

**Writing in English: An exploration to find out the most effective strategy
used in developing the skill**

By

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**A thesis submitted to the Department of English and Humanities in partial fulfilment of
the requirements for the degree of Bachelor of Arts in English**

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Declaration

I, hereby declare that

1. This thesis submitted is my original work while completing my degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Sadia Afreen Maria

10.06.2023

Approval

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Abstract

Writing skill is one of the hardest skills among the four in the process of learning a second language. Learner face so many troubles to develop their writing skill in the process of learning a second language as it holds up the standard format of a language. However, to make this process easy, there are different types of methods and process that are established in the present days. The main purpose of this research is to determine the most effective method and strategy that helped the learners to develop their writing skill in the process of learning the second language. The present paper is conducted by following the qualitative research method. All the data of this paper has been collected by taking interviews of the participants. Later, these data were analysed through narrative analysis. In the interview session, 5 participants participated. All of them are now professionals as presently they are teacher in different school and university. The interview was an open-ended question/answer session. The questions were asked to regulate, what kind of difficulties, issues, influence or dominant situation they go through and the reason behind the difficulties in the process of developing the writing skill. Additionally, it observes to find out the most effective materials and tools that helped the learner to improve their skills. The final study reveals that the participants prefer the modern teaching method which are CLT and Free writing approach. Besides, having this type of teaching method in the class, some modern teaching techniques helped them to develop their situation such as: Eliciting, Inferencing and an efficient classroom environment where motivation, inspiration are practiced by the teacher. Further, plenty exposure to reading materials and journals writing are the secondary sources that helped them.

Dedication

I would like to dedicate my work to all those people who remain supportive towards the entire thesis journey.

Acknowledgement

At first, I would like to thank and show my cordial gratitude to my esteemed mentor and the supervisor for all the support and encouragement throughout the whole work as well as for giving me the chance to complete this thesis. I also want to thank him for the knowledge and understanding I have gained from writing this paper. Additionally, I want to express my sincere gratitude to the senior interviewees who were kind and willing enough to assist me with the interview work. Last but not least, this thesis work was validated and supported by secondary data which is accumulated from a number of credible articles and reports. I am expressing my Gratitude to the sources from which the secondary data is collected for this study

Key Words: Second Language, ESL, Writing Skill, Development, Effective Strategy etc.

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List of Acronyms

SL- Second Language

SLA- Second Language Acquisition

ESL- English as a Second Language

EIL- English as an International Language

EAL- English as an Auxiliary Language

Chapter I

Introduction

Background:

“Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary.....”

-Nunan

English has been established as the international language (EIL) as a medium of communication by the late 18th Century, now English is mostly taught as a second language (ESL) in a worldwide range. Additionally, the author Smith introduced the concept of “English as an Auxiliary Language (EAL)” in 1976. The concept conducts the statement that being an “international” language, English is also used as an “auxiliary” language which is used within a nation to communicate. Hence, mostly English is learnt as a second language (ESL) in Bangladesh. Additionally, as it is an international language, thus it has a high prestigious position in the society by which the level of literacy and educational qualification are measured. Thus, in Bangladesh learners are focused to develop their skill in English as a second language.

However, amid of four language skills, writing is one of the most important one. It is a system of symbols used in writing that represents the sounds, syllables and word of a language by using a variety of methods, including capitalization, spelling, punctuation, and word structure and function. Communication is transferred more frequently through writing than any other sort of medium. Hence writing is generally very significant skill in the process of learning a second language. To accomplish a fruitful outcome in the process of

developing the skill in English as a second language, writing skill requires the writer to exercise simultaneous control over a number of cognitive challenging variables.

Additionally, in order to achieve a fruitful outcome in developing writing skills, students travel through sometimes a bumpy road and sometimes a convenient smooth journey. Sometimes, it gets really difficult for the learner to develop a standard skill in writing in ESL. Because still majority number of schools in Bangladesh do not follow standard methods and techniques in the classroom which creates the learning procedure very difficult.

Thus, this paper demonstrates and investigates the most effective methodology which helped them to make their journey of developing writing skill easier and fruitful.

Purpose:

As writing is one of the fundamental skills of learning a foreign language, thus, this study explores to know how the learners are developing their writing skills. Additionally, while developing the writing skills, the learners have to face different kind of difficulties (linguistics, cultural, emotional, psychological, pedagogical). To find out the most effective strategy which helped them to overcome the difficulties and develop their writing skills, case studies are done over a number of professionals.

Thus, this paper focuses to understand the most effective and helpful materials and process that are used in the English language learning classroom in terms of developing a skilful writing skill.

Objective:

Now a days, English is regarded as a universal language. It has integrated effectively into daily life. When studying a foreign language, there are several obstacles to get beyond in

developing the writing skill among the four skills. One of the difficulties in non- native speaking countries is to acquire the writing skill equivalent to the native English speakers and use these skills outside of the classroom. Therefore, in these circumstances, the paper deeply investigates to know about the process and the difficulties learners go through during the journey of learning the second language. Additionally, it demonstrates to find out the most effective strategy that made their journey easier and helped to overcome their situation.

As a result, it is expected that in future, these strategies may contribute a valuable aid to the new learner to master the writing skill effectively and spontaneously from the very beginning in the process.

Rationale:

Learners write for variety of reasons such as: including to be evaluated, to develop their critical thinking skills, to support their understanding and memory, to expand their learning beyond the classroom, to improve their communicative skills, and to get prepared as a future professional in various fields of knowledge (Coffin et al., 2003). However, these are the basic or general purposes of learning and developing the writing skills.

Additionally, the goal of effective writing is to produce accurate and creative writing in addition to clear and appropriate sentences. The goal of learning the writing skill is to make the writing process engaging and creative so that the students enjoy writing. They want to shed light on how writing relates to other skills (Hedge, 2005). Learners learn to write coherently, with the proper grammar structure, and with proper spelling through the writing process. Writing also gives learners a sense of involvement in the new language. They feel themselves connected to the new language because they can use their eyes and express their ideas. Additionally, writing is done because it offers opportunities for cognition. The students gather new strategies for writing and self-expression. They also learn how to find the right

words or structures when they write. This indicates that writing serves the educational benefits of teaching students how to express and communicate their ideas clearly.

As a result, to become proficient and skilful in all the aspects which are mentioned above, this paper inspects to find out the most effective procedure and technique which must be used in the classroom.

Chapter II

Review of Literature

Introduction:

Writing in a second language (SL) is widely considered as a difficulty for both second and foreign language learners. Because it is the most difficult skill area to master during the language acquisition process. A great number of experts in the field of second language acquisition (SLA) have identified the kind of difficulties the second language learners have to face. As a result, researcher has also established modern and standard methods and techniques to use in the classroom to get a fruitful outcome.

The main objective of this review is to determine whether there is any authentic and persuasive evidence that supports the effective strategy and methods that made a significant and fruitful outcome in developing writing skill.

Five Approaches in writing skill

Writing is a productive skill that must be broken down into its simplest components in order to be comprehended, taught and learnt. Despite the numerous theories that support writing as a useful skill, there is no clear solution to the question of how to teach writing. However, it is necessary to understand which method is the most effective. Five approaches which are used to teach writing skill are given below.

1. The Product Approach:

According to Nunan (1999), one of the earliest approaches to teach writing is the Product approach, which focuses on the finished product, give importance in error-free and coherent writing. Students will learn, copy, and transform the models provided by the

schoolbook or by the teachers. Even Tangpermpoon (2008) affirms that students will start with the initial stage of drafting before moving on to writing and finishing with correction. This method of instruction is notable for the growth of students' knowledge, particularly in terms of grammatical structures.

2. The Process-Approach

The process approach helps to allocate writing resources to the process rather than the product itself (Harmer,2001). It is a complex technique that requires several research phases and successfully combines pre-writing receptive skills (listening, reading), oral (discussions, debates), and then written responses (Golkova & Hubackova, 2014). The main benefits of this method are that it encourages creativity, to let students work at their own speed, and provides them the chance to go back and modify their work as they progress.

3. The Free Writing Approach

An author states that free writing approach is a type of writing that may produce a significant amount of waste, but the valuable idea that emerge during the process may later prove helpful for the actual writing assignment (Scrivener, 2005). That means this approach prioritizes the fluency of writing over accuracy, so that the learner expresses the idea.

On top of that, lot of students write poorly because they don't write enough. The free writing method emphasizes quantity over quality with this warning in mind, it is founded on the idea that any topic can produce a significant amount of writing, which should flow freely, abundantly, and with a little need for editing (Byrne, 1988).

4. The Grammar-Syntax Approach

This method, first proposed by Raimes (1983), encourages consideration of grammar, syntax, and organization simultaneously. The grammar-syntax approach is built

over writing assessment that approach for students to pay attention to organization while focusing on grammar accuracy, collaborating from the notion that successful writing results from an efficient combination of distinct language skills. In order to create a coherent and cohesive paragraph, clear organization requires more than just the effective use of appropriate vocabulary. It also requires strong knowledge of verb and tense structure, linking words, and even sentence structure. All of the aforementioned components must either be taught for the first time or reviewed as separate components before being combined into a larger written product to help students prepare for a task.

More significantly, such an approach connects the linguistic devices required to deliver a message to the purpose of a piece of writing (Dragomir & Niculescu, 2011).

5. The Communicative Approach

According to the theory of Byrne (1988), writing tasks should be as authentic as possible. The real-life contextual relevance motivates students to write better which is illustrated by this method. Additionally, this method places a specific emphasis on purpose and audience. Students are encouraged to act like writers in real-world contexts which adds authenticity to the writing task and the resulting product. Although the teacher has typically been the only audience for the students' written work, this approach broadens the audience to meet a more genuine communicative goal, shifting the focus away from the sterile instructional purpose.

Issues and Challenges

While developing writing skill in second language, every student face more or less issues through the process. This problem can be various type. It can be related to Psychological, linguistic, pedagogic. Based on the common and general issues and challenges

it can be divided into three aspects. Linguistic Aspect and Psychological and Pedagogy aspect. Some challenges are discussed below related to these three aspects.

Lack of Vocabulary

According to an author, vocabulary has made the process difficult for the students to learn writing skills (Misbah et al., 2017). The foundation of effective sentence construction, which forms the basic of writing ability, is the vocabulary (Asep, 2014). Students who have a strong vocabulary can communicate ideas more effectively when speaking or writing.

Lack of Grammar structure

From the elementary level to tertiary level learner struggle with grammar. Writing requires a strong understanding of grammar. Because grammar provides details that aid readers in interpreting its meaning. Additionally, grammar explains the morphology, the structure and forms of words and syntax as the way the words are put together in sentence. Students struggle to write sentences with proper grammar because they have a very limited understanding of the subject. According to Muhammad Fareed (2016), students make errors in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. However, grammar ability can be improved through reading activity

Lack of Correct Spelling

According to Nyang'au Benard (2014), poor spelling is a further reason why students experience anxiety when learning how to write. A positive learning experience for writing skills will result from having good spelling skills. Furtherly he stated. Students who learn the spelling, have better spelling. Another author stated that, students have a tendency to spell according to their pronunciation, which results in incorrect spelling (Afrin, 2016). The students will either add letter to the word or omit them.

Anxiety

Learning a foreign language can frequently uprise tension, worry, nervousness as emotional reaction (Oztruck and Cecen, 2007). Students with these issues, frequently have a mental block against learning a foreign language, which can be a barrier to their success. For instance, a student who is overly concerned with his/er inability to write, tends to avoid any writing assignments rather than making effort to advance their writing skills. Based on this, three things can contribute to writing learning process anxiety: Incapability, being worried about the time constraints, and about receiving poor feedback (Oxtruck and Cecen, 2007; Yuhardi, 2009).

Self-esteem

According to an author, it is a set of beliefs that someone holds as a way of interacting with the world (Palladino, 2004). Self- esteem is derived from self-efficiency, which is thought to be correlated with academic role performance, in the context of learning (Owens et al., 2001). Academic success is a direct result of having a high sense of self-esteem. On the other side, students with low self-esteem, perform worse in class and are thought to have low performance prospects in the future. According to Plummer (2001) children who have high self-esteem are more likely to realize their full potential and find success.

Lack of Motivation

The students also struggle with the lack of motivation. Students who lack motivation may not be interested in continuing their educational process. According to Gbollie & Keamu (2017), increasing student's motivation can help them learn more effectively. Teacher can inspire their students by using simple phrases like "Great Job",

“Nice effort” as well as encouraging words like “Keep it up” etc. Positive reinforcement will encourage students to advance in their learning.

Lack of Positive Feedback/ reinforcement

According to the researchers, feedback and evaluation of the writing by instructors or peer is more challenging than the actual writing task itself (Kasper & Petrello, 1998). They contend that a key factor in reducing ESL students’ writing anxiety is the type of feedback teachers give. According to another author Mary Beaven’s (1977) research, teachers who used shared experiences, talked about students’ ideas, and asked for more information as feedback, were most successful in reducing students’ frustration and boosting their confidence. Task- oriented questions can be like: Could you give more information? Could you begin your essay with a sentence that relates to the main idea of the piece? Instead of correcting common mistakes, this kind of feedback aims to encourage and stimulate further thought about ideas. Students should have the chance to ask questions about the writing process or the final product during the student-teacher feedback session (Hyland 2000).

Standard techniques Used by the Instructor in classroom

Teacher and learner both play important role in the process of developing the writing skills in ESL. Hence, both of them should follow some strategies to develop the process. It is also a responsibility of the learner to follow strategic phenomenon to develop their writing skill. However, some strategies which should be taken by the teacher and student both are discussed below.

Building an efficient writing environment

According to current research, it is more crucial to develop a writing environment that encourages students to take creative risks. This suggests the learner to focus less on grammatical rules and give more emphasis on the expression of the ideas (Shaughnessy,

1998). In order to do this, one must give less focus on grammatical error in the early period of the writing process. Students feel free to express their ideas when that aren't concerned with the mistakes in their writing. Although it is a skill that must be learnt eventually. But if the teacher wants to see improvement in students' writing process and a decline of students' negativity then it is crucial to ignore the grammatical error and concentrate on the idea. This transformation of the writing approach is known as "Fluency First Approach" (MacGowan-Gilhooly, 1991). The author contends that students can only start correcting their grammar after they have mastered the art of being expressive. According to her, ESL students had higher pass rates who were provided by this method.

Preparing learners to write

Teacher can help ESL students by activating their prior knowledge even before they start writing. In order to help ESL students, integrate new information into their existing knowledge structures, which activates long-term memory, it is important to give them the chance to reflect on what they already know before the task begins (Watt-Taffe & Truscott, 2000). This can be done using a variety of techniques, such as doing "Inference, eliciting, group discussion, read-aloud" etc.

Eliciting

The teacher uses the elicitation technique to ask the students questions during the lesson to find out what they already know and what they still need to learn. This method is also useful for evaluating how well students have understood the lessons they have been taught. The teacher can ask the students some questions to elicit information from them. Asking questions as part of the elicitation technique is one of the main ways that teachers manage the conversation in the classroom (Walsh, 2013). Elicitation techniques, according to Walsh (2013), are methods teachers use to pull out responses from their students.

Inferencing

Making inferences from texts requires not only being able to comprehend their underlying meaning but also being able to make appropriate decision about them based on context or prior knowledge. When learners are expected to infer more from a text, than its literal meaning, this activity is most likely involved in comprehension. This point of view is held by academics. According to Samuels and Kamil (1984), “even the simplest type of literal comprehension requires that we engage in inference”. That means learning from very basic concept of a language like grammar to a critical concept like creative writing, inference is required.

Self-practice Strategies by the Students

Exposure to reading materials

Numerous researchers have looked into how to enhance the literacy learning of EFL students by combining L2 reading and writing (Ito, 2011). This idea was partially supported by Li and Yang (2014), who claimed that teaching reading and writing simultaneously is a helpful methodology to develop Chinese EFL students’ reading and writing. Plakans and Gebril (2012) also illustrated some benefits of linking reading and writing. The steps below were recommended. First, students frequently gain knowledge about the subject from the reading materials used. Next, opinions about the subject are influenced by the reading materials used. The texts in the resources can also be used as proof and linguistic support.

A study looked into by Durukan (2011), also emphasized the importance of reading into writing on students’ language learning development. According to him, reading and writing, out of the four language skills, were the first to be learned. Additionally, a strong correlation between reading comprehension and writing proficiency is known to exist in the learning process. Esmaeili (2002) emphasized that combining reading and writing has a

positive effect on students' academic success. Yoshimura (2009) did a very artistic job of illustrating the close connection between reading and writing. According to him, students' composition skills will start to advance if features that are overlooked in reading methods can be effectively addressed in writing programs, and vice versa. Tuan (2012) asserts that the relationship between reading and writing aids EFL students to sharp their writing abilities.

Exposure to English Movie

The evolution of teaching reading and writing in ESL is large due to the rise of technology integration. This integration in the teaching of ESL shows how educational models have changed from a behavioural to a constructive learning approach (Kasapaglu-akyol, 2010). These recent development shows that the emergence of the technology has resulted in rapid changes in literacy. English movie is one of them. English movie can be challenging for the students. For the process of learning, understanding is a very essential element for the students. However, to make the understanding easy, subtitle can be used in the movie. It is a printed statement or snippet of dialogue that appears in the screen between the scene of a silent film. According to Sabouri & Zohrabi's (2015) research, watching movies with subtitles helped students retain more information and learn new lexical items.

Exposure to Journal writing

For ESL students, the method of journal writing has been recommended as a non-controversial way to practice writing. This method, also known as interactive journals, enable communication between students and teachers through a special notebook which is created for their written exchanges (Wong Mei Ha & Story,2006). According to Lee (2012), research and classroom practices have demonstrated the significant benefits of implementing an interactive journal for ESL learners. Because it encourages them to write pieces with more detailed content.

Chapter III

Methodology

Introduction:

This chapter of the research depicts the most effective segment in the journey of developing writing skill in ESL of the non-native people. To complete the study in precise and thorough detail, this section aims to explain the data collection strategy I selected, and the key research questions that needed to be addressed. As a result, methodology is described in the first place. The design of the research includes a data collection section indicating who, when, how, and where. The last section contains a data analysis section, which introduces the steps for data validation and interpretation as well as potential applications for the data which is studied.

Research Design

This study is a qualitative study in which data were gathered from a number of professionals who are recently working as teacher/faculty at different schools/universities in Dhaka. To collect primary data, interviews were conducted. The interview session was an open-ended question/answer session. Interview questions were semi-structured. Along with examining significant data and information from the interviews, I have generated some personal viewpoints from the interviewees. Only the necessary and relevant details were retained to keep the process precise and credible. However, it is a natural phenomenon to get distracted from the main interview topic while conducting a semi-structured interview. But the only advantage is to get additional information from the interviewee.

Narrative methodology is quite suitable for the research as it refers to take steps to analyse the stories which are told in this study (Chase, 2005; Clandinin & Connolly, 2000;

Pinnergar & Daynes, 2007). As this research is based on the story telling of some proficient ESL learner, thus thematic approach is used to analyse the narrative of the participants.

The main goal of this research is to deeply understand and find out the most effective strategy in the process of developing writing skill by investigating the real-life experiences of the interviewees. The description that provided by the participants are helpful to construct the study in a thematic approach.

Participants:

It is already mentioned that for this research purpose, tertiary level students were selected for the investigation. However, these tertiary students were selected through Community Nomination. In order to select and assess individuals, groups, and things in their own environments, researchers must rely on locals and locally recognized sources (such as newspapers and organizations (Ladson, 2009)

As the research was done within one university, thus, it was easy to reach out to the good and proficient ESL learner who has standard skills in writing and achieved some extra academic excellence. The faculty member and students of the university recommended some of the participants.

The participants list who were interviewed:

1. Fatima (age 28 years old)
2. Saara (age 28 years old)
3. Sifat (age 32 years old)
4. Sabrina (age 29 years old)
5. Rehnuma (30 years old)

Instruments

As the research is based on interview, more like to collect the experience of the participants, audio recorder was obligatory to record the interview. Additionally, as most of the interviews were taken online, internet and zoom app was needed. Sometimes to write down highlighted points quickly, paper and writing utensil was also used.

Research Questions:

Research questions are prepared to find out better research result. Thus, two comprehensive Research questions have been designed.

- i. How were the lesson were conducted by the teacher?
- ii. What kind of activities, teaching techniques were used to conduct the classroom lesson?
- iii. How much useful role these techniques played in the classroom for the learners to make a fruitful outcome in writing development?

Credibility and Ethical Consideration

In this research, ethical consideration was fully maintained by taking consent of every participant. They were informed before starting the recording session. Moreover, this ethical consideration is not only important at the time of interview. It is also necessary to maintain after the interview. While writing the research paper, their statements and experience was transcribed or paraphrased transparently as much as possible. There is no fabrication of the data as it is related to their personal experience.

Limitations and Field issues:

There were some limitations in the research process. Due to some personal issues the participants were limited. And because of these personal issues, time limitation was less

to take more interview of more participants. On the other side, the amount of information was collected from the interview, that is adequate to find out the research result effectively.

Chapter IV

Data Collection

Introduction

In order to gather information for the research paper, interviews were conducted as I have chosen to employ a qualitative study. To begin with, I contacted the participants online to find out their preferred time and platform for the interview. It was convenient for most of them to conduct the interview online. Except one participant, everyone was comfortable with the online session. The second step was to create a questionnaire based on the research questions. As it was an open-ended interview, I posed some instant additional question to probe further into the details of the information provided by the participants.

However, every participant was asked some questions that were somewhat similar. Thus, I have collected all of their responses and tried to summarize them using language that was alike.

“Studying in USA means Success in English: Myth or Reality?”

Fatima:

Because of achieving wonderful excellence from her department own, the authority offered her to join as a faculty in their own university. As she was a student of English department, thus, this excellence of Fatima inspires to make a contribution in this paper. Her journey reveals and clear out many traditional thoughts of a second language learners. As she completed her elementary, primary and high school from U.S.A. it was really enthusiastic to know how was her journey through the whole time.

Academic Background and Present status:

Fatima completed her elementary school in Japan which was an International Boarding School. Her middle and high school were in the United States. After completing her high school, she came to Bangladesh and completed her undergrad and post grad from a renowned private University. Presently she is a lecturer of the department of English and Humanities at the same university.

Importance of writing skill in ESL and relationship with reading skill

Fatima thinks, the importance of writing skill in ESL varies according to the profession. She states “If a person is a student, the importance of writing is very crucial. S/he needs to achieve a certain skill so that writing an email, letter or application becomes easy to write. However, it is same for any corporate job.”

Fatima believes that these two skills are interconnected strongly. According to her, initially without having the skills of listening, a person doesn't know how to speak or respond to someone. Reading and writing are also same. When someone gives IELTS exam, that person must read the questions first.

Type of situation faced during the process:

“Everyone thinks as I was born and brought up in USA, it was really very easy for me to learn English. In some cases, it was but I also had to face a lot of pros and cons through the whole process”, she asserts. She informs that people of our country have a very wrong conception that English native-speaker specially children never face trouble in grammar. But they also make a lot of mistakes. Even the grown-up people also make a lot of mistakes in grammar and punctuation. Because the language they speak, is their colloquial language. So, when it comes about writing, they have to use the formal form of the language and proper mechanism of the language. As they are not proficient in standard form of the language, thus,

they also face a lot of trouble. She adds, “Just like the other, she also faced problem in developing writing skill.

Fatima informs that most of the time she used to face grammatical error which is spelling mistake. This is the major issue she faced despite of any other major issues. Fatima says, “Well, still sometimes I make spelling mistake”.

Reason of facing the situation:

“The teacher and the teaching style which caused the problem”, she states. From her experience what she understands is that, the way the teacher provided the lesson in the classroom was a bit complicated. From her own perspective she thinks that, the teacher could have delivered the lesson in an easier way. The environment was not so much friendly to learn the lesson. She blames the class time duration for that. According to her, “The teachers didn’t have enough time to give feedback in the classroom and solve the problem. Sometimes even the teacher used to hurry to finish the chapter. She adds, “Look we only think that our country has this kind of issues but I myself also witnessed this type of issues and troubles in my high school which was really very bad”. This is why she faced trouble. She also adds, “Spelling mistake is a very simple and common problem in the process. But the major thing to look at is how the instructors help to recover the problem. If the teacher doesn’t take the accountability that how the lesson should be easily conducted to the students, then it becomes a struggle for them to do well”.

Most affective activity that helped to recover the situation:

Fatima shared two most interesting activity from her primary and high school days. But between these two, one is very important and significant activity which helped her to recover her situation. The activity she talked about is the *Harkness Table*. She informs,

“When I was in my high school, our English teacher used to do an activity which was very effective and fun to do. He used to make us sit in a circle or oval shaped table where I used to sit with my classmates. There, our teacher used to give us a random topic. Based on the topic we used to discuss with the peer and share and write down our ideas in the paper. This is an activity which welcomes not only the creative idea but also helps to develop the writing skill”.

From her personal experience, she thinks that, if the teaching technique is friendly and convenient for the students, then the learning becomes easier and fruitful for the learner.

Self-practice activity:

Fatima didn't mention about any self-practice activity which may have a significant contribution in ESL writing development. But for once she mentioned that reading is the most effective self-practice to do better in writing. But personally, she thinks that watching English movie might help in a minimum way. The learners might learn a lot of new words but it doesn't cover the other formula of writing. She believes that watching movie rather develops the speaking skill more than writing skill.

However, lastly, she mentioned that sometimes she used to read books and she thinks reading helped her to develop her writing skill.

A Beautiful Journey

Saara

Even after completing her O levels and A levels from an average English medium school, Saara become one of the finest students who got the VC award from her university. What was the magic behind this success of her that was a mystery. While everyone else are so afraid to learn English language, on the other side, Saara enjoyed her journey of becoming

proficient in English language writing skill from the beginning. There is no complain in her tone for once. Though English is her second language, she never faces any kind of major issue to resolve.

It's very gratifying to witness a story from a learner whose journey was so pleasant and wonderful.

Academic Background and present status:

Saara, is presently taking a break from her academic life after completing her undergrad from a very well-known university. She is from an English medium school. She completed her O levels and A levels from the Lakehead Grammar school. After that she got herself admitted in the department of English and Humanities.

Importance of writing skill in ESL and relationship with reading

According to Sara, "Writing has its own significance. It holds the standard and formal form of a language. The use of the mechanism of the language such as punctuation, sentence structure is visually presented in writing skill. Even every small detail of a language can be found in writing such as: for expressing feelings (sadness, happiness, love, hate). In every language, there are different tools and pattern in writing.

However, according to Sara, when someone reads, they go through the process of knowing how to write in what situation. Symbols, signs that are used in the book helps the learner to write properly in the second language. To become a better writer, reading is a must according to her.

Type of situation faced in the process:

Sara says that, it's not necessary to always face problem or trouble in the process of learning a second language. Because she never faced any significant trouble during

developing writing skill. She asserts, “From the beginning to the end I had a very beautiful journey. If the way of providing the skill is well maintained then it becomes fruitful for the learner”. From her own experience during the journey, she went through a process where she used to receive a lot of appreciation from the teacher. The positive feedback and the friendly behavior she got from the teacher made her journey beautiful. She informs that sometimes she also faced trouble regarding some structured based lesson. For example: vocabulary, spelling and grammar. She thinks that, these problems are very normal to face. Every student faces this problem more or less.

Reason of facing the situation:

Sara believes that the reason she didn't face any trouble are: the techniques the teacher used in the class, the materials which is provided by the school, and the exposure to the language. She spills it out more clearly that, her teacher was never rude to them. Even though they made so much mistakes in writing, the teacher always welcomed their idea first. Even though it is a controversial idea that if the writer makes so much mistake, then what's the point of writing with so much quantity. Regarding this Sara states,

“At the beginning level, someone needs to be naturally prepared for writing. A child starts to speak when it is prepared by itself. No one forced it to speak. Writing is just like that. It's important for the learner to get the opportunity to write to express itself first. Gradually, quality starts to develop in the process”.

She also informs, the reading materials they had been provided, were so helpful to enrich the skill. Apart from the prescribed books, they used to read a lot of books which was provided by the school. After a certain period of time, they had to return the book to the school. Later they were asked questions from that book to answer. This also helped to groom her skill.

The most effective activity in the process:

From personal experience, Sara thinks that positive feedback and some interesting teaching techniques such as: inference, elicit, helped her to have a fruitful outcome. Her teacher never used any traditional grammar teaching technique even if the lesson was from grammar section. Firstly, the teacher tried to infer the lesson. For example: when the teacher wanted to teach word meaning, she tried to pull out the background knowledge from the students they already have. Later, the teacher corrected the students by giving positive feedback and motivation. Additionally, she thinks that the amount of exposure to journal writing she had from her school, helped her to develop her writing skill. According to her, journal writing activity gives the students a wider range of opportunity to do better in their writing skill and to expand their creativity.

Another thing she thinks which helped her to have a beautiful experience, is the exposure to the language. She thinks that when the exposure to the language is high, the students automatically start to do better in writing. In English medium, exposure to English language is very high as the teacher and peer speak in English always.

Self-practice activity:

“Nothing can aid writing like the way reading can” she states. She adds, she loves to write since her childhood. And this passion for writing grew inside her when she had finished reading a plenty amount of book. Thus, she suggests to read a lot of books to develop the skill.

“Motivation was there, therefore the Journey was Easier”

Sifat

Curiosity grows stronger, when someone gets good motivation from his/her instructor. The journey of developing ESL writing skill was very motivational for Sifat which made his journey easy and fruitful. His story tells from where and how he got this motivation.

Academic Background and Present Status:

Rifat has completed his O levels and A levels from an English Medium School in Dhaka. After that he admitted into a private university in the department of English and Humanities. After finishing under graduation, presently he is doing his masters in the same university. Besides that, he is also a research assistant.

Importance of writing skill in ESL and relationship with reading skill

From his own perspective and years of experience he thinks that, the importance of writing skill has its own fundamental importance in ESL. As English is the international language, so it's important to know email, letter or application writing. Because these are needed in any job. He also thinks that writing represents the formal form of a language. So writing is important in ESL.

While Rifat was doing his research which was related to foreign writing skill, he found a very different result from the traditional concept people already have about the native English speakers. He informs that people think that native English speakers are so proficient in writing. But they make more technical mistakes in writing than the non-native speakers. He mentions the reason behind this phenomenon, is giving less stress in reading. He found in his research that people who read plenty amount of book, have better skill in writing. Because reading helps to develop writing skill the most.

Type of situation faced in the process:

From play group to grade 2, Rifat was a very average student. But when he promoted in class 3, he started to do better in ESL writing skill than other students after he had received so much appreciation and good feedback in his M.C.T exam from his teacher. When he got the test score, he saw that apart from making some minor mistakes such as: usage of proper punctuation, minor grammar mistake. He states, these are normal mistakes while learning a second language.

Reason of facing the situation:

When Rifat reminisces the story, he clearly remembers that the writing was average but what significantly affected the development of his skill is the inspiration, motivation and positive feedback he got from the teacher. Even though he used simple word and sentence structure, but still his teacher welcomed his creative writing. The teacher gave good mark that he became so motivated to focus more on English. From his own experience he believes, in ESL developing process, along with welcoming the free writing and creative writing of the students, motivation and inspiration must be done by the teachers.

Most affective activity in the process:

“In the classroom when the teacher used to provide the lesson to the students, they never followed any cliché teaching style”, Rifat asserts. He shared a term which is “inductive”. In his grammar class, the teacher never asked them to memorize the grammar rules. He first asked the students to solve the exercises by their own understanding level. Later on, the teacher wrote down the rules and made them correct. This is a teaching technique, where the teacher first elicits the idea of the students so that they can share their existing knowledge. Sometimes the teacher also used Inferencing in the class. He tried to give similar definition of a thing instead of writing down the grammar rules in the board directly.

These techniques affected him so much to develop the journey. Rifat never used to memorize any grammar rules or structure.

Self-practice activity:

“Resonance” a very highlighted writing platform of his institution. Every month his writing gets published in this writing platform. This interest of writing grew inside him from the day he actually realized the beauty of reading book. He strongly states that one who wants to become a skilled writer whether in ESL or in literature, reading is a must for that person. But watching movie can also help to some extent. To enrich vocabulary movie might be a support.

From having Dyslexia disorder to Becoming a teacher

Sabrina

The story of Sabrina is totally an exceptional one. After going through so much up and down Sabrina is presently a successful ESL learner. It was an example that how one can become a proficient language learner from a very below average learner. Sabrina not only received a traditional teaching but also, she had a personal diesis which made her journey harder. It was really an uncommon story.

Academic Background and present status:

Sabrina completed her S.S.C and H.S.C from a Bangla Medium School of Dhaka. Later she got admission into a private university. After the graduation she went abroad for her Master’s and completed her Degree in the Department of International Journalism from the University of London. Presently, she is working as a faculty at a private university which is Shahabuddin University in the department of Media and Mass communication.

Importance of writing skill in ESL:

Sabrina thinks it's hard to precisely talk about the importance of writing in ESL. Because, writing is so much inter-connected to reading. Further she states,

“When we read, we see that how a certain thing is expressed in written form. To express someone's self, writing is important. The pattern, the structure, the creativity and all. And eventually, this helps us to write better. And when someone write, they can express in a better and more formal way. Thus, writing is important in any second language learning process”

Type of situation faced in the process:

Sabrina had been suffering from a very rare disease which is “Dyslexia” (a disorder which causes difficulty in reading to identifying meaning) since class one. When she used to read something, she couldn't understand the meaning. As a result, she was not able to write correct answer of a question. She informs that the problem was already there inside her. But because of the lack of having proper aid, it created trouble in her ESL writing. From her past story she asserts, “When the teacher used to give threat to the student that if they couldn't write down the answer properly, they would be punished, Sabrina got more anxious of the situation. Thus, her problem was increasing day by day”.

Reason of facing the situation:

“There is a taboo in our country that the student of Bangla Medium School is less proficient and fluent in English. I witnessed the reason behind this situation”, Sabrina states. She complains about the way the teachers used to provide the lesson in the class. From her personal experience of the school days, she informs that most of the teacher encouraged them to memorize the grammar rules, vocabulary, spelling. As she was suffering from dyslexia, it was really tough for her to memorize things. As a result, because of the teaching technique

her disease increased day by day. She remained so much anxious most of the time because of the rigid behavior of the teacher and the very traditional teaching way they followed. She also informs that in Bangla Medium, as the student get less exposure to English language, it's very normal to become less proficient and fluent in English.

Most affective activity in the process:

When she started reading, gradually she had started to develop her situation. Sabrina also informs that some of the teachers from her school used to provide the lesson very interestingly. One thing which she praises about her school is, when she was in class 4 her school used to prescribe so many additional books alongside the main textbook such as: Huckleberry Finn, Marks Winston K. The teachers used to do different activity with the students in the class: Creative writing. This actually helped a lot.

Self-practice activity:

Sabrina's mother used to give her story book to read. Eventually, reading book became her passion. Also, she started watching a lot of movies by using the subtitle. She states, "When people watch movie, subconsciously they notice some words which later on they use in their writing or speaking. Thus, when it comes about self-practice, reading book and watching movies with subtitle is the best self-practice".

“Watching the sufferer from very Close”

Rehnuma

Academic Background and present status:

Rehnuma completed her S.S.C and H.S.C. from a Bangla Medium School in Dhaka. But before that, she started her play group in an English Medium School and was admitted

there till class 4. After her high school, she was admitted in the Department of English of a top ranked private university. Later she went to abroad for her Master's degree and completed it from the University of Westminster. After taking the degree she came back to Bangladesh. Presently she is a faculty of a private university here.

Importance of writing skill in ESL and relationship with reading

She says that in academic purpose writing is essential. Because when someone wants to pursue higher education in abroad, writing skills is the most crucial skill to have apart from speaking as English the only International Language.

Regarding the interconnection between reading and writing she believes that reading is related to writing more. Spoken is easier. For example: In our country Hindi is easily spoken but we cannot write Hindi. Because we only listen to Hindi. Just like this writing is inter-dependent on reading. When we read something, we also see the visual form of the writing format. Thus, writing is related to reading.

Type of situation faced:

She informs that, apart from having trouble with vocabulary and spelling mistake she didn't face a lot of mistakes. As her elementary school was already an English Medium, she has better grooming and good basic in English. But when she joined in Bangla Medium School, she saw the pattern teachers used in the class. They focused on memorising the structure of the Grammar rules more. The approach of teaching was not friendly. They tried to make the students understand the mechanism of the language.

The environment was so rigid which created more chances for the students to make silly mistakes. Because they used to be anxious and so concerned to write the grammar properly rather than focusing on the content. Many of her friends suffered a lot and had so many troubles regarding English class. They used to be so low and anxious during the time of

exam. Their confidence level was so low that they used to be so tensed just to get pass marks in the grammar section.

Reason of facing the situation:

Rehnuma states,

“Learning language is a very natural process. When someone hit us, we naturally express our emotions by shouting. Language is just like that. Language is also like cooking. If someone exactly follows a recipe, it might not test exactly the way the person invented this recipe. If you add some more spice and other ingredients on your own to essence the test, it will give a better outcome. Language is just like that. It has several synonyms, words and rules. When you give the students that opportunity to write on their own instead of following some traditional rules, their language learning process would become easier”

To her, by practicing and writing more and more one develops the skill. But most of the Bangla Medium schools are shackling this opportunity by giving the instruction to the students to solve the grammar rule by practicing the exercise of the test paper book and NCTB Grammar book. So, teaching method is very crucial.

Most affective activity in the process:

Rehnuma personally thinks that her teacher from English Medium made the basic in English so strong that, she didn't face any problem in Bangla Medium later. And she wants to thanks her teacher who were so much patient, friendly and good motivator towards them. They always welcomed the writing creativity of the students rather than focusing on the accuracy.

Self-practice activity:

From her point of view Rehnuma thinks, if self-practice was that much easy then people would only do self-practice by sitting at home. When a person starts to learn ESL in

an academic institution, the institution itself is responsible to open opportunities for the learners to get much exposure to the language. Firstly, the lesson in the class should be conducted in the most standard manner. And that is being flexible with the students, giving them more opportunity to show their creativity. But as class time are not enough to do all the activities at a time, so other medium can be offered by the school, such as journal writing, adding extra book to read etc.

Chapter V

Finding and Analysis

Introduction

In this chapter, I have elaborated the interview information of the 5 interviewee and made a compare and contrast to illustrate the final result. Although, many statements were similar to each other's statement, thus it was not so difficult to find out some of the finding of the research. But in few points, they were different in their opinion. Later, I organised everything into a single topic, which enabled to pinpoint the crucial aspect of the research finding. The finding chapter discussed a description of each keyword and codes. The main concepts were then connected to academic sources which are used earlier in the literature review to justify the research.

i. Importance of writing skill in ESL:

In this segment every interviewee stated that, writing has its own significant in every language. It illustrates the most standard form of a language. Not only this, it was found from the research that, writing helps to pull out the creativity of the students. Writing is a media of practicing the target language properly. Through writing one can understand the formal format of the language. Most of the interviewee agreed that through writing, the creativity of the language is easy to achieve.

Four of the interviewees mentioned that other than the purpose of having academic achievement, writing helps to express every detail of one's feelings and expression. It is a form of a language through which every expression can be expressed in different way. Interviewee 5 mentioned that. It is and art which help to purge out the creativity of a learner. Thus, writing is important in ESL.

ii. Issues faced:

Most of the interviewee did not face any major issues other than having some minor problem. Most of them used to have problem with spelling mistake. It happened because they believed, in the process of learning a second language, it is very natural to make mistakes. As language learning is a natural process, thus mistake is very normal to make. But this issue is related to linguistic issue. Only one participant informed that, she used to have major issue during the journey of ESL which was related to her anxiety. However, the reason of having anxiety was found later. As she had been suffering from dyslexia, she didn't get any help from her teacher to overcome the situation. And for this, she blamed the teaching technique and the method used in the classroom.

Another participant, Rehnuma didn't face any problem but she witnessed other students to face many major issues and troubles such as anxiety, low-self-esteem. As the teachers of Bangla Medium most of the time pressured them to memorize the grammar rules and not welcoming towards the students, the students used to become nervous and feel low about themselves.

Most of the participants claimed that because of the teaching method and techniques used in the classroom, helped them to make their journey beautiful or troublesome.

iii Materials used in the classroom:

As most of the participants said that, the teaching method which was used by the teacher was very influential for them, hence the teaching methods are discussed below.

The interviewee Fatima mentioned about an activity in the class which is "Harkness Table". In this activity they used to have a lot of peer discussion and creative writing session. This activity helped them to improve their writing skills. Even if the students used to make mistakes, teachers were not so indulged into giving negative feedback. Rather, they would

love to welcome the creative idea of the students. Relating to this statement of the interview, the teaching technique here is used is a mixture of “The Free writing approach and The Communicative Approach”. The teacher focusses more on the creativity of the students. As they give a random topic to the students and give them full independent to show their creativity, that means the teacher wants them to be more authentic as much as possible and. Additionally, the teacher welcomes fluency over accuracy. On top of that the peer has the opportunity to talk to each other which shows that they have an environment to talk about the real world rather than their contextual book. The teacher is an audience in this process who observe the whole activity and listen to his/her students rather than giving any instruction. As a result, students meet more genuine and authentic communicative goal in the target language. Thus, this approach is The Communicative approach.

On the other side, teacher emphasises on the quantity of the writing rather than the quality. In this process the instructor believes that, if the students get the opportunity to focus on the quantity of the writing, then they will be able to show their creativity. Because, being focused on quality, creates a barrier to the creativity of the students. They remain more conscious on the mechanism and grammar structure of the writing. But when quality is avoided, the students feel free to show their creativity. This systematic way of teaching shows that the teacher used the “The Free Approach” writing method. As an outcome, the first participants, developed her writing skills fruitfully.

Moreover, two other participants Saara and Sifat also mentioned some teaching technique which helped them to make their journey much easier. Even when it comes about grammar, their teacher used to use some techniques which do not follow memorization system even though the topic is from grammar chapter. These are the techniques where the teacher does not follow the traditional way to teach the grammar pattern. They try to pull out the idea from the students what they already have inside their mind. Additionally, if someone

doesn't have any idea about anything, in this kind of activity, they get the opportunity to show their understanding level. Relating two statements it shows that the teacher used Eliciting and Inferencing in the classroom. Conversely, it can be said that what is the point if the students bring out the wrong idea about the mechanism of the language. Regarding this statement, it is to mention that, it helps the teacher to understand what the students need to learn. According to the level of need of the students, the teacher can take initiative.

On the other side, inferencing helps to reach out to the wide range of a language. The 2nd and 3rd participants mention that, when their teacher used to elicit and infer, it became more flexible and easier for them to solve the grammar item in the process of writing. Thus, it proves that, when the students try to understand a particular item of a language by inferencing, they also can explore multiple branches of the language. Which helps them to understand the underlying meaning of the mechanism of the language.

Additionally, the 3rd participant Rifat mentions that apart from the teaching technique, what helped him the most to become a successful writer is the motivation he got from his teacher. Besides using student-friendly techniques to teach, his teacher always encouraged them to write more by giving positive feedback. His story of getting the highest mark in the "MT Exam" talks about the effective result of getting motivation from the teacher. The teacher welcomed his free and creative writing on that particular topic. This means the teacher used the Free Writing Approach in the classroom. Additionally, as he got extra motivation from his teacher, it motivated him to do better in the future. As a result, it is found in the research that along with teaching method, having motivation and inspiration from the teacher helps to develop the writing skill.

However, the scenario of the 4th participant Sabrina was totally opposite from the other participants. It is found out that the 4th participant suffered the most while conducting

the research. But some segments are crucial to mention that helped her to change her situation. As she was against the education system of Bangla medium for ESL, it was very crucial to know the reason. Through the interview the reason is found. In Bangla medium the teachers are more focused to achieve good results in the board exam. Thus, they forget the main purpose of learning ESL. To achieve good result in board exam, traditional method is enough to apply in the class. Because the syllabus pattern and the objective of the subject is very limited and narrowed. As she mentioned that, they had to write paragraph which they used to memorize from the book and spill it out in the exam just for good marks. It created so much barrier in her journey. Additionally, when it comes about learning grammar, the teacher used to be more focused on the mechanism and rules of the language. To say more precisely, the teacher used GTM method through the whole course of time. This destroys the main purpose and creativity of learning writing skill in ESL. Further, she mentioned that few teachers used to be so wonderful in ESL class. Upon this statement it is found that, that teacher used some method in the classroom which are related to the communicative approach and The Free approach. Such as: giving activities to do with the peer from the recommended book, discussion session. As these activities are related to CLT and Free approach, hence it is found that, the approach helped her to recover the situation mostly.

Subsequently, the 5th participant Rehnuma also provided same experience when she used to be in Bangla Medium. But as she had already finished her elementary level from an English Medium, so it was not that tough for her to overcome the situation. Because her basic was already groomed. Very closely she saw her friends to suffer because of being much focused on grammar rules and memorization rather than being creative. And this situation happened as the teachers used very traditional method in the process. Setting up some formula or rules in the process of learning ESL, created barrier and narrowed down the creativity of the students. Students used to be terrified and anxious during the time of exam

just to get pass marks in the grammar part. This also created low self-esteem. Throughout this statement, it is proved that, teaching method and less motivation created all these barriers.

Following the above compare and contrast, so far it can be said that teaching method is the most important segment in their journey of developing writing skill in ESL.

iv. Exposure to reading and journal writing:

Exposure to language means to have so much activity and access to the target language. Related to this situation, most of the participants mentioned that, the more they got the opportunity to write journals in their school, the more they got fluency and skill in writing.

The 2nd and 3rd participants mentioned that English native speakers even make a lot of mistakes. They are not aware enough to read and write much. Speaking is easier. The spoken language they use is their colloquial language. But writing represents the standard format of a language.

However, the 2nd participant mentioned that, in their school they used to have an activity where they got the opportunity to write and show their creativity. In this segment, no marks were given. It is just like a journal writing, where all students submit their piece of creative writing. Some might use to submit poem and some might be prose. This exposure to writing was organised by the school. It helped the students to develop their writing skill and expand their creativity. Thus, exposure to journal writing found important in the process of developing writing skill.

Addition to this, it is important to mention that the 3rd participant also talked about the journal writing. “Resonance” is a big creative writing platform for the students of his university department. Every month students submit their creative writing to get them published in the journal. It opens a huge door for the student to show their creativity. He

himself submitted his writing in this journal. While he was writing for the journal, he was able to develop his situation. Additionally, this writing practice helped him to open more creative door inside his mind. Hence writing journal is additionally important.

On top of that, four of the participants also talked about exposure to reading book more. There is no doubt that, reading makes writing skill better. To get better knowledge in writing one must read book as much as possible but through the research it is found that, reading book needs access. Sometimes, learner doesn't understand what to read. They become clueless. The 4th participant personally feels that beside self-reading, every institution should prescribe a plenty amount of story book to read alongside the main prescribed book. She mentioned some book which was prescribed for them to read beside the main textbook during her school life, helped her a lot to improve her situation. Those are: Huckleberry Finn, Marks Winston K etc. Additional reading makes the journey easier for the learner. Though she enhanced and recovered her situation through self-reading but additionally she things that reading materials should be provided by the institution.

On the contrary, the other participants think that, reading book is for self-practice. Whether the institution prescribe additional reading or not, it is a must for every learner to read book for developing writing skill in ESL. Because most of the participants informed that reading book is the second most important segment in the journey which helped them to become more proficient in ESL writing. From the above discussion it is cleared that, exposure to journal writing and reading book helped them to improve their writing skill.

To wrap up the whole thing, throughout the research it is found that, teaching method which are used by the teacher in class has the most effect in the whole journey. Additionally, some of them mentioned that, they used to have so much motivation and inspiration from their teacher as well as positive feedback. These are also some part and

techniques of the teaching method. On top of that exposure to reading book and journal writing has additional impact to develop a better writing skill.

v. Watching Movies with subtitle:

Among the participants, most of them preferred reading books to watch movies. The first participant shares from her personal experience that watching movie helps to learn new words but it doesn't help to develop other writing mechanism as much as reading can do. Additionally, the 2nd participant informed that her passion for writing started while she finished reading a plenty number of books. Like her the 3rd participant also asserted that reading books made him more proficient and a good writer in ESL. Further, just like these two participants, the 5th interviewee also stressed on reading book. Considering their personal experience and stories, they didn't emphasise watching movies to become a good writer in ESL.

On the other side, only the 4th participants mentioned that, while watching movie with subtitle, subconsciously learners notice some new words and later they use those words in their real life. Hence watching movie can additionally help to enrich vocabulary.

As watching movie with subtitle only helps to enrich the vocabulary, thus, it can be considered as an extra activity to improve writing skill. Other than increasing the vocabulary, it's not possible for a learner to improve in any other mechanism in ESL. As a result. Watching movie can be an optional segment in the process of developing ESL writing.

Chapter VI

Discussion and Conclusion

Introduction

In this part the study explains and summarizes the final finding of the research that aims to update the knowledge about most effective strategy that helped the learner to develop their writing skill. In this section I have tried to present the core differences between some strategies that are used in the classroom during the development through examining the real-life stories of the participants. Moreover, the discussion makes an exceptional example where it is found that in real life what people think about developing writing skill are not always so difficult for the non-native speaker. Rather it can be difficult for the native people because of lacking to have the proper teaching method and exposure to reading and journal writing in the process of developing writing skill in English. This section replies the core points to the research question to establish a clear and evident statement. The chapter comes to a conclusion of the findings and discussion to wrap up the research.

The Summary of the Study

The purpose of this research is to find out that what was the most effective segment in the process of developing the writing skill in ESL. In the research both difficulties and easy segments are found by investigating the experience of the participants. Every participant claimed that, in their journey the teaching method that were used in the classroom was the most effective segment to develop their writing skill. While doing the research, frequently it was investigated what kind of activities were done inside the classroom that helped or hindered the learner. Through this, it was found that which strategy helped them and which one created trouble.

The instructor created a convenient environment, used eliciting, inference, helped them grasp the idea of the language faster. Additionally, when it comes about giving feedback or evaluation, they always focused on the quantity of their writing to welcome the creativity. Moreover, they used to give inspiration and use positive reinforcement. As a result, motivation woke up inside of them. This motivation and inspiration are also a part of the teaching techniques.

However, through the research findings it is found that those who had a hard experience in the past, that happened because of poor and traditional teaching method they received from their teacher. But research showed that, self-practice helped them to recover the situation. For self-practice, most of the participants mentioned that they used to read book as much as possible. Though one participant mentioned of watching movies which helped her to enrich their vocabulary. But as watching movie with subtitle didn't help the majority of the participant in the research, so it is tough to say that in general how much it helps a learner to develop the writing skill.

Differences between the strategies

Through the research it is found that, there is more or less dissimilarities and differences upon the opinion of participants than the traditional concept of the general people. Most of the people think that living in a country where exposure to the target language is high, is the most effective way to get proficiency in writing skill of the target language. But this study proves and finds that this general concept is totally different from the real-life experience.

As writing is the most difficult skill of a language learning process, thus, only exposure to the language is not sufficient to get a fruitful result. Exposure to the language might develop the speaking skill but to develop the writing skill, it is necessary to have other

facilities. As writing focuses on grammar structure, proper spelling and punctuation, hence proper teaching method is necessary to implement in the classroom lesson. Participant from the study faced trouble while living with the native speaker of the target language. This happened as she didn't receive proper classroom environment where effective strategies were not implemented properly.

On the other side, participant whose high school graduation was from an average English medium school in Dhaka, had wonderful excellence in writing skill from the beginning of the journey. The reason behind this success is to get proper implementation and use of the teaching technique in the classroom.

Moreover, it can be said that writing is a creative skill among four skills. ESL learning is just a certain process. After finishing any academic course in ESL, everyone must keep practicing if they really have the urge to do better or excellence in writing. Because there is no fix standard of measuring the best writing. The more a writer can show his or her creativity through their skill, the more people will consider that as an excellent piece of work. Thus, practice must keep continuing. And if one wants to practice, then there is no other better option than reading book.

Conclusion:

Based on the experience of the participants, the research shows that, teaching method is the most crucial thing in the process of developing writing skills in ESL. Moreover, the participants shared positive and negative experience during their journey.

Additionally, the result of the research was most of the time positive, as most of them had beautiful journey in ESL learning. And because of this positive experience they thanked their teacher who used wonderful techniques in the class. They got more interest in

writing when their teacher opened the door of creativity by giving them motivation and inspiration. On top of that, reading books added extra flavour to their writing.

Last but not least, in terms of getting good writing skills in ESL, a learner might not have to be so much creative all the time. But to learn the standard form a language, writing is the most important skill among all. Thus, one should give effort in writing skill as much as possible as this skill represent the standard form of a language.

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Appendix

Interview Question

1. Why writing skill is so important in learning a Second Language?
2. When was the first time you faced difficulty in your English Language class?
3. What type of difficulty you have faced?
4. What kind of environment you used to have inside the classroom?
5. Were the teachers so rigid towards the students?
6. What's the reason behind getting difficulties in the classroom?
7. Was the teacher helpful towards the students?
8. Did you have any creative writing on the classroom?
9. What kind of activities you used to do in the classroom?
10. Do you think the activities that you used to do in the class was enough to develop the writing skill?
11. When was the first time you got appreciated by your teacher?
12. Among the four skill of language which one is more interconnected with writing
13. Do you think reading book helps to develop writing skill
14. Does watching movie helps to develop writing skill
15. Which segment helped you the most to develop your writing skill
16. What are the criteria to measure standard writing