

Teaching Writing Skills: A Comparative Study of Bangla Medium and English Medium Schools of Dhaka City

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the requirements for the degree of
BA in English

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Declaration

It is hereby declared that

1. The thesis submitted is my 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 have acknowledged all main sources of help.

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Ethics Statement

Abstract/Executive Summary

This research paper attempts to find out the methods, strategies and techniques which are used in Bangla medium schools and English medium schools to teach writing skill. It also investigates whether those strategies differ between mediums or not. Apart from this, it examines students' writing difficulties and their mistakes along with the measures. For data collection and data analysis, the researcher observed four different classes from four schools, looked at four teachers' interviews and assets 3 scripts. After data collection and analysis, the researcher found that the strategies, techniques and methods for teaching English writing differ between the mediums and Bangla medium students face much more difficulties in learning these skills compared to English medium students. The way of giving feedback for correcting the errors of Bangla medium students are not effective. The paper concluded by suggesting adopting the methods and techniques by Bangla medium students that are used in English medium schools to teach English writing.

Keywords: Method, Strategies, Techniques, Writing Skill, Mistake, Bangla Medium, English Medium.

Dedication (Optional)

A dedication is the expression of friendly connection or thanks by the author towards another person. It can occupy one or multiple lines depending on its importance.

You can remove this page if you want.

Acknowledgement

First and foremost, the researcher would like to thank the Almighty for being with her and for providing her the required strength and patience to complete her research.

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List of Acronyms

FLA	Foreign Language Acquisition
SLA	Second Language Acquisition
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
ELT	English Language Teaching

Chapter 1

Introduction

1.1 English Language Skills

English language includes four basic skills -reading, writing, speaking and listening. This skill has two types: receptive skills and productive skills. Receptive skills are reading and listening and it extracts the meaning from discourse. Receptive skills are passive skills. In contrast, productive skills are emphasized on producing the language itself. It is an active skill.

Writing skill has many aspects, genres, approaches and techniques for teaching and learning the skills. A wide range of writing materials are included for teaching and learning the skill. It is a way of revising students' learning things and practicing other aspects of the language.

1.2 Context of English Language in Bangladesh

In Bangladesh, English is considered both a second and foreign language. It is used for academic purposes, business and trade purposes, job purposes, and other communication purposes. Bangladesh included it in the curriculum as a compulsory subject from Class I to X and KG to A level. In higher education, all the branches are in English language. Bengali medium schools and English medium schools education systems are prominent. Both the educational systems follow various curriculums and designs to teach the language. They comprise a set of study materials to understand the context, textbook and other to acquire the language. For all level students the four language skills are important to learn. Therefore, this skill should be developed and learnt properly.

According to Ali & Walker, Hamid & Baldauf, the results of English Language Teaching in Bangladesh is depressing, despite various measures that have been taken to standardize the teaching of the language (as cited in Rahman, 2019). The difficulties in learning the

language are found in terms of productive skills. However, this study explores the approaches and methods to teach writing skills in secondary level education in both mediums. It also investigates whether the strategies and approaches differ between mediums.

1.3 Problem statement

In Bangladesh, students learn English writing skills from their early days to class X. The aim of the English curriculum is to have students communicate competence. However, it is found that though the students learn English writing skills for many years, they fail to show effective performance in writing skills. They face various problems in producing the language in the form of free writing. As writing skill is very prominent for students to accomplish academic excellence and higher studies in home and abroad, it should be given more attention in secondary level in Bangladesh. Therefore, this research finds out the implemented strategies and methods in English writing classes which are effective to learn writing skills and evaluate students' writing to address their problems in writing.

1.4 Purpose of this study

This study tries to find out what the strategies or approaches and methods are implemented in teaching the writing skills in both mediums. It also focuses on their strategies and methods whether they are similar or differ between mediums. This research also investigates the reasons behind if the methods and strategies differ between mediums. It also attempts to find out the obstacles the students from each medium face through evaluating students' speech or writings. It also emphasizes the steps by the teachers to mitigate students' mistakes in writing and their effectiveness.

1.5 Significance of this study

It is a very crucial matter for the students to learn and be knowledgeable in English. However, there are many other researches that have been done in English writing skill. Some of those cover only students' writing problems; some of those cover only a particular area of writing like composition class. This research tries to cover many aspects of writing that the previous researches did not cover. This research finds out the methods, techniques and strategies used to teach English writing skills in both the mediums. It also shows whether those differ or not between the mediums. Through this comparison, the researcher can recommend those methods, strategies and techniques that are more effective in teaching English writing. Through implementing those, teachers can effectively teach this skill to their students. Moreover, this research also deals with students' errors in their writing in English as well as the way to mitigate the errors. Therefore, those steps can be implemented to lessen students' errors in their English writings. Hence, this research plays a vital role in the field of teaching writing skills. It attempts to develop writing skills in both Bengali and English medium schools education at secondary level. It will help the English language teacher to choose strategies, methods and techniques to teach this skill of English language. It will be beneficial for the teacher to find out the students' mistakes and take effective steps to mitigate the mistakes of the students.

1.6 Limitation

Some limitations of this study are given here:

- This study includes four schools for collecting data for this research. If more school can be included for data collection the finding will be more dynamic. The finding can be more suitable and representative by including more schools.
- The number of interviewee can be more but because of time constraint and other constraint that cannot be done
- Students' interviews could be included that could give a more suitable outcome. Due to the 'Corona pandemic', it is not possible to take students interview
- Only Dhaka city area' schools are selected for the research. It would be better if other schools from other areas and other cities can be covered.

Chapter Two

Literature Review

2.1 Four Skills of Language

A language includes four basic skills that are needed to learn the language and to communicate in it. Their skills are listening, speaking, reading and writing. We learn our native language through learning those four skills in a sequence. This sequence can be seen in SLA (Second Language Acquisition) or FLA (Foreign Language Acquisition).

2.2 The Importance of Languages Skills

The skills of a language are very important because this allows one to communicate, share thoughts, ideas and understand other views. They are important for learners or students as they give many valuable purposes. Those are given below:

- a. Give students scaffold support
- b. help to understand study materials and make effective use of it
- c. Understand the content in which to use the language
- d. allows to exchange of real information
- e. develops proficiency in the language and increases vocabulary knowledge
- f. increases critical thinking abilities for interpreting assignment and task
- g. enhances writing ability
- h. develops communicative competence

2.3 Productive Skills

The term 'productive' refers to the production or output. Productive skills represent skills such as speaking and writing. As output, they involve some form of languages. They are also known as activity skills because the learner needs to be active in order to produce the language (British Council).

Productive skills like writing involve CLT approach in order to teach and learn the language. Activities that promote communicative competence are implemented in the classroom by many language instructors as it ensures a suitable classroom environment. This kind of classroom environment facilitates both the language teaching and learning (Riggenbach & Lazaraton, 1991) (as cited in Dita Golkova, 2014).

2.4 Writing Skills

Writing consists of all the knowledge and abilities to express the thoughts, ideas, beliefs and opinions through the written form. Learners can put their feelings and ideas in a piece of paper through this medium of communication.

There are various definitions of writing skills:

Rao describes 'writing as a system of written symbols representing the sound, syllables or words of a language with different aspects such as capitalization, spelling and punctuation, word formation and function (Rao, 2018).

Harmer lays stress on the essentiality of the writing skill saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (as cited in Rao, 2018) .

2.5 Importance of Writing Skills

Writing involves a set of aspects and processes that make it to be more complicated. It is a fundamental skill necessary for students' academic success. Students need to have effective writing skills for academic need (Rao, 2018).

Students should learn writing skills in order to:

- achieve academic and professional excellence
- accomplish their educational requirement
- Write academic tasks such as assignments, research paper, report, paragraph, stories, compositions and others
- express their activity, exploration and understanding about the study materials
- Prove students' learning
- develop thinking skills
- faster communication language
- Learn rules, grammar and well-structured thoughts
- prepare for higher education and employment

Walsh (2010) states' writing is important as it is necessary for higher education and for a better job and communicating with others. He also adds much of the academic and professional communication is done in the form of written reports, applications, CV, essays, other academic writing and emails etc. (as cited in Menaj, 2015).

In Bangladeshi perspective, writing skills in English is needed for the secondary and higher secondary level students for academic writing as most of their marks are distributed based on writing in the examination. For higher education in home and abroad, students have to

face written exams. In terms of getting a job and others, English writing skills are unavoidable (The financial express, 2020).

2.6 Aspects of Writing

Some of the aspects are there in writing that can be considered before writing. Those aspects are needed to follow for correctness and accuracy in one's writing.

1. Grammar: The sound system, sentence structure and meaning system of a language is known as grammar. Students need to learn how to transfer their knowledge of grammatical aspects from verbal to written language. Distefano.P and Kilton (1984) suggest students' writing should be used as the basis for discussing grammar to improve their grammatical competence in writing. They suggest teaching punctuation, sentence variety and use of the content in teaching writing.
2. Spelling: Proper spelling helps to understand the message in writing where bad spelling is perceived as a lack of education (Harmer, 2011). There are few rules of spelling in English in which the sound of the word and the way it is spelled is not always matched. It leads students to misspell a word in English. To avoid this problem, Harmer suggests following any of the varieties of English (British or American English).
3. Layout: Harmer (2011) says that different writing follows different layout conventions. Formal and informal letters, reports, emails, novels, essays and newspaper articles have different layout. Student must have to be knowledgeable about those formats.
4. Punctuation: There is some punctuation that helps to understand the message of the written text.
5. Cohesion: Learners must be aware of cohesion because if they fail to link between word, sentence and paragraph their writing may become vague.

6. Style: There are different types of styles such as descriptive writing, persuasive writing, narrative writing and expository writing style. Hence students should be taught the use of style of writing.

2.7 Stages of Writing

According to Scrivener (2011), there are certain stages that should be followed in the classroom to teach writing skills that range from copy into unguided writing.

- Copying: Scrivener suggests practicing forming letters in handwriting, note down what teacher write in the board and copy various examples that are included in the following textbook by the students.
- Doing Exercise: Students should be given such a task that consists of limited options for making mistakes. Those tasks may include single word, phrases or sentence exercises. This is how they should practice their writing skills to avoid mistakes.
- Guided Writing: In this stage, the teacher will provide a sample, model, advice or framework to the students as a guideline for writing large text. The sample task will be a controlled task.
- Unguided Writing or Free Writing: Students will complete all the process of writing by themselves from giving title to everything. They will write freely without the guidance or feedback from their teachers during the writing process (Scrivener, 2011).

2.8 Writing for Learning

Harmer (2011) says it is a form of writing that promotes students' learning language or to test their skills on the language. Harmer divides writing for learning into three categories:

1. Reinforcement Writing: According to Harmer (2004) most of the students are benefited by the visual demonstration of a language in their learning process. It is useful for the students to produce sentences with the grammatical rules and other aspects that they have learnt. These aspects facilitate their language learning.
2. Preparation Writing: It includes writing for other activities. For example, students will assign a particular situation for paragraph writing based on that they will write the paragraph with their existing knowledge. After that all the students will start a whole class discussion with their shared knowledge.
3. Activity Writing: It is designed for a particular activity that performs based on the written speech. It also includes a questionnaire that has been written for interviews or such kinds of activities. They write a report based on the interview data.

2.9 Writing for Writing

It focuses on the building of the students' writing skills instead of making it a habit of writing or practicing the language. The tasks will be writing stories, poems, advertisements etc. They require students' own thoughts and ideas for building up the skill.

2.10 Characteristics of Writing

Written language consists of many things like words, symbols, codes, sentences and others.

According to Nunan (2003), we use those symbols and other aspects in every point in our day to day life. There are some characteristics of writing that has been pointed out by H.

Douglas Brown and Lee (2015) is given here:

1. Permanence: Spoken language disappears with time, if it is not recorded. It is rapid and transitory whereas written language is permanent.

2. **Production Time:** According to McDonough et al (2013) there is a time limitation in academic writing such as in the examination. However, creative writing does not have any time limit. It has a lot of things to deal with until the production of the final product.
3. **Distance:** Writing is a way of putting messages into words and reaching the reader. Writing has a nature of being decontextualized because of time and space lapse that increases reading difficulty. According to McDonough et al (2013) writers must maintain the connection with his or her audience through the organization in his or her writing.
4. **Complexity:** Writing is a complex system. Writers must have to learn the discourse features of L2 language. The discourse features are creating syntactic and lexical variety, combining sentences, clauses, phrases and referencing other elements into the text. They have to know how to remove redundancy from their writing (Brown, 2007).
5. **Vocabulary:** In writing, the capacity of using more descriptive and accurate words to express the thoughts and connect to the reader is important. It allows making their writing more effective and reader catcher. Rich vocabulary storage allows improving writing skills.
6. **Formality:** Students need to consider a number of factors in their writing (Harmer, 2003). They should learn about the genres of writing and they have to learn how to describe, explain, compare, contrast, defend, demonstrate, criticize and argue in their writing (Brown, 2007).

2.11 Types of Classroom Writing Performance:

- **Imitative or Mechanical Writing:** Imitative writing refers to the writing that occurs through imitation or copying something. This type of writing is introduced among beginner level learners. It is used in the classroom for teaching spelling or sentence structure.
- **Intensive or Controlled Writing:** This type of writing is used to test grammatical concepts. There is no scope for creativity in this writing. An example of controlled or intensive writing is giving a piece of writing to the students and asking them to change the tense of the given structure throughout. Dicto-comp is another type of controlled writing in which a teacher read a paragraph several times, then ask students to write a paragraph in the best way(Brown, 2007, p.401).
- **Self-Writing:** It means 'writing with only the self in mind as an audience' (Brown, 2007, p. 402). Note taking is a self-writing which is done in the margins of a book or by adding scraps of paper. It is also taken by students in the classroom during lectures (Brown, 2007).
- **Real Writing:** Real writing tasks are writing diaries, personal letters, notes, personal messages, direction for location, fill up forms, sharing information and so on (Brown and Lee, 2015, p. 440). According to Brown (2007) real writing is subcategorized into three categories they are academic writing, vocational writing and personal writing.

2.12 Process of Writing

Four basic stages are included in the process of teaching writing that are planning, drafting, revising and editing (Richards and Rodgers, 2012).

1. **Planning/ Pre-writing:** Students need to do it before their writing. It includes thinking, taking notes, brainstorming, outlining, gathering information etc. It is the first

activity of engaging in writing. It is the first activity in the writing process teaching writing.

2. Drafting: The second stage of the writing process is drafting in which students put their thoughts and ideas into written form. They exchange their ideas into words and sentences.
3. Revising: It is one of the key factors in the writing process. In writing, students may make errors and mistakes. Through this activity, students will find out their mistakes to make them correct. In this stage, students will review and reexamine their written takes to make it more effective.
4. Editing: It may be considered as the action stage of previous stages where students revise and find out errors. In the editing stage, students rewrite the things and prepare the task for the final draft. The mistakes that occur in their writing may be grammatical, punctuation, sentence formation or in cohesion etc.

2.13 Approaches to Writing

A number of approaches are proposed for practicing writing skills. But teachers have to select the appropriate approaches for the students based on what they want to teach (Harmer, 2011). Among various types of approaches, process approach and product approach are more dominant teaching writing approaches in the classroom.

- Product oriented Approach: It focuses on students' final production. It focuses on the aim of a task and the end of the product. In a product based classroom, the teacher provides a standard sample which students will follow and construct a new piece of writing. It focuses on the development of writing through imitating the input.

- **Process Oriented Writing:** According to Harmer (2011), process approach focuses on the writing processes itself. Harmer adds the advocacy of many educators in the process of writing. It includes all the procedures to produce a good piece of writing. It includes processes like planning or brainstorming, drafting, revising and editing etc. It consists of linguistic skills and gives less concern on grammatical aspects and structures.

Ron White and Valerie Arndt (1991) suggest seeing writing as a process. This approach is concerned about the process of developing and formulating ideas in writing (Harmer, 2011). In the process wheel model, they show a set of recursive stages which are planning, drafting, editing and final vision etc. Ron White and Valerie Arndt's model is presented below:



Figure: The Process wheel

Source: Harmer, J (2011). "The Practice of English Language Teaching." 4th edition, P.

2.14 Reasons for Teaching Writing

Writing should teach because of various important reasons. Those includes reinforcement, language development, learning style and writing as a skill (Harmer, 1998)

- **Reinforcement:** Written form of language presents the visual demonstration language that benefits most of the students. Though some students can acquire language orally, a large number of students learn the language through visual representation.
- **Language Development:** The process involves planning or brainstorming, drafting, revising along with grammar, vocabulary and other mechanical aspects. The command over those aspects enables the students to learn the target language.
- **Learning Style:** Writing is helpful for the students who are slower in thinking and producing language. Written text and learning writing is essential for those slower students.
- **Writing as a Skill:** This is important because it is a skill of a language. Students need to know the use of letters, reports, and reply to advertisements in the writing process and also how to write through operating electronic media. They are required to be knowledgeable about the functions of written language in different stages.

2.15 Principles for Teaching Writing Skills

There are some principles that teachers should consider while teaching writing. Except micro and macro teaching, a set of specific principles have been proposed for teaching writing (Brown, 2007).

- A. Incorporate Practices of 'Good' Writers: It considers various things that good writers do. Teachers can use models by selection of world class writers. It is basically incorporating the practices of good writings from the writers
- B. Balance Process and Product: It combines both the process and product approaches. If a teacher can use product approach in conjunction with process approach, the final outcome will be meaningful. For example, in an essay writing class, the teacher asks the students to look at the sample essay very carefully. He or she asks the students to follow how the introduction is written, how the body paragraph is organized etc. Teacher accounts for each of the components of the essay and also the finished product.
- C. Account for Cultural/ Literary Backgrounds: This principle helps students to learn English rhetorical conventions. When students write academic writing, they need some discourse markers like however, moreover, thus and so etc. Teachers should show students all the rhetorical conventions.
- D. Connect Reading and Writing: According to this principle, whoever wants to be a good writer, must be a good reader. Hence, to make students a good writer, they must be made good readers first. They must have a regular reading habit and they have to read various kinds of writing.
- E. Provide as much Authentic Writing as Possible: It includes authentic writing that emphasizes on the purposes of writing should be cleared. This can be ensured by

sharing writing among students. Authentic writing is writing a script for dramatic presentation, writing a resume, writing advertisement, writing letters etc.

F. Frame Your Techniques in terms of Pre-writing, Drafting and Revising Stages: Writing has several stages like pre-writing, drafting and revising. At first, gathering the ideas are the pre-writing phase, first draft happens in the while-writing phase, and then revision is basically in the post-writing phase.

G. Strive Offer Techniques that are as Interactive as Possible: This technique includes two ways of interaction. One is the interaction between teacher and learners. Teachers should interact with the students in the classroom through close monitoring, group working, asking questions and providing feedback on their writing. Another one is the interaction between written work and the writer.

H. Be a Facilitator, not a Judge, in Responding to Students Writing: Except judging the writing of the students, teachers should provide the chance to the student to develop their writing. Teachers should introduce issues which are required for writing. Teachers should expose those issues to the students and encourage them to write more. This is how a teacher can perform as a facilitator.

2.16 Teacher's Role in Writing

Students cannot learn writing naturally. They need someone to learn the language and they need teachers' instruction, suggestions and guidance to learn these skills. Harmer (2011) proposed three types of roles that teachers can perform in the classroom.

- **Motivator:** Motivating students to learn a second language is one of the principle rules in writing. It may require special and prolonged efforts in a longer process writing sequence. When a teacher plays the role of motivator, he or she provides creative writing activities in the classroom. (Harmer, 2011).

- **Resource:** When a teacher works as a resource, provides resources to the students. Students writing longer writing tasks require a lot of information. Teacher provides necessary information, advice, in a constructive and tactful way in that time.
- **Feedback Provider:** Feedback for writing demands special care. In this regard, the teacher provides positive feedback to the students' writing and encourages them to learn more appropriately. While providing corrective feedback, teachers should focus on students' needs and the difficulties.

2.17 Feedback

In the writing process, giving feedback on students' writing is a part of their job. While providing feedback, teachers should be careful as their feedback can undermine students' confidence. Teachers should not only underline the mistakes, but also point out good things about students' writing and encourage them (Nelson, 2008). According to Harmer (1998) concerning feedback, teachers should make a balance between accuracy and content.

Harmer (1998) adds students should be aware about teachers' feedback. Teachers' responsibility is providing effective feedback to the learner. Giving awards, encouragement, correcting on the spot, discussing the group, giving individual feedback etc. are ways of giving feedback (Gower et al, 2004, p.163).

Dangerfield (1991, p.195) suggests a few ways of feedback for correcting the students' writings. Those are given below:

- **Teacher Correction:** It is the most common form of correction in which a teacher corrects all the mistakes of the students.
- **Student-student Correction:** This form of correction can be seen in pair or group works where group members check each other's writings and provide correction.

- Indication but not Correction: Teachers just simply underline the mistakes and let the students find out the nature of mistakes and correct those mistakes by themselves. Teachers can also write a code to indicate the cause of the mistakes that happen in students' writing.

Chapter Three

Research Methodology

3. Introduction

This chapter elaborates the research methodology of this study in terms of research design, participants, setting of the research etc.

3.1 Research design

This research included a mixed method research approach (qualitative and quantitative approaches) for data collection and analysis. It enables the researcher to collect all the necessary data and analyze data in all possible ways. This research consists of interviews with semi structured and structured questions, class observations with a checklist and an assessment of students' writing. It illustrates the background information of the participants, the setting and institutions etc. It focuses on the obstacles that the researcher faces during the research.

3.2 Significance of the Research

This research focuses on the writing classes in both Bengali and English medium schools. It explores whether the classes are incorporating the principles, approaches or other aspects of writing that are proposed by various scholars. This study tries to explore whether there is any difference in teaching approaches between the mediums. It also figures out students' problems in terms of writing, steps to address the obstacles and their efficiency. This research compares the teaching of writing between both the mediums. Therefore, it will help to improve the writing skills of students of each medium school.

3.3 Participants

There are target groups who have been eligible for this research is the teachers and students. The participants of this research were the students of class seven, eight and nine and the teachers from four institutions. There were almost 50-70 students in each of the classes in Bengali medium schools whereas each of the classes consisted of 20-30 students in English medium schools. Teachers give interviews to this survey. This research observed four classes. Two classes were observed from Bengali medium schools and two classes from English medium schools. The age of these students were between 13 to 15 years old. The teachers have different degrees from Bachelor to Masters and also years of experience in teaching English language.

3.4 Institution and Setting

The study was conducted in two Bengali medium schools and two English medium schools. These schools have been chosen for this research because they are suitable for collecting data. The setting of this study was formal. This research was taken by four classes of students from each of the institutions. The number of students was large in Bengali medium schools. Four English language teachers from those different institutions were interviewed in order to conduct this research. The survey was done in virtual classrooms and outside the classroom. Most of the interview and class observation was done through virtual platforms like Zoom, Google Meet etc.

3.5 Nature of Research

This research is a mixed method research as it applies both qualitative and quantitative research approaches.

- Quantitative Research:

In this research method, researchers collect and study the relation between the facts (Bell, 2004, p.9). This type of research method includes numerical data, structure and predetermined questions. It accounts for the quantity and conceptual framework or design. In this research, while interviewing the participants, there were few questions that counted the answer of yes or no and the numerical data of the questions. These collected data from the questions go under qualitative research methods.

- Qualitative Research:

It concerns understanding individual perception. Punch (2005), says that qualitative research mostly includes semi-structured questions and progress with study (as cited in Bell, 2014). This type of research explores the data with detailed information. In this research, semi-structured questions are prepared for taking interviews and with the progress the questions become structured. Besides, the class observation and checking his students' writing explore what the classes are teaching and learning about writing. From the assessment of students' writing, researchers can find out difficulties that students have in writing. Thus the answers of open-ended questions, in-depth exploration from class observation, and assessment of the students' writing make this research a qualitative research.

3.6 Data Collection Procedure

This research includes three tools to conduct the survey. Those three tools are essential for collecting various types of data. Observing various classes, conducting interviews and assessing students' writing provides adequate and an authentic collection of data in this research. Those aspects make the research successful.

- Interview: This research takes teachers' interviews. The interview questionnaire contains various aspects of writing and identifies the problems of students that they face while writing.
- Class Observation: The researcher observed four classes from the selected institutions. It happened via online platforms such as Google meet and zoom. It includes a checklist for evaluating the class performance. The researcher observed the input that students got from the teachers and the output that they produced in their writing. Through observation of the classes, the researcher could able to find many valuable aspects for this research.
- Assessment of Students' Writing: The researcher selects 3 scripts from both the Bengali and English medium schools for assessing their writing. It allows the researcher to compare the writing of both the medium schools' students. The assessment of students' writing enables the researcher to point out the writing problems that the students faced.

3.7 Data Analysis Procedure

It is a mixed method research which involves both qualitative and quantitative research approaches.

In terms of data analysis, few processes of qualitative data analysis have been followed in this research. First of all, the unorganized data are transcript. Then, those transcript data are prepared and organized. From the data, the researcher finds out codes and combines the codes to make themes. In regards to quantitative research, Michael Youngman suggests to put quantity questions which consist of one answer. Most of the time, the answer is a numerical number (as cited in Bell, 2014).

3.8 Ethical Consideration

Every research should have an ethics which is called research ethics. This research also consists of these principles. According to Blaxter and Colleagues (2006) describe these principles as:

“Research ethics is about being clear of the nature of the agreement that the researcher has entered into with the research subject or contacts. Ethical research involves getting informed consent of those that the researcher is going to interview, observe or take materials from. It involves research agreements about the use of collected data and how the data analysis will be reported and disseminated” (Blaxter et al, 2006).

Before conducting this research, the researcher took permission from the authorities of schools and from the participants. Ethical principles such as confidentiality of personal data of the interviewees, taking permission for class observations etc. are followed throughout the research processes.

3.9 Obstacles

The researcher had to face some obstacles while collecting data for this study as the research. She had to face difficulties while taking interviews and class observations because the whole procedures had been done through an online platform. There was a lack of face to face communications that eliminated many necessary data. In terms of taking permission for interview and class observation was another problematic issue as all the institutions were closed for the ‘Corona pandemic’. Moreover, collecting students’ writings was a big deal for the research because most of the institutions did not want to share students' writing. Besides, the researcher initially plans to take students' interviews, but lastly she has to skip this part because it was not possible to contact a large number of students and take individual interviews online.

Moreover, the guardians of the students were not permitted to interview the students. These were the obstacles that the researcher had to face during the research processes.

Chapter Four

Findings of the Research

This resource comprises different formats for collecting data such as classroom observation, teachers' interview, and an assessment of students' English writing. The collected data will be presented and discussed in this part of the research to find out the answers of the central research questions.

4. Background Information of the Classes

The researcher chooses 4 classes from four schools to observe the classes. All the classes are held online.

In Bangla medium schools, the researcher chooses class nine and seven as the class to observe. There are 56 students in class 9. This was an English 1st paper class where students are taught how to write a short question answer. Another class was class 7 from another Bangla medium school. This class consists of 71 students. This class was an English 2nd paper and taught how to write a process paragraph. The duration was 45 minutes in both of the classes. In English medium schools, the researcher chooses std.8 from both the schools. In the first class; there were 24 students in standard 8 in section A. The topic was native story writing. In another school, the class consists of 31 students from section B. It was a narrative essay writing class. Each class was held for 40 minutes.

4.1. Findings from classroom observation

In the first Bangla medium school, the teacher started the class with greetings. Then, he read a lesson from the textbook. He reads a sentence from the textbook and translates it into Bangla to make the students understandable. After that the teacher wrote a set of questions on the board

and asked the students to write the answers of the questions. He continued the class by saying some of the rules of writing question answers. The first rule of question answer writing was that answers should be written in complete sentences. The second rule was maintaining the tense of the question in the answers. Thirdly, answers should be written in their own words. The students started their writing. When some students finished their writing, they took pictures of their writing and sent those to the teacher through the chat box so that the teacher could provide feedback. The teacher checked their writing and underlined some of their errors and sent back the copies to the students. All the students could not finish their writing due to time constraints. So, the teacher gave it as homework that they would have to show the teacher in the next class.

In the second class, the teacher started the lecture with greetings. He stated how to write a paragraph. Then, he pointed out 3 rules of paragraph writing. The first rule was to write a topic sentence in the given topic. Secondly, write the supporting sentence by maintaining the sequence. Thirdly, students had to write the concluding sentence. After this, he provided a topic “How to make a Cup of Tea” to the students and asked them to write a paragraph on that topic. He gave 15 minutes to the students to write the topic sentence and other supporting sentences. When some of the students could finish their writing, they also sent their copies to the teacher through a chat box and the teacher provided feedback on their writings. He pointed out students' errors by underlined sentences and provided feedback those students made errors in those areas. Lastly the teacher gave it as homework as all the students could not complete the task.

In the third class, it was std.8 from an English medium school. The teacher started her lecture with greetings and elicitation about narrative story writing. The students were aware of how to write narrative story writing because this class was a practice writing class. Teacher briefly talked about the rules of how to write a narrative story along with the interpretation of a sample

narrative story. Then, she provided a topic to the students “My trip in the time machine”. The teacher provided the students the first topic sentence of the story following the sentence; students would have continued their writing and came up with a final story. The whole procedure was held in the classroom. The teacher provided guidelines while students were writing. She immediately addressed the errors of the students and asked them to correct the errors. Lastly, she suggests the students come up with ideas for resolution and climax that they would put in the copy during next class.

The last class was also std.8 from another English medium school. This class began with elicitation about native essay writing. The teacher discussed essay writing. Then, he provided a sample narrative essay to the students that the students read out and got ideas from the sample that how to write a narrative essay should be written. Then, he provided the topic “A Rainy Day that I have enjoyed” to the students. The teacher gave one and half of the sentences on the given topic and students started their writing based on the following rule. Students continued their writing and stretched it depending on their ideas. The teacher mentioned students’ writing and provided necessary guidelines in each of the process of students’ writing. He also looked at the final writing of these students who could complete their tasks during the class time.

Before observing the classes, the researcher studied the syllabus of English language, lesson plan, curriculum of the schools etc. After observing the classroom, some other findings are presented here in a comparative way:

Table-1

Classroom Observation Findings from Checklist

Bangla medium school	English medium school
1. The classes could not include communicative activities.	1. The classes include open-ended and communicative activities.
2. The Teacher-student ratio was unsatisfactory. The classes were large, consisting of 50 to 75 students.	2. The ratio of teachers and students was satisfactory. The number of students was 20 to 30 in a classroom.
3. The syllabus was fixed by the school authorities. Teacher just followed the syllabus but the topics for written parts are also mentioned in the syllabus.	3. They have a syllabus which is fixed but teachers can add topics on the basis of students' need.
4. The topics for writing are mostly not authentic topics. The topics do not reflect or require real life experiences.	4. The topics are mostly authentic and they require critical thinking ability. Besides, they involved real life experiences and imagination of the students.
5. For generating ideas, there is no use of brainstorming or outlining.	5. For generating ideas, the teachers ask students to do brainstorming or outlining their writing.

6. There is no class discussion in the classroom. The teachers only provide lectures and his students' just follow that lecture. The classes are not interactive.	6. There was a whole class discussion where students ask questions to the teachers and also share their ideas for check. Further, students ask help from teachers in terms of organizing their ideas.
7. The teacher mostly speaks in Bangla. Sometimes he / she use the English language but the students totally speak in Bangla.	7. Both the students and teachers strictly maintain the target language for class discussion. If a student wants to speak in Bangla, the teacher asks him or her to speak in the target language.
8. As the classes were held online via zoom, the teachers could not provide guidance to all the students. They also were not able to monitor students' writing properly.	8. Though the classes were held online, students' number of students was tolerable. Hence, the teachers could provide guidelines and monitor all the students' writing. They can look at students' final writing
9. The classes were teacher centered classrooms.	9. The classes were a learner centered or student centered classrooms.

4.2. Findings from Teachers' Interview

In this part, the researcher shows the responses of the teachers. Four teachers have participated in the interview process. The first interviewee was a teacher of a Bangla medium school who

completed both of his Bachelor and Master's degree in English from Dhaka University and also earned a B. Ed degree. He worked in that school as a senior assistant teacher for 10 years.

The second interviewee is from another Bangla medium school teacher completed his MA in English and earned a B.Ed. degree, too. He is an assistant headmaster for both Bangla and English versions of his school. He also earned some other degrees with 20 years of experience teaching English language.

The third interviewee of this research was another English medium school teacher who did her BA in ELT (English Language Teaching) and MA in English. She has the experience of teaching English for five and half years. She works in that school as an English language teacher.

The last interviewee was also an English medium schools teacher with a Bachelor degree in English and has 3 years of experience of teaching this subject.

4.2.1. The findings of the interview questions

Q.1 Do your students feel interested in writing English?

Bangla medium teachers expressed their students do not feel any interest in writing English. Most of the students are overwhelmed with writing in English. They are more comfortable with teachers' lectures and avoiding English writing classes. If they are given any writing practices during the class time, they generally delay their writing and submit incomplete tasks. There are some exceptions of a very few of his students who expressed interest in writing English but the number is less. Besides, English writing is not held regularly in the Bangla medium schools.

On the other hand, the teachers from English medium schools provided different kinds of perception. They said that students' interest in writing English depends on the topic of the lessons. They tried to make the topic interesting and provide students the opportunity to think. Besides, they guided them in each of the processes while writing. Therefore, students feel interested in writing in English.

Q.2 Are they able to write well-structured sentences with all aspects of writing like grammar, spelling, vocabulary and punctuation?

Most of the teachers from both the mediums agreed that their students are not able to write well-structured sentences most of the time. They make grammatical errors, misspelled, and write inappropriate words. They also tend to make errors in terms of punctuations and use irrelevant ideas in their writing

Q.3 Which one do you prefer for your students, 'creative writing' or 'memorization'?

Bangla medium teachers reveal that they cannot deny the importance of creative writing for the students but they have to prefer memorization to students to accomplish the writing parts included in the syllabus. In Bangla medium schools, they have to follow a syllabus within a short time and there are a lot of students in a small classroom. Besides, there is no extra class for teaching writing skills. Hence, instead of teaching this skill and creative writing, they suggest memorizing the writing parts from helping books.

In contrast, creative writing gets priority for the English medium teachers. They say that though there is a fixed syllabus, there is no fixed topic or book for the students to teach them writing English. Hence, there is no scope for memorization. They teach their students to think and write from their imagination that builds their creative writing habit.

Q.4 Can they write combining both language and content in English writing classes?

Almost 80% of students from Bangla medium schools face difficulties with the language. They may have knowledge about the content but mostly they face difficulties in expressing what is written in English. This happens because of the lack of knowledge in the language.

For English medium students, they get detailed information about the content from their classroom. They also have the chance to imagine. The topics are mostly authentic. Besides, they face fewer difficulties in terms of language because they have used this language for all other subjects. Hence, they can write combining both the language and content.

Q.5 Can your students generate ideas if so, then how?

Teachers from Bangla medium school said that a few students can generate ideas but not always they can do so. Most of the students are unable to generate ideas and they just rely on memorization.

English medium teachers said students can generate ideas and also make a wonderful piece of writing. Their ways of generating ideas are varied depending on the situation. For instance, in the case of narrative story writing, they gather ideas mostly from their imagination and for paragraph writing, they collect ideas from the internet and books and their thoughts etc.

Q.6 What are the sources of their ideas and facts that they use for the writing?

Most of the teachers agreed that students mostly used ideas and facts either from books or from the internet. Students also get ideas from their teachers. For Bangla medium students, they do not get the chances to come up with their own ideas. Hence, they follow the textbook. On the other hand, English medium students can come up with their own ideas and they also collect ideas from their imagination and the facts from authentic sources.

Q.7 How do you conduct writing classes?

Teachers from Bangla medium school take writing classes by providing a topic to the students and explaining the format of that kind of writing. Students will write and finally, they assess those writings of their students.

English medium teachers say that they conduct classes by explaining the topic as well as the format of the given topic. Then, they provide a sample of the given topic so that students can understand the format and also explain. Then, students started writing the given topic with their own ideas. They also guide students' writing along with the form, grammar and the context. They also notice other aspects of students' writing.

Q.8 What are the strategies, methods or approaches you followed to teach writing English?

Bangla medium school teachers are not aware about the strategies, methods and techniques of teaching English writing skills. They follow the traditional GTM method to teach grammar. They just give the topic to memorize for writing which is prescribed in the syllabus. They also mention that schools cannot teach communicative competence to their students because there is no such environment created in the schools. They have large classrooms with a large number of students, fixed class duration, fixed syllabus. Hence, strategies, methods of English writing are not applicable for Bangla medium schools.

According to English medium school teachers, they use various kinds of strategies, techniques and methods to teach English writing. They mention that they try to balance between product and process based approaches in terms of teaching writing skills. However, they always designed syllabus by connecting four language skills. They are mostly involved in connecting reading and writing. They try to make the class more interactive through students' participation that increases their thoughts and imagination. They also include the authentic

writing topics for their students. They also undergo prewriting, drafting and revising stages for teaching students English writing.

Q.9 What are the activities you include to teach English writing to your students?

Writing classes are held very frequently in which they mostly provide individual writing practices on a specific topic. For those classes, they follow controls writing and mechanical writing because in their institutions. Hence, they just imitate or copy from books. They also read the sample many times and copy that in their notebook.

English medium teachers have different kinds of experiences in terms of classroom activities. They include group work, pair work, interactive tasks and individual activity for writing classes. They include activities emphasizing on self-writing and creative writing to fulfill their learning objectives. They also include activities like short answer exercises from that reading text.

Q.10. Do you feel the need of adding more practices to produce this skill?

Bangla medium school teachers disagree with adding more practices to produce writing skills. They say that they have to follow a fixed syllabus. Therefore, the practice prescribed in the syllabus and the textbook is enough to produce these language skills. English medium teachers agree that though there is a fixed syllabus for writing, the exercises are not fixed. Hence, they can add more practices based on the students' needs. Most of the time, they can deal with the included exercises.

Q.11 Do your students make errors? If yes, what type of errors do they make?

All the teachers have agreed that their students make errors. They make errors in terms of grammatical aspects, spelling, organizing ideas and establishing their thoughts. When

students write, teachers find that students cannot produce sentences with proper use of grammar. They fail to maintain the sentence structures, tenses, and use of appropriate words. Besides, they also fail to maintain the relation between sentences or paragraphs. They face difficulties in organizing their own ideas and thoughts while writing in English.

Q.12 How do you address students' errors and why do they make those errors?

Among all the teachers found out students' errors while assessing their writing and mostly addressed the mistakes by underlining them with red markers. Most Interestingly, English medium teachers say that they use some sort of symbols or signs to address the errors of the students. Each of the signs or symbols has been used for different types of mistakes.

However, Bangla medium school teachers believe that the tendency to translate ideas from native language to the target language is mainly responsible for making students errors in English writing. Moreover, they make mistakes as they lack rich vocabulary knowledge, lack of enough practice etc. Furthermore, most of the students memorize and copy them to their writing that they tend to forget and produce wrong sentences. Thus, they made mistakes in English writing.

English medium teachers believe that students make mistakes in the learning process. Hence, their students also make mistakes and learn from that. More and more practices will help the students to decrease the number of mistakes.

Q.13 What are the steps have you taken to reduce the mistakes and how effective are these steps?

Bangla medium school teachers point out all the mistakes of the students through underlining with the red markers. Sometimes, they orally mention about the mistakes and ask

them to create it. Besides, they think students can correct their mistakes by following the guidelines.

On the other hand, English medium teachers use different signs for different kinds of mistakes like circle, box and underline. Through the use of different kinds of signs, they can easily understand what the mistakes are and correct them. Furthermore, they also leave comments and side notes in terms of students' mistakes. Sometimes, they ask the students to check each other's copy. If there is any mistake, they ask to make it correct. Besides, they also provide immediate corrections to their students in the process of writing.

Q.14 What type of role a language teacher should play in teaching English writing?

According to Bangla medium teachers, they have to handle a classroom with a large number of students. They have to be a controller to control their classroom and the students. They also provide feedback to their students whenever they need. Hence, they play the role of a feedback provider too.

On the other hand, English medium teachers reveal that they disguise the role of a facilitator providing the chance to the students to develop their writing skill. They also motivate students so that they become eager to write in English. They also provide necessary information or resources to their students. Lastly, they provide corrective feedback to the students. Hence, they work as a facilitator, resource as well as feedback provider.

Q.14 Do you face any challenge as a language teacher during teaching English writing skills?

Bangla medium teachers face some common problems while teaching writing English such as large numbers of students, fear to write in English, translating most of the ideas for native language to target language, no interest in English writing classes, tendency to keep quiet and submit incomplete tasks. Students are afraid of writing in English and they do not pay attention

to the writing classes. Most of the time, they submit completed tasks. Hence, it becomes difficult to ensure that their learning is happening.

English medium teachers reveal that providing guidelines to each of these students is a challenging thing for them within a short period of time. Moreover, sometimes students come up with new ideas and thoughts that are not relatable or applicable for that specific lesson. To make them understand those things to their students is one of the challenges that they have to face while taking English writing class.

Q.15 How do you overcome the challenges?

Teacher from a Bangla medium school says that they try to overcome the challenges most of the time but they cannot overcome them.

English medium teachers say that they have to make students understand what they are doing by providing logic and strategies. Sometimes, they control the class to avoid irrelevant things.

They also design their daily lesson this way that can be done within a short period of time and add in the lesson objectives.

Q.16 How do you assess students' English writing skills?

Bangla medium teachers assess students' writing through homework, classwork and copy of the test. English medium teachers get more opportunity to assess students' writing skills as they have classes for writing. They can monitor students' writing during the class time. Besides, they take other examinations and assignments that assess the students' English writing skill.

4.2.2. Quantitative questions/Closed questions:

Table -2

Interview Findings from Closed Question to explore teachers' perception on writing

Questions	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1. Writing is the most appropriate way of expressing ideas.	4				
2. Balance between product and process based approach is the most effective way for teaching writing English.	3				1
3. Practices from good writers benefit English writing skills.	4				
4. Teachers should account for their cultural or literary background while teaching English writing.	2				2
5. They should make connections between reading and writing.	2				2

6. Students should frame their writing into stages like prewriting, drafting and revising.	2				2
7. Activities, practices and exercises should be taken from authentic writing.	4				
8. Writing classes should be more interactive to facilitate the English writing process.	4				
9. Teacher correction is the most effective form of correction.	2			2	
10. Students feel interest in writing English.	2			2	
11. Writing in target language is the major problem while writing in English.	2				2
12. Problems regarding grammatical and cohesion are major problems in English writing.	2				2

13. The activities are interactive.	2				2
14. Activities required learners' creative writing.	4				
15. The activities are effective and relatable to students' real life.	2				2
16. The exercises promote critical thinking ability of the students.	2				2

4.3. Findings from students writing assessment

In this part of the research, the researcher accessed pieces of writings of students from the selected schools. Two pieces of writing were collected from Bangla medium school and one from English medium school. The researcher noticed that the selected script from Bangla medium school was memorized work. The script included a story about eve-teasing. The story was probably memorized from an English guidebook and written the same as it was in that book. Most of the sentences of this story are directly copied in this script.

The second script from another Bangla medium school student was about paragraph writing on "How to make pudding". However, this topic does not illustrate the use of authentic material. This student also memorized the entire paragraph from the supplementary helping English guidebook and directly copied into his or her script.

The last script was from an English student's fiction and non-fiction paragraph writing on fish. By assessing the script, it can be said that the fiction paragraph was written by the student with his or her imagination or thoughts. For nonfiction paragraphs, the students may take ideas from other sources but write with their own words. In this script, it is proven that this student preferred creative writing rather than memorization. In this script, it was clear that the student had very few grammatical problems. The scripts of Bangla medium students do not have the chance of making grammatical errors as they are copied from other sources. English medium students' script also contains fewer grammatical errors.

The script for Bangla mediums students include much longer sentences for most of the writing that lose its authenticity and are mechanical. The way of writing was not formal. In contrast, the script of English medium students was formal and simple to portray the message clearly.

The findings of this research display that Bangla medium students do not prefer creative writing, rather they simply memorize and copy it in their script without even understanding the implication of the lesson. Hence, the lesson objectives are not fulfilled. Whereas the scenario is different in case of English medium students that students prefer creative writing and write the fiction story with their own imagination and thoughts.

Chapter Five

Analysis and Discussion

This part will discuss the findings of classroom observation, teachers' interview and assessment of students' writing. The researcher at first discusses the findings of classroom observation.

5.1 Classroom observation

From the analysis of classroom observation, the researcher finds that Bangla medium schools are using GTM for teaching English writing skills. They follow GTM while teaching short question answers and paragraph writing in English writing classes. The teachers at first taught the rules of writing short question answers and paragraphs. Then, ask students to write respective parts of writing. Therefore, it can be said that both teachers followed the GTM and deductive way of teaching in English writing.

Teachers from English medium schools use elicitation at the very beginning in their class to take ideas from students. Through elicitation, they try to ensure students participation and make their class interactive. Teachers followed the CLT method for their classes. Further, the classes that I observed from Bangla medium schools were conducted by following a product oriented approach. According Harmer (2011) product based approach only focuses on the final or produced work. In a product oriented classroom, the teacher provides a sample to the students and following that sample students will produce a piece of writing. Teacher will check the produced work of the students. While writing the respective work, none of the teachers provided any guidelines or help to their students. Rather, they provide allocated time for the students to complete the writing. When few students finish their writing, they show their produced version of writing to the teachers. Hence, the analysis of this scenario reveals that those classrooms followed a product oriented approach to teach students English writing.

On the other hand, both the classroom from English medium schools ensure students participation in classroom discussion, both the classes maintain the balance between students and teachers talk time that make the classroom interactive through discussion. The teachers initially gather ideas from the students through elicitation. Then, they give some instructions to their students with a sample or writing. Following that sample, students wrote narrative stories or essays in English. Teachers help students to make an outline of the writing. Then they guide the students to write the introduction of the story or essay. Students write the rest of the parts of the given task with the help of the teachers. They also help students to use appropriate words, get any ideas etc. In the whole process of writing, both the teachers were giving ideas to the students, monitoring students' writing and providing any kind of help to their students. From the analysis of those classes, the teachers followed both the product oriented approach and process oriented approach to teach their students English writing. They make a balance between the approaches as they provide guidelines to each of the parts of the story writing as well as account the final works or task.

Brown (2017) states that the balance between product and process oriented approaches facilitate the teaching of writing skills. He asked that if a teacher used product approach with the consumption of process approach, the outcome of the writing will be meaningful. In the classroom of English medium schools the researcher can see the reflection of Brown's statement.

The researcher observed that students from Bangla medium school do not frame their writing into any stages. Even the teachers hardly speak about the stages to their students. The teachers from both the schools only provide samples, rule and ask students to write. Brown (2007) mentions the importance of those stages in teaching writing skills. According to Brown, writing should have several stages like prewriting, drafting and revising. If a learner follows those stages

in his or her writing, the writing will be much more effective. In the case of Bangla medium students and teachers, none of them follow any of the stages of writing. In English medium schools' classrooms the researcher finds that both the teachers tell their students to make an outline of the writing. Then following the outline, students will complete their essay or story. Thus the teacher taught the students to frame their writing into different stages.

The researcher finds a difference between choosing writing materials between them. Brown (2007) demonstrates the importance of choosing authentic material for teaching writing. He suggests providing as much as authentic materials to their students that will facilitate students' English writing. In Bangla medium schools, there were hardly any comprehensive questions from the passage that required students' thoughts. Moreover, in the second class, the teacher provides only instructions for writing the paragraph. The topic did not involve any ideas, thoughts or experience of the students. Instead, the topic could be "My experience of making Cup of Tea" that would involve the students' experiences and it became authentic writing. In English medium school, the researcher finds the use of authentic materials. In the first class, the topic was "My trip in a time machine" that requires students' imagination. They take help from the teachers to find appropriate words, subject- predicate agreement, ideas etc. In another classroom of an English medium school, the researcher also sees the use of authentic material. The topic of that class was "Rainy day I have enjoyed". Students have to write an essay on this topic which requires their real life experiences.

The researcher finds differences between the mediums in terms of the connection between reading-writing. Brown (2007) illustrates that to be a good writer, one has to be a good reader at first. In Bangla medium schools, the researcher finds no such reading materials for students. The teachers only explain some rules of writing and ask students to write on a specific topic. He does not provide any sample paragraph to the students to read. In contrast, both the

teachers from the English medium schools provide a standard sample for giving students ideas and explain the rule with the help of the sample. They build the connection between reading and writing. English medium teachers can connect reading -writing where Bangla medium classrooms lack this sort of connection.

Another way the classroom differs is interaction. Brown (2007) describes a technique of teaching writing which makes the learning faster. The classroom and the written work should be as interactive as possible. The researcher finds this technique in both the classrooms. In English medium schools, the classes include the interaction between the teacher and students. On the other hand, Bangla medium students keep quiet even when they are asked questions. In both the classes, teachers were giving lectures and students kept silent. They were passive in the classroom. Therefore, the classes of Bangla medium schools lack the technique of interaction.

The role of facilitator was applied in English medium school classrooms. The teacher works as a facilitator. They started the lecture with elicitation in which they provide chances to their students to share their thoughts and experiences. In the whole process of writing, they help their students to choose correct ideas, words, sentence formations, punctuations and others. They do not judge students' writing rather guide them in each of the stages of their writing. Besides, both the teachers encourage their students by providing positive feedback on their performance. Brown (2007) also suggested being facilitator, not judge, because a facilitator provides the chance to their students to improve their writing and encourage them to write more. However, the teacher from Bangla medium schools disguised as a judge. They give a topic to their students with some sort of instructions and say to write a particular piece of writing. After finishing the writing, they collect the writing and provide feedback on the mistakes of the students. They neither provide the chance to the students to develop their writing nor encourage them to write more.

The teachers from Bangla medium schools apply teachers' corrections to provide feedback to their students writing in English. In both the classes, teachers underlined to highlight students' mistakes. Sometimes, they also made a circle for misspelling of any words. The researcher also noticed that students do not want to know what type of mistakes they made or why that is a mistake. They do not correct mistakes. On the other hand, English medium teachers provided teachers' corrections as well as students' corrections to provide feedback. They use different kinds of signs to illustrate students' errors such as circle for misspelling, box for an appropriate word, underline for disagreement of subject and predicate etc. This technique is known as indication but not correction. The teachers also help students to correct their errors by providing appropriate words, subject-predicate agreement and ideas etc.

The analysis of the class observation of this research shows that the strategies, methods and techniques used incorporating the classroom differs between the mediums. English medium classrooms applied process oriented approach in a product oriented approach whereas Bangla medium classroom follows GTM to teach English writing to their students. Furthermore, Bangla medium schools fail to maintain interaction between the students and teachers. In the classes, the teacher only provides lectures and students remain passive. In English medium classrooms, teacher and student interactions facilitate students' writing. Students enjoy the classes and write their ideas, thoughts without any kind of fear.

Framing the writing into different stages was another technique of Brown's (2007). Teachers should teach students to frame the writing into different stages. The classrooms of Bangla medium schools do not incorporate any of the stages of writing. In contrast, English medium teachers teach each of the stages of writing to their students and get the practices of the students in the classroom. Students are bound to incorporate the stages in their writing which ensure their creative learning or self-writing.

There is a connection between reading and writing. In Bangla medium schools, there is no connection between reading and writing skills. There is no such reading materials or samples that are provided by the teachers to their students to integrate their writing. On the other hand, teachers provide standard pieces of sample reading for the students that provide guidelines on how to write a specific topic. Hence, it can be said that English medium schools maintain the connection of reading-writing in their classroom.

Moreover, the use of authentic material is one of the vital strategies to teach English writing skills. Brown (2007) suggests using as much as authentic material in terms of teaching writing skills. The researcher observed that Bangla medium schools could not imply the use of authentic material in their classroom whereas English medium schools were successfully able to apply the authentic materials in the classroom which fosters their teaching writing English.

Lastly, in terms of providing Feedback and assessing students' writing, English medium teachers disguise themselves as facilitators and use strategies to give feedback. They try to provide feedback, correct students' mistakes through positive feedback and in a constructive way. They provide side notes to students writing. On the other hand, Bangla medium teachers just underline students' errors. They do not provide any reasons why or what type of mistakes students made. The way of providing feedback to students is not appropriate and effective for the students to develop their writing skills.

5.2 Interview

5.2.1 Open-ended question answer

• The exposes towards English Writing:

From the results of the interview, the researcher finds that Bangla medium school students do not feel interest in English writing classes. Besides, there are no classes for teaching this skill

in Bangla medium schools. Their English classes are divided into English 1st paper and English 2nd paper. In the English 1st paper, reading comprehension is practiced throughout the classes. The second part includes grammar rules and practices. Students sometimes write examples of the rules during class time. Except this type of writing, Bangla medium classes do not have other kinds of writing classes to develop students' English writing skills. In English medium schools, they taught English as a subject. They have 3 weekly classes for teaching English writing. Besides Bangla, all the subjects are in English. Hence, they are habituated to writing in English.

From the analysis of both mediums, Bangla medium students get less input and scopes for exposing their proficiency in English writing compared to English medium students. Krashen (1999) suggested the exposure of extensive comprehensible input enables one to achieve the high level of proficiency in second language acquisition. As Bangla medium students do not get the comprehensive input from the classroom environment, English writing becomes a matter of fear to them. Hence, they do not feel interest in English writing. In contrast, English medium students get a rich and comprehensible input from their educational environment, they naturally become interested in English writing.

• **Teaching creative writing:**

The lack of teaching creative writing can be seen in Bangla medium schools. Interview data shows Bangla medium classrooms do not emphasize on creative writing. They are thought to follow rote-learning. Rote- learning focuses on the imitation and practice memorization pattern (Lightbown and Spada, 1999). They are taught to imitate and practice memorization for English writing by the environment of the classroom. Meanwhile, English medium students are taught to practice creative writing. They have fixed syllabus but there is no such fixed topics in their syllabus like Bangla medium school. Each of the classes has new topics that may not come

to their exam. Since they do not need to memorize the answers, rather they expose their ability to creative writing through practicing more topics on that particular writing.

- **Combining content and language:**

Translating ideas from Bangla to the target language is one of the major hindrances in English writing for Bangla medium students. When they are supposed to write in English, they first think of the ideas in Bangla and then translate them into English. After that they write the ideas in the paper. Whereas English medium students generate their ideas in English and write in their paper with their own words that won't interfere with anything. Therefore, students from English medium schools can easily write a piece of paper by combining both the content and language whereas Bangla medium students fail to do so.

- **Source of information:**

Bangla medium students collect ideas or information from various kinds of books and sometimes they take information from the internet. While English teachers say their students generate information from the internet, books and their imagination. Students' critical thinking ability and their imagination is one of the major sources of information for English medium students that Bangla medium students deprived of this opportunity.

- **Classroom setting:**

Bangla medium classrooms were teachers-centered classrooms. Teachers provide lectures and control the class. According to CLT methods, students' involvement in meaning focused communication tasks ensures the language learning itself as well as the development of students' knowledge and skills (Harmer, 2011). Bangla medium classes are mostly teacher oriented and students depend on the teacher. Hence, the students do not engage in the classroom interaction and they are deprived of developing their English writing skills. In contrast, English

medium classrooms involved interaction between teachers and students. Therefore, they get the opportunity to flourish their knowledge and English writing skills.

- **Problem students face in English writing:**

Teachers from Bangla medium schools say that their students make errors in grammar, using appropriate words, agreement of subject-predicate and writing ideas in English. They tend to memorize rather than produce themselves. They lack the confidence to write in English. English medium teachers say that students are confident enough in English writing. But they also make errors in their writing regarding grammar, using appropriate words and subject-predicate agreements.

- **Strategies for teaching English writing:**

Bangla medium teachers follow GTM and product oriented approach to teach writing skill to the students. Students taught English writing through the practices of grammatical rules and reading comprehensions. Teachers assign particular topics to the students and students tend to memorize that.

English medium teachers incorporate both product and process oriented approaches in teaching English writing. They also use elicitation, prewriting, drafting, revising while practicing the writing skills. They practice such writing topics which are taken from authentic materials.

- **Way of correction:**

The way Bangla medium teachers provide feedback or correct students' writing is not effective for developing students' writing skill in English. They underline the errors that lead the students to be unaware about the errors. Students cannot recognize why they are wrong and how they should correct them. As a result, students lag behind in writing English. Meanwhile,

English mediums to teachers provide corrective feedback to their students about where and why they are wrong. They also use different signs to indicate different types of errors. From seeing those signs, students can correct their errors. Besides, the teacher points out major errors of the students and discusses those errors in the. This type of error correction motivated English medium students to be more confident and develop their writing.

5.2.2 Closed-Question answer

All the teachers agreed with the statement that writing is the most appropriate way of expressing thoughts or ideas. In terms of making a balance between product and process based approaches in English writing classes, three teachers among the 4 teachers strongly agree with the statement. All the teachers agreed with the statement that practice from good writers' benefits students' writing skill in English. English medium teachers agreed with the importance of cultural or literary background while teaching English writing while Bangla medium teachers disagree with that. Similarly, they also disagree on making connections between reading and writing. English medium teachers agreed to connect reading-writing. Moreover, English medium teachers include writing stages whereas Bangla medium teachers excluded those stages. All of them agreed to use authentic materials for teaching English writing as well as making the class interactive. In terms of correction, Bangla medium teachers think teachers' correction is the most effective form of correction whereas English medium teachers disagree with the statement. Bangla medium students do not feel interest in English writing classes while English medium students are interested in English writing classes. Writing in English is the major problem for Bangla medium students. It is a matter of regular practice for English medium students. For Bangla medium students, grammatical errors are the major problem in English writing classes while it is not prominent for English medium students. The activities in English medium schools are interactive where Bangla medium schools do not have such interactive

activities for English writing classes. All the teachers agreed with the statement that the activities which they select for English writing classes require creative writing. Furthermore, English medium teachers agreed that their activities are effective and related with real life experiences. In contrast, Bangla medium teachers say that the activities are mostly irrelatable. Lastly, English medium teachers agreed that their exercises promote students' critical thinking abilities where Bengali medium students lack this opportunity.

5.3 An assessment of students writing

Most of the writings of Bengali medium students are copied from other sources. Both the scripts are memorized work. Most of the sentences are written in complex sentences and they are fragmented sentences. For example, the story about eve-teasing includes two 'but' in a sentence. However, there are many grammatical errors in those pieces of writing of Bangla medium students. Completing story writing is considered as authentic material writing and creative writing. The researcher finds the students wrote the story using the same language that the helping book used. This kind of practice does not give the chance to the student to learn anything. The paragraph writing also was animated. The paragraph includes a lot of slang instead of complete sentences. It also includes many fragmented sentences.

The researcher finds that the script was checked by the teacher and provides feedback that is only giving the right mark for correct ideas. Other kinds of feedback were missing in both pieces of writing.

In the writing of English medium students, it is found that the pieces of writing were creative writing, especially the fiction paragraph writing. The sentences were written in simple sentences. The writing can comprise both the content and the language.

There are many other aspects that vary between the mediums which also influence the process of teaching English writing skills. However, this research mainly includes the strategies, methods and techniques of the mediums and finds that they differ in a wide range between mediums. Bangla medium teachers get professional training for implementing techniques, methods in their classrooms which English medium school teachers' lack. But English medium students learn this skill more effectively than Bangla medium students. The researcher found some reasons behind this such as the lack of implementation of new methods, large classrooms, failing to grab students' interest and others. It also finds out the mistakes of the students and reasons behind students' mistakes. The way of giving feedback or correcting students' errors do not facilitate students' learning because most of the Bangla medium schools teachers use simple underline with red pen to highlight the errors. Those findings and the discussions have shown in a comparative way in this research.

Chapter-Six

Conclusion

Writing is one of the imperative skills of a second language. After analyzing the findings, it can be stated that in the context like in Bangladesh the efficiency of English writing skill is very poor in secondary level education. It is mostly evident in Bangla medium schools. Bangla medium students do not get the opportunity to have regular English writing classes. Their writing competency is valued based on the use of grammatical rules and memorized written work. The teachers do not apply any strategies, techniques or methods rather than a product approach to teach writing skills to the students. Most of their students and teachers from Bangla medium schools prefer control writing instead of creative writing. On the other hand, English medium students' practices writing in English through creative writing. Teachers apply various strategies, methods and techniques of teaching English writing in their classes.

The purpose of the research was to investigate a comparative study of methods, strategies or techniques that are used in Bangla medium schools and English medium schools. The main findings shows that Bangla medium schools have the implication of a product oriented approach where English medium schools comprise various methods, techniques and strategies to teach English writing to their students. Therefore, it is proved that the strategies and approaches differ between the mediums. A variety of reasons have been incorporated in it that is analyzed in the discussion part. Besides, this study finds out the writing problems of the students as well as the effective measure for the problems.

To conclude the paper, it can be said that Bangla medium school students faced a variety of writing problems and lagged behind than English medium students. It is because they lack writing class as well as the strategies, techniques and methods that are used to teach them.

Writing skills are too limited to teach and the measures are not that much effective for solving writing problems. Hence, they lag behind. If the strategies, techniques or methods which are used to teach writing English in English medium schools can be followed by Bangla medium schools, students can effectively learn this skill.

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Appendix

Part -1

Teaching Writing Skills in English

Observation Form

Class: _____ Section: _____ Instructor: _____

Number of students: _____ Topic of the lesson: _____

Observer's Name: _____ Date: _____

Rating Scale

4 - *Outstanding*; 3 - *Good*; 2 - *Fair*; 1 - *Poor*

A. PREPARATION

1. The instructor had a clearly discernible lesson plan and announced the topic clearly. 4 3 2 1
2. There was an appropriate balance of structured and open-ended/communicative activities. 4 3 2 1
3. The exercises and activities were introduced with well thought Pre-task elicitation 4 3 2 1
4. The activity was run smoothly 4 3 2 1
5. The teacher monitored the class well. 4 3 2 1

B. LANGUAGE USE

1. Did the instructor use the target-language all through the class or just the mother tongue? 4 3 2 1
2. The teacher talk time was appropriate and resourceful 4 3 2 1
3. The student talk time was appropriate and adequate 4 3 2 1

C. WRITING ASPECTS

1. What are the strategies/ approaches/ methods used in the classroom to teach writing?
2. What are the tasks given in the classroom?
3. Do students make mistakes? If yes, what are the mistakes made by them?
4. How does the teacher provide feedback? Is that feedback effective for the students?
5. How is the classroom environment?
6. What are the materials used in the classroom?
7. Do the students enjoy being participants in the classroom?

Part-2

Teachers' Interview Questionnaire

Open-ended questions:

1. Do your students feel interested in writing English?
2. Are they able to write well-structured sentences with all aspects of writing like grammar, spelling, vocabulary and punctuation?
3. Which one do you prefer for your students 'creative writing' or 'memorization'?
4. Can they write combining both language and content in English writing classes?
5. Can your students generate ideas if so, then how?
6. What are the sources of their ideas and facts that they use for the writing?
7. How do you conduct writing classes?
8. What are the strategies, methods or approaches you followed to teach writing English?
9. What are the activities you include to teach English writing to your students?
10. Do you feel the need of adding more practices to produce this skill?
11. Do your students make errors? If yes, what type of errors do they make?
12. How do you address students' errors and why do they make those errors?
13. What are the steps have you taken to reduce the mistakes and how effective are these steps?
14. What type of role a language teacher should play in teaching English writing?
15. Do you face any challenge as a language teacher during teaching English writing skills?
16. How do you overcome the challenges?
17. How do you assess students' English writing skills?

Part-3

Closed question/ quantitative questions:

Rating scale

Strongly Agree-1; Agree-2; Neutral-3; Strongly Disagree-4; Disagree-5

1. Writing is the most appropriate way of expressing ideas. 5 4 3 2 1
2. Balance between product and process based approach is the most effective way for teaching writing English. 5 4 3 2 1
3. Practices from good writers benefit English writing skills. 5 4 3 2 1
4. Teachers should account for their cultural or literary background while teaching English writing. 5 4 3 2 1
5. They should make connections between reading and writing. 5 4 3 2 1
6. Students should frame their writing into stages like prewriting, drafting and revising. 5 4 3 2 1
7. Activities, practices and exercises should be taken from authentic writing. 5 4 3 2 1
8. Writing classes should be more interactive to facilitate the English writing process. 5 4 3 2 1
9. Teacher correction is the most effective form of correction. 5 4 3 2 1
10. Students feel interest in writing English. 5 4 3 2 1
11. Writing in target language is the major problem while writing in English. 5 4 3 2 1
12. Problems regarding grammatical and cohesion are major problems in English writing. 5 4 3 2 1
13. The activities are interactive. 5 4 3 2 1
14. Activities required learners' creative writing. 5 4 3 2 1
15. The activities are effective and relatable to students' real life. 5 4 3 2 1

16. The exercises promote critical thinking ability of the students. 5 4 3 2 1