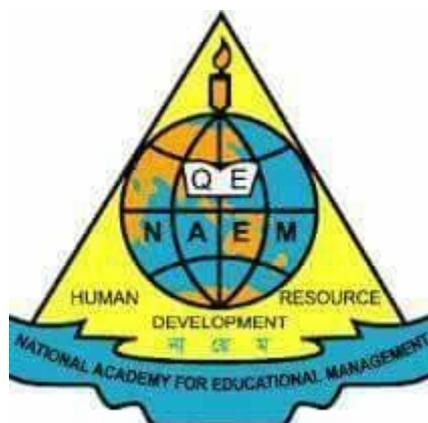


# **Process Approach to Teaching English Writing Skill in Secondary Schools: A Feasibility Study with Ninth Grade Students of Quantum Cosmo School in Bandarban**

**A research report submitted to the Documentation Centre under**

**NAEM Research Division**

**2020-21 Financial Year**



**National Academy for Educational Management (NAEM)**

**June 2021**

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**National Academy for Educational Management (NAEM)**

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Team Leader  
Rokshana Bilkis

## **Process Approach to Teaching English Writing Skill in Secondary Schools: A Feasibility Study with Ninth Grade Students of Quantum Cosmo School in Bandarban**

### **Abstract**

This study tried to explore what approach teachers used to teach English writing; what are the outcomes of process approach to teaching of writing; what challenges were there to implement the process approach; and what the opinions of the teachers and the students were regarding the process approach. Qualitative research approach was employed as it is possible to go deep into the research problem through qualitative approach (Bogdan & Biklen, 2009). The researchers employed pre-test and post-test method with 46 ninth grade students of Quantum Cosmo School and College, Bandarban. Four interventions were provided and during each intervention, there was a pre-test and a post-test. Moreover, six facilitating teachers of the school were interviewed with a semi-structured interview schedule; and FGI was organized with all the students in three groups. Although there were pre-and-post tests, data were not quantified. The collected data were transcribed, coded, and then categorized based on the themes of the research questions. The major findings included:- teachers used traditional product approach to teaching of writing; the process approach can minimize students' mistakes in writing and help students write longer compositions; the challenges to implementing the process approach included – large multi-level classes, lack of teachers' training, and examination system favouring memorization; and the teachers and the students were found to be positive towards the process approach. If introduced and implemented properly, the process approach may improve the English writing situation at secondary level institutions in Bangladesh.

**Keyword:** Process approach, product approach, ninth grade students, secondary schools, writing skill, Boot Camp

## **Chapter One**

## **Chapter Two Literature Review**

### **2.0 Introduction**

It is an intellectual culture to review related literature for an investigative study. Literature review develops the knowledge of the researcher(s) in and around the area of the study and it helps them to go deep into the research problem. Recurrent searches for literature show that, there is a great dearth of literature in Bangladesh in the field of English writing skill development of the secondary level students. To speak specifically, not a single research article is available related to the process approach to teaching of writing in Bangladesh. However, some teacher educators and students of Education published newspaper articles which claim that teaching of writing in secondary schools is not satisfactory because teachers use the traditional product approach where there is a little opportunity to develop students' English writing skill (Ebrahim, 2017). The literature review for the current study has been presented below:

### **2.1 Related Literature**

According to Zamel (1983), writing is a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time. In the process approach, attention is paid first to the meaning and then to the form or structure of the sentences or organization. There are several ways to teach writing in the classroom. No way of teaching should be labeled necessarily as the 'right' or the 'best' way to teach writing skill; different approaches suit different situations. The best practice in any situation depends on the type of students, the text type being studied, the school system and many other factors (British Council, 2020). On the other hand, “teaching writing needs various approaches blended with strategies. Writing approach describes the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ” (Lavelle & Bushrow 2007, p.808 cited in Selvaraj & Aziz, 2019).

Our experiences show that most of the English teachers employ product approach in teaching English writing. For instance, in the product-writing classrooms, teachers provide examples or model composition for the students and based on the models, students produce a similar composition. In this case, learners have the knowledge of appropriate second language use and can apply their knowledge to write in the rhetorical patterns, comparison and contrast, cause-effect, classification of writing, and definition but in this approach, in most cases, students cannot write a piece of text in their own words (Harris, 1993 as cited in Tangpermpoon, 2008).

On the other hand, the process approach takes the stance that language teaching should be concerned more with what the learner wants to write not what they should write. The learners' interactions with teachers and classmates or developing writing skill receive paramount importance. Thus, the learner is seen to have a role as initiator, not a mere responder or a imitator of other people's intentions and expressions (Zamel, 1983). O'Brien (2004) defined process approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. During the writing process, claim Sun and Fang (2009), teachers enable learners to explore their thoughts and develop their own writing by using the five-step writing process model such as pre-writing stage (brainstorming, discussion in pairs or/and groups for generating ideas); writing the draft (writing the ideas in sentences and in paragraphs); receiving feedback from peers or/and teachers; revising the whole text based on the feedback (spelling, sentence structures, organization, etc.); and receiving feedback again and

finalizing the write-up. Sun and Fang (2009) point out that process approach to the teaching of English writing has been advocated by many English teachers because the process approach provides the learners with skill and enables students to write on their own on any topic.

Two newspaper articles by Ebrahim (2017) and Naima (2020) delineate the writing teaching situation in Bangladesh. Ebrahim (2017) claims that there is no culture of providing corrective feedback in the school and therefore, students do not improve their English writing skill in schools that much. On the other hand Naima (2020) also claims that teachers do not use the right approach to teaching of English writing at the undergraduate level. English writing teaching situation at secondary and tertiary level is not satisfactory. Therefore, there should be an initiative to improve the situation making our learners better in writing.

## **2.2 Conclusion**

The above literature review shows that process approach to teaching writing is effective (Sun & Fang, 2009; British Council, 2020) although the Bangladeshi secondary teachers employ product approach. The product approach that the Bangladeshi secondary English teachers use does not help learners to develop English writing skill (Ebrahim, 2017) as learners do not go through the learning process.

## **Chapter Three**

### **Research Methodology**

#### **3.0 Introduction**

This chapter elucidates how the research was conducted, data were processed, and the findings were presented. The current research was a qualitative study which employed qualitative methods as the research questions set for this study could be best answered with the qualitative methods (Bogdan & Biklen, 2009). This section and the sub-sections encompass an account of the general research design, sample and sampling framework, participant selection criteria, instruments for data collection, the procedures of collecting, analyzing, and presenting the data.

#### **3.1 Sample and sampling**

The Cosmo Quantum School and College, Lama, Bandarban was purposively selected for the study because the school authority had already agreed to provide us supports for the study during the closure of the schools throughout the country due to Covid-19 pandemic. That school authority, with the permission of the government, invited all their students in the hostels although there was a bar against opening the classrooms. There were 46 students in class nine in 2020 and all the students were selected as participants for the study. Six teachers who taught English in the school

including two who taught in class nine were selected as facilitators. The facilitators observed the researchers' intervention and provided support to the students along with the researchers. The six teachers were asked to teach and train the students based on the identified weaknesses in their writings.

Although the initial plan of the researchers were to select two teachers who taught English in class nine, the school authority requested the research team to include all the six teachers so that all the English teachers could experience how to implement the strategies of the process approach to teaching English writing. The researchers agreed and thus total participants were students 46 and teachers six. All the 46 students were not available in all the activities because some of them had to take part in sports practices to compete at national and international levels.

### **3.2 Sources of data and Methods of data Collection**

The sources of data were the six teachers and 10 randomly selected students through lottery. All the students were in class nine in 2020 but they were promoted into class ten in 2021. The 10 students were identified just after the pre-test and then on, their writing were examined and analyzed although data were collected from all the 46 students and interventions were provided equally without any discrimination. The writing tasks and the pre-and-post-tests writings of the randomly selected 10 students were analyzed as the data generated from 46 students and six teachers were unmanageable.

It has been earlier stated that no discrimination was made during intervention. Students were not aware of whose data were analyzed. The researchers knew it and they used the data of only 10 students in order to be able to manage them in the stipulated period of time.

This study employed 'one group pre-test–post-test design' to look for the answers of the second research question; and the data for the rest of the research questions were gathered and analyzed using 'descriptive method'.

### 3.3 Tools for data Collection

This study employed three kinds of instruments for data collection, which included - (i) a set of pretest & posttest tool (Appendix: 1), (ii) FGI schedule for students (Appendix: 2), and (iii) Semi-structured interview schedule (Appendix: 3) for English teachers.

#### *(i) Pre-test & post-test tool*

To test the effect of using the process approach to writing, the researchers administered a pre-test and post-test instrument based on topics included in the text books and on current issues which are most talked about during the intervention. The pre-test and the post-test answered the 2<sup>nd</sup> research question (What is the tangible effect of Process Approach on students' writing skill development?). Students were asked to write a paragraph on Myself in 30 minutes.

Before finalizing the pre-test and the post-test, they were piloted here in Dhaka with the class nine students. Moreover, at least two secondary English teachers' opinions were taken on the pre-test and post-test because they know the students' level much better than the researchers. The piloting with students and secondary English teachers' opinions were considered to validate the tests.

#### *(ii) Focus Group Interview (FGI) guide for students*

An FGI schedule (Appendix: 2) was used to interview students separately in three groups. Although the writing tasks of only 10 students were considered for analysis, all the 46 students' opinions were valued.

#### *(iii) Semi-structured interview schedule for teachers*

A semi-structured interview schedule was used to interview the concerned English teachers of the selected school (Appendix: 3). The interview questions for teachers sought answers for all the four research questions.

### 3.4 Research questions, methods, participants, and data collection tools at a glance

**Table No. 1**

<b>Research questions</b>	<b>Methods</b>	<b>Tools</b>	<b>Participants</b>
What approach do the teachers employ to teach English writing?	FGI, Semi-structured interview	FGI schedule, Semi-structured interview schedule	Students and teachers
What is the tangible effect of Process Approach on students' writing skill development?	Pre- and post-tests, FGI, Semi-structured interview	Pre- and post-tests, Semi-structured interview schedule,	Students and teachers

What challenges do the researchers face in implementing the Process Approach?	Reflection, FGI, Semi-structured interview	Reflective diary by the researchers, FGI schedule, Semi-structured interview schedule	Students and teachers
What are the reactions of the participants (students and the six facilitating English teachers of the school) about the Process Approach to teaching of writing?	FGI, Semi-structured interview	FGI schedule, Semi-structured interview schedule	Students and teachers

**3.5 Methods of data Analysis and Presentation**

As the study was totally a qualitative research. All the data collected were analyzed qualitatively and the findings from the pre- and the post-tests were not quantified; they were treated qualitatively. The data collected through interviews and the FGI were transcribed and coded accordingly based on the themes of the research questions, that is, thematic data analysis strategy was utilized. And the pre-test and the post-tests data were compared to see the reductions in different types of mistakes. The findings were presented based on the themes of the research questions and related to the current literature to see what the data were saying. Moreover, the researchers provided their own reasoning on the data based on their reflections. Of course, data collected from different sources and using different tools were triangulated as triangulation of data enhances the credibility of the findings (Creswell, 2009).

**3.6 Process of Intervention**

The researchers talked to the Quantum Cosmo School and College authority and the school authority agreed to allow us to provide interventions although the schools all over the country were closed due to the Covid-19 pandemic. The school authority received permission from the education authority to bring back the students to hostels on some conditions such not running the school activities to keep the students safe from the pandemic. The first intervention was provided in December 2020. The intervention started with the pre-test and the interventions were provided through organizing the English Writing Boot Camp, and on the 6<sup>th</sup> day, there was a post-test of writing with the same test (question paper) as was used in the pre-test. The six teachers were provided training to familiarize them with the process of intervention. It was known from the school authority that two of the teacher participants taught in classes 9 and 10.

The second intervention was of 3 days and was provided in January 2021 (Appendix: 5). The third and the fourth interventions were of two days each and were provided in February 2021 (Appendix: 6 & 7). During the second, third and the fourth time interventions, the students got promoted to class ten. The activities students were engaged in were chosen based on the students' and the English teachers' opinions received during piloting of the tools. The second, third, and the fourth interventions were provided focusing on the mistakes students committed in their writing tasks. Each of the interventions aimed at reducing the types of mistakes students committed in their previous writing tasks.

The intervention was provided in the form of *Writing Boot Camp*. The concept of Boot Camp is engaging the learners for a period of time to develop a particular skill such as speaking skill, grammar skill, research proposal writing, and so on through extensive practices. It was a kind of total emersion in the activity that we want to achieve (see section 1.7.4 for further details). The following one-day activities can give a general idea of how the Writing Boot Camp was organized. For details, please see the detailed intervention schedule (Appendix: 4).

The example activities of a day are given below in table 2:

**Table No. 2**

**Day 1**

<b>Time</b>	<b>Day 1 Date: 27.11.2020</b>	<b>Day 2 Date: 28.11.2020</b>	<b>Day 3 Date: 29.11.2020</b>
9:00 – 10:00	Welcome Getting to know each other Setting ground rules	Reflection by students: 1. What did you learn yesterday? 2. Which of the activities did you like? 3. Why did you like that?	
10:00 – 11:00	Pre-test (Write a paragraph on Myself)		
11:00 -11:30	<b>Break</b>		
11:30 -1:00	Talking about the errors & mistakes found in the paragraphs		
1:00 – 2:00	<b>Lunch &amp; Prayer</b>		

2:00 – 3:30	Writing diary using Present tense		
3:30 – 4:00	<b>Break</b>		
4:00 – 5:30	Correcting the writing: providing general feedback		

During every writing activity, the researchers were monitoring and noting down the mistakes of the students; and when they finished, the researchers asked the participants to get their writings checked by friends; and at the end, the researchers used to provide general feedback so that no one was hurt. During the feedback, the researchers or the sometimes the facilitators engaged the participants in drilling with a view to minimizing the mistakes of the students.

### **3.7 Topics used in the interventions**

The participants were engaged in writing on the everyday life topics. The topics included, for example, Myself, My school, My Favourite Teacher, My Favourite Poet, My Family, Natural Beauty of Lama Hills, Pahela Boishakh, My Best Friend, Kazi Nazrul Islam, a letter to a friend about the life in the pandemic, and so on.

Moreover, the participants were engaged in observing the nature and writing compositions. The idea of CTL (contextual teaching and learning) was used. Moreover, Writing Diary using present, past, and future tenses; Writing Reflective Diary, etc. were used as topics of writing.

### **3.8 Conclusion**

Although there is evidence (Sun & Fang, 2009; British Council, 2020) that the process approach to teaching English writing has positive impact, the secondary teachers in Bangladesh do not exploit the benefits of the process approach. This may happen because they are not aware of the process approach of teaching writing (Ebrahim, 2017) or because they are not interested to work hard as the approach demands more engagement of the students as well as the teachers. If the current study provides positive results, the process approach to teaching of writing can be advocated for Bangladesh secondary level. The process approach to teaching of English writing may bring positive changes in the area of English writing at secondary level in Bangladesh.

## Chapter Four

### Findings and Discussion

#### 4.0 Introduction

This chapter presents the findings of the study and discuss the findings through logical arguments. The findings of the study have been presented under the heads such as current approach to teaching writing (4.1); outcomes of the Process Approach (4.2); Challenges to implementing Process Approach (4.3); and teachers' and students' opinions about the Process Approach. The findings have been presented below in detail.

#### 4.1 Current Approach to Teaching of Writing

The semi-structured interviews with the six facilitating teachers revealed that they use product approach to teaching English writing. One of the six teachers claims:

I ask the students to read the compositions from the textbooks or from any other sources and tell them to memorize them for the examinations. Sometimes I give them the items prepared by me and the students memorize them for better grades in the examinations.

Similar voices are heard from all other five teachers, too. Another teacher maintains:

I ask the students to read a paragraph or an essay from the textbooks or from other sources usually selected by me. Then they write it and I examine them to check if they have memorized properly or not. They are awarded higher marks if the can write well from their memory.

All the six teachers' opinions were similar, that is, they use the Product Approach to teaching English writing.

Similarly, the students in the FGI also provide data which indicate that the teachers employ product approach to teaching English writing skill. One student claims in the FGI that teachers never give them feedback; the teachers never tell the students what weaknesses there are in their writing; they do not identify their mistakes and do not provide any suggestions for improvement. He maintains:

Our teachers tell us to read a paragraph or an essay from the selected books and we memorize them for the examinations. Our teachers do not, usually, identify our mistakes and do not provide feedback to improve writing. Sometimes, they read out and clarify the compositions in Bangla.

The above data indicate that teachers are heavily dependent on the product approach to teaching of writing. In this approach, teacher want the end product for marking. In this kind of approach, there is a little scope for writing development.

Teachers claim that they use the product approach because they are not aware of the process approach to teaching of writing. The facilitating teachers teach their students using this approach and they (facilitating teachers) have been doing as their teachers did in their school life. It is also known from the teachers that they did not have any training other than the curriculum dissemination training organized by the NCTB. However, all the six teachers did not have any opportunities to take part in the NCTB-provided training. In curriculum dissemination training, there was nothing about the process approach to teaching writing. Through asking students to memorize any compositions such as paragraphs and essays, the teachers have been promoting plagiarism which is considered as a serious intellectual offence all over the world.

#### 4.2 Outcome of the Process Approach

It is noticed from the intervention that the process approach minimizes students' mistakes and increases students' ability to write coherently. Moreover, the students are observed to achieve the ability to write longer compositions than before. For example, the same participant writes the two paragraphs in the pre-and-post tests on the same topic 'Myself'. The student completes the paragraph in 30 minutes and he could write only 74 words in the pre-test and in the post test after four rounds of intervention, he is able to write 180 words in 30 minutes. It has been mentioned that same time was allotted to write the paragraphs in both the instances. The major types of mistakes identified in the pre-tests are given below so that the readers have an idea about the level of English of the students.

#### Examples of Mistakes found in the Pre-test

Table No. 3

Types of Mistakes	Examples (copied from students' scripts. The mistakes are made bold and in some cases, the correct words have been given in brackets)
Capital & Small Letters	Names of people and places: Sangchin <b>thang bawm, english, bangladesh, bandarban</b> , etc. Sentence starts with small letters: <b>the</b> name of my school is ---. <b>my</b> mother ---.
Number	I am a <b>students</b> of class ---. X and Y <b>is</b> my best <b>friend</b> . Four <b>sister</b> . I am 15 <b>year</b> old.
Spelling	<b>Favourit, Faberit, Favrit, Favarite</b> (Favourite); <b>studing</b> (studying); <b>hobbit, hobbite, hobbies, hubby</b> (hobby); <b>leave</b> (live); <b>salsman</b> (Salesman); <b>Funy</b> (Funny); <b>then</b> (than); <b>lajer</b> (leisure); <b>mambers</b> (members); <b>dath</b> (date) of birth, etc.

Verb forms	He <b>give</b> us ---. He <b>talk</b> to <b>another</b> people politely. He does not <b>smoking</b> .
Punctuations	--- <b>fuska</b> etc (fuska, etc.). <b>Its</b> a big achievement. He <b>read's</b> in class ten.
Apostrophe	My <b>father</b> name, <b>friend</b> name, etc.
Sentence structures	I <b>will playing</b> . I have been <b>studing</b> here <b>since</b> 10 years. <b>My</b> have four <b>sister</b> . I am <b>17 old</b> . Reading books <b>are</b> my <b>favrit hobbys</b> . I <b>was admit</b> in Quantum Cosmo School in 2015.
Others	I want to be <b>BCS</b> . He is a very honest and <b>trust</b> man.

The mistakes listed in the above table are some of the examples. Some of the students made similar mistakes throughout their writings. Some of the students committed similar mistakes even after drilling to correct the mistakes. However, some students were able to minimize their mistakes through the interventions and practices.

Some lines from the pre-test and post-test compositions (paragraphs) have been composed below in the following table to prove the above statement that students were able to minimize their mistakes.

**Table No. 4**

<b>Pre-test</b>	<b>Post-test</b>
My name is Koshai <b>mro</b> . I'm 14 years old. I am a student of class 9. I <b>like play</b> cricket every day. I am a student of Quantum Cosmo School and College. I am studying in this school <b>since</b> 10 years. Cricket is my best sports to spend my leisure time.	My name is Koshai <b>Mro</b> . I live in Bandarban with my family. I am 14 years old. I <b>am student</b> of Quantum Cosmo School and college. I have been studying here <b>for</b> 10 years ago. I read in class ten in this school. I have got G.P.A. 5 in P.E.C.

The paragraph in the left hand column has some minor mistakes although the composition in the right hand column seems structurally sound although there are also some mistakes. The analysis of the written scripts of the students indicates that the ninth and the 10<sup>th</sup> grade students committed mistakes in the areas of sentence constructions, tense, verb forms, spelling, capitalization and punctuation, use of apostrophe, and number (singular and plural). The researchers are mentioning 10<sup>th</sup> grade students because the ninth grade students who the researchers were working with were promoted to class 10 just after the first intervention. Therefore, interventions were provided to the students of ninth and 10<sup>th</sup> grades. However, they were the same students.

The pre-test and the post-test writing of another student also show the improvement in writing after the four rounds of interventions. Some lines have been placed below for the readers to have an idea about what kinds of improvement happened during and after the four interventions.

**Table No. 5**

<b>Pre-test</b>	<b>Post-test</b>
<p>My name is Sangchin <b>thang bawm</b>. I'm a <b>students</b> of Quantum <b>cosmo school</b>. My age is 17 years. My father name is Melory <b>bawm</b> and <b>mother</b> name is <b>chamleng bawm</b>.</p> <p>My group subject is science. English and science <b>subject is</b> my best <b>favourit</b>.</p>	<p>My name is Sangchin <b>Thang Bawm</b>. I'm a <b>student</b> of Quantum <b>Cosmo School and College</b>. I am 17 years old. My <b>father</b> name is Melory <b>Bawm</b> and <b>mother</b> name is <b>Chamleng Bawm</b>.</p> <p>My group subject is science. I like science and English <b>subject</b>. Science is my <b>best favourite</b>.</p>

Writing in the pre- and the post-tests of another student may support the claim that students' writing skill improved due to the interventions. Pre-test and post-test compositions of another student have been presented below to show the positive change in writing.

**Table No. 6**

<b>Pre-test</b>	<b>Post-test</b>
<p>My name is Thonging Khumi. I am a student of Quantum Cosmo School <b>in class 9</b>. I <b>leave in</b> my family. Our family <b>mambers leave bandarban</b>. Our family <b>have</b> some <b>member suches</b> (such as) <b>father mother</b> and two <b>sister</b> and three <b>brother</b>. My father is farmer and my mother is home maker. My <b>hobbite</b> is playing <b>foot ball</b> and <b>my lajer time like to gerdening</b>. I am a <b>bangladesh</b>. (total words: 69)</p>	<p>My name is Thonging Khumi. I was <b>bron</b> (born) at <b>runtong</b> village in Bandarban district. <b>now</b> I am 14 years old. I read in Quantum Cosmo School. My father's name is <b>mong</b> Khumi and my mother's name is <b>khan</b> Khumi. My best <b>friend</b> name is Mangpong Mro. I like to play <b>football, beatminton</b>. <b>Without</b> it, I like catching fish <b>and hunting, gradaing</b> (gardening). --- (total words: 161)</p>

Although the student in the immediate above table committed many mistakes in the pre-test as well as post-test, it is evident that the number of mistakes committed in the previous writing have been reduced, some new types of mistakes have been committed by the students in the post-test. In every case, the length of the composition is more than the pre-test. Sanchin Thang Bawm could write only 60 words in the pre-test and 140 words in the post-test in the same period of time.

On the other hand, Thonging Khumi could write only 69 words in the pre-test but he was able to write 161 words in the post-test. The above data are evidences of the effectiveness of the process approach to teaching writing. Analyses of the pre-test and the post-test scripts of all the 46 students would provide similar improvement from pre-test to post-test although only the scripts of randomly selected 10 students were considered for analysis.

The facilitating teachers claim from their observation and reading the write-ups by students that students' writing skill improved. One of the six teachers comments in the interview:

Although we do not apply, according to me, the Process Approach is the best approach to develop the English writing skill of the students. Students' writing has developed than before and they are now brave to write a longer paragraph or essay.

The teachers claims in the interview that they are not aware of the Process Approach to teaching of writing. But from their short training by the researchers and observations they have learnt about the approach. They promise to use this approach in teaching writing. Another teacher maintains that students learn many things through this approach as they have to do the writing tasks. He claims:

The process approach has many benefits. Students work joyfully, engage in brainstorming, they identify their own or friends' mistakes, and try to correct them. Teachers provide feedback indirectly and no student feels embarrassed. Students can write longer essays freehand although mistakes are still found in their writings in a good number. However, if this continues, students and teachers will improve their English writing skill gradually.

The participants in the FGI claim that the process approach has many benefits such as word-games improves their vocabulary; learning the uses of tenses, forms of verbs, etc.; making correct sentences; using the appropriate words in the right places; learning to write on uncommon topics, etc. One of the students in a FGI claims:

The process approach has benefitted us much. We can make word games and can play with my friends. We can now write a longer paragraphs. We can correct our writing. Spelling

mistakes have been corrected through practicing again and again. However, we make new mistakes in new topics but that are also corrected through talk with classmates and the teachers.

Similar voices are also found in other FGIs. It indicates that the process approach has positive effect on the development of the English writing skill.

It is worth mentioning that, the researchers engaged the participants in writing on different topics (see the intervention schedules and section 3.7) followed by peer and teacher feedback and editing and rewriting. The researchers' experiences showed that the participants committed same or similar mistakes again and again although the researchers and the facilitators engaged the participants in practices to minimize the mistakes. The above data including those in the tables show that some mistakes were minimized in the post tests (right hand columns in all the three tables). Naima's (2020) claim regarding the writing development is true. She claims that it is difficult to improve students' writing skill in a short period of time. It is also evident in the current study that the students were committing the same or similar mistakes again and again. This might have happened because most students did not take the intervention seriously and that was a new style of learning for them; it might take some time to get habituated to the teaching and the learning style. However, the participants' skill to write longer compositions developed to a great extent which is evident in their writing, interview, and FGI data.

#### **4.3 Challenges to Implementing the Process Approach**

The major challenges to implementing the process approach to teaching writing were visible while the researchers were providing interventions. More specifically, challenges were apparent while the researchers were engaging students in different writing tasks. The challenges also emerged during the interviews with the teachers and the FGIs with the participating students. The challenges include the barriers to engage students in writing practice, peer checking, and editing; large multi-level class; lack of teacher training; and assessment system which favour memorization. The researchers found that there were students from different ethnic groups such as Chakma, Marma, Tonchonga, Monipuri, Morong, Bawm, Hindus, and Muslims. Their caliber was also different and most of the students were from underprivileged and low income families because the school authority admit only those students who are deprived, underprivileged, and orphans. A small number of students could write comparatively better English and some students' level was so low; they were unable to spell many simple words correctly.

One of the facilitating teachers in the interview claims that it is difficult to engage the students in writing practices as they are not habituated in this kinds of activities. He alleges:

None of the students are interested to write on their own; they always prefer memorizing from the textbooks and from other sources. Of course, we tell them to memorize compositions and answers of questions so that they can write correctly in the examination scripts.

He confesses that they (teachers) also do not try to involve students in different writing activities as they are not habituated to engage students and then provide feedback.

On the other hand, another teacher in the interview claims that it was difficult to deal with the large multi-level classes. One teacher maintains that each of the class period is 40 minutes and the number of students in each class is 25 to 30. He maintains:

The number of students in a class is more than there should be and the length of each period is 40 minutes only. Some minutes are wasted in between the periods. In this 40 minutes, it is not possible to go to each of the students. But a good number of students can be reached if we engage students in peer-checking as was done by the researchers.

The researchers could understand that most of the students do not want to get their writing checked by their classmates; they think their classmates cannot check their writing properly or their classmates might underestimate them for their mistakes. They always want to show their writing to the teachers. Students in the FGI also claim that their teachers do not engage them in different writing activities as are being done by the researchers.

Another challenge is that students are not awarded better marks or grades if they write on their own as students' own writing usually has many mistakes, alleges a teacher. Students also claim that teachers do not give them good marks if they do not write from the textbook or any other sources usually selected by the teachers. One student who can write correct English (a small number of mistakes are found in his writing) alleges:

Our teachers always tell us to write from the book. They tell us to write answers from the textbooks and sometimes they write for us to memorize. If we do not memorize, teachers do not give us good marks. In case we fail, we do not dare write in our own words.

Teachers confess in the interview that they were not aware of the strategies of the process approach as they did not receive any training where they could learn about the techniques of the process

approach. They also claim that they were not fully aware of the strategies of engaging students in skill practice activities.

Teachers also confess that they do not have any training on implementing the process approach. However, the claim that they are confident about implementing the process approach from their experiences as facilitators.

If the challenges of large multi-level classes or teachers can be trained so that they can engage all the students in different activities; challenges related to assessment can be minimized through asking teachers to give higher marks or grades to those who write in their own English; and training of teachers can be arranged so that teachers can use the strategies of the process approach in teaching writing, the English writing teaching situation at secondary level may improve.

#### **4.4 Teachers' and Students' Reactions about the Process Approach**

The interviews with the teachers and the FGIs with the students show that they are positive about the process approach to teaching writing. The facilitating teachers and the students like the way the researchers provided general feedback without mentioning the names who committed the mistakes. A student in an FGI claims:

We are not afraid of you. You do not scold us. You tell us our mistakes with a smile. You do not tell who committed the mistakes. This is good. We love it. Please come to our school again. We want to learn English this way.

The researchers as teacher educators always consider mistakes as sources of learning and they believe that one mistake is one step towards learning. It is known from the students that their teachers are not that friendly. However, the facilitating teachers liked the researchers' friendly attitudes towards the learners. The students enjoyed more freedom to work individually, in pairs, and in groups. One teacher makes a comment in the interview:

I will use process approach in my teaching of writing for better learning of my students. Experiencing the process approach is the best time in my life as a teacher. I will use process approach in my teaching as this is an effective approach.

The above data show that the reactions of the teachers as well as the students are positive. The students like the autonomy where they have the opportunity to work on their own. Moreover, they have the opportunity to go through the learning process.

The researchers also understood that the teachers and the students were positive about the process approach to teaching writing. The facilitating teachers expressed their positive feelings regarding the researchers' friendly attitudes towards the students and the participatory approach that was used to implement the process approach. Although there are challenges, the large multi-level classes can be used as resources if the different ability students can be put in pairs and in groups. In that case, the advanced students can help the weaker students and thus they all can improve their own writing skill. Although the teachers and the students were positive about the process approach, the researchers are not sure if the teachers would continue their teaching as was done by the researchers or not. Policy decisions may be required to change the writing teaching style and assessment criteria.

#### **4.7 Conclusion**

The findings of the study show that the process approach is implementable in the secondary level institutions in Bangladesh. Before starting to implement the process approach, the English teachers need to be made aware of the strategies of the process approach. Moreover, the mode of assessment is required to be changed putting more emphasis on own writing, not on memorizing. Teachers should be made motivated to award more marks or higher grades to those writings which are the original creation of the students. The teachers should consciously try to bring back the students to real learning from the usual practice of plagiarism through memorizing compositions and reproducing them in the examination scripts as own creation.

## **Chapter Five**

### **Implications and Conclusion**

#### **5.0 Introduction**

This chapter chiefly deals with the implications and recommendations of the study. It also summarizes the findings of the study and identifies areas for further study. The next section (5.1) summarizes the findings of the study.

#### **5.1 Summary of the Findings**

The current study shows that the secondary English teachers presently use the product approach to teaching English writing and most of the teachers are not aware of the process approach which

has been proved to be effective to develop the English writing skill of the learners (Sun & Fang, 2009; Ebrahim, 2017; British Council, 2020).

It is observed from the pre-test and the post-test during each intervention that the process approach minimizes the learners' mistakes and the students achieve skill to write a longer composition than before. The mistakes related to spelling, capitalization, tense, verb forms are reduced as an effect of the process approach.

The challenges identified from the study are the large multi-level classes, short period of class time, lack of teacher training, and assessment system favouring memorization.

However, the teachers and the students enjoyed the strategies employed in the intervention. As the accomplishment of tasks by the students independently followed by recurrent feedback by peers and the teachers reduces students' mistakes and makes the students confident, the teachers and the students are positive about the process approach to teaching of writing.

## **5.2 Implications**

As the findings of the study have been and will be disseminated to the policy makers as well as the curriculum planners through organizing seminars and publishing an article in an international research journal, the education authority may take initiative to implement the process approach to teaching of English writing at secondary level. If the process approach to teaching of English writing is introduced to the secondary level institutions and assessment strategy changes favouring own English, it is hoped that the English writing skill development at the secondary level will improve.

## **5.3 Recommendations**

Some issues emerged from the study which need to be resolved to smoothen the effective implementation of the process approach. In order to implement the process approach, the education authority can take following steps:

- ✓ Teachers need to be trained in process approach to teaching of English writing so that they are able to utilize the strategies of the approach effectively.
- ✓ Writing in own English should be encouraged and the memorization of compositions and answers should be discouraged

- ✓ As per the curriculum guidelines (NCTB, 2012), classes are of 50 minutes each and in some cases, it may be extended to 60 minutes. The curriculum guidelines need to be ensured.
- ✓ Providing feedback to a small number of students is easier and effective. Therefore, number of students in a classroom need to be kept minimum and the sessions need to be totally participatory. .

#### **5.4 Areas Identified for Further Study**

The study has been conducted in a hill school. Therefore, someone or some organization can take a project where schools from every geographical area will be included. Another study could focus on how to assess students' writing when they write in their own English and they write from memory. Moreover, there could be a study which would focus on the class-time to check if the traditional 40 minutes period is suitable for the process approach or it demands extended class period and if extended time is required, what time for each period would be suitable.

#### **5.5 Conclusion**

The current study tried to explore what approach teachers use to teach writing to secondary students; what effect the process approach has on the development of English writing skill; what challenges are there to implement the process approach in schools; and how students and teachers react to the process approach. In order to explore the areas mentioned, the researchers provided four interventions to 46 students of class nine studying in Quantum Cosmo School and College, Bandarban. The current study is important as the writing skill level of students at secondary level is not satisfactory (Naima, 2020; Ebrahim, 2017) and the process approach to teaching of writing has been proved to be effective (Sun & Fang, 2009; British Council, 2020) to develop the writing skill of the students.

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**Appendices**

**Appendix: 1**

**Write a paragraph on Myself  
(Time: 30 minute)**

**Appendix: 2**

**FGI schedule for the students**

Research questions	FGI questions	Probing questions
What approach do the teachers employ to teach English writing?	1. What do you usually write in English? 2. What strategy/strategies do your teachers employ in teaching English writing skill? 3. How do your teachers provide feedback on your writing?	
What is the tangible effect of Process Approach on students' writing skill development?	4. What are your opinions about the teaching style by the researchers? 5. Which approach of teaching writing is beneficial to develop English writing skill? 6. What kinds of benefits, if any, have you gained from the teaching of the researchers?	

What are the challenges to implementing process approach to teaching of writing?	7. What are the possible challenges to implementing Process Approach? 8. How can the challenges be minimized?	
What are the reactions of the participants (students and the facilitating English teachers of the school) about the Process Approach to teaching of writing?	9. What are your reactions about the Process Approach to teaching of writing? 10. Tell me the better approach in learning to write. Why is that better?	

### Appendix: 3

#### Interview schedule for the teachers

Research questions	Interview questions	Probing questions
What approach do the teachers employ to teach English writing?	1. What writing task do you usually give students in English? 2. What strategy/strategies do you employ in teaching English writing skill? 3. on students' writing? How?	
What is the tangible effect of Process Approach on students' writing skill development?	4. What are your opinions about the teaching style by the researchers? 5. Which approach of teaching writing is beneficial to develop English writing skill, according to you? 6. What kinds of benefits, if any, have your students gained from the teaching of the researchers?	

What are the challenges to implementing process approach to teaching of writing?	7. What challenges, as facilitators, did you encounter during the intervention? 8 How would you provide feedback to all or most of the students? 9. What are the differences between the teaching styles of your and the researchers?	
What are the reactions of the participants (students and the facilitating English teachers of the school) about the Process Approach to teaching of writing?	10. What are your reactions about the Process Approach to teaching of writing? 11. How did your students receive/react to the new approach? 12. Please, tell me the better approach in learning to write. Why is that better?	

#### Appendix 4

### Process-writing Intervention Routine (first intervention)

Quantum Cosmo School & College, Lama, Bandarban

Date: 18/12/2020 – 23/12/2020

Day/Time	9:00 – 11:00	11:00 - 11:30	11:30 – 1:00	1:00 – 2:00	2:00 – 3:30	3:30 – 4:00	4:00 – 5:00
Friday 18/12	Writing about <b>Myself</b>	Tea	Peer checking, feedback	Lunch	Presentation & feedback by students & teachers	Tea	Writing about <b>My Best Friend</b>
Saturday 19/12	Reflection; peer feedback		Teacher's feedback		Writing about POHELA BOISHAK (Class 9-10, Unit 3, Lesson 6)		Peer & Teacher feedback
Sunday 20/12	Observing & <b>writing a composition</b>		Writing & peer checking and feedback by teacher		Peer & Teacher Feedback		Presenting the <b>composition</b>
Monday 21/12	Writing an essay on <b>My Favourite Teacher</b>		Peer & Teacher Feedback		Presenting the essay followed by feedback by peers & teacher		Writing about the <b>favourite poet</b> (Eng Gr & Composition, class 8, Unit 10, Lesson 1, P. 218)

Tuesday 22/12	Peer & teacher feedback		presentation		How to connect sentences and paragraphs		Talking about Beginning, body, & conclusion
Wednesday 23/12	Writing about <b>Myself</b>		Closing				

### Appendix: 5

## Process-writing Intervention Routine (2<sup>nd</sup> Intervention)

Quantum Cosmo School & College, Lama, Bandarban

Date: 21/01/2021 – 23/01/2021

Day/Time	9:00 – 11:00	11:00 – 11:30	11:30 – 1:00	1:00 – 2:00	2:00 – 3:30	3:30 – 4:00	4:00 – 5:00
Thursday 21/01	Welcoming; Verbs & their forms (Conjugation of verbs)	Tea	Making sentences with verbs and peer checking; feedback	Lunch	Presentation & feedback by teachers	Tea	Practising <b>Be</b> verbs & <b>Have</b> verbs (Making statements, questions, etc.)
Friday 22/01	Feedback on the incorrect sentences identified in first intervention		Making sentences using some words, verbs, chunks discussed in the previous session		Using capital & small letters; checking diaries (Students were asked to write diary everyday)		Dealing with spelling with reference to mistakes in first intervention
Saturday 23/01	Number, Punctuations		Write an essay on <b>Natural Beauty of Lama</b>		<b>Closing</b>		

### Appendix: 6

## Process-Writing Intervention III

Quantum Cosmo School and College, Lama, Bandarban

Date: 4/2/2021 – 5/2/2021

Date & day/Time	9:00 -11:00	11:00 - 11:30	11:30 -1:00	1:00 -2:00	2:00 – 4:00
5/2/2021 Friday	Welcoming, Corrective measures to	Tea Break	Corrective measures to the errors and	Lunch Break	Correcting errors, mistakes (Handout II)

	the errors and mistakes in intervention II		mistakes in intervention II		
6/2/2021 Saturday	Corrective measures to the errors and mistakes (Handout II)		Corrective measures to the errors and mistakes (Handout II)		Writing a composition on <b>Myself</b> (150 words)

**Appendix: 7**

<b>Date &amp; day/Time</b>	<b>9:00 -11:00</b>	<b>11:00 - 11:30</b>	<b>11:30 -1:00</b>	<b>1:00 -2:00</b>	<b>2:00 – 4:00</b>
19/2/2021 Friday	Welcoming, Corrective measures to the errors and mistakes in intervention III	<b>Tea Break</b>	Corrective measures to the errors and mistakes in intervention III	<b>Lunch Break</b>	Correcting errors, mistakes, & clarifying the grammar rules
20/2/2021 Saturday	Corrective measures to the errors and mistakes (intervention III)		Writing a composition on <b>Myself</b>		FGI, Semi-structured interview, Closing (Time: 2:00 – 5:00)