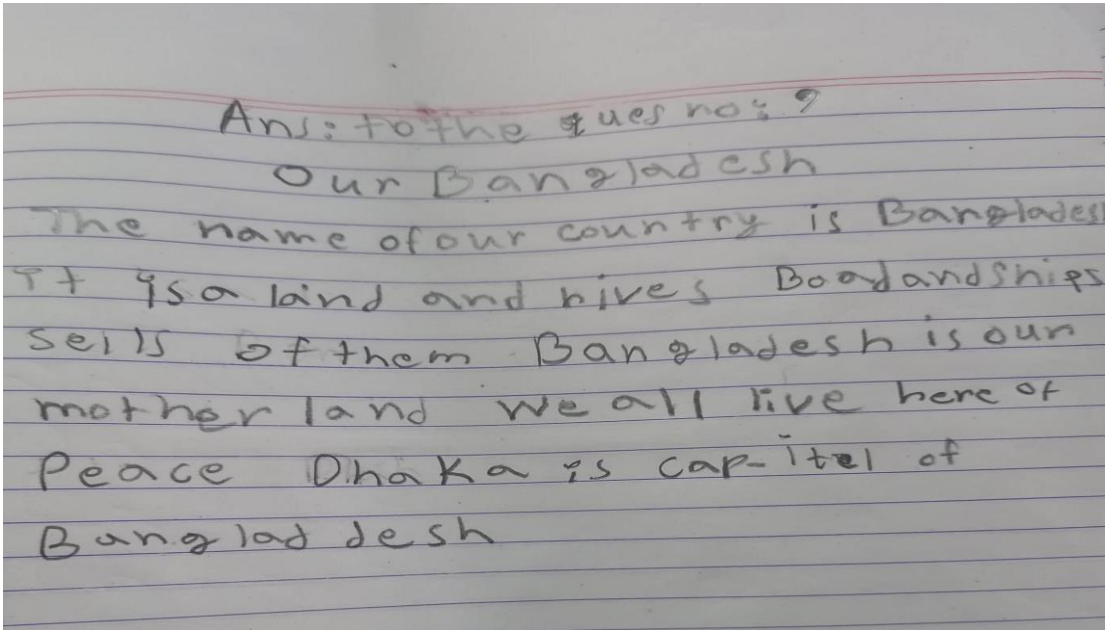
Fig 4.13

It can be seen from the above pictures that all the students have written exactly same sentences. They were given a note on the paragraph "Our Bangladesh", the students memorised that and wrote it in their exam script. They have some spelling mistakes, wrong capitalization and no punctuation used in the last picture's writing. However, they do not have any clear concept on these topics as I mentioned in the techniques part. Students memorise the grammar, topic's definition and rules, but they have zero knowledge about real life usage of that topic. Thus, we can see that there is no difference in writing of Bengali medium students, even after using the applied strategies, since it is mostly memorisation based.

4.3.3 Effect of Current Strategies on English Writing in TFB Schools

However, in TFB schools the scenario is little bit different as they have quite a number of interactive techniques followed in their writing class. These include CPA, doing a baseline survey for existing knowledge, showing videos and preparing wordbooks. Here a teacher mentioned about this situation that, *I show them different videos regarding English words, letters and how to write sentences and I alsoo uhmm...actually… taught them how to...look for words in dictionary which made their learning interesting* (DU ME 14)**.** Showing students videos about various topics can help them to understand better. Regarding this Ara (2009) mentioned in her study that children or young learners learn better through fun activities, which include, using songs, pictures, videos and games to give instruction about writing. This teacher also applied CPA (Concrete Pictorial Abstract) in her class which was very fruitful. Before applying these interactive techniques in English class, students were not much interested to learn grammar rules let alone memorise them. As Shrestha (2013) shared in her study, students showed very less interest in memorising the grammar rules for writing, hence the teachers had to look for other alternatives to develop students' writing. So, when the TFB teachers followed alternative techniques in the writing class, the result was quite impressive. One of the teachers mentioned in the interview that, *even a very weak student of the class would participate in interactive tasks...and they improved a lot just by participating in the task* (DU TAN 16). Therefore, it can be said that even though being Bengali medium schools, proper interactive strategies followed by the teachers, brought students improvement in their writing skill including their grammar, vocabulary, syntax and punctuation.

4.4 Section 3: Teachers' Perception Regarding Following Writing Techniques

In this part of the study teachers' opinion about the modification of the materials, enjoying the techniques and parents' involvement will be discussed. Finally, in the last part suggestions will be taken from the teachers for improving the current state of teaching writing. For this section I collected the information by taking interview of the teachers.

4.4.1 English Medium Teachers' Perception about Writing Techniques

In this part the perception of the English Medium teachers will be discussed below.

4.4.1.1 Mixing Teachers' Thoughts for Planning Techniques & Materials Most of the teachers of English Medium Schools mentioned that the techniques for the classes are mostly combined effort from both the teacher and higher authority. The teachers gave insight that getting to mix their thoughts while planning the materials and lessons for the students is very necessary. One of the teachers shared, *well, my coordinator helped me through this planning. It was our joint effort like both my thought and her thought was taken and... it's working successfully and I think it is very important to allow a teacher doing this* (DU AYZ 14). On this topic, another participant had this to say

> *Teachers should always be given the power...to..share her thought for decision about techniques and materials...uhmm..in my terms at first the school authority suggested some but I...I mainly focus on the students' level of comprehension and differentiation technique. So sometimes, I change…. aaand adapt my techniques with the situation...The school authority is a bit relaxed in that matter as long as the students are learning properly.* (DU MUN 14)

For this teacher, the situation was more liberal than the previous teacher. She can change her technique according to her situation immediately depending on her instinct. They have an open environment which allows the teacher to mix her thought whenever she wants. This give teachers the flexibility and they can add techniques, materials and lessons according to her students' need which is really important. Regarding this Zhetpisbayeva, Shelestova & Abildina (2016) shared in their study, the teachers' opinion about teaching English in primary level is necessary for successful usage of English language materials and lessons in class. However, taking suggestions from authority time to time is also needed. Another teacher shared from a distinctive English Medium School that, *of course it is needed to mix my thought.. in my case I decide about the applied techniques and materials by myself and in the end I take approval from the authority after I am done making* (DU SUP 14). In this class, the teacher has the most liberty to mix her thought with teaching techniques and materials. A teacher has practical knowledge about her students and class, whereas authorities does not even see students directly let alone knowing their needs. So, it is better when teachers are allowed to mix their thought in this.

4.4.1.2 Modifying Techniques and Materials Every year different types of students join in the class. In some year it can be mostly high achievers, some batches can have majority in low achievers, also there can be students in the class who are weak in grammar only or who have zero knowledge about common L1. In such cases the teachers need to modify techniques and materials according to the students in their class. Every student does not have the same need, they should be treated according to their requirements. In English medium schools most of the teachers can modify the techniques and materials as required by the students. One of the teachers shared that, *Yes we can modify, after a few classes and checking copies, it is possible to understand the students need and lacking and change it as per needed.* (DU AYZ 18) After a

teacher has taken some classes of a group of students and evaluated them, she usually gets some idea about those students, hence after checking their copy it is possible to understand students' shortfall and modify materials and techniques. Another interviewee from English medium shared similar opinion to the previous teacher saying,

> *Like every student can have different comprehension level and learning requirement. So I modify my teaching materials and techniques uhmmm….according to...to that... Currently I am thinking of including some group or pair work where the students will work in a piece of writing, after observing them for a month I realised this will...make them better in language learning (DU MUN 20).*

From the teachers' perception it can be understood that allowing teachers to modify techniques is needed for students' development. Shavelson(1976), supported the idea by saying, a teacher is an intelligent professional whose activity must include setting instructional goals and collecting information about students. The teacher can then choose teaching techniques and instructional materials on the basis of these hypothesis. Therefore, a teacher should be given liberty to modify techniques and materials whenever its needed for the students.

4.4.1.3 Teacher and Students Enjoying the Current Applied Techniques All the teachers agreed that they love teaching through current techniques and students also enjoy them. One of the teachers shared*, Yes I love it! It is very fruitful as I am getting an instant feedback from the students in the form of discussion, students also love sharing* (DU AYZ 20). So, when there is a discussion class students are sharing how they feel, through that she gets feedback about her techniques directly from the learners, which she enjoys. She added that students also

like to talk in the class. Another teacher also shared similar opinion saying, *the current*

techniques helps me to know my students better, also discussing on a topic with them always

shows me a different perspective of everything that I like a lot (DU JES 20). Lastly one teacher

shared about using worksheet and the feedback of it from the students, *Yes definitely. I enjoy*

teaching through current technique… because I love to experiment with students' worksheets

and after adding fun tasks I love seeing their reaction...my students also enjoy solving my

innovative worksheets, they always ask for it in every class. (DU SUP 22)

This teacher's technique was following worksheet to teach students writing and

experimenting in a fun way which gave enjoyment to both sides. In this regard Ara (2009)

mentioned in her study that children or young learners learn better through fun activities. They

get more involved in the tasks when they find it interesting as well as learn subconsciously.

4.4.1.4 Parents' Involvement in Students' Task While asking this question I got

various types of responses from the teachers. Everyone had different perspective

regarding this. First interviewee shared,

> *I think there should be a certain limit for the involvement of the parents*
>
> *in their kids' HW….uhmm...They can encourage the kids to do their HW*
>
> *on time, explain the method further...if needed...but I...I think... they*
>
> *should not give the answer or tell them exactly what to write. They*
>
> *should help the kids to be more….uhmmm..self.. self reliant and allow*
>
> *them to make some mistakes.*   (DU MUN 48)

Other teachers also shared similar opinion regarding this that limited help is fine as they are young learners. Berthelsen & Walker (2008) mentioned in their study supporting the above discussed idea that, parents can be kept well-informed about their children's learning and also acknowledging parental concerns and suggestion should be encouraged. The partnership from both sides can help bring the best out of a young learner. Another interviewee fully disagreed with this and said, *No I don't think parents should be involved here...if students have understood the concept then practicing more on hw is effective for their learning...Involvement of parents or home tutor will have a long term bad effect in their learning* (DU SUP 50) This teacher was against the involvement and shared very good point behind it. She argued that, if students learn everything with the support from their parents or home tutor later on, they will never learn to be an independent learner.

4.4.1.5 Suggestions for Teaching in a Better Possible Way The English medium teachers gave some suggestions from their experience which could make students' learning to write better. One teacher shared that,

> *If you want them to write better, make sure... they read! Reading is very important. Appreciate even the small efforts of their writing otherwise it's not possible to help them...to... do better... Writing requires practice. Make them do two drafts before submitting the final paper..In... In this way, they get to learn, identity and rectify...correct their own mistakes.* (DU AYZ 56)

Reading and writing is always connected. Myrberg (2007) shared for this situation that children who lag behind in early years' reading and writing development face a lot of difficulties in following education later on, as texts get longer and more complicated. So, it is

necessary that they practice reading and writing from a young age. Reading will help students learn a lot of grammar topics along with vocabularies, also positive reinforcement works very well for young learners. From the other participants some of the suggestions were common. Hence, I am only going to talk about the different techniques other teachers have mentioned. Reading was the most common suggestion that all the participants shared. Along with reading another participant mentioned, *keeping a diary and writing in it every day helps a lot. It also helps the students to track their improvement* (DU MUN 54) A scholar also shared that a diary can be used as a very effective learning tool for learners (Christensen, 1981). Last suggestion a teacher mentioned was that, *while writing students should focus on simple and precise sentences...they...should not go for complex ones and also enriching their vocabulary knowledge will bring a positive change I think* (DU SUP 54).

4.4.2 Bengali Medium Teachers' Perception about Writing Techniques

In this part the perception of the Bengali Medium teachers will be discussed below.

4.4.2.1 Teachers Planning and Modifying the Techniques & Materials All the teachers from Bengali Medium shared that they were not allowed to mix their thought while planning any materials or techniques, as everything was decided by higher authority and this is very disheartening for them. One of the teachers shared, *All of our techniques and materials are decided by education board, we are allowed to share thoughts but school authorities never listen or follow the suggestions.* (DU SHI 14) This teacher was showing how helpless their position was. They knew the problems of students but after letting the authority know about the situation, they did not take any steps, so the teachers' opinion does not matter. Regarding this (Rahman & Sarkar, 2019) shared that interruption of higher

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authority in Bengali medium classroom creates a big barrier in students' learning. Two other teachers also shared, that they are not allowed to bring any changes or mix their thought in their work. One of them said, *the techniques that are followed in the class has been followed from a long time, so its very difficult to mix our thought with those techniques.* (DU NAH 16) It can be understood that, Bengali medium teachers have no scope of mixing their thought or to modify the techniques and materials.

4.4.2.2 Teacher and Students Enjoying the Current Applied Techniques The teachers from Bengali Medium shared that they do not enjoy teaching through current techniques more so students do not have any fun in class. It is very obvious when a teacher is having a lot of restrictions while teaching, she will not be able to give her full effort hence students will not learn properly. Regarding this Kunter & Holzberger (2014) shared, teachers who enjoy their occupation will invest greater effort in their work and achieve better results. This will bring good result for the students as well. Nevertheless, this situation is not seen in Bengali medium schools. One of the teachers from interview shared that *No I don't like to follow the techniques, but I can't do anything about it.* (DU PRO 20) This teachers' helpless situation made her not enjoying the current techniques. Another teacher shared, *no, I don't get to interact with students for these techniques so I don't enjoy this type of class at all even the students are also very inactive. (*DU NAH 20) As there is no interaction among teacher and students, the classroom environment gets very monotonous and boring for both the teacher and students. When students get bored in the class it is very normal that they are not being able to learn anything properly.

4.4.2.3 Parents' Involvement in Students' Task All the Bengali medium teachers shared that parents' involvement is needed for guiding students at home. In this regard one teacher said,

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Yes educated parents involvement are helpful for students' learning as we can't help them there (DU SHI 52). Other two teachers also shared similar opinion regarding this that parents' guidance is important for young learners. As young learners are very small and it is not possible to teach them everything in school individually, as there are large number of students in Bengali medium classroom. For that reason, after taking the lessons from teachers' students need support from their parents at home. Berthelsen & Walker (2008) also agreed that, parents' involvement is needed for young children's education as it creates a positive impact in their learning. So, with teachers, parents can create a huge impact on young learners' education.

4.4.2.4 Suggestions for Teaching in a Better Possible Way Bengali medium teachers shared quite a number of suggestions for developing students' writing skill. One common technique was suggested by all the teachers which is reading. One of the participants shared, *I personally try to make them understand how they can improve their English...also sometimes if I finish my syllabus early I give them open topic choice to write... I advice them to watch and read English movies / books...I try to make sure they talk in English in my class.* (DU PRO 54) Giving students opportunity to write on open topics and encouraging them to speak in English can be effective for improving their writing. Regarding this Smith et al.(1985) mentioned, providing open topic choice for writing can make a difference in quality, fluency and errors of students. Another teacher told that, *To improve students' writing if we can organise writing competitions they will do good... also they should have specific book focusing on grammar and a trained English teacher is very much needed for students.* (DU SHI 54) In reference to writing competition a scholar shared that it is necessary to incorporate competition into education to help children get used to it in later life (Verhoeff, 1997).

4.4.3 TFB Teachers' Perception about Writing Techniques

In this part, the perception of TFB teachers about writing techniques will be discussed below.

4.4.3.1 Teachers Planning and Modifying the Techniques & Materials The teachers from TFB shared that they are able to decide everything about the techniques and materials by themselves. So, they have the liberty of sharing their thought while planning. One of the teachers from TFB shared,

> *the techniques that is actually decided by me uhmm…yes mixing my thought here is very important I believe... the techniques that I actually applied from uhmm… my learn...ing and from my training that I got before coming to the school and some of the techniques I found on internet and I added my thought during the planning*. (DU ME 18).

Planning and modifying techniques from your own thought can be very satisfying for a teacher. Another teacher also shared that her thoughts about students' need were always prioritised while planning or modifying a material. She mentioned that, *trackers are used to identify which student or groups are progressing/ where their area of improvements are... and the level, the teacher can slow or fasten the process increase and decrease the difficulty according to students' need* (DU TAN 20) So the teacher can modify whenever it is required for the students.

4.4.3.2 Teacher and Students Enjoying the Current Applied Techniques Both the teachers from TFB shared that they and also students enjoy and learn through current techniques. One teacher said,

I do enjoy teaching through the current techniques and I..I tend to learn

more and imply more for my students and uhmm I love it because This

contradict the traditional teaching learning method which is uhmm…

basically lecture based and based on memorization so that actually

helps me here to…. Teach something new to my students students are

enjoying uhmmm. And enjoying is the main purpose of the teaching

learning process I think. (DU ME 24)

Here this teacher is teaching something different from traditional classroom hence students enjoy this class more and the teacher also enjoy it as students are excitedly participating in all the tasks by themselves.

4.4.3.3 Parents' Involvement in Students' Task On this question the teachers had different opinions to share. *One teacher said, yes...parents play vital role for students' learning development* (DU TAN 54). On the contrary, another teacher shared,

The parents can be there when the students are doing their homework but

uhmm…I prohibited my uhmm… students' parents very strictly that they are

not tend to help the students while they are doing the hw because uhhh…there

should be some sort of transparency and the students need to learn… its okay

if the parents are there to help the students uhh to understand the instruction

buttt…if they are doing the work for them thats not really acceptable. (DU

ME 58)

This teacher strictly prohibited parents' involvement in students' task as she believes that in that situation the student will not learn anything and they will learn to be dishonest from such an early age. However, if the parents want to help their child for understanding the instruction that is acceptable.

4.4.3.4 Suggestions for Teaching in a Better Possible Way The teachers from Teach For Bangladesh mentioned some suggestions to make students' writing better. One teacher shared,

> *the suggestions that I would give that…dont make writing boring and uhhh…*
> *before pressuring a student to write something we'll have to understand and you*
> *have to check their background, you have to very attentive towards how they are*
> *holding a pencil a paper…and if they have that knowledge about how can ummm*
> *they mm..make any words or letters so … so that the students don't face difficulty*
> *in the future or in the long run...(DU ME 56)*

This teacher suggested to make writing class interesting. As Ibnian (2010) suggested, writing is the best way to promote creativity of students, so it is important that it should be done in an interesting way. Another suggestion this teacher suggested was to check students' background before the writing class, so that the teacher has an idea about all of her students' current competence level. Goldenburg (2008) agreed with this suggestion saying, teachers should connect the students' background and past experiences with the new learning lessons so that they can learn appropriately. A different teacher also shared similar idea in her interview that,

not all students' learning techniques are the same it is very important to

understand what medium or pace works for them. It is also very important

to identify what they know and what they don't know. What a whole class

know of... a single student might not be aware of it. So it is necessary to give

important to each student's grade level competency and identify where the

gap is and how that particular student(s) can learn better (DU TAN 54).

This teacher also suggested that ensuring students competency level and deciding the lesson and material depending on that is very important. The lessons will be more beneficial to the students if the materials are created based on that.

Fig 4.14 in the next page reflects the emergent themes of the study which includes all the major themes that has been found in the findings part.

Teaching English Writing to Bangladeshi Young Learners

Techniques Followed in English Writing Class

English Medium School

1. Brainstorming, Elicitation and Discussion Class with Students

2. Guided Writing & Independent Writing

3. Providing Worksheets & Videos

4. Interactive Written Tasks

5. Teachers ensuring Students delivering Required Information with topic

6. Teaching students Grammar & Vocabulary with innovative ideas

7. Extra session for weak students

8. Various methods for Evaluation and feedback

Bengali Medium School

1. Copying from Board and Memorisation Based Learning and Writing

2. Providing Notes or Highlighting in the book

3. Traditional Writing tasks

4. Difficult to ensure students Delivering Required Information

5. Taught Grammar and Vocabulary with traditional methods

6. Difficult to assist weak students

7. Few methods for evaluation and feedback

TFB

Using reading materials, worksheets and visuals

2. Following CPA and wordbook

3. Creating a Baseline Survey and Finding Students' Gap

Teaching Strategies Affecting Students' Writing

English Medium School

1. Learning to develop & organise ideas through brainstorming and discussion session

2. Learning to develop meaningful sentence

3. Being able to put grammar on appropriate places

4. Enrichment in vocabulary

5. Successfully can put punctuation and capital words

Bengali Medium School

1. Memorisation based Learning keeping no scope for creativity

Reasons for the class lessons not being effective

1. Authority's Interruption

2. Large Classroom

TFB

1. Becoming independent learner for interactive tasks

2. Visualisation makes them active learners

Teachers' Perception regarding Current Applied Techniques

English Medium School

1. Believes mixing their thought while panning techniques and materials is Necessary and able to do it

2. Enjoys Teaching through Current techniques and students also enjoy in class

3. Parents' involvement is appreciated by majority

4. Suggestions for Teaching in Better possible way

Bengali Medium School

1. Disappointed by the current way of developing techniques and Materials, not allowed to mix teachers' thought

2. No enjoyment in the classroom

3. Parents' involvement is supported by all the teachers

4. Suggestions For Teaching in Future

TFB

Being able to mix their thought and believes its important. Students and teachers enjoy a lot

Fig 4.14 Emergent Themes of the Study

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Introduction

The concluding chapter includes the contribution of the study and recommendation for the teachers and material developers in context of Bangladeshi English writing classrooms. Here this study tried to fill the knowledge gap of teaching techniques for young learners' English writing. Also, about the effect of applied strategies in students' writing.

The three research questions of the study were:

1. What type of techniques are followed for teaching English writing to Bangladeshi young learners in the schools?

2. How do the teaching strategies affect students' writing?

3. What perceptions do the teachers have regarding the writing techniques they are following?

5.1 Contributions of the Study

5.1.1 Implication for Teaching Strategies

The teachers of young learners have shared a number of strategies from their experience which can be really beneficial for other teachers and material developers in ESOL context. The strategies they have mentioned can be followed in Bangladesh as well as in other countries. Few strategies, that some of the English medium teachers followed were using flashcards for

vocabulary, discussion session with brainstorming and elicitation before writing, providing colourful interactive worksheets, guided writing, independent writing with picture description, story mapping, visualisation with videos and pictures, providing feedback to each other's, also group work and pair work have brought significant changes in students' writing. It was found that when in a class these kinds of activities are included, students tend to involve themselves more and stay focused. Moreover, by checking their responses in before and after scripts I have realised that the applied techniques are very effective for students' learning. I have also come across other classes where no kind of interactive, interesting tasks for students, the class was fully teacher centered. These classroom's situation was very monotonous and not effective for students' learning. As young learners are very small in age it is normal that they will be restless and resilient to study in same method every day. So, it is necessary that the teachers should combine and bring some variation in their ways of teaching. Therefore, in my opinion applying these strategies for teaching English writing to young learners will be very beneficial. The teachers can take initial idea from this study and modify according to their learners and classroom.

5.1.2 Implication for Knowledge

The studies I have come across before were about teaching writing to young learners in various countries such as- Turkey (Temizkan, 2011), Malaysia (Abd Rahim et al, 2012), Iran (Rahimi & Yadollahi, 2017), US (Graham, Gillespie & Mckeown, 2012). In addition to that there were other scholarly studies focused on young learners' characteristics, different types of teaching techniques and challenges the teachers face while teaching English writing in the context of many other European, Asian and American countries. (Arikan, 2009; Brand, 2019;

Cameron,2003; Ghosn, 2013; Nunan, 1999; Pinter, 2012; Pertiwi et al, 2020). Additionally, there were numerous studies about teaching young learners writing and challenges of teaching them based on other countries. (Tangpermpoon, 2008; Temizkan, 2011; Abd Rahim et al, 2017; Suarmi & Fatimah, 2019; Shin & Crandall, 2018). However, I have found very less studies about the applied strategies and challenges of teaching writing to young learners in an ESOL context such as in Bangladeshi classrooms. Also, how the applied strategies are affecting students' learning. This study will fill up that gap. Through my study, I tried to find out the techniques that are being followed in young learners' English writing classrooms in both English and Bengali medium schools. Moreover, this study will talk about the used materials, the decision about applying and modifying techniques, interactive tasks, evaluating students, providing feedback in Bangladeshi classroom context. Even in Bangladesh, for English medium and Bengali medium there are two different types of curriculums followed for teaching students writing. This study will show how Bengali medium students are lagging behind from developing their English. The teachers from Bengali medium schools do not get proper materials or training for teaching students. This study will help the teachers from both mediums to have an idea about the situation of Bangladeshi students' writing development. Utilising the mentioned techniques in this study, the teachers can teach students writing efficiently.

5.1.3 Implications for the Theories of Teaching Writing to Young Learners

This study followed combination of three theories which is mentioned in the methodology part. First theory that I have adapted in my study was Raime's theory (1993) which talked about the writing components for teaching students. I have modified it according to young learners' comprehension level and the components that are supposed to be focused in young learners'

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classroom. Such as content, grammar, vocabulary, mechanics and syntax. Afterwards in my framework I added some steps of Guided writing framework (2008) according to young learners' level which included teachers sharing experience, discussion session, using appropriate resources and time for writing individually. Lastly from the third theory which is E-learning usability (2009), evaluating and providing feedback to young learners was added. Focusing on all the mentioned components of my framework will fulfill the requirements of students in writing class. Moreover, it will also assist the teachers from Bangladesh to conduct an effective class. This is why this study proposes to include all the mentioned components of writing and follow the instructional design to have successful writing class for young learners. This theory later on can be used by any teachers or material developers to work on educational and classroom related studies.

5.2 Recommendations

From my findings, I have found some recommendations for future usage, which are given below

- Memorisation based learning and writing needs to be stopped because, this does not bring any fruitful effect in a students' language development.

- Teachers should be given the opportunity to make decision or at least share opinion about materials, lessons and techniques in the class.
- All learners do not have same competency. So, there should be a test of competency or a baseline survey of students' gap in the class at first then the techniques should be decided according to each learners' proficiency level.

- Teachers should be provided with proper training, teaching aids, sufficient resources and scope of research for teaching.

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Appendix A

Teachers' Interview Questions-				
Interview Questions	Background Info	RQ 1	RQ 2	RQ 3
1. Would you please share your educational background? (if the teacher belongs from Bangla medium/ latest education level)	X			
2. What class are you teaching?	X			
3. How many parts are there in your subject?	X			
4. How many parts or which part do you teach?	X			
5. How many students are there in your class?	X			
6. Do you have any specific strategies or techniques for teaching English writing? Can you share with me about the applied strategies in your class?		X		
7. Are those techniques decided by you				X

or the school authorities? Do you think mixing your thoughts with the technique is important?				
8. Do you think students are actually learning from these strategies? Will these teachings be fruitful for their future?			X	
9. Can you modify the techniques, materials according to your students' need?				X
10. Do you enjoy teaching through the current techniques? If yes why if no why not?				X
11. Do you have any interactive written tasks in your class? What are they? If not then why not?		X		
12. How do you ensure that your students are being able to deliver the		X		

required information clearly? What process do you apply?				
13. What type of technique do you apply for students writing relevant sentences with the topic and for connecting paragraphs properly?		X		
14. How do you make sure that students are not copying or taking help from any other sources or memorising?		X		
15. Do you keep any separate special work for handwriting practice?		X		
16. Is punctuation and capitalization of words are separately taught in your class? How do you teach them these things?		X		
17. What type of techniques do you apply for		X		

teaching students' new vocabulary?			
18. How do you teach students Grammar and their usage? Like- Rules of verb, article, parts of speech, Pronoun, case, gender		X	
19. How are your students taught sentence making and sentence structure in your class?		X	
20. How do you evaluate your students' performance for writing?		X	
21. Do you give feedback for written task to your students? How do you give them?		X	
22. Does feedback have any impact on students' later performance?		X	
23. What do think does parents' involvement in			X

their homework is helpful for the students' learning?				
24. Do you follow any special extra steps for developing weak students' writing skills? If yes, what are they? If no then why not?		X		
25. What kind of suggestions would you like to give for teaching students' writing skill in better possible way?				X
Interviewer's Personal Opinion:				

Appendix B

Checklist for Observation

Indicators	Observed Aspects	Most students	Some students	None of the students
Resilient while struggling	Students ask or discuss while facing difficulty			
Participates in interactive discussion class	Students take part in interactive discussion sessions			
Gets excited about new innovative tasks	Students get excited when they are given tasks different from their regular traditional works			
Show interest in using and learning new versatile words	Enthusiastic about using new vocabulary			
Visualisation helps to learn better	Showing videos and providing worksheet with images help students to learn better			
Resilient about grammar and syntax	Students show less interest learning about grammar and syntax			
Participates in group works	Students participate in			

	group work actively			
Teachers' explaining instructions	Teachers try to explain the instruction before asking students to write			
Teachers' responding to students' queries	Teachers responding when students are asking any question			
Teachers' introducing new topic in innovative way	Students are excited when teacher introduces new topic in a different way			
Concentrated when the teacher is giving instruction	Students pay attention when the teacher is explaining the instruction			
Depends on memorisation	Students mostly depend on memorisation for any written work.			
Poor in conceptual explanation questions	Students find it difficult to explain their answers elaborately			
Observers' Comment:				

Appendix C

Checklist for Content Analysis

Feature	Good students	Moderate Students	Weak Students
Sentences and proper nouns begin with capital Letter			
Using proper punctuation			
Title states the topic			
Text is written with variation of vocabulary			
Neat and good handwriting			
Using repetitive words or phrases			
Following proper format			
Good grammar			
Meaningful sentences			
Using spaces between words and sentences			
Writes relevant with topic			
Following sentence structure			
Written by themselves			
Observers' comment:			

Appendix D

Consent to Take Part in Research

- I…………………………………… voluntarily agree to participate in this research study.

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

- I have had the purpose of the study explained to me and I have had the opportunity to ask questions about the study.

- I understand that I will not benefit directly from participating in this research.

- I agree to my interview being audio-recorded.

- I understand that all information I provide for this study will be treated confidentially.

- I understand that in any report on the results of this research my identity will remain anonymous.

- This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

- I understand that disguised extracts from my interview may be quoted in research paper and presentation

- I understand that signed consent forms and original audio recordings will be retained in

  until the thesis is finished.

- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant

--- ----------------

Signature of participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

-- ----------------------

Signature of researcher

 Date

Appendix E

Sample Interviews

Notational Conventions of the Interview Transcripts

Notation	Meaning
I	Interviewer
Uh/ uhmm	Hedges in speech
,	Small pause
…..	Long pause
DU	Discourse Unit
[ ]	Showing action

DU	Participants	Questions/Answers
1	I	Would you please share your educational background?
2	Meem	I completed my school from Mohammadpur Preparatory school, my college was DCC. Then I did my bachelors from the department of English from EWU and then I completed my Masters in Arts in English from BracU. I was from Bangla medium when I was in school. Uhmmm….currently I am doing my second masters in Education from… uhm.. BRA.. from BRAC university
3	I	What class are you teaching?
4	Meem	Uh….I am teaching grade 4.
5	I	How many parts are there in your subject?
6	Meem	Actually...I'm a teacher of primary level at a govt primary school and I am class teacher of that class..so… actually I take all 6 subjects of class.

7	I	I am asking how many part of English do you take? Like in our bangla medium school there was English first part second part in English medium they have literature language like that.
8	Meem	Oh..Oh, I take English as one subject for primary level.
9	I	Okay understood.How many parts or which part do you teach?
10.	Meem	I teach uhmm.. all the subjects and as they have no parts I have to take in my class.. may be I am taking..uhmmm I am teaching the students English also I am teaching them grammar so its combineded… in one part.
11.	I	How many students are there in your class?
12.	Meem	There are about 60 students in my class.
13.	I	Do you have any specific strategies or techniques for teaching English writing? Can you share with me about the applied strategies in your class?
14.	Meem	Yes..actually...uhmm., I'm a teacher of govt primary school as I have already mentioned and this is a very underprivileged school in underprivileged community...and… their English skill uhmm.. its not that much ef… efficient.. Therefore I have to apply like multiple strategies to teach them..uhmm writing in English such as I...I show them different videos regarding English words, letters and how to write sentences and I alsoooo uhmm...actually… taught them how to...see..look for words in A dictionary..and I also I uhhh...I give them different assessments after every lessons so that whatever they are learning they do not forget and also I give them uhmm..uh homework.. I give them different homework of worksheet, workbook to complete at home...those are.. those worksheets and those workbooks I make are full of fun elements so that children can play while learning and vice versa..is it becoming too lengthy?
15.	I	No No.. its fine please share.. is there any other technique you like to apply..
16.	Meem	Actually yes. I try to implement one method uhhh..that is uhhh CPA which is basically used for math but then again uhhh...I have actually adapted that method and implemented in my English class. Uhhh cpa is basically concrete, pictorial and abstract part.. so in the concrete part I show them different

		objects like real life objects may be I will be teaching them a sentence with uhh… apple so I would show them a real apple..then I show them different pictures related to that apple..After that we go the abstract part uhmm… I mean where I teach them the writing so thats very effective and students… they really enjoy it and also in my class I have made different uh… uh I and my student we made different word books three letter words uhhh…. Like and four letter words five letter word books soooooo….. this is very interesting where you write aaah like in case of a three letter wordbook you write A to Z three times in that book you cut that book make different words from that book that really interesting and my students they actually loving that love doing that and they aah after teaching that three letter wordbook they made four letter wordbook five letter wordbook that really fun.
17.	I	Are those techniques decided by you or the school authorities? Do you get to mix your thoughts with the technique?
18.	Meem	No these are the techniques that is actually decided by me uhmm… uhmm uhmm in school uhmm actually teachers usually what they do is the traditional teaching learning method uh they are teaching students are learning there is this memorization and all but these are the techniques that I actually applied from uhmm… my learn...ing and from my training that I got before coming to the school and some of the techniques I found on internet and I applied that in my school and uhmm.. like about the techniques ….. no I don't have kinda mixed thoughts but I think that there can be more techniques to apply but then again there are students of different competencies in my school so uhmm uhmm.. like I have to slow it down a bit for everyone so yeah...
19.	I	Do you think students are actually learning from these strategies? Will these teachings be fruitful for their future?
20.	Meem	Yeah I guess students are they are really learning and enjoying at the same time for example when I am showing them videos may be I am showing them like uhmm. Alphabet songs they have memorized alphabet songs and uhmm like there are two words for each alphabet students they really enjoy it so they are remembering the song as well as they are remembering the

		words and the they are uhmm.. learning the spelling and also uhmmm.. like I think that in case of future they know uhmm.. how to like uhmm... find for different sources on the internet and I show them how to use Youtube to learn english writing and also uhmmm.. I I uhmm... show them uhmm.... Show them different resources on the internet that they can google them so yeah I think this is going to be uhmmm.. helpful in their future as well.
21.	I	Can you modify the techniques, materials according to your students' need?
22.	Meem	Yes definitely I can modify the tech uhmmm.. techniques, materials according to my students' need...uhmm … I can like uhmm...slow it down based on the students' competency level...I can like uhmm..add to it whenever I want..I can uhmm..like increase the level of difficulty..I can decrease the level of difficulty according to the students' need and its really effective and.. uhmmm...anyone in any context can apply those techniques and teach the students..
23.	I	Do you enjoy teaching through the current techniques? If yes why if no why not?
24.	Meem	I do enjoy teaching through the current techniques and I I tend to learn more and imply more for my students and uhmm I love it because this is uhmm. This contradict the traditional teaching learning method which is uhmm… basically lecture based and based on memorization so that actually helps me here to uhmmm…. Teach something new to my students students are enjoying uhmmm. Enjoying so that the main purpose of the teaching learning process I think
25.	I	Do you have any interactive written tasks in your class? What are they? If not then why not?
26.	Meem	Yes I have interactive written task in my class obviously uhmm… like may be for example I am teaching them paragraph so I am giving I am not just only giving them topic and telling them to memorize a paragraph and write it no I am showing them uhmmm… a technique that would be helpful in case of other paragraph writing as well for example if I give them the topic for my school so first of all what we do is uhmm we would

		draw a picture of a dream school of ours I I would draw a picture individually on the board students would draw their dream pictures like their dream school picture individually on their own after uhmmm like uhmm.. drawing the pictures we would write bullet points and uhmmm this would help the students to uhmmm summarize what they want to write in the main paragraph so after writing the bullet point they would uhmmm,… make it a phrase after making it a phrase they would make the sentences so its a process you see its not like okay I am giving them the topic and then they are writing it no I would I would show them how to make list of the things that they want to include in their paragraph how to make the how to make the list of things in different phrases so that they can put that phrase into sentence and after that they are writing the sentence so its a bit long process at the beginning but then again at the end they are going to love the process and this is very interactive and they get to give feedback on one another's work so its very interesting and they love doing they actually enjoy doing it so yeah
27.	I	How do you ensure that your students are being able to deliver the required information clearly? What process do you apply?
28.	Meem	So uhmm.. it is very important for me that students are being able to deliver the required information clearly uhmmm may be uhmmm… to ensure that what I do is I check for understand after teaching something after maybe after teaching them writing or something I take different tests or I ask the students directly so that they can uhmm… I can get clarification of what they are learning and uhmmm… if they are facing any difficulties or not I I keep scope for question answering so that if they have any question they can ask me or if they do not have any question I ask them question so they can if they can answer me so I I can get the idea that it is clear for them and this is how actually I ensure that they can deliver the required information clearly.
29.	I	What type of technique do you apply for students writing relevant sentences with the topic and for connecting paragraphs properly?
30	Meem	Oh uhmm… as I already mentioned that writing paragraphs this sounds an easy task uhmm.. but forrr..uhh student of grade 4 it

		can be difficult if they donot memorise it but i am mmmm..uhmmm.. really against memorisation so what i do isss… like I kind of.. for writing paragraphs I actually uhmm..arrange writing workshops for the students so that the process of writing paragraphs is really clear to them so not only just memorisation anndd uhmm like writing it in the class that doesn't work for me and for the students so uhmm I…make them go through the process of paragraph writing..so at first they will draw then they will make the bullet points then they will make the phrases after that they will make the sentences…so at the beginning its a bit lengthy when they get used to it it doesn't take much time but it's very efficient and uhmm students in the future they can make their own paragraph from this process and it gives them time to think and brainstorm before making the sentences as well…
31	I	How do you make sure that students are not copying or taking help from any other sources or memorising?
32	Meem	So uhmmm… students actually… uhmmm.. not..its not all the time that students can do the task that I…uhmm… like give them to do.. but..what I do is..I made a very good connection with the…guard..… parents of the students or the guardians of the students so that they can uhmmm.. keep the students on check while they are doing any homework that thet are not using any external resources…and they are doing it on their own and when they are in the classroom I actually monitor the class I roam around the class so that the students do not talk to each other and students uhmm have the clear idea about what they are writing uhmmm it.. so its very important for me that the students are doing the work on their own
33	I	Do you keep any separate special work for handwriting practice?
34	Meem	No I don't.
35	I	Is punctuation and capitalization of words are separately taught in your class? How do you teach them these things?
36	Meem	yes punctuation and capitalisation of words are separately taught in uhhmm.. in my class because uhh.. students they still face difficulties regarding capitalisation of words and uhmm punctuation..for example uhmm… may be they are using a

		capital word In between uhmm…a word…in the middle of the words..which shouldn't be the case..and also uhmm may be….after finishing a sentence students are not using a question mark or the fullstop or the exclamation mark…so i have to test that separately in the class and uhmmm… to do that… I uhh…actually have to uhmm..uhh show… like..relate…uhh… what i tried to do is i tried to relate with bangla which is uhmmm…like uhh…like very familiar subject to them because its their mother tongue so…..for example i'm giving an example like after a sentence in English we use fullstop likewise we use that in bangla…but in bangla we say it "dari".. and in case of uhh..question we use question mark and that we do same in the bangla class as well and we use exclamation In English and we use bisshoishuchok chinno which looks the same in bangla so that's how i try to relate to their background knowledge and so that they feel its not difficult and its easy to use the punctuation mark and they do use the punctuation mark….efficiently if you can uhmm uh make them connected to the punctuation mark or capitalisation..of… capitalisation of word… so.. the thing is that there's no capitalisation in case of bangla so what i do in case of capitalisation i try to teach them some kind of rules..uhmm.. whenever they are starting a work the first letter of the word would be capital but whenever they are using uhmmm…different words in the sentence the first letter of the first word in a sentence would be capital only..and the names.. the… uh… the first letter of the names would be capital..so these are the rules that i have actually dril time to time as they are young learners they tend to forget and also different resources like worksheet, different videos, different poem that actually help….stories.. stories are actually great ways to teach punctuation and capitalisation and yeah…uhh… they really like to find the wrong capitalisation and wrong punctuation used in stories so that works in a great way…
37	I	What type of techniques do you apply for teaching students' new vocabulary?
38	Meem	Vocabulary teaching it can be bit….tricky because…there are so many vocabs and(smiling) the students are really young so as I already mentioned that students have their own word books they make their own word books where they like write a…word..

		may be its a three letter word book.. if its a three letter word book students would divide their notebook in 3 sections and each section they will write from a-z, a-z and a-z..and whenever they are like uhmm… scro… like turning over the page they can different sentences like uhhh… they want to find tap…T-A-P so in the first section they will find 'T' in the second section they will find 'A' and in the last section find 'P'. So i write words in the board and…they find the words from the word book.. so its very interesting for them..and also I taught them uhhh how to uhh find words from the dictionary and uhh like as i said the….CPA method.. that actually works… uhhh very much.. and also the… vocab… vocabulary song the alphabet song.. that are very fam…effective and students can uhh…memorise the song in no time and they also enjoy the dance with it.. I…I…also dance with them so… thats very interesting.
39	I	How do you teach students Grammar and their usage? Like-Rules of verb, article, parts of speech, Pronoun, case, gender
40	Meem	In case of grammar rules… I do not like teach them the traditional in….in the traditional way like writing the rule then memorising the rule… no.. I actually give them context and they uh.. learn the grammar from that context andd uhh.. because uhh I think that memorisation of rule that doesn't work.. uhhh like uhh people think that they work but it doesn't so i teach them grammar in the context other than the teaching them grammar separately
41	I	How are your students taught sentence making and sentence structure in your class?
42	Meem	uhh sentence structure.. in case of sentence structure i use the technique that i use in case of paragraph because and also i try to uhh…like draw their experience from the bangla sentence writing because when they can relate they can feel comfortable and they can uhhh learn easily..sooo yeah..
43	I	How do you evaluate your students' performance for writing?
44	Meem	I use rubric to assess students' performance for writing uhhh and I….I… my students are well aware of that that on what basis they are marked so… uhh… i guess to evaluate student's performance rubric is a great way because i can keep track of the

		students and also i give them different hw, cw anddd uh i keep track of that, i keep track of marks so that i can assess their performance and evaluate that..
45	I	Do you give feedback for written task to your students? How do you give them?
46	Meem	Yes i give feedback for writing tasks for my students because I'm… i give extensive feedback to my students because i want the students to understand why they are… where they are making the mistakes and also i want the parents to understand where they are making the mistakes so that if the students seek help from their parents its uhhh they uhhh… both know that what i or the teacher wants so its very important for me to give extensive feedback to my students and also…i talk to…if i face very much difficulty I talk to the parents directly or the students so that we can negotiate and..come to a middle point….uhhh in the teaching learning process.
47	I	Does feedback have any impact on students' later performance?
48	Meem	Yes Feedback have very important impact on students later performance because i i make sure that student work on that feedback uhmm... The stakeholders that are involved with the students they work on the feedback given by me and it really helps the student to understand where they have to improve and i really ensure that the students are working on that feedback
49	I	What do you think does parents' involvement in their homework is helpful for the students' learning?
50	Meem	Parents involvement for me is like uhmm.. The parents can be there where when the students are doing their homework but uhmm…I prohibited my uhmm uhmm… students parents very strictly that they are not tend to help the students while they are doing the hw because uhhh…there should be some sort of transparency and the students need to learn… and if the like.. if the parents are helping the students its a… in case of writing it's really understandable because I know my students handwriting and uhhh…yeah it happened that some of the time the parents have written the hw instead of the students.. so i talk to the parents in that case i talk to the parents directly i talk to the students uhhh individually so.. so that this doesn't happen so its

		okay if the parents are there to help the students uhh to understand the instruction buttt…if they are doing the work for them thats not really acceptable
51	I	Do you follow any special extra steps for developing weak students' writing skills? If yes, what are they? If no then why not?
52	Meem	I actually follow extra steps for developing weak student I arrange uhmmm like extra classes for those students in the morning uhmmm my class start from 1015 but i go to school by 8am and after that i give them extra like extras intervention for their learning and so that they can make progress and also we have community teachers the students who are alumni of the school they come uhmmm come to the school and help the students to learn specially the weak students so its a great way to communicate and making network for the students and uh like uhmmm uh they are also the alumni students they can also like uhmm have uhmmm great opportunity to work on their teaching skill and it uhmmm and also the students my students they feel comfortable to uhmmm work with those alumni students because uh there may be there some things they cannot share with me they can share with those alumni students as their their may be those students are their uh elder brother sister they are like uhmmm elder friend so its very comfortable for them to share their problems with those students and and it helps me to save my energy time as well
53	I	What kind of suggestions would you like to give for teaching students' writing skill in better possible way?
54	Meem	the suggestions that I would give that…dont make writing boring and uhhh….the teacher should understand where the problem is uhhh…..like where the main problem is… because if a student cannot even know the pen or pencil how they are going to write…so before pressuring a student to write something we'll have to understand and you have to check their background, you have to very attentive towards how they are holding a pencil a paper…and if they have that knowledge about how can ummm they mm..make any words or letters so … so that the students don't face difficulty in the future or in the long run..

Sample Coding of the Participants

Coding of Mehnaz

Interview Questions (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Are those techniques decided by you or the school authorities? Do you get to mix your thoughts with the technique?	Decision about applied techniques	Decided by the teacher	No these are the techniques that is actually decided by me uhmm… uhmm uhmm in school uhmm actually teachers usually what they do is the traditional teaching learning method uh they are teaching students are learning there is this memorization and all but these are the techniques that I actually applied from uhmm… my learn...ing and from my training that I got before coming to the school and some of the techniques I found on internet and I applied that in my school and uhmm.. like about the	Decided by the teacher Used from her own learning and training Took help from online		DU 18

			techniques ….. no I don't have kinda mixed thoughts but I think that there can be more techniques to apply but then again there are students of different competencies in my school so uhmm uhmm.. like I have to slow it down a bit for everyone so yeah...			
Do you think students are actually learning from these strategies? Will these teachings be fruitful for their future?	Students learning from applied techniques	Yes they are learning with fun	Yeah I guess students are they are really learning and enjoying at the same time for example when I am showing them videos may be I am showing them like uhmm. Alphabet songs they have memorized alphabet songs and uhmm like there are two words for each alphabet students they really enjoy it so they are remembering the song as well as they are remembering the words and the they are uhmm.. learning the spelling and also uhmmm.. like I think that in case of future they know uhmm.. how to like uhmm… find for different	Learning from applied techniques as well as enjoying them.

Fruitful for future too as they are learning how to find words from dictionary and internet. | | DU 20 |

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			sources on the internet and I show them how to use Youtube to learn english writing and also uhmmm.. I I uhmm… show them uhmm…. Show them different resources on the internet that they can google them so yeah I think this is going to be uhmmm.. helpful in their future as well.			
Can you modify the techniques, materials according to your students' need?	Modifying techniques	Yes the teacher can. Can slow or fasten the process. Increase and decrease the level of difficulty according to students' need.	Yes definitely I can modify the tech uhmmm.. techniques, materials according to my students' need...uhmm … I can like uhmm...slow it down based on the students' competency level...I can like uhmm..add to it whenever I want..I can uhmm..like increase the level of difficulty..I can decrease the level of difficulty according to the students' need and its really effective and.. uhmmm...anyone in any context can apply those	Yes the teacher can. Can slow the process. Increase and decrease the level of difficulty according to students' need.		DU 20

			techniques and teach the students..			
Do you enjoy teaching through the current techniques? If yes why if no why not?	Enjoy teaching through current techniques	Do enjoy teaching through her current applied techniques

Tend to learn more for the sake of students

her current teaching style contradict traditional teaching style

students enjoy her current teaching style more so the main purpose of her applying new techniques are served. | I do enjoy teaching through the current techniques and I..I tend to learn more and imply more for my students and uhmm I love it because this is uhmm. This contradict the traditional teaching learning method which is uhmm… basically lecture based and based on memorization so that actually helps me here to uhmmm…. Teach something new to my students students are enjoying uhmmm. Enjoying so that the main purpose of the teaching learning process I think... | Do enjoy teaching through her current applied techniques

Tend to learn more for the sake of students

her current teaching style contradict traditional teaching style

students enjoy her current teaching style more so the main purpose of her applying new techniques are served. | | DU 24 |

| Do you have any interactive written tasks in your class? What are they? If not then why not? | Interactive written task | Yes

If the topic is given "my dream school" at first students are going to draw their dream school and from that they will write bullet points individually

then they will make some phrases from that they will write sentences

lastly will give feedback to each other's work | Yes I have interactive written task in my class obviously uhmm… like may be for example I am teaching them paragraph so I am giving I am not just only giving them topic and telling them to memorize a paragraph and write it no I am showing them uhmmm… a technique that would be helpful in case of other paragraph writing as well for example if I give them the topic for my school so first of all what we do is uhmm we would draw a picture of a dream school of ours I...I would draw a picture individually on the board students would draw their dream pictures like their dream school picture individually on their own after uhmmm like uhmm.. drawing the pictures we would write bullet points and uhmmm this would help the students to uhmmm | Yes

Drawing and writing

then they will make some phrases from that they will write sentences

teacher will continuously guide them.

lastly will give feedback to each other's work | | DU 26 |

| | | | summarize what they want to write in the main paragraph so after writing the bullet point they would uhmmm,… make it a phrase after making it a phrase they would make the sentences so its a process you see its not like okay I am giving them the topic and then they are writing it no I would I would show them how to make list of the things that they want to include in their paragraph how to make the how to make the list of things in different phrases so that they can put that phrase into sentence and after that they are writing the sentence so its a bit long process at the beginning but then again at the end they are going to love the process and this is very interactive and they get to give feedback on one another's work so its very interesting and they love doing they | | | |

			actually enjoy doing it so yeah			
What type of technique do you apply for students writing relevant sentences with the topic and for connecting paragraphs properly?	Writing relevant sentences with topic and connecting paragraphs	Arranging writing workshops

follows paragraph writing process which includes draw a picture of assigned, bullet points, writing phrases and then sentences. | Oh uhmm… as I already mentioned that writing paragraphs this sounds an easy task uhmm.. but forrr..uhh student of grade 4 it can be difficult if they donot memorise it but i am mmmm..uhmmm.. really against memorisation so what i do isss… like I kind of.. for writing paragraphs I actually uhmm..arrange writing workshops for the students so that the process of writing paragraphs is really clear to them so not only just memorisation anndd uhmm like writing it in the class that doesn't work for me and for the students so uhmm I…make them go through the process of paragraph writing..so at first they will draw then they will make the bullet points then they will make the phrases after that | Arranging writing workshops

follows paragraph writing process

draw a picture of assigned, bullet points, writing phrases and then sentences. | | DU 30 |

			they will make the sentences…so at the beginning its a bit lengthy when they get used to it it doesn't take much time but it's very efficient and uhmm students in the future they can make their own paragraph from this process and it gives them time to think and brainstorm before making the sentences as well…			
How do you make sure that students are not copying or taking help from any other sources or memorising ?	Copying from other sources or memorising	Maintaining a good connection with the guardians In classroom teacher continuously monitors while students are doing the given task.	So uhmmm… students actually… uhmmm.. not..its not all the time that students can do the task that I…uhmm… like give them to do.. but..what I do is..I made a very good connection with the…guard..… parents of the students or the guardians of the students so that they can uhmmm.. keep the students on check while they are doing any homework that thet are not using any external resources…and they are doing it on their own and when they	Maintaining a good connection with the guardians In classroom teacher continuously monitors while students are doing the given task.		DU 32

			are in the classroom I actually monitor the class I roam around the class so that the students do not talk to each other and students uhmm have the clear idea about what they are writing uhmmm it.. so its very important for me that the students are doing the work on their own			

Coding of Muntaha

Interview Questions (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
How do you evaluate your students' performance for writing?	Evaluating students' writing	Evaluate by taking small tests, classwork and competitions. Content is focused more than grammar and spellings. Given liberty for sharing their thoughts.	Mainly, I focus on the content rather than on the grammar and spellings. As the students are 9-10yrs old, their writing level is not that developed. So, I encourage them to express their thoughts and tell them to worry less about the grammar and spellings. Still for education system I evaluate them by taking small tests, class works or competitions where content is given more...uhmmm more importance..	Evaluate by taking small tests, classwork and competitions. Content is focused more than grammar and spellings. Given liberty for sharing their thoughts.		DU 42
Do you give feedback for written task to your students? How do you give them?	Feedback for written tasks	One to one constructive feedback on written tasks. Overall feedback given on	Yes, I….uhmmm.. give one to one constructive feedback on any written work. As the main….uhmmm... focus is to improve their quality of writing, rather than just giving marks..i also talk about	One to one constructive feedback on written tasks. Overall feedback given on		DU 44

		general common mistakes	the common...error... mistakes overall in class.	general common mistakes		
Does feedback have any impact on students' later performance?	Feedback having impact on students	Yes one to one feedback helps them to improve.	Yes, feedback helps them to realize the lacking and also how to improve their writing capability. One-to-one feedback proves to be the best method for improving writing.	Yes one to one feedback helps them to improve.		DU 46
What do you think does parents' involvement in their homework is helpful for the students' learning?	Parents involvement in students' homework	There should be limit of parents involvement.

Parents can explain the method or encourage to finish on time.

Telling direct answers are highly discouraged.

Students should be self reliant. | I think there should be a certain limit for the involvement of the parents in their kids' HW….uhmm...They can encourage the kids to do their HW on time, explain the method further...if needed...but I...I think... they should not give the answer or tell them exactly what to write. They should help the kids to be more….uhmmm..self.. self reliant and allow them to make some mistakes. | There should be limit of parents involvement.

Can explain the method or encourage to finish on time.

Telling direct answers are highly discouraged.

Students should be self reliant. | | DU 48 |
| Do you follow any special extra steps for developing | Extra steps for weak students | At first encourage to make easy | I try to follow some...some techniques… For the weak students, I tell | At first encourage to make easy | | DU 50 |

weak students' writing skills? If yes, what are they? If no then why not?		simple sentences encouraging reading story books telling them to practice writing everyday. Write everything they did on a day in a diary asking strong students to help weak students	them to make easy simple sentences first. I also encourage them to read story books which I will give them some ideas about sentence structure and improve their vocabulary. I...sometimes... tell them to write everyday what they did in a day in a diary. Sometimes, I tell the best writers in the class to help the weaker students	simple sentences encouraging reading story books telling them to practice writing everyday. Write everything they did on a day in a diary asking strong students to help weak students		
What kind of suggestions would you like to give for teaching students' writing skill in better possible way?	Suggestions for teaching students writing in better way	Reading helps students to develop their ideas. Keeping a diary and writing journal.	I think to be a better writer, one has to read a lot first. Reading helps the students to articulate their thoughts and ideas in a better way. Keeping a diary and writing in it every day helps a lot. It also helps the students to track their improvement.	Reading helps students to develop their ideas. Keeping a diary and writing journal.		DU 52

SAMPLE THEME GENERATION TEMPLATE

Jesmin	Ayza	Meem	Muntaha	Supti	Shimul	Tanita	Proma	Nahida	**Themes English**	**Themes Bangla**
Brain storming Discussion session Monitored writing Independent writing on random topics solving worksheets	Rules and features of writing are taught in comprehension class, implemented in writing class Brain storming Scaffold ideas Guided writing having a discussion class about the topic independent writing	Showing videos Look for word in dictionary Doing hw and cw from workbook and worksheets Following CPA (Concrete, Pictorial, Abstract) method Wordbook	Briefly discussing the topic at first Brainstorming Elicitation and writing ideas on board Initially guided writing about the main points Providing worksheet Independent writing.	collect information from the students first by discussing Elicitation & writing ideas on board showing relevant videos about the specific topic worksheet given and to find particular component of the assigned topics.	No specific strategies Memorisation based learning about paragraph on specific common topics.	baseline survey to identify students' current competency and gap. make a target for all students identifying alphabet, noun, verb depending on the classroom context reading materials, visuals and printed handouts	memorization based writing. notes given, read the stories/ chapters in books and copy them in their copy there is no chance of creative writing	Notes given or marked some paragraphs in the books. Students read them out loud in the class. Memorises the paragraphs as suggested by teachers and write.	Discussion class interacting with students Guided writing independent writing class Brainstorming Providing worksheets Elicitation and writing ideas on board. Teaching Rules and features of writing. showing videos	Memorisation based learning & writing notes given or marked in the book showing videos reading out loud & copying following CPA wordbook and worksheet find words in dictionary baseline survey to identify students' current competencies

Appendix H

Rating for Students' Interview

R.Q .3- What perceptions do the teachers have regarding the writing techniques they are following?							
I.Q	Theme	Main Ideas	Discourse Unit	Verbal Support	Interrater		Comment
					Agree	Disagree	
Do you think students are actually learning from these strategies? Will these teachings be fruitful for their future?	Students learning from applied techniques	*Students learning from applied techniques *Having interactive discussion class with visuals before writing	AYZ 18	Yes, the students are learning and I think uhm... they know what they are writing about.. I guess uhmm...This is specially because of the discussion class that is held before we start writing on the topic. They…. tend to remember discussions and visuals.	/		

				Hence we try to make it as interactive as possible with videos and pictures as well.			
		*Backed up by scientific research *Interaction helps to open their thought	MUN 20	Yeah..I think they are..The techniques that I follow are backed up by scientific research like interaction helps to open their mind for more ideas and I personally believe the results are quite fruitful	/		
Can you modify the techniques, materials according to your students' need?	Modifying techniques according to students' need and level	*Modifying techniques *Increase and decrease difficulty level according	ME 22	Yes definitely I can modify the tech uhmmm.. techniques, materials according to my students' need...uhmm … I can like uhmm...slow it down based on the students'	/		

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		to students' need		competency level...I can like uhmm..add to it whenever I want..I can uhmm..like increase the level of difficulty..I can decrease the level of difficulty according to the students' need and its really effective and.. uhmmm...any one in any context can apply those techniques and teach the students			
		*Students' copy help to modify techniques	AYZ 22	Yes, after a few classes and checking copies, it is possible to understand the students need and lacking..and uhmm..modify accordingly		/	

		*Cannot modify as too many students	SHI 24	No, No..I can't..uhmmm ..as there are 60-65 students in a class, its not possible to modify according to students' need. Its too much hassle.	/		
Do you enjoy teaching through the current techniques? If yes why if no why not?	Enjoying teaching through current techniques	*Enjoying teaching through current techniques	MUN 22	Yes I actually do enjoy teaching through my current techniques. Because uhmm... the current technique helps me to interact with students and they can share their ideas before…	/		
		*Interacting with students					
		*New and different from traditional learning hence students	ME 24	I do enjoy teaching through the current techniques and I..I tend to learn more and imply more		/	add reduces memorisation

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		enjoy and teachers also enjoy		for my students and uhmm I love it because this is uhmm. This contradict the traditional teaching learning method which is uhmm… basically lecture based and based on memorization so that actually helps me here to uhmmm…. Teach something new to my students students are enjoying uhmmm. Enjoying so that the main purpose of the teaching learning process I think...			
Are those techniques decided by you or the school authorities? Do you get	Decision about applying technique s and chance of adding	*Same technique s have been followed for many years	PRO 16	Usually these techniques have been followed for many years so I can say the techniques	/		

| to mix your thoughts with the technique? | teachers' creativity | *Decided by higher authorities | | uhmm.. the techniques are decided by school authority. | | | |
		*Decided by teacher		No these are the techniques that is actually decided by me uhmm… I actually applied from uhmm… my learn...ing and from my training that I got before coming to the school and some of the techniques I found on internet and I applied that in my school and uhmm.. like about the techniques … no I don't have kinda mixed thoughts but I think that there can be more techniques to apply but then again there are	/		
		*Learned from training session before joining and internet					
		*Possible to apply more techniques according to students' competency	ME 16				

				students of different competencies in my school so uhmm uhmm.. like I have to slow it down a bit for everyone so yeah...			
Does feedback have any impact on students' later performance?	Feedback having impact on students later performance	Feedback having positive impact on students' Taking extra class can clear their concept on particular topic	SUP 50	Yes..giving feedback and taking an extra class on some particular topics in which they are making mistakes again and again students can get clearer understanding of that topic which improves their later performance.	/		

Calculation of inter-raters' Reliability

	Percentage of agreement (Total number of agreement/ Total number of responses)x100
Inter-rater	(8/10) x100 =80%

Appendix I

SAMPLE OF EMAIL FOR MEMBER CHECKING
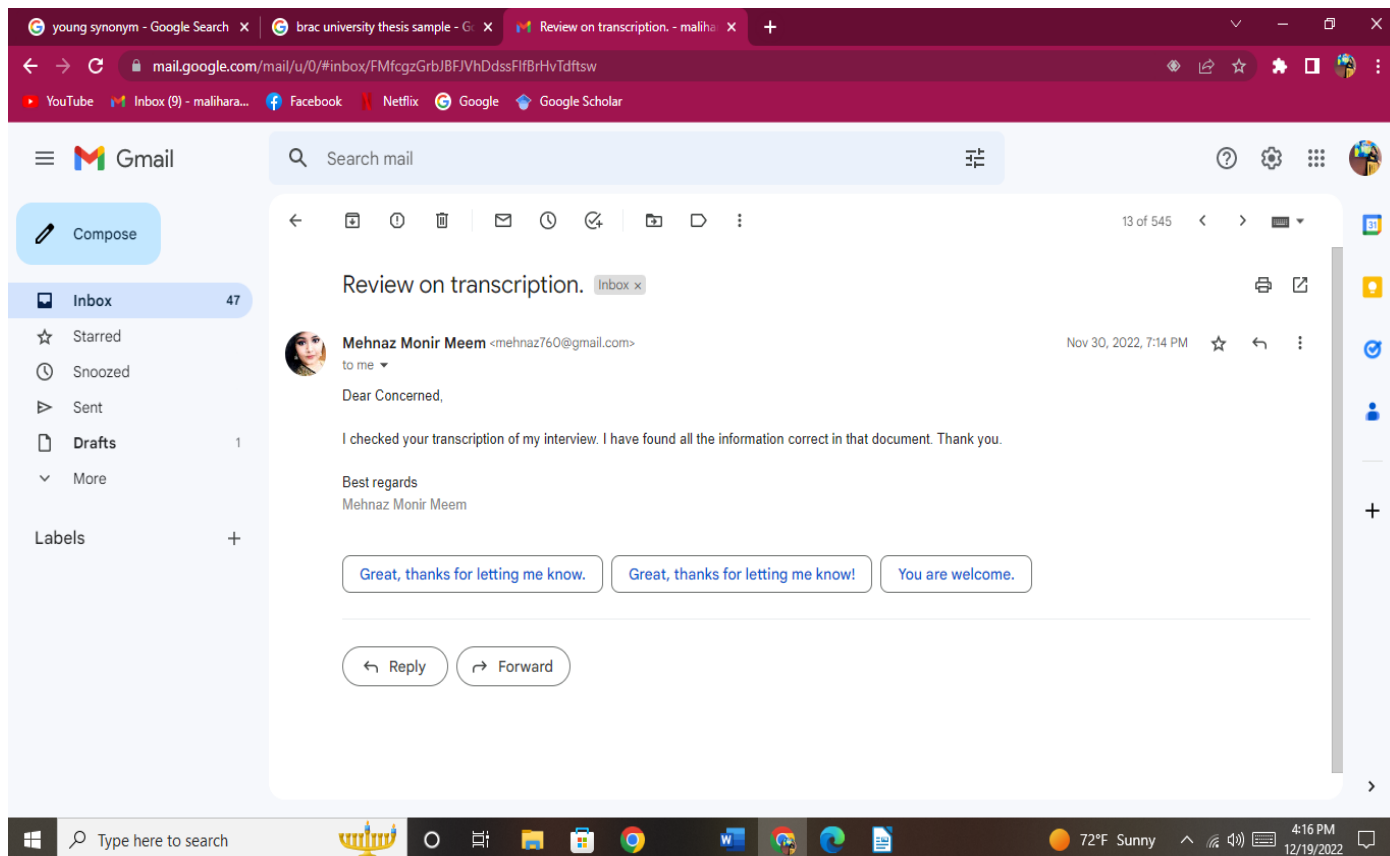
Appendix J

Audit Trail of the Study

Date	Activities	Records
26-05-2022	Discussing topic	Zoom call
30-05-2022	Finding Research gap from 20 summarised article in table	
11.06.2022	From 20 summarised article finding research gap Tentative research questions	
18-06-2022	Headings and Subheadings of Literature review and taking approval	
19.06.2021- 15.07-2022	Working on Literature review's chapters	
3.8.2022	Taking approval for Headings and Subheadings of Introduction part	
5.8.22-2.9.22	Writing all the parts of Chapter 1 Finalising Research question	
6.9.22-30-9-22	Working on Theoretical (Conceptual) Framework of the study	
1.10.22	Showing Interview Protocol, Data collection and Data analysis framework	Messenger
2.10.2021-12.10.2021	Making Interview questions Selecting participants	In soft copy
13.10.2021-26.10.2022	Pilot interview	

	Transcribe	
2.11.2022- 25.11.2021	Interviewing participants Transcribe Coding Thematic Analysis	
26.11.2022-1.12.2022	Data analysing Interrater reliability Member checking	Zoom Email
1-12-2022- 28-12-2022	Finishing findings and conclusion	