

A Comparative Study on Challenges of English Writing Among the Students of Bhutan and Bangladesh

By

Anjali Gajmer
20203026

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelors of Arts in English

Department of English and Humanities
BRAC University
September 2024

©2024. Brac University
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing 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 which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

Student Full Name
Student ID

Approval

The thesis/project titled “A comparative study on the challenges of English writing among the students of Bhutan and Bangladesh” submitted by Anjali Gajmer (20203026) of fall semester, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelors of Arts on 8th October 2024.

Examining Committee:

Supervisor:

Dr. Sabreena Ahmed
Associate Professor
Department of English and Humanities
BRAC University of Humanities and Social Science
BRAC University

External Expert Examiner

Shaila Shams
Senior Lecture
Department of English and Humanities
Independent University, Bangladesh

Departmental Head:

Firdous Azim
Professor and Chairperson
Department of English and Humanities
BRAC School of Humanities and Social Sciences
BRAC University

Ethics Statement

The ethics of the research were all taken into consideration while conducting the entire research. It is mentioned more detailed in the methodology part.

Abstract

The study mainly focuses on exploring the difficulties faced in English writing by undergraduate students of Bhutan and Bangladesh. It basically includes the opinions of the students on English writing based on their experiences. It is a qualitative, Phenomenology study, where the researcher selected six undergraduate students who are in their second year and interviewed them for the data collection. Additionally, different English writing challenges like grammar errors, English as a second language, Writing anxiety, and lack of English reading were incorporated to make a framework. So the study shows that most of the students had English writing challenges because of Grammar errors, spelling, and organization, English as a second language, and writing anxiety. Further, these findings will not only help the teachers and students of Bangladesh and Bhutan it can also be helpful to see and address the English writing challenges.

Key Words: English Writing Challenges, English as a second language, Overcoming English writing challenges

Dedication

I would like to dedicate this research to my parents who have always been there for me. Most importantly I am thankful to my supervisor, Dr.Sabreena Ahmed, for the genuine support. This research would not have been possible without her

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Key Words	v
Dedication	vi
Table of Contents	vii
List of Tables	xi
List of Figures	xii
Chapter 1 Introduction.....	1
1.1 Background of the Study	1
1.2 Challenges of writing in Asia	3
1.3 Statement of the Problem.....	4
1.4 Central research objective.....	5
1.5 Research Question	5
1.6 Nature of the study.....	5
1.7 Scope of the study.....	6
1.8 Limitation.....	6
1.9 Significance of the study.....	6
1.10 Definition of the key terms	7
Chapter 2 Literature Review	8

2.1 Introduction.....	8
Part 1	8
2.2.1 Writing Skills and Its Importance	8
2.2.2 Aspects of Writing	10
Part 2	11
2.2.3 Challenges of English writing.....	11
Part 3	14
2.3.1 Educational Context of Bangladesh and Bhutan	14
2.3.2 Challenges faced by students in writing in Bhutan.....	15
2.3.3 Educational Context in Bangladesh	16
2.3.4 Challenges faced by students in learning writing in Bangladesh	18
2.3.5 Research Gap	20
Chapter Summary	20
2.3.6 Theoretical Framework.....	21
2.3.7 Conceptual Framework.....	23
Chapter 3 Research Methodology	25
3:1 Introduction.....	25
3:2 Qualitative Paradigm and the Philosophical Assumptions	26
3.3 The Researcher’s Role	28
Design of the Research	29
3.4 Data Collection	29

3.5 Setting	30
3.6 Selecting the Participants	30
3.7 The process of developing Interview Protocol	31
Data Analysis Procedure.....	32
3.8 Data Analysis Framework.....	32
3.9 Data Analysis	33
3.10 Ethical Consideration.....	34
3.11 Trustworthiness and credibility of the study.....	34
3.12 Chapter Summary	36
Chapter 4 Result and Discussion	37
4.1 Introduction.....	37
4.2 Section 1: Students perspectives on English writing challenges	38
4.2.1 <i>Important but difficult to score in English writing</i>	38
4.2.2 Comparing English writing with native language writing.....	39
4.2.3 <i>Grammar problems.</i>	40
4.3.2 <i>Limited vocabularies</i>	41
4.3.3 <i>Spelling Mistakes</i>	43
4.3.4 <i>Writing Anxiety</i>	44
4.3.5 <i>Challenges with Organisation</i>	45
Section 3: Overcome the challenges of English writing.....	46
4.4.1 <i>Planning and Organization</i>	46

4.4.2 Enhance vocabulary by reading more books.....	47
4.4.3 Attending Workshops	48
4.4.4 Writing practice	49
Chapter 5.....	50
Conclusion	50
5.1 Introduction.....	50
5.2 Contribution of the study	50
5.2.1 Pedagogical Implications of the Study	50
5.3 Recommendation	52
References.....	53
Appendix A.....	61
Letter of Consent for Participants	61
Appendix B.....	62
Interview Questions for Participants.....	62
Appendix C: Interview Transcription of the student	65
Sample Theme Generation.....	65
Appendix D Inter-rater reliability	66
RQ1. Perspective of students	66
Inter-rater Reliability Calculation	69
Calculation of the Inter-rater's Reliability.....	69

List of Tables

Table 1: Phiosophical AssumptionError! Bookmark not defined.

Table 2: The Framework for Data Analysis from Braun and Clarke (2006.....

List of Figures

Figure 1: The Conceptual Framework of the studyError! Bookmark not defined.

Chapter 1

Introduction

1.1 Background of the Study

At the university level or the higher education level, Writing is one way of assessing or evaluating students, where students are expected to do different written assignments and conduct research, but it is not an easy task for many students to acquire good graded written papers or write in way as needed and it is basically a global issue Theresa Lillis (2001). In this regard, Negari (2016) states that for academic writing, the students should be able to generate their ideas and organize their writing into different paragraphs and make it logical with the smooth development of the particular topic. So to do that they should do some reading about the topic, have a clear outline, decide what should be written in the introduction, how the main body is being developed, and state a conclusion. So it asserts that writing fosters the students to think critically and inspires them to learn and know different aspects of academic writing, e.g. using great vocabulary and powerful expressions and many more despite the different English writing challenges that students face. Similarly, Wangmo (2018) claimed that most of the students lack the main writing traits which are essential for quality writing like coherence, focus, development and also unity. So Writing skills need genuine attention to groom and develop the students in terms of writing.

It is usually the academic writing in which students are having a difficult time. Even Though the students were taught English writing from their school days and even in college it is still found that they encounter English writing challenges. These problems are often related to grammar, punctuation, plagiarism, text structure, citation, sentence making, and writing irrelevant information. So similar English writing problems are often faced by the students of one of the renowned colleges of Bhutan named CST Dema (2020). It is still a very difficult skill for learners who are learning English as a second language, especially for the students of Bhutan and Bangladesh where they mainly focus on their mother tongue the most. Students are facing various problems in different areas; from correct spelling to evolving properly structured paragraphs. During the activities of academic writing, learners can get effective ideas for accurate language use in the writing process.

According to Zamel (1983), students when they are writing they must be familiar with the kinds of academic writing, such as narrative, illustrative, descriptive approaches and strategies by being creative and applying critical thoughts, paraphrasing writing in their own wording. Additionally, students also face English writing challenges which are connected to the writing disciplines such as communication, understanding and management discipline. It so happens in so many cases that some students may not get the instructions properly and face challenges in understanding the particular writing instructions. Further, when the instructions for English writing are not clear that is where they struggle in writing. In other words, Fawwaz, A.-H., & Ahmed,(2007) there are also some writing issues which are related to connecting the sentences, following the ideas which they have in mind and making a clear and understandable meaning. The education system is showing concern to improve the students' writing skills .However writing is still a challenge faced by the university students of Bhutan and Bangladesh.

The current studies on challenges faced by university students in writing show how researchers used several writing challenges faced by undergraduate students in general and the authors mostly focus on the writing challenges faced in the context of undergraduate students in general. This study particularly intends to see and investigate the difficulties in writing challenges faced specifically by the students of Bhutan and Bangladesh where the study would help to work on it and get a better focus of the problem.

1.2 Challenges of writing in Asia

The most faced Writing challenges are writing coherent paragraphs that connect the sentences properly, knowing and differentiating between compounds and modifiers, and grammatical mistakes in writing are the most striking issues. A Study was carried out by Abdelkarim (2013) who found some common challenges which are faced by some Arab-speaking students at the University of UTM in Malaysia. So in the findings of the study, it is indicated that the writing challenges or mistakes which the participants made are mostly related to sentence structure, vocabulary, and also expressing ideas. In another study conducted by Al-Khairi (2013) on several undergraduates showed that the main source of the students to face the English writing challenges is the inability to choose the proper words, linguistic and grammatical errors by the students. He also added that some students create their thoughts and ideas in their own mother tongue and when they translate it in English writing it turns out to be very incoherent and vague.

1.3 Statement of the Problem

Sherin (2016) states that students have to see English writing as an important tool as it deals with different varieties of disciplines being used in expressing ideas, and engaging in critical thinking. It is important to get familiar with the process of writing by giving importance on significant practice in English writing for the betterment. In addition (Yancey2016), mentioned that university graduates make sure that they have a strong knowledge and foundation in writing that will help them succeed in their fields and deal with the challenges and grab opportunities which are available and get connected. Writing should definitely make the students self-assured communicators who are skilled enough to change the tone and style of their writing to be alien with any different audiences and goals in public, professional, or academic settings. In the end, they acknowledge that writing is a lifetime ability that is necessary for intellectual development, personal fulfilment, and contributing to society. However, in English writing it can be noticed that the students in general and even the university students face many challenges in English writing.

These difficulties are caused by a number of things, such as restricted access to good learning materials, poor writing training, language obstacles like it would be challenging as they learn English as a second language, lack of students practice and interest in learning writing, and a lack of emphasis on writing as one of the core skills. Furthermore, the students frequently compromise and try to ignore critical thinking and creative expression, which even makes it more challenging for students to produce good quality writing as they have not explored beyond what they have learned. It can also be clearly seen and we understand the fact that despite the fact that students learn English writing skills and they have been writing for so long but still they fail to produce effective results in writing skills. They face different challenges in producing a good language in the form of writing Kannan (2009). As writing skills are very prominent for students in many different ways to achieve excellence s in home

and abroad, it should be given more attention at the University level in Bhutan and Bangladesh. Therefore, this study aims to find out why the students of Bhutan and Bangladesh are facing challenges in English writing.

1.4 Central research objective

The objective of the research is to identify and see why the undergraduate students of Bhutan and Bangladesh are facing English writing challenges.

1.5 Research Question

To accomplish the goals of the research, the following research questions have been developed:

1. What perspectives do the students have regarding the English writing challenges?
2. What challenges do the students face in terms of English writing in Bhutan and Bangladesh at the tertiary level?
3. How do they overcome the challenges of English writing.

1.6 Nature of the study

The research is qualitative in nature. Writing is a complex skill which needs more critical thinking and creativity and since this research particularly focuses on challenges, qualitative research would do a good justice in finding the real aspect of the problem by giving in depth and detailed information, understanding and exploring the experiences of the students in more detail and also by get viewpoints from the students ,gives the opportunity to find the answers in a more detailed manner as it has more open ended questions and the participants also gets to know and explain their thoughts in a better way.

1.7 Scope of the study

The study explores the difficulties faced by undergraduate students in developing good writing skills in Bhutan and Bangladesh. Till now, no such studies have been done on the challenges of English writing by particularly following the context of Bhutan and Bangladesh, there is definitely a lot of room and space for more research. Any researcher from Bhutan or Bangladesh can conduct the same research differently as different people will have different opinions and ways of finding it for the same problem. Moreover, researchers from other countries can also conduct the research and make the comparison as there are very few studies related to English writing challenges, additionally this research is qualitative and there is also scope of using different ways to conduct the research for the same problem. Most interestingly, this research is from the perception of students and it has a lot of scope for the future researchers to focus on different perceptions like teachers and parents on the same problem.

1.8 Limitation

There are certain limitations of the study. Since the nature of the study is qualitative research, getting multiple realities based on different individual perspectives needs more time management and it is sort of hard to find time for more detailed information and ask in-depth as everyone is busy and focused on their assignments, quizzes, exams, and all.

1.9 Significance of the study

In this developing world, the students must learn and be knowledgeable in English. So from the four language skills, writing is one of the important parts for the students yet it is ignored. For that many other researchers have researched English writing skills. Some of those cover only students 'writing problems; some of those focus only on a particular area of writing like composition and all. However, this research tries to cover many aspects of writing that the

previous research did not cover. Most importantly this research finds out the challenges faced by the students of Bhutan and Bangladesh in English writing skills in particular and works for some solutions.

Moreover, it can also play a significant role for the teachers to guide and know more on the challenges that students face in English writing. After all it is teachers who deal with those writing problems to improve their students. So with that knowledge teachers can promote learners' English writing skills through fun activities, games, motivation, giving feedback as needed, writing practice, design assignments accordingly and also writing exercises which would help them guide the students way of overcoming the English writing challenges.

1.10 Definition of the key terms

Native and Non-native speakers of English

The word "native speaker" refers to someone who speaks English as a native language, as a mother tongue, first language or it is also called L1 (Davies, 1991). So as per the definition here, L1 people includes the people whose mother tongue is English and they learn English naturally through the daily conversation and everyday interactions (Medgyes, 2001). So basically it becomes easier for the native learners and teachers to teach and learn English. On the contrary, non-native speakers of English are those speakers whose mother tongues are not English but they learn English as a second language after their first language or the mother tongue and they learn English through formal education, self-study and all. In the study all the students or the participants are non-native speakers who are taught by non-native speakers in Bhutan and Bangladesh.

Chapter 2

Literature Review

2.1 Introduction

Part 1

2.2.1 Writing Skills and Its Importance

Writing at the university is a difficult task, but it plays a critical role in socializing students into the different disciplines. It is a skill that can be learned and developed with practice and also it helps to build relationships at a professional level where it becomes easier to get opportunities Wise (2005). Furthermore, the foundations where you get engaged in academics like the learning of academic writing skills can be done by reading in one's subject areas and developing awareness. For example, during the classes, the students have to write to learn something, they also have to take notes, study, think, and process their ideas so all those things involve writing. Moreover, students need to do the writing activities and tasks as it is how they are being assessed. For students to get good marks and succeed in other disciplines also they need to be competent in writing and immersed in a language learning environment, so that they are equally competent in writing (Hyland 2013).

In fact, Writing is also an important tool for learning. We use it to gather, preserve and transmit information in a very wide range. It makes ideas readily available for review and evaluation, its explicitness encourages establishing connections between ideas and it also helps in exploration of unexamined assumptions which enhance the students in learning and getting opportunities. (Applebee, 2015). In this regard Menaj (2015) states that writing plays important for tertiary education, for a better desired job and also for communicating with other people. As in this modern world most of the academic as well as the professional

communication is basically done in the form of writing for example written reports, even applications, essays, emails, other academic writings and many more. Writing develops higher-order thinking skills such as analysis, synthesis, and evaluation among tertiary level students. Activities which are related to writing will teach the students to organise their thoughts, form the arguments, and construct a good narration, and most importantly it improves their cognitive flexibility and problem-solving abilities. The creative writing will also help to exercise the brain, explore the thoughts and make them visible in written form (Shepherd, 2017).

Writing plays a very important role for different reasons. The Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for students to accomplish their educational and also employable requirements (Rao, 2018). The following are some reasons why writing skills is very important,

- To write the technical documents, and research papers, and put forth the right facts and information. So here knowing what to write when is very important.
- In search of obtaining a job. Sometimes the candidate should go through writing exams.
- To make presentations, reports, etc.
- To improve communication skills.
- For exploring, being more creative, and essential for self-understanding (Rao, 2018).

So, writing is an effective instrument for communication, which in turn acts as a principal medium for academic and professional performance. Students are often required to convey the material they learned in courses through writing. Research suggests that writing will also

positively influence learning; in a way it enhances the students' performance in multiple school subjects, including social studies, mathematics, language arts, and science. Additionally it plays an important role in recording the traditions, values, and collective experiences for future generations using literature, historical documents, and other written artifacts (Eckert, 2016).

There are scholars like Lea and Street (2016) who mentioned the importance of writing even outside the classroom where writing makes communication meaningful and understandable. When individuals have mastered writing it can be said that they can reproduce them with no problem in other communicative events. The authors also pointed out that we get to know the deeper layers of cultural, social, and political structures and literacy because of the good writing skills that people possess as it is the writing style that basically makes reading interesting. According to Reilly (2017), there is the explanation that writing is helping in increasing civic engagement and promoting social change. Individuals can use writing to advocate for causes, raise awareness about issues, and mobilize communities in a variety of ways, including letters to the editor, and social media activism. Writing enables people to engage in public discourse, express their opinions, and contribute to democratic processes.

2.2.2 Aspects of Writing

There are some aspects in writing which need to be considered to have better writing as followed,

1. Grammar: Grammar is the sentence structure, system of meanings and a sound system of a language. Students have to know and learn how to transfer their knowledge of grammar from verbal to written form. Distefano p. and Kilton (1984) suggest that students' writing must be used as the basis for discussing grammar to improve grammatical competence in writing.

They suggest teaching punctuation, sentence variety, and the use of the content in teaching writing.

2. Spelling: While writing there is the need for proper spellings to understand the message in writing. There are some rules of spelling in English writing where the sound of the word and the way it is being spelled may vary. So as a result it leads the students to make spelling mistakes. To avoid this problem, Harmer suggests following any of the varieties of English (British or American English).

3. Layout: it says that there are various ways where different writing follows different layouts. For example, there are Formal and informal letters, reports, emails, novels, essays, and newspaper articles that have different layouts. So Students must have idea about the formats for better writing.

4. Punctuation: Punctuation basically helps to understand the message of the written Text. In English, it makes a lot of difference and it changes the meaning too.

5. Cohesion: The students need to be aware of cohesion because if they fail to link between word, sentence, and paragraph their writing may become vague (Hamer, 2011).

Part 2

2.2.3 Challenges of English writing

Writing skills properly is considered as one of the crucial challenges for native and nonnative students. The most common challenges in writing which occur is because of incompetence in syntax, coherence and the lack of vocabulary, expansion or exploration of ideas and being creative, content selection, sentence subject, technicalities and also organisation in addition

to the unsuitable use of vocabulary (Rass,2015). Additionally, grammar is the most difficult area for L2 learners. Grammar is not just a set of rules, but rather it is an evolving structure of language. For instance, students may have knowledge on how to construct the sentences but they may face challenges when it comes to applying such knowledge in written expression or form but grammar acts as an important resource or tool to express and proceed a good writing. Most students tried to translate their native language into target language, so in this case they do not understand how to convert vocabulary, prepositions and structure of sentences from their native language to target language. They do not use it correctly which totally changes the meaning of sentences. When ESL learners write in English they often make a lot of mistakes in grammar .The students usually make mechanical, word order, semantic, lexical, and also grammatical. But the most frequent mistakes were grammatical mistakes (Ridhal, 2012).

Nyasimi (2014) suggests that the basis of these problems also depend on how the teacher teaches grammar or the way of teaching grammar as a part of lecturers, most of the students learn English as a second or foreign language so it becomes challenging to convince the students and also from the learners part they practice sometimes. Furthermore, learners' lack of self-confidence is affected by the strategy of teaching which is not related to learners' learning styles and their cultural backgrounds. It is discussed that there are basically two factors which are responsible for poor writing: both the teachers and the students. Sometimes it so happens that the Teachers lack an appropriate way of educational approach to teach English writing, giving effective feedback to the learners on the writing skills and providing prompts which gives them more ideas , and also the teachers lack the ability to motivate the learners. Conversely, students face several writing challenges such as: effects of L1 transfer, motivation, and practice, lack of vocabularies, organization problems and most students lack

confidence as they are anxious while writing and lack of reading (Fareed, Ashraf & Bilal, 2016).

Similarly, Rev (2015) mentions that most of the students face writing challenges due to lack of exposure to books and reading materials , so the students usually struggle to obtain a sufficient and reliable source of information which they are supposed to get while writing something. Students who do not read extensively will struggle to write good sentences and paragraphs. This is because reading and writing are much related and they are intertwined. Reading, writing and logical thinking are actually connected. It is like if the students do not read more books or other reading materials, they will have limited ideas and vocabulary while writing in English. The brain neurons of the learners will be interlinked with each other to come out with a good writing outcome if they get exposure to reading more and try to connect the ideas with their prior knowledge and think beyond the academic syllabus. Most students face these problems in academic writing because they don't have the power of comprehension, as they are not habituated to reading books to explore logical ideas, as Illogical ideas can never make a successful piece of text in the process of writing. Logical thinking is not something which comes by itself, rather it is through the comprehension of books and reading, intellect and experience.

According to shah (2020), convincing the intended expressions in writing. It is one of the very common factors among the students where they mostly fail to deliver or convince their intended thoughts, ideas or expressions while writing. The students assume and feel that they have expressed exactly what they have felt and made it visible in writing as they have intended but in some ways they lack somewhere. Consequently, when the reader reads the written text, they will not be clear about the actual meaning of that writing. Moreover, he also

explained that most of the learners faced these challenges in their academic writing because English is not their first language or the mother tongue in which they are habituated. So they have no proper command in vocabulary and the whole language while writing in English. They will be basically repeating their ideas and words all again and again as they lack vocabulary. Furthermore, the learners' lack of understanding the particular phase makes it difficult to perform writing tasks. Where they couldn't get an idea about the given topic to write about. Arrangement of ideas and organisation with proper planning is another big issue which the students face while writing. Students are not able to understand which ideas they have to write specifically and which they should write generally.

Part 3

2.3.1 Educational Context of Bangladesh and Bhutan

The education system in Bhutan changed with the change in time. The education system was all traditional during the past. In the past, it was Bhutanese monastic institutions which were typically used as a traditional educational approach, where The many monastic establishments known as "dratsangs" are the centre of the Bhutanese monastic educational system like Anim Dratshang, Rigneys, Shedras . Where they mainly focused on Mahayana Buddhism, it also focused on human behaviors, the way of living and it was more related to spirituality. It was basically because of the devotion towards the country's culture and religion (Phuntsho, 2000)

.According to Paul (2017), in the past the ministries where the main place of learning where they basically focused on oral instruction, rote memorization, and practical application and also learn different skills like painting, art and all but it was only in the beginning of 1960s before the English modern education system was introduced and brought in Bhutan, now the fact is that with the change in time even the Monks who are staying in the monastery to have

their monastic education are taught how to write in a variety of scripts, including the Tibetan script used for religious texts, Dzongkha, and now they have started with English too in some monasteries. Bhutan's national language is written in the Tibetan alphabet and English. These scripts are important for the understanding and preserving Bhutan's cultural and religious heritage. Further Tobgye (2014), added that in the 1960s many young people were sent to study and get further education by Tongden Shacha Shri. So many monasteries started coming up after that to have the Monastic education coexisted with and enhanced contemporary modern education.

In Bhutan, the work of the teacher is generally focused on the accuracy, knowledge and the structure of the language which the students use while writing. The teachers aim to provide support and help students to avoid making mistakes by trying hard to set exercises, provide guidance as possible as they can to the students and then letting the students practice and produce similar writing. In other words, the teachers' role is to give the needed knowledge and the role of the students is to keep practicing writing. Therefore, students of Bhutan, write accurate sentences and love academic writing but without creativity. The students mostly lack confidence and become anxious while doing creative writing.

(Leki, 2015).

2.3.2 Challenges faced by students in writing in Bhutan

It is found that the students of Bhutan mostly lack writing and communication skills compared to the other two skills. They also lack creativity and exploration in writing as they are mostly indulged with classroom lessons rather than learning what is beyond books. It can be seen that the students of Bhutan mostly face the challenge of writing anxiety as they lack confidence in writing because of less exposure to the English language. So Bhutanese

education is trying to assert the curriculum planners in their approach for curriculum development according to the students' needs. This might help the learners to provide appropriate intervention by getting opportunities for training the teachers during the process of curriculum development which mainly focuses on English writing and speaking skills. As a result, it is hoped that the learners of Bhutan will improve their writing standard in English (Zangmo 2015).

Wangmo (2018) claims that English writing challenges are a very common problem which our students face especially it is seen that students in Bhutan struggle with building ideas, expressing those ideas in word, they will face many issues related to grammar and vocabularies and it is acceptable and normal to see those challenges in English writing because they are learning English as a second language. In fact learners of Bhutan also face challenges related with the use of punctuations, spelling mistakes and grammatical rules and working on those things would be an effective strategy in order to develop the English writing skills of the students (Namgay, 2016).

2.3.3 Educational Context in Bangladesh

According to Mahjahbeen (2016), the education system in Bangladesh is basically divided in four different streams. So the mainstream is related to the secular education which is probably carried over from the period of colonial past-Bengali medium. There is also the existence of a separate system of spiritual or the religious education which is the Madrasah medium. Finally, there is another stream of education which is modelled after the education

system of the British which is based on the English medium of instruction. These have rapidly grown in Bangladesh.

Firstly, the Bengali Medium of education is offered by the government. In the Bengali Medium, all the courses that the students learn will be offered in Bengali except the courses which are in English and also the Religious course. It can be said that the English medium is an alternative to the Bengali Medium. British rule in the Indian Subcontinent is very influential even today as English is used as the second official language of Bangladesh. There are no restrictions for the students, Students in Bangladesh can freely attend schools in the English medium where courses are taught in English using all the English materials but there are books except the Bengali courses and the Religious courses that are offered in Bengali and also in Arabic. However, English medium schools are mainly private and it is still not very common.

The third stream is named the Madrasah Medium. Bangladesh is a highly populated country with millions and millions of homeless children. Where they don't get education to give education to these children, there are religious institutions called "Madrasahs" where these children are given shelter, food and they are also taught the ways of Islam by priests. These children also learn the scripts and the prayers.

There is another interesting part of the education system in Bangladesh that is vocational Education and Training(VET) where the young people without education usually prefer the possibility of skill themselves through training programs and adaptation of workers to changing skill demands (SFYP, 2016). As a result, these people who have done the VET or those who are doing vocational training could be on the advantage side for the country if they can convert its people into the human resources it's like creating opportunities within. In fact

it can be the most interesting and effective tool for the development of the skill and knowledge of the people as well as it can help to grow the nation in becoming more competent. In today's world, the growing rate of change driven by new technology, new forms of workplaces, new demand for quality products and finally the shortening of the product life-cycle lead to flexible workforce and increase the role played by VET in the development of skills and competence (Attwell, 1999).

2.3.4 Challenges faced by students in learning writing in Bangladesh

In Bangladesh, where English is used as a second language, it is obvious that students face different challenges in learning English writing. Both the teachers and the students of the English medium are mainly concerned about teaching and learning English textbook contents, grammar rules, etc. With the traditional grammar-translation teaching method the students are hardly involved in practical and participatory activities to learn English writing. For that reason, even with linguistic knowledge students often struggle to produce a cohesive piece of writing (Suvin, 2020)

Rahman (2019) states that despite the fact that Bangla medium is the central to the country's education system, they also give time and emphasis on the English Writing skill, as the learners in different professional and academic exams are required to prove and show their capability in English through writing. But still, it can be said that English writing is the least developed and the most challenging skill among students. Most of the students who are

studying in the government Schools belong to underprivileged and illiterate backgrounds. Therefore, learners' insufficient knowledge in English and inadequate English interaction surroundings creates an obstacle in English classes. In Bangladesh what they think is that writing skills in English is needed mostly for the secondary and the higher secondary level students as they encounter academic writing and exams frequently their marks are also distributed based on the writing examination in which they appear. For most of higher education, be it inside or outside, the students have to give the written exams. In terms of getting a job and others, English writing skills is not something that can be avoided easily (The Financial Express, 2020).

According to Hasan (2015), the students of Bangladesh are mostly associated with memorising the paragraphs and writing the already memorised paragraph in the exam script for which they lack creativity, and explosion and also free writing which makes it clear that students are not focused on thinking beyond and get more creative on their own or create something new and different. So that is the reason that even when they give importance to writing skills, it is still one of the common challenges faced by students in Bangladesh. Moreover, the other challenges have been identified by Raza (2015) in a related study. He mentioned that the students of Bangladesh face writing challenges that are mostly associated with summarising a text or paraphrasing it accurately, determining and looking at it or not a quotation is required, plagiarism, as well as a lack of idea and knowledge in documenting sources within the text scientifically and properly. On the other hand, Al-Samadani (2015) claimed that the issues which students face in English writing is not just limited to linguistic and grammatical problems, but there are some other issues like writing a good thesis

statement, developing the paragraph, good organisation, revising, and finally editing it to ensure an effective, error-free piece of writing.”

2.3.5 Research Gap

The existing scholarly literature mentioned the challenges faced by students in English writing in general (Rass, 2015; Nyasimi,2014; Fareed, Ashraf & Bilal, 2016; Rev,2015; shah,2020), Also, some scholars have highlighted the writing difficulties faced by students in Bhutan (wangmo,2016; Zangmo, 2015; Namgay 2016) Different scholars have pointed out the writing difficulties faced by students in Bangladesh Suvin,2020;Rahman,2019; (The Financial Express, 2020; Hasan,2015; Raza 2015; Al-Samadani 2015)

To date, there are numerous studies around the world which worked on the challenges of English writing by many scholars in various fields and are mostly finding a way of teaching writing by trying to figure out the challenges of English writing for undergraduate students. However, there is limited research conducted to see why and what undergraduate students are facing writing difficulties in Bhutan and Bangladesh.

Chapter Summary

This chapter begins by providing an overview of the Importance of English writing and the challenges faced by students in English writing. It discusses various issues that is faced by students in tertiary level in general .It also explores education system of Bhutan and Bangladesh. Further in detail it explains the challenges faced by students in English writing in Bhutan and Bangladesh Finally, and presented the research gap.

2.3.6 Theoretical Framework

Bandura's theory, which is social cognitive theory, shows how self-perceptions of the students about their individual capabilities and beliefs for themselves to perform writing tasks is very much connected to individuals' engagement and performance in successfully completing writing tasks and for the ESL learner, because of their limited English proficiency, don't have much self-assurance while writing. Which increases writing anxiety. This anxiety can show up as a reluctance to write, a fear of making mistakes, or a negative self-perception. (Klassen, 2002). According to the self-efficacy theory, those who do not believe in their skills and capacities avoid engaging in tasks that requires those skills, while people who believe in their abilities do not give up in the face of difficulties (Nazzal, 2008). Pajares (2003) argued that if learners have positive beliefs about their writing skills, they feel less anxious while writing, since those positive beliefs lead to increased writing interest, continuous efforts and enhanced persistence when difficulties are encountered.

The Writing Apprehension Theory developed by Daly and Miller(1978) states about the writing challenges are mostly faced by the ESL learners where the use of first or native language are the major factors that significantly affect ESL writing performance. The Writing Apprehension Theory developed by Daly and Miller (1978) explains why writing can cause anxiety in certain people. For the students who learn English as a second language it is more common for them to experience this anxiety to an even greater extent mainly because of the language and cultural barriers. They lack confidence in writing English as they lack assurance while they are writing in English as it is not their native language. So it is more challenging for the ESL learners. So here the teachers can assist ESL students in developing their writing abilities and lowering their anxiety levels by fostering practice, give confidence, teaching different writing techniques, keeping in mind the difference in cultural background.

Laia (2019), mentioned writing in scripts is helpful for students to be active and creative writers since they are required to express their ideas freely within the given time but reveal that students find difficulties in writing, they make mistakes with the structure, grammar errors and they also make mistakes in the language use. Hongyi (2016) states those grammatical mistakes in writing that students make are mainly in nouns, verbs, adjectives, articles, adverbs, prepositions, mistakes in conjunctions, sentence ,Subject-predicate agreement, and parts of speech.

Another study carried out by Tiarina (2017) concluded that students should pay more attention to the errors they make, their attention to the errors they make in writing will help in the improvement for writing scripts. According to Zamel (1992), reading and writing goes together, reading more will enhance writing with proper structure .It is obvious that the more one reads, the more it will help in becoming a better writer, it will help to be creative and better writers.

Additionally (Singh, 2019) also mentioned about the use of information and communication technologies to enhance writing. It basically helps to correct the grammar, spellings etc.. Where the advanced technology has grammar and spelling check tools where the mistakes get corrected. So in that way it at least helps to correct and know that there are some mistakes made. Struan (2019) stated the importance of providing a compulsory writing skills program for both graduate and undergraduate students which will encourage the students to write more and he mentioned about the importance of practice in English writing.

2.3.7 Conceptual Framework

The researcher has developed a conceptual framework for the students in writing challenges faced by university students. According to Weijen & Janssen (2018), in order to decide which variables should be included in the overview from a theoretical point of view, the analysis of theoretical models of challenges of writings was the first stage in the literature

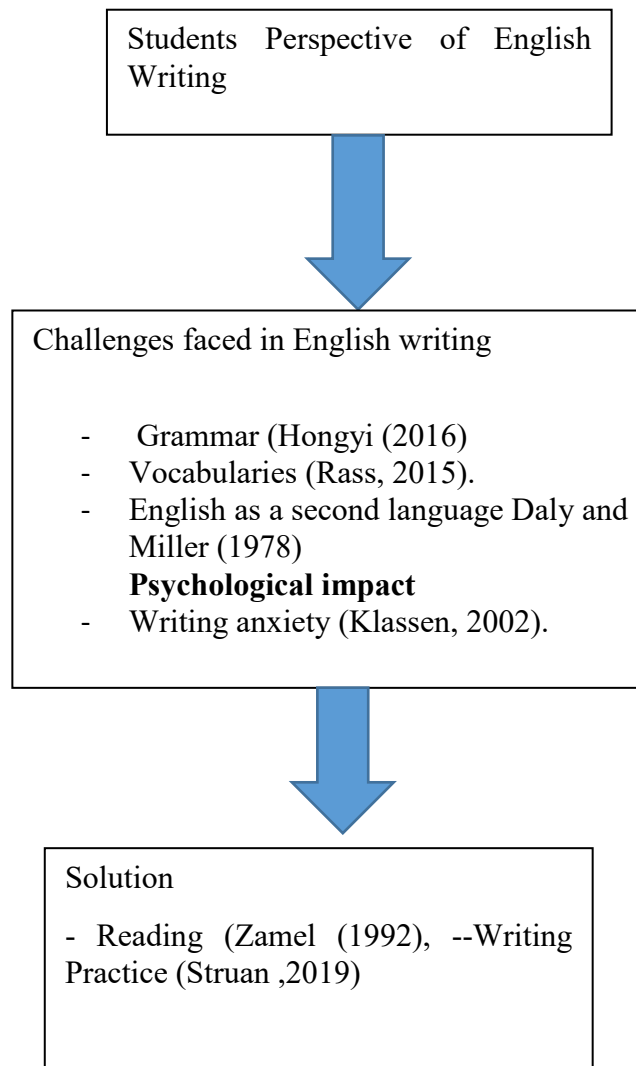


Figure 1; Conceptual Framework of the study

Chapter 3

Research Methodology

3:1 Introduction

In this chapter, the procedure that is taken by the researcher to carry out the research is addressed and discussed in a clear and detailed manner. The researcher while conducting the research has closely applied the method in detail and has also illustrated the fact that how this study reflects the principles of explanatory research. The main idea or the central focus of this study is to see, find out, and explore more and identify the main challenges that the student face by students in English writing particularly focusing on the students of Bhutan and Bangladesh, so to find that it would be better to use a qualitative approach for this research. The main aim or reasons behind choosing this particular method are discussed in a more detailed way in the following sections. However, in the initial part of this section, the study describes and talks about the philosophical assumptions which are applicable here. Along with that, the research will also discuss other things like the research design, setting, selecting participants, researcher's role, data collection procedure, data analysis framework and procedure, and ethical considerations

3:2 Qualitative Paradigm and the Philosophical Assumptions

According to Creswell and Poth (2013) philosophical hypotheses are mostly the very first idea in developing a good study, at the same time it is interesting to know how it is connected to the overall process of the research. It is one of the important parts to mention the philosophical assumptions as “it shapes and shows how we generalise the challenges which are being faced every day and similarly research questions for study is also plays important role to see how we try to get information to answer the questions”(Creswell & Poth, 2013, p.61). For a study, it is an essential part of research to select the philosophical assumptions which are appropriate and a research figure as it supports the researchers to accurately analyse the information they collect. Among all the paradigms, the researcher has chosen pragmatism because the researcher made attempts to explore and find more on the challenges they faced in writing in the context of Bhutan and Bangladesh by interviewing the students.

Philosophical Assumption

Research paradigm

Philosophical Assumptions

Research paradigm	Ontological	Epistemological	Axiological	Rhetorical	Methodological
Interpretivism	It has the Subjective Maintained through the interaction with the participants .	Researchers interact and construct knowledge	Researchers' Understands and values the knowledge and discuss about being transparent About the position which one has taken without being biased.	The researchers adopt a narrative style of qualitative Research.	Qualitative Phenomenology

According to Creswell (2007), Ontological assumption basically aims to understand and know the subjective view point from the participants , it does not particularly look at one specific aspect but rather it looks at the different and multiple realities ,experiences and interpretations of different people. The researcher interviewed the participants/ students to understand the challenges they encountered in terms of English writing and after exploring and getting information from different people, will also try to investigate the challenges faced by students of Bhutan and Bangladesh in English writing. Secondly, Epistemology, which is somehow related to ontology (Guba and Lincoln, 2002), said that it conducts qualitative

study and the researcher gets the idea and knowledge through the shared information of the participants. Here, the researcher got to “construct knowledge during the research by exploring” the challenges of the participants’ writing. It is important not to be biased towards students and try to analyse their work by being transparent. (Ahmed, 2008) stated a methodology that tries to describe, assess, and defend the application of specific methodologies. According to Husserl (1970), phenomenology is the study of lived experience of an individual, where it focuses on the perspective of an individual. The researcher has chosen phenomenology as the research needs more detailed information from those who had lived and faced the writing challenges at the university level.

3.3 The Researcher’s Role

The researcher is a student of ELT (English Language Teaching), she is interested in Working on the writing component and love creative writings but face challenges in English writing and is also aware of some of the challenges that students face in English writing. So relatively few studies on students' writing challenges were undertaken to explore more. Despite students’ learning English for twelve years, they are still struggling in writing. Now at the university level it is not that the students are afraid of learning English but they feel shy when they are called to write something in English because they did not practice enough when they were in schools.

However, the researcher understands the problems that the students faced in terms of writing as she also went through many writing examinations and scored poorly compared to other language skills. At the university level she had to face more writing work, she became aware of numerous writing faults, such as spelling errors, coherence and cohesion issues and came to realize that more writing can be much more challenging. As she herself faced writing challenges, she wanted to explore how non-native English speaking students in Bhutan and

Bangladesh deal with their writing challenges. The researcher was really interested in working on this topic after considering all of these. Additionally, she was unable to find any notable and detailed studies that had been conducted in the Bhutanese and Bangladeshi contexts

Design of the Research

3.4 Data Collection

According to Akhtar (2016), the research design is a systematic approach where the researcher is guided to establish the necessary steps. The research has been designed through the qualitative method. For this research, the researcher used the interpretive research paradigm. Therefore it describes some important steps such as research design, data collection, and data analysis. It is qualitative research as it helps to focus on understanding and knowing the experiences of the participants more deeply by collecting and analyzing the descriptive information rather than just looking at the numbers the researchers used a phenomenological approach as it aims to understand and know the lived experiences of the individual and the people who have experiences can connect and give more information.

The study has involvement of semi-structured interviews to collect the qualitative data as to identifying the students' challenges in writing for this research. People can convey their lived experiences through language during an interview, which is also seen as a social occasion and recognized as an efficient research Technique (Hammersley, 2003). So for this research the interview took around 1 hour and the responses were all recorded for the transcription and the translations.

3.5 Setting

Since the main focus and this research aims to find out the challenges faced by students in English writing in the context of Bhutan and Bangladesh, the researcher chose the participants who have experience of writing challenges at the university level. Due to their experience and releasing writing challenges at the university level, the researcher has chosen individuals from the University level students of Bhutan and Bangladesh. University-level students were selected by the researcher because they could describe the writing difficulties they face in depth. Two students were interviewed face to face and upon discussing with the participant the researcher choose a silent room and interviewed in the hostel. Where other four were done through Google Meet and recorded.

3.6 Selecting the Participants

To get useful and authentic information for the research, a suitable strategy or way has to be carefully selected by the researcher. According to Black (2010), the judgment made by the researcher is necessary in selecting individual participants who can provide relevant data. Additionally, it would be more beneficial for the researcher to choose volunteers who have relevant experience so that they can provide accurate information (Bengtsson,2016). In this regard, Creswell & Clark (2011) mentioned that the researcher should keep in mind the fundamentals of such sampling and select individuals who are eager to freely share their knowledge and experiences.

So here, the researcher has done the purposive sampling as the research has selected participants based on their experiences to get more information they were not selected randomly. The total of six participants were selected and to be fair the researcher selected three participants from Bhutan and three from Bangladesh and all six participants were from Private universities. The following list includes the selection criteria for participants.

1. The participants have to be university- level students of Bhutan and Bangladesh
2. They should have experienced English writing challenges.
3. They have to be willing to participate in the study.

3.7 The process of developing Interview Protocol

In this research, the researcher employed the Yeong's et al. (2018) framework to enhance semi-structured interviews using the Interview Protocol Refinement (IPR).

There are four steps of this (IPR) based Semi- Structure interview:

Phase 1: Making connections between the research objectives and the interview questions.

Phase 2: Build conversation based on inquiry.

Phase 3: Collecting the feedback on interviewing methodology.

Phase 4: Implementing the interview techniques in a given setting to assess its effectiveness.

In the first phase of the IPR framework, the researcher will make that the interview questions are formulated according to the research questions. For every interview question, the researcher will receive relevant information related to the research questions. In the following step, the researcher will formulate the interview questions (IQs) and the research questions (RQs) distinctively. The researcher uses the format of a semi-structured interview to encourage an inquiry-based dialogue or conversation. The questions are thoughtfully arranged to natural flow of social conversation, building rapport and allowing participants to freely share their opinions. In order to increase the study's reliability, the third phase requires requesting opinions from a different expert. In the final stage, the piloting process is used to apply the expert's recommendations in the practical evaluation.

Furthermore, researchers can employ piloting as a means to address any potential practical issues (Van Teijlingen & Hundley, 2002). As a result, this stage emphasises and brings attention to any possible errors or discrepancies in the interview questions.

Data Analysis Procedure

3.8 Data Analysis Framework

According to Braun & Clarke (2006), categories thematic analysis into two distinct approaches: inductive, which derives themes directly from the data, and theoretical, that is being guided by the research questions and the researcher's specific areas of focus. The researcher utilized a qualitative thematic analysis, adapted from Braun and Clarke (2006), to analyses the interview data for the study. Braun and Clarke (2006) outline a five-step process for conducting qualitative analysis in any research project. Figure 2 depicts the sequential steps undertaken by the researcher

Step 1	Transcribe the data and annotate it.
Step 2	Making use of the programming techniques to emphasize compelling data that is relevant to the research inquiries
Step 3	Analysing and Examining the code to match it with the initial themes pertaining to the study.
Step 4	Combining the codes to generate appropriate sub-themes aligned with the research inquiries.
Step 5	The ultimate enhancement of the themes.

The Framework for Data Analysis Adopted from Braun and Clarke (2006)

3.9 Data Analysis

To analyse the data the research has used the thematic analysis and the process involved was, firstly the researcher selected the participants and after that translated and transcribed the audio recordings. After that coding was done were key phases and recurring themes were set together and the themes were groups into different categories. Finally after they were categorized the most relevant were chosen for the in-depth study.

3.10 Ethical Consideration

According to (Esterberg, 2002), it is crucial to take into consideration some factors, including simple things like ensuring and protecting the privacy of the participants, letting them know of any potential risks that are associated with participation, and confirming that the participants are ready and of their own free will which means that they will not be forced to answer if they don't want to answer. In the research, anonymity and confidentiality are critical ethical considerations in conducting any research. Before taking interviews, the interviewees were given to read the consent forms to sign in that paper. Participants were also informed that their participation in the study was completely voluntary, their privacy would be properly protected where they are addressed with the Pseudonym by respecting their privacy and that the study would be the only place the data would be used. They were notified before that the interview will be recorded and the researcher will be the only person who can hear the recording and it will only be used for research purposes only.

3.11 Trustworthiness and credibility of the study

Qualitative research also employs particular measures to address study quality, which is similar to how reliability and validity are used in quantitative research. In qualitative research, the evaluation of quality, or what is typically referred to as trustworthiness, is done differently (Silverman, 2006). So, the research needs to be transferable, which means that, it should have the possible to get similar results using the same methods in different environment, to call it reliable (Shenton, 2004).

According to Lincoln and Guba (2007), the most important factor in determining if the

Qualitative research can be relied or not is credibility. The important component of research is

Credibility, which involves establishing the validity, reliability, and trustworthiness of the

Research findings. To ensure that study findings can be trusted and are not just dependent on bias or the personal beliefs, credibility in research is also one of the essential parts. Moreover, credibility is related to the study emphasis and maintaining trust in how the procedures for collecting research data and analysing that data manage the research focus (Graneheim & Lundman, 2004).

In order to have the trustworthiness of the results, the researcher utilised member checking, inter-rater reliability, audit trail and provided a thorough and meticulous description of the study. Member checking is a technique which is used by researchers to authenticate the precision of participant voices in the qualitative research. It provides the participants with the chance to validate or challenge the accuracy of the data and interpretations. This process improves the reliability of the research (Habermehl, 1985, as cited in Creswell & Miller, 2000; Lincoln & Guba, 1986; Stake, 1995). Yin (2014) defines member checking as the act of going through the draft and asserts that participants can help confirm the findings and evidence. This process may also uncover the evidence that was not originally provided during the collection of data. In order to ensure member checking, the researcher obtained consent from the participants via mail (see Appendix A). Researchers utilise a variety of methodologies to acquire a thorough comprehension of participants' behavior. Additionally, there is also inter-reliability of coded data to make sure it is not biased and it is related to the research questions. (See Appendix D). Audit trail has also been used to have a transparent record of the steps taken throughout the research. So the researchers utilise a variety of methodologies to acquire experiences and ideas of participants' behavior.

3.12 Chapter Summary

This chapter offers a comprehensive analysis of the philosophical assumptions and the research paradigm of interpretivism. Additionally, it elucidates the justification for selecting a Phenomenology study research methodology for this research. The researcher's participation in the study was further elucidated. The following chapter examined the process of data collection and explained the reasoning behind selecting participant experiences and student interviews as the main sources of data. The concluding part of the chapter explains the data analysis framework utilised in the study and the measures implemented to guarantee the authenticity of the data.

Chapter 4

Result and Discussion

4.1 Introduction

The main objective of the research is to find and explore the English writing challenges faced by the undergraduate students of Bhutan and Bangladesh. So in order to know and understand more about the English writing challenges from the participants, the researcher conducted an interview with them. However the researcher also used conceptual framework and also the literature review to enhance and support the conclusion given by the students. Moreover, the results are aligned with the following research questions.

1. What perspectives do the students have regarding the English writing challenges?
2. What challenges do the students face in terms of English writing in Bhutan and Bangladesh at the tertiary level?
3. How do they overcome the challenges of English writing?

The first part of the chapter is basically about what they feel about the English writing challenges in general. The second chapter talks about the English writing challenges that the students face in Bhutan and Bangladesh at the tertiary level.

4.2 Section 1: Students perspectives on English writing challenges

4.2.1 Important but difficult to score in English writing

The students will basically have high perceptions about the importance of ESL writing skill will probably be for their academic study and also for their future career. So this result in particular makes the students be aware of the importance and improvement of writing even though it is challenging Tahririan (2008).

Most of the students reached by the researcher through the interview mentioned that English writing is important for both academic study which is to score good marks and to get a good future career yet it is really challenging. The students from Bhutan mentioned that they have to go through different writing exams to get a good career and at the tertiary level also they will be considered a failure if they fail in English writing. Pema mentioned,

‘umm , in my perception, writing is a very important but really challenging skill . It is important for academic purposes as well as for professional purposes as we need good grades exams at the same time many institutions need good English writing skills for their job requirement but it is not really as easy as we see. ‘ (DU PEM 53)

From the discussion it can be inferred that, both the students of Bhutan and Bangladesh feel that English writing skills are very important for career development and also for giving good academic performances. It can also be seen that Bhutanese students are more concerned about English writing as they will have to go through an English writing test even if they want to get enrolled in a job and they will be considered a failure if they fail in English and yet it is really challenging for them.

4.2.2 Comparing English writing with native language writing

Writing in their mother tongue is easier for many of the students, but writing in the second language is harder (Gilmore, 2009). In line with the statement the students of Bangladesh mentioned that they feel more comfortable to write in their native language even if they are from English medium this could be because they use their mother tongue extensively more than English. One of the student of Bangladesh stated interesting point that ‘‘As students like us who learn English as a second language will be tough but all we need is practice and I am trying hard to make habit of practicing more and make as easy as native language writing’’ On the other hand the Bhutanese students face difficulties in native language writing and writing in English is easier than writing in their native language. Sangay mentioned,

‘‘Actually I am more comfortable writing in English even though it is challenging at some point. But given a chance to choose, I am more comfortable writing in English as we have been writing a lot for many subject in English rather than in our native language’’ (DU SAN 26).

On the contrary Nahian mentioned,

‘‘I am more comfortable writing in my native language rather than writing in English. Writing in English is very challenging compared to writing in our own native language’’ (DU NAH 30).

From the above discussion it can be inferred that Bhutanese students are more comfortable in English writing this could be as English is the medium of instruction for them in their education system and they use English a lot in daily bases, , it is used in different disciplines So that would have made them more comfortable in English Writing in comparison to the

native language . Whereas in Bangladesh, they have a choice of taking Bangla and English medium.

4.3 Section 2: English writing challenges faced by students

4.2.3 Grammar problems.

The students often find it difficult to write the complex grammar and they mostly struggle with verb tenses, sentence structure and also with the subject verb Agreement. (Ridha 2012) All the participants were having similar grammar challenges in English writing like verb, sentence structure and one of the participants also particularly mentioned subject verb Agreement.

Additionally, as stated by Hongyi (2016) in the literature review, that those grammatical mistakes in writing which students make are mainly in nouns, mistakes in verbs, mistakes in adjectives, mistakes in articles, mistakes in adverbs, mistakes in prepositions, mistakes in conjunctions, Sentence fragments, Subject-predicate disagreement, mistakes in the part of speech. But in contrast sonam , a participant mentioned that,

“ I usually read grammar rules for the simple grammar , particularly for the prepositions , verbs, the use of articles while writing like ‘ a, and, and the’ and also maintaining tense so I am comfortable using them in my writing. I just have to know the rules but I really face challenges with subject verb Agreement with complex sentences. When there are complex sentences it is difficult to match and focus on the role of the subject” (DU SON44).

From the above discussion, it can be said that grammatical error is a very common mistake faced by the undergraduate students while writing. It seems easy while going through the rules but when it comes to applying those rules in writing it is challenging. It can be seen that the grammar students mostly face challenges with prepositions, articles, nouns, and sentence structure in common. But there are also some students who face other grammar challenges in particular rather than just the simple grammar. Like one of the Bhutanese students mentioned about her challenges with subject verb Agreement.

4.3.2 *Limited vocabularies*

Students also have so much to say but they lack the vocabulary for their writing mostly, the creative writing. Two participants from Bhutan mentioned that creative writing is really challenging because of a lack of words while writing which resulted in losing interest in creative writing. In addition participants mentioned that they are more comfortable with writing exam scripts rather than creative writings. Sangay mentioned that,

‘ I will have so much to express but sometimes while writing I struggle to have words to make my writing more beautiful. I would basically not be able to express clearly in writing the way I feel it should be with the correct use of words. So that is

why I usually like script writing where I can write what I have learned in particular''
(DU SAN 21).

On the contrary, all the Bangladeshi students mentioned that they are comfortable with creative writing rather than script writing. Suneha mentioned that,

''Actually with the vocabulary, I usually read and keep note of words and their meanings. So I usually don't have problems with the words but I feel sometimes it is hard to make correct use of the word. So the problem is correct use of the words rather than the limited vocabularies.''(DU SUN 67).

Like suneha, other students from Bangladesh also mentioned the same thing, they have words or they are rich with vocabularies but it is just that they have problems with using them correctly sometimes. Whereas the students of Bhutan mentioned that they have a limited range of vocabularies which makes their English writing challenging. So from this it can be seen that students of Bangladesh are more exposed to English vocabularies but they just have challenges with using them correctly sometimes but the students of Bhutan have limited exposure to vocabularies.

4.3.3 Spelling Mistakes

Spelling mistakes are very common in English writing as spellings are complex resulting in negative impact mostly in writing script ,assignments and writing in general. (Nimz & Möhlmann, 2021).

Out of 6 participants, three Bhutanese and one Bangladeshi student particularly mentioned that their spelling mistake is one of the problems in English writing. Participants mentioned that they have spelling ambiguities where they have confusions with the spellings, like when they start to write it is hard for them to see which the correct spelling for the word is decide which one is the correct spelling. Dechen, one participant from Bhutan mentioned that,

“ I feel that as I reach university I feel like spelling mistakes are more noticeable now during my schooling. It was not that focused. That is why I feel like I am struggling with spellings when I am writing in English. Actually it really disturbs the flow of my writing when I am not sure about the spelling and that is how I score less in writing scripts sometimes (DU DEC 71).

Another participant from Bangladesh named Nahian,

“Yes, I face alot of spelling challenges in English writing and it is really difficult when I am writing answers scripts. Actually I have experiences of losing marks because of writing in wrong spelling during the exams. So I really feel that I struggle a lot with spellings during exams. Other times I get help from technology like autocorrector, goggles and all (DU NAH 33).

From the above mentioned interview it can be actually said that spelling mistakes is also one of the problems which students face in writing which makes them lose the scoring in writing especially during the exams.

4.3.4 Writing Anxiety

Writing anxiety is an emotional fear or self doubt which triggers the students and stops them in coming up with good write ups and are not confident enough to write in English. and it is a continual feeling of not being ready to write. (Jawas, 2019),

Likewise Tushi & Cheng (2022), also stated that in English writing tasks the students are more likely to have less confidence and anxiety of making the mistake in writing which becomes a challenge. So, writing anxiety is one of the elements of the conceptual framework that shows that it is one of the writing challenges which students face (please see. Figure1; Conceptual framework.

In this regard Pema claimed that,

“To talk about the writing challenges, I am really not confident writing in English, I get scared to give English exams. Now I feel that I am doing my undergrad and my writing should be up to the good level but I feel embarrassed to show my own English writings to others but I feel okay to write in my mother tongue” (DU PEM 56).

From the above mentioned statement it becomes apparent that students also face the challenges related to writing anxiety as English is a second language for her and it needs a lot of practice and confidence to write well in English. It is related to literature review where

where Alicio,(2021) stated that writing in English language is more challenge, nervous and even distressing for ESL students.

4.3.5 Challenges with Organisation

The other common issue which the undergraduate students encountered in English writing is the ability to make proper organisation when they are composing a paragraph. In the first place, they struggled in efficiently arranging their ideas which they had in mind when writing in English which basically decreases the quality of writing. So the students need to be planning the ideas properly before writing and organise it properly for academic proficiency as well as for the overall growth in English writing.

As a participant, Rafi mentioned that,

“ Ummm, I have to mention that I don't know how to organise the ideas properly while writing in English. Whenever I write something, mostly the essay and a long paragraph and show it to my teacher, I get lots of feedback related to no proper organisations. I had an experience of rewriting the essay mainly because my ideas were not organised properly” (DU RAF 83).

A student's writing skills are significantly influenced by their own motivation, the classroom environment, and practical applicability. Writing challenges are typically caused by a lack of systematic organisation, according to Riazi (2016), Furthermore, according to Listyani (2018), students' difficulties with writing are linked to their inability to be organised; encouraging a methodical approach, from ideation to revision, develops a sense of order and clarity that is essential for clear written communication. Achieving writing challenges

requires striking a balance between creativity and structure. It is also related to the literature review where it is said that students faced organisation problems while writing in English by (Fareed, Ashraf & Bilal, 2016).

Section 3: Overcome the challenges of English writing.

4.4.1 Planning and Organization

When writing in English it is must to first do the proper planning, develop the clear vision of what you are going to write. It will have a significant role in solving the challenge of Organization in English Writing. Graham and Perin (2007) Furthermore, Hayes,J.R (2004) stated the importance of organisation in writing basically by gathering the ideas, planning, setting goals and organising them properly will help to make a clear vision of what one is going to say through the writing. In this regard, Nuhan mentioned,

‘I used to face the challenge of proper organisation in English writing during my first year of undergraduate but now I am in my second year and the proper planning and organisation of the ideas has really helped me to overcome the challenges. Actually umm, it helped to create a clear vision of my writing where I first make the draft by gathering the ideas, and arrange them properly before writing something’
(DU NUH 18).

The participants faced challenges in English Writing and took necessary measures to overcome those challenges. Likewise other three participants also mentioned that proper planning and organisation of the ideas helped them to overcome the challenges of Organization. From the discussion made above it is somehow clear that students agreed that proper organisation helped them to have a clear vision of what they are going to tell with and overcome the challenge of organisation in writing.

4.4.2 Enhance vocabulary by reading more books.

Reading is very important for writing well. All the participating students mentioned that the more they read the more they learn and as they learn they can produce better quality writing. The students' perception was similar, they believe that reading more will help them to bring improvement in vocabulary skills and new vocabularies can be used while writing which helps to structure their writing. One of the participants Pema, also mentioned,

‘I believe reading is very important, I mean very very important to improve your writing. I have experienced myself, and I could find so much improvement in my writing f after reading more. It is not just about improving the vocabulary but reading will also help in improving knowledge while reading, it helps to develop imagination and improve creative writing. I must say, I started scoring good marks in exams especially in literature after I started reading more. So I would say, reading and writing will go hand in hand’ (DU PEM 59).

From the above discussion it can be seen that students agreed that reading is very important to have better writing skill and reading and writing are intertwined.. This part of discussion

can be related to the literature review where Rev (2015) mentions that most of the students when they are learning to write they lack exposure to books and reading materials, so the students find it difficult to obtain a sufficient and reliable source of information. Students who do not read extensively will struggle to write good sentences and paragraphs. It can be related to both the context of Bhutan and Bangladesh.

4.4.3 Attending Workshops

Attending the workshops and even getting into the writing clubs are also important parts to improve and overcome writing challenges. One participant mentioned that he got an opportunity to attend one writing workshop and it was helpful while two participants mentioned that they have school clubs where they use to teach writing and it was like a workshop while others mentioned that they would be happy to be part of an English writing workshop to learn and know more about English writing. Sangay mentioned,

“I got one opportunity to attend one writing workshop with my English teacher and it helped me a lot to develop my English writing skills. It really helped me to know what challenges I face and helped to overcome those challenges. It would be very good to have a writing workshop or even writing clubs because some students would honestly want to overcome their writing problems” (DU SAN 27).

For the English writing WAC programs would also be helpful where it includes organised efforts which will help to create awareness of writing competence in supporting students to overcome their writing challenges. There are many institutions, workshops and even seminars for academic writing development (Mac Donald 2009) This part is also related to the third part of the conceptual framework.

From the conversation made above, it can be inferred that most of the students think that workshop will help and one participant even had experienced that face. So it would definitely help students to explore beyond and help to overcome their English writing challenges.

4.4.4 Writing practice

During The pandemic especially, as students were all doing online classes they got to practice more. Two participants mentioned that their parents are very particular with academic performances and they don't want them to waste any time. One of the participants from Bhutan mentioned that she was asked to write a lot by her father during the pandemic and made her improve when the college got reopened. Similarly the Nahin mentioned that,

‘‘Actually, I feel practice is everything, if you really want to improve writing skills. At Least for me it has helped a lot to overcome my English writing challenges. I will share with you my experience, like when I was in my first year I got very less in English writing which hampered my overall grade, so I was so disappointed that from there I started practising writing every day and maintaining diaries and journals from then I started getting good marks in writing’’(DU NAH 39).

So here it can be visualised that, some students even get a better writing outcome after they practice to write more. They say the more you practice the more you know and learn can be applicable for some students of Bhutan and Bangladesh as well. Students do not possess enough writing capabilities because they do not engage themselves in writing practices. Most language practitioners turn very conscious while doing academic writing because it demands specific ideas of and good command on target language.

Chapter 5

Conclusion

5.1 Introduction

This research can conclude that the students of Bhutan and Bangladesh are facing lots of English writing challenges including lack of knowledge in grammar and vocabulary organisation, spellings and also writing anxiety and there are also some ways to overcome those challenges. So this information particularly focusing on the undergraduate students of Bhutan and Bangladesh were not explored briefly in the previous literature but this research has discovered all the small yet important challenges briefly by exploring the experiences of the participants.

5.2 Contribution of the study

5.2.1 Pedagogical Implications of the Study

The findings of the research highlights specific areas in which students are struggling while writing in English like grammar, vocabularies ,organisations, spelling mistakes and all . So now, the teachers have the ways and abilities to make some changes in their teaching methods to overcome the English writing challenges by being more interactive so that they can also give extra time in understanding the main weakness of the students and help them with extra classes in writing, and help out the students according to their need.

The educators can also use this information and design the curriculum which will particularly understand and focus on common but complex English writing challenges like grammar, vocabularies, organisation and all with that they also can take into considerations the factors like language, culture and all first language interference.

Writing exercises can be either in class or homework, it may help to enhance the analytical ability and also help motivate the students to be creative by exchanging more ideas. The more they practice the more they will learn because always memorising the rules will help in the future. The teachers can also give support in building the comfortable and motivate environment where they can learn different writing styles and at the same time they will not be anxious about their writing. These teachers can also support the students by listening to their problems in terms of writing and so that they can design the writing syllabus in such a way that it will help the students to develop their writing skill.

5.3 Recommendation

The researcher would like make recommendations as per the findings and the analysis,

After interacting with the students, when the teachers understand the writing challenges faced by the students in particular, they should make English writing in a way that will help the students to develop writing skills. As both in Bhutan and Bangladesh there are no specific English writing courses, so if they could design one course particularly focusing on English writing it would be good.

It is also very important for the teacher to keep good track of students' writing assessments so they can understand the quality of their writing, where they are lacking and what is the common mistake they are making while writing and provide support accordingly. Peer or group work and also feedback is very important for the students. It is important in so many ways, firstly the students will get to know and exchange ideas, they will be more creative, support each other and secondly they will overcome the problem of writing anxiety gradually. Then the teachers can also ask them to recheck and rewrite the mistakes that they have made.

The teachers can ask the students to use different kinds of technology to improve their English writing. There are lots of app or website which help the students to develop their English writing.

References

- Acquisition: A Case Study in the Kingdom of Saudi Arabia. *International Journal of Applied Linguistics and English Literature*, 5(2)
- Adam, M. M. A. (2016). First Language Proficiency as a Facilitator in Foreign/Second Language
- Aldabbus, S., & Almansouri, E. (2022). Academic writing difficulties encountered by university EFL learners. *British journal of English linguistics*, 10(3),
- Arif, A., Shah, S. H. R., & Ali, A. (2020). An Investigation on Academic Writing Problems Encountered by Undergraduate Students of Shaheed Benazir Bhutto University, Sanghar Campus. *Journal of Literature, Languages and Linguistics*, 68, 9-12.
- Al-Shujairi, Y. B. J., & Tan, H. (2017). Grammar errors in the writing of Iraqi English language learners. *International Journal of Education and Literacy Studies*, 5(4),
- Dema, K. (2020). Problems in students Academic writing. *Journal of Education and Practice*, 34-41. <https://core.ac.uk/download/pdf/327151618.pdf>

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of education and social sciences*, 4(2),

Flower, L. (1981). A cognitive process theory of writing. *Composition and communication*.

<https://publicationsncte.org/content/journals/10.58680/ccc198115885>

Gánem-Gutiérrez, G. A., & Gilmore, A. (2018). Tracking the real-time evolution of a writing event: Second language writers at different proficiency levels. *Language Learning*, 68(2),

Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of educational psychology*, 99(3),

https://www.researchgate.net/profile/Ibrahim-Alfaki/publication/276273167_

Harmer, Jeremy, —The Practice of English Language Teaching, (4th edition), Pearson Longman Publishers, 2011

Hyland, K. (2013). Writing in the university: *Education, knowledge and reputation*. *Language teaching*, 46(1),

<https://hub.hku.hk/bitstream/10722/138195/1/Content.pdf?accept=1>

Jacobs, V. A. (2002). Reading, writing, and understanding. *Educational leadership*, 60(3).

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=b772ff42a7864f2ddfe0bf9463d502628fc002c4>

Jawas, U. (2019). Writing Anxiety among Indonesian EFL Students: *Factors and Strategies* *International Journal of Instruction*, 12(4),

Laia, M. Y. (2019). The difficulties of students writing narrative text at the eighth grade students of SMP Negeri 1 Lolowau. *Journal education and development*, 7(1),

Lee, J. J. (2005). The native speaker: An achievable model. *Asian EFL Journal*, 7(2),

https://www.asian-efl-journal.com/June_05_jl.pdf

Lillis, T., & Turner, J. (2001). Student writing in higher education: Contemporary confusion, traditional concerns. *Teaching in higher education*, 6(1),

Li, F., Ren, J., & Zhao, H. (2016). Grammatical mistakes in college English writing: Problem analysis, reasons and solutions. *International Journal of Applied Linguistics and Translation*, 2(3),

Lhadon, L., & Wangmo, C. (2022). Improving Essay Writing skills through Scaffolding Instructions in Grade Six Bhutanese Students. *Rangsit Journal of Educational Studies*, 9(1),

Mac Donald, K., & Park, S. Y. (2020). Language instructors' perceptions and practice of teacher autonomy in foreign language higher education: An investigation of F2F teacher training with implications for the virtual setting. *International Journal of TESOL & Learning*,9.

Mahjabeen, S. Consequences of three different educational systems: Bengali, English and Madrasah medium--Evaluation of impact on higher education of Bangladesh.

Medgyes, P. (2014). The native/nonnative conundrum was revisited. *Studies in honour of Marianne Nikolov*,

Moroi, T. (2021). Quantitative and qualitative research and philosophical assumptions. *Journal of Bunkyo Gakuin University, Department of Foreign Languages*,(20),

Napigkit, C., & Rodriguez, E. (2017). Receptive Skill in Reading Correlates with Students' Writing Competence. *JPAIR Institutional Research*, 9(9), 124-140.

Negari, G. M. (2011). A study on strategy instruction and EFL learners' writing skill. *International journal of English linguistics*, 1(2), <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=c7460ac6e3f34230f4f629ed011554b9c29a1654>

Nuby, M. H. M., Ab Rashid, R., & Hasan, M. R. (2019). Practices and outcomes of communicative language teaching in higher secondary schools in rural Bangladesh. *Qualitative Research in Education*, 8(2),

Pakombong, M. (2021). Students' Challenges and Strategies in Learning Grammar for Academic Writing (Doctoral dissertation).

Paul, R. (2017). *Growth and development of modern education in Bhutan (1907 to 1997 AD)* (Doctoral dissertation, University of North Bengal).
<https://ir.nbu.ac.in/server/api/core/bitstreams/ceb00cc7-b189-4ccc-a0d9-fff95c540bca/content>

Phuntsho, K. (2000). On the two ways of learning in Bhutan.

<https://api.repository.cam.ac.uk/server/api/core/bitstreams/aa966d00-8982-413a-8a00-d3f50bc70b3f/content>

Riazi, M., Shi, L., & Haggerty, J. (2018). Analysis of the empirical research in the journal of second language writing at its 25th year (1992–2016). *Journal of Second Language Writing*, 41,

Ridha, N. (2012). The effect of EFL learners' mother tongue on their writings in English: An error analysis study. *Journal of the College of Arts*, 60, <https://www.iasj.net/iasj/download/e6fd0762cb4916a6>

Russell, D. R., Lea, M., Parker, J., Street, B., & Donahue, T. (2009). Exploring notions of genre in “academic literacies” and “writing across the curriculum”: Approaches across countries and contexts. *Genre in a changing world*, 395-423. https://oro.open.ac.uk/17036/2/Russell_et_al_WAC_and_ACLITS.pdf

Sadika. Lorena Menaj , "The importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour." *European Journal of Language and Literature*.

Santos, R. E., Magalhaes, C. V., & Da Silva, F. Q. (2017, November). Member checking in software engineering research: Lessons learned from an industrial case study. In *2017 ACM/IEEE International Symposium on Empirical Software Engineering and Measurement (ESEM)* (pp. 187-192). IEEE.

Pakombong, M. (2021). *Students' Challenges and Strategies in Learning Grammar for Academic Writing* (Doctoral dissertation).

https://repository.uksw.edu/bitstream/123456789/22456/4/T1_112017085_Isi.pdf

SUB COUNTY, K. E. N. Y. A. Benard Nyasimi Nyang'au M. ED.

Tiarina, Y. (2017). AN INTERLANGU EVAL ANALISIS KESALAHAN UNTUK M.

Tobgay, S. (2014). Education system in Bhutan—past, present and future—a reflection.

<https://files.eric.ed.gov/fulltext/EJ1080715.pdf>

Utami, S. (2018). Grammatical problems in the introduction section of thesis written by English literature students. *Jurnal KATA*. <https://doi.org/10.22216/jk.v2i1>,

Wise, K. (2005). The importance of writing skills. *Public Relations Quarterly*, 50(2),

<https://www.proquest.com/docview/222396754?pq-Scholarly%20Journals>

Zangmo, D., Burke, R., O'Toole, J. M., & Sharp, H. (2015). Cross-cultural methodological innovation in Bhutan: Teacher experiences with the process writing approach. *Journal of Linguistics and Language Teaching*, 6(1),

Zohaib, M., Memon, S., Lohar, S., & Syed, H. (2021). Academic Writing Development in English: An Action Research Project. *Ilkogretim Online*, 20(5).

Appendix A.

Letter of Consent for Participants

Dear friend,

I hope this email finds you well. My name is Anjali Gajmer, a student of the Department of English and Humanities at a private university in Bangladesh. Currently, I am conducting research on the " A comparative study on challenges of English Writing amongst the students of Bhutan and Bangladesh," focusing on the Department of English under the supervision of Sabreena Ahmed ma'am. Given your experience, I believe your thoughts and experiences would significantly contribute to the depth of my study. I am particularly interested in understanding your , experiences, and opinions regarding the English writing on students at tertiary level. I would greatly appreciate the opportunity to interview you for this research. The interview is expected to take approximately fifteen to twenty minutes and can be conducted either in person or virtually, according to your convenience. Could we possibly schedule a time that suits you for the interview? Please let me know your availability, and I will make the necessary arrangements accordingly. Your valuable input will undoubtedly enrich my research.

Thank you for considering my request, and I look forward to hearing from you soon.

With regards,

Anjali Gajmer

Department of English and Humanities

Contact - E-mail – anjali.gajmer@g.bracu.ac.bd

Research Participation Consent Form

Statements	Agree
1. I have read the description and comprehended the researcher's perspective on the study and data collection procedure	
2. My participation in the interview is voluntary, and there was no pressure given to me.	
3. I agree to have my voice and face videotaped and audiotaped if the researcher so wants.	
4. The researcher has my permission to contact me at the following email address if she requires any additional clarification.	

Email address:

Date:

.....

Name

.....

Signature

Appendix B

Interview Questions for Participants

Central Research Objective: To find out the writing challenges faced by the stud

Research Questions

1. What perspectives do the students have regarding the English writing challenges?
2. What challenges do the students face in terms of English writing in Bhutan and Bangladesh at the tertiary level?
3. How do they overcome the challenges of English writing ?ents of Bhutan and Bangladesh

Interview Questions (IQs)	Background Info	RQ1	RQ2
1. Would you mind sharing about your educational background and the medium of instruction?	X		
2. How many hours did you spend a in writing during holidays?	X		
3. Can you share how happy and confident you feel to write in English	X		
4. Do you have a habit of keeping journal and diaries	X		

5. How often do you write book reviews without being asked by the teachers?	X		
6. Do you think reading habits influence writing skills? How ?	X		
7. Can you please share what challenges you face in writing in particular ?		X	
8. Which part of grammar challenges do you face in writing?		X	
9. What strategies do you use to overcome the writing challenges ?			X
10. What problem do you face in script writing?			X
11. Which one do you find more challenging, academic writing or creative writing?			X
13 Do you think English vocabularies affects you English writing? How do you address this?			X
14. Give a change how would you change the English writing strategies?			X
15. How do you approach the problem of organization?			X

16. How does your cultural background influence the way you approach English writing/			
17. Do you have experience of attending any writing workshops?			X
18. Do you think peer work and group works helps in English writing? How?			X
19. Do you think using technology like helps to overcome writing challenges like grammar and all? How?			X

Appendix C: Interview Transcription of the student

Sample Theme Generation

Research Question: What challenges do the students face in terms of English writing in Bhutan and Bangladesh at the tertiary level?

Interview Question 1. What challenges do you face in English writing?						
Sonam (C1)	Pema (C2)	Sangay (C3)	Nahian (C4)	Dechen (C6)	Suhana	Themes
Simple Grammar challenges	Mostly grammar challenges.	Writing challenges related to grammar	Grammar challenges	Hard to have good grammar in writing.		Grammar challenges students face in Writing.
It is hard to have correct spelling while writing especially in exam scripts			Spelling mistakes while writing scripts	Struggle with spelling mistakes while writing English	Spelling mistakes are common problems while writing	Spelling mistakes

Appendix D

Inter-rater reliability

‘Agree and Disagree’ the comment Section also allows you to suggest new themes

RQ1. Perspective of students

Themes	Main Idea	Dis-Course Unit	Verbal Support	Inter rater reliability		Comments and suggestions
				Agree	Disagree	
Important but difficult to score	Important for academic and professional life	PEM53	“umm , in my perception, writing is a very important but really challenging skill . It is important for academic purposes as well as for professional purposes as we need good grades exams at the same time many institutions need good English writing skills for their job requirement but it is not really as easy as we see. ”		/	

RQ2: Challenges faced by students in English writing

Grammatical problems.	Problems with Verbs, tenses, subject verb agreement, complex sentences.		“ I usually read grammar rules for the simple grammar , particularly for the prepositions , verbs, the use of articles while writing like ‘ a, and, and the’ and also maintaining tense so I am comfortable using them in my writing. I just have to know the rules but I really face challenges with subject verb Agreement with complex sentences. When there are	/		
-----------------------	-------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	--	--

			complex sentences it is difficult to match and focus on the role of the subject”			
Challenges with Organization	Challenges with organization	RAF 83	“ Ummm, I have to mention that I don't know how to organise the ideas properly while writing in English. Whenever I write something, mostly the essay and a long paragraph and show it to my teacher, I get lots of feedback related to no proper organisations. I had an experience of rewriting the essay mainly because my ideas were not organised properly”	/		
Spelling Mistakes	Writing Wrong spelling in scripts.	DEC 71	“ I feel that as I reach university I feel like spelling mistakes are more noticeable now during my schooling. It was not that focused. That is why I feel like I am struggling with spellings when I am writing in English. Actually it really disturbs the flow of my writing when I am not sure about the spelling and that is how I score less in writing scripts sometimes	-		
Limited Vocabulary	Lack of vocabulary	SAN 21	“ I will have so much to express but sometimes while writing I struggle to have words to make my writing more beautiful. I would basically not be able to express clearly in writing the way I feel it should be with the correct use of words. So that is why I usually like script writing where I can write what I have learned in particular”	/		

RQ3: Overcoming English writing Challenges

Reading	<p>*Enhance Vocabulary</p> <p>* reading and expand ideas which will help in writing</p> <p>*Good scores after reading</p>	PEM 59	<p>“I believe reading is very important, I mean very very important to improve your writing. I have experienced myself, and I could find so much improvement in my writing after reading more. It is not just about improving the vocabulary but reading will also help in improving knowledge while reading, it helps to develop imagination and improve creative writing. I must say, I started scoring good marks in exams especially in literature after I started reading more. So I would say, reading and writing will go hand in hand”</p>	/	-	
Writing Practice	<p>Practicing will help in improving English writing</p> <p>*poor grades</p> <p>*overcoming challenges</p>	NAH 39	<p>“Actually, I feel practice is everything, if you really want to improve writing skills. At Least for me it has helped a lot to overcome my English writing challenges. I will share with you my experience, like when I was in my first year I got very less in English writing which hampered my overall grade, so I was so disappointed that from there I started practising writing every day and maintaining diaries and journals from then I started getting good marks in writing”</p>	/		

Inter-rater Reliability Calculation

Calculation of the Inter-rater's Reliability

	Percentage of agreement (Total number of agreement/Total number of responses)x100
Inter rate 1	(6/7)x100 85%