

**IDENTIFYING THE PATTERNS OF READINESS IN  
ENGLISH WRITING CLASSES AMONG THE PRIMARY  
LEVEL STUDENTS OF BANGLADESH**

By

Mehnaz Monir Meem  
20163023

A thesis submitted to the Department of English & Humanities in partial fulfilment of the  
requirements for the degree of  
MA in English

Department of English & Humanities  
Brac University  
January 2022

© 2022. Mehnaz Monir Meem  
All rights reserved.

## **Declaration**

It is hereby declared that

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

**Student's Full Name & Signature:**



---

**Mehnaz Monir Meem**

ID: 20163023

## Approval

The thesis/project titled “Identifying the Patterns of Readiness in English Writing Classes among The Primary Level Students of Bangladesh” submitted by

1. Mehnaz Monir Meem (20163023)

of Fall, 2021 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of MA in English on 15 January, 2022.

Supervisor:  
(Member)

---

Dr. Sabreena Ahmed  
Assistant Professor,  
Department of English & Humanities, BRAC University

Program Coordinator:  
(Member)

---

Allfe Shahnour Chowdhury  
Sr. Department Coordination Officer, Department of English  
& Humanities, BRAC University

External Expert Examiner:  
(Member)

---

Sidratul Moontaha Mitul  
Lecturer, Department of English, University of  
Dhaka

Departmental Head:  
(Chair)

---

Firdous Azim, PhD  
Professor & Chairperson, Department of English &  
Humanities, BRAC University

## **Ethics Statement**

Throughout the research work ethics have been considered and maintained. Ethical issues are considered before data collection procedure. To begin with, I sent consent forms to all the participants who were interviewed. It helped me to get their acknowledgement and the participants felt safe. They also understood the whole procedure in a thorough manner. I also took permission for recording their conversation in both online and offline mode. After the interview was conducted I sent the transcribed interviews to the participants for their opinion. When they approved I used the data in my research work.

## **Abstract**

Writing readiness is one of the important aspects of teaching English writing skills which combines physical, mental and circumstantial readiness. Teachers should foster the elements of readiness when the students are young for example: primary level. However, in Bangladesh most of the teachers are not aware of the fact that before teaching letters students should be taught how to hold a pen or pencil, outline letters, draw shapes and signs. This study aims to focus on the patterns of readiness in English writing class, teachers' and students' perspective on readiness in English writing class and cultural impact on English writing readiness. I applied a qualitative multiple case study approach for my research work. At first I decided on research questions. Based on the research questions, I interviewed ten participants, six of them are teachers and four of them are students. According to the findings, numerous patterns of readiness related to orthographic coding, visual motor integration and fine motor coordination, are visible in English writing classes which I combined thematically. However, readiness is not considered as an important aspect in the cultural context which is alarming for students' development. This study will help teachers, students and other stakeholders related to primary education to enhance the writing experience of students.

**Keywords:** English writing readiness; primary level; orthographic coding; visual motor integration; fine motor coordination; cultural impact

## **Dedication**

*To my father, who would have been really proud of me if he were alive. Your void can not be filled.*

*To my mother, who believed in me, prayed for me and was always there for me to make this journey easier.*

*To my brother and sister-in-law, who were really worried to see me working day and night.*

*To my thesis supervisor, who was really patient with me and never stopped guiding and mentoring me throughout the whole journey.*

*I am immensely grateful to all of you.*

## **Acknowledgement**

First, I want to thank Allah for giving me the strength to complete my masters and fulfil my dream. Then I want to thank my thesis supervisor, Dr. Sabreena Ahmed Ma'am for guiding me throughout the whole process. After that, I want to thank my faculty members of the Department of English and Humanities, BRAC University, for making me so capable that I could conduct the research work. In addition, I want to thank all the participants I interviewed for giving me time and data. Lastly, I want to thank my friends and colleagues who helped me and were directly or indirectly connected to the whole process.

## Table of Content

<b>Declaration</b> .....	<b>ii</b>
<b>Approval</b> .....	<b>iii</b>
<b>Ethics Statement</b> .....	<b>vi</b>
<b>Abstract</b> .....	<b>v</b>
<b>Dedication</b> .....	<b>vi</b>
<b>Acknowledgement</b> .....	<b>vii</b>
<b>Table of Content</b> .....	<b>viii-xii</b>
<b>List of Tables</b> .....	<b>xii</b>
<b>List of Figures</b> .....	<b>xiv</b>
<b>List of Acronyms</b> .....	<b>xv</b>
<b>Glossary</b> .....	<b>xvi</b>
<b>Chapter 1: Introduction</b> .....	<b>1-14</b>
1.1 Background of The Study .....	1-3
1.2 Importance of Students' Readiness .....	3-4
1.3 Issues Related to Students' Readiness and Teaching Writing in English .....	4-7
1.4 Students' Readiness and Learning Writing .....	7-8
1.5 Developing Students' Readiness in Writing Class .....	8-10
1.6 Statement of Problem .....	10-11
1.7 Central Research Objective .....	11
1.8 Research Questions .....	12
1.9 Limitation of This Study .....	12
1.10 Significance of This Study .....	12-13
1.11 Definition of Key Terms .....	13-14



<b>Chapter 2: Review of Relevant Literature and Research .....</b>	<b>15-39</b>
2.1: Writing skill in English Language classroom.....	15
2.1.1 Process of Teaching Writing in Classroom.....	15-16
2.1.2 Approaches of Teaching English Writing Skill over the Time .....	16-19
2.1.3 Role of English Writing Skill in Classroom .....	19-21
2.2: Theories of Teaching Writing Skills .....	21
2.2.1 Cognitive Theory of Writing .....	22-23
2.2.2 Constructivist Theory of Writing.....	23-24
2.2.3: Theory of Writing Readiness.....	24-25
2.3: Challenges of English Writing in ESOL Context .....	25
2.3.1 Challenges of Learning English writing.....	25-28
2.3.2 Challenges of Teaching Writing.....	28-30
2.3.3 Steps of Overcoming Issues of Teaching Writing.....	30-32
2.4: Teaching and Learning English Writing Skill in Bangladesh .....	33
2.4.1 Techniques of Teaching English Writing in Bangladesh .....	33
2.4.2 Challenges of Learning English in Bangladeshi Context.....	33-34
2.4.3 Challenges of Teaching English in Bangladeshi Context .....	34-35
2.5: Conceptual Framework.....	35
2.5.1 Conceptual Framework of the Study.....	35-39
2.5.2 Rational Behind the Conceptual Framework .....	39
<b>Chapter 3: Methodology .....</b>	<b>40-50</b>
3.1 Introduction .....	40
3.2 Qualitative Paradigm and Philosophical Assumption in this Study .....	40-42
3.3 Research Design .....	42
3.4 Multiple Case Study Approach .....	42-43

3.5 Setting .....	43
3.6 Selecting the Participants .....	43-44
3.7 Data Collecting Procedure .....	44-45
3.7.1 Interview Protocol Framework .....	46-47
3.8 Data Analysis Procedure .....	47-48
3.8.1 Ethical Consideration .....	48
3.9 Establishing Trustworthiness and Credibility of Data .....	48-50
<b>Chapter 4: Result and Discussion .....</b>	<b>51-73</b>
4.1 Introduction .....	51
4.2 Section One: A Brief Introduction to the Cases .....	52
4.2.1 Cases of Teachers .....	52
4.2.1.1 Case 1: Anik .....	52-53
4.2.1.2 Case 2: Khaleda .....	53-54
4.2.1.3 Case 3: Nurjahan .....	54
4.2.1.4 Case 4: Akif .....	55
4.2.1.5 Case 5: Shamresh .....	55-56
4.2.1.6 Case 6: Nazneen .....	56
4.2.2 Cases of Students .....	57
4.2.2.1 Case 1: Maliha .....	57
4.2.2.2 Case 2: Tamzid .....	57
4.2.2.3 Case 3: Sumaiya .....	57
4.2.2.4 Case 4: Alif .....	58
4.3 The Patterns of Readiness Observed in Primary Level Students' English Writing .....	58
4.3.1 Different Patterns of Writing Found in Students' Writings .....	58-60
4.3.2 English Writing Readiness Related to Physical Ability .....	60

4.3.2.1 Readiness Related to Orthographic Coding .....	60-61
4.3.2.3 Readiness Related to Fine Motor Coordination .....	62-64
4.3.2.4 Readiness Related to Visual Motor Integration .....	64-66
4.4 Teachers' Perceptions on Students' Writing Readiness .....	67
4.4.1 Implemented Strategies in English Writing Class .....	67-68
4.4.2 The Impact of Culture on English Writing Readiness .....	68-69
4.4.3 The Impact of Exposure on English Writing Readiness .....	70-71
4.4.4 Limitation of the English Writing Classes .....	71-72
4.5 Students' Perceptions on English Writing Readiness .....	72
4.5.1 Support from Teachers and Caregivers .....	72-73
4.5.2 Perceptions on teachers' teaching .....	73-74
4.5.3 Difficulties Faced in English Writing Class .....	74-75
4.5.4 Students Liking and Disliking about English Writing Class .....	75-76
<b>Chapter 5: Conclusion .....</b>	<b>77-83</b>
5.1 Introduction .....	77
5.2 Major Findings of This Study .....	77-79
5.3 Contribution of The Study .....	79
5.3.1 Implication for Knowledge .....	79-80
5.3.2 Implication for Pedagogy .....	80
5.3.3 Implication for Theoretical Model .....	81
5.4 Scope for Future Study .....	81-82
5.5 Recommendation .....	82-83
<b>Reference .....</b>	<b>84-99</b>
<b>Appendix A- Interview Questions for Teachers .....</b>	<b>100-104</b>
<b>Appendix B- Interview Questions for Students .....</b>	<b>105-106</b>

<b>Appendix C- Teacher: Sample interview of Case 1 (Anik).....</b>	<b>107-116</b>
<b>Teacher: Sample interview of Case 2 (Khelada) .....</b>	<b>117-124</b>
<b>Appendix D- Student: Sample interview of Case 1 (Maliha).....</b>	<b>125-126</b>
<b>Student: Sample Interview of Case 2 (Tamzid).....</b>	<b>127-128</b>
<b>Appendix E- Sample of Teachers' Coding Template by The Researcher .....</b>	<b>129</b>
<b>Coding of Case 1- Anik .....</b>	<b>129-138</b>
<b>Coding of Case 2- Khaleda .....</b>	<b>139-144</b>
<b>Appendix F- Sample of Students' Coding Template by The Researcher .....</b>	<b>145</b>
<b>Coding of Case 1- Maliha .....</b>	<b>145-147</b>
<b>Coding of Case 2- Tamzid .....</b>	<b>147-148</b>
<b>Appendix G- Sample Theme Generation Template for Teachers' Interview .....</b>	<b>149</b>
<b>Appendix H- Rating for Teachers' Interview by Rater 1.....</b>	<b>150-152</b>
<b>Appendix I- Inter-rater Reliability Calculation for Teachers' Interview.....</b>	<b>153</b>
<b>Appendix J- Email from Participant .....</b>	<b>154</b>

## List of Tables

<b>Table 1: Philosophical Assumption .....</b>	<b>41</b>
--	-----------

## **List of Figures**

<b>Figure 1: Conceptual model of writing readiness .....</b>	<b>38</b>
<b>Figure 2: Stages of Data Collection Procedures .....</b>	<b>45</b>
<b>Figure 3: Interview Protocol Framework .....</b>	<b>47</b>
<b>Figure 4: Data Analysis Framework .....</b>	<b>48</b>

## **List of Acronyms**

CLT	Communicative Language Teaching
DU	Discourse Unit
EFL	English as a Foreign Language
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
WRITIC	Writing Readiness Inventory Tool In Context

## **Glossary**

- Fine Motor Coordination:** Fine motor coordination refers to the use and control of small muscles in the body in order to engage in various tasks requiring fine motor control and manipulation.
- Orthographic Coding:** Orthographic coding refers to the ability to store written words in working memory while the letters in the word are analysed or the ability to create permanent memory of written words linked to their pronunciation and meaning.
- Visual Motor Integration:** Visual motor integration is a complex skill set which encompasses many underlying skills such as visual perception, motor control, and eye-hand coordination
- Writing Readiness:** Writing readiness are the fundamental skills children need to develop before they are able to write.



## **Chapter 1**

### **Introduction**

#### **1.1 Background of The Study**

Readiness is the pre-stage of writing. The English language portrays a significant part in the instructive world as the worldwide most widely used language to impart locally and worldwide. Interest in English and English language teaching has also detonated with commercial globalisation (Nunan, 2003). Writing is one of the language abilities, which is viewed as a dominant method of communication. Like discourse, composing assists with delivering the language. When somebody composes, the person goes through a psychological interaction, which is more intricate. They need to think, coordinate the idea, write, reconsider and alter to get the excellent composition and consequently, they can focus on language utilisation more promptly (Atkinson, 2013). Figuring out how to write in a subsequent language has consistently been difficult for most students and specifically for young learners (McQuitty, 2014; Tompkins, 2010; Wong & Hew, 2010). However, in a globalised world where the language of exchange, financial matters, and schooling in English, which for some is a foreign or second language, figuring out how to write in English is a crucial expertise for education, opportunity and strengthening. The call for answers for difficulties that students face with figuring out how to write in the English Language, especially at the primary level, has gotten more earnest than ever before (Cutler & Graham, 2008; Gilbert & Graham, 2010). The additional pressing factor from schools and guardians too for English language instructors of young learners to guarantee that students are adequately prepared as scholars have brought indeed to the front the requirement for more possible responses for the primary school writing class.

The individuals who do not have sufficient and required composing abilities in English will confront hardships to get great opportunities in schooling and profession. Gaining strong

writing abilities at an early age helps learners as a significant device for learning, correspondence, and self-expression. Therefore, learners ought to foster their initial establishment in writing, and effective composing guidance practice gives a chance to learners to assemble their abilities (Graham et al., 2012).

In addition, young learners face specific difficulties in various composing stages because they convey their ideas and thoughts through composition. They need to utilise lower-level abilities, such as language structure, vocabulary, and spelling. The advancement of composing abilities does not occur naturally; instead, it requires frequent precise modelling, numerous chances for training and experimentation (Kennedy et al., 2012). Successful composing directions at an early age and enough opportunity to compose help elementary grades learners to foster solid composing skills (Graham et al., 2012).

The English language has been taught from kindergarten to university level in Bangladesh. In the National Education Policy 2010, the revised primary curriculum emphasises learning English as an international language for the medium of communication globally and locally (Milon, 2016). English has always been a compulsory subject in the primary and secondary curriculum of Bangladesh, and the most importance is given to its teaching and learning rather than other subjects (Sadek, Ahmed & Begum, 2006; Yasmin, 2007). To develop the four basic skills-listening, speaking, reading and writing in English, our primary curriculum mentioned the Communicative Language Teaching (CLT) approach for teaching English, which will enable students to communicate appropriately in a real-life situation (Sultana & Ahsan, 2013). Teachers are supposed to teach all four skills of the English language through songs, role-play, games, stories, reciting rhymes, and different interactive activities by ensuring students' active participation in individual work, group work and pair work (Hossain, Nessa & Kafi, 2015). Writing is one of the basic skills and an essential part of literacy development. Writing needs to develop concurrently with the other three skills of

language (listening, reading and speaking) to create a balance in language literacy. The students learn by listening and reading but show their competence in Speaking and writing. English Writing skill is not only needed for expressing oneself correctly, but it also requires more attention because students are assessed by this skill in the examination in the education system of Bangladesh (Faircloth, 2009). Maximum Bangladeshi students have great fear in writing English in their own words and face many difficulties, as it is a foreign language. Students have this fear because of – lack of vocabulary; words have multiple meanings, words having different syntactic functions and varieties of ‘inflectional endings,’ lack of concentration, improper classroom activities (Sikder, 2013). Therefore, students face more challenges to improve their writing skills than the other three because it involves the appropriate and correct use of grammar, combining ideas and thoughts into the form of sentences and expressing the message clearly in a comprehensive way rather than only putting sentences together (Adas, & Bakir, 2013).

In fact, young learners of the primary level, who studied till class 5, are very incompetent in English writing and the purpose of teaching English at the primary level is to help students develop competence in all four language skills in English through meaningful and enjoyable activities (NCTB, 2012). According to Hasan and Akhand (2009), the average situation of writing English as our communicative skill has not been developed from the primary level in Bangladesh. The students of primary education in Bangladesh are accustomed to memorising the paragraph and write that memorised paragraph on exam script for lack of creativity or free handwriting (Hasan & Moniruzzaman, 2014) which implies that students are not ready to think on their own and create something new.

## **1.2 Importance of Students’ Readiness**

Being ready for the journey of education is the most important factor for young children.

According to Winarso (2016), in order to complete a task successfully, readiness is essential.

The readiness can either be physical readiness and mental preparedness. If this is not occurring, students will be having challenges in writing. Students will not be mentally prepared to learn in the classroom if they are not ready. Research has shown that children must have a conducive environment that allows them to grow physically, socially and emotionally where they do not have any stress and anxiety. Along with environment, researchers also emphasise the importance of timing as follows: a) expecting children to acquire specific skills before they are ready causes stress for the child and damages brain development (Frusciante, 2009), b) age differences in a class create an unfair advantage, especially for the older children in terms of the development of psychomotor and social skills (Katz, 2000).

Readiness is different from the ability or intellectual capacity. Readiness is students' entry point relative to a particular concept or skill at a given time. Teachers who are thinking about students' readiness ask themselves, "How ready is this student for this task today?" To differentiate responses to student readiness, a teacher constructs tasks or provides learning choices at different levels of complexity. It is essential that all students have the same learning targets or goals that they are working toward, that students are matched to tasks based on some sort of pre-assessment data, and that all groupings are flexible—that is, that students can move to different groups at different points in time, and that readiness for one concept (Foster, 2015) or skill is not necessarily indicative of readiness for another (Graham, 2019).

### **1.3 Issues Related to Students' Readiness and Teaching Writing in English**

According to Foster (2015), motivating and attracting the students' attention can help students' readiness in learning writing. As per the presentation of English Textbooks of grades 1-5, instructors are purported to play the part of facilitators rather than conventional teachers. In English classes, learners' interests and exercises are very dreadful (Roshid, 2009;

Yasmin, 2007). As there is no subject-wise educator in primary schools in Bangladesh (Sadek et al., 2006), the vast majority of the instructors at times cause the learners to do perusing and composing practice in class. This is problematic because they lead the class in Bangla and are not aware of the legitimate methods of rehearsing the writing skills (Hossain et al., 2015).

Our English instructors do not have perceivable information or thought regarding Communicative Language Teaching (CLT) to instruct English (Abedin, 2012).

In this way, a large portion of the educators utilise the conventional teaching strategy in English classes which does not make the students ready for higher level thinking while composing.

In addition, as composing is an intricate and challenging task, it requires a lot of directional time to achieve mastery (Graham, 2018). At both the primary and secondary level, the conventional instructor committed substantially less than 1 hour daily to teach composing (Coker et al., 2016; Drew, Olinghouse, Luby-Faggella, & Welsh, 2017). In certain studies, the measure of time focused on teaching writing was seriously restricted. Regular primary grade instructors in the Netherlands, for instance, announced that they directed a composing exercise one time each week or less frequently (Rietdijk et al., 2018). In China, primary and middle school teachers held a composing exercise just once every 2 to 3 weeks (Hsiang et al., 2018; Hsiang & Graham, 2016).

Next, the marker of deficient composing guidance was that learners in a typical class did not write often. While instructors generally appointed a wide range of composing throughout a year, learners occupied the more significant part of these exercises close to a few times during the year (Brindle et al., 2016; Kiuvara et al., 2009; Koko, 2016). The writing exercises most normally allocated to learners included next to no extended composition, as learners were only asked to compose a text that was a passage or paragraph (Gilbert & Graham, 2010).

The reason for students' not being ready for writing also includes inadequate composing guidance from teachers. While the ordinary educator applied a wide range of educational practices (McCarthy & Ro, 2011; Tse & Hu, 2016) and made various informative variations throughout the span of the school year (Troia & Graham, 2017), the more significant part of these teaching strategies was applied rarely, frequently not even precisely one time each month (Graham et al., 2018; Graham, Harris, MacArthur, & Fink-Chorzempa, 2003; Hertzberg & Roe, 2016). This combines instructors' utilisation of evidence-based practices for teaching composition (Drew et al., 2017; Gilbert & Graham, 2010). Undoubtedly, how often instructors applied explicit educational practices, made specific informative transformations, or relegated various kinds of composing was identified with the time they gave to instructing composing. All things considered, these discoveries bring into question the profundity and force of composing guidance in the run of the traditional classroom. A fourth pointer of the inadequacy of composing guidance in traditional classes was the outstanding shortfall of utilising advanced instruments for composing. While most composition outside of the classroom today is done digitally through the computer (Freedman et al., 2016), the utilisation of advanced devices for composing or composing guidance was eminently missing in the traditional classroom (Applebee & Langer, 2011; Coker et al., 2016; Simmerman et al., 2012).

At last, a diversity of issues, including writing rehearses in the classrooms, appeared inside the setting of personal research. This included distress that the main spectators for learners' composing were the instructors (Applebee & Langer, 2011), writing included little cooperation among learners (De Smedt et al., 2016), the time spent in planning for high-stakes composing tests was unreasonable (Applebee & Langer, 2011), materials and resources for instructing composing were deficient (Dockrell et al., 2016), developmental assessment happened rarely (Rietdijk et al., 2018), motivation for composing was to a great

extent overlooked (Cutler & Graham, 2008; Wilcox et al., 2016), and the composing needs of learners with an inability or who were learning a subsequent language were not adequately tended to (Dockrell et al., 2016). It is conceivable that these issues are common in many English writing classes. However, these concerns mentioned above were not generally inspected to a great extent, which negatively impacted the students' readiness.

#### **1.4 Students' Readiness and Learning Writing**

Learners' readiness to learn and educators' ability are linked. In a study, Yazzie-Mintz (2010) revealed a more significant part of learners expressed that material introduced in class was not intriguing, which added to their withdrawal in class. Further, 35% of the learners in that study expressed their fatigue originated from an absence of association with their writing instructor. Both the learners' readiness to gain knowledge and the educators' capability is vital for learning to write.

Also, based on the learners' differences, the teaching techniques have to be different. To identify learners' differences, Gardner (1983) stated nine types of intelligence, linguistic, logical/mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential (1983). On the other hand, Rod Ellis suggested that learner comprehensibility depends on their age, proficiency and salience level (2012). While teaching students to write in English, teachers have to focus on these same criteria because all the learners are not the same, and how they perceive writing will be different from one another.

In addition, in a report, Orthner, Jones-Sanpei, Akos, and Rose (2013) found that the proportions of psychosocial commitment declined in many learners somewhere in the range of class six to eight. One factor that countered the decrease in psychosocial commitment was the presence of instructors who gave a significant setting to the learners. In those cases, understudy commitment did not decrease; instead, it was kept up with more significant levels.

Lounsbury (2017) stated that connecting with learners in their learning propagates principles of freedom that are significant for their learning. Lounsbury also expressed that building associations with learners are especially significant in primary school students.

### **1.5 Developing Students' Readiness in Writing Class**

Developing readiness among the students regarding writing is not an easy process, and it has to be done gradually with time. For learners to come to class prepared to learn, it is fundamental that they have a sense of security inside the school as well as in their own homes and their local areas. Safe settings where guardians arrange the local area and rally around students take into consideration more noteworthy learner ambitions and triumphs (Gaitan, 2012). The manner in which guardians and parents connect with the learners fundamentally impacts accomplishment (2012)). Piffner, Villodas, Kaiser, Rooney, and McBurnett (2014) directed an examination, and they announced that organised reinforcement at home prompts more noteworthy student social and academic results. Making the statement of the significance of home help, Chambers and Palmer (2010) noticed that learners who have had stays in various foster houses battle more in schools than their friends. In this manner, steady home life seems, by all accounts, to be pivotal for learners to make sufficient educational achievement.

Moreover, the association of learners' feelings with groupmates can decidedly or contrarily influence their academic results (Lee, Borden, Serido, and Perkins, 2009). Turner and Braine (2015) directed an investigation on educators to decide if there is an association between security and learners' performance. They discovered both amateur and experienced instructors announced that learners who had a sense of security submitted better composing work. Components that add to how composing is taught work out positively, surpassing the boundary of class and instructor determinants distinguished above. For example, how much time is dedicated to composing and the number and sort of learners in a class are identified



with the public, state, region, and school policies. Similarly, the emphasis put on teaching writing in English is due to social, political, historical and institutional impacts (Graham, 2018).

Also, composing guidance in schools includes an intricate connection among educators and variables beyond their ability to control—for example, readiness to teach composition.

Instructors cannot figure out how to show composing through their endeavours and encounters. However, their readiness likewise lays on institutional projects like the preservice and in-service training they get at school and as an educator, separately. Such institutional arrangement is frequently seen by educators and the individuals who convey such guidance as deficient (Brindle et al., 2016; Myers et al., 2016), conceivably undermining instructors' very own endeavours to turn out to be perfect composing instructors.

In addition, Loukas and Pasch (2013) implied that school connectedness could decrease the impacts of bullying. Keeping that in mind, Lemberger, Selig, Bowers, and Rogers (2015) revealed that increases in connectedness to schoolmates and a steady school climate certainly affected learners to accomplishment in composing. Notably, the impression of the school environment can shift. In another research, Kearney et al., (2013) discovered huge contrasts among educators and students' impressions of rivalry and union. Cheerful and safe learners are bound to be prepared to participate in educational ideas and compositions, at last, produce quality work results (Newton, 2014).

Specially essential to change classroom writing practice is to improve instructors', administrators', and policymakers' information about composition. All of these partners need to obtain explicit expertise, which incorporates information about composition, a vision for instructing composition, and expert responsibility. Also, the achievement of endeavours to expand their skill lays to some degree on society's understanding of composition, its significance, and the need to train it (Newton, 2014).

As far as teaching writing, excellent guidance requires adequate and interlinked information about topic and content, learners' learning and variety, and subject-explicit and general instructive strategies (Feltovich, Prietula, & Ericsson, 2018; Grossman & McDonald, 2008); an expert vision of educating at the same time versatile abilities for applying this information beneficially, deliberately, and successfully (Stigler & Miller, 2018); and an expert obligation to guarantee that this information and required activities are applied all day every day (Bransford et al., 2005). Provided that instructors gain the required information, vision, and responsibility, they are bound to become astonishing, viable, and spurred writing instructors, giving more opportunity to educating them. This is an important, however, not an adequate answer for further developing composing guidance in classes around the world.

Policymakers, workforce, and school authorities likewise need to get explicit knowledge about writing to focus on composing guidance so that educators' endeavours are esteemed and upheld. Also, society needs to see composing as significant, as this lays the system for more broad assumptions that writing should be underlined and taught.

In the Bangladeshi context fostering writing readiness is another challenge. This happens due to the huge class size, absence of confidence, absence of cooperation and less access to resources, learners' reservedness are the fundamental deterrents behind Bangladeshi learners' learning and writing in English (Ahmed, 2006; Chowdhury & Shaila, 2011)

### **1.6 Statement of Problem**

English writing is an important part of second language learners at school, work, and in learners' own lives. The process of learning how to write well necessitates that they get sufficient practice and guidance of writing. A fundamental objective of teaching writing is to encourage learners to utilise this versatile device viably and deftly (Bransford et al., 2005).

The classroom should be a place where students should be taught to write in a fun way so that they can have real life experience while learning to write in a new language (Feltovich,

Prietula, & Ericsson, 2018; Grossman & McDonald, 2008; Russ, Sherin, & Sherin, 2016).

The importance of readiness for teaching and learning writing in English in ESOL context is undeniable.

However, numerous schools worldwide do not accomplish this goal, as an excessively high number of learners do not procure the composing abilities required for achievement in personal and professional life today. One motivation behind this is that numerous learners do not get the composing guidance they require or are entitled to (Brindle et al., 2016; Myers et al., 2016). In the context of Bangladesh, teachers' and learners' readiness while teaching and learning English writing is often overlooked and not emphasised enough as these are related to psychological aspects (Hasan, 2015). Due to this ignorance, a gap is created at the very beginning, increasing over time just because teachers or students might not be ready at the very beginning. The created learning gap only ignites the lack of other skills such as - reading, speaking and listening.

There is a gap of knowledge in the readiness of teachers and students in English writing classrooms in an ESOL context such as Bangladesh. This study explores the factors that restrain English composition readiness on both teachers' and students' parts. To know about readiness in writing, students' writing samples must be examined. In addition, teachers' and students' perceptions regarding English writing classrooms have to be explored. The findings of this study will help English teachers of mainstream schools in preparing well for English writing classrooms, and policy makers will be able to be aware of the importance of readiness in English writing classrooms at mainstream schools.

### **1.7 Central Research Objective**

To explore readiness of teachers and students in English writing classrooms at primary level mainstream Bangladeshi schools.

### **1.8 Research Questions**

1. What kind of patterns of readiness can be observed in primary level students' English writing?
2. What perceptions do teachers have regarding readiness in English writing classrooms?
3. What perceptions do students have regarding readiness in English writing classrooms?

### **1.9 Limitation of This Study**

The nature of this study is qualitative throughout the paper and any sort of quantitative method is not applied at all because due to the current situation it was not possible to go to the target field to collect data. As a result I had to rely on other participants who were staying at the field. Moreover, due to the time limitation extensive analysis was not possible which creates opportunities for further studies. In addition, due to the current pandemic, the participants are less in number which can create issues regarding trustworthiness and credibility. Moreover, there are more theories to work with regarding the readiness of teachers and students in English writing class.

### **1.10 Significance of This Study**

Researchers have been doing research on the readiness of higher secondary and tertiary level students in writing classes or readiness in general in the case of education and as far as I have searched and found no specific work on primary level students' and teachers' readiness regarding learning and teaching to write in English. Also, in the Bangladeshi context, I could not find any study on this research topic. This study will address both the teachers and students perspectives regarding readiness in English writing classes, factors that facilitate or inhibit readiness and adapting strategies based on the needs of the learners and teachers and try to fill the void of the study in our Bangladeshi context.

As this study is conducted solely on “teaching and learning English writing skills in primary level” therefore it will portray a picture of writing competence of primary school students and

their teachers' capabilities to teach writing in English. Moreover, as for this study the selected level is primary, it will help to address the needs of the students and work accordingly.

In addition, this study can be used in a global context as well because to learn any language, learning to write in that language is very crucial and it starts with the readiness of both teachers and students. If the ground is not set properly the foundation would not be strong which will affect the other competencies. Around the world primary level learners and teachers are facing the same problem regarding English writing skills. However, based on the cultural and social background the initiatives will match and vary to some extent.

### **1.11 Definition of Key Terms**

**Primary Education:** Primary education is a phenomenon that gives learning and instructive exercises regularly intended to give students basic abilities in "reading", "writing" and "mathematics" (for example: literacy and numeracy), and to set up a sound establishment for learning and strong comprehension of centre subject matters and self-awareness, planning for "lower secondary education" (ISCED, 2011). It targets learning at a fundamental degree of unpredictability with little if any specialisation. In this study primary education refers to teaching from class 1-5 are selected as the provider of primary education. Primary school teachers are those teachers who teach till grade 5 and the age range of the students at primary level is 5-11 years.

**Readiness in learning:** It is the pre-stage of writing. Readiness in learning alludes to how properly provided a learner is to master, including conditional and natural variables. A learner with relatively low readiness to learn might be burdened by troublesome individual conditions in their day to day life, or a lower psychological and physical development. To sum up, learning readiness is the physical, engine, behavioural, socio-emotional, linguistics, and psychological abilities showing preparedness to get formal instructive guidance. In this study, readiness is used to define ability to hold a pen or pencil based on age and physical

ability, eye and hand movement, letter recognition and perception, ability to form different basic strokes and the cultural impact of readiness.

## **Chapter 2**

### **Review of Relevant Literature and Research**

This study focuses on finding out different techniques and challenges of teaching writing to primary level students. As a result, this chapter confers different related studies and theories related to teaching writing skills among the primary level students in the ESOL context.

Moreover, this chapter will shed some light on the research gap prevailing in the existing literature regarding techniques and difficulties of teaching writing to the primary level students. This literature review part is segmented into four parts. Those are

Part 1: Writing skill in English Language classroom

Part 2: Theories of Teaching Writing Skills

Part 3: Challenges of teaching and learning English writing skills and

Part 4: Teaching and Learning English Writing Skill in Bangladesh

This section is also designed to understand the basic concept of writing which is prevailing across the world.

#### **2.1: Writing skill in English Language classroom**

This section gives an overview of teaching writing, approaches of teaching English writing skills over the decades and the role of English writing skills in the classroom based on ESOL context.

##### **2.1.1 Process of Teaching Writing in Classroom**

Previously teaching writing was viewed as a linear process by language instructors. In another study, Paltridge et al. (2009) pointed out four distinctive sub-processes of teaching writing skills. It begins with conceptualisation, known as the conceptualisation stage, where writers choose concepts related to their writing to use in their writing (2009). Moreover, in this stage, writers organise their thought processes in a straightforward manner. For example: while writing an essay, writers think that there would be an introductory paragraph, a body

paragraph and a concluding paragraph. Moving on to the second sub-process, which is formulating or mapping out (2009). In this stage, writers put their ideas into sentences which gives their thought process a structured formation. The third sub-process is modifying or revising the writing where writers find aspects to change, rewrite and develop. Modification can be done based on grammar, vocabulary, content and idea. Lastly, the fourth sub-process is reading the final version and gathering knowledge for other writing topics (2009). On the other hand, another study stated that this linear process of writing makes the writing process oversimplified and under conceptualised, and if writing were so easy, then teachers and students would have to be worried about teaching or learning writing in English (Flower & Hayes, 1981; Graves, 1983). The researchers also added that oversimplification might not be appropriate in different contexts as it limits the thought process of the writers, whereas writers are supposed to have the freedom of self-discovery through their writing (1971). As the linear process of teaching writing has different arguments, more recently, some scholars suggested that the process of writing is recursive and non-linear (Harmer, 2007). One study by Clark and Ivanič (1991) suggested that it does not matter if the writer is an experienced one or a beginner. They have to go through several stages of writing, which might not follow any specific order. In addition, Jeremy Hermer stated about four stages of writing: planning, drafting, editing, and final version (2007). These stages can come one after another, or the writer can go back and forth anytime he wants. For example, while at the editing stage, the writer might feel a gap in the planning stage that needed to be fixed for further progress, so the writer would go back to the prewriting stage to think differently (2007). Thus based on the context or the necessity, the concept of teaching writing may vary.

### **2.1.2 Approaches of Teaching English Writing Skill over the Time**

Over the last few decades, there have been changes in perspective on ways to show scholarly composition (Paltridge et al., 2009; Pennington, 2013). A couple of writing approaches for



teaching writing to the students of ESOL contexts are- product, process and genre approaches (Hasan & Moniruzzaman, 2014). If we inspect closely, in the mid-1940 to 1950, writing was taught in a controlled manner where the teachers were the main focus in the class (Silva, 1990). The main focus was on the correction of the product written by the students, and the base of this notion was the behaviourist view where teachers thought that constant repetition and imitation would direct the students towards good habit formation of using correct grammar (1990). As a result, students were compelled to have less exposure to writing samples and more exposure to grammar rules (1990). For example- A teacher will write a sample sentence, and students will write some sentences following the same grammar pattern. As the main focus of the product approach was a rhetorical way of writing, it failed to conjugate the fundamental process used during the production (Pennington, 2013). Consequently, in 1980 researchers proposed the process approach. At the very early stage of the process approach, researcher Murray (1972) declared that to write well, the teachers need to make the students go through the process of writing because, according to researcher Nunan (1991), writing can not be to the point and certainly not when you try only once. In another study researchers, Sandmel and Graham (2011) stated that during writing, if the background knowledge or the schema is enabled from the pupils' end, then the end result can be revolutionary. Also, teachers who taught English writing came to realise that it is not only about the grammatical accuracy of the writing but also about the process or the function of writing. Subsequently, with the product approach, teachers began to focus on the process of writing and from sentence-level accuracy to discourse-level accuracy (1990). Thus eventually, the process approach gained its popularity while teaching writing in English. One study reflected that writing is a process of interacting with others wherein a writer sends and communicates thoughts and, furthermore, data through composed structures (Hidayati, 2018). In the case of English language learning, writing is one of the four skills that an ESL

learner has to learn. There are different conceptions of teaching writing which are implied throughout the world. Instructing and getting the hang of writing in ESL classes are wearying. Firstly, a prominent way to deal with instructing writing that is yet prevailing today in some instructive settings is the product approach (Tompkins, 2010), where the notion was to reduce the traditional formal aspect of teaching-learning and focusing on the end result. However, by the 1990s, a sudden societal and demographic change occurred in the education sector in different countries. As a result, the criticism of the process approach began to rise. However, the criticism started from the perspective of classroom implementation based on culture, social and language diversity. Therefore, the traditional process approach could not support the new changes in writing techniques brought by the new era. Hyland also stated that the plagiarism issues made the educational world more concerned (2007). Besides that, teachers were confused about the steps in each type of writing (Horowitz, 1986). Though the process approach was suitable in some ways where students have more time and freedom of choice, there is time limitation and choice constraints in the examination where the process approach did not serve the purpose (Raimes, 1991).

In the year 2000, the genre approach was introduced in the “post-process” era (Atkinson, 2003). After achieving mastery over the product and process approaches of writing, the next concern of the writing instructors was to introduce the students to different genres (Hyon, 1996) because students needed to achieve mastery based on different genres of writing such as descriptive, expository, persuasive, narrative, technical and poetic. Researchers argued that writing from the perspective of the genre-based approach can be entitled as a social process (Halliday, 1978; Miller, 1984). Also, Hyland (2007) stated that the genre approach is more related to the context, audience, purpose, and culture, and we can say it is goal-oriented. While the genre-based approach was prevailing in the lime-light, researchers came up with another necessary step of writing: attention to detail and conciseness (Spandel, 2008). This

skill is essential to produce a text. He also added that if the focus is on teaching writing skills rather than following one approach, it would make the students thoughtful evaluators of their own production.

Recently, with the pedagogical advancements, teaching and learning writing skills do not adhere to conventional techniques (Hasan & Moniruzzaman, 2014). Writing techniques are fundamental in each composing exercise. Instructors in ESOL contexts ought to decide the approach that should be applied in one specific practice for a couple of reasons. Such as: distinguishing the proper methodology in a writing classroom is urgent to see a successful result. Picking a non-ideal method will make the exercises overwhelming to the students in the ESOL context and cause disillusionment to the educators. All in all, it will demotivate the instructors just as the learners. Then, adjusting an appropriate approach in the class is essential, relying upon the objective set by the educators. For example, novices with minimal capability should be presented with item-based methodology as they need models or guides to start their writing ventures. Without an approach, the writing classroom will be directed in numerous ways; consequently, the objective set for the specific exercise will not be attainable. Hence, writing approaches are imperative to meet the objectives of the composition. Furthermore, implying various kinds of techniques empowers learners presented with different sorts of strategies. This empowerment will offer students the freedom to distinguish and utilise classes context methodology in future composing depending on their composing reason. Learners who know about the methodologies produce a quality piece of writing (Selvaraj & Aziz, 2019). Thus a proper contextual writing approach would help students to be confident regarding their writing skills.

### **2.1.3 Role of English Writing Skill in Classroom**

English writing skill has a significant role in ESOL classrooms. There are various studies that focus on the best methodology for second language instructors to apply,

especially in ESOL classes. Nordin (2017), in his examination on tertiary learners, announced that there is no specific methodology that fits the students' of ESOL context needs.

Interaction and genre approach supplements each other in teaching writing skills. It is essential that instructors ought to give direction to learners when they write thoughts and data. In teaching writing, the instructor needs a few things, like an association, to create and construct thoughts, contentions, and data (Ahlsén & Lundh, 2017). Various studies focus on students' linguistic capability, lexical authority, and how to sort out a decent section of composition in English (Brown, 2004; Hidayati, 2018). Also, the instructors should know and focus on logical examples of ornamentation in English as a global and foreign language to help encourage the teaching writing cycle to learners in the class (Nassi & Nasser, 2018). Then, encouraging writing applied in Indonesia these days is the instructor being the middle consideration of learners in the class, what we call teacher-centric, educators become more dynamic, and learners are less able to build up their thoughts while writing (Ariyanti, 2016). As indicated by Mukulu et al. (2006), writing is viewed as the primary language expertise that learners need for their self-awareness and academic achievement. Similarly, Rao (2007) declares, writing reinforces learners' comprehension ability, thinking and reflecting on the English language in their educational institutions. Moreover, Ahmed stated that good writing ability assists learners with performing great in their educational programs. Besides, students who are more proficient in writing well in English can perform well in the future once they become professionals, researchers or teachers. However, achieving extraordinary composing abilities is a fundamental issue for the students of English at all levels. Undoubtedly, writing skills are vital for the students of all levels in the institutional framework, especially in learning a language like English, as it has an intricacy of spelling, articulation, grammar and meaning. Also, a large portion of the students' performance depends on the assessment framework, where their appraisal is estimated uniquely through tests and assessments. The

individuals who perform well in writing activity will want to do well in different abilities moreover. Since composing is one of the primary skills for the learners of ESOL context to get ahead in their academic and professional career, the educators of English need to assist their students with procuring every one of the skills in further developing their composing abilities (Rao, 2007).

The instructors need to inspire their students of ESOL context to demonstrate their contemplations, thoughts and suppositions intelligibly and successfully in the class so they will want to put them down when they compose any writing task. As indicated by Kroll (2003), further developing the composing capacities of learners' has both pedagogical and social ramifications. Besides, the students of ESOL context perform well in their composing assignments when they are appropriately directed by their instructors. When educators inspire their students appropriately, they come out with imaginative thoughts by applying their insight and knowledge in delivering detailed, legitimate and rational thoughts in their composition. These abilities foster the students of ESOL context to dazzle in their near future and perform well in doing the writing assignments (Nordin, 2017; Nassi & Nasser, 2018). Therefore the role of English writing skills in the classroom is self-explanatory to some extent.

## **2.2: Theories of Teaching Writing Skills**

In this section, the main focus is to discuss the core values and educational ramifications of the different writing theories addressed previously- cognitive theory of writing, metacognitive theory of writing and constructivism theory of writing (Hodges, 2017). These theories imply that our writing is influenced by our thought process, surroundings, motivation, observation, modelling, and environment, which we can see while teachers teach to write English in a classroom context. Thus a combination of all these concepts will help students to generate more ideas while writing.

### **2.2.1 Cognitive Theory of Writing**

A cognitive hypothesis of composing addresses a significant departure from the conventional worldview perception in this way: in a phase model, the significant units of investigation are phases of consummation, which reflects the development of a writtend item, and these stages are coordinated in a direct succession or design (Flower & Hayes, 1981). In a process model, the significant units of evaluation are primary mental cycles, like the way toward producing an idea. What's more, these cycles have various levelled construction with the end goal that thought production, for instance, is a sub-procedure of planning. Moreover, every one of these psychological demonstrations may happen whenever in the composition process. One significant benefit of recognising these fundamental psychological cycles or thinking abilities scholars use is that we would then be able to compare and contrast the writing (1981). The terminology "cognition" refers to a cycle that incorporates all cycles of memorising, forgetting and detailing. Cognitive theories centre around the conceptualisation of learners' learning cycles and address how data is obtained, coordinated, preserved, and recovered by the brain. Learning is concerned less with what students do with what they know and how they come to obtain it (Ertmer & Newby, 2013). Knowledge obtaining is depicted as a psychological movement that involves interior coding and organising by the student. The student is seen as a highly dynamic member of the learning procedure. Cognitivism is regularly utilised in creating class exercises and assisting pupils with acquiring higher-order thinking expertise. Subsequently, cognitivism centres around the imperceptible wonders that are going on inside the head. Piaget contemplated the development of cognition of a kid. He recognised two cycles in cognitive development, particularly accommodation and assimilation (2013).

The preference of cognitivism depends on the point of the exploration. The motivation behind the research is to accumulate data viewing learners' cognitive capacities like their idea

development, memory, the capacity of learners' to develop new information during their learning, and their abilities to be rational. The cognitive methodology can advise us on how individuals acquire new information, how they bit by bit move from lower-level speculation to higher-level problem-solving skills, the development of schema, the cycle of accommodation and assimilation, and an association between background information to new information. Bhattacharjee (2015) stated, if a learner is active, it facilitates accommodation and assimilation; since critical thinking abilities can not be instructed, they should be found. This specialised mental working is essential for learners' secondary school. Thus, the psychological interaction of learners' to learn and to tackle issues shares a segment of cognitivism. For instance, in class, guidance ought to be coordinated, sequenced, and introduced in a justifiable and significant way to the students. Cognitivism stresses maintenance and review using quality instructing practice. Writing is a higher order thinking task which influences writers' thinking capacity. As a result this capacity has to be cherished from the root level.

### **2.2.2 Constructivist Theory of Writing**

Constructivism is related to clarifying how information is delivered and how learners learn. Constructivism suggests that learning is procured when associations are made between the individual background experience of learners' and new involvement in adjustment to turn out to be new learning. Learners here are in the centre of the pedagogy, while educators simply go about as facilitators (Chen & Bennett, 2012). This interesting viewpoint of education sees information as a result of the real world. Cognitivism considers the mind a source of perspective apparatus to the world, whereas constructivists believe that the brain channels contribution from the world to deliver its extraordinary reality. Gordon (2009) proposes that instructors ought to promote encounters that expect learners' to become dynamic participants' insightful participants in the learning cycle. It helps learners to

construct knowledge and meaning from surroundings which reflects in their writings, rather than just take it as a piece of information.

### **2.2.3: Theory of Writing Readiness**

‘Writing readiness’ is the pre stage of handwriting (Marr, Windsor & Cermak, 2001). It is characterised as a formative stage at which a child has the ability to achieve excellence from the guidance given in the teaching of writing (Marr *et al.*, 2001). To achieve mastery over writing skills through instructions six prerequisite skills are necessary (1) development of intrinsic hand muscles; (2) eye–hand coordination; (3) letter perception, including the ability to recognise forms; (4) ability to hold utensils; (5) ability to form basic strokes smoothly; and (6) orientation to printed language (Schneck & Amundson, 2010).

The initial two essential skills are connected with fine motor coordination, which is expected to permit the steadiness and controlled unique finger development, significant for the mastery over writing skills (Cornhill & Case-Smith, 1996). Dynamic finger movement is essential to assess. The reason is just half of the five-and six-year kids have a powerful pencil grasp (Schneck & Henderson, 1990).

After that, the third essential skill is connected with perceiving forms, as a feature of visual-motor combination. This can be assessed with the Beery Developmental Test for Visual-Motor Integration. This test is specially connected with kindergarten learners' capacity to duplicate letterforms and is often utilised globally (van Hartingsveldt *et al.*, 2011).

These theories helped to make teaching writing conceptual and helped the teacher to adapt according to their contexts (Ertmer & Newby, 2013).

The last three essential skills are assessed with WRITIC . The 'capacity to hold pen and pencils' is assessed in things on pencil grasp, the 'capacity to shape fundamental strokes flawlessly' is assessed in things on following, and 'direction to printed language' is assessed in



things on replicating letters and numbers ( van Hartingsveldt, Cup, Groot, Maria & Sanden, 2014).

### **2.3: Challenges of English Writing in ESOL Context**

This section of the study describes the challenges of teaching and learning English writing in ESOL context both from the teachers' and the students' perspectives and also proposes solutions to overcome those challenges.

#### **2.3.1 Challenges of Learning English writing**

Every learner may experience various difficulties in getting the hang of learning writing. Every one of the learners is extraordinary and exclusive in their own particular manners. These difficulties will make some way or another drawback the learners from pushing ahead to deliver a decent piece of composing. The following sections are about difficulties experienced by the learners recorded while writing. While learning the English language, students face a more significant number of troubles while learning to write than the other three skills that they acquire. This is because of the intricacy of the phonological, morphological, semantic and syntactic structure of the English language. Numerous researchers express their inclination about the trouble of composing expertise for the students.

Students in ESOL context face challenges in numerous ways. Such as: figuring out how to write in a subsequent language has consistently been quite tricky for most students and specifically young learners (McQuitty, 2014; Tompkins, 2010; Wong & Hew, 2010).

However, in a global context where the language of commerce, trade, financial aspects and instruction is English, which based on people is a second or foreign dialect, figuring out how to write in English is a critical ability for learning, opportunity and strengthening. The call for answers for difficulties that students face with figuring out how to write in the English Language, especially at the primary levels, has gotten more earnest than any other time in

recent memory (Cutler & Graham, 2008; Gilbert & Graham, 2010). The additional stress provided by educational institutions and guardians too for English language instructors of young learners to guarantee that students are adequately prepared as authors has brought indeed to the front the requirement for more possible responses for the writing classroom of primary level students. An analysis of contemporary studies created (Culham, 2003; Spandel, 2005, 2008; Tompkins, 2010), nevertheless, uncovers that the central point of exploration in the sector of the teaching and learning to write in English as a second or foreign language at these levels has been on giving instructional perceptions into educating strategies and procedure.

Furthermore, the absence of adequate vocabulary has made the learners face difficulties in gaining composing abilities (Misbah et al., 2017). Lexical authority is the essential component in building sentences which is the centre of successful composing abilities (Asep, 2014). Learners nearly utilise expressed and composed words every day to convey their thoughts, convictions and sentiments with individuals around them. A great collection of vocabulary can assist learners with talking or writing to convey their conceptions. The utilisation of electronic word references and additional perusing exercises can assist learners with restricted vocabulary.

Some primary students are additionally experiencing difficulty with grammar rules and their application. Syntax has a significant part in writing. Syntactic knowledge gives data that assists the readers with understanding its underlying and real meaning (Nunan, 2003). It is a design that passes on the elaborated meaning of the essayist to the reader. Grammar additionally clarifies the structures and construction of words, known as morphology and how they are organised in sentences, known as syntax. By having extremely restricted information in grammar, learners will experience nervousness to compose sentences with the correct language structures. As indicated by Muhammad Fareed et al. (2016), while writing

sentences with subject-verb agreement, pronouns, tenses, prepositions, articles, and essential sentence structures, learners make mistakes.

Lack of spelling ability is another issue faced by the students while writing in English (Benard, 2014). Having great capacity in spelling will prompt positive mastering of composing ability. Provided that the learners are battling with spelling, it will keep them down to push ahead. The pupils have the propensity to spell, as indicated by their articulation, which will prompt wrong spelling. The learners will either add or leave letters of the words. For instance, "thre" rather than "three." According to Nyang'au Benard (2014), drilling of the spelling will assist the pupils with having excellent spelling skills.

The readiness of the students is another difficulty in learning composing (Foster, 2015). As indicated by Winarso (2016), to finish a task effectively, readiness is vital. It can be either physical readiness or mental readiness. If it does not happen, learners will have difficulties while learning to write. Also, learners will not be intellectually ready to learn in the class as long as they are not prepared. The learners need to be prepared before they enter the class. As indicated by Foster (2015), persuading and standing out for the students can help learners' preparedness while learning writing.

In addition, inadequate exposure to books and existing materials are distinctive difficulties for primary level students while learning to write in English (Foster, 2015). As per Muhammad Fareed et al. (2016), numerous learners think it is challenging to get enough and a massive amount of data to use in their particular context. Over and above that, not reading enough will not assist the pupils with composing great sentences or sections. The reason behind it is that reading and writing are connected. Provided that the learners are not studying books or other materials, they will experience a shortage of thoughts and vocabulary to compose. Foster (2015) disclosed that various reading materials could assist the learners with staying alert with the awareness of language clarified.

Last but not least, both intrinsic and extrinsic motivation play essential roles to learn writing. Lack of motivation is another challenge faced by the learners. If the learners are not propelled, they will probably not be intrigued to continue their learning procedure. Inspiration is significant in further developing pupils' learning results (Gbollie & Keamu, 2017). Instructors could propel the learners by remunerating them with straightforward inspirational expressions by saying, "Well done!", "Good going!", "Excellent", and so on. Positive feedback will make the learners go further in their learning cycle. These are some challenges faced by learners while learning to write in the English language.

### **2.3.2 Challenges of Teaching Writing**

In ESOL classrooms, educators confronted constant obstacles associated with the absence of new and innovative technologies in the class, managing the large classrooms, and diverse learning strategies of learners (Ali & Ramana, 2018). On the contrary, another difficulty of encouraging writing in the ESOL setting is, feeling not confident enough, using conventional strategies. For example, the instructor utilises one particular technique to enhance writing abilities (Nassi & Nasser, 2018). Additionally, the instructors confronted troubles in creating English writing identified with learners' absence of language structure and lexical knowledge, inspiration, the theme in the reading material is not intriguing, primary language intervention among learners is a troublesome factor in teaching writing (Almubark, 2016). Also, the instructors faced obstacles identified with having a large class, which made the learning interaction not successful; the ideal opportunity for training writing is minor, making it hard to comprehend the materials that have been clarified (Ariyanti, 2016; Andriani & Abdullah, 2017). Besides, Rovikasari, Suparno, and Supriyadi (2019) noticed that enhancing writing abilities is an arduous task as an EFL educator. For example, the absence of students' inspiration, lexical knowledge, language usage, association, ornamentation, cohesion, coherence, and feedback reflects students' writing tasks associated with various

learners' encounters when they write. Additionally, Hidayati (2018) found that the instructors come to accept concerns affiliated with lexical authority, sentence structure information, learners' motivation, grammar knowledge, and comprehension. On the opposite side, the educators face problems, for example, the vast classroom structure, physical distress, scary climate, and short attention span and feedback. While teaching writing, EFL educators and instructors experience numerous difficulties (Hidayati, 2018), discussed below.

Recently, educators are struggling to motivate the learners. Not due to the learners' shrewdness, yet the learners are not keen on getting the hang of composing (2018). The young students have the discernment that they can do whatever they please since much opportunity has been given to them by their guardians. When learners decide to feel hesitant in learning, it indicates a lack of motivation (2018) which is a disadvantage for the teachers. Moreover, having students of different proficiency levels is another fact that challenges the teachers (Nunan, 2003; Asep, 2014). In numerous primary classes, learners from various levels are put in a similar class. Various levels of learners will result in trouble for educators to provide the guidance for their levels at the same time (Asep, 2014). Different levels of writing capacity will require the instructors to utilise various methodologies. Therefore, the instructors feel it is hard to design their exercises and plan suitable exercises for the learners (Ariyanti, 2016; Andriani & Abdullah, 2017).

Furthermore, parents' lack of concern is another challenge for the teachers. The absence of guardians' help will make the educators struggling to help the learners. Learners who feel a scarcity of support and love from their guardians will hold them back from prevailing in their learning procedure (Gündoğmuş, 2018). This is because of little direction, inspiration and reinforcement from their guardians (Almubark, 2016).

Additionally, the absence of expert experience is another challenge experienced by the educators (Gündoğmuş, 2018). A lack of professional expertise will prompt pressure and

strain to educate primary school pupils, particularly beginner educators (Hidayati, 2018). Fulfilling different characters as a teacher is another challenge. The educators' experience is relying upon the level of their past and training and experience. It will require some investment for the amateur instructors to adjust with their learners' well indeed. Teachers can plan suitable exercises if they are well aware of their learners' capability level, saliency and interests. Not just that, more extended time is required for instructors to get ready with new materials, proper lesson plans, appropriate exercises, and give remarks or feedback (2018). Last but not least, lack of interest among students regarding writing is another factor that challenges the teachers (Anyiendah, 2017). Facilitating writing abilities is continually tricky; in any case, it's anything but a fascinating task (Areej, 2012). Particularly with regards to composing, some learners become blank due to a lack of idea generation. Learners feel an absence of interest while writing since they need to know various viewpoints to create a decent piece of work. The pupils' need to know punctuation, sentence structure, spelling and grammar structure to construct a good piece of writing. Teachers sometimes feel out of ways to make lessons enjoyable which is a problem (Areej, 2012).

These are some problems or challenges which are faced by the teachers.

### **2.3.3 Steps of Overcoming Issues of Teaching Writing**

There are two variables to distinguish the issues in instructing writing which are internal and external components. In the internal component, to defeat difficulties while teaching writing, the instructors can attempt to educate their learners to utilise the advanced resources of the internet for learning English and make more innovative activities. On the other hand, externally, stakeholders like- guardians should uphold their kids to utilise English at home, get some English books and supplementary materials, magazines and papers to cause their kids to learn English routinely (Muhammad, 2018; Abdullah & Lulita, 2018). As per Adas and Bakir (2013), mixed learning technique can be one of the answers for teaching writing

skills, they noticed that mixed learning is an adaptable methodology in giving online English courses, and it can reinforce to improve learners' writing ability to continue to acquire with their educator and cohorts outside of the class. In addition, Adas and Bakir (2013) stated that utilising different exercises, such as students might get virtual workshops; for instance, learners were approached to transfer their written copies virtually efficiently. Furthermore, Rovikasari, Suparno, and Supriyadi (2020) express the answers for the pointer of writing associated with linguistic knowledge that the instructors can give the assortment of lexicon and semantics, request that learners decipher words in a content penetrating lexicon and semantics. They likewise announced the answer for language utilisation; for example, the educators can clarify tenses linked to a book and criticise learners' writing tasks. On the other hand, for those learners who lack inspiration, the instructors can give conversation and input and value legitimate learners (for staying away from plagiarism). In addition, the collective system among learners may help upgrade instructing writing, concentrated writing activities to distinguish learners' shortcomings, utilising gadgets for learning in the class, and educators should be prepared reliably in introducing writing skills. These solutions mentioned above can be used in the ESOL context to sort out the English writing classroom issues (2020). Hidayati (2018) noticed that English capability in instructing writing includes students' syntactic fitness, jargon authority, and coordinating a decent English passage. Encouraging English writing expertise, including creating students' phonetic and communicative ability, is viewed as a challenging task. Essentially, educators ought to give direction to learners when they compose thoughts and data. To make the writing workshop more effective, the educator needs a few things, like an association, to create and construct ideas, contentions, and data. In addition, the instructors should know and focus on expository examples recorded as a hard copy of English as an unknown dialect to encourage the teaching writing cycle to learners in the classrooms (Nassi & Nasser, 2018). Specialists create further speculations to help the

students and educators because learners of ESOL context need to adapt to language capability and the way towards writing. As a result, different hypotheses are vital for the instructors to know and comprehend the speculations in teaching composing since it will permit the educators to complete exploration-based practices better ( Selvaraj & Aziz, 2019). In addition, Liaghat and Biria (2018) stated that in an EFL setting, practice writing could be concentrated in English language courses to compel learners to learn English. They also expressed a few ways to deal with helping the learning cycle of writing English in the class, such as equal participation of teacher and students, critique, input, cooperation, and intervention. Furthermore, educators need to access resources accessible like online and offline printed materials, peers, English instructors, or local English speakers. Thus based on the different studies writing exercises can be adapted differently in different contexts.

In a study for the instructional ways to teach writing in English, there is a particular transformative advancement of models and approaches (Pennington, 2013), each practically because of the deficiency of existing models to address the issues of students in consistently changing educational settings. Regardless of the variation of composing approaches that instructors have created and applied in their class, a generally hidden target is to ensure that learners perceive that they write to achieve specific conscious capacities. Against this foundation, this part will introduce a viable way to deal with teaching composing.

To conclude, teaching writing is a widespread phenomenon in any classroom with ESOL students. We can see the English language is spreading like wildfire around the world. However, students and teachers still face difficulties to make the tactics of writing easier. The reasons are- poor grammatical competence, generational ideas, lack of linguistic knowledge, lack of motivation, poor time management skills, limited resources and facilities. On the other hand, solutions can explicitly teach English vocabulary, collaborative writing activities, and stakeholders involved in developing writing skills (2020).



## **2.4: Teaching and Learning English Writing Skill in Bangladesh**

This section of the study gives a clear idea about the techniques that the teachers in Bangladesh apply while teaching writing and the challenges from both teachers' and students' ends.

### **2.4.1 Techniques of Teaching English Writing in Bangladesh**

In the context of Bangladesh, teachers use both Bangla and English while teaching the techniques of writing. Moreover, teachers' tend to use the traditional process of teaching writing, which is by drill and memorisation (Rahman, 2019). Moreover, teachers think that using Bangla as a medium of instruction will be helpful for students to understand the process of writing (Kabir, 2015; Babu et al., 2014; Rahman, 2019). Moreover, teachers also apply other techniques- Penmanship, where teachers work as models and students imitate them or from listening or writings (2019). Also, the grammar-based approach, where teachers drill the grammar rules in the students' brain and they memorise the rules (Hasan, 2015). However, most of the exercises the teachers build are controlled writing tasks- such as multiple choice question answers, fill in the gap (2019). Some of the time, teachers use positive reinforcement, constructive feedback on students' writing activities. On the other hand, researchers argued that teachers usually give marking and comments, not explicit feedback, regularly (Rahman, 2018; Rahman, Babu & Ashrafuzzaman, 2011). Sometimes the teachers use pictures and posters to demonstrate activity in the class (Rahman et al., 2011). These are some of the techniques applied by the teachers in the classroom to teach writing in English.

### **2.4.2 Challenges of Learning English in Bangladeshi Context**

In Bangladesh, where English is used as a second language, students face different challenges in learning English writing. Students hesitate when they write reports, dialogues, letters, compositions, paragraphs since they struggle to track down the right words, battle with the grammar structures, or may discover the accentuation troublesome (Suvin, 2020).

Rahman and Sharkar (2019) stated another problem is that learners get an opportunity a few times per week with the expectation of creative composing exercises, for example, paragraphs, story writing, dialogues on familiar topics referred to in the prospectus. Another difficulty the students face is that the focus is mostly on reading, not writing (2019). Rahman et al. (2011) expressed that the pictures and posters the teachers use in the class for demonstration are not up to the mark and are unsatisfactory. Most of the students of Government Schools belong to underprivileged and illiterate backgrounds. Therefore, learners' insufficient knowledge in English and inadequate English interaction surroundings creates an obstacle in English classes (Ehsan & Aziz, 2014). Moreover, students' families are unable to provide the required resources; consequently, students have to suffer (Babu et al., 2013). These are some challenges students face while learning to write in the context of Bangladesh.

#### **2.4.3 Challenges of Teaching English in Bangladeshi Context**

Developing composing expertise is a difficult job in the case of secondary level learners', mainly on account of second language students (Suvin, 2020). One study showed that for teachers managing large classes, extra workload and lack of resources are crucial challenges that limit the experiment in the class (Rahman, 2019). Another study claimed that teachers are not making proper lesson plans based on the level of their students and their interests; as a result, they face challenges to deliver lectures in the class (Kabir, 2015). Hasan (2004) claimed that teachers do not make lesson plans based on writing class because they do not know how to make the lesson plan and do not have proper resources for exposure. In addition, teachers do not get adequate resources from the government, school or other agencies. Besides that, teachers do not get the time to take preparation in between classes as they have to take 7-8 classes in a day, and the gap is not sufficient (Ehsan, Ashrafuzzaman & Das, 2013). Also, teachers are not able to provide worksheets to all the students due to the

lack of digital resources, and as a result, they do not make any worksheets (2013). Similarly, another study found that when teachers try to use flashcards in large classes, it becomes insufficient (Ehsan et al., 2013). The absence of sufficient English instructors in the schools is likewise a concerning matter for which educators of different subjects need to take the English classes; however, they do not have top to bottom information and training in English (Milon, 2016). From the discussion as mentioned earlier, teachers' difficulty is now at its peak, and they have to work to overcome it.

While going through different existing studies related to the challenges of teaching and learning English writing (Nassi & Nasser, 2018; Ariyanti, 2016; Andriani & Abdullah, 2017, Hidayati, 2018). Some fundamental issues came up which are the obstacles regarding learning to write such as: figuring out how to write, lack of vocabulary, the difficulty is understanding grammar, lack of spelling ability, the readiness of students', lack of exposure to books and materials and lack of motivation (Asep, 2014; Areej, 2012; Muhammad, 2018; Abdullah & Lulita, 2018). Also, some of the researchers explored the steps of overcoming the issues related to teaching and learning writing (Muhammad, 2018; Abdullah & Lulita, 2018; Bakir, 2013; Rovikasari, Suparno, & Supriyadi, 2020; Nassi & Nasser, 2018; Liaghat & Biria, 2018) such as- mixed learning techniques, parents' intervention, holding virtual workshops and making lessons enjoyable.

However, till now, very few studies have been conducted on how students' readiness impacts the factors of teaching and learning writing in English and how students can be prepared both mentally and physically to write in English in an ESOL context. Therefore, this study aims to bridge the gap of knowledge regarding young learners' readiness to learn English academic writing at the primary level of mainstream Bangla medium schools in an ESOL context such as Bangladesh.

## **2.5: Conceptual Framework**

### 2.5.1 Conceptual Framework of the Study

I designed the methodology of this study based on different theories related to writing readiness in English. At first, for English writing readiness I am considering handwriting (Marr, Windsor & Cermak, 2001; Schneck & Amundson, 2010). Six prerequisite skills are necessary to profit from handwriting instruction: (1) development of intrinsic hand muscles; (2) eye–hand coordination; (3) letter perception, including the ability to recognise forms; (4) ability to hold utensils; (5) ability to form basic strokes smoothly; and (6) orientation to printed language (Schneck & Amundson, 2010).

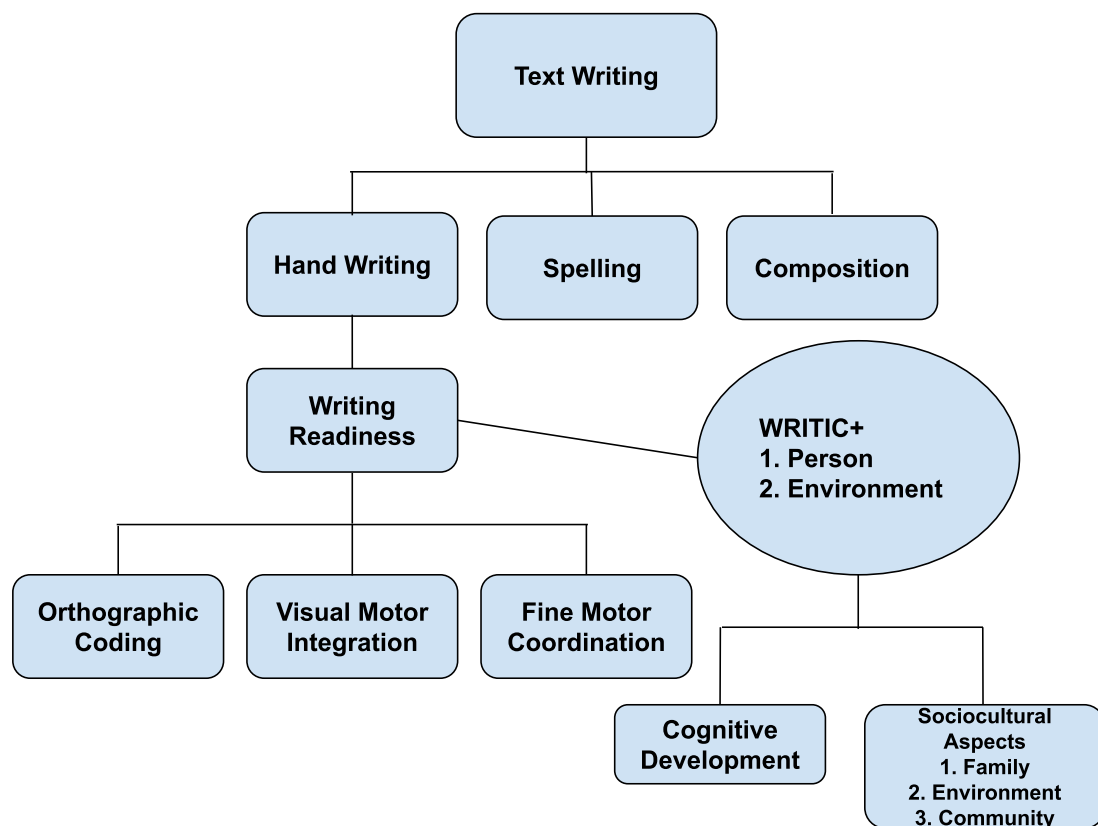
In Figure 1 the conceptual model is used to identify the factors relating to writing readiness. In this model it is pointed out that learning ‘text writing’ is based on different processes: The perceptual-motor process ‘handwriting’, and the cognitive language processes of ‘spelling’ and ‘composition’ (Berninger, 2009; Richards *et al.*, 2011). In this study, I focus on ‘writing readiness’, which is the stage before hand writing (Marr *et al.*, 2001; Schneck & Amundson, 2010). Writing readiness is composed of ‘orthographic coding’, ‘visual-motor integration’ and ‘fine motor coordination’. In the phase in which children learn the perceptual-motor skill of preliminary writing, ‘visual-motor integration’ and ‘fine motor coordination’ are important performance components (Volman, van Schendel & Jongmans, 2006). Orthographic coding, defined as ‘holding written words in memory while analysing letter patterns in them’ (Berninger) is a cognitive language process and falls therefore outside the scope of our perceptual-motor focus of writing readiness. Regarding fine motor coordination, it is hypothesised that automation of the motor process is important for children to be able to use their working memory to learn multimodal letter (and later word) representation (Longchamp *et al.*, 2003; Peverly, 2006).

Richards *et al.* (2011) stated that next to handwriting readiness skills, child variables (e.g. interest) and environmental variables matter in writing acquisition. Therefore, these variables

are added in the WRITIC model. These three perspectives (handwriting skills, child variables and environment variables) form the domains of WRITIC and are based on the Person-Environment-Occupation model (Law *et al.*, 1996).

Moreover, for learning theories I have also added cognitive development and sociocultural framework to the WRITIC framework. To begin with, two principal theoretical perspectives have emerged in writing research, which is defined as cognitive and sociocultural (Durst, 1990; Nystrand, 2006). Research from the cognitive perspective focuses on identifying the mental processes of individual writers. Scholars have tried to find “explicate the cognitive structure of writing processes that transformed thought and agency into text” (Nystrand, 2006, p. 12). Drawing from theorists such as Piaget, writing researchers have developed instructional practices that enhance cognitive skills based on understanding of how students think. Scholars have also drawn from the work of psycholinguistics to identify writing rules and grammatical structures. The principal assumption is that writing is a cognitive process that takes place within individual writers. A more recent trend in writing research shifts emphasis from the cognitive to the contextual, or sociocultural (Juzwik *et al.*, 2006; Nystrand, 2006). Sociocultural theory suggests that cognition and activity are situated in social, cultural, and historical contexts (Prior, 2006). The values and experiences that characterise students’ social environments mediate literacy development. Writing is dialogic and collaborative, based on social negotiations and shared use of language (Juzwik *et al.*, 2006; Newell *et al.*, 2011). This perspective focuses “on the nature of the environments in which writers write and learn to write—the home, school, workplace, and community—and the relationships between these environments and writers’ development” (Durst, 1990, p. 400). The assumption is that writing cannot be discussed without reference to the social context in which it takes place (Langer, 2001; Sperling, 1996).

Furthermore, sociocultural theory is especially useful for investigating the writing development of students from nondominant cultural backgrounds (Farr, 1986; Prior, 2006). Literacy instruction in classrooms is based on Standard English, but communities adopt various social, cultural, and linguistic values and practices (Sperling, 1996). Individual students understand academic writing and respond to writing instruction differently. Given the potential dissonance between students' linguistic experiences in- and out-of-school (Prior, 2006; Worthman, Gardner, & Thole, 2011), learning environments are crucial for academic writing development. Much sociocultural writing research therefore examines how classroom and school contexts can support collaborative writing practices (Prior, 2006). Recent study has suggested that cognitive and sociocultural perspectives are not mutually exclusive, but rather complement and interact with one another (Juzwik et al., 2006; Newell et al., 2011). Thus cognitive and sociocultural perspectives complement each other and create an impact on students' readiness in a writing class.



**Figure 1:** Conceptual model of writing readiness and its relation to handwriting, writing and performance components (Hartingsveldt, Cup, Groot, Maria & Sanden, 2014) in association with sociocultural and cognitive framework

Though making students ready before writing is very constructive, this might not work for all the learners in different contexts. As a result, needs analysis before teaching writing in English is very necessary. Also, students of different writing competencies can help each other to develop.

### **2.5.2 Rational Behind the Conceptual Framework**

I combined WRITIC framework (Hartingsveldt, Cup, Groot, Maria & Sanden, 2014) for writing readiness with cognitive development and sociocultural framework (Durst, 1990; Nystrand, 2006). In the WRITIC framework the researcher stated about six prerequisite skills for making students ready for writing practice which are: development of intrinsic hand muscle, eye-hand coordination, letter perception and form recognition, ability to hold tools, forming basic strokes and orientation of letter and language.

However, due to the current situation of Covid-19, I have changed some elements according to the needs of the observation process. Also, to add a different perspective I added the sociocultural framework to teach writing which describes the impact of society and culture on teaching and learning writing. Also, I added the cognitive framework to understand students' thinking procedure. Also, the quantitative elements from the framework have been eliminated due to the change of data collection procedure and sample size.

## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

The three research questions based on which the study was built, are

1. What kind of patterns of readiness can be observed in primary level students' English writing?
2. What perceptions do teachers have regarding readiness in English writing classrooms?
3. What perceptions do students have regarding readiness in English writing classrooms?

To address the questions, this research project is following social constructivism (Creswell, 2013) as a research paradigm to project on one particular phenomenon through multiple points of views. This interpretive framework helps to understand different and multiple perspectives of the worldview of different people. Also, each interpretation has a different meaning, which reflects individual experience. For example: I am going to interview multiple English teachers to have their point of view regarding the subject matter. They are going to give their opinion and I am going to analyse the data from an objective point of view. Therefore, the meaning is formed through the interaction.

#### **3.2 Qualitative Paradigm and Philosophical Assumption in this Study**

This research project is following social constructivism (Creswell, 2013) as a qualitative research paradigm to project on one particular phenomenon through multiple points of views. This framework helps to understand different and multiple perspectives of the worldview of different people. Also, each interpretation has a different meaning, which reflects individual experience. The philosophical assumption and its justification is given below.



<b>Research Paradigm</b>	<b>Philosophical Assumptions</b>			
Social Constructivism	<b>Ontological</b> - This is multiple objective reality based on others' point of views.	<b>Epistemological</b> - The researcher does not have any personal impact on the research results and themes are generated from different participants' feedback.	<b>Axiological</b> - The researcher acknowledges that there is no influence on the data provided by the participants. Though the researcher adds her own interpretation and perspective.	<b>Methodological</b> - Qualitative multiple case study approach

Table 1: Philosophical Assumption

To begin with, According to Creswell (2013) the ontological assumption deals with the reality of the study and in this study the ontological assumption suggests multiple realities based on different individual perspectives. In this stage, opinions are collected from different people, who exist in the target areas. For example: This study is based on several English teachers' point of view of students' readiness in English writing classrooms and its importance. Moreover, students' point of views are added to analyse their writing readiness. Moreover, the epistemological assumption works with the source of the reality of how the data is connected to the researcher and how the researcher accumulates him or her in these particular research criteria. Also this research assumption tries to interpret and generate the main themes and theories through different points of views of the participants. For example: On the chosen topic, the participants gave their opinions based on their perspective on students' readiness in English writing classes: the importance of it, the factors and the reflection of readiness through students' copies and so on and based on all the opinions the results and solutions are formed. In addition, the axiological assumption deals with the fact that how biased or unbiased the researcher is regarding the researched criteria and the data

generated through different interviews. The researcher tries to ask general and open ended questions which are not influenced by the researcher. In the case of this study, the researcher wanted to collect the actual data of the universal situation, which occurs around the world and the setting is totally new and has no impact on the researcher whatsoever. After providing the actual data from the interviews, the researcher adds own opinion, which is based on the data obtained from the interviews. Last but not the least, in case of methodological assumption the researcher chooses qualitative methodology for more open ended and in depth discussion of the questions. Thus I organised the whole research paradigm based on the philosophical assumptions.

### **3.3 Research Design**

This study is conducted based on previous literature of multiple case studies and journals which can answer my research questions. Through the social constructivism research paradigm, multiple points of views were taken into consideration to form an assumption that there is a lack of readiness among teachers and students regarding English writing.

Constructivism allows people to comprehend their reality and build up their own specific implications that relate to their experience (Creswell, 2013). Here the reality is the condition of students' readiness in English writing classes. and based on the reality multiple decisions are made to overcome the situation.

### **3.4 Multiple Case Study Approach**

Multiple case study is an exploration strategy where a few significant, limited cases are inspected utilising various information techniques. This examination strategy is more remarkable than single-case study as it gives more broad depictions and clarifications of the spectacle or issue (Creswell, 2013). As stated by Creswell (2013) a multiple case study investigates a real and contextual multi layer system through detailed , in depth data collecting including numerous sources of data. Through utilising a multiple case plan a more

extensive investigation of the research question and hypothetical advancement will empower researchers to comprehend the distinctions and similarities of data.

This study is based on qualitative material and therefore secondary sources. For this case study, I relied on different cases based on English writing, English writing at primary level, writing readiness and students, English teachers and teaching writing, teaching and learning English writing and challenges. Through utilising a various case plan, a more extensive investigation of the exploration question and hypothetical advancement empowered me to comprehend the distinctions and likenesses of teaching writing in English underprivileged areas among primary level students.

### **3.5 Setting**

This study was conducted based on the primary level teachers in underprivileged areas of Dhaka who are taking classes and facing several issues while teaching writing in English. Also, underprivileged students who were struggling to write in English due to lack of readiness. The reason I have chosen primary level students and teachers is because there is a scarcity of study readiness of English writing at this level in Bangladesh.

### **3.6 Selecting the Participants**

For this topic I have chosen non- probability sampling because the selection of the participants is done through non random means. I will use heterogeneous purposive sampling technique and snowball technique (Etikan, Musa & Alkassim, 2016). In Snowball technique, one participant invites the other participant to join the study. The reason is given below:

To begin with, for choosing the participants I set some criteria, those are: as participants they have to be teachers who are taking English writing classes of primary level students. So the gradual progression can be measured. Moreover, the participants who are students belong to class one to five. They must have problems with English writing. Also, they come from an underprivileged society who do not have exposure to English very often. After setting the

criteria I looked for the participants through snowball technique and homogenous sampling technique and I got the participants from government primary schools and NGOs. I am going to conduct my research through interviewing some teachers who are teaching English writing at the government primary schools in underprivileged areas. They are full time teachers there. Also, I would take some sample English writing of the students from the teachers to analyze. However, due to this pandemic they have to bring many changes to teach English writing to the students. For me it was really difficult to get information from all the teachers of those schools and that's why I have relied on some of the teachers from those schools as my sample for this research project. I am hoping that through the semi structured interviews of these teachers I would be able to draw a generalised picture on the current issue regarding students' readiness. That is why I thought that the non-probability sampling technique suits my research project.

### **3.7 Data Collecting Procedure**

I conducted my study in three different steps and these research processes are given below in detail:

- Gaining access to the participants
- Interviewing teachers and students
- Analysing interview

After that, in this step, I have made a semi structured interview of participants and the whole process was followed by this interview and I related these interviews with primary data. I have interviewed six teachers who teach English along with other subjects at Government primary schools and four students of class 1. These selected participants are placed in different governmental schools in Dhaka. I asked the teachers questions regarding the techniques they apply while teaching to write in English, the level of physical and mental readiness of students, the cultural impact on English writing readiness, the importance of

exposure and the challenges they face and the alternative approaches they apply. Also, I asked the students questions about their liking and disliking about English writing, guardians' intervention and their surroundings. The interviews are taken through zoom meetings and face to face intervention because due to the current situation it was not possible to go outside to take interviews of all the teachers.

Finally, in this stage after getting all primary and secondary data, various methods have been incorporated to *represent* and *analyse*. I have compared the primary data and interview to find out that the materials I have read and the secondary data I have found are simultaneous or contradictory. I got a view on how the data and interview counteract with each other. Then I have sorted out a lot of data that I am going to use in the final research paper and by maintaining these steps I am going to make the research paper successful. I have analysed the data from the interview and matched it with the primary resources I have got. Lastly, through thematic analysis I answered the research questions.

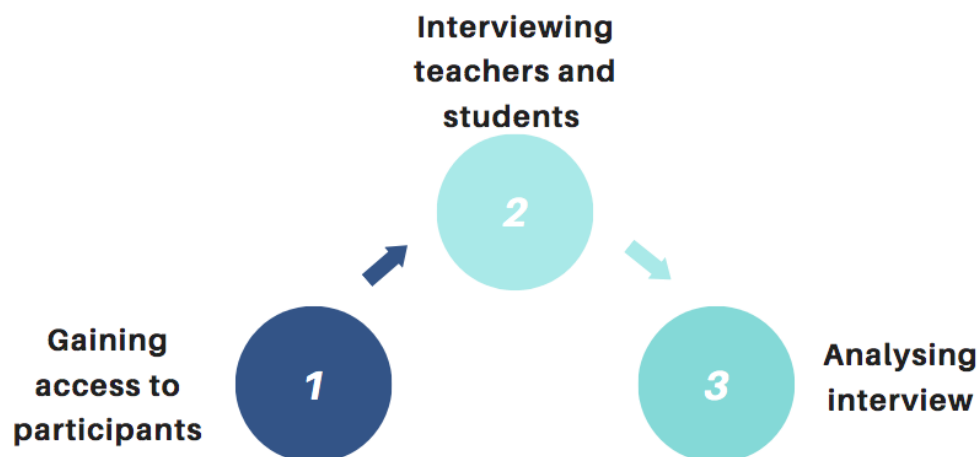


Figure 2: Stages of Data Collection Procedures

### **3.7.1 Interview Protocol Framework**

For the interview protocol framework I have chosen a six steps protocol framework (Yeong et al., 2018). The steps are:

- a) Choosing topic
- b) Finding research questions
- c) Aligning interview questions with research questions
- d) Constructing an inquiry-based conversation
- e) Receiving feedback from interview protocol
- f) Piloting the interview protocol

To begin with I had to keep in mind that the topic has to be interesting, related to recent circumstances and adding to existing research criteria (Yeong et al., 2018). As a result I focus on the topic “English writing readiness of primary level students”, its impact on education and how the primary level underprivileged students are coping with this situation which is a concern of all time. After choosing the topic I had to find the research questions so that I can set a criteria for my study. This research is built upon three research questions. After finding my research question I had to align interview questions with research questions to increase the utility of interview questions and to ensure question necessity of the study. Moreover, I had to construct an inquiry-based conversation so that interview questions can be different from research questions (Yeong et al., 2018). Moreover while taking the interviews I had to focus on maintaining the social rules of ordinary conversation, a variety of questions and there are prompt questions to facilitate the interview questions (Yeong et al., 2018). In addition to receiving feedback from the interview protocol I had to rely on expert feedback of the interview protocol to enhance reliability (Yeong et al., 2018). Furthermore I had to anticipate respondents’ answers and ensure understandability of the interviewees. Last but not the least, piloting the interview protocol which combines getting feedback from actual

respondents, gaining experience of interview and testing of interview setting (Yeong et al., 2018).

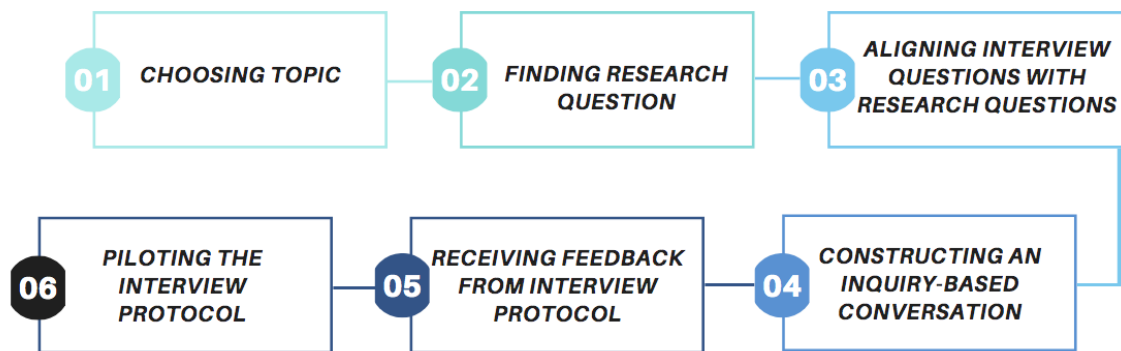


Figure 3: Interview Protocol Framework (Yeong et al., 2018)

### 3.8 Data Analysis Procedure

In this section, I am going to discuss the procedure I applied to analyse the data which I obtained from interviews and video recording.

For this study I have done thematic analysis of data (Xu & Zammit, 2020) which consists of: “familiarising oneself with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report”. After collecting the data, I have to translate and transcribe it in Google Doc in the first phase. In the second phase, I coded the data. After coding, in the third phase, I generated themes that emerged while analysing the data. I have incorporated 5 different themes to analyse my data: teaching and learning readiness in English writing classes, the perception of teachers in English writing readiness in classrooms, the perception of students in English writing classrooms, the patterns in students writing and the solution of lack of English writing readiness. These themes helped me to analyse my data needed for this study. Moreover, to set the research questions I focused

on my research criteria so I can maintain the reliability of my study. In the last phase, I interpreted and analysed the results and produced the report based on the themes.

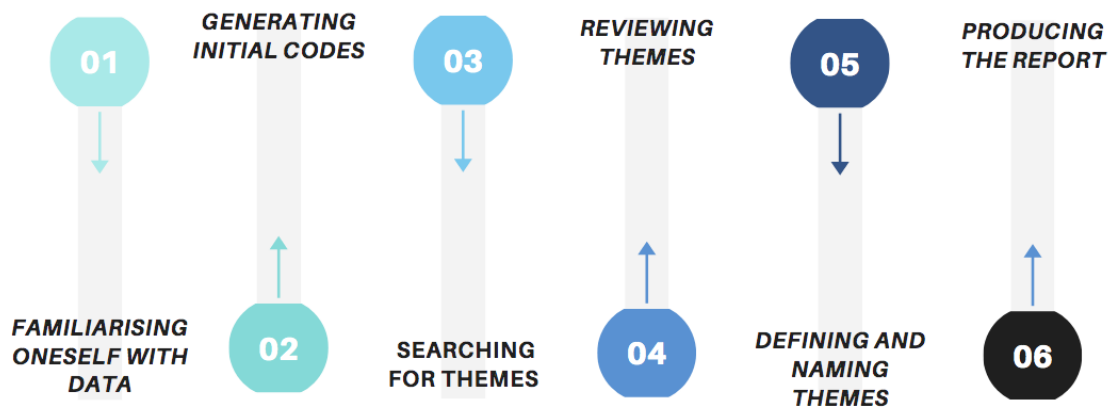


Figure 4: Data Analysis Framework (Xu & Zammit, 2020)

### **3.8.1 Ethical Consideration**

All the ethical considerations before conducting the study are taken into account. Before taking the interviews, consent forms were sent to all the participants and they signed those forms after reading. Also, while recording the videos the participants were aware and I promised them to keep their identity confidential.

### **3.9 Establishing Trustworthiness and Credibility of Data**

According to Lindsey (2016), the focus of establishing validity, reliability or trustworthiness in research work is to ensure that the data are substantial, imitable and the studies are correct. In quantitative research, it is very important to establish validity and reliability. Methods utilised for procuring validity and reliability in a quantitative report are exceptionally clear and grounded. Therefore, in qualitative research, instead of validity and reliability, researchers use trustworthiness and credibility. Lindsey (2016) again argues that gaining trustworthiness for qualitative research is more open to interpretation and less



established. The main focus of a qualitative researcher should be concentrating on trustworthiness and credibility issues such as credibility, dependability, transferability and confirmability (Sinkovics, Penz & Ghauri, 2008).

For ensuring the credibility of the data, I adopted member checking and triangulation. According to Koelsch (2013), the member checking has been considered as an important process of validation in qualitative research. It has been used for assessing the accuracy in which a researcher has represented a participant's subjectivity. Price (2016) stated that member check is rechecking with the interviewees after the results have been analysed. I checked what I analysed is correct and that the participants I interviewed are agreeing with and I this included in the results. Therefore, the participants must realise that the findings reflect their verbal statements precisely. That is why in this study, I have transcribed the participants' interview in word format and mailed them. As a result the member checking could be fulfilled. I have invited an Assistant Professor to check coding and rate and comment on the themes generated from the coding.

Moreover, another aspect of qualitative research is triangulation. Triangulation in qualitative research is used to increase the credibility of research findings. According to Noble and Heale (2019), by combining theories, methods, or observers in a study, triangulation can help to assure that fundamental biases which arise from a method or an observer are conquered. It is an effort to explore and explain the complex behaviour of humans using different methods to offer a more balanced explanation for researchers. Triangulation can also enrich a study by offering a variety of datasets for explaining multiple aspects of a phenomenon of interest (Noble & Heale, 2019). Besides that, there are four types of triangulations- triangulation of data/sources, methodological triangulation, theory triangulation and analyst/investigator triangulation (2019). Among all these categories triangulation of sources and analyst triangulation are adopted in this study to obtain credibility. Triangulation of sources includes

different matters such as periods, space and people (Denzin, 1978). In this study, I have collected data from teachers and students interviews . Analyst triangulation or investigator triangulation includes the opinions of several researchers in a study. This study has another co-observer to see the actions of the respondents. For implementing analyst triangulation, inter-rater reliability of codes were considered ( $85\% = \frac{\text{Total number of agreement}}{\text{Total number of responses}} \times 100$ ).

To conclude, in the methodology section all the steps of collecting data are enlisted chronologically so that the method incorporated in this study can be understood easily.

## **Chapter 4**

### **Result and Discussion**

#### **4.1 Introduction**

The main object of this research work is to explore the English writing readiness of primary level students of Bangladeshi government primary schools. Moreover, this study focuses on teaching and writing readiness in English writing classes, teachers and students perspective on readiness in English writing classes, physical aspects of readiness, pattern of readiness in students writing, boundaries to English writing readiness in cultural context and lastly plausible solutions.

To achieve desired data I focused on my formulated research questions. The research questions are:

1. What kind of patterns of readiness can be observed in primary level students' English writing?
2. What perceptions do teachers have regarding readiness in English writing classrooms?
3. What perceptions do students have regarding readiness in English writing classrooms?

The first section of this chapter discusses the educational background of each of the ten participants ( six teachers and four students). The second section of this chapter discusses the patterns of readiness that can be observed in primary level students' English writing. This section also focuses on the physical readiness, usage of pen or pencils, hand and eye movements, memorisation patterns and basic strokes of students. Moreover, the third section discusses the teachers' perceptions on students' writing readiness which includes different strategies implemented by teachers in English writing class, impact of culture and exposure on English writing readiness and the limitation of the English writing classes. In addition the fourth section describes the perceptions of students regarding readiness in English writing classrooms which includes support from teachers and caregivers, perceptions on teachers'

teaching, the difficulties faced in English writing classes, and liking and disliking about English writing class.

## **4.2 Section One: A Brief Introduction to the Cases**

This section will briefly introduce ten participants, six teachers and four students, in terms of their educational background, teaching experiences in primary level and exposure to English. This has a direct or indirect impact on the way they delivered their opinions while interviewing.

### **4.2.1 Cases of Teachers**

#### **4.2.1.1 Case 1: Anik**

Anik is one of the youngest teachers I interviewed for my research work because I thought it would help me to add new perspectives. He lives in Dhaka now. He is Hindu but interestingly he started the interview with salam. He completed his schooling from Rupsha Ahammadia High School which is in Faridganj, Bangladesh. Then he completed his HSC from Ramgonj Govt. College which is in Ramganj, Lakshmipur. Therefore he had to live out of Dhaka for a long time. Then after completing college he moved to Dhaka and got admission into Dhaka College. Throughout his educational span his medium of instruction was Bnagla. Then after finishing the graduation and post graduation he joined the primary school where he works now. He has been teaching English in primary school for five years but before that he used to do tuitions where he used to teach English to the students of class 1 to 5. However, he has to take other subjects as well. His students belong to a very underprivileged background.

His reason for being an English teacher is very interesting. He always thought he had some weakness in English and so he started to study English for himself and he found it really fascinating. Also, in his student life when he was doing tuition, saw that students face difficulty like: they do not understand English very well so he thought to work from the root

level specially for the underprivileged young students because they do not have the facility to learn English from their surroundings. That's why he wanted to become an English teacher. He takes classes in different grades and takes six writing classes in one week. He uses Bangla as a medium of instruction. Also, he received PTI training and subject wise training like other government teachers. He seemed like a very dedicated teacher who loved his students and worked for their progress. While taking the interview I noticed that he is shifting from Bangla to English and English to Bangla from time to time. I had to translate those parts.

#### **4.2.1.2 Case 2: Khaleda**

When I called Khaleda for an online interview, she told me that she is going to need some help from her son which indicated her lack of digital literacy. Also, when I sent her email she took help from her son to understand that. She lives in Dhaka with her family. She has a son who studies at an English medium school which is interesting because she is a primary school teacher but she chose English medium school for her son. Khaleda completed her SSC from Adarsha Girls High School, Jessore. The she completed her HSC from Kazi Nazrul Islam Degree College, Jessore. After that she got married and came to Dhaka. Then she completed her honours from Open University Bangladesh.

Her reason behind teaching English is very thoughtful. She wanted to make a difference in our education system. Also, she found that young children have problems with English at the root level so she was motivated to work for the betterment. She has been teaching for 21 years. Along with English, she teaches different subjects like Bangla and Math in school. She has to take more than 5 writing classes in a week as she takes classes of grade 1. She uses Bangla as a medium of instruction in her class. Like other government primary school teachers she got some training for teaching writing from the government's training when she was doing subject based training. She took PIT training once. However, she does not have much knowledge of early childhood education which is needed for very young learners.

While taking the interview I noticed that she is not much of an English speaker so I had to take the interview in Bangla. Then I translated it into English and showed it to her.

#### **4.2.1.3 Case 3: Nurjahan**

Nurjahan lives in Dhaka with her family and she lives very close to her school where she teaches. I took her interview face to face with safety and before that I took her consent through email. Her expertise on digital tools surprised me and she was really excited about the interview. She lived in Dhaka throughout her life. She completed her SSC and HSC from Siddheswari girls' school and college. Then she completed her honours and masters from Eden Mohila College. After that she joined the school in 2004. She has been teaching for seventeen years which is a very long time. She likes to read English books and watch English movies when she gets time.

Her reason for being a primary school teacher is, in Bangladesh, there is a lack of proper English teachers who can focus on all 4 skills of English due to lack of practice and she aspires to be an English teacher who can work from the root level. I found it very thoughtful and purposeful. She specially takes English classes in school but something she gives proxy to other teachers' classes. In one week she has to take a total of 6 English classes and among them she takes writing classes based on the needs of the students and attainable competencies. Most of her students belong to lower middle class families which sometimes inhibit her teaching because their socioeconomic backgrounds do not facilitate learning in English. She uses Bangla as a medium of instruction in her class as her students are really young. She also got some training from the government. These training sessions were subject and skilled specific. There she got English writing training as well. She teaches young children but she does not have much knowledge about early childhood education. However, while interviewing her I noticed that she is quite a good English speaker. She also seemed very helpful.

#### **4.2.1.4 Case 4: Akif**

Like Nurjahan, Akif has been living in Dhaka for his whole life. He lives with his wife, father and sister in Mirpur. His wife is also a teacher at a college. Akif completed his SSC from Dhanmondi Govt. Boys' High School and HSC from Dhaka University. Then he completed his honours from Dhaka University. He has not completed his masters yet but is planning to do so soon. He also has a very good mastery over digital platforms which is really helpful for his teaching as well. However, I took his interview face to face.

Akif's reason behind being an English teacher comes from his intrinsic motivation. He loves reading English books, listening to English songs which inspired him to study in English and his grandfather was an English teacher who is an inspiration for him as well. He has been teaching at this primary school for nine years. He has to take 6 English classes in a week on average and 3 of them are for teaching writing. Some of his students are very interested in English but sometimes their sociocultural background does not facilitate that. He uses Bangla as a medium of instruction in class. Like other government primary school teachers, he got PTI training before joining the school and also every month he gets cluster training with other teachers. However, he does not have any experience with early childhood education. While taking the interview I noticed that he was very comfortable talking in English.

#### **4.2.1.5 Case 5: Shamresh**

Shamresh lives in Dhaka but at the time of interview he was in Chittagong for some personal reason so I had to take his interview through zoom and he was very supportive about this. He completed my SSC from Dewanganj Govt High School and HSC form A.K. Memorial College, Dewangonj. Then he completed his honours from Jahangirnagar University from the department of Philosophy. It made me think about his choice for teaching English.

The reason he chose to be an English teacher is, he thinks teaching a new language is really interesting and at the same time he can learn many things. He finds out different materials and resources to teach English at school in his class which shows his intrinsic motivation to teach English. He has been teaching for 7 years. I specifically take 4 classes for writing each week. However, he has to take some extra classes as well due to the learning gaps of his students. Most of his students belong to an underserved background which is the reason for their learning gap but Shamresh tries his best to overcome the challenge. He uses Bangla in class as a medium of instruction. Shamresh got PTI training and some other subject specific training which includes teaching writing in English. While interviewing him, I noticed that he was switching from Bangla to English and English to Bangla which shows his lack of competency on English speaking.

#### **4.2.1.6 Case 6: Nazneen**

My last teacher participant was Nazneen who is originally from Chittagong but now lives in Dhaka with her in-laws. She has a daughter who is 2 years old. So Nazneen is already worried about her schooling and medium of instruction. She completed her SSC from Khastagir Girls' School, Chittagong. Then she completed her HSC from Chittagong College. After that she completed her honours from Chittagong University. Then after marriage she moved to Dhaka and joined this school in 2010.

When I asked her about the reason behind being an English teacher, she connected that with her background which I really liked. She said that she always sees students feel afraid when they hear about learning English and it was the same for her. Then she got a teacher with whose help she could improve in English and it inspired her to be an English teacher. I found it really inspiring. She has been teaching in the same school for 11 years. She takes 3 writing classes each week. She uses Bangla. as a medium of instruction. She had different training as well. Because of being a primary teacher, from time to time she gets training based on



different subjects and teaching writing. While taking her interview she was really supportive but mostly using Bangla. I think she has a problem regarding speaking in English.

#### **4.2.2 Cases on Students**

##### **4.2.2.1 Case 1: Maliha**

While interviewing Maliha I noticed that she is very confident. She is six years old. She lives in Badda. She studies in class 1 at Shaheed Tojo Govt Primary School and she is the first girl of her section. Her favourite subject is mathematics because she can play different games with elements in maths class. She can read English letters and words but not stories from other books. She is the youngest child of her parents. Her father is a shopkeeper and her mother is a housewife. She likes to watch cartoons on TV and play games with her friends. She loves her teachers very much.

##### **4.2.2.2 Case 2: Tamzid**

I noticed that Tamzid is very calm and quiet. Also, he thinks before replying to every question while I was interviewing him. Tamzid lives in Uttar Purba Badda. He also studies in Shaheed Tojo Government Primary School. He is 6 years old. His most favourite subject is Bangla because he thinks it is easy to understand. He reads stories and books in Bangla in his free time. He also likes to read and write English poems and stories but sometimes he does not understand everything while writing in English. He likes cycling and playing games. He watches cartoons as well in his free time. He is the only son of his parents.

##### **4.2.2.3 Case 3: Sumaiya**

Like Tamzid, Sumiya is very calm and thoughtful. She lives in Uttara. She studies in Uttarkhan Government Primary School in class 1. She is the last girl of her section which works as an inhibition sometimes for her. She is 6 years old. She is the youngest child of her parents among three children. Her most favourite subject is Math because she loves how she can count everything. She does not always like English because she makes mistakes. She

does not like to go outside much. She loves to watch cartoons and serials with her siblings. Her mother is very worried about her English all the time.

#### **4.2.2.4 Case 4: Alif**

Alif is very talkative among all the other participants. He lives in Uttara as well. He studies in Uttarkhan Government Primary School in class 1. He is 6 years old. He likes to watch youtube cartoon videos and songs in his free time. He is the eldest among two sons of his parents. His favourite subject is Bangla because his teacher tells many Bangla stories and he loves that. When I asked him about English, he said that he can read and write in English but does not always like it because if he makes mistakes his teacher scolds him sometimes. Also, he feels bad because his friends laugh. He still tries his best.

### **4.3 The Patterns of Readiness Observed in Primary Level Students' English Writing**

During the interview of the teachers they talked about different types of patterns of readiness related to English writing. It includes patterns of English writing and English writing readiness based on physical ability which combines orthographic coding, visual motor integration and fine-motor coordination of students. This helped me to focus on English writing readiness from different lenses.

#### **4.3.1 Different Patterns of Writing Found in Students' Writings**

All the participants agreed that they found different patterns in their students' writings. To begin with, one of the prominent features they found is mixing up upper cases and lower cases which the students can not comprehend properly. One of the participant in this study, Anik said that,

*Most of the time they mix up capital letters and small letters and use small letters at the beginning of the words and capital letters at the middle of the words. (DU ANI*

*14)*

Another participant Nurjahan stated the similar notion regarding uppercase and lowercase letters.

*Students make so many types of mistakes. Such as: not understanding where to use capital letters and small letters... (DU NUR 14)*

One of the studies related to uppercase and lowercase showed that letters associated with names are more likely to be remembered by the children and so it influences the uppercase and lowercase in other words as well (Treiman & Kessler, 2004).

Moreover, according to participants another pattern found in the students' writing which is to mix up Bangla and English words and sentence structures. One of the participants Anik said,

*They try to make a connection between Bangla and English sentence patterns. Such as: If I tell them to translate "Ami bhalo meye", they will write, "I good girl". These are very common. (DU ANI 14)*

From this example it is visible that students tend to use Bangla grammar in context of English sentences and expect it to be right. They try to create a kind of association to their background knowledge. Another participant said Khaleda said that

*There are so many patterns...relating to their mother tongue, for example: If I tell them to write the word table, they would write Tebil or Tabil the way it's pronounced in Bangla. (DU KHA 14)*

Here, the association with pronunciation and spelling is visible which is very common in participants' context. Moreover, Ahmed (2006) and Chowdhury & Shaila's (2011) researches indicated that students have a tendency to associate with their mother tongue because they feel comfortable and can connect to the real life context.

In addition another, visible pattern was found in English writing class which is to mix up similar sounding and similar looking words. One of the participants called Khaleda said that,

*There are so many patterns. Such as: mixing up similar sounding letters like: go and*

*do...(DU KHA 14)*

Another participant, Nurjahan said that,

*Students make so many types of mistakes. Such as:.....mixing up words with similar sounds like: “put”, “cut”, “but” and so on...(DU NUR 14)*

According to the participants, students get confused when the pronunciation does not match the spelling or the same types of pronunciation but spelled in different ways. These are very common for the students in ESOL context. One study showed that young students tend to get very confused when they can not make a connection between what they are writing and what they are listening (Ahmed, 2006). Letter perception and recognition of forms are parts of visual-motor integration which combines visual perception, motor control, and eye-hand coordination (Beery, Buktenica & Beery, 2010) and this is very important for a child to teach before teaching writing. These are some prominent features found in the English writing of the young primary level learners.

#### **4.3.2 English Writing Readiness Related to Physical Ability**

Readiness related to physical ability combines hand movements, holding pen or pencils, eye and hand coordination and ability to memorisation. These are parts of visual-motor integration, orthographic coding and fine motor skills (Volman, Schendel & Jongmans, 2006).

##### **4.3.2.1 Readiness Related to Orthographic Coding**

To begin with, orthographic coding indicates students' ability to keep information in their working memory such as: the pattern of memorisation they use to store any words.

Regarding this, all the participants have different opinions.

*I noticed that they can memorise rhyming words mostly, the words that sound similar. For example: tin-pin, can-man. Also, I saw that if they can see the object they are learning, they learn faster. Moreover, I noticed that students who read more and*

*watch English cartoons learn vocabulary quickly and on a large scale. (DU ANI 38)*

From the statement it is visible that students can memorise the words that rhymes or sounds similar. Also, making real life connections also helps students to learn better (Richards et al., 2011). Also getting exposure from surroundings helps young learners to memorise the words. Moreover, another participant said that,

*Also, the words that sound and are written similarly. For example: the word "pet" is written the same way it's pronounced. Also, when they can relate to Bangla, I think they learn better. (DU KHA 38)*

It indicates words that are written the way they are pronounced are easy to remember for the children because there is no confusion for them and they can keep that in their memory. It also helps them with their pronunciation and to make association with meaning (Clyton, 2021). Also Nurjahan stated that,

*I always see that the letters used in their names are always the letters they tend to memorise the most because they can relate to the letters....(DU NUR 38)*

Young learners habitually memorise the letters first which are in their names or in other objects related to them. Similar types of response was obtained from Akif who said,

*Yes, I observed that students have different kinds of patterns related to the memorisation of letters such as: the letters they have in their names, their parents' names or close relative's names. Also, they memorise when they can make associations such as: B for books, C for cats. They see these objects around them and remember those letters. (DU AKI 38)*

This implies that young students have different types of memorisation patterns and they follow these to keep the words in their working memory memory and later through association and they transfer the information to long term memory (Seidenberg & McClelland, 1989).

#### 4.3.2.3 Readiness Related to Fine Motor Coordination

Fine motor coordination refers to development of intrinsic hand muscles, eye–hand coordination, ability to hold pen or pencils and ability to form basic strokes smoothly (Schneck & Amundson, 2010). Different participants shared their opinion. Such as:

*I think so because the way they hold a pen or pencil is different from how we adults hold a pen or a pencil. When a student holds a pencil according to their age they can write well rather than the student who can not hold the pencil very well. That's why there are so many things we have to teach before teaching alphabet writing. Such as: the outline of the letters. (DU ANI 22)*

If the intrinsic hand muscles are not developed properly, we can not expect the young learners to write with the correct hand movement. The way they hold a pen or pencil impacts the way they write. Fine motor coordination is needed for stability in hand movements while writing and controlled dynamic finger movement (Hartingsveldt, Aarts, Groot & Sanden, 2011).

Other participants said,

*I think so. I have noticed that at different ages students hold pencils differently. If the pens and pencils are taught to hold according to age then students would write efficiently and correctly.” (DU KHA 22)*

Based on different ages, hand muscles are developed in different ways and as a result students hold pens or pencils in different ways. It makes them efficient and helps them to write correctly.

*....But I try to show my students how they should hold the pencils correctly because it helps them outline the letters correctly and later they can have nice handwriting. Also, I think if they do not have proper physical ability they will not be able to hold the pens and pencils at all. (DU NUR 22)*

Development of intrinsic hand muscles also facilitates forming basic strokes smoothly at

young age (Hartingsveldt, Aarts, Groot & Sanden, 2011).

*I think so because in my class there are students who can't write the letters properly and one of the main reasons is they can't hold the pencil properly. So I have to show them how to do it by holding their hands. I guess the proper way of holding a pencil can improve their hand muscles too...(DU SHA 22)*

According to the statement there is a relation between the development of intrinsic hand muscles and holding pen or pencils. Most of the participants agreed that they teach basic strokes before teaching letters and as reason one of the participant said,

*Yes, I do because I think before knowing how to write it is important to make different figures and shapes so that they can understand different turns and curves of letters. Teaching basic strokes helps the students to figure out the starting and ending position for letters. Also, it makes their hands and wrists' muscles free. (DU ANK 42)*

Identifying the shapes and figures are really important before letter writing and it helps them in letter perception and recognition. Also, making shapes and figures make their hand muscles free which is essential for their development. It is important to focus on dynamic finger movement because only 50% of five-six years old children have dynamic hand grip which is alarming if not considered in the early stages (Hartingsveldt, Aarts, Groot & Sanden, 2011).

Moreover, with hand movement there is a relation or eye movement which is known as eye-hand coordination (Hartingsveldt, Aarts, Groot & Sanden, 2011) and the participants were aware of that. According to one of the participants,

*Rather than just keeping them sitted in one place I prefer to make them move for writing on board, telling stories and poems, singing songs, playing games and so on. These types of activities help them to use their hands more often and enhance their eyesights. Also, while they are writing I prefer to move around the class so that I can*

*observe their hands and eye movements and correct them if needed. (DU AKI 40)*

Therefore the necessity of the coordination between is very much self explanatory and teachers are taking care of it. Doing different free hand activities, games, storytelling and other fun activities helps with the correct eye-hand coordination. Another participant said,

*“ I think to improve right hand and eye movements, colouring activities are really helpful. Such as: colouring the letters in different colour schemes, colouring different objects, mandalas and so on. Moving around in the class during writing activities also helps me to understand the situation of students ....(DU SHA 40)*

Another can be making them doing colouring activities can also be helpful for fine motor coordination which should be explored by the teachers. Therefore, readiness related to fine motor coordination is very important.

#### **4.3.2.4 Readiness Related to Visual Motor Integration**

Visual motor integration combines students' ability to letter perception, including the ability to recognise forms (Hartingsveldt, Aarts, Groot, Maria & Sanden, 2014). Most of the participants expressed that students face problems in visual motor integration due to lack of ability to connect. They are not able to perceive similar looking words sometimes. One of the participant said,

*Most of them make blunders here no matter how many times I say or show them. The moment I am showing them they are getting it but if the next day I tell them to write again, they make the same mistake. I would say that happens due to lack of practice. (DU ANI 30)*

Lack of practice is another reason for not being able to differentiate between similar looking letters. Another participant said that,

*Some of my students face problems while differentiating similar looking words. Some of them have overcome the problem and others are not able to overcome it. (DU KHA*



30)

It indicated that in the same class there are students of multiple levels of competencies. Some of them are able to perceive and recognise letters, some the students struggle from time to time and the others are not able to perceive letters or recognise forms which is very alarming for them in higher grades. Teachers have to apply different strategies so that students can differentiate. Such as:

*I have to adapt different teaching techniques for them such as: telling rhymes, stories with letters and so on. (DU AKI 30)*

*First thing I do is, make them write similar looking letters again and again side by side and indicate the difference. (DU AKI 32)*

*To make them understand the difference, I let them make the shapes of the letters out of clay and once they do it, they can't forget it. Also, I give them homework so that they can practice again and again at home. (DU SHA 32)*

*In this case drilling of the letters works the best. Also, I made them recognise the difference in shapes at first so that they can easily understand the difference. (DU NAZ 32)*

According to the discussion above, the strategies could be telling stories with letters which are specially for children, modelling for them, drilling, activities with papers and clay and elaborating the basic forms and outlining. This will help students to perceive the letters and recognise forms of letters (Hartingsveldt, Aarts, Groot, Maria & Sanden, 2014).

Also, making connections between what students are seeing and what they are writing is very important. As teachers we have to understand that. The participants also apply different strategies for that. As one of the participant said,

*...For example: If I am teaching them letters, I try to show the objects as well so that they can relate. When I ask them back and if they can reply I understand that they are*

*making a connection. Also, they question putting that object in different situations to make connections which implies that they are understanding and making connections.*

*(DU ANI 44)*

other participants said,

*On the other hand I think students relate when I give them real life examples or show the letters through different acts. Such as: I make different letters using my fingers so that they can see how the letters are constructed. (DU KHA 44)*

If students can connect to real life context that implies that they are connecting to what they are seeing and writing.

*I can understand that they understood by seeing them making connections, asking me questions or using the letters or the words in other contexts as well. (DU NUR 44)*

Also, asking questions can be another way.

*Some of the students can and some of the students are learning how to connect. I like to arrange interesting quizzes or games so that the students do not feel intimidated from the continuous formative assessments. Students tend to do really well. (DU SHA 44)*

Moreover, different fun formative assessments can be helpful for teachers to understand students comprehensibility about writing in English.

*When they feel curious, ask me questions, reply to my question, discuss with one another or use the learning in real life, it helps me to understand that they are making connections. (DU NAZ 44)*

Therefore the participants stated different ways by which they understand that their students are making connections. Such as: give real life examples, question and answering, asking questions about related content, using knowledge in similar context, relating to previous knowledge, check for understanding, arranging quiz and games, formative assessments and

discussing among peers.

#### **4.4 Teachers' Perceptions on Students' Writing Readiness**

This section includes different strategies implemented by teachers in English writing class, the impact of culture and exposure on English writing readiness, and the limitation of the English writing classes. It helps me to focus on the importance of cultural impact and exposure on the English writing readiness. Also, the participants shared some issues they face in the class to teach writing.

##### **4.4.1 Implemented Strategies in English Writing Class**

In ESOL context teachers have to apply different strategies to teach writing as writing in English language is related to cognitive development of students (Nystrand, 2006).

Research from the cognitive perspective focuses on identifying the mental processes of individual writers. Scholars have tried to find “explicate the cognitive structure of writing processes that transformed thought and agency into text” (Nystrand, 2006, p. 12). Drawing from theorists such as Piaget, writing researchers have developed instructional practices that enhance cognitive skills based on understanding of how students think, reflect the thinking through their writing and what shapes their writing. According to the interviewees they apply different strategies based on their students’ age, proficiency and saliency (Gardner, 1983).

According to Anik,

*I make them draw lines, shapes, figures and so on. Also, tell them to make origami out of paper for better hand movement. Also, I teach them to hold a pencil and move it.*

(DU ANI 48)

*My students love to draw, play with clay, make origami, word scrambles and I made those games contextual based on class lessons. (DU ANI 50)*

For Anik drawing shapes and figures, doing activities with papers, playing with clay, word scrambles help to facilitate his students’ English writing readiness as they enjoy these

activities. Learning through play is another theme here which is enjoyed by the students.

Moreover, according to Nurjahan, Akif, Shamresh and Nazneen,

*Some of the time in class I try to keep some fun activities such as: finding the letters from words, drawing the object, small group competition of letter writing and so on.*

(DU NUR 48)

*Yes I do. Such as: making small cards and letters for family members or friends, free hand writing, word of the day, one word, feelings sharing and so on.* (DU AKI 48)

*Yes, sometimes I do. Such as: fill in the story, birthday messages to one another, board writing and so on.* (DU SHA 48)

*Yes, I do. Such as: writing on the board, one sentence each day in a journal, completing word puzzles, filling in the story, drawing words, scramble etc.* (DU NAZ 48)

The participants seem to apply different activities related to the lesson which will facilitate English writing readiness. Among them: small group competitions, writing cards and letters, one word a day, feelings sharing, game based learning, quiz show and drawing are very noteworthy and students seem to enjoy these. According to one study, play is a strategy to develop students' writing skills as it helps them to collaborate with one another (Daiute, 1990). These above mentioned strategies help the participants in their class to make students ready for writing.

#### **4.4.2 The Impact of Culture on English Writing Readiness**

Culture and language are interchangeable which influences one another. Learning a language means learning a part of the culture because it is associated with the alphabets, grammar, meaning of that culture (Newell et al., 2011). Also, one culture influences learning of another culture in both positive and negative ways. Sociocultural theory suggests that cognition and activity are situated in social, cultural, and historical contexts (Prior, 2006).

While talking to the participants they also described the impact of culture in writing readiness. According to Anik,

*Culture plays a very important part in learning a new language. For example: in our country we do not practice English much as a result our students do not get much knowledge of English... (DU ANI 52)*

Lack of practice of English writing is one of the features of our culture which is visible in classroom context as well (Worthman, Gardner, & Thole, 2011). Culture has an impact on teachers' skill development as well. According to Khaleda,

*Culture has a big impact on language learning and teaching. Our school teachers are not trained enough to teach English as a second language which creates a teaching gap...(DU KHA 52)*

In primary level teachers are not trained enough to teach writing to the root level students as they need extra care and attention. This happens due to the lack of ability to incorporate advanced trainers to educate the teachers in our culture who will teach the teachers. Another important trait of our students in our culture is to memorise without understanding the meaning. According to Nurjahan,

*Children in our country memorise and write in English in class or in exams but they can not contextualise the language due to the cultural impact...(DU NUR 52)*

In addition, learning environments are very important for academic writing development. Much sociocultural writing research therefore examines how classroom and school contexts can support collaborative writing practices (Prior, 2006). Recent study has suggested that cognitive and sociocultural perspectives are not mutually exclusive, but rather complement and interact with one another (Juzwik et al., 2006; Newell et al., 2011). Thus cognitive and sociocultural perspectives complement each other and create an impact on students' readiness in a writing class.

#### 4.4.3 The Impact of Exposure on English Writing Readiness

According to Foster (2015), lack of exposure to books and reading materials are the reason for inhibition in English writing class at elementary level. Many students find it difficult to find proper resources for their study (Fareed et al., 2016). According to Khaleda,

*I think very much. We don't speak in English at home or at school and we expect our children to learn English. It's not so easy. It takes time. Students only memorise the grammar structure for exams and do not apply it in real life and eventually they forget that. Also, they can't contextualise the books which are good for them because it's not talking about their surroundings and society...(DU KHA 54)*

Parents and other stakeholders related to education use the primary language to communicate or as the medium of instruction which implies the lack of usage of target language. This impacts the writing readiness. When children connect socially they get more exposure because it gives them opportunity to listen, learn and apply (De Houwer, 2009). Researchers suggested that children who hear English from family members or teachers tend to be more ready to use the language (Duursma et al., 2007). According to Akif, Shamresh and Nazneen,

*Yes, I do think that because they are the first teachers that the students get and it influences their later learning..." (DU AKI 56)*

*I think that's true. Guardians play a vital role in teaching writing in English. Because I have seen that, parents who are educated and know how to write in English, can help their children to become interested in writing as well...(DU SHA 56)*

Parents are the biggest support for teaching any new skills because children very closely follow what their parents or other guardians do...(DU NAZ 56)

This statement implies that guardians or more knowledgeable others (Vygotsky, 1978) play a very important part related to writing readiness of English class. They work as scaffolding for the young learners to grow (1978). Therefore, the importance of exposure and guardians are

visible because of being the primary caregiver, parents' taking ownership of teaching , parents' lack of supervision in teaching English writing, due to spending time together, parents' background influencing students' learning and giving exposure.

#### **4.4.4 Limitation of the English Writing Classes**

In ESOL context teaching writing in English at primary level has many limitations and those are large class size, limitation of vocabulary, lack of exposure, scarcity of competent teachers and non supportive environment (Ahmed, 2006; Chowdhury & Shaila, 2011). Our participants also mentioned some limitations in their classes those are,

*The first problem is the teacher students ratio. I have a large class of more than 70 students and very limited class time....Also, as this is an underprivileged government primary school, there is a lack of resources, teaching materials and efficient teachers...(DU ANI 60)*

Scholars have called attention to the fact that the huge classes, absence of confidence, absence of cooperation and less access to resources, learners' reservedness are the fundamental deterrents behind Bangladeshi learners' learning and writing in English (Ahmed, 2006; Chowdhury & Shaila, 2011). Almost the same problems are faced by other participants as well. Such as:

*I am not well aware of the online resource which has become a limitation for my class. Also, I have too many students in my class, almost 123...(DU KHA 60)*

*I face multiple problems in my class. Among them, students' lack of motivation is very prominent...(DU NUR 60)*

*One of the biggest limitations in my class is when the students are out of class they do not have exposure to English writing that much and as they are very young they tend to forget what they learn in the class. (DU AKI 60)*

*One of the biggest problems is the educational background of the parents of my*

*students. They are not able to help with English as some of them are even illiterate.*

*Also, they do not have that much financial stability to hire private tutors.*(DU SHA

60)

Therefore, to summarise limitations like: large class size, under-resourced school, socio economic background of parents, lack of digital literacy, limitation of infrastructure, lack of motivation among students, lack of exposure and shortage of class time are found in the cultural context of Bangladesh (Chowdhury & Shaila, 2011).

#### **4.5 Students' Perceptions on English Writing Readiness**

In addition the fourth section describes the perceptions of students regarding readiness in English writing classrooms which includes support from teachers and caregivers, perception on teachers' teaching, the difficulties faced in English writing classes, and liking and disliking in English writing class.

##### **4.5.1 Support from Teachers and Caregivers**

The external support the students get from the school teachers and caregivers helps them to do better in writing but this is not always enough. The point of views about external support of the student participants are given below,

*No, I don't have any tutor. My brother and mother teach me.* (DU MAL 12)

*.....My teacher listens to me and helps me.* (DU MAL 14)

Here, the MKOs (More Knowledgeable Others) (Vygotsky, 1978) are being helpful and providing support to reach to the zone of proximal development.

*I sometimes do not understand what the teacher is saying in English. I am scared to ask again. Also, my teacher says I can't hold a pencil correctly.* (DU TAM 10)

*...My teacher is very good and helpful* (DU TAM 14)

*I have a tutor for all subjects. Also, my mother teaches me.* (DU TAM 12)

This case is the opposite of the previous one. The student is very scared to ask any question



to the teacher which is ultimately holding the progress back. On the other hand the student is stating that “*the teacher is very helpful and good*” which indicates that the teacher has to find out what is stopping the student from approaching. Also his mother can intervene here.

However, the student is getting support from tutor and mother which will help him to learn.

*Yes, I have a tutor for all subjects. Also, my aunt helps me with English writing. (DU SUM 12)*

*Sometimes I don't like it when my teacher is very busy with other students and does not listen to me. (DU SUM 14)*

Here we can see, not only the primary caregiver but also the secondary caregiver is also an important aspect of ZPD. Moreover, here the student stated how lack of attention is impacting her, which also has an impact on the study of the student (Schutte & Hopkins, 1970). The conversations show that the relationship between students, teachers and other caregivers has an impact on the study of the students.

#### **4.5.2 Perceptions on teachers' teaching**

It is very important to understand the students' perceptions about teachers' teaching so that the strategies the teachers apply in the class can be adequate to the needs of the students. The statements about teachers' teaching by students are given below.

*Sometimes I do. My teacher listens to me and helps me. (DU MAL 14)*

*I like the games in the class, the poems and stories in English. But sometimes I don't understand the meaning and it feels difficult for me. (DU MAL 18)*

According to this student, the teacher is helpful and she likes it when the teacher plays games or teaches poems. However, the students stated that she faced difficulties understanding the meaning of the words. Therefore, here teachers can apply some strategies to make it easy to comprehend words for those students who face difficulties. Also, learning through fun is another aspect here which can be used profoundly. Another student stated,

*I sometimes do not understand what the teacher is saying in English. I am scared to ask again. ( DU TAM 10)*

*I like drawing and colouring the letters but I don't like it when I make mistakes. Also, I become confused with many letters because they seem similar. (DU TAM 18)*

Here, the student seems confused to recognise letters which is one of the main aspects of writing readiness (Reutzel, Mohr & Jones, 2019). Therefore, there is a prevailing gap here which the teacher needs to address.

*....But she plays games with us which I like. (DU SUM 14)*

Again the emphasis on learning through play has been addressed here by the student. As the student is very young she finds learning through play very helpful.

*....He really helps me when I can't write a letter or do not understand anything. (DU ALI 14)*

*But I don't like it when I can't finish my writing. I don't feel like writing and I don't understand how I can write the letters. (DU ALI 18)*

Here, according to the student, the teacher is helpful yet the student has a lack of motivation. Therefore the teachers have to apply strategies to increase students' intrinsic and extrinsic motivation.

#### **4.5.3 Difficulties Faced in English Writing Class**

Moreover, like teachers, students face different difficulties in English writing class which inhibit the writing readiness of students. According to the student participants,

*I can't write beautifully like my friends. I make mistakes. I can't finish writing. (DU MAL 10)*

*I sometimes do not understand what the teacher is saying in English. I am scared to ask again. Also, my teacher says I can't hold a pencil correctly. (DU TAM 10)*

*My handwriting is slow and my mother scolds me for that. I can't shape the letters.*

*Also, I don't understand the meaning sometimes. (DU SUM 10)*

*My hand hurts due to so much writing and I am so slow. Also, my letters do not look good like others. (DU ALI 10)*

Here the participants face difficulties like: lack of physical ability, comparison with others, making mistakes, lack of understanding, problem in shaping, problem in hand movement, problem in beautification of letters and unable to finish in time. These criteria indicate that they have problems in orthographic coding, visual motor integration and fine motor coordination (Overvelde et al., 2011). Teachers should do needs analysis before implementing any strategies in the class. Also, students are feeling intimidated by their classmates if they can not do well. Eventually it creates an unhealthy competition in the class.

#### **4.5.4 Students Liking and Disliking about English Writing Class**

As some of the students face difficulties in English writing classes they prefer some approaches and some they do not prefer. According to the participants,

*I like the games in the class, the poems and stories in English. But sometimes I don't understand the meaning and it feels difficult for me. (DU MAL 18)*

*I like drawing and colouring the letters but I don't like it when I make mistakes. Also, I become confused with many letters because they seem similar. (DU TAM 18)*

*I like when we learn through games. But I don't like it when I can't memorise the words my teacher taught me. (DU SUM 18)*

*I like when I can see the things I am writing. But I don't like it when I can't finish my writing. I don't feel like writing and I don't understand how I can write the letters.*

*(DU ALI 18)*

According to the above mentioned discussion, it is visible that students have positive preferences towards: learning through play, stories and poems and real life examples. On the other hand they have negative preferences towards: understanding the meaning, making

mistakes and learning similar looking words, letter memorisation and time imitation.

Therefore, from the above mentioned discussion it is prominent that the readiness of English writing depends on multiple aspects associated with writing. The four sections respectively focus on readiness based on background of the cases, pattern of readiness observed in English writing class, teachers' perception on readiness of students and students' perception on readiness in English writing class which answer the research questions thematically.

## **Chapter 5**

### **Conclusion**

#### **5.1 Introduction**

This chapter aims to summarise the major findings, discussion and implications, recommendations for the teachers and students to achieve readiness in English writing class among primary level students. This study also focused on the patterns of readiness observed among students by teachers in Bangladesh primary schools' English writing classes. Also, in this study it is stated that what perception do teachers and students have regarding readiness in English writing class. The three research question of this study are:

1. What kind of patterns of readiness can be observed in primary level students' English writing?
2. What perceptions do teachers have regarding readiness in English writing classrooms?
3. What perceptions do students have regarding readiness in English writing classrooms?

#### **5.2 Major Findings of This Study**

The major finding of the study has been divided into three parts. The first section depicts the pattern of readiness observed in primary level students' English writing. The significant patterns are: mixing up uppercase and lowercase, mixing up similar looking word, making connection to Bangla and English sentence structure, mixing up similar sounding letters, unable to produce words, problem is letters perception and recognition, memorisation of grammar rules, unable to relate to context, become confused regarding pronunciation and spelling and elimination of letters. This section also focuses on the physical readiness, usage of pen or pencils, hand and eye movements, memorisation patterns and basic strokes of students which fall under which combines orthographic coding, visual motor integration and fine-motor coordination of students (Overvelde et al., 2011). The patterns found in memorisation are: remembering similar sounding words, giving real life examples that

facilitates learning, relating to mother tongue, perceiving letters in the names first, learning through play and difficulty in different looking and sounding letters. Moreover, ensuring right eye and hand movements is another challenge and to do so teachers must teach right hand and eye movement, different exercises and movements, different free hand activities, lesson plan based on games, gradual habit formation, fun activities related to movements and eye contacts, move around in class and give feedback. Also, another important aspect is to make the students connect to what they are writing and to do so the strategies could be telling stories with letters which are specially for children, modelling for them, drilling, activities with papers and clay and elaborating the basic forms and outlining. This will help students to perceive the letters and recognise forms of letters.

In addition, in the second section the main finding was based on teachers' perception on readiness in English writing class. Mostly the overall scenario of the classrooms were not so satisfactory, negatively impacted by Covid 19, problems in letter recognition, students of different competencies in the same class, prevailing learning gap, making mistakes, lack of guidance and support, and contexts not facilitating learning. Besides that in the cultural context large class size, under-resourced school, socio economic background of parents, lack of digital literacy, limitation of infrastructure, lack of motivation among students, lack of exposure and shortage of class time are very common phenomena (Chowdhury & Shaila, 2011). To overcome those challenges teachers should be giving continuous writing practice, evaluation through different approaches, arranging competitions, giving homework and classwork, communicating with parents, giving pre-task before writing, making real life connections, and arranging question-answer sessions. Furthermore, exposure from a family of external support have a great part to in writing readiness due to parents being the primary caregiver, parents' taking ownership of teaching, their lack of supervision in teaching English

writing, spending time together, parents' background influencing students learning and giving exposure to write in English.

Lastly, in the last part of finding students' perspective on readiness in English writing class is evaluated and it was found that students faces difficulties regarding students-teachers relationship, lack of physical ability, comparison with others, making mistakes, lack of understanding, problem in shaping, problem in hand movement, problem in beautification of letters, lack of motivation, and unable to finish in time. Also, the students have some positive preference about English writing class on learning through play, stories and poems and real life examples. On the other hand, they have negative feedback on understanding the meaning, making mistakes and learning similar looking words, letter memorisation and time imitation. Thus difference lenses have been added to the finding and discussion part due to data analysis.

### **5.3 Contribution of The Study**

This study has been done from both global and local perspective so that it can contribute in different contexts which hash similar types of situations.

#### **5.3.1 Implication for Knowledge**

In this study I have discussed the patterns of English writing readiness among the students of primary level, teachers' perception about readiness in English writing class and students' perception about readiness in English writing class and students' perception about readiness in English writing class. This knowledge can be used to bring positive change on the overall level of English writing skills in ESOL context. Also, I have pointed out each participant's perception about readiness in English writing class. Previously, a few researches have been done on the English writing readiness in tertiary, secondary, primary level which are conducted in different global contexts. Those studies were done years ago. On the other hand, in the Bangladeshi context there is no such study done on the students of primary level,

though a large number of students are in primary level and this is the best time to evaluate their physical and mental readiness for teaching English writing. This study not only addresses this learning gap but brings different perspectives from teachers and students.

### **5.3.2 Implication for Pedagogy**

1. If this study can be implemented in the Bangladeshi scenario both teachers and students will be benefitted. Teachers will be able to take precautions about the writing readiness based on orthographic coding, visual motor integration and fine motor coordination of primary level students before forcing them to write in English. Also, students' development will be visible as they will enjoy the process of writing. They will also be able to understand the basic mechanism of English writing.
2. Teachers' will be able to understand the importance of the pre-stage of teaching English writing and take necessary steps according to the physical state (hand-eye coordination, hand movement, holding pen or pencil and patterns of memorisation) of the students which is very important to develop properly for the young learners to write.
3. Moreover, this study also points out, listening to students' perceptions will help teachers to design their way of teaching. They have to understand that there are different types of students in the same class based on multiple intelligence, age, proficiency and saliency. So only one way of teaching writing might not work for every student.
4. In addition, the impact of culture and exposure in ESOL context are describe in a thorough manner so that not only the teachers but also the other stakeholders (parents, school authority, community members and administrators) related to the education system of primary level can be benefitted and design the education system feasible for the young learners.
5. Furthermore, in different global ESOL contexts where English is prioritised, this study can be transferable and imitable to understand the readiness in their English writing classes and they can take necessary steps according to that.



### **5.3.3 Implication for Theoretical Model**

I have created a conceptual framework by combining WRITIC model (Hartingsveldt, Cup, Groot, Maria & Sanden, 2014) and sociocultural and cognitive framework (Nystrand, 2006). This conceptual framework can be applied in other countries' context to understand their English writing readiness, boundaries to writing readiness and probable solution. There is no writing session in this conceptual model whatsoever. Also, other researchers can adapt this framework according to their need and do qualitative or quantitative analysis.

### **5.4 Scope for Future Study**

As in the context of Bangladesh this criteria of research is not explored till now, there is a vast scope for future study. To begin with, this qualitative study is done on the patterns of readiness in English writing class, teachers' perception on English writing readiness, students' perception in English readiness and cultural impact on readiness. Maybe other research can focus on the other elements of writing readiness. Also, maybe in future research can do quantitative analysis on this criteria for precise findings. Also, they can keep some writing sessions to see instant results of writing readiness. They can do this study on a large sample size. Moreover, they can publish their findings and analysis on different articles, journals or books for others to have more scopes. Moreover, they can add the point of views of parents of the students to add a broader lens. In addition, the research can propose possible solutions to the limitations and boundaries to writing readiness. Also, how technology can be integrated to enhance writing readiness and change the traditional teaching process, that can be explored. Besides that, research on the readiness of tertiary and secondary level students can be another prospect of future study and the research can connect that to the students' primary education. Researchers can also do research on the readiness of teachers to teach English writing at primary level and other levels.

Thus different scopes of research for the future has been created through this one study and this can bring revolutionary changes in the readiness of English writing class.

### **5.5 Recommendation**

Based on the findings and discussion I have some recommendations for stakeholders related to primary education.

1. The patterns of teaching writing should begin with the prewriting stage even in both school and home. Teachers' can not just assume that young students will learn alphabet writing from their caregivers before joining the school because sometimes the sociocultural and economic backgrounds of family members do not facilitate learning all the time. That is why the teachers have to have the mentality to mould the students from the root level.
2. Moreover, education administrators should add the training on English writing readiness for the primary level teachers because they need to know how to foster the readiness among the students of primary level.
3. Also, class size should not exceed more than 30 students in primary level so that teachers can concentrate on each student individually. So more teachers should be trained and recruited at the primary level so that the class size can be decreased. Moreover, for teaching English writing, teachers should be those who have knowledge of English language in a broader way and know the basic mechanism of English writing. Therefore, the educational background of teachers is a factor here.
4. In addition, administrators should be aware of providing resources to the teachers which help them to teach basic strokes, hand movement, eye-hand coordination, holding pen or pencil to the students based on their age. Also, teachers should have the ability to use online resources for their class and only adequate amount of training in digital literacy can assure that

5. Furthermore, parents should be aware of students' limitations and lackings so that they can discuss with the teachers and get solutions to help their children outside of the classroom context. Also, they have to provide a certain space at home where children can foster their writing ability. As young learners learn what they see, parents and guardians have to be selective about what their children are watching and following or from where they are getting exposure.
6. Besides that, incorporating games and fun activities based on lessons or game based learning can be helpful for students to enjoy and learn at the same time. They feel intrinsically motivated when the teachers incorporate games and fun activities. So teachers should keep a scope to incorporate games in the lesson plan.

## References

- Abdullah, F., & Lulita, L. (2018). Situating English Segmental and Suprasegmental Features Proportionally: A Profile of Indonesian EFL Students. *EEAL Journal (English Education and Applied Linguistics Journal)*, 1(1).  
<https://journal.institutpendidikan.ac.id/index.php/eeal/article/view/44>
- Abedin, M. (2013). The present mode of teaching in the ELT classes at the Higher Secondary level in Bangladesh: Is it the practice of CLT or disguised GTM?. *Stamford Journal of English*. DOI: 10.3329/sje.v7i0.14459
- Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International journal of humanities and social science*, 3(9), 254-266. <http://doi:10.1017/S0261444806003399>
- Ahlsén, E., & Lundh, N. (2007). *Teaching writing in theory and practice a study of ways of working with writing in the 9th grade*. Stockholm: Stockholm Institute of Education.  
<http://doi.urn.kb.se/resolve?urn=urn:nbn:se:su:diva-7933>
- Ali, S. S., & Ramana, V. L. (2018). Academic writing challenges at Universities in Saudi Arabia and solutions. *International Journal of English Language and Humanities*, 4(10), 291–298. <http://doi.10.1007/s10993-007-9052-9>
- Almubark, A. A. (2016). Exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. *International Journal of English Language Teaching*, 4(10), 10-23. <http://dx.doi.org/10.7575/aiac.ijalel.v.6n.7p.332>
- Applebee, A. N., & Langer, J. A. (2011). “EJ” Extra: A Snapshot of Writing Instruction in Middle Schools and High Schools. *The English Journal*, 100(6), 14–27.  
<http://www.jstor.org/stable/23047875>
- Ariyanti, A. (2016). The teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), 263.  
<https://doi.org/10.21093/di.v16i2.274>

- Atkinson, D. (2003). L2 writing in the post-process era. *Journal of Second Language Writing*, 12(1), 3-15. DOI: 10.1016/S1060-3743(02)00123-6
- Babu, R., Begum, M., Ashrafuzzaman, M., & Hossain, M. I. (2014). *English language learning journey of rural students: cases from Bangladesh*.  
[https://www.researchgate.net/profile/Rasel-Babu/publication/303406583\\_English\\_Language\\_Learning\\_Journey\\_of\\_Rural\\_Students\\_Cases\\_from\\_Bangladesh/links/5741ea9408ae298602ee26d0/English-Language-Learning-Journey-of-Rural-Students-Cases-from-Bangladesh.pdf](https://www.researchgate.net/profile/Rasel-Babu/publication/303406583_English_Language_Learning_Journey_of_Rural_Students_Cases_from_Bangladesh/links/5741ea9408ae298602ee26d0/English-Language-Learning-Journey-of-Rural-Students-Cases-from-Bangladesh.pdf)
- Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K. L. (2005). Theories of learning and their roles in teaching. *Preparing teachers for a changing world: What teachers should learn and be able to do*, 40-87.  
<https://news.cehd.umn.edu/wp-content/uploads/2010/01/Chapter-two.pdf>
- Brindle, M., Graham, S., Harris, K. R., & Hebert, M. (2016). Third and fourth grade teacher's classroom practices in writing: A national survey. *Reading and Writing*, 29(5), 929-954. <https://link.springer.com/article/10.1007%252Fs11145-015-9604-x>
- Brown, H. Douglas (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education. 324 pp. <https://doi.org/10.1177/0265532207086784>
- Chambers, C., & Palmer, E. (2010). Educational stability for children in foster care. *Touro L. Rev.*, 26, 1103.  
<https://heinonline.org/HOL/LandingPage?handle=hein.journals/touro26&div=56&id=&page=>
- Chowdhury, N. and Shaila, S.M. "Teaching Speaking in Large Classes: Crossing the Barriers." *Stamford Journal of English*, vol. 6, no. 1, 2011, pp. 68-81. DOI: <https://doi.org/10.3329/sje.v6i0.13904>

- Clark, R., & Ivanic, R. (1991). Consciousness-raising about the writing process. *Language awareness in the classroom*, 168-185.
- <https://www.taylorfrancis.com/chapters/mono/10.4324/9781315845524-25/romy-clark-roz-ivani%C4%8D-consciousness-raising-writing-process-carl-james-peter-garrett-peter-lecturer-linguistics-university-wales-bangor-garett-christopher-candlin>
- Coker, D. L., Farley-Ripple, E., Jackson, A. F., Wen, H., MacArthur, C. A., & Jennings, A. S. (2016). Writing instruction in first grade: An observational study. *Reading and Writing*, 29, 793– 832. <http://dx.doi.org/10.1007/s11145-015-9596-6>
- Cornhill, H., & Case-Smith, J. (1996). Factors that relate to good and poor handwriting. *American Journal of Occupational Therapy*, 50(9), 732-739. doi: <https://doi.org/10.5014/ajot.50.9.732>
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, 100(4), 907–919.
- <https://doi.org/10.1037/a0012656>
- De Smedt, F., Van Keer, H., & Merchie, E. (2016). Student, teacher and class-level correlates of Flemish late elementary school children’s writing performance. *Reading and writing*, 29(5), 833-868. DOI 10.1007/s11145-015-9590-z
- Dockrell, J. E., Marshall, C. R., & Wyse, D. (2016). Teachers’ reported practices for teaching writing in England. *Reading and writing*, 29(3), 409-434.
- <https://link.springer.com/article/10.1007/s11145-015-9605-9>
- Drew, S. V., Olinghouse, N. G., Faggella-Luby, M., & Welsh, M. E. (2017). Framework for disciplinary writing in science Grades 6-12: A national survey. *Journal of Educational Psychology*, 109(7), 935-955. <https://doi.org/10.1037/edu0000186>

- Ehsan, A., & Aziz, S. A. (2014). Code-mixing in Urdu news of a private Pakistani channel: A case study. *Academic research international*, 5(1), 160.  
[http://www.savap.org.pk/journals/ARInt./Vol.5\(1\)/2014\(5.1-18\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.5(1)/2014(5.1-18).pdf)
- Ehsan, M. A., Ashrafuzzaman, M., & Das, A. R. (2013). Primary teachers' english language teaching and learning: change in practice and motivation. *Teacher's World, Journal of Education and Research*, 37, 38, 45-55.  
[https://www.researchgate.net/publication/317064307\\_Primary\\_Teachers'\\_English\\_Language\\_Teaching\\_and\\_Learning\\_Change\\_in\\_Practice\\_and\\_Motivation](https://www.researchgate.net/publication/317064307_Primary_Teachers'_English_Language_Teaching_and_Learning_Change_in_Practice_and_Motivation)
- Ellis, R. (2012). *Language teaching research and language pedagogy*. Chichester, West Sussex: Wiley-Blackwell.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance improvement quarterly*, 26(2), 43-71. <https://doi.org/10.1002/piq.21143>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.  
 doi: 10.11648/j.ajtas.20160501.11
- Faircloth, B. S. (2009). Making the most of adolescence: Harnessing the search for identity to understand classroom belonging. *Journal of Adolescent Research*, 24(3), 321–348.  
 doi: 10.1177/0743558409334248
- Fareed, M., Noor, W. S., Isa, M. F., & Salleh, S. S. (2016). Developing human capital for sustainable competitive advantage: The roles of organizational culture and high performance work system. *Journal of Economic & Management Perspectives*, 10(4), 655-673.  
[https://www.researchgate.net/profile/Muhammad-Fareed-12/publication/319304634\\_Developing\\_human\\_capital\\_for\\_sustainable\\_competitive\\_advantage\\_The\\_roles\\_of\\_or](https://www.researchgate.net/profile/Muhammad-Fareed-12/publication/319304634_Developing_human_capital_for_sustainable_competitive_advantage_The_roles_of_or)

ganizational\_culture\_and\_high\_performance\_work\_system/links/59e85d8ba6fdccfe7f8b4787/Developing-human-capital-for-sustainable-competitive-advantage-The-roles-of-organizational-culture-and-high-performance-work-system.pdf

Feltovich, P. J., Prietula, M. J., & Ericsson, K. A. (2018). Studies of expertise from psychological perspectives: Historical foundations and recurrent themes. In K. A. Ericsson, R. R. Hoffman, A. Kozbelt, & A. M. Williams (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 59–83). Cambridge University Press. <https://doi.org/10.1017/9781316480748.006>

Flower, L. and Hayes, J.R. (1981) A Cognitive Process Theory of Writing. *College Composition and Communication*, 32, 365-387. <http://dx.doi.org/10.2307/356600>

Foster, B. (2015). Teaching Children with Reading and Writing Difficulties in Regular Schools. <https://www.duo.uio.no/bitstream/handle/10852/53127/DISSERTATION-Magombo-Foster-UIO-FINAL.pdf?sequence=1>

Frusciante, A.K. (2009). *Early literacy and your community: Helping young children with language and reading*. <https://files.eric.ed.gov/fulltext/ED508338.pdf>

Gaitan, C. (2012) Culture, Literacy, and Power In *Family–Community–School–Relationships, Theory Into Practice*, 51:4, 305-311, DOI: 10.1080/00405841.2012.726060

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gbollie, C., & Keamu, H. P. (2017). Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning. <https://doi.org/10.1155/2017/1789084>



- Gilbert, J., & Graham, S. (2010). Teaching Writing to Elementary Students in Grades 4-6: A National Survey. *The Elementary School Journal*, 110, 494-518.  
<https://doi.org/10.1086/651193>
- Gilman, B. J., Lovecky, D. V., Kearney, K., Peters, D. B., Wasserman, J. D., Silverman, L. K., ... & Rimm, S. B. (2013). Critical issues in the identification of gifted students with co-existing disabilities: The twice-exceptional. *Sage Open*, 3(3).  
<https://doi.org/10.1177/2158244013505855>
- Graham, S. (2018). A revised writer (s)-within-community model of writing. *Educational Psychologist*, 53(4), 258-279. <https://doi.org/10.1080/00461520.2018.1481406>
- Graham, S. (2019). Changing How Writing Is Taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Graham, S., Harris, K. R., Fink-Chorzempa, B., & MacArthur, C. (2003). Primary grade teachers' instructional adaptations for struggling writers: A national survey. *Journal of Educational Psychology*, 95(2), 279. <https://doi.org/10.1037/0022-0663.95.2.279>
- Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., ... & Talukdar, J. (2018). Reading for writing: A meta-analysis of the impact of reading interventions on writing. *Review of Educational Research*, 88(2), 243-284.  
<https://doi.org/10.3102/0034654317746927>
- Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104(4), 879–896. <https://doi.org/10.1037/a0029185>
- Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. *The Journal of Educational Research*, 104(6), 396-407.  
<https://doi.org/10.1080/00220671.2010.488703>

- Graves, D. H. (1983). Teacher intervention in children's writing: A response to Myra Barrs. *Language arts*, 60(7), 841-846. <https://www.jstor.org/stable/41961541>
- Grossman, P., & McDonald, M. (2008). *Back to the future: Directions for research in teaching and teacher education*. <https://doi.org/10.3102/0002831207312906>
- Gündoğmuş, H. (2018). The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties. *Universal Journal of Educational Research*. 6. 333-339. 10.13189/ujer.2018.060216.
- Halliday, M. A. (1978). *Language as social semiotic* (p. 136). Arnold: London. *Permalink: <http://digital.casalini.it/9789027270184>*
- Harmer, Jeremy. (2007). *The Practice Of English Language Teaching The Practice Of English Language Teaching* (4th Ed.). USA: PEARSON EDUCATION LIMITED.
- Hasan, M. K. (2015). Approaches to the teaching second language writing at tertiary level in Bangladesh private Universities. *ABAC Journal*, 31(1). <http://www.assumptionjournal.au.edu/index.php/abacjournal/article/view/159>
- Hasan, M. K., & Akhand, M.M., (2009). Challenges and suitability of TESL at the college level in Bangladeshi context. *J. Nepalese English Lang. Teach. Assoc. (NELTA)* 14 (1e2).<http://www.nepjol.info/index.php/NELTA/article/view/3090>
- Hasan, M. K., & Moniruzzaman, M. M. (2014). Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, 15(1-2), 77-88. <https://doi.org/10.3126/nelta.v15i1-2.4612>
- Hastie, R., Penrod, S. D., & Pennington, N. (2013). *Inside the jury*. Harvard University Press. <https://doi.org/10.4159/harvard.9780674865945>
- Hayes, J. R. (2012). Modeling and remodeling writing. *Written Communication*, 29, 369–388. <https://doi.org/10.1177/0741088312451260>

- Hidayati, K. H. (2018). Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *Langkawi: Journal of the Association for Arabic and English*, 4(1), 21-31. <https://doi.org/10.1080/00098655.2017.1326228>
- Hodges, T. S. (2017). Theoretically speaking: An examination of four theories and how they support writing in the classroom. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 90(4), 139–146.
- Horowitz, D. M. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL quarterly*, 20(3), 445-462. <https://doi.org/10.2307/3586294>
- Hossain, A., Nessa, M., & Kafi, A. (2015). *Challenges of Teaching English Language at the Primary Level Schools in Bangladesh*. <http://bv-f.org/vol-15/01.%20bv%20final.pdf>
- Hsiang, T. P., & Graham, S. (2016). Teaching writing in grades 4–6 in urban schools in the Greater China Region. *Reading and Writing*, 29(5), 869-902. DOI 10.1007/s11145-015-9597-5
- Hsiang, T., Graham, S., Wong, P. (2018). Teaching writing in Grades 7–9 in urban schools in the Greater China Region. *Reading Research Quarterly*, 53, 473–507. DOI 10.1007/s11145-015-9597-5
- Hyland, K. (2007). Applying a gloss: Exemplifying and reformulating in academic discourse. *Applied linguistics*, 28(2), 266-285. <https://doi.org/10.1093/applin/amm011>
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL quarterly*, 30(4), 693-722. <https://doi.org/10.2307/3587930>
- Katz, L. G. (2000). *Academic redshirting and young children*. ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.550.2600&rep=rep1&type=pdf>

- Kennedy, M. (2016). How Does Professional Development Improve Teaching?. *Review of Educational Research*. DOI: 10.3102/0034654315626800
- Kiuhara, S. A., Graham, S., & Hawken, L. S. (2009). Teaching writing to high school students: A national survey. *Journal of educational psychology*, 101(1), 136.  
<https://doi.org/10.1037/a0013097>
- Koelsch, L. E. (2013). Reconceptualizing the Member Check Interview. *International Journal of Qualitative Method*, 12(1), 168-179. DOI: 10.1177/160940691301200105
- Kosko, K. W. (2016). Writing in mathematics: A survey of K–12 teachers’ reported frequency in the classroom. *School Science and Mathematics*, 116(5), 276-285.  
<https://doi.org/10.1111/ssm.12177>
- Lee, A., Borden, L., Seridó, J., & Perkins, D. (2009). Ethnic Minority Youth in Youth Programs: Feelings of Safety, Relationships With Adult Staff, and Perceptions of Learning Social Skills. *Youth & Society - YOUTH SOC*. DOI: 10.1177/0044118X09334805
- Lemberger, M. E., Selig, J. P., Bowers, H., & Rogers, J. E. (2015). Effects of the Student Success Skills program on executive functioning skills, feelings of connectedness, and academic achievement in a predominantly Hispanic, low-income middle school district. *Journal of Counseling & Development*, 93(1), 25-37.  
<https://doi.org/10.1002/j.1556-6676.2015.00178.x>
- Liaghat, F., & Biria, R. (2018). A Comparative Study on Mentor Text Modelling and Common Approaches to Teaching Writing in Iranian EFL Context. *International Journal of Instruction*, 11(3), 701-720. <https://eric.ed.gov/?id=EJ1183433>
- Lindsey, J. (2015). Quantitative & Qualitative Research Traditions. *SlidePlayer*.  
<https://slideplayer.com/slide/5710225/>

- Loukas, A., & Pasch, K. E. (2013). Does school connectedness buffer the impact of peer victimization on early adolescents' subsequent adjustment problems?. *The Journal of Early Adolescence*, 33(2), 245-266. <https://doi.org/10.1177/0272431611435117>
- Marr, D., Windsor, M. M., & Cermak, S. (2001). *Handwriting readiness: Locatives and visuomotor skills in the kindergarten year*. <https://eric.ed.gov/?id=ED452998>
- McCarthy, S. J., & Ro, Y. S. (2011). Approaches to writing instruction. *Pedagogies: An International Journal*, 6(4), 273-295. <https://doi.org/10.1080/1554480X.2011.604902>
- McQuitty, V. (2014). Process-Oriented Writing Instruction in Elementary Classrooms: Evidence of Effective Practices from the Research Literature. *Writing and Pedagogy*, 6(3), 467–495. <https://doi.org/10.1558/wap.v6i3.467>
- Miller, C. R. (1984). Genre as social action. *Quarterly journal of speech*, 70(2), 151-167. <https://doi.org/10.1080/00335638409383686>
- Milon, R. (2016). ELK Asia Pacific Journal of Social Sciences. *ELK Asia Pacific Journal Of Social Sciences*, 2(3). <https://doi.org/10.16962/eapjss/issn.2394-9392/2014>
- Mukulu, E., Mwangi, P., Gecaga, C., & Indangasi, H. (2006). Revision English. Top Mark Series, With Elegwa Mukulu, Phyllis Mwangi, Charles Gecaga, Nairobi: Kenya Literature Bureau. <http://erepository.uonbi.ac.ke/handle/11295/16558>
- Murray, J. (1972). Genetic diversity and natural selection. *Genetic diversity and natural selection*. <https://www.cabdirect.org/cabdirect/abstract/19720100862>
- Myers, J., Scales, R. Q., Grisham, D. L., Wolsey, T. D., Dismuke, S., Smetana, L., ... & Martin, S. (2016). What about writing? A national exploratory study of writing instruction in teacher preparation programs. *Literacy Research and Instruction*, 55(4), 309-330. <https://doi.org/10.1080/19388071.2016.1198442>

- Nassi, A., & Nasser, A. (2018). Teaching the writing skill to Yemeni EFL learners: *South-Asian Journal of Multidisciplinary Studies*, 3(6), 191–203.  
<http://doi.org/2349.7858:SJIF:2.246:V>
- National Curriculum Textbook Board (2012). *National Curriculum 2012*. Dhaka: Ministry of Education. <http://www.nctb.gov.bd/>
- Newton, D. P. (2014). *Thinking with Feeling: Fostering productive thought in the classroom*. Routledge.
- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evid Based Nurs*, 22(3), 67-68. DOI: 10.1136/ebnurs-2019-103145
- Nordin, S. M. (2017). The best of two approaches: Process/genre-based approach to teaching writing. *The English Teacher*, 11.  
[https://www.melta.org.my/journals/TET/downloads/tet35\\_01\\_06.pdf](https://www.melta.org.my/journals/TET/downloads/tet35_01_06.pdf)
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL quarterly*, 25(2), 279-295. <https://doi.org/10.2307/3587464>
- Nunan, D., & Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
- Nyang'au Benard, N. (2014). *Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District, Nyamira County, Kenya*.  
[https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgict55\)\)/reference/ReferencesPapers.aspx?ReferenceID=2645613](https://www.scirp.org/(S(lz5mqp453edsnp55rrgict55))/reference/ReferencesPapers.aspx?ReferenceID=2645613)
- Orthner, D. K., Jones-Sanpei, H., Akos, P., & Rose, R. A. (2013). Improving middle school student engagement through career-relevant instruction in the core curriculum. *The Journal of Educational Research*, 106(1), 27–38.  
<https://doi.org/10.1080/00220671.2012.658454>

- Paltridge, G., Arking, A., & Pook, M. (2009). Trends in middle-and upper-level tropospheric humidity from NCEP reanalysis data. *Theoretical and Applied Climatology*, 98(3), 351-359. <https://link.springer.com/article/10.1007/s00704-009-0117-x>
- Price, S. (2016). Qualitative data analysis techniques for the sport and exercise science sport and Exercise Science Year 2. *SlidePlayer*. <https://slideplayer.com/slide/8190891/>
- Raimes, A. (1991). Out of the Woods: Emerging Traditions in the Teaching of Writing. *TESOL Quarterly*, 25(3), 407–430. <https://doi.org/10.2307/3586978>
- Rahman, M. M. (2019). 21st Century Skill “Problem Solving”: Defining the Concept. *Asian Journal of Interdisciplinary Research*, 2(1), 64-74. <https://doi.org/10.34256/ajir1917>
- Rahman, M. F., Babu, R., & Ashrafuzzaman, M. (2011). Assessment and feedback practices in the English language classroom. *Journal of NELTA*, 16(1-2), 97-106. DOI: <https://doi.org/10.3126/nelta.v16i1-2.6133>
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT journal*, 61(2), 100-106. <https://doi.org/10.1093/elt/ccm002>
- Reutzel, P., Mohr, K. A., & Jones, C. D. (2019). Exploring the relationship between letter recognition and handwriting in early literacy development. *Journal of Early Childhood Literacy*, 19(3), 349-374.
- Rietdijk, S., van Weijen, D., Jassen, T, van den Bergh, H., Rijlaarsdam, G. (2018). Teaching writing in primary education: Classroom practice, time, teachers’ beliefs and skills. *Journal of Educational Psychology*, 110, 640–663. <https://doi.org/10.1037/edu0000237>
- Roshid, M.M. (2009). Performance of teachers in implementing the communicative approach in English classes at the secondary level : An evaluative study. *Teacher's World*, 33-34, 177-186. (14). [https://www.researchgate.net/publication/335209829\\_Performance\\_of\\_teachers\\_in\\_i](https://www.researchgate.net/publication/335209829_Performance_of_teachers_in_i)

mplementing\_the\_communicative\_approach\_in\_English\_classes\_at\_the\_secondary\_1  
evel\_An\_evaluative\_study

- Rovikasari, M., Suparno, S., & Supri, S. (2020). An analysis of EFL teachers' beliefs about teaching writing and their practices in vocational school. *A paper presented in the English Language and Literature International Conference (ELLiC)*. EAI Innovating Research. <https://doi.org/10.21093/di.v16i2.274>
- Sadek, M. A., Ahmed, S. S. & Begum, M. (2006). The Problems of English Language Teaching in Rural Primary School. *Teacher's World*, 28-29, 49-63.
- Schneck, C. M., & Amundson, S. J. (2010). "Prewriting and Handwriting Skills." In *Occupational Therapy for Children*, 6th ed., edited by Jane Case-Smith and Jane C. O' Brien, 555–580. St. Louis, MO: Elsevier Mosby.
- Schneck, C. M., & Henderson, A. (1990). Descriptive analysis of the developmental progression of grip position for pencil and crayon control in non dysfunctional children. *American Journal of Occupational Therapy*, 44(10), 893-900.  
<https://doi.org/10.5014/ajot.44.10.893>
- Schutte, R. C., & Hopkins, B. L. (1970). THE EFFECTS OF TEACHER ATTENTION ON FOLLOWING INSTRUCTIONS IN A KINDERGARTEN CLASS 1. *Journal of Applied Behavior Analysis*, 3(2), 117-122.
- Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. *International Journal of Academic Research in Progressive Education and Development*, 8(4), 450–473.  
<http://dx.doi.org/10.6007/IJARPED/v8-i4/6564>
- Sikder, S. (2013). *A teaching experience and a survey on methods of teaching speaking skills*.  
<http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/2734/Shafinaz%20Sikder-10103001.pdf?sequence=1&isAllowed=y>



- Silva, P. D. (1990). Book Reviews. *Journal of Cross-Cultural Psychology*, 21(4), 500–501.  
<https://doi.org/10.1177/0022022190214009>
- Simmerman, S., Harward, S., Pierce, L., Peterson, N., Morrison, T., Korth, B., ... & Shumway, J. (2012). Elementary teachers' perceptions of process writing. *Literacy research and Instruction*, 51(4), 292-307.  
<https://doi.org/10.1080/19388071.2011.557764>
- Sinkovics, R. R., Penz, E., & Ghauri, P. N. (2008). Enhancing the Trustworthiness of Qualitative Research in International Business. *Management International Review*, 48(6), 689-714. DOI: 10.1007/s11575-008-0103-z
- Stigler, James W., & Miller, Kevin F. (2018). Expertise and expert performance in teaching. I K. Anders Ericsson (red.), *The Cambridge Handbook of Expertise and Expert Performance* (2 uppl., s. 431-452). Cambridge university press.  
<https://doi.org/10.1017/9781316480748>
- Sultana, F. & Ahsan, M. (2013). Efficacy of Communicative Language Teaching in Primary School – Bangladesh Context. *International Journal of English Language Education*. DOI: 10.5296/ijele.v2i1.4734
- Tompkins, G. E. (2010). *Literacy for the 21st century: A balanced approach*. Boston, Mass: Allyn & Bacon.
- Troia, G., & Graham, S. (2017). Use and acceptability of adaptations to classroom writing instruction and assessment practices for students with disabilities: A survey of Grade 3–8 teachers. *Learning Disabilities Research & Practice*, 32(4), 257-269.  
<https://doi.org/10.1111/ldrp.12135>
- Tse, S. K., & Hui, S. Y. (2016). Chinese writing curriculum reforms in Hong Kong in recent years and their impact on teaching and learning. *Reading and Writing*, 29(5), 1013-1037. DOI 10.1007/s11145-015-9595-7

- Turner, S., & Braine, M. (2015). Unravelling the 'Safe' Concept in teaching: what can we learn from teachers' understanding?. *Pastoral Care in Education*, 33(1), 47-62.  
<https://doi.org/10.1080/02643944.2015.1005657>
- van Hartingsveldt, M. J., Cup, E. H., de Groot, I. J., & Nijhuis-van der Sanden, M. W. (2014). Writing Readiness Inventory Tool in Context (WRITIC): reliability and convergent validity. *Australian occupational therapy journal*, 61(2), 102-109.  
<https://doi.org/10.1111/1440-1630.12082>
- Villodas, M. T., McBurnett, K., Kaiser, N., Rooney, M., & Pfiffner, L. J. (2014). Additive effects of parent adherence on social and behavioral outcomes of a collaborative school-home behavioral intervention for ADHD. *Child Psychiatry and Human Development*, 45(3), 348-360. <https://doi.org/10.1007/s10578-013-0405-7>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.  
<https://www.simplypsychology.org/Zone-of-Proximal-Development.html>
- Wilcox, K. C., Jeffery, J. V., & Gardner-Bixler, A. (2016). Writing to the Common Core: Teachers' responses to changes in standards and assessments for writing in elementary schools. *Reading and Writing*, 29(5), 903-928. DOI  
 10.1007/s11145-015-9588-6
- Winarso, W. (2016). ASSESSING THE READINESS OF STUDENT LEARNING ACTIVITY AND LEARNING OUTCOME. *Jurnal Pencerahan*. DOI:  
 10.13170/jp.10.2.5246
- Wong, J., & Waring, H. Z. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers*. New York: Routledge.

- Xu, W., & Zammit, K. (2020). Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406920918810>
- Yasmin, F. (2007). English Language Teaching in Bangladesh: Secondary Education. Teacher's World: *Journal of Education and Research*, Vol. 30-31, PP. 139-150. [https://www.researchgate.net/publication/303406583\\_English\\_Language\\_Learning\\_Journey\\_of\\_Rural\\_Students\\_Cases\\_from\\_Bangladesh](https://www.researchgate.net/publication/303406583_English_Language_Learning_Journey_of_Rural_Students_Cases_from_Bangladesh).
- Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report of the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy. [https://link.springer.com/chapter/10.1007/978-1-4614-2018-7\\_36](https://link.springer.com/chapter/10.1007/978-1-4614-2018-7_36)
- Yeong, M. L., Ismail, R., Ismail, N. H., & Hamzah, M. I. (2018). Interview protocol refinement: Fine-tuning qualitative research interview questions for multi-racial populations in Malaysia. *The Qualitative Report*, 23(11), 2700-2713. <https://www.proquest.com/openview/374a8865172d4621745312cef4dac488/1?pq-origsite=gscholar&cbl=55152>

## Appendix A

### Interview Questions for Teachers

Interview Questions: (IQs)	Backg round Knowl edge:	Research Question 1: What kind of patterns of readiness can be observed in primary level students' English writing?	Research Question 2: What perceptions do teachers have regarding readiness in English writing classrooms?
1. Could you please share your educational background? Like: your school, college, university	x		
2. Why did you want to become an English teacher?	x		
3. How many years have you been teaching English in the primary section?	x		
4. How many English writing classes do you have to take in one week?	x		
5. Did you ever get any training specifically to teach writing skills?	x		

6. How would you describe your students' overall English Writing competency?			x
7. Do you find any type of pattern in the students' writing? (Such as: Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)		x	
8. Do you have any experience regarding early childhood education training?	x		
9. Can your students understand the letters properly? How do you know?			x
10. Have you ever focused on their hand movement while they are writing?		x	
11. Do you think the way students are holding pencils has an impact on their writing competency? Why or why not?		x	
12. How would you define the connection between the hand movements of the students and the English writing skills?		x	

13. Do you find any similarities or dissimilarities between the hand movements of a student of class 1 and class 5? What are they? ( can add sensory motor skills in findings)		x	
14. Do you think that impacts the way they write? Why or why not?		x	
15. Are your students able to differentiate between the letters? such as: b and d, p and q		x	
16. How did you teach them about doing differentiation?		x	
17. What strategies do you follow to help the students with the memorizations of English letters? (What types of games? Please give example)		x	
18. Did you see any pattern related to the way they memorise the words?		x	
19. How do you ensure that students are doing the right eye and hand movements coordination in your class?		x	

20. Do you emphasise on teaching basic strokes before teaching to write English letters? Why or why not?		x	
21. Can the students make connections between what they are writing and what they are seeing? How do you know?		x	
22. What types of strategies do you follow in your class to improve the handwriting of the students?			x
23. Do you incorporate any fun activities in your lesson to teach writing easily? What are those?			x
24. Apart from the above mentioned strategies, what steps should be taken at the pre-writing stages?			x
25. How culture may have an impact on teaching and learning to write in English?			x
26. How important do you think exposure is to learning to write in English?			x

<p>27. Do you think guardians play a vital role in teaching writing in English?</p> <p>Why or why not?</p>			<p>x</p>
<p>28. How can parents and other stakeholders help in teaching writing?</p>			<p>x</p>
<p>29. What are the limitations of your class which inhibit teaching writing? (resources, facilities, infrastructure)</p>			<p>x</p>
<p>30. How do you overcome those challenges?</p>			<p>x</p>



## Appendix B

### Interview Questions for Students

Interview Questions:	<b>Background Information:</b>	<b>Research question 3:</b> What perceptions do students have regarding readiness in English writing classrooms?
1. How old are you?	x	
2. In which class do you study?	x	
3. Which is the most favourite subject in school?	x	
4. Do you like to read or write in English? Why or why not?	x	
5. What difficulties do you face while writing in English?		x
6. Do you have any tutor who teaches you English?		x
7. Do you like the way your teacher teaches you to write in English in class?		x
8. Does your teacher play games with you in class?		x

9. What don't you like about writing in English?		x
--	--	---

## Appendix C

### Sample Interview of Participants (Teachers)

#### Sample interview of Case 1 (Anik)

DU	Participants	Question and Answer
1	I	Could you please share your educational background? Like: your school, college, university
2	Anik	Assalamu alaikum. I completed my SSC from Rupsha Ahammadia High School, then I completed my HSC from Ramgonj Govt. College. Then I completed my honours and masters from Dhaka College.
3	I	Why did you want to become an English teacher?
4	Anik	umm...I always thought I have some weakness in English and so I started to study English for myself and I found it really fascinating. Also, in my student life when I was doing tuitions I saw that students face difficulties...what can I say, like, they don't understand English very well so I thought to work from the root level specially, you know, for the underprivileged young students because they don't have the facility to learn English from their surroundings. That's why I wanted to become an English teacher.
5	I	How many years have you been teaching English in the primary section?
6	Anik	Ah...I have been teaching English in primary school for 5 years but before that I used to do tuitions where I used to..umm..teach English to

		the students of class 1 to 5.
7	I	How many English writing classes do you have to take in one week?
8	Anik	So...I take 6 English classes in one week.
9	I	Did you ever get any training specifically to teach writing skills?
10	Anik	Well, umm...from the government's side, different trainings are arranged for teachers from you know...from time to time. I did some training on writing skills.
11	I	How would you describe your students' overall English Writing competency?
12	Anik	A..a..I wouldn't say that they have good writing competency and due to covid it became worse. They do not understand letters easily and make lots of mistakes while writing. It's really difficult now to overcome the learning gap of 2 years. Also, their surroundings also do not facilitate their learning because most of their family members are either illiterate or have minimal education.
13	I	Do you find any type of pattern in the students' writing? (Such as: Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)
14	Anik	Umm...where should I start? I find different patterns among students' writing. Umm...most of the time they mix up capital letters and small letters and use small letters at the beginning of the words and capital

		<p>letters at the middle of the words. It's really frustrating sometimes, you know? When you tell them again and again. Also, they tend to mix between similar looking words such as: p and q, t and l, E and F, m and n and so on. Also, they only learn the words taught by teachers and no other words. Another thing I noticed is that they try to make a connection between Bangla and English sentence patterns. Such as: If I tell them to translate “ Ami bhalo meye”, they will write , “I good girl”. These are very common.</p>
15	I	Do you have any experience regarding early childhood education training?
16	Anik	No, I don't have much idea.
17	I	Can your students understand the letters properly? How do you know?
18	Anik	Well, I would say not all of them but some of them can. What I do is, I make them write again and again to know their progress but sometimes...aaa... I find...um...the same mistakes again and again.
19	I	Have you ever focused on their hand movement while they are writing?
20	Anik	Yes, I did.
21	I	Do you think the way students are holding pencils has an impact on their writing competency? Why or why not?
22	Anik	umm...I think so because the way they hold a pen or pencil is different

		from how we adults hold a pen or a pencil. When a student holds a pencil according to their age they can write well rather than the student who can not hold the pencil very well. That's why there are so many things we have to teach before teaching alphabet writing. Such as: the outline of the letters.
23	I	How would you define the connection between the hand movements of the students and the English writing skills?
24	Anik	I would say, when a student has a perfect grip on the pen or pencil he or she tends to write smoothly and when they can't hold the pen or pencil correctly it takes much more time to teach them to write. That's why I try to show the students how to hold a pencil before they start writing.
25	I	Do you find any similarities or dissimilarities between the hand movements of a student of class 1 and class 5? What are they?
26	Anik	I would say yes. I saw that students of class 1 or KG tend to hold their pencil with all their fingers but students of class 5 they use 3 fingers mostly. Though not all of them.
27	I	Do you think that impacts the way they write? Why or why not?
28	Anik	Well, I think so, you see that young students need more time to finish their writing as their hand movements are slow and due to the use of the fingers. On the other hand, adults or the teen students tend to write faster and they have more grip on their pens or pencils. I guess their

		hand structure also matters here.
29	I	Are your students able to differentiate between the letters? such as: b and d, p and q
30	Anik	Umm...Most of them make blunders here no matter how many times I say or show them. The moment I am showing them they are getting it but if the next day I tell them to write again, they make the same mistake. I would say that happens due to lack of practice.
31	I	How did you teach them about doing differentiation?
32	Anik	Usually, at first I show them how to write and then I make them write the similar types of letters and words again and again so that they can stay in their memory.
33	I	What strategies do you follow to help the students with the memorizations of English letters?
34	Anik	I show them videos, sing songs, rhymes and so on. Also, I play word games so that they can learn while having fun.
35	I	What types of games? Please give example
36	Anik	Aa...for example: I make 2 or three teams and they compete in Word making games by filling in the blanks. The team who does it 1st, is the winner.
37	I	Did you see any pattern related to the way they memorize the words?

38	<b>Anik</b>	I noticed that they can memorise rhyming words mostly, the words that sound similar. For example: tin-pin, can-man. Also, I saw that if they can see the object they are learning, they learn fast. Moreover, I noticed that students who read more and watch English cartoons learn vocabulary quickly and on a large scale.
39	<b>I</b>	How do you ensure that students are doing the right eye and hand movements coordination in your class?
40	<b>Anik</b>	I guess this is vastly related to students' physical state. I mean, I saw that, when children play more and be more active, they tend to learn everything faster and this is true for writing as well. Hand movements can be improved if the students do hand activities such as: making clay toys, basketball, handball, cricket. These types of games help to improve their hand grip which reflects on their writing as well. Also, it also increases their attention span and makes a habit of trying again and again. Therefore in my class, I tend to keep more hands on activities so that their hand movements can be improved. Also, exercise can improve their eye movements as well. Playing puzzles, using scissors to cut papers to make origami also helps.
41	<b>I</b>	Do you emphasise on teaching basic strokes before teaching to write English letters? Why or why not?
42	<b>Anik</b>	Yes, I do because I think before knowing how to write it is important to make different figures and shapes so that they can understand different turns and curves of letters.



		Teaching basic strokes helps the students to figure out the starting and ending position for letters. Also, it makes their hands and wrists' muscles free.
43	I	Can the students make connections between what they are writing and what they are seeing? How do you know?
44	Anik	Well, my students are really young so it's hard for them to relate. But I try my best to make them experience. For example: If I am teaching them letters, I try to show the objects as well so that they can relate. When I ask them back and if they can reply I understand that they are making a connection. Also, they question putting that object in different situations to make connections which implies that they are understanding and making connections.
45	I	What types of strategies do you follow in your class to improve the handwriting of the students?
46	Anik	I make them draw lines, shapes, figures and so on. Also, tell them to make origami out of paper for better hand movement. Also, I teach them to hold a pencil and move it.
47	I	Do you incorporate any fun activities in your lesson to teach writing easily? What are those?
48	Anik	My students love to draw, play with clay, make origami, word scrambles and I made those games contextual based on class lessons.

49	I	Apart from the above mentioned strategies, what steps should be taken at the pre-writing stages?
50	Anik	I think to write well, it is important to read well and revise what you are writing again and again.
51	I	How culture may have an impact on teaching and learning to write in English?
52	Anik	Culture plays a very important part in learning a new language. For example: in our country we do not practice English much as a result our students do not get much knowledge of English. Also, culture shapes the views as well.
53	I	How important do you think exposure is to learning to write in English?
54	Anik	I think it is very important. Most of the students face problems regarding grammar structure, lack of vocabulary and so on. If we do not get exposure then there is no way to learn to write in English. Young students of our generation use English letters but Bangla pronunciation while writing text messages. Because they do not understand or have the habit of using English on a daily basis in their community. Due to this lack of exposure they do not learn to write well. So yes, exposure is very important.
55	I	Do you think guardians play a vital role in teaching writing in English? Why or why not?

56	<b>Anik</b>	I think guardians are the most important stakeholders who play a vital role in teaching writing in English. So let me tell why, before getting admission in KG or grade I, students spend most of the time at home with their parents. Now, while getting admission there are some children who know letters, can write, read and answer questions. This happens when the parents take ownership and teach their children. On the other hand some children can't not even recognize or write simple A B C D because they do not have the practice at home. So, I guess you can understand why parents' intervention is important.
57	<b>I</b>	How can parents and other stakeholders help in teaching writing?
58	<b>Anik</b>	Parents and other stakeholders have to understand that teachers do not have 100% time to spend for the students and the parents need to help them at home. So they can help the students by teaching them different strokes, figures, and drawing at home. They themselves have to use English at home so that the children can learn at the root level. They also can keep track of the progress of their children to understand their competency level.
59	<b>I</b>	What are the limitations of your class which inhibit teaching writing? (resources, facilities, infrastructure)
60	<b>Anik</b>	The first problem is the teacher students ratio. I have a large class of more than 70 students and very limited class time. So I can not concentrate on each student individually. So teaching writing in English one by one is a very difficult situation for me. Also, as this an

		<p>underprivileged govt. primary school, there is a lack of resources, teaching materials and efficient teachers. So, for creating resources I have to spend so much time. Moreover, here the parents are mostly uneducated and they can't even recognize the English letters and it impacts the students' learning. I have to even teach them basic strokes for a long time.</p>
<b>61</b>	<b>I</b>	How do you overcome those challenges?
<b>62</b>	<b>Anik</b>	<p>I try to communicate with the parents as much as I can. I give the students as many fun writing tasks as I can. Also, I suggest they watch English cartoons to have exposure. I try to use online resources to cut the expense of resources.</p>
<b>63</b>	<b>I</b>	<p>I got all the information I need. We can end our interview here. Thank you very much for your time and energy.</p>
<b>64</b>	<b>Anik</b>	You're welcome.

### Sample interview of Case 2 (Khalada)

DU	Participants	Question and Answer
1	I	Could you please share your educational background? Like: your school, college, university
2	Khalada	Hello. I have completed my SSC from Adarsha Girls High School, Jessore. I have completed my HSC from Kazi Nazrul Islam Degree College, Jessore. And I have completed my honours from Open University Bangladesh.
3	I	Why did you want to become an English teacher?
4	Khalada	I wanted to make a difference in our education system. Also, I found that young children have problems with English at the root level so I was motivated to work for the betterment.
5	I	How many years have you been teaching English in the primary section?
6	Khalada	I have been teaching for 21 years. I am teaching different subjects like Bangla, English, and Maths in my school.
7	I	How many English writing classes do you have to take in one week?
8	Khalada	I have to take more than 5 writing classes in a week as I take class of grade 1.
9	I	Did you ever get any training specifically to teach writing skills?

10	<b>Khaleda</b>	Yes, I got some training for teaching writing from the government's training. I took PIT training once. Also, I did subject training.
11	<b>I</b>	How would you describe your students' overall English Writing competency?
12	<b>Khaleda</b>	I would say they are very weak in English and some of them even can't recognize letters.
13	<b>I</b>	Do you find any type of pattern in the students' writing? (Such as: Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)
14	<b>Khaleda</b>	There are so many patterns. Such as: mixing up similar sounding letters (go and do), not understanding how to use capital letters and small letters, relating to their mother tongue (for example: If I tell them to write the word table, they would write Tebil or Tabil the way it's pronounced in Bangla.) There are many others as well but these are very prominent.
15	<b>I</b>	Do you have any experience regarding early childhood education training?
16	<b>Khaleda</b>	Yes, I had some when I was getting subject wise training.
17	<b>I</b>	Can your students understand the letters properly? How do you know?
18	<b>Khaleda</b>	Well, I wouldn't say all of the students understand letters properly. Some of them can write the letters without any hesitation, some of

		them struggle a bit, some of them do not know how to write but can tell the letters and some of them can't write or read at all. I got to know it through different assessments, worksheet evaluation, and quiz.
19	I	Have you ever focused on their hand movement while they are writing?
20	Khaleda	Yes, some of the time.
21	I	Do you think the way students are holding pencils has an impact on their writing competency? Why or why not?
22	Khaleda	I think so. I have noticed that at different ages students hold pencils differently. If the pens and pencils are taught to hold according to age then students would write efficiently and correctly.
23	I	How would you define the connection between the hand movements of the students and the English writing skills?
24	Khaleda	The answer is very simple I guess. If they do not know how to hold the pencil and move their hands according to the figure of the letters, they wouldn't know how to write. We teachers have to teach the hand movements first so that they can understand how to write or give strokes.
25	I	Do you find any similarities or dissimilarities between the hand movements of a student of class 1 and class 5? What are they?
26	Khaleda	Yes I do. The students of class 5 tend to write quickly because they

		have that grip in their hand. On the other hand, students of class 1 take more time to complete their writing. Also, they hold the pencil differently.
27	I	Do you think that impacts the way they write? Why or why not?
28	<b>Khaleda</b>	Yes. I think it impacts the way they write. Students who are very young (eg: class 1), take much time to finish their writing and the letters are not properly written. On the other hand, students of class 5 are well aware of the organisation of writing.
29	I	Are your students able to differentiate between the letters? such as: b and d, p and q
30	<b>Khaleda</b>	Some of my students face problems while differentiating similar looking words. Some of them have overcome the problem and others are not able to overcome it.
31	I	How did you teach them about doing differentiation?
32	<b>Khaleda</b>	I usually point out the difference among the letters at first. Then do modelling for them.
33	I	What strategies do you follow to help the students with the memorizations of English letters?
34	<b>Khaleda</b>	I prefer to give writing tasks, fill in the blanks, and fun activities.
35	I	What types of games? Please give example



36	<b>Khaleda</b>	ummm...such as: puzzle, rearrange, scavenger hunt for letters and so on.
37	<b>I</b>	Did you see any pattern related to the way they memorise the words?
38	<b>Khaleda</b>	They tend to memorise the letters that sound similar. Also, the words that sound and are written similarly. For example: the word “pet” is written the same way it’s pronounced. Also, when they can relate to Bangla, I think they learn better.
39	<b>I</b>	How do you ensure that students are doing the right eye and hand movements coordination in your class?
40	<b>Khaleda</b>	Based on the age students have different types of holding pen, doing hand movements and making eye contacts. What I do is, I make them do different free hand activities which helps them with their physical growth and hand movements. Also, I make lessons interesting by incorporating different games so that students can hold their attention and eye movement.
41	<b>I</b>	Do you emphasise on teaching basic strokes before teaching to write English letters? Why or why not?
42	<b>Khaleda</b>	Yes, I do because I think it helps with handwriting and hand muscle. It makes their handwriting good. I think teaching basic strokes can help the students with hand movements as they grow older. They can understand how writing letters works. Also, how they can start and end it.

43	I	Can the students make connections between what they are writing and what they are seeing? How do you know?
44	Khaleda	I think some of them can and some of them can't. For example: some of them are mixing up similar looking words like- "p" and "q" or "b" and "d". On the other hand I think students relate when I give them real life examples or show the letters through different acts. Such as: I make different letters using my fingers so that they can see how the letters are constructed.
45	I	What types of strategies do you follow in your class to improve the handwriting of the students?
46	Khaleda	The first thing that we need here is the flexibility of hand and finger movements which takes time. Also, it varies from child to child based on their background and way of care provided by the caregivers. So I take time to inspect every student and try to provide them help accordingly. I tell them to use colour pencil because when they use colour pencil they try to make everything pretty. I also encourage drawing.
47	I	Do you incorporate any fun activities in your lesson to teach writing easily? What are those?
48	Khaleda	Yes I do. Such as: drawing, dictation, fill in the blank game, quiz and so on.
49	I	Apart from the above mentioned strategies, what steps should be taken

		at the pre-writing stages?
50	<b>Khaleda</b>	I would suggest parents tell stories to the children to increase their vocabulary. Also, other than giving negative feedback only we can do some positive framing when students are trying hard.
51	<b>I</b>	How culture may have an impact on teaching and learning to write in English?
52	<b>Khaleda</b>	Culture has a big impact on language learning and teaching. Our school teachers are not trained enough to teach English as a second language which creates a teaching gap. Also, students are not motivated enough to learn English because of lack of exposure, resources and guidelines. This happened due to cultural impact.
53	<b>I</b>	How important do you think exposure is to learning to write in English?
54	<b>Khaleda</b>	I think very much. We don't speak in English at home or at school and we expect our children to learn English. It's not so easy. It takes time. Students only memorise the grammar structure for exams and do not apply it in real life and eventually they forget that. Also, they can't contextualise the books which are good for them because it's not talking about their surroundings and society. So they have to rely on books like: English for Today. So I guess you can understand how important good exposure is.
55	<b>I</b>	Do you think guardians play a vital role in teaching writing in English?

		Why or why not?
56	<b>Khaleda</b>	I think yes, guardians play a vital role in teaching writing in English because a big amount of time students spend at home with their parents or other guardians so they definitely have a big role to play here.
57	<b>I</b>	How can parents and other stakeholders help in teaching writing?
58	<b>Khaleda</b>	They can make the students practice again and again at home. They can encourage them to draw different figures and drawings so that students' hand movements can become faster according to their age. Also, they are always encouraged to talk to the teachers if they feel the need. For my students I am always happy to help.
59	<b>I</b>	What are the limitations of your class which inhibit teaching writing? (resources, facilities, infrastructure)
60	<b>Khaleda</b>	I am not well aware of the online resource which has become a limitation for my class. Also, I have too many students in my class, almost 123. Also, my school does not have a digital learning facility.
61	<b>I</b>	How do you overcome those challenges?
62	<b>Khaleda</b>	I am continuously learning to improve and know about different resources. Also, I think parents' meetings can be helpful.
63	<b>I</b>	I got all the information I need. We can end our interview here. Thank you very much for your time and energy.
64	<b>Khaleda</b>	You're welcome.

## Appendix D

### Sample Interview of Participants (Students)

#### Sample Interview of Case 1 (Maliha)

DU	Participants	Question and Answer
1	I	How old are you?
2	Maliha	I am six years old.
3	I	In which class do you study?
4	Maliha	I read in class 1.
5	I	Which is the most favourite subject in school?
6	Maliha	I love Maths because I can play many maths games, counting games.
7	I	Do you like to read or write in English? Why or why not?
8	Maliha	I like to read A B C D and words but writing is difficult because sometimes I don't understand what's written in the book. I can't always finish writing in class time.
9	I	What difficulties do you face while writing in English?
10	Maliha	I can't write beautifully like my friends. I make mistakes. I can't finish writing.
11	I	Do you have any tutor or family member who teaches you English?

12	<b>Maliha</b>	No, I don't have any tutor. My brother and mother teach me.
13	<b>I</b>	Do you like the way your teacher teaches you to write in English in class?
14	<b>Maliha</b>	Sometimes I do. My teacher listens to me and helps me.
15	<b>I</b>	Does your teacher play games with you in class?
16	<b>Maliha</b>	Yes, sometimes she does. She brings different objects to show and teach just English words. Also, we recite rhymes together and do different movements.
17	<b>I</b>	What do you like and don't like about writing in English?
18	<b>Maliha</b>	I like the games in the class, the poems and stories in English. But sometimes I don't understand the meaning and it feels difficult for me.
19	<b>I</b>	I got all the information I need. We can interview her. Thank you very much for your time and energy.
20	<b>Maliha</b>	You're welcome.

### Sample Interview of Case 2 (Tamzid)

DU	Participants	Question and Answer
1	I	How old are you?
2	Tamzid	I am six years old.
3	I	In which class do you study?
4	Tamzid	I read in class 1.
5	I	Which is the most favourite subject in school?
6	Tamzid	My most favourite subject is Bangla. Because it's easy to understand.
7	I	Do you like to read or write in English? Why or why not?
8	Tamzid	I like to read English poems and stories and also I like to write but I can't write everything in English because it's hard for me to understand.
9	I	What difficulties do you face while writing in English?
10	Tamzid	I sometimes do not understand what the teacher is saying in English. I am scared to ask again. Also, my teacher says I can't hold a pencil correctly.
11	I	Do you have any tutor or family member who teaches you English?
12	Tamzid	I have a tutor for all subjects. Also, my mother teaches me.

<b>13</b>	<b>I</b>	Do you like the way your teacher teaches you to write in English in class?
<b>14</b>	<b>Tamzid</b>	Yes, I do. My teacher is very good and helpful.
<b>15</b>	<b>I</b>	Does your teacher play games with you in class?
<b>16</b>	<b>Tamzid</b>	Yes, my teacher plays games in class. We make word books with letters, finding letters from names, drawing and colouring letters.
<b>17</b>	<b>I</b>	What do you like and don't like about writing in English?
<b>18</b>	<b>Tamzid</b>	I like drawing and colouring the letters but I don't like it when I make mistakes. Also, I become confused with many letters because they seem similar.
<b>19</b>	<b>I</b>	I got all the information I need. We can interview her. Thank you very much for your time and energy.
<b>20</b>	<b>Tamzid</b>	You're welcome.



## Appendix E

### Sample of Coding Template by The Researcher

#### CODING FOR TEACHERS' INTERVIEW

##### Coding of case 1 (ANIK)

Interview Question	Subordinate key word of question	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as keyword(s)	Frequency of occurrence	Ordering of discourse unit
1. Could you please share your educational background? Like: your school, college, university	<ul style="list-style-type: none"> <li>Educational Background</li> </ul>	<ul style="list-style-type: none"> <li>Name of educational institutions</li> </ul>	“Assalamu alaikum. I completed my SSC from Rupsha Ahammadia High School, then I completed my HSC from Ramgonj Govt. College. Then I completed my honours and masters from Dhaka College.”	<ul style="list-style-type: none"> <li>Name of educational institutions</li> </ul>	1	DU ANI 2
2. Why did you want to become an English teacher?	<ul style="list-style-type: none"> <li>Reason behind teaching</li> </ul>	<ul style="list-style-type: none"> <li>Personal issues</li> <li>Problem in root level</li> <li>Lack of facilities</li> </ul>	“umm...I always thought I have some weakness in English and so I started to study English for myself and I found it really fascinating. Also, in my student life when I was doing tuitions I saw that students face difficulties...what can I say, like, they don't understand English very well so I thought to work from the root level specially, you know, for the underprivileged young students because they don't have the facility to learn English from their surroundings. That's	<ul style="list-style-type: none"> <li>Personal issues</li> <li>Problem in root level</li> <li>Lack of facilities</li> </ul>	1 1 1	DU ANI 4

			why I wanted to become an English teacher.			
3. How many years have you been teaching English in the primary section?	<ul style="list-style-type: none"> <li>Teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience in school and tuitions</li> </ul>	“Ah...I have been teaching English in primary school for 5 years but before that I used to do tuitions where I used to..umm..teach English to the students of class 1 to 5.”	<ul style="list-style-type: none"> <li>Teaching experience in school and tuitions</li> </ul>	1	DU ANI 6
4. How many English writing classes do you have to take in one week?	<ul style="list-style-type: none"> <li>Frequency of class</li> </ul>	<ul style="list-style-type: none"> <li>Total weekly class</li> </ul>	“So...I take 6 English classes in one week.”	<ul style="list-style-type: none"> <li>Total weekly classes</li> </ul>	1	DU ANI 8
5. Did you ever get any training specifically to teach writing skills?	<ul style="list-style-type: none"> <li>Teaching training</li> </ul>	<ul style="list-style-type: none"> <li>Having govt. training</li> <li>experiences</li> </ul>	“Well, umm...from the government's side, different trainings are arranged for teachers from you know...from time to time. I did some training on writing skills.”	<ul style="list-style-type: none"> <li>Having govt. training experiences</li> </ul>	1	DU ANI 10
6. How would you describe your students' overall English Writing competency?	<ul style="list-style-type: none"> <li>Overall Writing competency</li> </ul>	<ul style="list-style-type: none"> <li>not so satisfactory.</li> <li>Students' contexts don't facilitate learning</li> <li>Covid 19</li> </ul>	“A..a..I wouldn't say that they have good writing competency and due to covid it became worse. They do not understand letters easily and make lots of mistakes while writing.” “...Also, their surroundings also do not facilitate their learning because most of their family members are either illiterate or have minimal education .”	<ul style="list-style-type: none"> <li>Not so satisfactory</li> <li>Students' contexts don't facilitate learning</li> <li>Covid 19</li> </ul>	1 1 1	DU ANI 12
7. Do you find any type of pattern in the students' writing? (Such as:	<ul style="list-style-type: none"> <li>Writing pattern</li> <li>Word formati</li> </ul>	<ul style="list-style-type: none"> <li>Different patterns are found.</li> <li>Mixing up</li> </ul>	“I find different patterns among students' writing. Umm...most of the time they mix up capital letters and small letters and use small letters at the beginning of	<ul style="list-style-type: none"> <li>Different patterns are found.</li> <li>Mixing up</li> </ul>	1 1	DU ANI 14

Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)	<ul style="list-style-type: none"> <li>on Sentence pattern</li> </ul>	<ul style="list-style-type: none"> <li>uppercase and lowercase</li> <li>Mixing up similar looking word</li> <li>Making connection to Bangla and English sentence structure</li> </ul>	<p>the words and capital letters at the middle of the words.”</p> <p>“ Also, they tend to mix between similar looking words such as: p and q, t and l, E and F, m and n and so on.”</p> <p>“ they try to make a connection between Bangla and English sentence patterns. Such as: If I tell them to translate “ Ami bhalo meye”, they will write , “I good girl”. These are very common.”</p>	<ul style="list-style-type: none"> <li>uppercase and lowercase</li> <li>Mixing up similar looking word</li> <li>Making connection to Bangla and English sentence structure</li> </ul>	1	1		
8. Do you have any experience regarding early childhood education training?	<ul style="list-style-type: none"> <li>Early childhood education training</li> </ul>	<ul style="list-style-type: none"> <li>Not being aware of early childhood education</li> </ul>	“No, I don’t have much idea.”	<ul style="list-style-type: none"> <li>Not being aware of early childhood education</li> </ul>	1		DU ANI 16	
9. Can your students understand the letters properly? How do you know?	<ul style="list-style-type: none"> <li>Letter recognition</li> </ul>	<ul style="list-style-type: none"> <li>Different levels of students</li> <li>Continuous writing practice</li> <li>Repeating the same mistake</li> </ul>	“Well, I would say not all of them but some of them can. What I do is, I make them write again and again to know their progress but sometimes...aaa... I find...um...the same mistakes again and again.	<ul style="list-style-type: none"> <li>Different levels of students</li> <li>Continuous writing practice</li> <li>Repeating the same mistake</li> </ul>	1	1	1	DU ANI 18
10. Have you ever focused on their hand movement while they are writing?	<ul style="list-style-type: none"> <li>Focus of hand movement</li> </ul>	<ul style="list-style-type: none"> <li>Aware of the fact</li> </ul>	“Yes, I did.”	<ul style="list-style-type: none"> <li>Aware of the fact</li> </ul>	1			DU ANI 20
11. Do you think the way students	<ul style="list-style-type: none"> <li>Holding pencils</li> </ul>	<ul style="list-style-type: none"> <li>Holding pen or pencils based on</li> </ul>	“I think so because the way they hold a pen or pencil is different from how we	<ul style="list-style-type: none"> <li>Impact on letters outlining</li> </ul>	1			DU ANI

are holding pencils has an impact on their writing competency? Why or why not?	<ul style="list-style-type: none"> <li>• Writing Competency</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• age</li> <li>• Impact on letters outlining</li> </ul>	adults hold a pen or a pencil. When a student holds a pencil according to their age they can write well rather than the student who can not hold the pencil very well. That's why there are so many things we have to teach before teaching alphabet writing. Such as: the outline of the letters."	<ul style="list-style-type: none"> <li>• Holding pen or pencils based on age</li> </ul>	1	22
12. How would you define the connection between the hand movements of the students and English writing skills?	<ul style="list-style-type: none"> <li>• Hand movement</li> <li>• English Writing skills</li> <li>• Grasp</li> </ul>	<ul style="list-style-type: none"> <li>• Time issue</li> <li>• Visible impact based on readiness of writing</li> </ul>	<p>"I would say, when a student has a perfect grip on the pen or pencil he or she tends to write smoothly and when they can't hold the pen or pencil correctly it takes much more time to teach them to write."</p> <p>"That's why I try to show the students how to hold a pencil before they start writing."</p>	<ul style="list-style-type: none"> <li>• Visible impact based on readiness of writing</li> <li>• Time consuming</li> </ul>	1 1	DU ANI 24
13. Do you find any similarities or dissimilarities between the hand movements of a student of class 1 and class 5? What are they?	<ul style="list-style-type: none"> <li>• Similarities and dissimilarities between hand movements based on different grades</li> </ul>	<ul style="list-style-type: none"> <li>• Dissimilarities are visible</li> <li>• Usage of finger differs to hold pen and pencils</li> </ul>	"I would say yes. I saw that students of class 1 or KG tend to hold their pencil with all their fingers but students of class 5 they use 3 fingers mostly. Though not all of them."	<ul style="list-style-type: none"> <li>• Dissimilarities are visible</li> <li>• Usage of finger differs to hold pen and pencils</li> </ul>	1 1	DU ANI 26
14. Do you think that impacts the way they write?	<ul style="list-style-type: none"> <li>• Impact of hand movement</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts are found</li> <li>• Teaching them</li> </ul>	"Yes, I do. That's why I try to show the students how to hold a pencil before they start writing."	<ul style="list-style-type: none"> <li>• Impacts are found</li> <li>• Teaching them</li> </ul>	1 1	DU ANI 28

Why or why not?	ent on writing	holding pencils		holding pencils		
15. Are your students able to differentiate between the letters? such as: b and d, p and q	<ul style="list-style-type: none"> <li>Ability to differ among words</li> </ul>	<ul style="list-style-type: none"> <li>Problem in letter perception and recognition</li> <li>Unable to differentiate among letters</li> <li>Short attention span</li> <li>Lack of practice</li> </ul>	“Most of them make blunders here no matter how many times I say or show them. The moment I am showing them they are getting it but if the next day I tell them to write again, they make the same mistake. I would say that happens due to lack of practice.”	<ul style="list-style-type: none"> <li>Problem in letter perception and recognition</li> <li>Unable to differentiate among letters</li> <li>Short attention span</li> <li>Lack of practice</li> </ul>	1 1 1 1	DU ANI 30
16. How did you teach them about doing differentiation?	<ul style="list-style-type: none"> <li>Teaching differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Modelling and drilling of letters</li> </ul>	“Usually, at first I show them how to write and then I make them write the similar types of letters and words again and again so that they can stay in their memory”	<ul style="list-style-type: none"> <li>Modelling and drilling of letters</li> </ul>	1	DU ANI 32
17. What strategies do you follow to help the students with the memorisations of English letters?  (Probing) What types of games? Please give example	<ul style="list-style-type: none"> <li>Strategies of memorising English letters</li> <li>Types of games</li> </ul>	<ul style="list-style-type: none"> <li>Implementing fun creative strategies to teach letters</li> <li>Learning in class through games</li> </ul>	<p>“I show them videos, sing songs, rhymes and so on. Also, I play word games so that they can learn while having fun.”</p> <p>“Aa...for example: I make 2 or three teams and they compete in Word making games by filling in the blanks. The team who does it 1st, is the winner.”</p>	<ul style="list-style-type: none"> <li>Implementing fun creative strategies to teach letters</li> <li>Learning in class through games</li> </ul>	1 1	DU ANI 34 DU ANI 36
18. Did you see any pattern related	<ul style="list-style-type: none"> <li>Pattern related</li> </ul>	<ul style="list-style-type: none"> <li>Different patterns are</li> </ul>	“I noticed that they can memorise	<ul style="list-style-type: none"> <li>Different patterns are</li> </ul>	1	DU ANI

<p>to the way they memorise the words?</p>	<p>to word memorisation</p>	<p>found</p> <ul style="list-style-type: none"> <li>● Easy to remember similar sounding words</li> <li>● Real life example facilitates learning</li> <li>● Reading and listen to English can facilitate writing skills</li> <li>● Learning through play</li> </ul>	<p>rhyming words mostly, the words that sound similar. For example: tin-pin, can-man. Also, I saw that if they can see the object they are learning, they learn faster. Moreover, I noticed that students who read more and watch English cartoons learn vocabulary quickly and on a large scale.”</p>	<p>found</p> <ul style="list-style-type: none"> <li>● Easy to remember similar sounding words</li> <li>● Real life example facilitates learning</li> <li>● Reading and listen to English can facilitate writing skills</li> <li>● Learning through play</li> </ul>	<p>1 1 1 1</p>	<p>38</p>
<p>19. How do you ensure that students are doing the right eye and hand movements coordination in your class?</p>	<ul style="list-style-type: none"> <li>● Eye and hand movement</li> </ul>	<ul style="list-style-type: none"> <li>● Essential to ensure right hand and eye movement</li> <li>● Ensuring different exercise and movements</li> <li>● By letting them play</li> <li>● Cognitive tasks</li> </ul>	<p>“I guess this is vastly related to students’ physical state. I mean, I saw that, when children play more and be more active, they tend to learn everything faster and this is true for writing as well. Hand movements can be improved if the students do hand activities such as: making clay toys, basketball, handball, cricket. These types of games help to improve their hand grip which reflects on their writing as well. Also, it also increases their attention span and makes a habit of trying again and again. Therefore in my class, I tend to keep more hands on activities so that their hand movements can be improved. Also, exercise can improve their eye movements as well. Playing puzzles,</p>	<ul style="list-style-type: none"> <li>● Essential to ensure right hand and eye movement</li> <li>● Ensuring different exercise and movements</li> <li>● By letting them play</li> <li>● Cognitive tasks</li> </ul>	<p>1 1 1 1</p>	<p>DU ANI 40</p>

			using scissors to cut papers to make origami also helps.”			
20. Do you emphasise on teaching basic strokes before teaching to write English letters? Why or why not?	<ul style="list-style-type: none"> <li>Ability to form basic stroke smoothly</li> </ul>	<ul style="list-style-type: none"> <li>The first step towards teaching writing</li> <li>Understanding different turns and curves of letters.</li> <li>Development of hand muscles</li> </ul>	<p>“Yes, I do because I think before knowing how to write it is important to make different figures and shapes so that they can understand different turns and curves of letters.</p> <p>Teaching basic strokes helps the students to figure out the starting and ending position for letters. Also, it makes their hands and wrists’ muscles free.”</p>	<ul style="list-style-type: none"> <li>The first step towards teaching writing</li> <li>Understanding different turns and curves of letters.</li> <li>Development of hand muscles</li> </ul>	1 1 1	DU ANI 42
21. Can the students make connections between what they are writing and what they are seeing? How do you know?	<ul style="list-style-type: none"> <li>Similarity between observing and English writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Sometime students feel difficult to make connections</li> <li>Give real life examples</li> <li>Question and answering</li> <li>Asking questions about related content</li> </ul>	<p>“Well, my students are really young so it’s hard for them to relate. But I try my best to make them experience. For example: If I am teaching them letters, I try to show the objects as well so that they can relate. When I ask them back and if they can reply I understand that they are making a connection. Also, they question putting that object in different situations to make connections which implies that they are understanding and making connections.”</p>	<ul style="list-style-type: none"> <li>Sometime students feel difficult to make connections</li> <li>Give real life examples related to objects</li> <li>Question and answering</li> <li>Asking questions about related content</li> </ul>	1 1 1 1	DU ANI 44
22. What types of strategies do you follow in your class to improve the handwriting of the students?	<ul style="list-style-type: none"> <li>Strategies to teaching English writing</li> </ul>	<ul style="list-style-type: none"> <li>Free hand drawing and paper works</li> </ul>	<p>“I make them draw lines, shapes, figures and so on. Also, tell them to make origami out of paper for better hand movement. Also, I teach them to hold a pencil and move it.”</p>	<ul style="list-style-type: none"> <li>Free hand drawing and paper works</li> </ul>	1	DU ANI 46

<p>23. Do you incorporate any fun activities in your lesson to teach writing easily? What are those?</p>	<ul style="list-style-type: none"> <li>• Fun activities related to lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating lesson based games and activities.</li> </ul>	<p>“My students love to draw, play with clay, make origami, word scrambles and I made those games contextual based on class lessons.”</p>	<ul style="list-style-type: none"> <li>• Incorporating lesson based games and activities.</li> </ul>	<p>1</p>	<p>DU ANI 48</p>
<p>24. Apart from the above mentioned strategies, what steps should be taken at the pre-writing stages?</p>	<ul style="list-style-type: none"> <li>• Steps in pre writing stages</li> </ul>	<ul style="list-style-type: none"> <li>• Giving revision</li> <li>• Reading for knowledge</li> </ul>	<p>“I think to write well, it is important to read well and revise what you are writing again and again.”</p>	<ul style="list-style-type: none"> <li>• Giving revision</li> <li>• Reading for knowledge</li> </ul>	<p>1 1</p>	<p>DU ANI 50</p>
<p>25. How culture may have an impact on teaching and learning to write in English?</p>	<ul style="list-style-type: none"> <li>• Cultural impact on learning English writing</li> </ul>	<ul style="list-style-type: none"> <li>• The relation between culture and language learning</li> <li>• The impact of culture on teaching and learning language</li> </ul>	<p>“Culture plays a very important part in learning a new language. For example: in our country we do not practice English much as a result our students do not get much knowledge of English. Also, culture shapes the views as well.”</p>	<ul style="list-style-type: none"> <li>• The relation between culture and language learning</li> <li>• The impact of culture on teaching and learning language</li> </ul>	<p>1  1</p>	<p>DU ANI 52</p>
<p>26. How important do you think exposure is to learning to write in English?</p>	<ul style="list-style-type: none"> <li>• Exposure and English writing</li> </ul>	<ul style="list-style-type: none"> <li>• Problem in grammar and vocabulary</li> <li>• Importance of exposure</li> <li>• Lack of exposure in the cultural context</li> </ul>	<p>“I think it is very important. Most of the students face problems regarding grammar structure, lack of vocabulary and so on. If we do not get exposure then there is no way to learn to write in English. Young students of our generation use English letters but Bangla pronunciation while writing text</p>	<ul style="list-style-type: none"> <li>• Problem in grammar and vocabulary</li> <li>• Importance of exposure</li> <li>• Lack of exposure in the cultural context</li> </ul>	<p>1  1 1</p>	<p>DU ANI 54</p>



		<ul style="list-style-type: none"> <li>Lack of usage of English in our daily life.</li> </ul>	<p>messages. Because they do not understand or have the habit of using English on a daily basis in their community. Due to this lack of exposure they do not learn to write well. So yes, exposure is very important”</p>	<ul style="list-style-type: none"> <li>Lack of usage of English in our daily life.</li> </ul>	1	
27. Do you think guardians play a vital role in teaching writing in English? Why or why not?	<ul style="list-style-type: none"> <li>Role of other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Immense importance of guardian</li> <li>Because of being the primary caregiver</li> <li>Parents’ taking ownership of teaching</li> <li>Parents’ lack of supervision in teaching English writing</li> </ul>	<p>“I think guardians are the most important stakeholders who play a vital role in teaching writing in English. So let me tell why, before getting admission in KG or grade I, students spend most of the time at home with their parents. Now, while getting admission there are some children who know letters, can write, read and answer questions. This happens when the parents take ownership and teach their children. On the other hand some children can’t not even recognize or write simple A B C D because they do not have the practice at home or parents do not help. So, I guess you can understand why parents’ intervention is important.”</p>	<ul style="list-style-type: none"> <li>Immense importance of guardian</li> <li>Because of being the primary caregiver</li> <li>Parents’ taking ownership of teaching</li> <li>Parents’ lack of supervision in teaching English writing</li> </ul>	1 1 1 1	DU ANI 56
28. How can parents and other stakeholders help in teaching writing?	<ul style="list-style-type: none"> <li>Importance of Parents, stakeholders in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Practising writing at home</li> <li>Teaching basic of English letter writing</li> <li>Keeping track of</li> </ul>	<p>“.....before getting admission in KG or grade I, students spend most of the time at home with their parents. Now, while getting admission there are some children who know letters, can write, read and answer questions. This happens when the</p>	<ul style="list-style-type: none"> <li>Practising writing at home</li> <li>Teaching basic of English letter writing</li> <li>Keeping track</li> </ul>	1 1 1	DU ANI 58

	g writing	progress	parents take ownership and teach their children. On the other hand some children can't not even recognize or write simple A B C D because they do not have the practice at home. So keeping track is really necessary. So, I guess you can understand why parents' intervention is important."	of progress		
29. What are the limitations of your class which inhibit teaching writing? (resources, facilities, infrastructure)	<ul style="list-style-type: none"> <li>Limitation of teaching writing</li> </ul>	<ul style="list-style-type: none"> <li>Large class size</li> <li>Under resourced school</li> <li>Socio economic background of parents</li> </ul>	<p>"The first problem is the teacher students ratio. I have a large class of more than 70 students and very limited class time. So I can not concentrate on each student individually. So teaching writing in English one by one is a very difficult situation for me. There is a lack of resources, teaching materials and efficient teachers. So, for creating resources I have to spend so much time. Moreover, here the parents are mostly uneducated and they can't even recognize the English letters and it impacts the students' learning. I have to even teach them basic strokes for a long time."</p>	<ul style="list-style-type: none"> <li>Large class size</li> <li>Under resourced school</li> <li>Socio economic background of parents</li> </ul>	1 1 1	DU ANI 60
30. How do you overcome those challenges?	<ul style="list-style-type: none"> <li>Overcoming challenges</li> </ul>	<ul style="list-style-type: none"> <li>Constant communication with parents</li> <li>Incorporating fun writing tasks</li> <li>Using online resources</li> </ul>	<p>I try to communicate with the parents as much as I can. I give the students as many fun writing tasks as I can. Also, I suggest they watch English cartoons to have exposure. I try to use online resources to cut the expense of resources.</p>	<ul style="list-style-type: none"> <li>Constant communication with parents</li> <li>Incorporating fun writing tasks</li> <li>Using online resources</li> </ul>	1 1 1	DU ANI 62

## Sample of Coding template by The Researcher

### Coding of Case 2 (Khaleda)

Interview Question	Subordinate key word of question	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as keyword(s)	Frequency of occurrence	Ordering of discourse unit
6. How would you describe your students' overall English Writing competency?	<ul style="list-style-type: none"> <li>Overall Writing competency</li> </ul>	<ul style="list-style-type: none"> <li>Not so satisfactory</li> <li>Can't recognise letters</li> </ul>	“I would say they are very weak in English and some of them even can't recognize letters.”	<ul style="list-style-type: none"> <li>Not so satisfactory</li> <li>Can't recognise letters</li> </ul>	1 1	DU KHA 12
7. Do you find any type of pattern in the students' writing? (Such as: Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)	<ul style="list-style-type: none"> <li>Writing pattern</li> <li>Word formation</li> <li>Sentence pattern</li> </ul>	<ul style="list-style-type: none"> <li>Different patterns found</li> <li>Mixing up similar sounding letters</li> <li>Mixing up uppercase and lowercase</li> <li>Making connection to Bangla and English word pronunciation</li> </ul>	“There are so many patterns. Such as: mixing up similar sounding letters (go and do), not understanding how to use capital letters and small letters, relating to their mother tongue (for example: If I tell them to write the word table, they would write Tebil or Tabil the way it's pronounced in Bangla.) There are many others as well but these are very prominent.”	<ul style="list-style-type: none"> <li>Different pattern found</li> <li>Mixing up similar sounding letters</li> <li>Mixing up uppercase and lowercase</li> <li>Making connection to Bangla and English word pronunciation</li> </ul>	1 1 1 1	DU KHA 14
9. Can your students understand the	<ul style="list-style-type: none"> <li>Letter recognition</li> </ul>	<ul style="list-style-type: none"> <li>Different levels of students</li> <li>Some of them</li> </ul>	“Well, I wouldn't say all of the students understand letters properly. Some of them can write the letters without any	<ul style="list-style-type: none"> <li>Different levels of students</li> <li>Some of them</li> </ul>	1 1	DU KHA 18

letters properly? How do you know?		<p>can write frequently</p> <ul style="list-style-type: none"> <li>• Some of them struggle</li> <li>• Some of them can't read or write</li> <li>• Evaluation through different approach</li> </ul>	hesitation, some of them struggle a bit, some of them do not know how to write but can tell the letters and some of them can't write or read at all. I got to know it through different assessments, worksheet evaluation, and quiz."	<p>can write frequently</p> <ul style="list-style-type: none"> <li>• Some of them struggle</li> <li>• Some of them can't read or write</li> <li>• Evaluation through different approach</li> </ul>	1 1 1	
10. Have you ever focused on their hand movement while they are writing?	<ul style="list-style-type: none"> <li>• Focus of hand movement</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the fact</li> </ul>	"Yes, some of the time."	<ul style="list-style-type: none"> <li>• Aware of the fact</li> </ul>	1	DU KHA 20
11. Do you think the way students are holding pencils has an impact on their writing competency? Why or why not?	<ul style="list-style-type: none"> <li>• Holding pencils</li> <li>• Writing Competency</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• Holding pen or pencils based on age</li> <li>• Impact on writing efficiency and correctness</li> </ul>	"I think so. I have noticed that at different ages students hold pencils differently. If the pens and pencils are taught to hold according to age then students would write efficiently and correctly."	<ul style="list-style-type: none"> <li>• Holding pen or pencils based on age</li> <li>• Impact on writing efficiency and correctness</li> </ul>	1 1	DU KHA 22
12. How would you define the connection between the hand movements of the students and the English writing skills?	<ul style="list-style-type: none"> <li>• Hand movement</li> <li>• English Writing skills</li> <li>• Grasp</li> </ul>	<ul style="list-style-type: none"> <li>• Visible impact based on readiness of writing</li> <li>• Teaching hand movements before writing</li> </ul>	"The answer is very simple I guess. If they do not know how to hold the pencil and move their hands according to the figure of the letters, they wouldn't know how to write. We teachers have to teach the hand movements first so that they can understand how to write or give strokes."	<ul style="list-style-type: none"> <li>• Visible impact based on readiness of writing</li> <li>• Teaching hand movements before writing</li> </ul>	1 1	DU KHA 24

15. Are your students able to differentiate between the letters? such as: b and d, p and q	<ul style="list-style-type: none"> <li>• Ability to differ among words</li> </ul>	<ul style="list-style-type: none"> <li>• Problem in letter perception and recognition</li> <li>• Unable to Differentiation among letters</li> </ul>	<p>“Some of my students face problems while differentiating similar looking words. Some of them have overcome the problem and others are not able to overcome it.”</p>	<ul style="list-style-type: none"> <li>• Problem in letter perception and recognition</li> <li>• Unable to Differentiation among letters</li> </ul>	1 1	DU KHA 30
16. How did you teach them about doing differentiation?	<ul style="list-style-type: none"> <li>• Teaching differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Pointing out differences</li> <li>• Modelling for students</li> </ul>	<p>“I usually point out the difference among the letters at first. Then do modelling for them.”</p>	<ul style="list-style-type: none"> <li>• Pointing out differences</li> <li>• Modelling for students</li> </ul>	1 1	DU KHA 32
17. What strategies do you follow to help the students with the memorizations of English letters?  (Probing) What types of games? Please give example	<ul style="list-style-type: none"> <li>• Strategies of memorising English letters</li> <li>• Types of games</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing fun creative strategies to teach letters</li> <li>• Learning through play</li> </ul>	<p>“I prefer to give writing tasks, fill in the blanks, and fun activities.”</p> <p>“ummm...such as: puzzle, rearrange, scavenger hunt for letters and so on.”</p>	<ul style="list-style-type: none"> <li>• Implementing fun creative strategies to teach letters</li> <li>• Learning through play</li> </ul>	1 1	DU KHA 34  DU KHA 36
18. Did you see any pattern related to the way they memorise the words?	<ul style="list-style-type: none"> <li>• Pattern related to word memorisation</li> </ul>	<ul style="list-style-type: none"> <li>• Different patterns are found</li> <li>• Easy to remember similar sounding words</li> <li>• Relating to mother tongue</li> </ul>	<p>“They tend to memorise the letters that sound similar. Also, the words that sound and are written similarly. For example: the word “pet” is written the same way it’s pronounced. Also, when they can relate to Bangla, I think they learn better.”</p>	<ul style="list-style-type: none"> <li>• Different patterns are found</li> <li>• Easy to remember similar sounding words</li> <li>• Relating to mother tongue</li> </ul>	1 1 1	DU KHA 38

19. How do you ensure that students are doing the right eye and hand movements coordination in your class?	<ul style="list-style-type: none"> <li>● Eye and hand movement</li> </ul>	<ul style="list-style-type: none"> <li>● Essential to ensure right hand and eye movement</li> <li>● Different free hand activities</li> <li>● Lesson plan based on games</li> <li>● Grabbing attention and eye movement</li> </ul>	<p>“Based on the age students have different types of ways of holding pens, doing hand movements and making eye contacts. What I do is, I make them do different free hand activities which helps them with their physical growth and hand movements. Also, I make lessons interesting by incorporating different games so that students can hold their attention and eye movement.”</p>	<ul style="list-style-type: none"> <li>● Essential to ensure right hand and eye movement</li> <li>● Different free hand activities</li> <li>● Lesson plan based on games</li> <li>● Grabbing attention and eye movement</li> </ul>	1 1 1 1	DU KHA 40
20. Do you emphasise on teaching basic strokes before teaching to write English letters? Why or why not?	<ul style="list-style-type: none"> <li>● Ability to form basic stroke smoothly</li> </ul>	<ul style="list-style-type: none"> <li>● Helps with handwriting and hand movement</li> <li>● Process of writing letters</li> </ul>	<p>“Yes, I do because I think it helps with handwriting and hand muscle. It makes their handwriting good. I think teaching basic strokes can help the students with hand movements as they grow older. They can understand how writing letters works. Also, how they can start and end it.”</p>	<ul style="list-style-type: none"> <li>● Helps with handwriting and hand movement</li> <li>● Process of writing letters</li> </ul>	1 1	DU KHA 42
22. What types of strategies do you follow in your class to improve the handwriting of the students?	<ul style="list-style-type: none"> <li>● Strategies to teaching English writing</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility of hand and finger movement</li> <li>● Career givers’ intervention</li> <li>● One to one diagnosis</li> <li>● Using colour pencils</li> <li>● Incorporating lesson based games and activities.</li> </ul>	<p>“The first thing that we need here is the flexibility of hand and finger movements which takes time. Also, it varies from child to child based on their background and way of care provided by the caregivers. So I take time to inspect every student and try to provide them help accordingly. I tell them to use colour pencil because when they use colour pencil they try to make everything pretty. I also encourage drawing.”</p>	<ul style="list-style-type: none"> <li>● Flexibility of hand and finger movement</li> <li>● Career givers’ intervention</li> <li>● One to one diagnosis</li> <li>● Using colour pencils</li> <li>● Incorporating lesson based games and activities.</li> </ul>	1 1 1 1 1	DU KHA 46

23. Do you incorporate any fun activities in your lesson to teach writing easily? What are those?	<ul style="list-style-type: none"> <li>• Fun activities related to lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating lesson based games and activities.</li> </ul>	“Yes I do. Such as: drawing, dictation, fill in the blank game, quiz and so on.”	<ul style="list-style-type: none"> <li>• Incorporating lesson based games and activities.</li> </ul>	1	DU KHA 48
24. Apart from the above mentioned strategies, what steps should be taken at the pre-writing stages?	<ul style="list-style-type: none"> <li>• Steps in pre writing stages</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Positive framing</li> </ul>	“I would suggest parents tell stories to the children to increase their vocabulary. Also, other than giving negative feedback only we can do some positive framing when students are trying hard.”	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Positive framing</li> </ul>	1 1	DU KHA 50
25. How culture may have an impact on teaching and learning to write in English?	<ul style="list-style-type: none"> <li>• Cultural impact on learning English writing</li> </ul>	<ul style="list-style-type: none"> <li>• Visible impact of culture</li> <li>• Lack of training in ESOL</li> <li>• Lack of resources and guideline</li> </ul>	“Culture has a big impact on language learning and teaching. Our school teachers are not trained enough to teach English as a second language which creates a teaching gap. Also, students are not motivated enough to learn English because of lack of exposure, resources and guidelines. This happened due to cultural impact.”	<ul style="list-style-type: none"> <li>• Visible impact of culture</li> <li>• Lack of training in ESL</li> <li>• Lack of resources and guideline</li> </ul>	1 1 1	DU KHA 52
26. How important do you think exposure is to learning to write in English?	<ul style="list-style-type: none"> <li>• Exposure and English writing</li> </ul>	<ul style="list-style-type: none"> <li>• Visible impact of exposure</li> <li>• Lack of practice</li> <li>• Memorisation of grammar rules</li> <li>• Lack of practical use</li> <li>• Not able to contextualise</li> </ul>	“I think very much. We don’t speak in English at home or at school and we expect our children to learn English. It’s not so easy. It takes time. Students only memorise the grammar structure for exams and do not apply it in real life and eventually they forget that. Also, they can’t contextualise the books which are good for them because it’s not talking	<ul style="list-style-type: none"> <li>• Visible impact of exposure</li> <li>• Lack of practice</li> <li>• Memorisation of grammar rules</li> <li>• Lack of practical use</li> </ul>	1 1 1 1	DU KHA 54

		books	about their surroundings and society. So they have to rely on books like: English for Today. So I guess you can understand how important good exposure is.”	<ul style="list-style-type: none"> <li>● Not able to contextualise books</li> </ul>	1	
27. Do you think guardians play a vital role in teaching writing in English? Why or why not?	<ul style="list-style-type: none"> <li>● Role of other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>● Immense importance of guardian</li> <li>● Due to spending time together</li> </ul>	“I think yes, guardians play a vital role in teaching writing in English because a big amount of time students spend at home with their parents or other guardians so they definitely have a big role to play here.”	<ul style="list-style-type: none"> <li>● Immense importance of guardian</li> <li>● Due to spending time together</li> </ul>	1 1	DU KHA 56
28. How can parents and other stakeholders help in teaching writing?	<ul style="list-style-type: none"> <li>● Importance of Parents, stakeholders in teaching writing</li> </ul>	<ul style="list-style-type: none"> <li>● Continuous drilling</li> <li>● Drawing figures and shapes</li> <li>● Taking teachers’ help if needed</li> </ul>	“They can make the students practise again and again at home. They can encourage them to draw different figures and drawings so that students’ hand movements can become faster according to their age. Also, they are always encouraged to talk to the teachers if they feel the need. For my students I am always happy to help.”	<ul style="list-style-type: none"> <li>● Continuous drilling</li> <li>● Drawing figures and shapes</li> <li>● Taking teachers’ help if needed</li> </ul>	1 1 1	DU KHA 58
29. What are the limitations of your class which inhibit teaching writing? (resources, facilities, infrastructure)	<ul style="list-style-type: none"> <li>● Limitation of teaching writing</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of digital literacy</li> <li>● Large class size</li> <li>● Limitation of infrastructure</li> </ul>	“I am not well aware of the online resource which has become a limitation for my class. Also, I have too many students in my class, almost 123. Also, my school does not have a digital learning facility.”	<ul style="list-style-type: none"> <li>● Lack of digital literacy</li> <li>● Large class size</li> <li>● Limitation of infrastructure</li> </ul>	1 1 1	DU KHA 60
30. How do you overcome those challenges?	<ul style="list-style-type: none"> <li>● Overcoming challenges</li> </ul>	<ul style="list-style-type: none"> <li>● Learning continuously</li> <li>● Organising parents’ meeting</li> </ul>	“I am continuously learning to improve and know about different resources. Also, I think parents’ meetings can be helpful.”	<ul style="list-style-type: none"> <li>● Learning continuously</li> <li>● Organising parents’ meeting</li> </ul>	1 1	DU KHA 62



## Appendix F

### Sample of Coding Template by The Researcher

#### Coding for Students' Interview

##### Coding of Case 1 (Maliha)

Interview Question	Subordinate key word of question	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as keyword(s)	Frequency of occurrence	Ordering of discourse unit
1. How old are you?	<ul style="list-style-type: none"> <li>Age</li> </ul>	<ul style="list-style-type: none"> <li>Background information</li> </ul>	I am six years old.	<ul style="list-style-type: none"> <li>Background information</li> </ul>	1	DU MAL 2
2. In which class do you study?	<ul style="list-style-type: none"> <li>Grade level</li> </ul>	<ul style="list-style-type: none"> <li>Background information</li> </ul>	I read in class 1.	<ul style="list-style-type: none"> <li>Background information</li> </ul>	1	DU MAL 4
3. Which is the most favourite subject in school?	<ul style="list-style-type: none"> <li>Subject preference</li> </ul>	<ul style="list-style-type: none"> <li>Favourite subject in class</li> </ul>	I love Maths because I can play many maths games, counting games.	<ul style="list-style-type: none"> <li>Favourite subject in class</li> </ul>	1	DU MAL 6
4. Do you like to read or write in English? Why or why not?	<ul style="list-style-type: none"> <li>Perception on English reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Like reading but not writing</li> <li>Lack of understanding</li> <li>Can't finish writing</li> </ul>	I like to read A B C D and words but writing is difficult because sometimes I don't understand what's written in the book. I can't always finish writing in class time.	<ul style="list-style-type: none"> <li>Like reading but not writing</li> <li>Lack of understanding</li> <li>Can't finish writing</li> </ul>	1 1 1	DU MAL 8

5. What difficulties do you face while writing in English?	<ul style="list-style-type: none"> <li>• Difficulties while writing</li> </ul>	<ul style="list-style-type: none"> <li>• Problem in beautification of letters</li> <li>• Unable to finish in time</li> </ul>	I can't write beautifully like my friends. I make mistakes. I can't finish writing.	<ul style="list-style-type: none"> <li>• Problem in beautification of letters</li> <li>• Unable to finish in time</li> </ul>	1 1	DU MAL 10
6. Do you have any tutor or family member who teaches you English?	<ul style="list-style-type: none"> <li>• Support from others</li> </ul>	<ul style="list-style-type: none"> <li>• No tutor</li> <li>• Visible intervention of family members</li> </ul>	No, I don't have any tutor. My brother and mother teach me.	<ul style="list-style-type: none"> <li>• No tutor</li> <li>• Visible intervention of family members</li> </ul>	1 1	DU MAL 12
7. Do you like the way your teacher teaches you to write in English in class?	<ul style="list-style-type: none"> <li>• Perception on teacher's teaching to write in English</li> </ul>	<ul style="list-style-type: none"> <li>• Perception of teachers' teaching varies</li> <li>• Helpful teacher</li> </ul>	Sometimes I do. My teacher listens to me and helps me.	<ul style="list-style-type: none"> <li>• Perception of teachers' teaching varies</li> <li>• Helpful teacher</li> </ul>	1 1	DU MAL 14
8. Does your teacher play games with you in class?	<ul style="list-style-type: none"> <li>• Learning while playing</li> </ul>	<ul style="list-style-type: none"> <li>• Learning through play</li> <li>• Real life example</li> <li>• Reciting rhymes together</li> </ul>	Yes, sometimes she does. She brings different objects to show and teach just English words. Also, we recite rhymes together and do different movements.	<ul style="list-style-type: none"> <li>• Learning through play</li> <li>• Real life example</li> <li>• Reciting rhymes together</li> </ul>	1 1 1	DU MAL 16
9. What do you like and don't like about writing in English?	<ul style="list-style-type: none"> <li>• Liking and disliking about English writing class</li> </ul>	<ul style="list-style-type: none"> <li>• Positive perspective on learning through play, stories and poems</li> <li>• Negative</li> </ul>	I like the games in the class, the poems and stories in English. But sometimes I don't understand the meaning and it feels difficult for me.	<ul style="list-style-type: none"> <li>• Positive perspective on learning through play, stories and poems</li> <li>• Negative perspective on</li> </ul>	1 1	DU MAL 18

		perspective on understanding the meaning		understanding the meaning		
--	--	--	--	---------------------------	--	--

### Coding of Case 2 (Tamzid)

Interview Question	Subordinate key word of question	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as keyword(s)	Frequency of occurrence	Ordering of discourse unit
5. What difficulties do you face while writing in English?	<ul style="list-style-type: none"> <li>Difficulties while writing</li> </ul>	<ul style="list-style-type: none"> <li>Lack of understanding</li> <li>Scared of questioning</li> <li>Problem in hand movement</li> </ul>	I sometimes do not understand what the teacher is saying in English. I am scared to ask again. Also, my teacher says I can't hold a pencil correctly.	<ul style="list-style-type: none"> <li>Lack of understanding</li> <li>Scared of questioning</li> <li>Problem in hand movement</li> </ul>	1 1 1	DU TAM 10
6. Do you have any tutor or family member who teaches you English?	<ul style="list-style-type: none"> <li>Support from others</li> </ul>	<ul style="list-style-type: none"> <li>Has tutor</li> <li>Visible intervention of family members</li> </ul>	I have a tutor for all subjects. Also, my mother teaches me.	<ul style="list-style-type: none"> <li>Has tutor</li> <li>Visible intervention of family members</li> </ul>	1 1	DU TAM 12
7. Do you like the way your teacher teaches you to write in English in class?	<ul style="list-style-type: none"> <li>Perception on teacher's teaching to write in English</li> </ul>	<ul style="list-style-type: none"> <li>Position perception on teaching</li> <li>Helpful teacher</li> </ul>	Yes, I do. My teacher is very good and helpful.	<ul style="list-style-type: none"> <li>Position perception on teaching</li> <li>Helpful teacher</li> </ul>	1 1	DU TAM 14

8. Does your teacher play games with you in class?	<ul style="list-style-type: none"> <li>• Learning while playing</li> </ul>	<ul style="list-style-type: none"> <li>• Learning through play</li> <li>• Colouring activity</li> </ul>	Yes, my teacher plays games in class. We make word books with letters, finding letters from names, drawing and colouring letters.	<ul style="list-style-type: none"> <li>• Learning through play</li> <li>• Colouring activity</li> </ul>	1 1	DU TAM 16
9. What do you like and don't like about writing in English?	<ul style="list-style-type: none"> <li>• Liking and disliking about English writing class</li> </ul>	<ul style="list-style-type: none"> <li>• Positive perspective on learning through play</li> <li>• Negative perspective on making mistakes and learning similar looking words</li> </ul>	I like drawing and colouring the letters but I don't like when I make mistakes. Also, I become confused with many letters because they seem similar.	<ul style="list-style-type: none"> <li>• Positive perspective on learning through play</li> <li>• Negative perspective on making mistakes and learning similar looking words</li> </ul>	1 1	DU TAM 18

## Appendix G

### SAMPLE THEME GENERATION TEMPLATE FOR TEACHERS' INTERVIEW

<b>RQ: 1</b>	What kind of patterns of readiness can be observed in primary level students' English writing?						
Interview Question 7 :	Do you find any type of pattern in the students' writing? (Such as: Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)						
Anik (C1)	Khaleda (C2)	Nurjahan (C3)	Akif (C4)	Shamresh (C5)	Nazneen (C6)	Sub Themes	Themes
Different patterns are found Mixing up uppercase and lowercase Mixing up similar looking word Making connection to Bangla and English sentence structure Problem is letters perception and recognition (ANI 14)	Different patterns are found Mixing up uppercase and lowercase Making connection to Bangla and English sentence structure Mixing us similar sounding words Problem is letters perception and recognition (KHA 14)	Different patterns are found Mixing up uppercase and lowercase Mixing up similar looking word Making connection to Bangla and English sentence structure Unable to produce words Problem is letters perception and recognition (NUR 14)	Different patterns are found Problem is letters perception and recognition Memorisation of grammar rules Can't relate to context (AKI 14)	Different patterns are found Mixing us similar sounding words Problem is letters perception and recognition Become confused regarding pronunciation and spelling (SHA 14)	Different patterns are found Making connection to Bangla and English sentence structure Problem is letters perception and recognition Elimination of letters (NAZ 14)		<ul style="list-style-type: none"> <li>• Different patterns are found.</li> <li>• Mixing up uppercase and lowercase</li> <li>• Mixing up similar looking word</li> <li>• Making connection to Bangla and English sentence structure</li> <li>• Mixing up similar sounding letters</li> <li>• Unable to produce words</li> <li>• Problem is letters perception and recognition</li> <li>• Memorisation of grammar rules</li> <li>• Can't relate to context</li> <li>• Become confused regarding pronunciation and spelling</li> <li>• Elimination of letters</li> </ul>

## Appendix H

### Rating for Teachers' Interview by Rater 1

Identifying the Patterns of readiness in English Writing Classes among The Primary Level Students of Bangladesh

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes in the comment’s column.

Research Question 1: What kind of patterns of readiness can be observed in primary level students' English writing?							
Interview Questions	Theme	Main Idea	Discourse Unit	Verbal Support	Inter-Rater		Comment/Suggestion
					Agree	Disagree	
Do you find any type of pattern in the students' writing? (Such as: Types of mistakes: grammar, spelling, lack of vocabulary, sentence pattern)	Patterns in students' writing a) Mixing up uppercase and lowercase b) Mixing up similar looking words c) Making connection to Bangla and English sentence structure d) Mixing up similar	Different patterns are found	ANI 14  KHA 14	<p>“I find different patterns among students' writing. Umm...most of the time they mix up capital letters and small letters and use small letters at the beginning of the words and capital letters at the middle of the words.”</p> <p>“ Also, they tend to mix between similar looking words such as: p and q, t and l, E and F, m and n and so on.”</p> <p>“ They try to make a connection between Bangla and English sentence patterns. Such as: If I tell them to translate “ Ami bhalo meye”, they will write , “I good girl”. These are very common.”</p> <p>“There are so many patterns. Such as: mixing up similar sounding letters (go and do), not understanding how to use capital letters and small letters, relating to their mother tongue (for example: If I tell them to write the word table, they would write Tebil or Tabil the way it's</p>	/		
					/		

	sounding letters		NUR 14	pronounced in Bangla.) There are many others as well but these are very prominent.”  “Students make so many types of mistakes. Such as: not understanding where to use capital letters and small letters, trying to connect with Bangla while writing sentences (such as: I school go), mixing up words with similar sounds like: “put”, “cut”, “but” and so on. Also, they can’t produce words if I do not teach them one by one.”	/		
Can your students understand the letters properly? How do you know?	Different level of readiness among students  a) High level of readiness b) Mid level of readiness c) Low level of readiness	Different competencies of students in same grade level	ANI 18  KHA 18  NUR 18  AKI 18  SHA 18	“Well, I would say not all of them but some of them can.”  “Well, I wouldn’t say all of the students understand letters properly. Some of them can write the letters without any hesitation, some of them struggle a bit, some of them do not know how to write but can tell the letters and some of them can’t write or read at all.”  “Few of my students really struggle with writing in English. For them, it feels like a punishment. Some of the students can write properly....”  “Some of them can and some of them can’t...”  “I would not say all my students can understand all the letters properly or know how to write but some of them can. The others really struggle....”	/	/	/
							Separate the specific elements

Do you think the way students are holding pencils has an impact on their writing competency? Why or why not?	Age wise physical ability to hold pen or pencils	Holding pen or pencils based on age and ability	ANI 22	“I think so because the way they hold a pen or pencil is different from how we adults hold a pen or a pencil. When a student holds a pencil according to their age they can write well rather than the student who can not hold the pencil very well.”	/	/	Add physical readiness to hold pen or pencils
			KHA 22	“I think so. I have noticed that at different ages students hold pencils differently.”	/		
			NUR 22	“Yes, I think that’s right....Also, I think if they do not have proper physical ability they will not be able to hold the pens and pencils at all.”	/		
			SHA 22	“I think so because in my class there are students who can’t write the letters properly and one of the main reasons is they can’t hold the pencil properly...”	/		
			NAZ 22	“I totally agree with this statement because holding a pen or pencil properly is the first step towards teaching writing competencies.”	/		

Name of the rater: Dr. Sabreena Ahmed

Date: 4/12/2021




## Appendix I

### Inter-rater Reliability Calculation for Teachers' Interview

	<b>Percentage of agreement</b> <b>(Total number of agreement/Total number of responses) x 100</b>
<b>Inter-rater 1:</b>	<b>(11/13)x100</b> <b>= 85%</b>

# Appendix J


## Email from Participant


 **MEHNAZ MONIR MEEM** <mehnaz.monir.meem@g.bracu.ac.bd> 1:19 PM (7 hours ago) ☆ ↶ ⋮  
to aniksaha487 ▾


Dear Sir,  
I hope you're doing well. Please check the [interview transcription](#) attached below. Let me know if you have any concerns or questions.  
Thank you.

Regards,  
Mehnaz Monir Meem  
ID: 20163023

---

 **Translated and Transcribed Interview**  
Shared in Drive



 **Anik Saha** 2:28 PM (5 hours ago) ☆ ↶ ⋮  
to me ▾

Dear Ms. Mehnaz,

Yes, this transcription reflects my thought process and speech correctly.

Thank you!