

Role of Practicing Discrete Point Grammar Item in Order to Develop the Skill of Free  
Writing: Focus on Secondary Level Bangla Medium Students“ of Bangladesh

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**Declaration**

I hereby declare that this thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to acknowledgement of collaborative research and discussions.

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December, 2016

**Dedication**

This work is in dedication to my mother who is no more with me, however, who always blesses me to work hard in life. I also wish to dedicate my paper to my father for his unconditional support and love and he is the one for whom I have received the opportunity in life to carry on the research.

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### Abstract

This study inspects the role of practicing discrete point grammar item to develop the skill of free writing where the focus lies on Bangla medium students of secondary level of Bangladesh. The goal of the study is to explore that pedagogic practice of grammar acts as a hindrance to develop the skill of free writing. As free writing is not practiced in Bangla medium, the ability to think critically does not get scope to flourish properly. Survey questionnaires for teachers" and students" have been used as an instrument for this research. Along with, a writing test for analyzing errors is also given to exhibit students" performance in free writing. Four schools from Narayangonj Sadar are chosen for this study and the subjects are 255 in number. The value of the coefficient measured on the sum of errors is 0.58. The value denotes a moderate positive relation between students" performance in free writing test and memorized test. It demonstrates that students make errors in both types of writing as the value is positive. The relationship is moderately strong because the value is less than 0.7. In addition, the sum of the errors shows that in spontaneous writing students make errors two times more than in memorized writing. Thereby, the findings and analysis reveal that students perform comparatively poor in free writing as they are habituated in learning grammar in a discrete fashion. Finally, the study suggests some necessary measures that should be taken into account to prohibit the traditional practice of discrete point grammar in Bangla medium schools. In brief, the study tends to raise awareness on the importance of practicing free writing in order to develop the ability to think critically.

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Role of Practicing Discrete Point Grammar Item in Order to Develop the Skill of Free Writing:  
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## **Chapter One: Introduction**

### **1.0 Introduction**

Writing is a cognitive process to express views and ideas in an organized way. Writing is commonly known as a productive skill. It is because a writer generates his/her thoughts and understanding through writing. Writing „by its very nature“ is the „representation of human experience“ as a human being expresses „what“ he thinks and „how“ he thinks (Kasten, 2010, p.1). Therefore, a writer should feel free to write on his/her own idea instead of focusing or following others“ idea blindly. The research explores the relationship between the practice of discrete point grammar item and the development of free writing among the students of Bangla medium at secondary level. English is introduced from elementary level in our country. Students are, therefore, expected to have a good proficiency over writing in English language. The NCTB syllabus and the education system allow a lot of academic writing including the practice of discrete point grammar item. Therefore, the study will attempt to show whether the pedagogic practice of grammar acts as a hindrance to develop the skill of free writing or not.

### **1.1 Problem statement**

Students of secondary level in Bangla medium study English as a compulsory subject. They have to appear in two tests on a total of 150/200 marks in the final examination. They practice discrete point grammar item as „learning grammar“ is highly emphasized in GTM (Grammar Translation Method). GTM is found as „the most dominating method for teaching English“ in our country (Islam & Ahsan, 2011, p.198). Although CLT is promoted to teach English through a communicative manner, students of Bangla medium are taught English

mainly by memorizing grammatical structures, practicing grammar in „model questions“, and by memorizing any descriptive piece of writing in the form of paragraphs or compositions or stories. In this regard, Mukalel (2013) has said that GTM helps to achieve the skill of „flawless writing“ (p.55). Supporting this view, Bengali medium teachers emphasize on practicing discrete point grammar item more than implementing them in real life. So, students memorize topics and descriptions without understanding or focusing on the use of grammar in it. As a result, the students of secondary level pass the examinations with good grades, however, their writing skill remains poor. Most of the time students cannot produce grammatically correct sentence if they write on something without memorization. Even if they memorize, they make grammatical errors while writing. Students are also not interested in practicing free writing because the tests do not have any question for free writing. Therefore, they memorize the ready-made piece of answer and do not pay any attention to what they are reading or memorizing. Consequently, they make errors when they write the „memorized answer“ as they do not understand it properly. That is why students, who rely on memorization, cannot use their knowledge of grammar when they write on their own thought. Since students at secondary level in Bangla medium are taught grammar in a discrete fashion, they face difficulties to have good command over free writing skill. However, the skill of free writing helps someone to achieve good writing proficiency. Free writing „improves“ the quality of writing and assists a person to be a „fluent“ and „careful“ writer (Elbow 1998, p.19). So, free writing should be practiced with great emphasis.

## **1.2 Purpose of the study**

The way we express our idea, organize it, make logical connections among our thoughts, again revise and edit it is called writing. In this regard, the best way to develop writing skill is to practice free writing as more as one can. Free writing enables one to get out of the cocoon of

memorized ideas and to express what s/he understands or thinks. Free writing also provides the opportunity to practice self writing or creative writing at the same time. Free writing gives space to imply one's grammatical knowledge of a language while writing. Noticeably, free writing enhances one's ability to think what to write and how to organize the thoughts. Thereby, the researcher would like to see whether the current practice of learning discrete point grammar item acts as a hindrance to develop the skill of free writing or not. Besides, the research also attempts to learn whether the pedagogic practice of grammar creates barrier or not to develop the ability to think critically.

### **1.3 Central Research Questions/objective of the study**

- Does pedagogic practice of teaching grammar item in a discrete fashion act as a hindrance to develop the skill of free writing for secondary level students in Bangla Medium?
- Does the practice of teaching grammar item in a discrete fashion create barrier to flourish students' ability to think critically?

### **1.4 Significance of the study**

This study is significant to teachers, students and researchers because it will investigate whether the practice of discrete point grammar item acts as a hindrance to develop free writing skill or not. Along with, it will also be revealed whether the pedagogic practice of grammar creates any barrier to flourish the ability to think critically or not. If the practice of discrete point grammar item acts as a hindrance, this study will provide some possible measures to overcome the problems. It will also suggest some approaches to develop the skill of free writing. Having good writing proficiency is a must for every student if they want to pursue higher studies. It is because academic proficiency is measured mostly through writing along with other language

skills. Hence, the study makes an attempt to make both the students' and the teachers' aware of the significance of practicing free writing.

### **1.5 Delimitation**

The research has been conducted in secondary level Bangla medium schools. Five high schools are selected for data collection from Narayangonj Sadar. The respondent students are selected from class eight, nine and ten. If Bangla medium students were taught English through a communicative approach, their proficiency over English would have developed as expected. Also, if separate writing class would be taken in every school, the research would be carried out to experiment the performance of students' in free writing.

### **1.6 Limitation**

A few numbers of studies has been carried out on the importance of practicing free writing. Hence, the study can be considered as a primary research based on some previous literature. Due to the limited period of time, the research could not include a good number of schools from different districts and cities. The number of total respondents is 255. 25 teachers have participated in the survey and 230 students have taken part in the writing test along with the survey. It cannot be overgeneralized that all students from Bangla medium schools will perform the same after analyzing the performance of 230 students' in the writing tests. However, a general conclusion can be drawn since the respondent students are the representative of the rest of the students' studying in Bangla medium. If the researcher could manage more time, more data would be possible to collect and analyze to ensure construct validity of the study. Besides, it would be possible to present a more reliable and widely applicable conclusion based on the research. Despite getting a limited period for carrying out the research, the researcher has tried utmost to collect and analyze every data to provide a fruitful result.

## Chapter Two – Literature Review

### 1.0 Introduction

Literature review illustrates the „context“ for a research along with the findings, „strengths“ and „weaknesses of previous studies“ (Mackey and Gass, 2010, p.310). Literature sheds light on the specific areas those are needed to be focused on. Literature provides with the opportunity to gather relevant knowledge as well information. In addition, previous studies are helpful to make connections with the current study. Therefore, this chapter will discuss the theoretical overviews on writing, free writing, academic writing, GTM, grammar, grammatical rules and activity, rote learning, memorized writing, and critical thinking etc. The most relevant studies are collected from different reliable sources. The researcher has sincerely tried to make logical connection between the existing literature and the way this research approaches.

### 2.1 Writing

Writing is „both a physical and a mental act“ that represents our thoughts as well ideologies in an organized way by using a set of symbols and letters (Nunan, 2003, p.88). Nunan (2003) has said that writing acts not only as a process but also as a product (p.88). He has mentioned that „process“ refers to the entire construction including „brain-storming“, „drafting“, „organizing“, „editing“, „feedback giving“ and „final revision“ of an expressed thoughts in the form of a written document (p.89). Further he has made it clear that a piece of writing should not be considered just as a „product“ referring to the finalized version of a process (p.89). When the process goes smoothly, it can end up as a good product. Additionally, Harmer (2001) has added that the „product approach“ values the representation of the end thing as „the main piece to be focused on“. In lieu of, the „process approach“ allows the chance to go through a „prewriting process“ before producing the end product (p. 326-327). This process of prewriting indicates to



the practice of „free writing“ to develop the writing skill and to feel ease while writing (Nunan, 2003, p.90). According to Fati (2013), „writing is a creative discovery procedure characterized by the dynamic interplay of content and language“ and writers are „obliged to adapt their strategies as they write“ (p.3). Therefore, writing is a „discovery process“ of expressing thoughts that varies from individual to individual (p.3). Since writing is considered as a „productive skill“ mentioned in Nunan (2003, p.24), it is necessary to develop this skill with a view to learning English as a second language as well as to communicating successfully in different context. Along with that, the knowledge of grammar is highly needed for any kind of writing activity.

## **2.2 GTM (Grammar Translation Method)**

Grammar Translation is the most common and most practiced approach in teaching English where the focus lies on learning grammatical rules, memorization of vocabulary in isolation, translation of texts and written exercises (Brown, 2006, p.18). According to Richards and Rodgers (1986), Grammar Translation Method approaches the language first through detailed analysis of rules and translating from L1 to L2 as a major practice (p.135). “Long, elaborate explanations of the intricacies of grammar are given” in GTM (Afrin, 2010, p.15). Hence it is called „classical method“ by Brown (2006, p.18). Moreover, GTM is the approach where language is taught without paying attention to context and grammar is taught in isolation. Students are bound to practice and translate „disconnected drills“ in order to memorize (Afrin, 2014, p.15). So GTM basically supports memorization or rote learning to develop language skills. Despite having the disadvantages of GTM, it has been followed in Bangladesh for teaching English from the British colonial period to year 2000 (Ahmed, 2013, p. 1331).

### 2.3 Grammar, Grammatical rules and Grammar activity

*Random House Webster's Unabridged Dictionary* (1999) defines the term „grammar“ as “the study of the way the sentences of a language are constructed; morphology and syntax,” (as cited in Hanganu, 2015, p.4). Wilcox (2004) has explored that grammar comprises the structure and analysis of sentences. He has also mentioned that grammar deals with „the rules and relationships“ that act as a medium for people to „construct meaningful sounds, words, and sentences“. He has added, “grammar lives within language, nearly invisible compared to content” (Wilcox, 2004, p.14). Hence, grammar is the „hidden system of a language“ that involves „collection of rules and information needed to use a language“ (Rim and Yoon, 2015, p.14). Since grammar is based on „rules“ as previously mentioned; the term „grammatical rules“ therefore, are the basis of grammar that refer to the „complex, abstract, highly structured system of the language itself” (Tabbert, 1984, p.38). Azar (2007) has mentioned that „grammatical rules“ are the „predictive patterns“ constituting a language that „make what we say, read, hear and write intelligible“ (p. 2). Wilcox (2004) has cited *The New Encyclopedia Britannica* (p, 410) that suggests „grammar“ as “rules of a language governing the sounds, words, sentences and other elements, as well as their combination and interpretation” (p.23). Undoubtedly grammatical rules work as the pillar for grammar depending on which a language system develops. Besides, grammar activity is the reflection of „grammatical knowledge“ (Richards and Reppen, 2014, p.06). Grammatical knowledge refers to the „knowledge of the rules that account for grammatically correct language“ and it is applied in the practice of discrete point grammar items (Richards and Reppen, 2014, p.05). Hence, „grammar activity“ deals with the practice work based on grammar and grammatical rules to develop knowledge of grammar which is mostly practiced in GTM.

## 2.4 Rote learning

Rote learning is „an integration of repetition, memorization, practice, including reviewing and understanding“ something so that it can be recalled easily if needed (Li, 2004, p.5). Rote learning therefore, is „arbitrary“ and less effective to develop writing (Safdar, 2013, p.62). The focus on rote learning stays „consistent with the view of learning as knowledge acquisition“ as students prefer to look for „new information to add it to their memories“ (Mayer, 2002). Rote learning has been characterized as a less effective learning strategy being intrinsically motivated (Murphy & Alexander, 2000). Boon (2008, p.5) has cited, “the rote learner relies on memorization to reproduce the surface aspects of the task (Kember, 1996), which can be accomplished by a process labeled either drill or practice (Tennyson, 1988), maintenance rehearsal, or repetition (Driscoll, 2005)”. Driscoll (2005) has mentioned that rote learning can be an effective strategy for learning “highly over learned material, such as arithmetic facts, spelling words, or a memorized script” (as cited in Boon, 2008, p. 6).

## 2.5 Memorized writing

Memorization is „possessing knowledge“ and writing defines the process of „putting together a combination of letters to form words, phrase and sentences“ (Lindsay and Knight, 2010, p. 95). Therefore, memorized writing refers to writing through memorization. „Memorization“ in other words, is „conscious“ process of „establishing information in memory“ (Oanh & Hien, 2006, p. 2). Yusuf (2010) has mentioned about some research findings that put emphasis on the usefulness of „memorization in academic purpose“. However, the blind practice of memorization affects the „beauty of memorization“ when students memorize something without proper understanding (p.49). Besides, some researchers also seem „memorization“ as a „negative“ notion practiced by students (Yusuf, 2010, p. 49). Henceforth, considering the context

of Bangladesh, it can be summarized that memorization greatly affect the writing capability of our students" as „majority of the students are more prone to memorizing and imitation" (Hasan and Akhand, 2010, p.77). They have also mentioned that students are incapable „to integrate critical thinking" into writings (p.77). Nevertheless, the practice of writing through „memorization" is responsible in this case. It is essential to mention that our teachers „encourage memorization rather than the creative production of English language" in school levels (Ara, 2009, p.169). She also points it out that students are bound to write „memorized items in their exam to get a good grade" (p.170). To conclude, „memorized writing" is basically the practice of writing through memorization.

### **2.5.1 Problems of memorization**

Although memorization is necessary for learning a language to some extent, it cannot be denied that we face serious demerits of it. Ara (2009) has revealed the fact from her research that students greatly suffer in the long run due to their habit of memorization. Even they are not capable enough to produce a grammatically correct sentence in English without memorization. They somehow manage good grades in public examinations however, they bring a little knowledge with them when they enter into university. It occurs due to the practice of „memorized writing". She expects „change" in examination system and also change in traditional perspective of „forceful" memorization by the respective teachers" (p.170). Rahman (2012) has added that „good memorization ability" helps students" to write memorized answers but the practice of over memorization destroys the creativity of students (p.20).

### **2.6 Organization of thoughts and putting ideas on paper**

It is very crucial to think of a topic and organize ideas before starting writing. To think of any topic and to gather ideas „brainstorming, clustering, patterning" etc are useful techniques.

These techniques help to organize the thoughts and helps in „free writing“ or to put those ideas into paper (Harmer, 2001, p.109).

### **2.7 Formal aspects of writing**

Since a piece of writing conveys a message or information, it needs to focus on some „formal aspects“ like „correct spelling, punctuation, acceptable grammar and careful selection of vocabulary“ (Ur, 2003, p. 163). If a writer fails to maintain any aspect or the aspects, the reader will get confused or distracted (“Writing and Language,” 2016). In this regard, Shannon (2011) says that an author should follow the conventions of academic writing like „spelling“, „hyphenation“, „apostrophes“ etc (p.24).

### **2.8 Free writing**

Free writing is also considered as a type of expressive writing or „expressivism“ mentioned by Nunan (2003, p.90). In free writing, students are highly „encouraged to write freely and personally“ (Nunan, 2003, p.90). Here the very word „freely and personally“ refers to writing instantly using own ideas and thoughts instead of memorizing or copying from other sources.

Peter Elbow (1998) considers Free writing as “the easiest way to get words on paper and the best all-around practice in writing” (p. 13). He has also mentioned that free writing allows students to feel ease while writing and it helps students to express their thoughts properly (Nunan, 2003, p.90).

Elbow (1998) further says that free writing is a process to „warm up“ since students get the opportunity to write on any topic for a certain period of time. Free writing makes the task of writing easier and saves time by overcoming the risk or tension of remembering or thinking of sentences or words (p.14). Free writing paves the way to „learn to write“ since it focuses on the „process approach“ and permits the students to „judge“ their own writing (Elbow, 1998, p.14-15).

In free writing process, students write on their own thoughts without being aware of syntax, spelling or punctuation etc. The purpose is to explore the random ideas so that students will overcome the fear of writing (Nunan, 2003, p.90). Over and above, free writing is also considered as a „useful outlet“ since it provokes one to „think on the topic“ and to write „freely“ that helps one to develop his/her quality of writing (Elbow, 1998, p.15).

Free writing assists someone to be a „fluent“ as well as a „careful“ writer as mentioned by Elbow (1998, p. 19). Peter Elbow (1998) has emphasized on the goal of free writing that says „to keep on writing“ and focus on the „process not the product“ (p.13). Major (1994) has mentioned that „free writing adheres to no specific format“ however, it helps students to prepare „ideas for writing“ more specifically. Moreover, free writing acts as a „means of teaching critical thinking skill“ along with „getting them to write“ in the paper (Major, 1994). Although students feel free to write whatever they wish, it teaches them some „organizational guidelines“ also (Major, 1994).

Richard Haswell in this regard has stated that a same piece of writing can be both 'chaotic' and 'coherent' (as mentioned in Major, 1994). „Chaotic“ refers to the „haphazard“ condition of the writing since it may contain grammatical mistake, improper reasoning, wrong spelling, disorder of thoughts etc. In contrast, „coherent“ deals with the „possibility“ of „looking different“ from other“s writing since students“ use their own perception to write about something and every piece of writing contains a „focused idea“ of each student“s that lead the students to „develop and expand“ their thoughts later in „academic writing (Major, 1994). In this regard, free writing can be „synonymous with freethinking“ to write on something. It helps „to generate flexible thinking“ that contributes to continue a fast, free, and „effortlessly generative“ piece of writing (Rule, 2013, p.2). In short, free writing leads the way to „writing without memorization“ and it helps to write from an individual“s „own idea“.

## 2.9 Academic writing

White (1995) has stated, “academic writing involves skills of analysis and the development of logical argument” (p.59). Academic writing is purpose-based as educational institutions holds „high priority“ for academic writing. Good academic writing skill „empowers student“ as they can show their proficiency over language through academic writing in schools or colleges (p.59). Fahmida (2010) has said that academic writing is the different writing approach that students“ suppose to accomplish in an academic setting (p.19). Further she has added, “academic writing attempts to be precise, semi-formal, impersonal and objective” (p.20). Therefore, the primary focus of academic writing lies on „presenting information as clearly and accurately as possible“ and it is a kind of „formal writing“(p.20). Moreover, academic writing is „analytical“, „argumentative“ and „evaluated“ (Lowe and Gemliansky, 2010, p. 9-10)

## 2.10 Critical thinking

Being very general, critical thinking is nothing but an „objective analysis“ of something in order to judge it rationally as well as „skillfully“. Critical thinking „consists of seeing both sides of an issue“ (Willingham, 2007, p.8). Critical thinking is „inseparable“ from language learning (Kasten, 2010, p.20). According to Dean Dorn (1987) critical thinking is “. . . the process of reasonably deciding what to do and/or believe. This means individuals should be able not only to assess their own and others' arguments but also construct good arguments” (as cited in Green and Klug, 1990, P.465). In this respect, White (1993) has regarded writing as „an advanced skill“ that „becomes both the means and the expression of critical thinking“(p.106). He also says that „critical thinking“ involves „higher order skill“ to communicate when necessary (p.105). He has made connection between „writing skill“ and „critical thinking“. He mentions „writing“ as a tool

for the development of creative ideas and so the skill of „critical thinking“ can be easily developed through writing (p.107).

White (1993) has also discussed that „traditional academic writing tasks“ like „paragraph writing“, „composition writing“, „letter writing“ etc are helpful to develop personalize thinking process. However, the matter of concern is the current practice or the tradition of „memorization“. Students who are habituated to memorize rather than „discovery learning“, get good grades in academic results but it becomes a „matter of memorization“ more than an outcome of „critical thinking“ (p.111). White (1993) noticeably considers that „critical thinking“ can be developed through „writing skill“ if „writing skill“ is developed as „an active, individualizing“ skill (p.111). Therefore, he indirectly puts emphasis on „free writing skill“ as it deals with the approach of „personal, fast and free“ writing that develops through a „process“ not as a „product“ (Elbow, 1998, p.13)

### **Chapter Three: Methodology**

#### **3.0 Introduction**

This chapter will explore the procedure of conducting the research. The research tends to investigate the effect of practicing grammar in a discrete fashion to develop free writing skill. In addition, the research also attempts to understand the influence of practicing discrete point grammar on the development of critical thinking. The study is conducted in secondary level Bangla medium schools. The study is planned to complete through the error analysis of writing tests and the analysis of survey questionnaires that would be represented through table, colorful bar graph and pie figure. Coefficient of correlation is measured and exhibited through scatter diagram. Likart scale is used to determine the attitude of the respondents“ regarding the items.



The collected data is presented on the basis of mean score so that the data can be analyzed numerically as well as reliably.

### **3.1 Pilot study**

Pilot study is a smaller scale study to „uncover any problem“ or to „address“ the problem before carrying out the main study (Mackey and Gass, 2010, p. 47). Since a pilot test is „an opportunity to appraise and adjust the procedures and methodological techniques on a small scale prior to undertaking the main study“, researcher has attempted to do a pilot study with a view to ensuring proper data collection for the further study (Afrin, 2014, p.28). The pilot test provides the researcher with the opportunity to anticipate problems and to take the necessary precautions so the real data collection can be ended smoothly. Therefore, the pilot testing is done with 20 students“ personally by the researcher. They take the paragraph writing test and participate in the survey questionnaire. Also three teachers have answered the survey questionnaire informally as they are familiar with the researcher. The researcher would like to make it sure that the real data collection will be fruitful as the representatives for pilot study belongs to same sample groups. It will also help the researcher to finalize and improve the standards of the questionnaires. In this regard, Mackey and Gass (2010) has mentioned that pilot study acts as a helpful tool to „asses the feasibility and usefulness of the data collection methods“. It also helps to figure out the problematic areas of the data collection process through „revisions“ (p.47)

### **3.2 Nature of research**

#### **3.2.1 Primary research**

This is a primary research since it proceeds with directly collected data and information. „According to Brown (1988), primary research obtains original or first-hand data to explore the

original information" (as cited in Fahmida, 2010, p. 36). Primary research is based on „primary data" referring to data collected following „scientific method" and directly by the researcher on the purpose of the specific research. The researcher does not depend for data on „other book, database or journal" (Driscoll, 2011, p.154). Hox and Boeiji (2005) has said , "primary data are data collected for the research problem at hand, using procedure that fits the research problem best" (p. 593). Usually „survey", „observation", „interview" these are the common practice for collecting first-hand data. Therefore, the research is a primary one in nature since the researcher has collected all data analyzing students" error and from survey questionnaire by her own. Moreover, the research work ensures voluntary participation of the population as well as confidentiality of data and it is free from researcher"s „biasness" as the result will be discussed based on the collected and measured data (Driscoll, 2011, p. 155-156). Besides, this study can be told an „empirical research" since it is based on „experimentation with evidence". The respondents are school going teen-agers from different secondary schools. The setting is arranged like a natural classroom setting to give the test. The test copies will be analyzed thoroughly and based on that evidence the discussion will proceed. Hence, it is a primary empirical study that is specifically organized to conduct the research (Fahmida, 2010, p.36).

### **3.3 Research Approach**

Research is a „scholarly or scientific investigation or inquiry" according to *The American Heritage College Dictionary* (2000) to figure out specific answers to questions in a systematic way (as cited in Mackey and Gass, 2010, p.1). Research design is „an action plan" to figure out answers based on previous study and collected data (Afrin, 2014, p.26). Research can be designed following different approaches. For the research purpose, a rubric (attached in appendix A) is developed to analyze the errors. Also survey questionnaires (attached in appendix B & C)

have been used as a tool for data collection. Therefore, this research follows a combination of quantitative and qualitative approaches. Indeed, it follows a „mix“ approach and all data is analyzed numerically.

### **3.3.1 Quantitative research**

According to Aliaga and Gunderson (2000), quantitative research refers to „explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)“ (as cited in Akhter, 2014, p.18). Quantitative research is „outcome oriented“ referring to the dependency of result on the collected first-hand data, „generalizable“ referring to the predictive applicability of the result on similar population, „objective“ and „verified“ referring to specificity and independency from personal interference of the researcher so that it can ensure „reliability“ of the specific piece of work (Mackey and Gass, 2010, p. 2). In this regard „Brown and Rodgers (2002:12) say that quantitative research contains data that are “gathered using those measures which lend themselves to being turned into numbers and statistics” (as cited in Fahmida, 2010, p. 37).

Besides, „Quantitative data contains closed ended information“ according to Akhter (2010, p. 18). „Cresswell also (1998, p.1-2) defines the quantitative approach as an enquiry into a social or human problem based on testing composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalization of theory holds true“ (as cited in Afrin, 2014, p.26). In addition, Brown (2011) has mentioned that quantitative research „focuses on counting things and on understanding the patterns that emerge from those counts“ (p.191). He has classified quantitative research into four categories namely „descriptive“, „exploratory“, „quasi-experimental“, and „experimental studies“ although the categories are not „mutually exclusive“ (p. 192).

### 3.3.2 Qualitative data

Unlike quantitative data, qualitative data is „subjective“, „ungeneralizable“ and „process oriented“ (Mackey and Gass, 2010. p. 2). It is subjective since the researcher concludes the studied data from own perspective and this sort of data may not be easily applicable for a large population. Mackey and Gass (2010) has also mentioned that qualitative data is „interpretive“ instead of „statistical“ as well as non-experimental so that it cannot be easily analyzed and concluded using number or value (p.2). Unlike quantitative data, qualitative data requires „careful and detailed description more than measurements, ratings and scores“. Therefore, qualitative research is „process-oriented or open-ended“ whereas quantitative data is „close-ended“ (Akhter, 2010, p. 18-19).

### 3.3.3 Procedure

Afrin (2014) has said “qualitative research is used to gain insight into people's attitudes, behaviors, value systems, concerns, motivations, aspirations, culture or lifestyles” (p.27). On the other hand, quantitative research involves „the use of structured questions where the response options are predetermined and a large number of respondents are involved“ and the answers are presented in a numerical form to analyze those in an objective manner (p.26). In this research, all data will be analyzed using numerical value with evidence to graph chart and measurement scale. The errors are analyzed following a rubric, however, the numbers of errors are counted and correlation is measured to determine the relation between the variables. As the researcher has implemented the strategies of both quantitative and qualitative study, this research is carried out following a „mix“ procedure based on primary data.

To clarify, the researcher investigates the performance of secondary level students“ to find out the role of practicing discrete point grammar to develop the skill of free writing. The

researcher seems it reliable to examine prompt writing quality of the students“ through the approach of error analysis. The analyzed errors will be summarized and represented through bar graph, pie figure, table and scatter diagram. Survey is conducted to learn about the attitude of teachers“ and students“ regarding the practice of grammar and free writing. To conduct the survey, two related but different sets of questionnaire is prepared of which one is for the teachers“ and the other is for the students“. The data collection procedure follows statistical measurement and the data are computed and studied using different measurement scales. Therefore, the findings and analysis would be very statistical and relevant.

**3.3.4 Variables**

As it is an experimental study, some variables may affect the research procedure. Variables are „characteristics“ that vary from individual to individual, text to text or „object to object“ (Mackey and Gass, 2010, p. 101). So variables are opposite to constants that change depending on time space or subject. Variables are of two types according to Mackey and Gass (2010). They are „independent“ and „dependent“ variables. Independent variable raise the sense of power since it does not depend on anything. So it acts as the reason or „cause“ of an effect. In contrast, dependent variable is identifiable by observing the effects that are caused by independent variables (p.103). Based on the research questions probable variables are shown in the following table:

**Variable types**

Research Questions	Independent variables	Dependent variables
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<p>1.Does pedagogic practice of teaching grammar item in a discrete fashion act as a hindrance to develop the skill of free writing for secondary level students“ in Bangla Medium?</p>	<p>Pedagogic practice of teaching grammar in a discrete fashion</p>	<p>Development of Free writing skill</p>
<p>2. Does the practice of teaching discrete point grammar item create barrier to flourish students“ ability to think critically?</p>	<p>Practice of discrete point grammar item</p>	<p>Development of the ability to think critically</p>

**Table 3.3.4 Variables of the research**

The above table shows that the findings of the research questions may vary depending on the independent variables. Before concluding the study and analyzing all data, it is quite impossible to predict students“ performance in free writing. Thus, the study will be concluded through an objective measurement since the data analysis completely depends on the independent variables.

**3.4 Theoretical frame work**

Theoretical framework deals with „forming hypothesis“ that leads to the objectives of the study and hypothesis gets answered through the result (Mackey and Gass, 2010, p. 166). As the

research enquires about the practice of free writing at secondary level in Bangla medium, analysis of students' writing only could help to figure it out. The background information and statement of problem (in chapter one) deal with current trend of practicing writing in Bengali medium. The students only memorize answers to get good marks. They practice discrete point grammar item, however, the knowledge of grammar is not applied in writing practically. As a result, students depend more on writing through memorizing. They are not comfortable with writing on any topic from their own idea. Indeed, they fear of writing freely on their own thoughts and views. They cannot sometimes produce a grammatically correct sentence if they write without memorization. So, the research tends to see how students perform in a spontaneous test. Without analyzing the errors, the performance cannot be presented. Therefore, 'error analysis' is taken into account to conduct the research.

'Error analysis' is a method of finding out the errors that appear in learner's language. According to Fang and Xue-mei (2007), error analysis provides a view of 'an overall knowledge about the students' errors (p.13). In case of writing, it also investigates how far towards the goal of the learners' have progressed and consequently how much proficient the students' are in writing. Therefore, the researcher has examined the errors made by the students in the writing tests and has analyzed them categorically to get an idea about their writing skill. The research also tends to understand the role of memorization and practicing grammar on the development of free writing. Error analysis, in this regard will assist the researcher to find out the answers of the research questions. If students make lesser number of errors in free writing task than the memorized writing, it will help to determine that the current trend of practicing writing is fruitful. In contrast, if students' make more error in free writing, it will help to explore that the

practice discrete point grammar item does not help to develop free writing skill. With this view in mind, the study progresses and the procedure is discussed later in detail.

### **3.5 Setting**

The research work is conducted in formal classroom context with the presence of the teachers so that they can feel safe and relax. It will reduce their „affective filter“ so that they will feel interest and be motivated to write freely. The survey questionnaires are explained to the students“ as they are facing this sort of questions for the first time. The students are chosen from secondary level and their medium of communication is Bangla. Therefore, all the questions are explained in Bangla so that they can answer properly and it will ensure the reliability of the data. The teachers“ survey is also conducted in a semi-formal context. The teachers“ are senior to the researcher in terms of experience and age. So the researcher has to ensure a formal as well honorific environment while conducting the survey. The participants are provided with proper instruction so they will not face any difficulty to understand what they are supposed to do.

### **3.6 Sampling and Population**

Sampling in general refers to select or choose a „sample“ or participants for the research. They act as the representative of the study since the data is directly collected from them. Hence, for this research, „random sampling“ is preferred. Random sampling according to Mackey and Gass (2010) “refers to the selection of participants form the general population that the sample will represent” (p. 119). Participants are mainly from class eight, nine and ten and they are randomly selected by their teachers. Due to limitation of time, all the students of every selected school could not participate.

Mainly the research has been conducted in Narayangonj City Corporation. Four prominent schools are chosen as a part of random sampling. One of them is government and the



others are non government high schools. All the selected schools have a good will in Narayangonj for their excellent performance in JSC (Junior School Certificate) and SSC (Secondary School Certificate) examinations. The justification for the selection of schools lies in ensuring the quality of education that is provided in those schools. Since the students of those schools make brilliant results in public examinations, they are expected to have a good command over English. In this regard, these schools are chosen to work in as the research investigates the performance of the students'' in free writing skill. However, due to time limit and a toilsome task like error analysis within the short period, 230 students from the selected schools are randomly selected to conduct the survey and to give the writing tests. In total 25 non-native teachers from four schools have cooperated while conducting the survey and they have also gone through the survey questionnaire as a part of data collection. The selection of both the participants is random and cordially advised by the principle or Headmaster of those schools. They have willingly participated to answer the questions as required for the survey. Since the research period is limited, the number of population is kept limited. The researcher has focused on the availability of the participants to avoid any kind of uncertainty in data collection.

### **3.7 Data collection procedure**

It is previously mentioned that all data is collected directly or first-hand by the researcher. The researcher has visited different schools to collect data. With permission and support from the superior of those institutions, the data are collected. At first, the researcher has talked to the principle or headmaster to seek permission to conduct the research in that institution. The headmaster or principle then has made necessary arrangements for the researcher to talk to the teachers'' and some students'' to understand the context and to know about their perspective. The researcher has maintained some formal requirements to collect every data.

Before conducting the survey, the researcher has explained each and every crucial fact in detail so that the teachers can feel comfortable to take part in the survey. Also the respective teachers have helped a lot to maintain „face validity“ during the questionnaire and examination sessions. The researcher has given two tests on paragraph writing. For the survey session, two different sets of questionnaires are designed for the students“ and for the teachers“. Noticeably, in every phase of collecting data, maintaining a formal but comfortable environment is considered as the primary requirement so that the participants can feel motivated to cooperate with the researcher.

### **3.7.1 Instrumentation**

Using proper instrument for data collection is an essential part of every research. Appropriate instruments help the researcher to analyze the data properly and it ensures reliability of the study. Several instruments and data collection procedures are followed based on the approach of the research. Here, the researcher prefers to give writing test for analyzing errors and also prefers to use questionnaire to conduct survey.

#### **3.7.1.1 Writing test (for error analysis)**

For collecting data, two types of instruments are used in this research. The first instrument appears in the form of an „examination“ or writing test. The students are asked to write two short paragraphs in the test. The first paragraph is asked to write on a given topic that is familiar to them within a certain period. After that they are asked to write on another topic that is not studied by them formally. To explain, the first topic is selected from their syllabus so that they can study it at home or can memorize it. The second topic is quite new to them and there is no chance of memorizing. Students are supposed to memorize the selected paragraph for the memorized test. As the first topic is exposed before the test, it is quite an open test. On the other

hand, the spontaneous test or the prompt writing test does not allow anyone to cram anything before taking the test. Now question may arise on the significance of the two different tests on paragraph writing. To illustrate, the researcher will compare the performance of the students“ in writing by analyzing the errors. The research would like to see whether their performances vary in the two tests or not and if it does, how long they vary. Basically, the test will explore the frequency of making any error in writing. The answer copy is provided by the researcher to ensure confidentiality and face validity of the test.

### **3.7.1.2 Questionnaire**

Questionnaire is really an effective instrument to collect data. Questionnaire is usually used to conduct a survey. Questionnaire, therefore, refers to „asking participants about their opinions and behaviors through a short questionnaire“ (Driscoll, 2011, p. 154). Questionnaire is one of the most „useful“ as well as common method followed by researchers in „educational researches in general and ELT research“ (Afrin, 2014, p.29). Driscoll (2011) also mentions that surveys are useful to figure out selected „information from a wider selection of people in the hopes of making a general claim“ (p. 163). According to Seliger and Shohamy (2003, p.172), “questionnaires are printed forms for data collection, which include questions or statements to which the subject is expected to respond to a stimulus provided by the researchers” (as cited in Fahmida, 2010, p.41). Although preparing a survey questionnaire requires a handsome period of time for the researcher, it is easier to analyze statistically and the participants also seem it easier to answer since it is close-ended (Afrin, 2014, p. 29). In this regard, “writing good questions is one of the greatest challenges in conducting surveys” (Driscoll, 2011, p. 163). The questions have to be intelligible, fresh, non-repeated and free from ambiguity and also close ended. With a view to comparing and making connections between the survey results, same items have been

used with some minor changes in the language to fit the respondents. Therefore, the researcher has to adapt two intelligible and interesting sets of questionnaire so that the participants can feel comfortable in answering the questions and expressing their opinions. The items basically require knowing about the attitudes of the respondents" regarding the items. In the questionnaire, a respondent is supposed to put a tick mark on an appropriate box from five options for each item. To analyze and study the responses, mathematical figures are used for each response. The figures are provided below:

Strongly disagree = 1, Disagree =2, Not sure = 3, Agree = 4, Strongly agree = 5

### **3.8 Data analysis procedure**

Since the first source of data is the test copies of the students", it has to be analyzed properly. The researcher prefers to analyze the numbers of errors in each copy. The errors are categorized in order to make the task easy and to count the errors properly. To count the errors, linguistic elements like „syntax“ (grammar, tense, wrong use of verb, wrong sentence structure) „style“ (choice of words, wrong word formation), and „mechanics“ (spelling, punctuation) are considered as the categories. Then the analyzed errors are presented in the form of „bar graph“ and the sums of the errors are converted into percentage. The purpose of using these data measurement process is to present them in a quantitative manner and so an objective recommendation can be provided based on the calculated data. According to Seliger and Shohamy ( 2003), „frequencies“ are used to measure quantitative data with a view to denoting „how often a phenomenon occurs“ depending on the counted numbers of occurrences (p. 211).

The researcher has analyzed different types of errors found in two sets of paragraphs written by the students“. The tabulated errors are used to figure out a correlation coefficient in each category of errors. An overall correlation between the test results is also measured. After

that, the survey results are analyzed and calculated in mean score. The varied mean scores for each statement is compared and studied to draw the conclusion. According to Mackey and Gass (2010), “frequency measures provide a succinct summary of the basic characteristics of the data” and it allows the reader „to understand the nature of the data with minimum space expenditure” (p.251). Thus the process of data analysis is displayed using several frequency measurement techniques and by their graphic presentation. The rubric for error analysis and the two different sets of questionnaire used for the survey are attached in the appendices.

### **3.8.1 Mean score**

Since mathematical figure is used to determine the value of survey result, all the data are hand tabulated and then studied in terms of mean score. Seliger and Shohamy (1989) says that the mean denotes a value that is calculated from the sum of all scores of all subjects in a group divided by the number of subjects [ $X = \sum X/n$ ] (as cited in Hossain, 2010, p.117). The mean of each of the items represents the average score and also helps to reveal whether the attitude of the respondents is positive or negative. Therefore, a mean score of an item displays the „group behavior” of the respondents” (Susan and gass, 2010. P. 255)

### **3.8.2 Correlation analysis**

Correlation shows „the strength between or among variables” when their relationship is studied (Susan and Gass, 2010, p.284). It determines how the variables are connected and the relationship is „calculated” based on the collected data (Susan and Gass, 2013, p. 260). Harris (1969) says, “coefficient of correlation expresses the degree of relationship between two sets of test scores (as cited in Chowdhury, 2010, p.27). Susan and Gass (2010) has said, a „correlation coefficient” is used to measure the correlation between the test scores and it „ranges” from +1 to - of -1(p.288). A value of -1 means a perfect negative correlation where as a value of 0 means no

correlation and a value of + 1 mean a perfect positive correlation between a set of variables (Chowdhury, 2010, p.28). When the value of a coefficient is more than 0.8, it refers to a strong positive relationship between or among the variables. In contrast, when the value is less than 0.5, it refers to a weak relationship. To explain, one variable increases when another variable increases and vice-versa can also be possible for a positive correlation. On the other hand, a negative correlation shows that one variable will increase if another variable decreases or vice versa (Chowdhury, 2010, p.27).

Since the result will be analyzed based on numerical value, correlation is measured to determine the relationship between the test (test on writing memorized paragraph and test on writing spontaneous paragraph) results of students". From the two above mentioned tests, the number of errors will be counted and tabulated. Later, the sets of errors will be studied to figure out a correlation coefficient. Since the correlation coefficient represents a numerical value, it is easier to study and analyze the data statistically. Finally, the studied data and correlation analysis will be presented in the next chapter.

### **3.9 Obstacle encounter**

Due to the class test examinations and the public examination of JSC, the researcher has suffered a lot to collect the data. As the schools remain close during the JSC examination, students are not available and teachers also remain very busy. Hence, she has faced some difficulties to collect data. Besides, explaining the research objectives and the survey questionnaire to different teachers" is a time worthy task. Taking the writing test in different schools is also quite problematic since students attend many class tests every day. Moreover, researcher has assured them that all the collected data will be anonymous and not be used for any other purpose. Thence, after facing these difficulties, the researcher has become able to conduct

the study. It is noteworthy to mention that the names of the participants are not mentioned or exposed anywhere in the paper in order to maintain confidentiality as well as to show respect to each participant.

## **Chapter Four: Findings and Discussion**

### **4.0 Introduction**

This chapter is designed with a view to portraying and illustrating the collected data from the writing tests and survey. The respondents for the writing tests are 230. They have taken part in both the writing tests and in the survey. All the copies of writing tests are analyzed carefully to figure out the errors and the errors are categorized as well. The representation of the findings is made eye-catching through the use of colorful bar graph, pie figure and scatter diagram along with the tabulated data in each section.

#### **4.1. The analysis of writing tests**

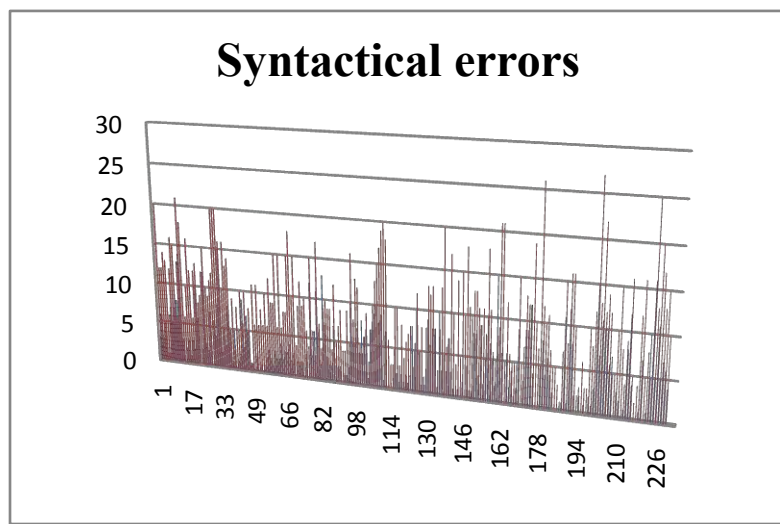
The analyzed errors found in the memorized test and in the spontaneous test are tabulated and counted in this section. The errors are counted based on three categories. They are „syntactic error“, „stylistic error“ and „others that include punctuation and spelling“. For each category of error, a summary is given along with a bar graph to exhibit the data numerically. Besides, correlation is measured to discuss the findings and to analyze the numerical data. The individual correlation coefficient measured in each section shows the relationship between students“ performances in the two tests. Furthermore, another correlation is also measured to analyze the overall data. Therefore, based on the findings the result is discussed in each section.

##### **4.1.1. The analysis of common syntactic errors**

To begin with, the errors of article, preposition, verb, tense, connectors etc are taken into account to analyze syntactic errors. Students have made syntactic errors in the memorized test and also in the spontaneous test. Few errors done by the students are discussed here. For example, one respondent has written, “If I win a lottery, I built a school”. Here the correct form of the verb will be „will build’. Moreover, frequent misuse of preposition and article is found in the test copies. Like as- “Traffic jam is the motionless conditions of vehicles in a certain period time”. Here the preposition should be for’ in place of in’. Another example is given to show misuse of article. “I have also dream to...”. Here article „a” is missing before „dream”. Several misuse and mixing of tense is found in the copies. Such as- “If I win a lottery, then I go to America”, or, “I built a hospital and people can get free treatment”. In the first example, „will” is missing after the subject „I”. As it is first conditional, the second clause should contain future form. In the second example, the student has mixed both present and past tense together and also the connector is not appropriate to convey the proper meaning of the sentence. Students carelessly or unknowingly have committed the errors in the test. Hence, misuse of article, preposition, misuse of verb, misuse of connectors etc is focused to analyze the performance of the students”. The errors are computed first and then tabulated. Bar diagram is used to represent the frequency of errors done by the students”. Later, the sum of the syntactic errors are converted into percentage and represented through a pie figure.

The following graph represents the dimension of syntactic errors done by the students in the two

tests.



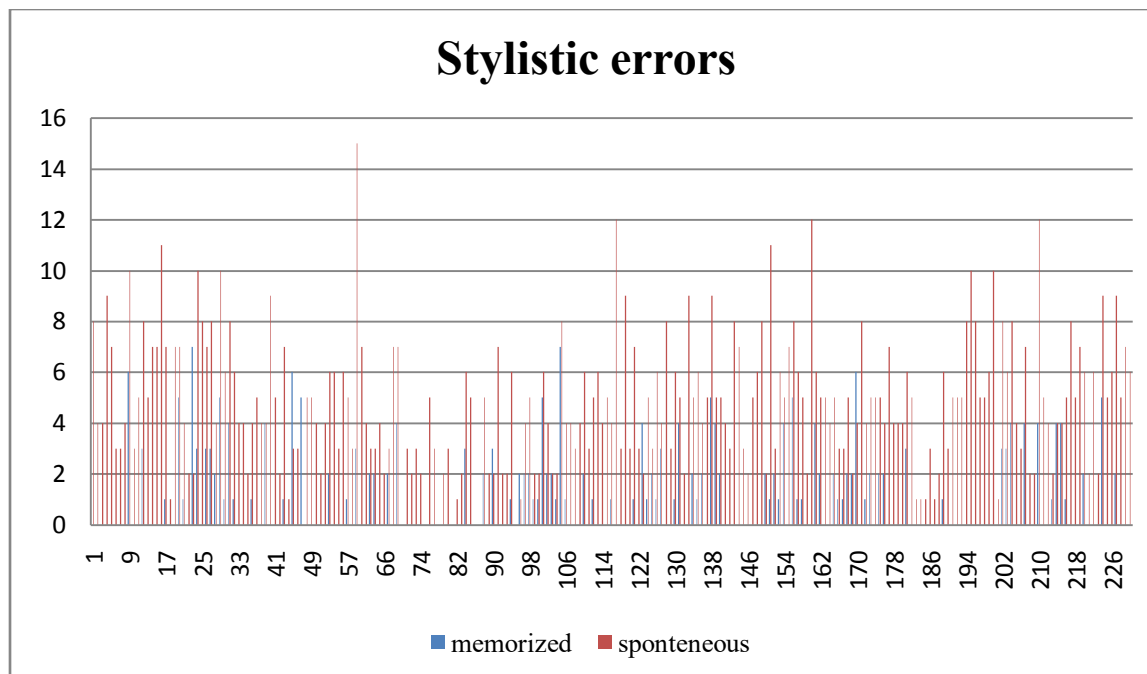


**Diagram 4.1.1: Syntactic errors as found in the memorized test and in the free writing test**

**4.1.2 The analysis of common stylistic errors**

Choice of words and the use of informal lexis in writing are mainly focused to analyze stylistic error. Students have made a few stylistic errors in the memorized test. However, a lot of stylistic errors are analyzed from the copies of spontaneous test. Students have faced problems to use an appropriate word to express his/her thought according to the context. To illustrate, one participant has written, “Storm is a very dangerous because it wash away our houses, trees, cattles and so on”. The sentence contains syntactic, stylistic and spelling error at the same time. First of all, storm cannot wash away trees. Rather, the appropriate word would be „blow away“. Next, dangerous is not a sound expression to refer storm. Another example of using informal lexis could be, “I wanna visit Spain”. Here „wanna“ is a very informal expression that should be „want to“. Stylistic errors are mostly found in the spontaneous test although a few participants have committed it in memorized test. Probably they have not taken preparation for the test or they are just careless about the errors.

The following graph will illustrate the data of analyzed stylistic errors.



**Diagram 4.1.2 Stylistic errors as found in the memorized test and in the spontaneous test**

### 4.1.3 The analysis of common other (punctuation, spelling) errors

Students make errors in punctuation and spelling frequently. The researcher has analyzed the errors of spelling and punctuation in this category. It seems to the researcher that students pay less attention to spelling and punctuation while writing. As a result, they have written incorrect spelling and put punctuation mark mistakenly. For example, students have written „hole“ instead of „whole“; „brige“ in case of „bridge“; „wheather“ in the place of „weather“; „tensen“ instead of „tension“; „sociatey“ in the place of „society“; „saticffied“ instead of „satisfied“ etc. The errors of spelling and punctuation are caused due to lack of skill in spelling and also due to lack of attention. Since students have written on their own thoughts in the free writing test, there is no scope to memorize or revise spellings before the test. Noticeably, some students have not made any spelling error in the memorized test but some have made a few errors in the free writing test. So, it can be said that students forget spelling if they do not memorize or practice



nts	cal				al		s	
1	3	0	2	5	20	8	6	34
2	6	0	3	9	12	4	7	23
3	3	0	0	3	12	4	1	17
4	5	0	0	5	14	9	0	23
5	1	0	3	4	13	7	4	24
6	1	0	4	5	6	3	2	11
7	7	0	1	8	12	3	4	19
8	5	0	3	8	16	4	3	23
9	7	6	9	22	15	10	15	40
10	8	0	2	10	6	3	4	13
11	8	0	1	9	13	5	4	22
12	14	3	5	22	21	8	1	30
13	3	0	1	4	18	5	3	26
14	0	0	6	6	6	7	3	16
15	2	0	4	6	10	7	5	22
16	3	0	1	4	16	11	4	31
17	1	1	1	3	12	7	4	23
18	3	0	1	4	6	1	3	10
19	2	0	0	2	12	7	7	26
20	10	5	3	18	13	7	3	23
21	6	1	0	7	8	4	4	16
22	0	0	0	0	9	2	0	11

23	2	7	2	11	12	2	0	14
24	12	3	6	21	15	10	2	27
25	3	0	6	9	10	8	2	20
26	2	3	3	8	9	7	3	19
27	7	3	1	11	11	8	0	19
28	0	2	0	2	12	4	0	16
29	6	5	0	11	20	10	0	30
30	4	1	3	8	20	6	8	34
31	8	4	8	20	20	8	2	30
32	15	1	12	28	16	6	13	35
33	2	0	0	2	10	4	3	17
34	5	0	1	6	16	4	0	20
35	3	0	5	8	13	2	12	27
36	8	1	4	13	14	4	4	22
37	5	0	1	6	5	5	2	12
38	1	0	0	1	9	4	1	14
39	5	4	1	10	3	4	2	9
40	0	0	0	0	8	9	2	19
41	1	0	0	1	5	5	1	11
42	2	0	2	4	10	2	2	14
43	9	1	0	10	6	7	2	15
44	3	0	0	3	10	1	0	11
45	7	6	7	20	5	3	4	12

46	5	0	0	5	8	3	0	11
47	1	5	4	10	1	0	1	2
48	1	0	4	5	11	5	2	18
49	0	0	0	0	6	5	1	12
50	2	0	4	6	11	4	4	19
51	0	0	0	0	6	2	3	11
52	1	0	1	2	8	4	0	12
53	0	2	0	2	6	6	0	12
54	1	0	4	5	10	6	3	19
55	2	0	2	4	6	3	5	14
56	3	0	3	6	12	6	2	20
57	2	1	3	6	9	5	4	18
59	1	0	2	3	9	3	2	14
60	3	3	4	10	15	15	3	33
61	2	0	0	2	6	7	4	17
62	2	0	3	5	15	4	3	22
63	4	2	0	6	6	3	2	11
64	2	2	4	8	8	3	8	19
65	3	0	0	3	8	4	2	14
66	3	0	5	8	15	2	4	21
67	4	2	3	9	18	3	4	25
68	2	0	3	5	10	7	4	21
69	3	4	2	9	15	7	2	24

70	0	0	1	1	4	0	4	8
71	2	0	4	6	9	3	9	21
72	2	0	0	2	12	2	1	15
73	2	0	0	2	9	3	5	17
74	1	0	1	2	10	2	0	12
75	3	0	0	3	6	0	1	7
76	0	0	2	2	4	5	3	12
77	12	0	16	28	15	3	10	28
78	3	0	0	3	6	0	3	9
79	6	0	12	18	3	2	12	17
80	11	0	7	18	17	3	6	26
81	6	0	10	16	7	0	13	20
82	2	0	1	3	4	1	4	9
83	13	0	4	17	9	2	8	19
84	7	3	5	15	10	6	2	18
85	3	0	3	6	9	5	3	17
86	2	0	0	2	9	0	0	9
87	2	0	2	4	4	0	1	5
88	7	2	0	9	12	5	3	20
89	3	0	5	8	5	2	3	10
90	2	3	0	5	7	2	0	9
91	2	0	1	3	9	7	3	19
92	0	0	0	0	4	2	0	6

93	1	0	0	1	4	2	0	6
94	1	1	0	2	9	6	2	17
95	2	0	1	3	5	0	1	6
96	10	2	3	15	16	1	3	20
97	5	2	1	8	8	4	2	14
98	5	2	1	8	13	5	5	23
99	7	1	1	9	12	2	0	14
100	4	1	1	6	5	2	0	7
101	8	5	1	14	4	6	1	11
102	6	2	1	9	6	4	0	10
103	7	2	0	9	9	2	1	12
104	1	1	0	2	3	2	1	6
105	7	7	0	14	7	8	4	19
106	8	1	2	11	10	4	2	16
107	9	0	6	15	13	4	2	19
108	10	0	2	12	15	3	5	23
109	8	0	4	12	17	4	6	27
110	9	2	5	16	19	6	6	31
111	1	0	6	7	20	3	2	25
112	7	1	7	15	18	5	6	29
113	0	0	0	0	6	6	3	15
114	0	0	0	0	3	4	3	10
115	0	0	2	2	3	5	2	10



116	5	1	0	6	10	4	2	16
117	2	0	0	2	10	12	0	22
118	1	0	0	1	3	3	0	6
119	2	0	2	4	8	9	6	23
120	1	0	1	2	4	3	4	11
121	2	1	0	3	6	7	2	15
122	1	0	0	1	7	3	0	10
123	2	4	4	10	8	2	0	10
124	8	1	0	9	3	5	3	11
125	5	2	2	9	6	3	0	9
126	10	1	4	15	12	6	0	18
127	5	3	2	10	5	4	0	9
128	1	0	3	4	8	8	3	19
129	2	0	1	3	1	3	3	7
130	3	1	7	11	8	6	3	17
131	9	4	1	14	13	5	3	21
132	6	0	2	8	12	2	2	16
133	8	0	5	13	13	9	3	25
134	8	2	3	13	8	5	1	14
135	1	1	1	3	3	6	0	9
136	10	2	0	12	8	4	0	12
137	3	0	3	6	13	5	5	23
138	5	5	1	11	20	9	6	35

139	3	4	0	7	6	5	3	14
140	7	2	0	9	7	5	1	13
141	3	0	0	3	17	4	4	25
142	1	0	0	1	10	3	1	14
143	0	0	0	0	4	8	1	13
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145	0	0	0	0	5	3	2	10
146	2	0	2	4	15	2	7	24
147	0	0	0	0	10	5	1	16
148	4	0	3	7	18	6	0	24
149	1	0	0	1	11	8	7	26
150	1	2	1	4	10	2	0	12
151	8	1	0	9	13	11	1	25
152	8	2	2	12	13	3	3	19
153	3	1	5	9	11	6	11	28
154	9	4	1	14	9	5	8	22
155	2	0	0	2	11	7	1	19
156	5	5	2	12	8	8	3	19
157	10	1	2	13	18	6	4	28
158	7	1	4	12	11	5	2	18
159	5	0	1	6	6	2	4	12
160	2	0	3	5	5	12	0	17
161	15	4	0	19	8	6	0	14

162	9	2	4	15	21	5	4	30
163	6	0	3	9	21	5	5	31
164	0	0	2	2	5	4	1	10
165	6	2	2	10	12	5	7	24
166	2	1	5	8	6	3	0	9
167	4	1	4	9	5	3	0	8
168	1	2	1	4	5	5	1	11
169	2	2	2	6	5	2	4	11
170	9	6	0	15	15	4	5	24
171	0	0	2	2	5	8	2	15
172	3	1	0	4	7	4	2	13
173	9	2	8	19	13	5	8	26
174	9	0	3	12	12	5	1	18
175	12	2	4	18	12	5	3	20
176	4	2	0	6	19	4	0	23
177	0	0	0	0	10	7	3	20
178	0	0	1	1	7	4	3	14
179	5	0	7	12	26	4	7	37
180	8	0	6	14	12	4	5	21
181	4	3	2	9	10	6	0	16
182	6	0	3	9	11	5	9	25
183	4	0	1	5	7	1	0	8
184	2	0	1	3	5	1	0	6

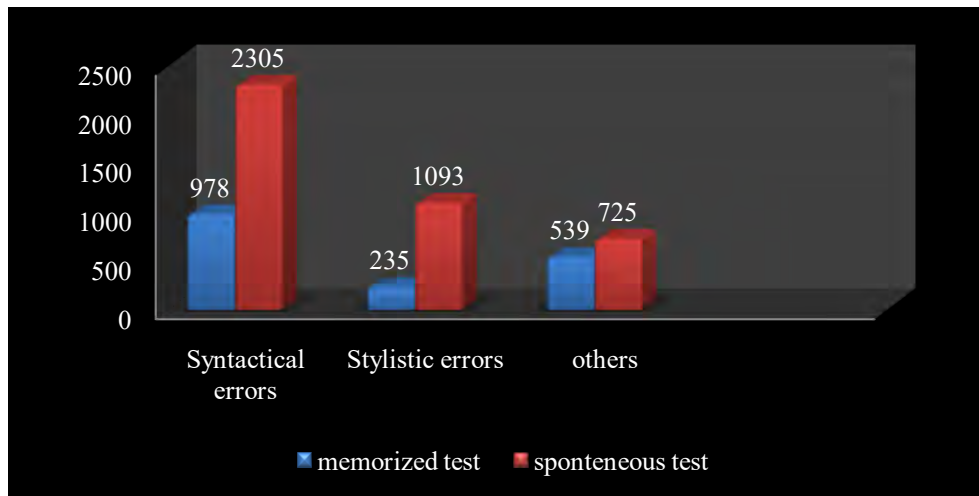
185	0	0	0	0	5	1	1	7
186	0	0	1	1	3	3	7	13
187	0	0	0	0	1	1	0	2
188	1	0	0	1	7	2	5	14
189	11	1	3	15	15	6	12	33
190	1	0	0	1	8	3	4	15
191	12	0	5	17	16	5	6	27
192	8	0	5	13	16	5	4	25
193	2	0	2	4	10	5	0	15
194	0	0	0	0	2	8	1	11
195	3	0	0	3	2	10	2	14
196	0	0	0	0	6	8	3	17
197	1	0	1	2	3	5	2	10
198	0	0	0	0	3	5	3	11
199	2	0	5	7	10	6	10	26
200	1	0	5	6	8	10	2	20
201	3	0	3	6	12	1	2	15
202	15	3	6	24	27	8	5	40
203	7	3	6	16	13	6	9	28
204	11	4	2	17	22	8	6	36
205	10	0	10	20	12	4	10	26
206	10	0	4	14	14	3	2	19
207	6	4	3	13	12	7	2	21

208	7	0	4	11	5	2	2	9
209	0	0	1	1	5	2	0	7
210	3	4	3	10	10	12	7	29
211	2	0	0	2	15	5	2	22
212	0	0	0	0	8	4	3	15
213	1	1	1	3	4	2	2	8
214	9	4	2	15	8	4	1	13
215	12	4	3	19	16	4	4	24
216	4	1	1	6	5	5	2	12
217	0	0	0	0	2	8	3	13
218	0	0	0	0	4	5	1	10
219	1	0	4	5	12	7	7	26
220	7	2	5	14	16	6	9	31
221	0	0	3	3	5	2	5	12
222	1	0	3	4	8	6	2	16
223	10	0	3	13	5	2	2	9
224	16	5	8	29	25	9	7	41
225	5	0	7	12	13	5	5	23
226	11	0	5	16	20	6	3	29
227	5	2	6	13	17	9	4	30
228	7	0	1	8	13	5	4	22
229	6	0	5	11	15	7	3	25
230	4	0	3	7	10	6	3	19

<b>Total=</b>	<b>Total=</b>	<b>Total=2</b>	<b>Total=5</b>	<b>Total</b>	<b>Total=</b>	<b>Total=10</b>	<b>Total</b>	<b>Total</b>
<b>230</b>	<b>978</b>	<b>35</b>	<b>39</b>	<b>=</b>	<b>2305</b>	<b>93</b>	<b>= 725</b>	<b>=</b>
				<b>1752</b>				<b>4123</b>

**Table 4.1.4 Total errors in each category**

This chart shows the numbers of errors in each category along with the sum of errors done by each student in each category. Therefore the following graphic representation on sum of errors according to the categories would be highly influential and statistical.



**Diagram 4.1.4 Sum of errors in each category**

Thereby the overall counted errors in the memorized test and in the spontaneous test are shown in the following graph:



**Diagram 4.1.4.1 Overall errors in the memorized test and in the spontaneous test**

**4.1.5 Representation of errors through pie figure**

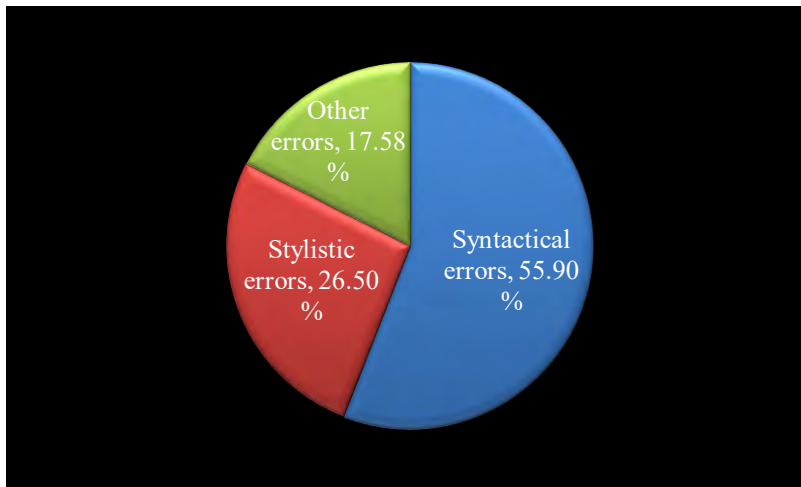
The sum of syntactic errors, stylistic errors and other errors that are found in the memorized test is converted into percentage and shown in the following pie figure. The Pie figure will provide an overall idea of the frequency of committing errors among 230 students”.

The following figure shows that students commit 55.82% syntactic errors, 13.41% stylistic errors and 30.76% other errors in the memorized test. Hence, it can be said that syntactic errors and other errors are committed by most of the students.



**Diagram 4.1.5.1: Frequency of committing different types of errors in memorized test**

The following pie figure represents the frequency of committing different types of errors in the spontaneous test. It is clear from the figure that the percentage value of syntactic error is the highest among the three categories. Unlike the previous figure, the frequency of occurring stylistic error is high in the spontaneous test.



**Diagram 4.1.5.2: Frequency of committing different types of errors in spontaneous test**



The above diagrams briefly represent an overall view of the errors that are analyzed in the writing test. The researcher has compared and analyzed these diagrams and come to the decision that students make errors in their writing frequently. The percentage value displays that frequency of making syntactic error is quite similar in the two tests. Stylistic errors occur two times more in the free writing test than the memorized test. The percentage value of other errors is close in the two tests.

#### 4.2 Correlation analysis

A correlation coefficient determines the relationship between the variables. In this study, a correlation coefficient is measured to determine the relationship between the test scores. It is studied by Pearson correlation coefficient and it is denoted by ,r, when

$$r = \frac{\sum XY - \frac{\sum X \times \sum Y}{N}}{\sqrt{\left\{ \sum X^2 - \frac{(\sum X)^2}{N} \right\} \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}}}$$

The range for measuring the coefficient lies in between +1 to -1. A value of -1 denotes a perfect negative correlation where as a value of 0 means no correlation and a value of +1 means a perfect positive correlation between a set of variables. When the value of a coefficient is more than 0.8, it refers to a very strong relationship between or among the variables. Hence, one variable increases when another variable increases and vice-versa can also be possible for a positive correlation. In contrast, when the value is less than 0.5, it refers to a weak relationship. In this regard, a negative correlation shows that one variable will increase if another variable decreases or vice versa (Chowdhury, 2010, p.27). However, the value in between 0.5 to 0.7 denotes a positive but moderately strong relation between or among the variables. A moderate positive correlation implies the sense that variables themselves depend on another, however, they do not increase or decrease in a same rate at the same time. It refers to the fact that, there is a

strong possibility between or among the variables of occurring simultaneously although the frequency of occurrence is not parallel.

In the following sections, a correlation coefficient is measured for each category of errors. Lastly, an overall correlation coefficient is measured based on the sum of errors to determine the relationship between students' performances in the memorized test and in the free writing test.

#### 4.2.1 Correlation of syntactical errors

The following table represents the data of syntactical errors done by the students in both the tests. Here,  $X_g$  denotes the errors in memorized test and  $Y_g$  denotes the errors in free writing test.

Participants(N)	Syntactical ( $X_g$ )	$X_g^2$	Syntactical( $Y_g$ )	$Y_g^2$	$X_g \cdot Y_g$
1	3	9	20	400	60
2	6	36	12	144	72
3	3	9	12	144	36
4	5	25	14	196	70
5	1	1	13	169	13
6	1	1	6	36	6
7	7	49	12	144	84
8	5	25	16	256	80
9	7	49	15	225	105
10	8	64	6	36	48
11	8	64	13	169	104

12	14	196	21	441	294
13	3	9	18	324	54
14	0	0	6	36	0
15	2	4	10	100	20
16	3	9	16	256	48
17	1	1	12	144	12
18	3	9	6	36	18
19	2	4	12	144	24
20	10	100	13	169	130
21	6	36	8	64	48
22	0	0	9	81	0
23	2	4	12	144	24
24	12	144	15	225	180
25	3	9	10	100	30
26	2	4	9	81	18
27	7	49	11	121	77
28	0	0	12	144	0
29	6	36	20	400	120
30	4	16	20	400	80
31	8	64	20	400	160
32	15	225	16	256	240
33	2	4	10	100	20
34	5	25	16	256	80

35	3	9	13	169	39
36	8	64	14	196	112
37	5	25	5	25	25
38	1	1	9	81	9
39	5	25	3	9	15
40	0	0	8	64	0
41	1	1	5	25	5
42	2	4	10	100	20
43	9	81	6	36	54
44	3	9	10	100	30
45	7	49	5	25	35
46	5	25	8	64	40
47	1	1	1	1	1
48	1	1	11	121	11
49	0	0	6	36	0
50	2	4	11	121	22
51	0	0	6	36	0
52	1	1	8	64	8
53	0	0	6	36	0
54	1	1	10	100	10
55	2	4	6	36	12
56	3	9	12	144	36
57	2	4	9	81	18

59	1	1	9	81	9
60	3	9	15	225	45
61	2	4	6	36	12
62	2	4	15	225	30
63	4	16	6	36	24
64	2	4	8	64	16
65	3	9	8	64	24
66	3	9	15	225	45
67	4	16	18	324	72
68	2	4	10	100	20
69	3	9	15	225	45
70	0	0	4	16	0
71	2	4	9	81	18
72	2	4	12	144	24
73	2	4	9	81	18
74	1	1	10	100	10
75	3	9	6	36	18
76	0	0	4	16	0
77	12	144	15	225	180
78	3	9	6	36	18
79	6	36	3	9	8
80	11	121	17	289	187
81	6	36	7	49	42

82	2	4	4	16	8
83	13	169	9	81	117
84	7	49	10	100	70
85	3	9	9	81	27
86	2	4	9	81	18
87	2	4	4	16	8
88	7	49	12	144	84
89	3	9	5	25	15
90	2	4	7	49	14
91	2	4	9	81	18
92	0	0	4	16	0
93	1	1	4	16	4
94	1	1	9	81	9
95	2	4	5	25	10
96	10	100	16	256	160
97	5	25	8	64	40
98	5	25	13	169	65
99	7	49	12	144	84
100	4	16	5	25	20
101	8	64	4	16	32
102	6	36	6	36	36
103	7	49	9	81	63
104	1	1	3	9	3

105	7	49	7	49	49
106	8	64	10	100	80
107	9	81	13	169	117
108	10	100	15	225	150
109	8	64	17	289	136
110	9	81	19	361	171
111	1	1	20	400	20
112	7	49	18	324	126
113	0	0	6	36	0
114	0	0	3	9	0
115	0	0	3	9	0
116	5	25	10	100	50
117	2	4	10	100	20
118	1	1	3	9	3
119	2	4	8	64	16
120	1	1	4	16	4
121	2	4	6	36	12
122	1	1	7	49	7
123	2	4	8	64	16
124	8	64	3	9	24
125	5	25	6	36	30
126	10	100	12	144	120
127	5	25	5	25	25

128	1	1	8	64	8
129	2	4	1	1	2
130	3	9	8	64	24
131	9	81	13	169	117
132	6	36	12	144	72
133	8	64	13	169	104
134	8	64	8	64	64
135	1	1	3	9	3
136	10	100	8	64	80
137	3	9	13	169	39
138	5	25	20	400	100
139	3	9	6	36	18
140	7	49	7	49	49
141	3	9	17	3611	51
142	1	1	10	100	10
143	0	0	4	16	0
144	1	1	14	196	14
145	0	0	5	25	0
146	2	4	15	225	30
147	0	0	10	100	0
148	4	16	18	324	72
149	1	1	11	121	11
150	1	1	10	100	10



151	8	64	13	169	104
152	8	64	13	169	104
153	3	9	11	121	33
154	9	81	9	81	81
155	2	4	11	121	22
156	5	25	8	64	40
157	10	100	18	324	180
158	7	49	11	121	77
159	5	25	6	36	30
160	2	4	5	25	10
161	15	225	8	64	120
162	9	81	21	441	189
163	6	36	21	441	126
164	0	0	5	25	0
165	6	36	12	144	72
166	2	4	6	36	12
167	4	16	5	25	20
168	1	1	5	25	5
169	2	4	5	25	10
170	9	18	15	225	135
171	0	0	5	25	0
172	3	9	7	49	21
173	9	81	13	169	117

174	9	81	12	144	108
175	12	144	12	144	144
176	4	16	19	361	76
177	0	0	10	100	0
178	0	0	7	49	0
179	5	25	26	676	130
180	8	64	12	144	96
181	4	16	10	100	40
182	6	36	11	121	66
183	4	16	7	49	28
184	2	4	5	25	10
185	0	0	5	25	0
186	0	0	3	9	0
187	0	0	1	1	0
188	1	1	7	49	7
189	11	121	15	225	165
190	1	1	8	64	8
191	12	144	16	256	192
192	8	64	16	256	128
193	2	4	10	100	20
194	0	0	2	4	0
195	3	9	2	4	6
196	0	0	6	36	0

197	1	1	3	9	3
198	0	0	3	9	0
199	2	4	10	100	20
200	1	1	8	64	8
201	3	9	12	144	36
202	15	225	27	729	405
203	7	49	13	169	91
204	11	121	22	484	242
205	10	100	12	144	120
206	10	100	14	196	140
207	6	36	12	144	72
208	7	49	5	25	35
209	0	0	5	25	0
210	3	9	10	100	30
211	2	4	15	225	30
212	0	0	8	64	0
213	1	1	4	16	4
214	9	81	8	64	72
215	12	144	16	256	192
216	4	16	5	25	20
217	0	0	2	4	0
218	0	0	4	16	0

219	1	1	12	144	12
220	7	49	16	256	112
221	0	0	5	25	0
222	1	1	8	64	8
223	10	100	5	25	50
224	16	256	25	625	400
225	5	25	13	169	65
226	11	121	20	400	220
227	5	25	17	361	85
228	7	49	13	169	91
229	6	36	15	225	90
230	4	16	10	100	40
<b>Total=</b>	<b>Total= 978</b>	<b>Total=</b>	<b>Total=</b>	<b>Total=32595</b>	<b>Total= 12106</b>
<b>230</b>		<b>7270</b>	<b>2305</b>		

**Table 4.2.1 Correlation of syntactical errors**

Here,  $\sum XgYg = 12106$ ;  $\frac{\sum Xg \times \sum Yg}{N} = \frac{978 \times 2305}{230} = 9801.2608695652$ ;  $\sum Xg^2 = 7270$ ;

$\sum Yg^2 = 32595$ ;

$\frac{(\sum Xg)^2}{N} = \frac{956484}{230} = 4158.6260869565$ ;  $\frac{(\sum Yg)^2}{N} = \frac{5313025}{230} = 23100.108695652$  ;

So,

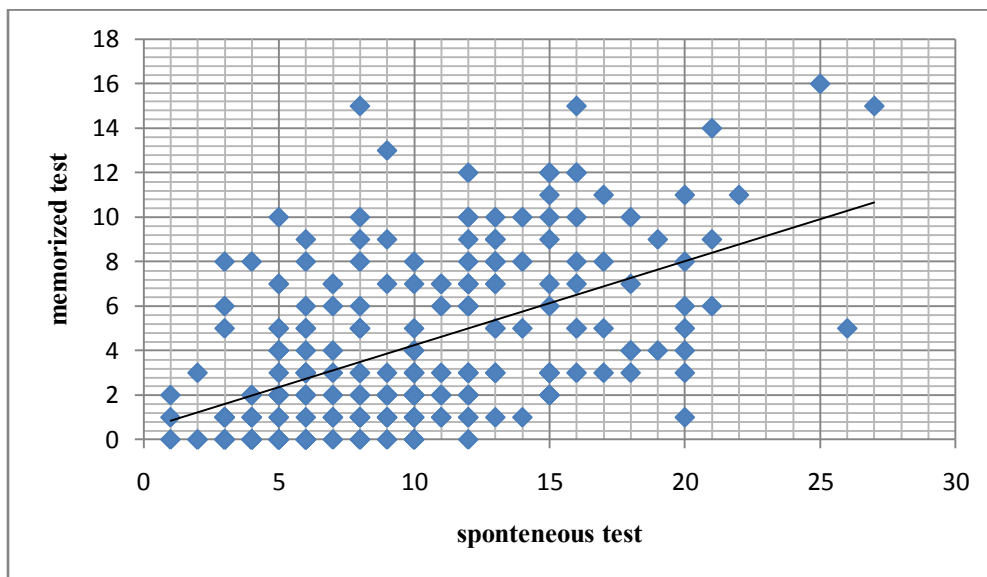
$$r = \frac{\sum XgYg - \frac{\sum Xg \times \sum Yg}{N}}{\sqrt{\left\{ \sum Xg^2 - \frac{(\sum Xg)^2}{N} \right\} \left\{ \sum Yg^2 - \frac{(\sum Yg)^2}{N} \right\}}}$$

$$= \frac{12106 - \frac{978 \times 2305}{230}}{\sqrt{\{7270 - 4158.6260869565\} \{32595 - 23100.108695652\}}}$$

$$= \frac{2304.7391304348}{5435.269737}$$

$$= 0.42$$

It is previously mentioned that a value less than 0.5 indicates a weak correlation. Therefore, the coefficient 0.42 denotes a weak relation between the performances in the memorized test and the spontaneous test. It can be concluded that, students do not make equal number of errors when they write from memorization and on their own thoughts. The value 0.42 reveals the fact that students make syntactic errors while writing from memorization and also while writing without memorization. However, the total number of syntactic error found in the memorized test is less than the spontaneous test. Thereby, the relationship is positive but weak. The relationship between the above discussed variables is presented in the following scatter diagram:



**Diagram 4.2.1 Correlation in scatter diagram between the syntactical errors of memorized test and spontaneous test**

The above scatter diagram shows that the scatter plots are not aligned and so no straight line is possible to draw covering all the plots. Since, the relationship is weak according to the

calculated value, only some plots can be placed in a straight line. Most of the plots will situate far behind the straight line. So, the table and diagram prove that students make syntactical errors more in a spontaneous writing than a memorized writi.

**4.2.2 Correlation analysis of stylistic errors**

The stylistic errors found in memorized test are denoted by  $X_s$  and the errors found in spontaneous test are denoted by  $Y_s$  in the following table.

Participants(N)	Stylistic (Xs)	$X_s^2$	Stylistic (Ys)	$Y_s^2$	$X_s*Y_s$
1	0	0	8	64	0
2	0	0	4	16	0
3	0	0	4	16	0
4	0	0	9	81	0
5	0	0	7	49	0
6	0	0	3	9	0
7	0	0	3	9	0
8	0	0	4	16	0
9	6	36	10	100	60
10	0	0	3	9	0
11	0	0	5	25	0
12	3	9	8	64	24
13	0	0	5	25	0
14	0	0	7	49	0
15	0	0	7	49	0

16	0	0	11	121	0
17	1	1	7	49	7
18	0	0	1	1	0
19	0	0	7	49	0
20	5	25	7	49	35
21	1	1	4	16	4
22	0	0	2	4	0
23	7	49	2	4	14
24	3	9	10	100	30
25	0	0	8	64	0
26	3	9	7	49	21
27	3	9	8	64	24
28	2	4	4	16	8
29	5	25	10	100	50
30	1	1	6	36	6
31	4	4	8	64	32
32	1	1	6	36	6
33	0	0	4	16	0
34	0	0	4	16	0
35	0	0	2	4	0
36	1	1	4	16	4
37	0	0	5	25	0
38	0	0	4	16	0

39	4	16	4	16	16
40	0	0	9	81	0
41	0	0	5	25	0
42	0	0	2	4	0
43	1	1	7	49	7
44	0	0	1	1	0
45	6	36	3	9	18
46	0	0	3	9	0
47	5	25	0	0	0
48	0	0	5	25	0
49	0	0	5	25	0
50	0	0	4	16	0
51	0	0	2	4	0
52	0	0	4	16	0
53	2	4	6	36	12
54	0	0	6	36	0
55	0	0	3	9	0
56	0	0	6	36	0
57	1	1	5	25	5
59	0	0	3	9	0
60	3	9	15	225	45
61	0	0	7	49	0
62	0	0	4	16	0



63	2	4	3	9	6
64	2	4	3	9	6
65	0	0	4	16	0
66	0	0	2	4	0
67	2	4	3	9	6
68	0	0	7	49	0
69	4	16	7	49	28
70	0	0	0	0	0
71	0	0	3	9	0
72	0	0	2	4	0
73	0	0	3	9	0
74	0	0	2	4	0
75	0	0	0	0	0
76	0	0	5	25	0
77	0	0	3	9	0
78	0	0	0	0	0
79	0	0	2	4	0
80	0	0	3	9	0
81	0	0	0	0	0
82	0	0	1	1	0
83	0	0	2	4	0
84	3	9	6	36	18
85	0	0	5	25	0

86	0	0	0	0	0
87	0	0	0	0	0
88	2	4	5	25	10
89	0	0	2	4	0
90	3	9	2	4	6
91	0	0	7	49	0
92	0	0	2	4	0
93	0	0	2	4	0
94	1	1	6	36	6
95	0	0	0	0	0
96	2	4	1	1	2
97	2	4	4	16	8
98	2	4	5	25	10
99	1	1	2	4	2
100	1	1	2	4	2
101	5	25	6	36	30
102	2	4	4	16	8
103	2	4	2	4	4
104	1	1	2	4	2
105	7	49	8	64	56
106	1	1	4	16	4
107	0	0	4	16	0
108	0	0	3	9	0

109	0	0	4	16	0
110	2	4	6	36	8
111	0	0	3	9	0
112	1	1	5	25	5
113	0	0	6	36	0
114	0	0	4	16	0
115	0	0	5	25	0
116	1	1	4	16	5
117	1	1	12	144	12
118	0	0	3	9	0
119	0	0	9	81	0
120	0	0	3	9	0
121	1	1	7	49	7
122	0	0	3	9	0
123	4	16	2	4	8
124	1	1	5	25	5
125	2	4	3	9	6
126	1	1	6	36	6
127	3	9	4	16	12
128	0	0	8	64	0
129	0	0	3	9	0
130	1	1	6	36	6
131	4	16	5	25	20

132	0	0	2	4	0
133	1	1	9	81	9
134	2	4	5	25	10
135	1	1	6	36	6
136	2	4	4	16	
137	0	0	5	25	0
138	5	25	9	81	45
139	4	16	5	25	20
140	2	4	5	25	10
141	0	0	4	16	0
142	0	0	3	9	0
143	0	0	8	64	0
144	0	0	7	49	0
145	0	0	3	9	0
146	0	0	2	4	0
147	0	0	5	25	0
148	0	0	6	36	0
149	0	0	8	64	0
150	2	4	2	4	4
151	1	1	11	121	11
152	2	4	3	9	6
153	1	1	6	36	6
154	4	16	5	25	20

155	0	0	7	49	0
156	5	25	8	64	40
157	1	1	6	36	6
158	1	1	5	25	5
159	0	0	2	4	0
160	0	0	12	144	0
161	4	16	6	36	24
162	2	4	5	25	10
163	0	0	5	25	0
164	0	0	4	16	0
165	2	4	5	25	10
166	1	1	3	9	3
167	1	1	3	9	3
168	2	4	5	25	10
169	2	4	2	4	4
170	6	36	4	16	24
171	0	0	8	64	0
172	1	1	4	16	4
173	2	4	5	25	10
174	0	0	5	25	0
175	2	4	5	25	10
176	2	4	4	16	8
177	0	0	7	49	0

178	0	0	4	16	0
179	0	0	4	16	0
180	0	0	4	16	0
181	3	9	6	36	18
182	0	0	5	25	0
183	0	0	1	1	0
184	0	0	1	1	0
185	0	0	1	1	0
186	0	0	3	9	0
187	0	0	1	1	0
188	0	0	2	4	0
189	1	1	6	36	6
190	0	0	3	9	0
191	0	0	5	25	0
192	0	0	5	25	0
193	0	0	5	25	0
194	0	0	8	64	0
195	1	1	10	100	10
196	0	0	8	64	0
197	0	0	5	25	0
198	0	0	5	25	0
199	0	0	6	36	0
200	1	1	10	100	10

201	0	0	1	1	0
202	3	9	8	64	24
203	3	9	6	36	18
204	4	16	8	64	32
205	0	0	4	16	0
206	0	0	3	9	0
207	4	16	7	49	8
208	0	0	2	4	0
209	0	0	2	4	0
210	4	16	12	144	48
211	0	0	5	25	0
212	0	0	4	16	0
213	1	1	2	4	2
214	4	16	4	16	16
215	4	16	4	16	16
216	1	1	5	25	5
217	0	0	8	64	0
218	0	0	5	25	0
219	0	0	7	49	0
220	2	4	6	6	12
221	0	0	2	4	0
222	0	0	6	36	0
223	0	0	2	4	0

224	5	25	9	81	45
225	0	0	5	25	0
226	0	0	6	36	0
227	2	4	9	81	18
228	0	0	5	25	0
229	0	0	7	49	0
230	0	0	6	36	0
<b>Total= 230</b>	<b>Total=235</b>	<b>Total= 817</b>	<b>Total=1093</b>	<b>Total= 6741</b>	<b>Total= 1356</b>

**Table 4.2.2 Correlation analysis of stylistic error**

Here, N= 230

$$\sum X_s Y_s = 1356 ;$$

$$\frac{\sum X_s \times \sum Y_s}{N} = \frac{235 \times 1093}{230} = 1116.76087$$

$$\sum X_s^2 = 817, \frac{(\sum X_s)^2}{N} = \frac{(235)^2}{230} = 240.1086957,$$

$$\sum Y_s^2 = 6741, \frac{(\sum Y_s)^2}{N} = \frac{(1093)^2}{230} = 5194.126087$$

$$\text{So, } r = \frac{\sum X_s Y_s - \frac{\sum X_s \times \sum Y_s}{N}}{\sqrt{\left\{ \sum X_s^2 - \frac{(\sum X_s)^2}{N} \right\} \left\{ \sum Y_s^2 - \frac{(\sum Y_s)^2}{N} \right\}}}$$

$$= \frac{1356 - \frac{235 \times 1093}{230}}{\sqrt{\left\{ 817 - \frac{(235)^2}{230} \right\} \left\{ 6741 - \frac{(1093)^2}{230} \right\}}}$$



$$= \frac{1356 - 1116.76087}{\sqrt{\{817 - 240.1086957\}\{6741 - 5194.126087\}}}$$

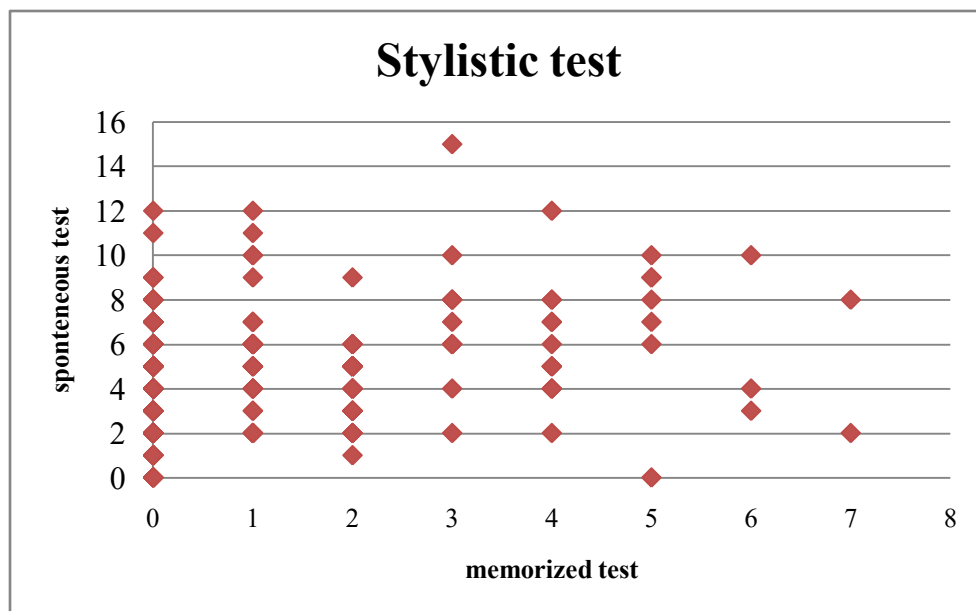
$$= \frac{239.2393}{\sqrt{\{576.8913043\}\{1546.873913\}}}$$

$$= \frac{239.2393}{\sqrt{892378.1093}}$$

$$= 0.26$$

The value indicates there is a very weak relationship between the variables shown in the above table. It points out that students make a lot of stylistic errors in a spontaneous test where as they make a few number of errors in a memorized test. As students produce only the memorized chunks or sentences in a memorized test, there is less scope for using words on own thoughts. Therefore, students usually do not make errors in choice of words in a memorized test. On the other hand, students make a lot of stylistic errors in the spontaneous test as they produce those words on their own idea. They do not sometimes think of an appropriate word to express their thoughts. Therefore, students have made a lot of stylistic errors in the free writing test. As a result, the coefficient shows a positive but very weak relation between the stylistic errors found from the memorized test and free writing test. If the value of the coefficient would be high, it would have been said that the frequency of making stylistic error in memorized test and spontaneous test is proportional.

The following scatter diagram will represent the relation between the variables.



**Diagram 4.2.2 Correlation of stylistic errors in the writing tests**

The scatter diagram shows that no linear line is possible to draw covering a good number of plots due to the weak relation between the variables. As students make less stylistic error in a memorized test, the value of the coefficient is weak. However, students make a few errors in some cases in a memorized test. That is why, the relationship is positive but the value determines that the relation is very weak.

**4.2.3 Correlation of other (spelling and punctuation) errors**

Here  $X_p$  stands for other errors found in the memorized test and  $Y_p$  stands for the errors found in the spontaneous test.

Participants(N)	Others( $X_p$ )	$X_p^2$	Others ( $Y_p$ )	$Y_p^2$	$X_p * Y_p$
1	2	4	6	36	12
2	3	9	7	49	21

3	0	0	1	1	0
4	0	0	0	0	0
5	3	9	4	16	12
6	4	16	2	4	8
7	1	1	4	16	4
8	3	9	3	9	9
9	9	81	15	225	135
10	2	4	4	16	8
11	1	1	4	16	4
12	5	25	1	1	5
13	1	1	3	9	3
14	6	36	3	9	18
15	4	16	5	25	20
16	1	1	4	16	4
17	1	1	4	16	4
18	1	1	3	9	3
19	0	0	7	49	0
20	3	9	3	9	9
21	0	0	4	16	0
22	0	0	0	0	0
23	2	4	0	0	0
24	6	36	2	4	12
25	6	36	2	4	12

26	3	9	3	9	9
27	1	1	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	3	9	8	64	24
31	8	64	2	4	16
32	12	144	13	169	156
33	0	0	3	9	0
34	1	1	0	0	0
35	5	25	12	144	60
36	4	16	4	16	16
37	1	1	2	4	2
38	0	0	1	1	0
39	1	1	2	4	2
40	0	0	2	4	0
41	0	0	1	1	0
42	2	4	2	4	4
43	0	0	2	4	0
44	0	0	0	0	0
45	7	49	4	16	28
46	0	0	0	0	0
47	4	16	1	1	4
48	4	16	2	4	8

49	0	0	1	1	0
50	4	16	4	16	16
51	0	0	3	9	0
52	1	1	0	0	0
53	0	0	0	0	0
54	4	16	3	9	12
55	2	4	5	25	10
56	3	9	2	4	6
57	3	9	4	16	12
59	2	4	2	4	4
60	4	16	3	9	12
61	0	0	4	16	0
62	3	9	3	9	9
63	0	0	2	4	0
64	4	16	8	64	32
65	0	0	2	4	0
66	5	25	4	16	20
67	3	9	4	16	12
68	3	9	4	16	12
69	2	4	2	4	4
70	1	1	4	16	4
71	4	16	9	81	36
72	0	0	1	1	0

73	0	0	5	25	0
74	1	1	0	0	0
75	0	0	1	1	0
76	2	4	3	9	6
77	16	256	10	100	160
78	0	0	3	9	0
79	12	144	12	144	144
80	7	49	6	36	42
81	10	100	13	169	130
82	1	1	4	16	4
83	4	16	8	64	32
84	5	25	2	4	10
85	3	9	3	9	9
86	0	0	0	0	0
87	2	4	1	1	2
88	0	0	3	9	0
89	5	25	3	9	15
90	0	0	0	0	0
91	1	1	3	9	3
92	0	0	0	0	0
93	0	0	0	0	0
94	0	0	2	4	0
95	1	1	1	1	1

96	3	9	3	9	9
97	1	1	2	4	2
98	1	1	5	25	5
99	1	1	0	0	0
100	1	1	0	0	0
101	1	1	1	1	1
102	1	1	0	0	0
103	0	0	1	1	0
104	0	0	1	1	0
105	0	0	4	16	0
106	2	4	2	4	4
107	6	36	2	4	12
108	2	4	5	25	10
109	4	16	6	36	24
110	5	25	6	36	30
111	6	36	2	4	12
112	7	49	6	36	42
113	0	0	3	9	0
114	0	0	3	9	0
115	2	4	2	4	4
116	0	0	2	4	0
117	0	0	0	0	0
118	0	0	0	0	0

119	2	4	6	36	12
120	1	1	4	16	4
121	0	0	2	4	0
122	0	0	0	0	0
123	4	16	0	0	0
124	0	0	3	9	0
125	2	4	0	0	0
126	4	16	0	0	0
127	2	4	0	0	0
128	3	9	3	9	9
129	1	1	3	9	3
130	7	49	3	9	21
131	1	1	3	9	3
132	2	4	2	4	4
133	5	25	3	9	15
134	3	9	1	1	3
135	1	1	0	0	0
136	0	0	0	0	0
137	3	9	5	25	15
138	1	1	6	36	6
139	0	0	3	9	0
140	0	0	1	1	0
141	0	0	4	16	0



142	0	0	1	1	0
143	0	0	1	1	0
144	0	0	0	0	0
145	0	0	2	4	0
146	2	4	7	49	14
147	0	0	1	1	0
148	3	9	0	0	0
149	0	0	7	49	0
150	1	1	0	0	0
151	0	0	1	1	0
152	2	4	3	9	6
153	5	25	11	121	55
154	1	1	8	64	8
155	0	0	1	1	0
156	2	4	3	9	6
157	2	4	4	16	8
158	4	16	2	4	8
159	1	1	4	16	4
160	3	9	0	0	0
161	0	0	0	0	0
162	4	16	4	16	16
163	3	9	5	25	15
164	2	4	1	1	2

165	2	4	7	49	14
166	5	25	0	0	0
167	4	16	0	0	0
168	1	1	1	1	1
169	2	4	4	16	8
170	0	0	5	25	0
171	2	4	2	4	4
172	0	0	2	4	0
173	8	64	8	64	64
174	3	9	1	1	3
175	4	16	3	9	12
176	0	0	0	0	0
177	0	0	3	9	0
178	1	1	3	9	3
179	7	49	7	49	49
180	6	36	5	25	30
181	2	4	0	0	0
182	3	9	9	81	27
183	1	1	0	0	0
184	1	1	0	0	0
185	0	0	1	1	0
186	1	1	7	49	7
187	0	0	0	0	0

188	0	0	5	25	0
189	3	9	12	144	36
190	0	0	4	16	0
191	5	25	6	36	30
192	5	25	4	16	20
193	2	4	0	0	0
194	0	0	1	1	0
195	0	0	2	4	0
196	0	0	3	9	0
197	1	1	2	4	2
198	0	0	3	9	0
199	5	25	10	100	50
200	5	25	2	4	10
201	3	9	2	4	6
202	6	36	5	25	30
203	6	36	9	81	54
204	2	4	6	36	12
205	10	100	10	100	100
206	4	16	2	4	8
207	3	9	2	4	6
208	4	16	2	4	8
209	1	1	0	0	0
210	3	9	7	49	21

211	0	0	2	4	0
212	0	0	3	9	0
213	1	1	2	4	2
214	2	4	1	1	2
215	3	9	4	16	12
216	1	1	2	4	2
217	0	0	3	9	0
218	0	0	1	1	0
219	4	16	7	49	28
220	5	25	9	81	45
221	3	9	5	25	15
222	3	9	2	4	6
223	3	9	2	4	6
224	8	64	7	49	56
225	7	49	5	25	35
226	5	25	3	9	15
227	6	36	4	16	24
228	1	1	4	16	4
229	5	25	3	9	15
230	3	9	3	9	9
<b>Total= 230</b>	<b>Total=539</b>	<b>Total= 2793</b>	<b>Total= 725</b>	<b>Total= 4205</b>	<b>Total= 2674</b>

Table 4.2.3 Correlation analysis of other errors

Here,  $\sum XY = 2674$ ;  $\frac{\sum X \times \sum Y}{N} = \frac{539 \times 725}{230} = 1699.021739$ ;  $\sum X^2 = 2793$ ;  $\sum Y^2 = 4205$ ;

$\frac{(\sum X)^2}{N} = \frac{(539)^2}{230} = 1263.134783$ ;  $\frac{(\sum Y)^2}{N} = \frac{(725)^2}{230} = 2285.326087$

So,

$$r = \frac{\sum XY - \frac{\sum X \times \sum Y}{N}}{\sqrt{\left\{ \sum X^2 - \frac{(\sum X)^2}{N} \right\} \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}}}$$

$$= \frac{2674 - 1699.021739}{\sqrt{\{2793 - 1263.134783\} \{4205 - 2285.326087\}}}$$

$$= \frac{974.978261}{\sqrt{\{1529.865217\} \{1919.673913\}}} = 0.56$$

The value of the coefficient indicates that there is a moderately strong relation between the variables. This category is concerned about the errors of spelling and punctuation. Students have made several errors in both the tests under this category. As the total numbers of error is more in the spontaneous test than the memorized one, the coefficient denotes a moderate positive relationship.

The scatter diagram is provided below:



<b>pants(N)</b>	<b>ctical</b>	<b>tic</b>	<b>rs</b>	<b>l(X)</b>		<b>ctical</b>	<b>tic</b>	<b>rs</b>	<b>l(Y)</b>		
1	3	0	2	5	25	20	8	6	34	1156	170
2	6	0	3	9	81	12	4	7	23	529	207
3	3	0	0	3	9	12	4	1	17	289	51
4	5	0	0	5	25	14	9	0	23	529	115
5	1	0	3	4	16	13	7	4	24	576	96
6	1	0	4	5	25	6	3	2	11	121	55
7	7	0	1	8	64	12	3	4	19	361	152
8	5	0	3	8	64	16	4	3	23	529	184
9	7	6	9	22	484	15	10	15	40	1600	880
10	8	0	2	10	100	6	3	4	13	169	130
11	8	0	1	9	81	13	5	4	22	484	198
12	14	3	5	22	484	21	8	1	30	900	660
13	3	0	1	4	16	18	5	3	26	676	104
14	0	0	6	6	36	6	7	3	16	256	96
15	2	0	4	6	36	10	7	5	22	484	132
16	3	0	1	4	16	16	11	4	31	961	121
17	1	1	1	3	9	12	7	4	23	529	69
18	3	0	1	4	16	6	1	3	10	100	40
19	2	0	0	2	4	12	7	7	26	676	52
20	10	5	3	18	324	13	7	3	23	529	414
21	6	1	0	7	49	8	4	4	16	256	112

22	0	0	0	0	0	9	2	0	11	121	0
23	2	7	2	11	121	12	2	0	14	196	154
24	12	3	6	21	441	15	10	2	27	729	567
25	3	0	6	9	81	10	8	2	20	400	180
26	2	3	3	8	64	9	7	3	19	361	152
27	7	3	1	11	121	11	8	0	19	361	209
28	0	2	0	2	4	12	4	0	16	256	32
29	6	5	0	11	121	20	10	0	30	900	330
30	4	1	3	8	64	20	6	8	34	1156	272
31	8	4	8	20	400	20	8	2	30	900	600
32	15	1	12	28	784	16	6	13	35	1225	980
33	2	0	0	2	4	10	4	3	17	289	34
34	5	0	1	6	36	16	4	0	20	400	120
35	3	0	5	8	64	13	2	12	27	729	216
36	8	1	4	13	169	14	4	4	22	484	286
37	5	0	1	6	36	5	5	2	12	144	72
38	1	0	0	1	1	9	4	1	14	96	14
39	5	4	1	10	100	3	4	2	9	81	90
40	0	0	0	0	0	8	9	2	19	361	0
41	1	0	0	1	1	5	5	1	11	121	11
42	2	0	2	4	16	10	2	2	14	196	56
43	9	1	0	10	100	6	7	2	15	225	150
44	3	0	0	3	9	10	1	0	11	121	33



45	7	6	7	20	400	5	3	4	12	144	240
46	5	0	0	5	25	8	3	0	11	121	55
47	1	5	4	10	100	1	0	1	2	4	20
48	1	0	4	5	25	11	5	2	18	324	90
49	0	0	0	0	0	6	5	1	12	144	0
50	2	0	4	6	36	11	4	4	19	361	114
51	0	0	0	0	0	6	2	3	11	121	0
52	1	0	1	2	4	8	4	0	12	144	24
53	0	2	0	2	4	6	6	0	12	144	24
54	1	0	4	5	25	10	6	3	19	361	95
55	2	0	2	4	16	6	3	5	14	196	56
56	3	0	3	6	36	12	6	2	20	400	120
57	2	1	3	6	36	9	5	4	18	324	108
59	1	0	2	3	9	9	3	2	14	196	42
60	3	3	4	10	100	15	15	3	33	1089	330
61	2	0	0	2	4	6	7	4	17	289	34
62	2	0	3	5	25	15	4	3	22	484	110
63	4	2	0	6	36	6	3	2	11	121	66
64	2	2	4	8	64	8	3	8	19	361	152
65	3	0	0	3	9	8	4	2	14	196	42
66	3	0	5	8	64	15	2	4	21	441	168
67	4	2	3	9	81	18	3	4	25	625	225
68	2	0	3	5	25	10	7	4	21	441	105

69	3	4	2	9	81	15	7	2	24	576	216
70	0	0	1	1	1	4	0	4	8	64	8
71	2	0	4	6	36	9	3	9	21	441	126
72	2	0	0	2	4	12	2	1	15	225	30
73	2	0	0	2	4	9	3	5	17	289	34
74	1	0	1	2	4	10	2	0	12	144	24
75	3	0	0	3	9	6	0	1	7	49	21
76	0	0	2	2	4	4	5	3	12	144	24
77	12	0	16	28	784	15	3	10	28	784	784
78	3	0	0	3	9	6	0	3	9	81	27
79	6	0	12	18	324	3	2	12	17	289	306
80	11	0	7	18	324	17	3	6	26	676	468
81	6	0	10	16	256	7	0	13	20	400	320
82	2	0	1	3	9	4	1	4	9	81	27
83	13	0	4	17	289	9	2	8	19	361	323
84	7	3	5	15	225	10	6	2	18	324	270
85	3	0	3	6	36	9	5	3	17	289	102
86	2	0	0	2	4	9	0	0	9	81	18
87	2	0	2	4	16	4	0	1	5	25	20
88	7	2	0	9	81	12	5	3	20	400	180
89	3	0	5	8	64	5	2	3	10	100	80
90	2	3	0	5	25	7	2	0	9	81	45
91	2	0	1	3	9	9	7	3	19	361	57

92	0	0	0	0	0	4	2	0	6	36	0
93	1	0	0	1	1	4	2	0	6	36	6
94	1	1	0	2	4	9	6	2	17	289	34
95	2	0	1	3	9	5	0	1	6	36	18
96	10	2	3	15	225	16	1	3	20	400	300
97	5	2	1	8	64	8	4	2	14	196	112
98	5	2	1	8	64	13	5	5	23	529	184
99	7	1	1	9	81	12	2	0	14	196	126
100	4	1	1	6	36	5	2	0	7	49	42
101	8	5	1	14	196	4	6	1	11	121	154
102	6	2	1	9	81	6	4	0	10	100	90
103	7	2	0	9	81	9	2	1	12	144	108
104	1	1	0	2	4	3	2	1	6	36	12
105	7	7	0	14	196	7	8	4	19	361	266
106	8	1	2	11	121	10	4	2	16	256	176
107	9	0	6	15	225	13	4	2	19	361	285
108	10	0	2	12	144	15	3	5	23	529	276
109	8	0	4	12	144	17	4	6	27	729	324
110	9	2	5	16	256	19	6	6	31	961	496
111	1	0	6	7	49	20	3	2	25	625	175
112	7	1	7	15	225	18	5	6	29	841	435
113	0	0	0	0	0	6	6	3	15	225	0
114	0	0	0	0	0	3	4	3	10	100	0

115	0	0	2	2	4	3	5	2	10	100	20
116	5	1	0	6	36	10	4	2	16	256	96
117	2	0	0	2	4	10	12	0	22	484	44
118	1	0	0	1	1	3	3	0	6	36	6
119	2	0	2	4	16	8	9	6	23	529	92
120	1	0	1	2	4	4	3	4	11	121	22
121	2	1	0	3	9	6	7	2	15	225	45
122	1	0	0	1	1	7	3	0	10	100	10
123	2	4	4	10	100	8	2	0	10	100	100
124	8	1	0	9	81	3	5	3	11	121	99
125	5	2	2	9	81	6	3	0	9	81	81
126	10	1	4	15	225	12	6	0	18	324	270
127	5	3	2	10	100	5	4	0	9	81	90
128	1	0	3	4	16	8	8	3	19	361	76
129	2	0	1	3	9	1	3	3	7	49	21
130	3	1	7	11	121	8	6	3	17	289	187
131	9	4	1	14	196	13	5	3	21	441	294
132	6	0	2	8	64	12	2	2	16	256	128
133	8	0	5	13	169	13	9	3	25	625	325
134	8	2	3	13	169	8	5	1	14	196	182
135	1	1	1	3	9	3	6	0	9	81	27
136	10	2	0	12	144	8	4	0	12	144	144
137	3	0	3	6	36	13	5	5	23	529	138

138	5	5	1	11	121	20	9	6	35	1225	385
139	3	4	0	7	49	6	5	3	14	196	98
140	7	2	0	9	81	7	5	1	13	169	117
141	3	0	0	3	9	17	4	4	25	625	75
142	1	0	0	1	1	10	3	1	14	196	14
143	0	0	0	0	0	4	8	1	13	169	0
144	1	0	0	1	1	14	7	0	21	441	21
145	0	0	0	0	0	5	3	2	10	100	0
146	2	0	2	4	16	15	2	7	24	484	96
147	0	0	0	0	0	10	5	1	16	256	0
148	4	0	3	7	49	18	6	0	24	484	168
149	1	0	0	1	1	11	8	7	26	576	26
150	1	2	1	4	16	10	2	0	12	144	48
151	8	1	0	9	81	13	11	1	25	625	225
152	8	2	2	12	144	13	3	3	19	361	228
153	3	1	5	9	81	11	6	11	28	784	252
154	9	4	1	14	196	9	5	8	22	484	308
155	2	0	0	2	4	11	7	1	19	361	38
156	5	5	2	12	144	8	8	3	19	361	228
157	10	1	2	13	169	18	6	4	28	784	364
158	7	1	4	12	144	11	5	2	18	324	216
159	5	0	1	6	36	6	2	4	12	144	72
160	2	0	3	5	25	5	12	0	17	289	85

161	15	4	0	19	361	8	6	0	14	196	266
162	9	2	4	15	225	21	5	4	30	900	450
163	6	0	3	9	81	21	5	5	31	961	279
164	0	0	2	2	4	5	4	1	10	100	20
165	6	2	2	10	100	12	5	7	24	576	240
166	2	1	5	8	64	6	3	0	9	81	72
167	4	1	4	9	81	5	3	0	8	64	72
168	1	2	1	4	16	5	5	1	11	121	44
169	2	2	2	6	36	5	2	4	11	121	66
170	9	6	0	15	225	15	4	5	24	576	360
171	0	0	2	2	4	5	8	2	15	225	30
172	3	1	0	4	16	7	4	2	13	169	52
173	9	2	8	19	361	13	5	8	26	676	494
174	9	0	3	12	144	12	5	1	18	324	216
175	12	2	4	18	324	12	5	3	20	400	360
176	4	2	0	6	36	19	4	0	23	529	138
177	0	0	0	0	0	10	7	3	20	400	0
178	0	0	1	1	1	7	4	3	14	196	14
179	5	0	7	12	144	26	4	7	37	1369	444
180	8	0	6	14	196	12	4	5	21	441	294
181	4	3	2	9	81	10	6	0	16	256	144
182	6	0	3	9	81	11	5	9	25	625	225
183	4	0	1	5	25	7	1	0	8	64	40

184	2	0	1	3	9	5	1	0	6	36	8
185	0	0	0	0	0	5	1	1	7	49	0
186	0	0	1	1	1	3	3	7	13	169	13
187	0	0	0	0	0	1	1	0	2	4	0
188	1	0	0	1	1	7	2	5	14	196	4
189	11	1	3	15	225	15	6	12	33	1089	495
190	1	0	0	1	1	8	3	4	15	225	15
191	12	0	5	17	289	16	5	6	27	729	459
192	8	0	5	13	169	16	5	4	25	625	325
193	2	0	2	4	16	10	5	0	15	225	60
194	0	0	0	0	0	2	8	1	11	121	0
195	3	0	0	3	9	2	10	2	14	196	42
196	0	0	0	0	0	6	8	3	17	289	0
197	1	0	1	2	4	3	5	2	10	100	20
198	0	0	0	0	0	3	5	3	11	121	0
199	2	0	5	7	49	10	6	10	26	676	182
200	1	0	5	6	36	8	10	2	20	400	120
201	3	0	3	6	36	12	1	2	15	225	90
202	15	3	6	24	576	27	8	5	40	1600	960
203	7	3	6	16	256	13	6	9	28	784	448
204	11	4	2	17	289	22	8	6	36	1296	612
205	10	0	10	20	400	12	4	10	26	676	520
206	10	0	4	14	196	14	3	2	19	361	266

207	6	4	3	13	169	12	7	2	21	441	273
208	7	0	4	11	121	5	2	2	9	81	99
209	0	0	1	1	1	5	2	0	7	49	7
210	3	4	3	10	100	10	12	7	29	841	290
211	2	0	0	2	4	15	5	2	22	484	44
212	0	0	0	0	0	8	4	3	15	225	0
213	1	1	1	3	9	4	2	2	8	64	24
214	9	4	2	15	225	8	4	1	13	169	195
215	12	4	3	19	361	16	4	4	24	576	456
216	4	1	1	6	36	5	5	2	12	144	72
217	0	0	0	0	0	2	8	3	13	169	0
218	0	0	0	0	0	4	5	1	10	100	0
219	1	0	4	5	25	12	7	7	26	676	130
220	7	2	5	14	196	16	6	9	31	961	434
221	0	0	3	3	9	5	2	5	12	144	36
222	1	0	3	4	16	8	6	2	16	256	64
223	10	0	3	13	169	5	2	2	9	81	117
224	16	5	8	29	841	25	9	7	41	1681	1189
225	5	0	7	12	144	13	5	5	23	529	276
226	11	0	5	16	256	20	6	3	29	841	464
227	5	2	6	13	169	17	9	4	30	900	390
228	7	0	1	8	64	13	5	4	22	484	176
229	6	0	5	11	121	15	7	3	25	625	275



<b>230</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>49</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>19</b>	<b>361</b>	<b>133</b>
<b>Total=</b>	<b>Total</b>	<b>Total</b>	<b>Tota</b>	<b>Tota</b>	<b>Tota</b>	<b>Total</b>	<b>Total</b>	<b>Tota</b>	<b>Tota</b>	<b>Total=</b>	<b>Total</b>
<b>230</b>	<b>= 978</b>	<b>=235</b>	<b>l=</b>	<b>l=</b>	<b>l=</b>	<b>=</b>	<b>=</b>	<b>l=</b>	<b>l=</b>	<b>87569</b>	<b>=</b>
			<b>539</b>	<b>1752</b>	<b>2184</b>	<b>2305</b>	<b>1093</b>	<b>725</b>	<b>4123</b>		<b>37609</b>
					<b>5</b>						

**Table 4.2.4 Correlation of overall analysis on sum of errors**

Now, the correlation coefficient, r is:

$$r = \frac{\sum XY - \frac{\sum X \times \sum Y}{N}}{\sqrt{\left\{ \sum X^2 - \frac{(\sum X)^2}{N} \right\} \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}}}$$

Here, N= 230

$$\sum XY = 37609$$

$$\sum X \cdot \sum Y = 1752 \cdot 4123 = 7223496$$

$$\sum X^2 = 21485, \quad \sum Y^2 = 87569$$

$$\frac{(\sum X)^2}{N} = 3069504/230 = 13345.66957$$

$$\frac{(\sum Y)^2}{N} = 16999129/230 = 73909.25652$$

$$\text{So, } r = \frac{37609 - \frac{7223496}{230}}{\sqrt{\{21485 - 13345.66957\} \{87569 - 73909.25652\}}}$$

$$= \frac{6202.49565}{\sqrt{(8139.33043)(13659.74348)}}$$

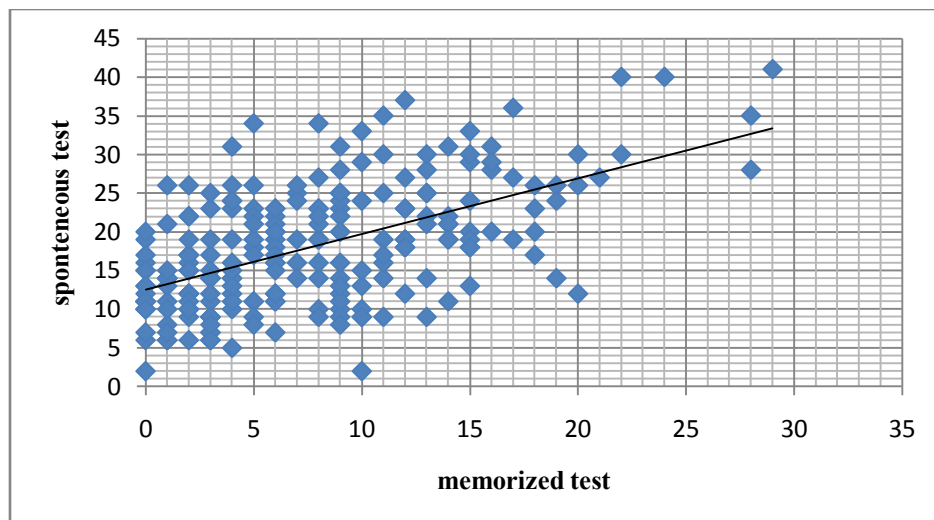
$$= \frac{6202.49565}{\sqrt{111181165.8}}$$

$$\frac{6202.49565}{10544.24799}$$

$$=0.58$$

Previously mentioned, a value in between 0.5 to 0.6 denotes a moderate strong relation. Henceforth, the coefficient calculated on the sum of all categories of errors indicates a moderate positive relationship between the sum of errors in the memorized test and the free writing test. We can see that the sum of the errors in spontaneous test is more than double from the sum of the errors calculated in memorized test. Students usually make some errors in a writing test. However, the correlation shows that students make more errors in a spontaneous test than a memorized one. Depending on the analyzed test copies of 230 students, the coefficient is measured and the value of „r“ reveals the fact that the variables positively depend on another. However, the researcher cannot say that students have performed similar in both the tests. They have undoubtedly performed different and the probability of making errors is higher in the spontaneous test than the memorized one. As a result, the coefficient contains a moderate value. Since students have made errors in both the writing tests, the relationship would never be negative. Rather, it is positive but moderate as students make less error when they produce a memorized piece of writing. The relationship is not strongly or highly positive since students have not made equal numbers of errors in the two tests.

The following scatter diagram is here to display the correlation between the sums of the errors in the two tests.



**Diagram 4.2.4 Correlation of overall analysis on sum of errors:**

It is clear from the above diagram that a perfect positive linear line is not possible to draw. However, if a line is drawn, some of the scatter plots will be aligned and a good number of plots will be in a nearby position. Rest of the plots will stand far away from the line. Since almost half of the plots stay close to a linear line, it exhibits a moderate relation between the variables. As students make errors in memorized writing and also in free writing, the relation becomes moderate and positive. However, they make less numbers of errors in a memorized test. If they would have made as many errors as they make in a spontaneous test, there can be drawn a perfect linear line in the scatter diagram.

To sum up, the correlation analysis, above tables and diagrams demonstrate that students perform quite better in a memorized test than a spontaneous writing test. As they make less number of errors while writing through memorization, their performance is considered satisfactory. Contrastively, students have made a lot of syntactic, stylistic and other errors in the free writing test. It points out that students' performance in a spontaneous test is not as satisfactory as the memorized test. Thereby, considering the value of coefficient and frequency

of occurring errors, the researcher would like to conclude that students perform better in a memorized test than a spontaneous writing test.

**4.3 Analysis and comparison of survey result**

The survey is conducted using two sets of questionnaire. The first set is for the students and the second set is for the teachers. 25 teachers and 230 students have cordially helped to conduct the survey. The survey results in terms of mean scores are presented below:

No	Statements	Mean score	
		Students'' questionnaire results	Teachers'' questionnaire results
<b>Memorization and GTM (Grammar Translation Method): Present Context</b>			
01	Students prefer to memorize „grammatical rules'' because it is helpful to learn grammar	2.75	3.6
02	Students had to practice a lot of „grammar activity'' from practice books as it helps me to get good marks in exam	4.25	4.2
03	Students had to memorize „written topics'' (e.g. paragraph, composition, story, letter etc) instead of „writing them from own perception'' to get good marks in exam	3.78	3.08
04	Students can write better and fast through memorization	3.79	3.08
05	Students make less grammatical mistake when I write a memorized answer	3.76	3.24
06	Students feel confident when I write an answer through	3.76	3.44

	memorization as there is less chance for making errors		
07	Teachers encourage students“ to „memorize blindly“ to get good marks in exam	3.32	2.79
08	Teachers provide opportunities for practicing only „syllabus based writing task“ in class	3.56	3.03
09	Teachers suggest to follow the structure of written items from available english guide books	3.43	2.72
10	Teachers praise when students produce an error free „memorized piece of writing“	3.44	3.2
11	Students face trouble to produce „correct sentence“ if they forget the memorized answer	3.93	4.00
12	Students feel uncomfortable and get tensed when they forget memorized answer	3.84	3.78
13	„Memorization“ creates barrier for „critical thinking“	4.46	4.4
14	Memorized writing destroys students“ ability to „think creatively“	4.53	4.48
<b>Practice of free writing</b>			
15	Teachers do not provide any opportunity to practice „free writing“ in class	3.14	2.23
16	Teachers do not teach „how to think of a topic critically“ and how to „organize ideas for writing“	3.78	2.89
17	Teachers do not teach how to start a piece of „academic writing“ and how to „put ideas on paper“ in class	3.31	2.15

18	Teachers do not teach the „formal aspects of „writing“ (like—punctuation, formal lexis, expression etc) before „teaching writing“	2.93	2.00
19	Teachers do not allow students“ to use imagination in writing or to practice „creative writing“ in class	3.59	3.15
20	Students“ need more time if they write on their own thoughts	3.92	3.92
21	Students make more grammatical mistakes in their writing while „using their own ideas“	3.6	3.34
22	Students feel less interested to practice free writing as they make mistakes while writing	3.44	3.6
23	Students are not encouraged to practice free writing in class as they do not feel comfortable as well as confident to write on their own thoughts	3.45	2.72

**Table 4.3 Mean scores of survey results**

\*\* (The interpretation key of teachers“ and students“ attitude is: 1.00-2.20 = negative attitude, 2.21-3.00 = not satisfactory, 3.01-4.20 = satisfactory and 4.21-5.00 = very satisfactory.)

#### **4.4 Discussion on the mean scores as found in survey results**

The questionnaire is designed on the basis of two contexts. The first one is „memorization and the practice of GTM“ in secondary level and the second one is the „practice of free writing“ in the same context. The discussion is prepared after analyzing each mean score from the teachers“ perspective and also from the students“ perspective.

#### 4.4.1 Memorization and GTM: Present context

The question no 1 is asked to know students' preferences about memorizing grammatical rules. The mean score of students' answer is 2.75 and teachers' answer is 3.6. The mean score of question no 1 shows that students' attitude is not satisfactory whereas teachers' attitude is satisfactory regarding the question. It indicates that students do not prefer to memorize grammatical rules in every case. However, teachers perceive that students prefer to memorize the rules of grammar.

Question no 2 inquires about the practice of grammar activity to get good marks in examinations. Students and teachers both have a very positive attitude towards the question according to the mean scores. It is revealed from the mean scores that students had to practice a lot of grammar activity so that they can ensure a good mark in examination. They practice grammar in a discrete fashion. Similarly, teachers also think that students practice grammar activity to perform better in examination.

Question no 3 requires to know about students' attitude towards memorization of written topics (e.g paragraph, letter, story, composition etc) for examination. The mean score of student survey is 3.78 that show students have a positive attitude regarding the question. It indicates the fact that students memorize the written topics to get good marks in the exam. In this regard, teachers have also shown a positive attitude as the mean score is 3.08. Therefore, both teachers and students agree with the statement that memorization is practiced to get good marks in examination.

Students' show a positive attitude regarding item number 4 as the mean score is 3.79. They have agreed to the statement that they need less time to write a memorized answer and they can write efficiently through memorization. The mean score of teachers' survey is also

satisfactory as the mean score is 3.08. The difference between the two mean scores implies the sense that teachers in some points are not sure about the statement. However, after analyzing the mean scores the researcher would like to conclude that students can write better and fast through memorization.

Teachers and students both have shown a positive attitude towards question no 5. As the mean scores are 3.76 and 3.24, the researcher can claim that students make less grammatical error in a memorized writing task. Also, the correlation analysis supports the claim of the researcher. Table 4.2.4 shows that the sum of the errors in memorized test is less than the sum of the errors found in the spontaneous writing test.

The mean score of question no 6 is 3.76 in students' survey and 3.44 in teacher's survey. Therefore, their attitude towards the statement is satisfactory. It represents the fact that students feel confident while writing a memorized answer as there is less chance for making errors.

Question no 7 requires to know whether teachers encourage students' to memorize or not. The mean score of students' survey is 3.32 which show a positive attitude of the students'. However, the mean score of teachers' survey is 2.79. It proves that teachers are not agreed to the statement. They are denying the fact that they encourage students' to memorize blindly to get good marks in examination.

The mean scores of question no 8 also hold a positive attitude not only from teachers' perspective but also from students'. The mean score of students' survey is 3.56. It implies that teachers provide opportunity to practice only syllabus based writing tasks in class. Teachers do not deny the statement as the mean score is 3.03. Hence, researcher can state that syllabus based writing tasks are mostly practiced in Bangla medium schools.



The mean scores of question no 9 vary from each other. The statement requires knowing what teachers suggest students to learn the structure of written items. Students hold a positive attitude supporting the statement that teachers suggest to follow the structure from available books. The mean score from students' survey is 3.43 whereas the teachers' survey gives the mean score of 2.72. The attitude of teachers is not satisfactory towards the statement. It means they do not suggest students to follow the structure of written items (e.g letter, email, application etc) from guide books that are available in the market. However, students claim through the mean score that they are not taught the structure of written items in class. Rather, they are supposed to follow the structures from guide books.

Regarding question no 10, both students and teachers show a satisfactory attitude according to the mean scores. Students support the statement that they are praised by the teachers for writing an error free memorized piece of answer. The mean score from students' survey is 3.44 and the score from teachers' survey is 3.2. The mean scores of question no 3 and 5 reveal that students practice memorization and they make less errors when they write from memorization. Therefore, when students produce an error free memorized answer, teachers praise them.

Question no 11 and 12 inquires about the problems that students face when they forget a memorized answer. Students have shown very positive attitude towards the questions. The mean score 3.93 show that students face trouble to produce correct sentence if they forget a memorized one. Along with that the mean score 3.84 in question no 12 indicates that students feel uncomfortable and get tensed when they forget a memorized answer. Teachers also hold similar attitude towards the statements. They perceive that students face trouble producing correct sentence, if by any chance, they forget the memorized answer.

In question no 13, the researcher wants to know the perspective of teachers' and students' about the relation of memorization and critical thinking. Both teachers and students have a highly positive attitude towards the statement no 13. They perceive that „memorization“ creates barrier for „critical thinking“. The mean score of students' survey is 4.46 that represent students have highly appreciated the statement. Moreover, teachers also think that the statement is true as the mean score is 4.4.

Question no 14 requires to learn whether the practice of writing through memorization destroys students' ability to think creatively or not. The mean score from students' opinion is 4.53 and from the teachers' is 4.48. Comparing the mean scores the researcher would like to state that both teachers and students think that this sort of practice is not beneficial to develop the ability to think creatively.

#### **4.4.2 Practice of free writing**

According to the mean score of students' survey, the researcher finds that students are not provided with the opportunity of practicing free writing in class since the mean score is 3.14. The mean score indicates students have a satisfactory attitude towards the statement. In contrast, teachers' attitude is not satisfactory as the mean score is 2.23 in item no 15. So, teachers claim that they provide some opportunity to practice free writing as the mean score does not indicate a fully negative value. However, students from their perspective are bound to practice only syllabus based writing through memorization as found in question no 8. Therefore, the mean score in question no 15 from student' survey is considered reliable by the researcher.

The mean score of question no 16 from students' survey demonstrate that students are not taught „critical thinking“ in class. The mean score is 3.78 which highly varies from the mean score 2.89. In this regard, the result of teachers' survey displays that they teach how to think

critically on topics as well as how to organize ideas for writing. The opinions from students' and teachers' are opposite. Therefore, the researcher would like to consider the mean scores of question no 3, 8 and 15. Since the results of question no 3 proves that students are habituated to memorize the written topics, they do not have opportunity to think of the topics critically before writing. Moreover, the result of question no 8 and 15 exhibit that students are not allowed to practice free writing and they are bound to practice only syllabus based tasks. Hence, it can be assumed that they do not have any scope to practice critical thinking before writing.

Consequently, they are not taught how to gather and organize idea for writing. So, the researcher has come to the stand that students are not provided with the opportunity of practicing the skill of critical thinking in class.

Considering the mean score of question no 17, the researcher has figured it out that students have a positive attitude toward the statement. As the mean score is 3.31 in students' survey, it denotes that they are not taught how to start a piece of academic writing or how to put ideas on paper in class. On the other hand, the result of teachers' survey shows that teachers' attitude is not satisfactory any more as the mean score is 2.15. The possible reason behind the variation might be assumed from the previous mean scores. Since students do not get opportunity to practice free writing, they cannot form the habit of critical thinking or organizing thoughts to put on paper. We can see that teachers hold a dissatisfactory attitude also regarding the previous statements, however, students' attitude is satisfactory about the statements. To the researcher, it is quite difficult to answer that whose attitude is valid. Nevertheless, with the help of previous results the researcher has made up her mind that the mean score of students' survey is reliable. Students of Bangla medium are not taught how to start a piece of academic writing or what to write as the answer of an item in class.

About question no 18, the attitude of both teachers' and students' is dissatisfactory. Hence, the researcher has drawn the conclusion that students are taught the formal aspects of writing in class. Although the mean score 2.93 from students' survey implies the possibility that their attitude is very close to satisfactory level. So, the researcher would like to say that students are taught the formal aspects of writing in class but probably it is not done as a regular practice.

Regarding question no 19, teachers and students both have a positive attitude. Students are not allowed to practice „creative writing“ in class. The result of question no 8 also supports this stand as students only practice the writing tasks from their syllabus.

The mean score of question no 20 reveals a very similar and positive attitude of the participants towards the statement. The mean score is 3.92 in both the survey. So, the researcher can make connection between the results of question no 20 and the results of question no 4. The result of question no 4 exhibits that students can write fast through memorization which claims that students need more time if they write on their own thoughts. Hence from the researcher's perspective, students take more time if they write on their own thoughts or if they write without memorization.

Item no 21 is quite opposite to question no 5. Analyzing the results of both the items, the researcher has come to the stand that students make more errors when they write something without memorization. In contrast, based on the result of question no 5, it can be said that students make less numbers of errors when they write something from memorization. Also, teachers and students have shown a positive attitude towards the statement that is visible from the results.

In question no 22, the researcher is keen to learn whether students feel any interest to practice free writing in class or not. The result expresses that students feel less interest as they

fear to make errors in their writing. The mean score 3.44, in this regard, exhibits a positive attitude of the students" about the statement. Furthermore, the researcher finds that teachers also support the statement as the mean score is 3.6. Therefore, teachers perceive that students are less interested to practice free writing in class as they make errors.

Regarding the last question, students and teachers have different opinion that is denoted from the mean scores. Students claim with the mean score 3.45 that they are not encouraged practicing free writing in class. As a result, they do not feel comfortable to practice free writing instead of memorization. In opposite, teachers claim that they encourage students in class to practice free writing. The mean score of teachers" survey is 2.72 which express a „not satisfactory" attitude of the teachers" about the statement. Thereby, considering the previous results the researcher has drawn the conclusion that students are encouraged practicing syllabus based writing tasks and they memorize them before writing. If teachers would have provided with the opportunity to practice free writing in class, students would have felt comfortable and interested to practice free writing. As the result prevails that students are not encouraged enough to practice free writing, the researcher would like to claim that the mean score of students" survey is relevant.

In conclusion, the researcher perceives that students are not provided with the opportunity to practice free writing due to the practice of grammar in a discrete fashion and also for the practice of syllabus based writing tasks in class. They are not encouraged practicing free writing and so they cannot overcome their fear of making errors as they make a lot of errors in the spontaneous writing task.

#### 4.5 Discussion on the overall results of the writing tests and survey

Throughout the whole chapter, the findings and the analysis on the findings are discussed. The study is conducted to figure out the answers of two central questions that are mentioned in chapter one. The research questions are:

- Does pedagogic practice of teaching grammar item in a discrete fashion act as a hindrance to develop the skill of free writing for secondary level students“ in Bangla Medium?
- Does the practice of teaching grammar item in a discrete fashion create barrier to flourish students“ ability to think critically?

To answer the first question, the researcher would like to say that pedagogic practice of teaching grammar item in a discrete fashion acts as a hindrance to develop the skill of free writing for our secondary level students“ in Bangla Medium. To illustrate, the survey results show that students practice discrete point grammar item to get good marks in the examination. However, students are not interested to learn or memorize the rules of grammar as found in question no 1. It is because teachers are not efficient to make them understood the utility of learning grammar to adhere writing skill (Ahmed, 2013, p. 1331). In spite of having no interest to learn grammar students practice a lot of grammar activity. Along with, students memorize a lot of answers for writing tasks in the purpose of examination. Additionally, the coefficient measured in 4.2 shows that students make less errors in memorized writing task. Unlike, they make errors more in a spontaneous writing or in a free writing task.

The survey results of question no 5 and 21 demonstrate the fact that students make more errors when they produce something on their own thoughts. Although students practice a lot of grammar activity, they cannot use their knowledge of grammar in their writing. The survey

results of question no 15 to 17 illustrates that students get a very few opportunities to practice and develop the skill of free writing in class. The result of question no 3 asserts that students are indirectly forced to memorize as they want to make a good result. In this regard, Rahman (2014) has found that students are eager to get good marks at examination and so they pay less attention to learn the language properly (p.15). Shurovi (2014) has made her claim that due to the Government policy of ensuring the highest percentage of pass marks in board exams, students hold a cherish desire to get good grades by any means (p.1265). As a result, students gradually become habituated to memorize the answers instead of practicing writing on their own thoughts. So they feel less interested as teachers also do not encourage the students". Also for the practice of memorized writing, students cannot incorporate their knowledge of grammar in writing. Thence, due to the practice of discrete point grammar item students" lack the skill of free writing.

Secondly, the researcher would like to claim that the practice of discrete point grammar item creates barrier to flourish students" ability to think critically. To explain, the previous answer shows that students do not have the skill of free writing due to the practice of grammar in a discrete fashion. As the skill of free writing is not developed, the ability to think critically does not get scope to flourish. Free writing and critical thinking is closely connected to each other as discussed in the literature. Thence, the ability to think critically over a topic is not elevated because of the pedagogic practice of grammar.

Moreover, the result of spontaneous test reveals that students make a lot of syntactic as well as stylistic errors as they produce the sentences on their own thoughts and imagination. In contrary, they make comparatively less numbers of errors in these categories when they write through memorization. The survey result of question no 13 and 14 also proves that students as well teachers consider the practice of memorization as a barrier to think critically. Moreover, the

survey results of question no 15 and 19 denote that students do not get opportunity to practice free writing in class. Therefore, students cannot express their thoughts and ideas appropriately while writing. They make errors to use an appropriate word for an expression. Furthermore, students memorize answers from some common sources and the answers are almost same. When the researcher has gone through the scripts, she has found same answer in the memorized test in several copies. In contrast, students have tried to use imagination and creativity in the spontaneous writing test. They have written on their own thought in the free writing test. So, every script seems different from each other. Although there is a lot of grammar and stylistic issues in the scripts, there are variations and spontaneity in the writing. It asserts that students have creativity and they can think critically over a topic. However, they are not allowed to practice it to develop their ability to think critically. The correlation coefficients measured in 4.2.1, 4.2.2 and in 4.2.3 show that students make errors more in a spontaneous writing. As they are not familiar with the practice of free writing, they have made a lot of errors in the spontaneous writing test. Therefore, the practice of discrete point grammar item creates a barrier for elevating students' skill of free writing and so the ability to think critically also does not flourish.

To sum up, students' of Bangla medium schools do not get the opportunity to practice free writing in class. As they practice grammar in a discrete fashion and memorize answers before writing, they cannot use their knowledge of grammar in their writing. As a result they make errors while writing on own thoughts. Therefore, the researcher would like to state that the practice of discrete point grammar item does not help students' anymore to develop the skill of free writing and the ability to think critically.



## **Chapter Five: Conclusion**

### **5.0 Introduction**

The study entitled „Role of practicing discrete point grammar item in order to develop the skill of free writing: focus on secondary level Bangla medium students“ of Bangladesh“ is illustrated throughout the previous chapters in this paper. Thence, this chapter is designed to provide an overall view of the research in brief. To begin with, the research is planned with a view to determining that practice of discrete point grammar item creates barrier to develop the skill of free writing. As free writing is closely connected to the skill of critical thinking, the practice of grammar in a discrete fashion has also a negative influence on it. To figure out the answers of the research questions, three data instruments have been used and the analyzed data is discussed in the previous chapter. Hence, the next section will conclude the summary of the research findings.

### **5.1 Summary of the findings**

The analyzed and studied data asserts a positive answer to the research questions. At the end of the study, the researcher has come up with the conclusion that practice of discrete point grammar item acts as a hindrance to develop the skill of free writing for Bangla medium students“. Although NCTB emphasizes on following the approaches of CLT in english classes, teachers still put emphasis on teaching grammar in isolation and on writing through memorization. Consequently, students are deprived of the opportunity of practicing free writing in class. They can not imply their knowledge of grammar in writing as they mostly write from memorization. They cannot use their own perception or imagination in their writing due to the fear of making errors while writing on their own thoughts. Students desire for getting good grades by any means and so they memorize the written items like paragraph, composition, story,

letter etc. To avoid the possibility of making errors, students are determined to memorize every written item before sitting for the examination. Considering the school context, the researcher has found that teachers are less interested to teach free writing in class. They also think of giving good marks for an error free answer. Therefore, students have built up the habit of memorization that is gradually destroying their capability to think critically. They are losing their ability to produce something on their own thoughts. They achieve good proficiency in grammar but sometimes, without memorization they cannot produce a piece of writing without any grammar issue. It is because they are not taught how to incorporate the knowledge of grammar in writing. They practice the use of article, preposition, subject-verb-agreement etc as a discrete item. However, when it comes to the point of using them in writing, they face trouble to use them properly and commit errors. The results of the survey contain the proof supporting the discussion. Along with that, the test copies and the correlation analysis show that students make errors two times more in the spontaneous test than the memorized test. In a nutshell, the practice of discrete point grammar item keeps the students away from developing their skill of free writing.

## **5.2 Practical implication**

The study carries the evidence that practice of discrete point grammar item creates a barrier for the students of Bangla medium to develop their free writing skill. The development of free writing skill is undoubtedly necessary. Free writing helps a person to express his/her thoughts appropriately without following or copying others. Free writing is beneficial to improve the quality of writing (Elbow, 1998, p.15). Free writing also assists someone to be a „fluent“ as well as a „careful“ writer as mentioned by Elbow (1998, p. 19). Therefore, students should build up their habit of free writing. Besides, they should learn how to use the knowledge of grammar

while writing. Therefore, this study can raise awareness among students' and teachers' on the importance of practicing free writing in class. As learning a second language is a gradual process, students should have been provided with the opportunity and environment to practice free writing in class. This study has come up with the argument that students and teachers both should avoid practicing grammar in a discrete fashion. Teachers should follow some new techniques and approaches in writing class. This will help the students' to use the knowledge of grammar in writing. In short, this research opposes the practice of teaching grammar in a discrete fashion and claims for the practice of free writing in class.

### **5.3 Recommendations**

After conducting the survey and writing tests, it comes to the researcher's mind that some new approaches should be introduced and followed on teaching writing at secondary level in Bangladesh. They are discussed below.

- To begin with, „writing class“ should be introduced at secondary level in Bangla medium schools. There is no individual class for practicing writing in Bangla medium schools. Students should be given scope to learn about the contents of academic writing in writing class.
- In addition, teachers should highly motivate students to write on their own thoughts. The classroom environment should be influential for students so that students can feel comfortable to write on their own thoughts without bothering about the errors.
- Besides, students should be encouraged to think critically on a topic before writing. They should be allowed to think creatively instead of memorization. However, researcher cannot deny the importance of learning and practicing grammar to have a good proficiency in English. The research attempts to reveal the fact that students lack the

proficiency of applying the knowledge of grammar in writing appropriately. Hence, teachers should ask students to write on different topics instantly so that students can learn how to produce a grammatically correct sentence.

- Furthermore, teachers should play an active role as a tutor and guide for students in writing class. Less attention should be paid on the errors since students will make error in writing as long as they do not achieve expected proficiency. Teachers should explain the errors and make correction. Also they should give positive feedback on the writings that will motivate students to write without memorization. However, if free writing class is introduced and continued, students will achieve a good proficiency on free writing after a certain period of time. The practice of free writing will reduce the practice of memorization and it will help students to pursue higher study.
- Last but not the least, the testing and evaluation system should be overlooked once again. The researcher would like to say that the marks oriented testing and evaluation system is also responsible for the practice of pedagogic grammar tasks. In brief, a cooperative attempt both from students and teachers can make the recommendations applicable and fruitful.

#### **5.4 Further study**

This study deals with issue of practicing discrete point grammar on the development of free writing skill. So, some further experimental investigations can be arranged in this field. For example:

- A study can be conducted on the role of socio affective filter on the development of free writing skill in classroom.

- A study can be designed to learn the backwash effects of the present testing and evaluation system of English examination on writing skill in Bangla medium schools.
- A study can be conducted through interview and classroom observation to be assured about the practice of free writing and its impacts on the development of writing skill.
- An attempt can be made to investigate the role of giving constructive feedback instead of only giving grade on writing tasks.

### 5.5 Conclusion

Before concluding, the researcher would like to say that students should build up the habit of writing on their own thoughts that will make their writing authentic, creative and interesting. It is because, achieving a good proficiency over writing in English is highly necessary for higher studies and for getting good jobs. However, the present context of secondary level students of Bangla medium schools is disappointing. The current trend of practicing discrete point grammar item does not provide students with the opportunity to practice free writing. It also creates barrier for students enriching their ability to think critically on a topic. The test copies and survey results carry out the relevance of the findings and recommendations. It is high time both teachers and students became conscious about the importance of practicing free writing to a larger extent. Students should avoid the tendency of getting good marks through memorization. Besides, teachers should inspire and guide students to produce an authentic as well creative piece of writing overcoming the errors. The practice of grammar should be made highly communicative in this regard. The classroom environment should also be made comfortable, motivating and cheerful. To sum up, an associated effort should be given by the teachers, students and respective authority to create an effective environment for cultivating and flourishing the skill of free writing at secondary level in Bangla medium schools.

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## **Appendices**

### **Appendix A**

#### **Rubric for Checking Errors:**

The following factors will be concerned while checking the test scripts.

1. Syntactical error (article, preposition, verb, tense, connectors, sentence structure e.g S+V+O)
2. Stylistic error (Choice of words, informality, agreement of verbs)
3. Others: (punctuation, spelling)

## Appendix B

### Questionnaire for teachers'

**General note:**

The questionnaire is meant for a study on „Approach to Free Writing of Secondary level Bangla Medium Students“ of Bangladesh“ as a part of the fulfillment of an Undergraduate thesis in English. Your answers will be highly confidential and used only for the purposes of the research study. Your cordial co-operation will be highly appreciated. Cordial thanks in advance to cooperate with the researcher.

**Section A: Personal Information**

**Name:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Working experience:** \_\_\_\_\_

**Signature** -----

**Section B: Instruction**

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree**. Tick the appropriate option for your opinion in each statement.

**Read every item carefully before you move for the answer. Think a while and put a tick. If you are not sure about the statement and context, choose ‘not sure’ as your answer. Other options go on with your convenience on agreement or disagreement with the statement.**

**Memorization and GTM (Grammar Translation Method):Present context:**

**1. My students prefer to memorize ‘grammatical rules’ because it is helpful to learn grammar**

a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree

**2. My students had to practice a lot of ‘grammar activity’ from practice books as it helps them to get good marks in exam**

a) Strongly agree   b) Agree   c) Not sure   d) Disagree   e) Strongly disagree

**3. My students had to memorize ‘written topics’ (e.g. paragraph, composition, story, letter etc) instead of ‘writing them from own perception’ to get good marks**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**4. My students can ‘write better’ and fast through memorization**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**5. My students make less grammatical mistake when they write a memorized answer**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**6. My students feel confident when they write an answer through memorization as there is less chance for making errors**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**7. I encourage my students’ to ‘memorize blindly’ to get good marks in exam**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**8. I provide opportunities for practicing only ‘syllabus based writing task’ in class**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**9. I suggest my students’ to follow the structure of written items from available english guide books**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**10. I praise my students’ when they produce an error free ‘memorized piece of writing’**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**11. My students face trouble to produce ‘correct sentence’ if they forget the memorized answer**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**12. My students feel uncomfortable and get tensed when they forget the memorized answer**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**13. To me, ‘memorization’ creates barrier for ‘critical thinking’**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**14. Memorized writing destroys my students’ ability to ‘think creatively’**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**Practice of Free writing**

**15. I do not provide any opportunity to practice ‘free writing’ in class**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**16. I do not teach my students' 'how to think of a topic critically' and how to 'organize ideas for writing'**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**17. I do not teach my students' how to start a piece of 'academic writing' and how to 'put ideas on paper' in class**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**18. I do not teach the 'formal aspects of 'writing' (like—punctuation, formal lexis, expression etc) before 'teaching writing'**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**19. I do not allow my students' to use imagination in writing or to practice 'creative writing' in class**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**20. My students need more time if they write on their own thoughts**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**21. My students make more grammatical mistakes while using their 'own ideas'**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**22. My students feel less interested to practice free writing as they make mistakes while writing**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

**23. My students are not encouraged to practice free writing in class as they do not feel comfortable as well as confident to write on their own thoughts**

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

## Appendix C

### Questionnaire for students'

#### General note:

The questionnaire is meant for a study on „Approach to Free Writing of Secondary level Bangla Medium Students“ of Bangladesh“ as a part of the fulfillment of an Undergraduate thesis in English. Your answers will be highly confidential and used only for the purposes of the research study. Your cordial co-operation will be highly appreciated. Cordial thanks in advance to co-operate with the researcher.

#### Section A: Personal Information

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Class: \_\_\_\_\_

#### Section B: Instruction

Each of the items has 5 points scale where 1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree. Tick the appropriate option for your opinion in each statement.

**Read every item carefully before you move for the answer. Think a while and put a tick. If you are not sure about the statement and context, choose ‘not sure’ as your answer. Other options go on with your convenience on agreement or disagreement with the statement.**

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a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree