Scope of Developing Writing Skill in the Textbook and its Practices in the Classroom at Primary Level in Bangladesh

By

Kazi Faruk Hossain

Registration Number: 222

Academic Year: 2014-2015

[A thesis submitted in partial fulfillment of the requirements for the degree of Master of Philosophy]

Department of Language Education

Institute of Education and Research

University of Dhaka

Dhaka-1000, Bangladesh

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Approval

_____

Supervisor

Md. Fazlur Rahman

Professor

Department of Language Education

Institute of Education and Research

University of Dhaka

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Institute of Education and Research

University of Dhaka

Dhaka-1000, Bangladesh

Declaration

I, Kazi Faruk Hossain, registration number-222, hereby declare that the thesis entitled, **'Scope of Developing Writing skill in the Textbook and its Practices in the Classroom at Primary Level in Bangladesh'** submitted to the Institute of Education and Research, University of Dhaka, Bangladesh, in partial fulfillment of the requirements for the award of the degree of **Master of Philosophy in Education** (English Language Education) is an original research work carried out by me, under the supervision and guidance of Md. Fazlur Rahman, Professor, Department of Language Education, Institute of Education and Research, University of Dhaka.

This is an original work and the results of this study have not been published anywhere else before and all sources of data have been properly acknowledged.

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Kazi Faruk Hossain

M.Phil Researcher

Registration Number: 222

Academic Year: 2014-2015

Department of Language Education

Institute of Education and Research

University of Dhaka

Certification

This is to certify that the thesis, titled **"Scope of Developing Writing Skill in the Textbook and its Practices in the Classroom at Primary Level in Bangladesh"** submitted to Institute of Education and Research, University of Dhaka, Bangladesh, in partial fulfillment of the requirement for the degree of Master of Philosophy in Education is a record of original research work done by Kazi Faruk Hossain, registration number-222, under my supervision and guidance. According to the best of my knowledge, I certify that the thesis has not been previously submitted or published to any other university or institution for award of any degree or any other similar title and proper acknowledgement channel was maintained during the data collection of the study. I further certify that the work is worth submitting for the award of the mentioned degree.

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Supervisor

Md. Fazlur Rahman
Professor
Department of Language Education
Institute of Education and Research
University of Dhaka

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Kazi Faruk Hossain

Dedication

This thesis is dedicated to my beloved parents, and respected supervisor

Abstract

Language is the medium of communication. In the reality of 21st century, peoples' need to acquire communication skills in a language that will enable them to present themselves in the global stage and strengthen their position as global citizens. English is just such an international language that gives a citizen irrespective of the country he/she belongs, the communication skills in this age of globalization. Like every language, English language has four particular skills and writing skills is one of the most complex and productive skills among all four skills of English language. As a foreign language, in Bangladesh, the learners have difficulties in writing like other skills of English language as explored in previous studies. Formal education is a good platform to develop learners' skills of any particular language through practice. Formal education operates according to the curriculum guidelines. Textbook are being used in the classroom for teaching-learning as a main teaching material which are developed according to the curriculum. Classroom practices using curricular materials are the best platform to develop learners' English language skills and writing skills in particular. Hence, the curriculum, curricular materials and the classroom practices must be well developed and aligned to develop quality writing skills. The present EfT textbook are developed according to the national curriculum which was developed in 2012 and the textbook according. Therefore, the key concern of this study is to explore the scopes incorporated in the existing primary level EfT textbook for developing writing skills as well as the classroom practices of writing skills at the primary level education of Bangladesh.

The study was conducted in mixed method research approach following the Parallel research design. Both qualitative and quantitative data have been collected from both primary and secondary sources for the study. The primary sources of data were the classrooms, teachers, and students. The grade-V English curriculum, textbook, Teachers' edition and previous studies were analyzed for secondary data of the study. Both, random, purposive and stratified sampling techniques were followed in the study. Primary data have been collected using classroom observation checklist, semi-structured interview questionnaire, FGD agenda, assessment test questionnaire and the secondary data was collected using the document analysis checklist. The collected data has been analyzed following the concurrent research design method.

Analysis of the data reveal that, the primary level grade-V EfT textbook is developed according to the guideline of the grade-V English curriculum. The curriculum components are prescribed but the teaching-learning and evaluations strategies needed to mention separately. The textbook is articulated with controlled, guided and free writing exercises but most of them are control writing. The LOs aren't prescribed in the textbook along with the lessons. Product approach of writing are mostly prescribed rather than other writing approaches. Only pair-work and group-work strategies are mentioned in the textbook. The strategies of teaching-learning of writing skills are not mentioned separately except planned activities in the curriculum and even in the Teachers' Edition.

Positive classroom practices of writing like, helping learners during writing, provide feedback towards writing avoiding fears of mistakes, exercising various writing items, engage in collaboration work in writing and assessment etc. are observed. Besides, teachers' limitation, unfavorable classroom environment, limitation of hardwires, limitations in the textbook, lack of training, poor monitoring and feedback practices are explored as the barriers of writing skills practices at the classroom. Besides, parents' illiteracy in English, poor socio-economic status, busy schedule, unawareness etc. are the major limitations of the families. Some learners get support from their elder brother or sister, nearby seniors and some of them from the house tutors. But many of them could not get that support. The performance of the learners in writing were explored in different items and the result are found mostly average and below average level.

Based on the findings, the study came up with some recommendations in all aspects of textbook development including suggestions for the curriculum and TE developers, teaching writing skills in the classroom and beyond. Participations of the teachers during the development of the teaching materials are recommended to ensure its feasibility and applicability. Training on overall teaching skills and for writing skills in particular is recommended. The physical getup of the classroom, the hardware facilities should be ensured. Besides, it has been recommended to strengthen family support as parents' consciousness about the care of their children's education at home also crucial for the development of writing skills.

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List of Abbreviation

B.Ed.	:	Bachelor of Education
CW	:	Controlled Writing
EfT	:	English for Today
FE	:	Formal Education
FW	:	Free Writing
GW	:	Guided Writing
Int'l	:	International
M.Ed.	:	Master of Education
MG	:	Mothers' Gathering
MoPME	:	Ministry of Primary and Mass Education
NAPE	:	National Academy for Primary Education
PL	:	Primary Level
SCTL	:	Student Centered Teaching-Learning
TC	:	Terminal Competencies
TT	:	Teachers Training

List of Acronyms

ALM	:	Audio-Lingual Method
CLT	:	Communicative Language Teaching
DPE	:	Directorate of Primary Education
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
GTM	:	Grammar Translation Method
GPS	:	Government Primary School
HW	:	Home work
ICT	:	Information and Communication Technology
ICTE	:	Information and Communication Technology in Education
LO	:	Learning Outcome
NCTB	:	National Curriculum and Textbook Board
PTI	:	Primary Teachers' Training Institute
PTA	:	Parents-Teachers Association
SMC	:	School Management

Chapter One

Introduction

1.1 : Introduction*:*

"Effective writing is an art that has a style and flavour of its own and comes
through practice alone"- Amanullah (2009)

The Importance of English writing skills is remarkable uplifting in the recent years, due to its international acceptance most particularly in smooth communication through sharing of ideas and thoughts in the social, educational, economical, political and many means in our day-to-day life and a means of personal prestige and social status (Anh, 2019; Islam, 2018; & Urbanova and Oakland, 2002).

Writing is the most difficult language skills, the learners including those who are from native English-speaking countries needs careful concentration and regular practice to develop their quality of writing as writing demands appropriate spelling, grammatical structure, punctuation even the use of suitable words which all together effects the overall quality of writing (Anh, 2019; Barman & Basu, 2013). In Bangladesh, the language English is being considered as the foreign language, therefore both the teachers and the learners need collaborative practice to develop writing skills as learners depend mostly on their teacher for necessary guidelines of writing, learners at the govt. primary school level in particular (Hasan, Iqbal & Masum, 2016). EFL learners need a rigorous practice of writing to develop their command of English writing skills (Anh, 2019).

Primary education in Bangladesh therefore the first formal education which is compulsory and free from the government to its primary school-going learners and teaching-learning of English starts from then through CLT (Communicative Language Teaching) approach since 90s and before then, GTM (Grammar Translation Method) was used for teaching-learning of English from primary to tertiary level education in Bangladesh (Kabir, 2015).

Curriculum as the most significant element of education, it indicates the total plan of education which clearly endorse the aims, objectives, contents, methods and strategies of

teaching and evaluation of learning in a document where to select the educational objectives the need of the society, culture and learners are considered with care (Samad, 2015).

Considering the need of the international language English, in the primary level English curriculum, NCTB clearly mentioned the aims and objectives of learning all four skills of English language because of multiple aspects. According to the NCTB prescribed primary English curriculum, the purpose of teaching English at the primary level is, "The purpose of teaching English at primary level is to help students develop competence in all four language skills in English through meaningful and enjoyable activities. The primary curriculum has been revised in the light of the National Education Policy, 2010, which emphasizes learning English for communicating locally and globally. Based on the aims and objectives of Primary Education, the curriculum has set Subject wise Terminal Competencies, Class-wise Attainable Competencies and Learning Outcomes contents, Planned activities of English for the guidance of teachers, textbook writers and teacher trainers" (NCTB, 2012).

The primary level English curriculum developed by NCTB-2012, the global context has been considered carefully hence the CLT method has been emphasized in the curriculum with clear guidance necessary to implement the curriculum efficiently (NCTB, 2012). All four language skills are significantly important, therefore objectives regarding all four language skills are mentioned in the curriculum, where the objective of learning writing skills in the primary level English curriculum is "to write English to describe persons, objects, places and events and to express needs and feelings" (NCTB, 2012).

 Whatever the objectives and instructions are there in the curriculum, it is important to develop a quality textbook and ensure qualified teachers along with the suitable environment to have expected outcomes accordingly to the curriculum as most of the primary level learners found the textbook as the only teaching materials and the class teachers as their only guide of learning (Hossain, Nessa & Kafi, 2015; Kabir, 2015).

Writing as the most complex productive language skill has a significant role in learners' personal life which has the direct impact on the national development as it has a direct role on learners' academic and professional advancement and achievement (Hossain, Nessa & Kafi, 2015).

1.2 : Background

*"The limits of my language mean the limits of my world."- (*Ludwig Wittgenstein)

Language is the media of expressing one's sense of mind. But fruitful expression demands suitable ways of using language. Language is being considered as an important means of communication that enhance peoples' day-to-day social life as well as manage their cultural sustainability as culture and language are interconnected in many ways by generating spatial identity of the people based on the language they use nationally as well as their expression of values and mode of communication (Shirbu, 2015). According to Stalin (1976), languages are social as it generates from society and the existence of a language is not possible without society. Language offers people for exchanging views, ideas, and thoughts in a social setting as well as helps to strengthen bondage among the people by solving conflicts (Rao, 2017). At the present era, living in this globalized world knowing more than one language is a credit which helps to attain a position in the global economy with good communication ability as well as helps to be updated with global economy (Banga & Suri, 2015).

The journey of the English language here in Bangladesh has a long history. Bangla is the mother tongue of the Bengalese but this region (India-subcontinent) was under the British rules for about 200 years since then the language English was introduced in education system along with the indigenous language. The British rulers expected to produce a group of young people, who will be Bengali by birth but will be British in their thoughts and ideologies as they have the intension to dominate the people of this area and to develop their economy through imbibing the economy of the colonies they ruled over. Although, the efforts of using English in education were introduced just after the entrance of the missionaries along with the European traders including the East India Company (Halder, 1992).

The British ruler, therefore instigate very little initiative to develop the indigenous education with Bangla, Sanskrit and Arabic language as part of their political strategic techniques (Halder, 1992). Even after the independence of India and Pakistan under two-nation theory where religion was the only indicator of the division, the necessity of English was also considered but in 1971, after the independence of Bangladesh, to establish the dignity of the

beloved mother tongue bangle, the government decided to increase the use of Bangla in all level of Education after lessening the use of English but the situation changed after the advice from the Bangladesh Education Society to introduce English in education for the greater interest of the nation (Kabir, 2015).

The demand for English as an international language is uplifting in the international community, therefore learners need to have good command over a different aspect of the English language like; listening, speaking, reading and writing to attain the identity of global citizenship. In this 21st century, learners need competence over English to continue their higher studies, to manage a prestigious job or to maintain business in the international market through smooth communication in English (Krishna & Kumar, 2020). Like many other countries, the significance of English in Bangladesh is treated fruitfully through its education system. In Bangladesh, English is considered a foreign language but its importance is rising high for the job seekers as well as for the students of higher education and international trade. (Siddique & Rahman, 2014).

As a foreign language, in Bangladesh, the learners have to learn English language which starts from the very elementary level and compulsory for all up to higher secondary level, those who wants to complete that level, whereas higher education is unthinkable without English irrespective of any discipline. English as a Foreign Language (EFL) in Bangladesh, the learners start learning English where they learn listening first and gradually, they learn about speaking, reading and writing through interactive and fruitful techniques of teaching-learning (Rao, 2019).

The ways of teaching-learning of any particular discipline or content are being prescribed in the curriculum of any particular level and thereby the textbook and other necessary materials of teaching-learning are developed (Samad, 2015). The curriculum as a plan of teaching-learning process contains all necessary guidelines. The prescribed instructions of the curriculum implement in the classroom using different ways of interactions between learners and teacher, where textbook (based on curriculum) is used as the main teaching material (Rai, 2012). Teachers having some guided instructions, facilitates the learners fruitfully in the classroom to make positive change in learner's behavior about the targeted issues where a teacher needs to get a sound preparation which enhances quality classroom teaching-learning that results in quality outcomes by the learners (Dorgu, 2015).

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Writing is a productive language skill and its efficiency and commands develop by the means of mastery in receive and productive skills (Nasir, Meeno & Bhamani 2013). The development of English writing skills is the most complex job not only for the learners to whom English is considered as a foreign language or second language but also for the native speakers' learners (Nigari, 2012). Considering the demand for the perfection of writing, it seems very difficult for the learners of developing their skills in writing in English. ELLs need to place more attention during writing as it requires perfect grammatical structure, spelling, generating and organizing ideas using suitable words etc. which makes writing skills difficult (Rao, 2017). According to Cresswell (2008), to develop accuracy in writing one's need to develop in five stages, those are, printing, drafting, revising, editing and publishing and a good articulation of these five stages leads to maintain accuracy in writing.

Although, development of writing skill is difficult hence the learners need to develop their writing skills as it demands for having higher educational degrees, getting highly paid executive job, getting access in the information and communication technology (ICT) and get access in the global market (Durga and Rao, 2018). English language, therefore, as an international language is a must to learn for the global learners to achieve global citizenship. English is established as a separate and essential discipline of education. The education system of a country develops considering the needs of different issues covered by different discipline. A discipline with well-articulated and organized through suitable contents seems interesting both to the learners and teachers in teaching and learning (Day, 1978).

Quality implementation of a discipline depends on the quality development of the curriculum as it contains all necessary aspects of teaching-learning like; what to learn? how to learn? Which materials will use? how to evaluate? etc. and based on the curriculum a distinct textbook for that particular discipline has been developed, and teachers follow that textbook for classroom facilitation of the learners (Tithi & Hossain, 2013, Samad, 2015, and Mia, 2004). As writing skill is an issue, therefore in the textbook, most particularly in the English textbook, clear instructions are expected to be prescribed to develop writing skills of the learners where along with the guided textbook instructions teachers are expected to create a flexible, easy and interactive and fare-free environment in the classroom to engage the learners irrespective of categories in the classroom teaching-learning activities (Sessoms, 2008; Bauer and Manyak, 2008).

Formal teaching literally takes place in the classroom. Whereas, the major elements of formal teaching-learning are as follows:

Figure 1

Major Elements of Education
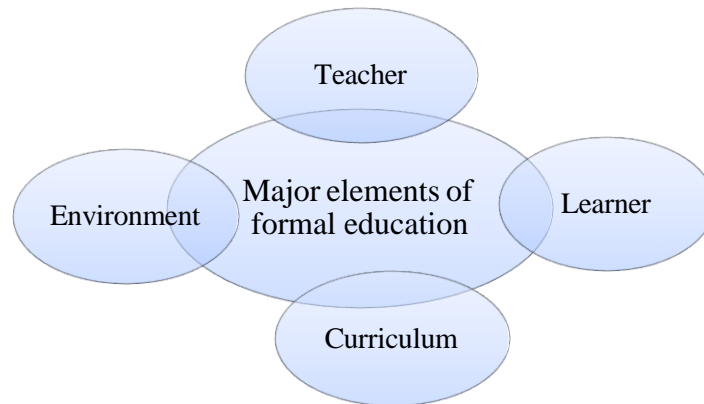
Note. Adapted from Maleque, Begum, Riad and Hossain (2015, p. 37)

All these four elements are closely connected in quality teaching-learning. Writing skill development of the learners, therefore, depends over the elements mostly as the ways of teaching-learning of writing skill should be incorporated properly in the curriculum and the textbook of English will be developed accordingly to the guideline of the curriculum, teachers will facilitate the learners to develop their competence over writing skills following the textbook and curriculum instructions by creating an quality environment which will cover both environment of inside or outside of the schools.

At present era, students writing skills in the English language is not only to enrich their credentials but also necessary for their job settlement (Durga & Rao, 2018). Getting necessary guideline from the curriculum, the teachers are expected to support the learners to develop their writing competence in the English classroom. In classroom practice, teachers have the opportunities of adopting both one–way and two–way task of communication in the classroom, although quality teaching-learning takes place through the second way as two-way task based which is known as a student-centered approach of teaching-learning that enhance mostly to the learners to attain expected learning outcomes by learning by doing approach (Mei, 2010, & Davar, 2012). This study will explore the scopes of developing primary level learners writing

skills development in their textbook as well as the ways how they are getting facilitation by their teachers in the classroom. Learner's skills on writing will also be assessed. The prospects and challenges of the existing primary level English textbook, teachers, and classroom practices will be investigated throughout the study.

1.3 : English writing skills at the primary level in Bangladesh

English writing skill is one of the most essential as well as complicated language skills among the four skills of the English language (Suvin, 2020). Considering the importance of writing skills, initiatives for developing EFL learners' English writing skills have been taken from primary level Education in Bangladesh. Aims, objectives and terminal competencies of teaching-learning of English writing skills are prescribed in the primary level English curriculum developed by NCTB. In the last revised primary English curriculum by NCTB-2012, considering the local and international needs of the primary level EFL learners' and accordingly to the National Education Policy-2010, the objectives and terminal competencies of teaching writing skills prescribed in the curriculum are as the followings:

Objectives:

to write English to describe persons, objects, places and events and to express needs and feelings (NCTB, 2012).

Terminal Competencies of writing skills:

1. to write non-cursive and cursive letters both capital and small.

2. to write cardinal and ordinal numbers.

3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.

4. to write figures for words and words for figures.

5. to use punctuation marks.

6. to use capital letters.

7. to write the names of the days of the week and the months, and to write the time.

8. to write words, phrases and sentences correctly.

9. to take dictation.

10. to write short and simple compositions.

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11. to write simple personal letters.

12. to fill in simple forms. (NCTB, 2012).

As a complete plan of education, in the curriculum, proper guidelines for activities to attain the above-mentioned learning objectives and terminal competencies are also mentioned over the curriculum and those are the followings:

- It has included 'filling out forms', interviews, etc. in the planned learning activities in class-5.

- Some basic routine expressions needed for social interaction have been introduced at every level.

- Emphasis has been given on Listening and Speaking as the foundation on which to develop Reading and Writing skills. Content for pronunciation, stress and intonation have been specified for each class.

- Topics/themes have been suggested in a way that would help students address the needs of real-life situations, for example, authentic texts such as announcements, instructions with or without signs/symbols, medical instructions, etc.

- Suggestions have been made to include audio video materials for the development of Listening and Speaking skills, particularly for pronunciation.

- Planned activities against most of the learning outcomes have been presented in a way to indicate teacher and student activities

- Teacher's Training with prior emphasis on developing Teacher's own language skills has been strongly suggested as what the teachers are expected to do in classroom to involve and engage the students in communicative language activities is directly linked with the teachers' own competence in the language skills.

- Inclusion of the English sound symbols with examples and explanations in the Teacher's Guide has been suggested.

- Suggestion has been made to include a section on sample classroom language in the Teacher's Guide. (NCTB, 2012).

Furthermore, recommendations are made in the curriculum to attain the above-mentioned aims, objectives, competencies and the prescribed activities and those are to maintain logical class size and well management for quality classroom teaching-learning with suitable materials (NCTB,2012).

1.4: Statement of the Problem

The necessity of English is uplifting throughout the world, therefore; in Bangladesh our govt. has been taken enormous steps to make English language learning smoother to the learners. National Curriculum and Textbook Board (NCTB) is working continuously to develop quality materials to enhance students learning of English. As a productive skill, the demand of quality writing skills is increasing in the international arena as it is being considered as prerequisite of many sectors of high-level official jobs and higher education mostly medical and technological education.

But there is a debate among the researchers which parts of language skills develop first among the learners although they agreed that both receptive and productive skills are interlinked and suitable coordination of these skills develops learners' writing skills more fruitfully (Nallivettil & Mahasneh, 2017). As writing is a difficult but productive language skills, therefore, learners for those English as a foreign language, need to learn English from the very early level of their formal education.

In formal education, textbook is considered as a main teaching material (Roy, 2012). The scope of developing writing skills should be available in the textbook through action-oriented exercises called learning by doing and the context of writing should be easy. The facilitators should be skilled with training (Moradian & Rahmatian, 2016). The role of the textbook in developing learners writing skills in English is important and learners of foreign languages needs to develop their English writing skills as well as to enrich their vocabulary for application in writing the language (Allouche, 1996). Textbooks as an authentic material should have proper scopes of practicing writing and the teachers should be capacitated to recognize the needs of the learners. Hence, the activities of writing practices are maintained according to the textbook in the classroom (Cabral, 2004). Therefore, like other textbooks, the language textbook should be developed carefully as it has purposive role in teaching and learning of language skills and the writing skills in particular targeting those to whom English is considered as a foreign language (Jaman, 2013).

In the textbook, especially in the language textbook, the lessons, illustration, and other exercises should have a representational appeal to the learners developing their interest towards writing using real life experiences (Richard, 2012). In language learning, textbook opens the

platform of learning all four skills together offering attractive, interesting and suitable strategies of learning a language, therefore its acceptance is high among the learners (Hossain, 2019).

But a textbook is not only capable to create everything of learning among the learners. A good teacher is a must to present the textbook fruitfully to the learners to flourish their interest towards learning (Scrivener, n.d.). Teachers' role in developing writing skills among the learners is very significant as they work to explain the basics of writing (Turbill & Bean, 2006). A teacher will create a link of writing with other language skills, offer a safe and fear-free environment of writing and develop a sharing opportunity with peers about their writing following writing models or process (Turbill & Bean, 2006). Writing skills need continuous effort under formal teaching-learning process (Nallivettil & Mahasneh, 2017; Myles, 2012). Therefore, both quality textbook and teacher are equally important for teaching any particular subjects or skills. Previous studies have shown that, NCTB revised the primary level curriculum and textbook several times to make the subject interesting to the learners. Teachers are being provided different training to enhance their skills on quality teaching. Different methods and materials are introduced in teaching-learning particularly in writing.

Previous studies reflected that student have difficulties in English writing skills and recommended the ways of developing writing skills. In formal education, textbook is considered as the main teaching aid as used in the classroom. NCTB revised the primary curriculum in 2012 and developed the textbook and materials accordingly. But no research has been conducted yet in Bangladesh regarding the suitability of the newly developed primary level English textbook based on the curriculum 2012 in developing writing skills and its classroom implementation practices. Therefore, this study has been attempted. The curriculum, textbook and teacher's edition developers, English language teachers, teachers' trainers, head teachers and students will be benefitted most particularly in developing writing skills from the findings of the study. The challenges will be well addressed and possible way out will be explored as recommendations.

1.5 : Objectives of the Study

Objectives outline the desired destination of any research study. Relevant previous studies and their research gaps guide the researchers to define the objectives of a new study. In this study, relevant literatures are reviewed and based on the research gaps, recommendations

from previous studies and researchers' personal interest the objectives of the study are developed as the followings.

1.5.1 : General objectives of the study

The cardinal objective of the study is to find out the scopes of developing English writing skills prescribed in the primary level English textbook by NCTB and the classroom implementation of the textbook to attain its intended outcomes. Therefore, specific objectives are developed.

1.5.2 : Specific objectives of the study

Based on the cardinal objective of the study, the specific objectives of the study are as the followings:

1. To explore the existing primary level grade V English textbook instructions of writing on the light of the prescribed primary level English curriculum

2. To explore the suitability of the teachers' edition to facilitate the teachers in teaching writing skills

3. To explore the teaching-learning practices at the classroom to develop students English writing skills

4. To explore the learners' capability to use the writing competencies

5. To identify the challenges of developing writing skills of the primary level learners

6. To find out the ways to solve the issues related to learners writing skills development

RO1 was used to explore the existing primary level grade V English textbook based on the prescribed primary level English curriculum of grade V to find out the opportunities having in the textbook for writing skills development. The reflection of the curricular instructions of writing in the textbook was also explored through this RO1. Document analysis checklist was used to analyze the prescribed primary level grade V English curriculum and textbook. Data was analyzed using both qualitative and quantitative analysis strategies.

RO2 was used to identify the suitability of the teachers' edition of English of grade V for the teachers' and also to perceive teachers' opinion about the effectiveness. A document analysis checklist and interview questionnaire were adopted for this research objective. Both qualitative and quantitative data were collected and the analysis approach was followed by both thematic and statistical analysis.

RO3 was used to explore the real scenario of writing practices at the classroom and how the teachers facilitate and the learners participate to develop their writing competencies using the prescribed textbook of English of grade V. Classroom observation checklist, interview to the teachers, learners FGD was applied here. Both qualitative and quantitative approach of data analysis was applied here.

RO4 was used to look at the capabilities or skills of the learners' English writing skills. To get the condition of writing, an assessment test questionnaire was given as a passage and the students were asked to complete the task. Quantitative data was collected form that process and statistical data was collected from there.

RO5 was used to identify the challenges faced by the learners to develop their English writing skills. The challenges faced by the teachers and the limitations of the textbooks are also explored. Document analysis, classroom observation, interview to the teachers and FGD with the students was applied here. Qualitative data analysis approach was applied here.

RO6 was used to find out the possible solutions to strengthen the writing skills of the learners of primary level. The ways of quality development of the textbook and the strategies for quality classroom practices of writing will also be explored. For this issue classroom observation, an interview to the teachers and FGD with the learners was applied here. Data was analyzed using qualitative data analysis approach.

1.6 : Rational of the Study

English is an international language (Klimova 2013). Learners' writing skills competence on the English language is highly important not only to express their thoughts for communication rather it obvious for pursuing higher education and to have a good job (Klimova 2013 & White, 1986). In Bangladesh, English as a compulsory subject has been taught from the elementary level of formal education (National Education Policy, 2010).

Based on the recommendations of National Education Policy-2010, primary level English curriculum are prescribed in 2012 and organized according to the 'Communicative Language Teaching' (CLT) approach (Milon, 2016, Sultana & Ahsan, 2013). Previous studies explored that, in the real English classroom, teachers mostly facilitate the learners, to make them capable to pass in the examination (Dutta & Bala, 2012). But writing is not for passing in the examination only rather it's a complex process that involves the writer completely to think critically for producing communicative language as well as it helps to shape their ideas into a very logical description (Rahman & Sarker, 2019 & Akter, 2014).

Teachers are following mostly the traditional methods of teaching writing in English at the primary level classroom which are not helpful to the learners to develop their writing skills (Rahman & Sarker, 2019). Following the traditional method, teachers using the textbook for classroom teaching. They read out the lessons from the textbook and use blackboard for writing and asked the learners to copy from the board and at times they provide instruction to the learners before writing (Dutta & Bala, 2012). But the above process of communication is not suitable to develop learners writing skills completely at all (Rahman & Sarker, 2019). Primary level learners need careful and strategic teaching to develop their writing skills from the very elementary level of education to flourish their skills which will enhance their writing ability in all stages ahead (Graham et al. 2012 and Rahman & Sarker, 2019).

The textbook contains number of units where all units are consists of several lessons. In the English textbook, the unit and lesson are organized considering the development of all four skills of the English language. Although the structures of the lesson are mostly like that, reading task is first, then the writing exercises, but whatever the organization style, the textbook provides clear instruction about teaching-leaning issues to meet any certain and predefined educational aims and objectives (Wahab, 2013).

Development of writing skills is linked with the development of other three skills of the English language and together they form a balance language efficiency of a person (Rahman & Sarker, 2019). Therefore, according to previous researches, the development of writing is closely connected to the development of reading (Oshchepkovai & Alkhaldi, 2018). In the classroom, after reading a particular text with explanation, teacher asked the students to write something from the text and following the model of writing of the text. Therefore, the learners need to read

the text again for writing accordingly to the model prescribed in the textbook (Cunningsworth, 1995).

Textbook offer the learners plenty of scope for practicing writing through three level, those are controlled writing, guided writing and free writing (Begum, Parvin, Karim and Begum, 2010). A textbook is used as main instructional materials in the classroom and the teachers imparted quality guidelines to the learners about the ways of writing using the textbook; like summarizing, answering questions, fill in the gaps, matching, narrative writing or explanatory writing etc. (Oshchepkovai & Alkhaldi, 2018). According to Tina (2014), learners mostly depend on their textbook, guide book, teachers note, teachers' skills of facilitation for developing their writing skills. Beyond this, Amin (2020) and Moses and Mohamad (2019), pointed out that in developing writing skills teachers should offer positive classroom environment through motivation and participation. Suvin (2020), stated that the learners have less interest in learning writing skills at the classroom. Besides, Rahman (2021) stated that, gaps are existing in teaching-learning of English in between rural and urban schools. According to Amalia, Abdullah & Fatimah (2021), writing skills development requires available writing exercises, collaborative writing strategies and scope of practicing vocabulary. According to Rozario (2020), developing English writing skills needs effective curriculum and course and quality facilitators is essential to develop learners writing skills. Dipa (2019) stated that the role of the teachers in the classroom as a facilitator may help the learners to develop their writing skills.

The present primary level English textbook is developed according to the National Curriculum 2012. Literature review reveal that, no study has been conducted yet exploring the scopes of writing prescribed in the textbook following the curriculum and its application in the classroom. Therefore, this study is emergent, as it will explore both limitations and possibilities of the prescribed curriculum, the textbook instructions focusing on exercises of writing skills development, the teachers' edition, and the classroom practices of writing to attain the intended outcomes regarding writing.

1.7 : Significance of the study

Writing as an important productive language skill, learners need a proper guideline, quality support, careful efforts and practice to develop their skills on writing. As a foreign language, the development of writing skills in English is not easy and not a matter of automatic

development. Therefore, like proper guidelines or instructions are necessary along with the sincere practice of the learners of the English language especially for those English is a second or foreign language.

The textbook should have proper instructions for the learners considering their age level and the contents and other related issues like grammar, vocabulary and exercises should be easy and interesting with attractive outlooks (Miekley, 2005). Therefore, this study is significant to find out the suitability of the existing English textbook of grade V for developing EFL learners to develop their writing skills. At the same time, through the analysis of the contents and exercises incorporated in the textbook, the scopes of writing skills development are identified and the limitations of the textbook as well as the curriculum and TE are also identified. Besides, it will help the future primary textbook developers to develop a quality textbook minimizing the gaps of writing skills development hence to choose a quality textbook Grant (1987).

As writing is a difficult skill, therefore EFL learners need quality support in the classroom from their teachers to develop their writing skills. The findings from the classroom observation will helps to identify the strategies of writing skills development of the learners in the classroom and the interactions between teacher and learners are also identified along with their strengths and weakness. In Bangladesh, as a foreign language the subject English gets the highest importance in teaching (Sadek, Ahmed & Begum, 2006). Although, special importance is given in teaching English language skills, stills Bangladeshi learners have fear on writing especially elementary level learners due to a few factors like, class size, attractive atmosphere, positive interactions etc. (Sikder,2013). This study therefore explored the real scenario of teaching English writing skills at the primary level grade V English classroom.

The existing challenges of teaching English writing skills from teachers' side and from learners' side are also explored along with the limitations of the textbook and its associated materials. The findings will be helpful to take necessary measures to minimize the limitation from different perspectives.

The opinions of the learners are also explored in this study. The opinion of the learners has endorsed the real practices of writing at the classroom where the difficulties face by the learners in practicing writing skilled are also identified. The difficulties from the textbook are

also explored and the strength and weakness of the support they got from their teacher are also explored.

The challenges of developing learners writing skills are explored. The challenges of the textbook, difficulties faced from the teachers' facilitation, challenges faced from the physical facilities of the classroom and both internal and external factors that have positive or negative impact on developing writing skills are explored properly.

Suggestions are also made for the trainer of the teachers how they will train the English teachers to develop the factors needed for the teachers for effective facilitation as well as development of relevant teaching materials which will support both teachers and learners in the class room (McGrath, 2001).

1.8 : Research Approach of the Study

The study aims to explore the scope of developing English writing skills that exist in the prescribed grade V English textbook developed by NCTB. Therefore, along with the document analysis of both the grade V English curriculum and textbook, the classroom practice of writing at the grade V English classroom was observed, the opinion of the teachers is collected and evaluated and the experience of the learners was also collected and analyzed following the appropriate methods of data analysis using both the qualitative and quantitative data. Therefore, the study was followed the mixed method research approach.

Mostly, in case of some multifaceted research in both social and health sciences, to satisfy the research objectives or questions fruitfully, the combination of both qualitative and quantitative research approach as mixed-method research approach is very significant as it coordinates the both type of data through logical analysis (Laverty, 2018).

Research in both health and social sciences, in many cases, the use of a single research approach whether it is qualitative or quantitative seems difficult to come up with a suitable solution of an answer of the research questions or objectives, therefore the use of most vibrant mixed-method research approach is stirring over the past few years to overcome such issues and to make the study more credible and authentic (Doyle, Brady & Byrne, 2009). The mixed-method research approach is still developing, therefore many researchers suggested keeping the floor open for discussion as the concepts and dimensions of mixed-method research is changing (Johnson, et al., 2007; Tashakkori & Creswell, 2007). Although the definition of mixed-method

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research is still evolving, according to Tashakkori, & Creswell, (2007), the mixed-method research is "research in which the investigator collects and analyses data integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study". In the mixed method research, the combination of both qualitative and quantitative data happens all through the study (Hanson, et al., 2005).

Mixed method research, therefore, demand for the combination of both qualitative and quantitative research questions or objectives, even it should be like that, the boarder objectives or questions should be formed in a mixed manner and later it should break down in necessary qualitative and quantitative parts or the separate questions or objectives as qualitative or quantitative nature should be formed in the mixed method research approach where different tools for both narrative data through interviews, focus groups, document review etc. and numerical data through survey, questionnaire etc., will indicates the nature of the study as mixed method research (Laverty, 2018; Tashakkori, & Creswell, 2007; Creswell, & Clark, 2007).

In this study, the researchers followed both the approaches as parallel mixed method research approach. Here, in the qualitative part, the researcher followed the naturalistic criterion of this approach where the data was collected from the natural settings of the classroom practice of teaching and learning of English writing skills through their activities as well as the for in-depth understanding of the contextual behavior of the teachers and learners in their natural settings in the classroom. For better understanding and more clear data, focus group discussion and interview to the teachers was also followed in the qualitative part of the study, although quantitative data was also adopted through teachers' interview. Qualitative data collection tools mostly satisfy the questions related to why and how the system or phenomenon is working (Islam, 2016).

On the other hand, the quantitative part, the data was collected through a semi-structured interview questionnaire and quantitative document analysis through the Likert scale. A test questionnaire was also used to check the performance of writings of the learners. Through the tools, the numerical data was collected and the analysis was followed statistically. Finally, the gathered and analyzed data in both qualitative and quantitative forms are being triangulated for a complete and more ample picture of the study as well as to make more fruitful implications (Doyle, Brady & Byrne, 2009).

Some research is conducted in Bangladesh regarding the writing skills of the Bangladeshi primary level learners but very few researches are conducted where writing skills of the primary level learners are being analyzed along with the suitability analysis of the grade V '*English for Today*' textbook. Even, in the previously conducted researchers, there are some unscathed issues thate are logically and practically significant are sincerely taken for analysis. English writing skills as a more complex language skill, the difficulties of writing were explored using different tools of mixed method research approach of this study which was suitable to make the complexities clear for further positive action (Sandelowski, 2001).

1.9 : Overview of the Study

The study consists of six chapters. Chapter one, related to the introductory part of the study where the background, statement of problem of the study, objectives of the study, rational, significance, research approach, and key terminologies are described.

In the chapter two, relevant literatures of the previous studies are described where the writing skills, its importance, types, methods, approaches and strategies of writing skills are described. The characteristics of the English curriculum, textbook, teachers' edition, classroom practices of writing skills, teachers' skills, its strength and challenges are also described in chapter two.

In chapter three, the methodology of the study has been prescribed where the nature, research design, research area, population, sample size and sampling techniques, source of data and data collection procedure with data collection tools including the methods, scaffolding of the data, piloting and final data collection, data management, analysis, and maintaining the validity and reliability of the data with ethical issue including the limitations of the study are described in this chapter.

In chapter four, data analysis and presentation have been described. Here, the collected both quantitative and qualitative data from the primary and secondary sources have been analyzed accordingly to the research design of the study.

In chapter five, the major findings of the study are being discussed on the basis of the previous studies related to the concern area of the study. The findings regarding the objectives are properly mentioned in this chapter and then the discussion is illustrated following previous studies and their findings.

In chapter six, the recommendations and conclusion are described. The recommendations are being developed accordingly to the findings of the study. The recommendations are made considering the policy implication and to develop the existing context of developing EFL learners' competency on writing skills in English as well as the limitations and ways of development of the relevant materials are also mentioned in this chapter.

1.10 : Operational Definitions

Audio-Lingual Method (ALM): An oral-based approach of language teaching which is close to the direct method and also known as Army method. ALM refers to the method of teaching foreign language through behavioral reinforcement towards a structured language through repetition. In this method, facilitators support the learners repeatedly until the learners use the correct structure and sound outline of the language (Alemi & Tavakoli, 2016).

Communicative Language Teaching (CLT): Communicative language teaching is an approach of language learning of second and foreign languages, which enables the learners to use a language with confidence in context developing their language ability (Diana, 2014).

Grammar Translation Method (GTM): The Grammar Translation Method is a traditional method of language learning where the grammatical rules are strictly followed to use the foreign language. In English, students who are not native English speakers need to learn the grammatical rules of English language perfectly before using the language through word-for-word translation which is known as grammar translation method and they translate the sentences from their native language to the target language (Rahman, 2012).

Controlled Writing (CW): The type of writing, in which the learners follow the define structure of writing and they did not get any freedom of writing by their choice. Like, fill in the gaps, sentence formation from a table etc. (Zarei & Dodangeh, n.d)

Curriculum: Curriculum is a written document consists of complete plan of education of any particular level or stage of education. The curriculum contains details plan of teaching-learning including the objectives, contents, instructional strategies and evaluation methods of teaching-learning of the particular level for which the curriculum is developed (Ornstein & Hunkins, 2018).

Directorate of Primary Education (DPE): The autonomous government department under Ministry of Primary and Mass Education (MoPME) which is responsible to ensure quality primary education through maintaining and providing quality academic and administrative support in primary schools and its resources (Wikipedia).

Language Teaching-Learning (LTL): Language learning-teaching refers to a situation where the learners get suitable strategies and environment to learn a nonnative language smoothly (Moeller & Catalano, 2015).

English as a Foreign Language (EFL): English is being considered as foreign language to those people where English is not their native language even not commonly used by the community but they learn English due to its importance for curricular and professional purposes as an additional language besides their mother tongue (Hasa, 2018).

English as a Second Language (ESL): English is being considered as a second language, when the language English is used commonly in a particular area other than their mother tongue (Hasa, 2018).

Formal Education: The education system which is educational institution centered and conducted accordingly to the specific management structure, where the age of the learners are very specific is called formal education. Here, the schooling of the learners starts at a certain age and then proceeded steadily (Maleque, Begum, Islam, & Riad, 2015).

Free writing: The type of writing, when learners can write elaborately by their own using their ideas and thoughts without any limitations and any given clue. In this writing, the learners get the opportunity to write accordingly to their choice and interest where only the topics are given to write (Dickson, 2021)

Guided writing: The type of writing, when learners write accordingly to the given model or guidelines. Learners can get little freedom and confidence here of writing. In this writing style, the learners haven't faced as control as in the controlled type of writing. Having guidelines from any model they can write on their own. It's like, writing from the given model or writing from the given clue, etc. (Dieni, 2022).

Group Work (GW): Group work is a strategy of teaching and learning which is beneficial for both the teaches and learners through active involvement, which motivates them in critical thinking and decision making (Rezaei, 2018).

Home Work (HW): An individual task given by the teachers to the students from the lesson taught or to be taught in the classroom to complete at home on their own which offer a scope of practice and also a means of motivation to learning of the learners (Akasheh, Echempati & Sala, 2012).

Information and Communication Technology (ICT): The combination of information technology and communication technology where electronic devices are used to get up-to-date information irrespective of any subject area where the electronic devices also enhance smooth communication within a second throughout the world (Salam, 2019).

Information and Communication Technology in Education (ICTE): The process of integrating information and communication technology in education, where teaching and learning are being benefited through different electronic devices to collect, preserve and disseminate information smoothly related to education (Salam, 2019).

Learning Outcome (LO): The expectation of learning from any particular lesson is usually called the learning outcome. It is expected to be learned by the learners at the end of that particular lesson, class, unit, course or from a program which also open the necessity of those intended learning outcomes in practical of the learners (Greenleaf, Burnet, & Gravestock, 2008). Based on the nature of the learning outcomes, the contents, the teaching-learning strategies, and evaluation strategies are developed and prescribed in the curriculum.

Ministry of Primary and Mass Education (MoPME): The apex institution to ensure quality pre-primary, primary and lifelong education to support the young adult regarding their life skills for quality living (Wikipedia).

Mothers Gathering (MG): The gathering of the mother called *'Ma Somabesh'* of the enrolled primary school learners in a fixed day of every month, to exchange necessary information and guidelines for the best interest of the learners. Mothers are invited as they are more concern about the education of their children. Mothers along with their children join in the gathering (Hossain, 2020).

National Academy for Primary Education (NAPE): An autonomous organization under MoPME, which is responsible to offer in-service training to the primary level teachers, conduct research related to primary level education in Bangladesh is known as NAPE (Maleque, Begum, Islam, & Riad, 2015)

National Curriculum and Textbook Board (NCTB): NCTB is an autonomous organization functions as the apex body for developing and revising curriculum and textbook and others teaching-learning materials for primary (including pre-primary), secondary level (Madrasha, Vocational and Technical) education, and higher secondary level education in Bangladesh (Maleque, Begum, Islam, & Riad, 2015)

Primary Level (PL): The formal education that exists in Bangladesh which is completely free and compulsory for primary school-going children (aged between 6+-11+) in Bangladesh from grade I to grade V (Maleque, Begum, Islam, & Riad, 2015). Although, in the 'National Education Policy 2010', recommendations are made to extend primary education up to grade VIII (NEP, 2010).

Pair Work (PW): When the teacher as a facilitator assigns students together for collaborative work, not only for classroom management rather a suitable way of teaching and learning which is known as pair work (Pushpanathan & Sathees, 2017).

Parents-Teachers Association (PTA): A school-based non-profitable organization formed for the best interest of the learners with the collaboration of the learner's parents and the teachers of the school to ensure quality education (Justin, Ogada & Majawa, 2021).

School Management Committee (SMC): The combination of the parents, teachers, local educationalists, and local authority to make a bridge between the school and the community to make the school more functional through smooth management (Kumar, 2016).

Student Centered Teaching-Learning (SCTL): Within the two-way communication in the classroom when in the classroom the role of the teacher seems as a facilitator and the students found more active than the classroom teaching-learning is called student-centered teaching-learning (SCTL).

Terminal Competency (TC): Competencies as outcomes are the combination of knowledge, skills and attitude which is expected to be attained by the primary level learners at the end of

primary level schooling which a focus to attain same knowledge, skills, and attitudes by all of the primary graduates (Kanon, 2018).

Teacher's Training (TT): The process of enhancing teacher's quality on pedagogical and technological skills through which they can easily use their content knowledge for imparting fruitful classroom to develop the skills of the students (Jehangir & Nasreen, 2020).

Textbook: The fundamental teaching-learning materials which guide both the teachers and students to attain the intended learning outcomes prescribed in the curriculum of any particular discipline (Mithans & Grmek, 2020).

Writing Skills (WSs): A complex communication tool of language through which someone can express and exchange their feelings, thoughts and ideas to others in written form instead of verbal one (Lee, 2015).

Chapter Two

Literature Review

2.1 : Introduction

Literature review is an issue as it requires systematic procedures to follow for avoiding plagiarism (Jennex, 2015) and the quality of literature review largely depends on the quality of the searching process of the related literature (Vom Broke et al. 2009). This searching helps the researchers to look through recent research related to his study and literature review largely helps them to make out the results exerted by other researchers, the methodology they followed, the gaps exist to be researched, the relevant theories and realities, even they get support to develop a framework of both theoretical or conceptual pattern for their own study (Islam, 2015).

Therefore, the following areas was reviewed from the previous study for the clear understanding about the previous research findings and shortcomings regarding the issue as well to develop a comprehensible consideration about the current study. The literatures are being reviewed systematically, considering their sequence regarding the topic of the study. The sequence of literature review was followed accordingly-

2.2 : Writing Skills in English

Writing as a productive skill, among the all four language skills the learners have to pay more attention during writing, because writing seems more difficult than other language skills to the English language learners as during writing to maintain the accuracy of the sentences, paragraphs or essays, the right grammatical structures and spellings is a must (Nunan, 1999; Rao, 2019). Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob, 2014; Mansoor, 2005; Marlina & Giri, 2014; Rahman, 2002). Hyland (2003) believes that performance in language development is subject to improvement in writing skills.

Nunan (1989) stated that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic

background and personal interest of the writer to various psy-chological, linguistic and cognitive phenomena (Dar & Khan, 2015; Haider, 2012).

According to Silva (2006) although the teachers are very much conscious to engage the learners actively in classroom activities but at times it is too tough to identify the learner's mindset. As a result, the teacher wants a learner-centered classroom situation but the learners don't. Therefore, the gap always effects on teaching-learning process in the classroom. Every child thinking is different. The mindset and thinking of the teachers and the learners may not the same in the classroom. If the teachers have the capacity of effective teaching, he/she should apply the possible learners-centered ways in the classroom as well as to support the learners to choose their own way of learning (Freeman & Freeman, 2001). Most of the ELLs, reading and listening seem to be easier than speaking and writing as these two are the productive skills and they need more practice to get mastery over them according to the guideline given by the teachers in the classroom or out of classroom environment (Rao, 2017).

2.2.1 : Definition of Writing and Writing Skills

Among the four language skills of English, writing is considered the most complex skills for the ELLs weather they are EFL or ESL to acquire because of its complexity in grammatical structure, vocabulary, spelling and pronunciation. Furthermore, there is no one to one relationship between the spelling and pronunciation system. Therefore, the ELLs find it difficult to acquire the writing skills. In this context, Widdowson (2001: 62) rightly says, "Writing is the use of visual medium to manifest the graphological and grammatical system of the language". Crystal (2006: 257) says, "Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression". Accordingly, Nunan (2003, cited in Anh, 2019: 75) defines writing as "Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader."

Similarly, Kheirelseed, Adam & Albloly (2018: 3479) states "Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form". They also stated that, "Writing is not a language, but a tool developed by human society" (ibid, 2018: 3479). According to Bloomfield (Cited in Crystal, 1994: 178),

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"Writing is not language, but merely a way of recording language by means of visible marks". In the same way, Olshtain (1991: 235) states, "Writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study". Furthermore, Richards and Schmidt (2002; cited in Rao, 2017) assert that writing is a process which is very complex as it includes about proper planning, sketching for writing, reviewing and finally revising for final products.

The learners of any language find writing is the most complex skill and the same is applied to the learners who learn the English language. Writing in English is considered the most difficult skill because of its complexity in structure (Rao, 2017). Although writing is a complex skill, therefore considering some particular aspects, writing skills seems the most significant language skills, most particularly in communication through information documentation and preservation for developing a good relationship among the past and future with present (Islam, 2018). Similarly, Lee (2015), stated that, writing is purposive in lieu of transferring information using some set of fixed symbols of a particular language to those who are very familiar with that language which enhance communication smoothly even after real time. Accordingly, Kheirelseed, Adam & Albloly (2018: 3479) states "Writing is a medium of human communication that represents language and emotion with signs and symbols".

Various researchers find the difficulty of writing in English for ELLs and they express their opinion about it. According to Negari (2012), writing skills development appears as the most complicated learning skills to the English language learners' weather they are the native learners or second language learners or the foreign language learners. Therefore, writing as a difficult process which needs good command over the language which helps the learners to use the language fruitfully in its written form using the correct form of the targeted language (Kroll, 2003). Writing is difficult therefore it requires continuous practice to develop one's expertise on writing properly (Alghammas & Alhuwaydi, n.d.). Therefore, Richards in (2008) states in his study that, mastery over English language learning skills is a difficult job to the learners from every category and very few learners attain the mastery over the writing skills on English.

It is understood from the above observations that, writing skills irrespective of any language and whoever the learners are (native, second or foreign learners), needs continuous and careful practice to develop their mastery on writing accordingly to the appropriate structure and

rules of that language as writing demands for accuracy. Therefore, the teachers should allocate more time to writing skills in their classrooms so that the EFL/ESL learners can do well in their writing.

2.2.2 : Characteristics of quality writing

Writing is a complex process and a most difficult skill among the all four language skills, where it involves various components that are to be followed by the ELLs in order to prove themselves as a good writer (Barman & Basu, 2013). Writing demands for continuous practice through checking and rechecking to have the correct form of writing using the correct form of grammatical structure, wording, spelling, meaning etc. for maintaining quality in their writing as learners need to learn the ways of quality and accurate writing (Nallivettil & Mahasneh, 2017). Once they know the fundamental grammatical structures and adequate vocabulary, the ELLs will certainly get some moral encouragement to start writing something in English (Nunan, 1989). In this regard, the teachers should demonstrate the learners with some sample writings and train them how to write good sentences in English and how to organize these sentences to make good paragraphs. Writing demands for quality as it's for communication (Rahman & Sarker, 2019). Although, excellent writing depends on multiple things therefore it demands for focus towards a main idea or theme for writing, the central idea should be expanded logically with required examples, among the subsections of the writing there should be maintained the harmony properly with reasonable sequencing and finally the writing should be accurate following the proper structured required for that particular language (Murray & Rockowitz, n.d). Beyond this, different researchers and linguistics mentioned different characteristics of writing in their study. The characteristics of writing are mentioned below:

- Writing as a productive language skill, the writers will create something purposive through their writing which will express particular thoughts, ideas, themes or phenomenon of the writer following the correct form and sequence of writing which will be helpful for smooth communication (Begum, et.al, 2005).
- Writing is for communication and this form of communication is more long lasting than other language skills and it can connects people from different parts of the world of different times, therefore, writing demands understandable and complete message for the readers (Hossain, 2015).

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- Writing skills should follow the specific pattern of writing using capital letters where necessary with correct spelling and most importantly the proper sentence structure should be maintained (Rao, 2019).

- Writing involves critical thinking where the learners need to think before writing about the topic/theme the writer intends to write more exactly of the theme/topic (Akhter, 2014).

- Writing language is everlasting which demand for formal and systematic structure, which need more time to produce than other language skills to express any particular themes or thoughts or ideas using varieties of words, hence it is not very simple in nature (Brown, 1994).

- Writing skills demands for regular but careful practices with time for accuracy, proficiency and confidence (Rahman & Sarker, 2019; Rao, 2019).

Therefore, for the elementary level EFL learners, the teachers need to encourage the learners to follow the characteristics of writing during their writing practices. Unless the teachers teach these characteristics of effective writing thoroughly at the initial stages to the learners irrespective of first, second or foreign language learners of English, later it will be challenging for them to incorporate these characteristics in their writing. Hence, it is the duty of the teachers to inculcate the characteristics to their ELLs while they start writing at initial stages. The characteristics of effective writing according to Rao (2019) are illustrated below:

Figure 2

Characteristics of effective writings

A diagram showing "Effective Writing" at the center connected to: Interesting and Current topics, Rich and Appropriate vocabulary, Right use of punctuation, Continuous flow of thoughts, Variety of gramatical structure, Link ideas coherently, Engage the readers, Use of simple and easy language, Suitable to the readers.
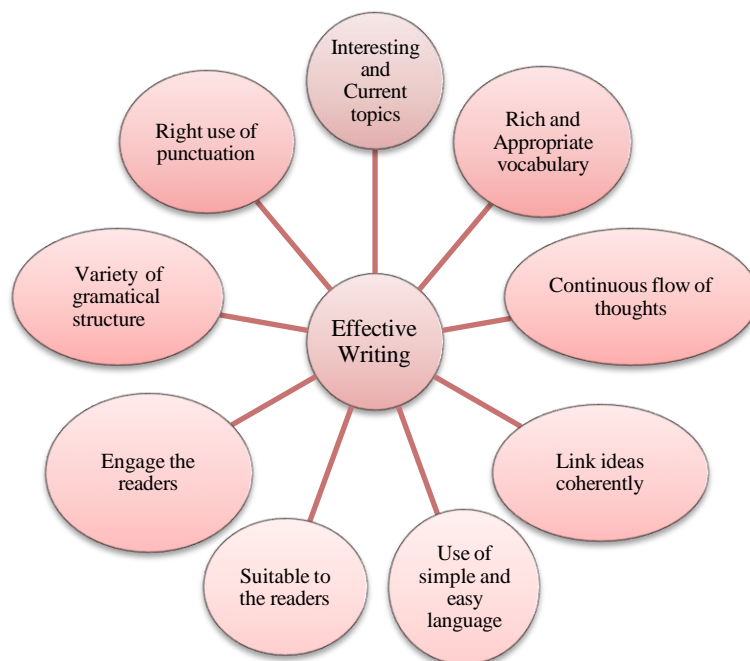
Note. Adopted from Rao (2019, pp. 144)

Writing skills development through effective ways needs continuous support from the teachers most particularly for the elementary level learners.

2.2.3 : Importance of writing

The importance of writing skills in English is immense description as in every spare of our life in both formal and informal communication including education where assessment of the writers made through writing, business and to survive in the globalization era (Islam, 2018; Hasan, Rahman & Masum, 2013; Hyland, 2015). Moreover, the written language enhances the communication in such as way where the possibility of missing any information remains very poor and it easily make a bridge between the past and present event to make any decision in the future even through writing the physical presence of the message sender is not mandatory (ibid, 2018).

Therefore, Klimova (2013), in his research reveals that, writing helps the learners to be productive human resource as it enhances in formal education and prepare them for their professional life as writing develops person's thinking ability and the scope of rethink and regenerate their thoughts through feedback and logical arguments. Higher education and professional development demand for quality writing skills (Walsh, 2010). In every spare of

human life, the importance of writing skills is a vast as written language last longer and preserve the messages i.e., people's thoughts, ideas, etc. in a very organized way through proper revision and feedback even written language help the non-speakers to receive any message easily (Begum et. al, 2005).

According to Kroll (2003), writing skills have positive role on human life in both private and public settings as those who are good in writing are being treated positively by others of their surroundings. The advantage of globalization seems attractive and interesting to the global people through written language as English is as an international language being used throughout the world which help those who are good in writing to adjust with the world through (Rao, 2019). At present, roughly 20% of the world population use English which is the most widely used language throughout the world considering other existing nearly 6500 spoken languages as books regarding higher studies and research reports are in English even international trade & business demands for English language (ibid, 2019). In this globalization world, people's may have multidimensional skills but if they don't have the competence to communicate in the int'l market then their potentialities should be in rein, in these cases English writing ability helps them to transfer their thoughts and ideas even their creative and constructive plans through written language than oral form (Hand et. al, 2007).

Writing skills therefore helps the learners not only to learn new knowledge but also help the learners to express what they achieve as a process of reading or listening or many means for better communication in the society which leads them to have a good position in their life both in academic and professional field (Rietdijk, Janssen, Bergh & Rijlaarsdam, 2018). Job seekers primarily got the advantage of writing through the submission of their cover letter towards the authority and even to pursue higher educational opportunities in both home and abroad in particular, therefore writing skills is very significant for having lucrative job opportunities (Barman & Basu, 2013; Selvaraj & Aziz, 2019). As learners, who are excellent in writing skills, easily they can express any situation using suitable words and true sense; hence they do better in their respective job fields (Dwivedi, 2015, Ibrahim, 2013).

In a nutshell, English as an international language, learner's expertise on all four language skills is significant to lead a complete life in the global village. Among the all four language skills, writing is undoubtedly important to develop learner's literacy skills on English

as well as to express their skills on English through the productive writing skills (Rahman & Sarker, 2019). Therefore, as a productive language skill, writing is significant for better living through academic and professional development.

2.2.4 : Types of writing

Writing is the most difficult language skills (Rao, 2019; Gathumbi and Masembe, 2005), therefore writing has different forms. Every form has it special features. According to Islam (2018), there are basically three types of writing as mentioned in his book '*Teaching English'*, those are as the followings:

1. Controlled writing
2. Guided writing, and
3. Free writing

Besides, Barman and Basu (2013), in their book *'Approaches and Methods of Language Teaching'* stated the types of writing as the followings:

1. Free writing
2. Imitative writing/Writing down/copying
3. Intensive writing/Controlled/Guided Writing
4. Self-writing, and
5. Real writing.

Beyond this, Ong'ondo (2001. Cited in Rao, 2019), classified writing into two main types. He classified writing as the followings:

1. Functional (Basic writing)
2. Creative (Advance writing)

Although, writing is of different kinds, therefore each type has its special features and purposes also as stated by different writers and researchers.

Controlled writing: The type of writing which is not flexible and completely proscribed in using language, easy to practice by the learners, especially those who are in the elementary grade, controlled writing enhance learners writing skills as they found writing as easy and interesting as instructions of writing seems very clear to the learners as the teacher or the guide itself contains clear instruction about what to do actually in writing and the learners have to

perform according to the frame of writing without much more complexities which motivates them in practicing writing more (Islam, 2018; Barman and Barua, 2013 & Hossain, 2015). The writing exercises of controlled writing are mostly like, fill in the gaps from the given words, matching from the table, choose from the alternatives, true/false, rearranging, etc., where the learners need to choose from the alternatives (Islam, 2018).

Guided writing: The type of writing which is more flexible and less controlled in terms of language use, comparing to the controlled form of writing and where the learners have to write according to a given model only following the structure but not as same as the given model (ibid, 2018; Barman & Barua, 2013 and Hossain, 2015). This mode of writing is also interesting and which stimulates the learners in writing about the basic issues like; following the structure of an application letter the learners can practice of application writing, or following the description of a village, the learners can write about their own village etc. Controlled and guided writing are interlinked as in this both type of writing the learners got the scope of following a given structure although in guided the flexibility of using words are more bit available but a clue are being provided which motivates the learners in writing (Barman and Barua, 2013).

Free writing: The type of writing when any clue for writing is not given or provided but simple the topic is given and the students have to write by their own accordingly to their choice as they get highest flexibility and freedom here in using vocabulary, phrases, synonyms etc.; following the correct structure and procedure of writing without any particular bindings but on the given issues (Islam, 2018). ELLs, irrespective of FLLs or SLLs or FLLs need to follow this order to develop their writing skills i.e., controlled writing first, and then the guided writing and finally the free writing to develop their interest and expertise on writing skills as learners faces multiple challenges in writing in their early stage (Rahman & Sarker, 2019). At the free writing stage, the learners get confidence of writing by themselves.

Self-writing: This type of writing is one kind of free writing but here the learner writes by their own choice without any given task by their teachers rather they simple write for their self-interest; like, class notes taking, diary writing, etc (Barman & Barua, 2013). Learners write by their own interest in the classroom or take notes listening from an audio for their self-advantage in soon after their listening.

Real Writing: This type of writing involves in authentic communication through writing in both academic and personal settings when the learners got the scope of writing in a group or in peers or in the workplace (Barman & Barua, 2013).

Functional writing (Basic writing): This type of writing occurs at the very initial level of EL learners. Writing were the learners learning about the pronunciation, spelling and hand writing about English is known as basic writing skills (Rao, 2019). This writing is basically very similar to the controlled writing skills.

Advance writing (Creative writing): This writing arises just the achievement of basic writing skills. Writing skills which involve the use of right grammatical structure, where the logical sequence is followed with correct terms is known as advance level writing or creative writing (Rao, 2019). This writing is close to the free writing style.

Although, writing is in different types, therefore the EFL learners are expected to follow a logical order to develop their writing skill ability considering the complexities of writing. The order should be as the controlled writing first then the guided writing and finally the free writing.

2.2.5 : Approaches and methods of developing writing skills

Learning approaches is a principle of learning, which means the plan adopted for successful learning of the learners in the classroom and it is very effective for the teachers to choose the right approach along with the methods and strategies for teaching of the lesson which enhance the learning processes, considering the demand of the learners most particularly the contents those are complex in nature (Selvaraj & Aziz, 2019). Right learning approaches enhance fruitful teaching and it helps to achieve the targeted learning outcomes. According to Lavelle & Zuercher (2001; p: 375) stated the teaching approaches as "Approaches represents and interaction between the learner and the situation of learning with strategies serving as negotiation link leading to as task outcome". Approaches therefore enhance to attain the intended learning outcomes through the joyful interaction mostly in the classroom teaching-learning situation using learners and content friendly methods and techniques of teaching-learning which motivates both the learners and the teachers towards their work (Selvaraz and Aziz, 2019). According to Lavelle and Bushrow, (2007, p:808) stated approaches of writing as "describe the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ". In English, there are some certain approaches those are followed in writing skills

development. Use of effective writing approaches, positively enhance writing to the learners and use of different approaches offer the opportunity to use multiple methods and techniques of writing which helps the learners to write in different aspect with interest which result seems positive as quality outcomes where particular approach helps to attain writing goals (Selvaraz and Aziz, 2019). The approaches of writing are as the followings:

- Product approach
- Process approach
- Genre approach
- Process-Product approach
- Process-genre based approach (ibid, 2019; Barman & Basu, 2013)

The above-mentioned approaches have their own feature and role on development of writing skills thereby.

- **Product approach:** The product approach of writing is basically an approach, where writing happens through controlled to free mode and its very useful for the EFL learners in giving motivation and inspiration for error free writing as it goes through copying accordingly to the given model or instructions of the facilitator which raise consciousness among the writers about their writings systematically following the correct structure using suitable vocabularies (Tangpermpoon, 2008). EFL learner's gets motivated form the product approach of writing as it gives them the confidence of writing freely from the given model. Therefore, product approach of writing seems helpful both for the learners and the teachers in the EFL learner's classroom (ibid, 2008). Besides, product approach of writing is being considered as an efficient tool of writing as it helps in providing quality feedback which inspires the learners in correct writing (Nunan, 1999 & Saeidi & Sahebkheir, 2011). The product approach is a traditional but model-based approach of writing which is controlled in nature (Barman & Basu, 2013). Product approach although a model-based approach therefore it offers the learners to adopt with the writing processes also as it is a model-based approach and the model helps the learners to follow particular pattern and structure of writing with appropriate wordings, spellings etc. that develop their writing skills (Ghufron,

2018). Even though it significance in writing for the elementary level learners therefore researchers predicts that, this model is not suitable to enhance learners innovative skills on writing as teachers expect the final product should be error free as they will write according to the given model or instructions (ibid, 2018 & Jackson, 2006, Selvaraj & Aziz, 2019).

- **Process approach:** In process approach, emphases are given on the processes to reach at the final stage of any writing task which involves four steps of writing which emphases by process approach and among the steps the first one is the planning and the second one is the drafting and then the thoroughly revision and in final, the editing stage (Selvaraj & Aziz, 2019; Barman and Basu, 2013). Therefore, process approach of writing encourages the learners in creative as it offers the learners to write by their own although it takes more time in writing but flexible and suitable for necessary feedback in every stage of process writing (O'Brien, 2004 cited in Tangpermpoon, 2008, p. 4; Miles 2002 cited in Pasand and Haghi, 2013).

Graham Stanley defines the term process approach of writing (cited by Rao and Durga, 2018) as "*the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself*". Process approach of writing therefore, the student friendly as learners can explore and develop their creativity in writing and utilize their own thoughts and ideas in writing and their writing skills develops gradually having feedback from their peers and get time in writing smoothly (Rao and Durga, 2018). Process approach of writing have multiple stages to develop learners writing skills therefore, Barman and Basu (2013) and Steels (Cited in Rao and Durga, 2018) mentioned eight stages of writing in process approach, those are mentioned in Table 1.

Table 1

Stages of the Process Approach of writing

<u>**Stage 1**</u>	**Idea generating:**	**Which take place through participatory**

	discussion and brainstorming with the non-participant observer role of the facilitator.
Stage 2	**Planning**: Outline about the ideas makes out through brainstorming as note down to judge its quality (Gabrielatos, 2002).
Stage 3	**Mind mapping**: In this stage, learners think about the framing of writing through spider net or other form which help them to organize their ideas in writing through sequence.
Stage 4	**First draft writing**: Based on their mind mapping the learners write the first draft which normally organize in pairs otherwise organize them in groups where they broaden their pre-taken notes or ideas about writing. (ibid, 2002)
Stage 5	**Peer feedback**: Sharing the draft writing with peers, writer learners get necessary opinion regarding where to improve their draft writing.
Stage 6	**Editing:** Accordingly, to the feedback from the peers the writer learners made necessary change of their draft writing for further development.
Stage 7	**Write the final draft:** After editing the writer learners prepare the final draft where required changes are made comparing to the first draft.
Stage 8	**Evaluation of the final draft and feedback:** Once the final draft complete, then finally the teachers evaluate the writing and made necessary correction as feedback if necessary.

Note. Adopted from Barman and Basu (2013)

Process approach of writing thereby are involved in different task through active engagement in pairs or in groups of the writer learners in its pre-writing, during writing and post-writing stages which makes their work more accurate (Barman and Basu, 2013).

- **Genre Approach:** Genre approach of writing is also known as the '"English for Academic Purposes approach" (Silva, 1990: 16-17) or "English for Specific Purposes

approach" (Dudley-Evans, 1997: 151-152)' cited in (Tangpermpoon, 2008, p. 5). Genre approach of writing is also known as the context based social approach of writing as it focuses on specific context considering the purpose of writing to satisfy the particular audience by producing context demand writing (Barman & Basu, 2013, Tangerpermpoon, 2008 & Badger and White, 2000). Genre approach of writing emphases mostly on the need of multiple societal context which enables the learners to use multiple structure of sentences to write in various context (Selvaraj and Aziz, 2019) at the same time, this writing helps the teachers to teach the writers in a way so that the learners can write effectively according to the purpose of the writing (Tuan, 2011). As, genre-based approach mainly focuses on the product of the writing where the learners get the opportunity to satisfy the particular audience and context in their practical life beyond classroom communication (Tangpermpoon, 2008), hence it is good for the elementary level learners, but on the other hand, it has some limitations like it hinders the capacity of the learners regarding the process of writing as it is only context based (Selvaraj and Aziz, 2019).

- **Product-Process approach:** The combination of both the product approach and the process approach is called the 'Product-process approach' of writing where writing start with product approach but later process approach is incorporated for the best understanding of the learners about writing (Pasand and Haghi, 2013). This combination is significant as stated by Bookers et. al. (1990) that, a single approach is not better than the combination of two or more approaches where a learner gets all necessary directions for quality writing and only a single approach may shorten the capabilities of the learners regarding writing, therefore the hybridization is a best. The combine approach of writing helps both the facilitators and the learners in developing quality writing and well understanding about good writing as the learners get support from the fellow mates during their activities of writing in pairs of in groups, because they get instant support where necessary for their writing skills development, hence the combination of both product and process approach should be better in classroom teaching of writing (Tangpermpoon, 2008).

- **Process-Genre based approach:** Process-Genre based approach of writing is the mixture of all three approaches i.e product approach, process approach and the genre

approach in writing (Salvaraj & Aziz, 2019). This approach of writing upholds the total field for writing at a time sequentially as here the facilitators create the social significance of writing of any particular issue by showing its model, then advocate the process of writing through different techniques like brainstorming, discussion etc. for stimulating the learners in writing following the right process about what the learners are going to practice (Tangpermpoon, 2008).

Methods of teaching-learning writing skills

English language learners basically for those who are the EFL or ESL learners used different method of teaching-learning of English hence the writing skills. The commonly known methods of teaching-learning learning of English are as the followings,

- The Grammar-Translation (GT) Method
- The Direct Method
- The Audio-lingual Method
- The Situational Language Teaching Method
- Communicative Language Teaching (CLT) Method
- Content Language Integrated Learning (CLIL) Method
- Task-Based Language Teaching (TBLT) Method
  (Barman & Basu, 2013)

The GT method is the most classical one among the methods of teaching-learning of English also called as the natural method (ibid, 2013). Every method has its own features, strength and weakness. Although, at present era the use of CLT method is mostly used by the practitioners and the EFL/ESL learners, therefore linguists suggested for the blended use of the method in an eclectic form for the best learning outcomes (Barman & Basu, 2013).

2.2.6 : Strategies and Techniques of writing skills development

Strategies in teaching means the specific and helpful plans the teacher generally used during classroom teaching to attain the education objectives fruitfully creating a participatory, interesting, and enjoyable settings in the classroom (Mangal & Mangal, 2014; Afrin (n.d.)). Therefore, effective strategies are helpful both to the facilitators and the learners to attain the educational objectives where in broader sense it helps the total

educational process which has direct impact on the national development. Mangal and Mangal (2014) in their book, titled *Essentials of Educational Technology* define the term teaching strategies as,

> "*Teaching strategies may stand for the plans, means and specific ways especially devised and employed by the teachers for guiding, directing and showing path to the learners for the realization of the set instructional or teaching-learning objectives*" (p.232).

Graham et al. (2012) defines strategies as-

> "*A strategy is a series of actions (mental, physical, or both) that writers undertake to achieve their goals. Strategies are tools that can help students generate content and carry out components of the writing process*" (p.15).

Strategies therefore helps in attainment of teaching-learning objectives; hence strategies are not fixed rather option for diversified use of strategies are open as selection of strategy depends on the nature of the content to be taught and the nature of the learners although strategies are both learners centered and teachers centered type (ibid, 2014). Writing is always a difficult process even though it is in individual's mother tongue, subsequently, writing skills in English most particularly for the EFL learners seems as a multifaceted skill (Anh, 2019).

English writing aptitude seems hard to the learners compare to the receiving skills of English language (Berman & Cheng, 2010); therefore, development of English writing skills needs more concentrative efforts and practices with time where appropriate strategies and motivation is a must to catch the attention of the learners to develop their skills of writing in its various aspects (ibid, 2019; Rao, 2019, Kavaliauskiene, 2010 and Nalliveettil & Mahasneh, 2017). Writing in English, learners face multiple difficulties regarding spelling, pronunciation, punctuation, design, and sequence, therefore efficient strategies are needed to be opt for quality teaching-learning of writing skills of the EFL learners in particular (Rao, 2019).

Researchers stated different strategies for writing skills development of the learners and the EFL learners in particular. Rao (2019), pointed out some strategies for writing skills development of the EFL learners along with the continuous practice, those are the Brainstorming, Discussion, creative process writing, collaborative work,

cooperative work, genre, Games and quizzes on spelling, vocabulary and for sentence formation, interactive group work, pair work, individual work, demonstration, storytelling, role-play, note-taking, assignment strategies etc. (Hossain, Nessa and Kafi, 2015). Sadiku (2015) and Watt-Taffe & Truscott (2000) stated for Brainstorming strategies for writing skills development of the learners.

Alghammas (n.d.) stated for assignment strategies for writing skills development. Rietdijk, Weijen, Janssen, Bergh, and Rijlaarsdam (2018) stated for heuristic, peer interaction, writing through text reading and collaborative writing strategies for the learners. Harmer (2007) pointed out the significance of the collaborative writing in groups which gives extra motivation to the learners for writing actively in the classroom irrespective of the nature of the writing task given to perform. Shrestha (2013) pointed out about the application of pair work in dialogue mode in teaching-learning of English. In collaborative writing, jigsaw strategies should be helpful in developing writing skills of the learners (Rahmat, 2017).

Klimova (2012) stated for feedback strategies for writing skills development. Graphic-organizers and read-aloud strategies are also recommended for writing skills development of the writers along with the instructions or explanation as lectures and discussion (Cole & Feng, 2015).

Anh (2019) and Harmer (2006b) stated in their study that, development of writing mostly emphases through reading therefore the reading strategies is another helpful strategy of writing skills development. Reading from the literature is supportive to develop learners writing skills development as it enhances learners' vocabulary, spelling, structure of the sentences and the sequence of the writing which enhance the free writing skill of the learners (Kheirelseed, Adam & Albloly, 2018). Hasan, Rahman and Masum (2013), also recommended for incorporating literature to enhance writing skills of the primary level learners also in their study.

Nalliveettil & Mahasneh, (2017) affirmed in their study that translation strategy and task-based strategies should be applicable to develop learners writing skills development although they also mentioned the difficulties of using the translation method in writing skills development.

Therefore, researchers suggested for the facilitators to endow with extra care to the learners before selection of the teaching-learning strategies and along with the strategies teachers should maintain incessant motivation to the learners for writing (Rao, 2019). Along with the above-mentioned strategies, Bloomsbury International (n.d.) stated for 10 techniques for developing writing skills of the learners, those are 1) Regular practice, 2) Getting feedback, 3) Enriched vocabulary, 4) Use of supplementary materials for additional support, 5) Checking and rechecking, 6) Use multiple topics for writing practices, 7) Practice of Homework, 8) Collaborative writing, 9) Free writing, and 10) Writing with confidence avoiding the panic of making mistakes.

Besides, writing exercises must have relationship with the real life of the learners (Dragomir & Niculescu, 2020).

Learners, irrespective of their categories (FL/EFL/ESL), they can follow the above-mentioned strategies for developing their skills in English.

2.2.7 : Materials and Aids for developing writing skills of the elementary level Learners

Classroom teaching demands for some tools to make the classroom teaching-learning environment more vivacious, participatory and attractive, which helps the facilitators to make clear the lesson more easily and the learners, can easily achieve the expected learning outcomes of the class. Among those, some tools are obvious to be present at the classroom for teaching-learning like; the textbook, blackboard/whiteboard etc. and some have no obligation to be use but better to use during the lesson work in class to make it more significant, authentic and interesting to the learners which makes the content more attractive like; picture, chart, model etc. The tools those are obvious are known as teaching materials or teaching appliances and the tools those are not mandatory but better to use for the best outcomes from the lesson is known as the teaching aids (Rai, 2012).

In the classroom, the facilitators basically used visual materials, audio materials, video materials and audio-visual materials to facilitate the learners effectively in the classroom (Samad, 2015, Mia, 2010, Rai, 2012, and Mangal & Mangal, 2014). In recent times, facilitators along with the textbook, using ICT (Information and Communication

Technology) tools as for CAL (Computer Assisted Learning) and CALL (Computer Aided Language Learning) in particular where ICT related tools like, Computer/laptop, interactive multimedia, projector, audio devices, internet and writing friendly apps (Grammarly apps) using internet (Rao, 2019), e-communication, social media, television, mobile Phone, blogs, wikis, e-book, interactive whiteboard etc. (Islam, 2018). Lee (2012), Ghandoura (2012), and Alghammas & Alhuwaydi (n.d.), also stated separately for ICT tools for developing writing skills of the writers. Like many other researchers, Anh (2019) stated the importance of suitable materials of writing and most particularly the use of ICT in practicing writing. Many researchers stated about Facebook as an aid to develop learners writing skills which along with the learners helps both the facilitators and the parents also (Rosen, 2011; Lin, 2012; & Ibrahim, 2013). Web based resources are also recommended by some researchers in their study (Nalliveettil & Mahasneh, 2017). Amanullah (2004) stated for using chart, graph, sketch and models as aids for developing English writing skills of the learners. Shrestha (2013) also postulates about the use of visual aids like posters, pictures, charts etc and the audio aids like the speakers, mobile phone, ipods etc. and the impact of using the aids are found positive on students learning. Cole & Feng, (2015) also stated for graphic organizers as a significant tool for writing skills development. Considering the complexities of English writing skills, Rao (2019) stated for using attractive and suitable materials for motivating the learners for writing like use of pictures in writing.

Rahman (2019) found in his study that, English teachers along with the textbook use some aids for fruitful teaching in the classroom diagram, posters, time chart, pictures, flashcards, map, etc. which make the lesson work more attractive and enjoyable which make the classroom fruitful. The use of relevant teaching aids is significant as previous opines that lack of sufficient and appropriate materials hinder the achievement on writing skills of the learners (Hasan et al., 2016).

In a nutshell, effective teaching-learning is difficult to conduct using a single material rather it demands for various materials and aids where the selection and use of the suitable aids depends on the age, interest and need of the learners (Mia, 2004).

2.2.8 : Assessment strategies of writing skills

Assessment strategies helps to identify the achievements of the learners of any particular text or lesson through teaching-learning activities of the classroom and evaluation not only assess the attainment of the learners rather it helps to determine whether the teachers are qualified to facilitate in the classroom and methods, strategies and materials are applied in the classroom are suitable or not (Mia, 2004). Assessment, therefore enhance the complete educational settings by supporting the learners, teachers and the educational administrators to make advance decision about the existing hardware facilities, used materials, strategies and the teaching contents as well (Tapon & Rashid, 2014). Assessment practices helps in multiple educational purposes in reshaping and redesigning the educational plan and programs even for writing skills development program also (Ibrahim, 2013). In education, the performance or achievements of the learners are being assessed and considering the time, the evaluation is classified into two basic types as, 1). Formative evaluation and 2). Summative evaluation (ibid, 2014).

During the class, the teachers generally use couple of techniques to assess the learner's achievement in writing continuously like peer-review in assessment which is very supportive to the learners to enhance their writing practices interest by getting stress less feedback and support from the peers and portfolio assessment which helps the learners in developing their writing ability by strengthening the rapport between the learners and the facilitators (Anh, 2019). Unlike peer-review, Pham (2016) and Anh (2019) stated for group writing than individual work in developing writing skills which offer continuous feedback and confidence to the learners in writing. Although, group work, pair work or crosschecking are suggested but teachers are advised to monitor their activities carefully as they are poor to check the rhetoric form of English most particularly at the elementary level (Richards, 2003). Self-assessment and peer assessment are also suggested to develop learners writing skills in English (Kalipa, 2014).

In Bangladesh, the primary level teachers literally use both the formative and summative evaluation following the instruction prescribed in the curriculum and syllabus hence in the textbook where the summative assessment are carried out through terminal examinations and the formative evaluation are being practiced through different activities in the classroom in a regular basis like, writing in pairs, or in groups and individual checking, group checking, oral practices of spelling or meaning, crosschecking for

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progress (Rahman and Sarker, 2019). But, checking each and every student's writing activities and giving necessary feedback always is difficult due to the big class size and limited class time, therefore some students are being deprived from the classroom to get necessary feedback from their teacher through quality evaluation which is alarming and to overcome this issue collaborative strategy in evaluation should be better to develop writing skills (ibid, 2019, Rao, 2019, Alghammas & Alhywaydi (n.d.)).

As a part of the continuous assessment, teachers can arrange different quizze competition as well as pair and group work activities to improve the skills of writing and as a facilitator teachers should offer continuous feedback to the students of development where necessary (Rao, 2019). Evaluation helps the teacher to find out the issue that, all individual learners are different and their needs are also different, therefore instructions and strategies should also be different for them which come up through evaluation (Alghammas & Alhywaydi (n.d.)). Evaluation is expected to offer positive feedback to the learners to develop their writing interest and skills (Hasan, Rahman & Masum, 2016).

After all, proper evaluation strategies are obvious to identify the progress and limitations of the existing teaching-learning of writing which helps to plan better.

2.3 : English writing skills challenges for the ELLs learners

English, as an international language, although all four skills of English language are significant therefore the writing skills are being considered as the most important skills particularly in the academic aspects (Hazarika & Tai, 2016). Therefore, the EFL learners literally have faced multiple challenges in writing because of its complexities as before and during writing the learners need to main its structure, wording, spelling, sequence, punctuation etc very carefully with time and vigilant practice (Nalliveettil & Mahasneh, 2017; Anh, 2019). At times they feel uneasy due to the phobia of making mistakes and its multiple consequences, which hinders their interest on writing but school education has greater impact on learners writing skills development which offer the couple of scopes to involve in writing in both in the classroom and even out of the classroom context (ibid, 2017; Mosha, 2014).

2.3.1 : Challenges within education institutions

Classroom challenges of writing generates both from the teachers and the learners (Fareed et al., 2016; Aika, 2020). Nalliveettil & Mahasneh (2017) identified some challenges the student is faced in writing in the classroom and those are the nervousness of writing, lack of proper motivation, lack of quality interaction, lack of suitable strategies, lack of training of the teachers, lack of grammar, lack of quality instructional materials, and impact of the learner's native language. According to Hedge (2000), cited from Anh (2019), in the classroom the lowest time are spent in writing which create the difficulties in writing. Anh (2019) stated the difficulties of writing associated through lack of proper methods of teaching and learning, difficulties in generating ideas of writing, insufficient vocabulary, weakness in grammar, insufficient motivation, the impact of native language, limitations of the prescribed course book, lack of materials and aids. Schools have problem with sufficient number of English teachers and materials, although in some cases teachers manage some aids by themselves and at times, they get some aids from the school administration but some teachers are found disinterested to use teaching aids due to their extra case load and lack of necessary fund (Rahman and Sarkar, 2019).

Hasan, Rahman and Masum (2013) pointed out some challenges the students face in the classroom to develop their writing skills, where lack of regular classroom practice of writing is an issue at the same time the irregularities of the learners, poor participation and indifference towards classroom activities are concern (Kalipa, 2014), (Huwari and Al-Khasawneh, 2013) lack of sufficient motivation and feedback of writing in the classroom, lack of quality support from the teacher, lack of suitable classroom atmosphere, apathy on writing, ignorance of the parents are the main challenges of writing skills development of the EFL learners. In the classroom, the positive role of the teacher and student using suitable materials and strategies are important to attain the education expected learning outcomes. Here, untrained teacher is a big challenge.

Untrained teachers and ineffective teaching method are also influential in learners' poor writing skills, which effects on writing skills development adversely. Trained teachers are essential who can develop the writing skill well (Fareed & Ashraf,

2016) but unskilled facilitators are the big concern in writing skills development (Alghammas & Alhuwaydi, n.d.; Hossain, Nesa & Kafi, 2015). Trained teachers can provide them some group work also should come closer to each of the groups to see their performance and mode of work. Whenever these kinds of activities aren't managed well in the classroom then the problem occurs and hampers the teaching-learning process. But if he/she can develop a good planning to manage the classroom situation only then it is possible to overcome the possible challenges from the classroom and trained teacher can do it well (Peterson, 2003). According to Al-khairy (2013), trained teacher can motivate the learners well in writing therefore the training of the teachers is a must. In writing skill development feedback is important and it should come from both the teachers and the peers (Myles, 2002).

Inappropriate teaching-learning strategies, lack of proper feedback and interaction the development of writing skills becomes difficult (Fareed et al., 2016 & Hossain, Nesa & Kafi, 2015). Graham et al., (2012) stated that teachers literally face a problem with checking and providing feedback to all the learners in a class but it seems difficult due to over student and limited time, therefore teachers can motivate the learners for self and peer evaluation but never forget to provide common feedback to the important points. Rico (2014) also pointed out six challenges related to the complexities of writing skills development where the use of teaching-learning strategies, apathy towards using English language, lack of cognitive skills, lack of confidence, language convey, and time allocated for practicing of writing.

Considering the challenges, some recommendations are made by different researchers to improve the writing skills of the learners. Even, in the primary schools, basically in the govt. primary schools there is huge limitation of modern facilities of teaching-learning, training and materials of teaching, i.e., TG (Teacher's Guide), unaware about lesson plan, huge work load, classroom language, lack of subject based teacher etc., which are the great challenges of providing quality support for writing (Hossain, Nesa & Kafi, 2015). According to Miles (2002), learners' attitude is important in writing skills development where negative attitude impede their interest and continuous poor performance creates lethargy on writing English which negatively impact on classroom learning of writing skills.

Along with the above issues, teachers fail to identify individual learners needs of writing difficulties, Anh (2019) stated different ways to overcome the challenges like, use of ICT in teaching-learning of writing skills, impart quality motivation, logically development of the curriculum and other course materials, multiple strategies of writing and aids with suitable assessment techniques. Hasan, Rahman and Masum (2013) to improve the writing skills of the learners and those are, teachers should offer quality training for pedagogies and using of materials and aids in the classroom, classroom size should be maintained accordingly to the guideline of the education policy, learners should be encouraged in writing through motivation, English teacher's classroom should be monitored in a regular basis, practice of grammar should be increased and practice of writing should be increased and practiced of reading for writing should be introduced.

2.3.2 : Challenges beyond the classroom practices

Family, after the classroom is an appropriate place where the learners can practice of their learning activities but the parents must be conscious about the education of their children (Hossain & Rahman, 2015). Family environment is a fact of quality education which is unexpected with a large group that hampers to attain desired learning outcomes as those parents are not sincere about the education of their children, in most cases they are falling behind which create a big difference in achievement among the learners (Rahman & Sarkar, 2019).

On the other hand, in Bangladesh, although many of the parents of the primary school going learners are financially not enough solvent to support their children's needs for quality education, thus many of them want to but at times failed, even most of the parents are not capable to support their children's learning of English or checking their English writing by themselves and in this cases, the learners get support by the elder brother or sister of their family (Babu, Ashrafuzzaman and Begum, 2014). Even family environment is factor, like where the learners have separate reading opportunity they can easily concentrate on their study and positive support from family helps them in developing their skills on English and writing in particular (ibid, 2014). Although, some parents of the govt. primary school learners have some limitation therefore they can contribute by ensuring regular presence in the classroom and can take advice from the

teacher regarding what to do actually at home to support their children through parents meeting (Hossain & Rahman, 2015).

Rahman and Sarkar (2019) recommended for creating awareness among the parents to ensure quality environment at home to practice English at home. Kalipa (2014) stated that, to develop writing skills the learners should practice more reading and for promoting reading among the primary school going children, parents and other stakeholders should be sincere and related facilities like library facility should be offer for the learners as well as parents should be concern about their children's regular schooling, homework for writing practice and whether they have other issues related to teaching-learning.

Role of the SMC members is significant in schools' activities hence the classroom teaching-learning, as they contribute for academic enhancement as well as the administrative development of the schools but mostly the SMCs are not careful enough which impact negatively ultimately to the learner's achievement (Kiprono, Nganga & Kanyiri, 2015).

Use of social media are impacting adversely as learners are using inappropriate vocabulary during their conversation on social network but social network should be good source of developing learners writing skills beyond classroom practices of English writing (Kalipa, 2014). Writing competition is also an issue that should be introduced for the best interest of the learners writing skills development (ibid, 2014). Although, the use of social media among the primary school going learners is a question in Bangladesh most particularly for govt. primary schools located in the rural areas.

To ensure quality writing skills among the primary level learners, the challenges are needed to consider carefully.

2.4 : Curriculum of English

2.4.1 : Definition of curriculum

The curriculum will act as a guide to the learners and to the teachers for their work (Hossain, 2012). The term curriculum has been defined by different educationist. Silva (2009) viewed a curriculum as an emphasis on what students can do with knowledge, rather than

what units of knowledge they have, is the essence of 21st century skills. According to Tanner and Tanner (1980), Curriculum is the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence.

Ragan (1960) defined a curriculum as all the experiences of the child for which the school accepts responsibility. Brown (2006) stated that a curriculum is all the student school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems.

The Indiana Department of Education (2010) explained that curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Dewey (1902) explained that a curriculum is a continuous process of educational reconstruction that should help the child move from his present experience into what is represented by the organized bodies of truth that we call studies which present new experiences to the learner.

Tyler (1949) stated that curriculum is all the learning experiences planned and directed by the school to attain its educational goals. Print (1993) defined a curriculum as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. The above definition clearly indicates that, curriculum contains every necessary instruction and guideline of teaching-learning of a course.

In a nutshell, curriculum indicates detail description about the teaching-learning activities of any level of education including the mission, vision, aim, objectives, learning contents, methods as teaching-learning activities and the ways of evaluation and finally following the curriculum other related teaching-learning materials are developed like, textbook, teachers' guide and also used different teaching aids during real classroom teaching.

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2.4.2 : Curricular components

Development of the components forms a complete curriculum and there are four components of curriculum and the components are as the followings:

Figure 3

Elements of Curriculum
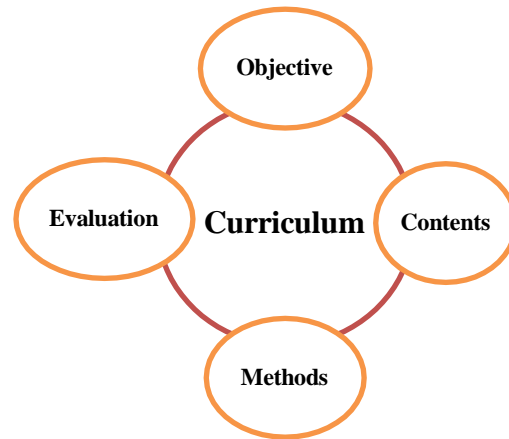
Note. Adopted from Samad (2015, pp. 11)

All four elements are interrelated and during the development of the curriculum the objective content matrix are being followed to make good articulation of the curriculum following the matrix of teaching. Although the elements are interrelated therefore the selection of the objectives are critical as rest of the elements are ornamented accordingly to the objectives (ibid, 2011). Galton and Ralph Tyler (1949) separately mentioned the sources of curriculum objective as cited by Samad (2015) and the sources are the, needs of the learners, culture of both local and international, subject specific expert, educational psychologist and the society.

Although, objectives are clearly express actually what the learners are going to learn or expected to learn, therefore objectives should have some specific features as stated by Marsh (2004) and those are

- It must have scope of learning
- Among the objective, internal consistency is a must as reliability
- Objectives must be grade and age appropriate of the learners as suitability
- The objectives must be valid in terms of knowledge, skills and attitudes

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- Achievability of the objectives should be ensured
- The objectives should focus something specific but nothing vague

Curriculum perform as the fundamental element of education which is not fixed rather its always dynamic as the objectives varies time to time and even place to place considering the interest of the learners (Ewing, 2013). Objective then break down into more specific learning outcomes which emphases more on students' performance as actions to solve any problem (Marsh, 2004). The contents are organized accordingly to the psychological and logical pattern (Samad, 2015).

2.4.2.1 : Curricular components for writing skills development

Writing is a productive language skill (Rao, 2019) therefore in the English curriculum irrespective of primary or secondary level, for writing skills development, all four elements of the curriculum should be mentioned clearly in the curriculum, that means curriculum should satisfy the questions of why to develop writing skills? what to learn for developing writing skill? how to learn writing? and how the achievement of the learners will be assess? And the questions will satisfy the components of the curriculum also.

2.4.3 : English Curriculum at primary level of Bangladesh

Basically, the Govt. of every country has a special department for Education. In Bangladesh, under the Ministry of Primary and Mass Education (MoPME), Department of Primary Education (DPE) is working to maintain a quality primary education in Bangladesh. This department is working with the collaboration to NCTB, BANBEIS, and with other organizations who works related to educational development (Hossain, & Rahman, 2015).

In Bangladesh, NCTB has its responsibility for developing the curriculum and the textbook time to time considering the local and international aspect. During any types of changes the NCTB assign an expertise team to carry out the responsibility. Before making any correction or change the team consulted with different level stake holders about the authenticity and reliability of the newly added objectives or content. In Bangladesh a curriculum for primary level was followed till 2013 that was developed in 2002-2003. Considering the rapid change of the different national and international issues

the NCTB decided to develop a new curriculum for both primary and secondary level considering the best interest of the learners. Beyond this NCTB also developed teachers guide, textbook and different supplementary materials as well as the teaching aids to support the learners in real learning situations.

According to Marsh (2009), development of objectives for the curriculum depends on the learner's choice and capacity for whom the program being designed, the society where the learners belong to and the culture of the learners of its own and others to make the present and future world accessible to them.

Selection of aims and objectives is not an easy job. As aims and objectives indicates the goals of the students, actually where they want to see them after completion of the particular education program as well as what the facilitators or authority (parents/society/state/world) (Samad, 2015). During selection of aims and objectives for curriculum data has been collected from varieties of sources as bellow:

Figure 4

Sources of selection of the objectives of the curriculum
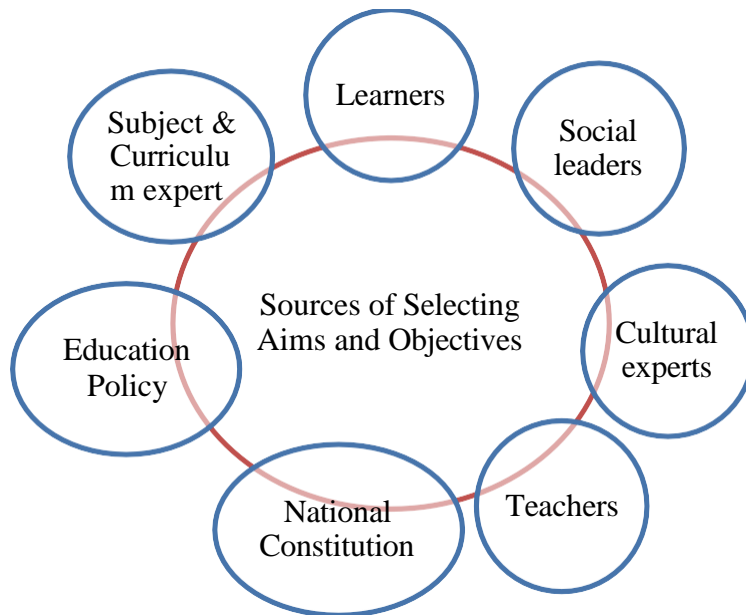
Note. Adopted from Marsh (2004)

In Bangladesh, the primary level curriculum was last revised in 2012 according to the recommendations made by new education policy, 2010. In the newly revised curriculum, it has a very good characteristic that-

-here, the terminal competencies have been redefined and re-arranged

-learning outcomes and class-based planned work are written in a completely new way. In contrast to almost all learning outcomes, planned work has been provided which was formerly the job of the teacher but in the present curriculum it has been given to the practice of the students.

-in order to make the content easy to understand and the child can understand it with pleasure, without having no memorize it, instructions have been given for the learning method, planned work and instructions for the writers and artist.

-the burden of content has been greatly reduced and the curriculum has been formulated keeping in view the needs of the age and the realities of the 21st century. (NCTB, Primary Curriculum,2012)

According to the prescribed primary level English curriculum, emphasis has been given equally on every four skills of language learning. During its development, it was being considered that, students should be built as they can manage the global society and changes. According to the curriculum, (NCTB, 2012) the new English curriculum has taken the word 'globally' into consideration and hence set the teaching-learning activities in a more global context.

Earlier part of this report it was mentioned that, curriculum development for any particular subject or course followed by the process of selection of 'Objectives'. Hence the objectives of teaching English at the primary level are as follows:

To understand simple commands/ instructions/ requests and carry them out.

- to speak English to talk about day-to-day life and fulfill communicative functions.
- to read and understand different types of texts appropriate to the learners' ability level.

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- to write English to describe persons, objects, places and events and to express needs and feelings.

The new English curriculum has taken the word 'globally' into consideration and hence set the teaching-learning activities in a more global context.

- It has included 'filling out forms', interviews, etc. in the planned learning activities in class-5.

- Some basic routine expressions needed for social interaction have been introduced at every level.

- Emphasis has been given on Listening and Speaking as the foundation on which to develop Reading and Writing skills. Content for pronunciation, stress and intonation have been specified for each class.

- Topics/themes have been suggested in a way that would help students address the needs of real-life situations, for example, authentic texts such as announcements, instructions with or without signs/symbols, medical instructions, etc.

- Suggestions have been made to include audio video materials for the development of Listening and Speaking skills, particularly for pronunciation.

- Planned activities against most of the learning outcomes have been presented in a way to indicate teacher and student activities.

- Teacher's Training with prior emphasis on developing Teacher's own language skills has been strongly suggested as what the teachers are expected to do in classroom to involve and engage the students in communicative language activities is directly linked with the teachers' own competence in the language skills.

- Inclusion of the English sound symbols with examples and explanations in the Teacher's Guide has been suggested.

- Suggestion has been made to include a section on sample classroom language in the Teacher's Guide. (NCTB, 2012)

Considering the objectives, the terminal competencies for learning English for all four language skills has been prescribed in the primary curriculum. In this study, the terminal

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competencies of writing skills will only be considered. According to the NCTB 2012, the terminal competencies for writing of primary level learners are as follows:

- to write non-cursive and cursive letters both capital and small.
- to write cardinal and ordinal numbers.
- to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
- to write figures for words and words for figures.
- to use punctuation marks.
- to use capital letters.
- to write the names of the days of the week and the months, and to write the time.
- to write words, phrases and sentences correctly.
- to take dictation.
- to write short and simple compositions.
- to write simple personal letters.
- to fill in simple forms

(NCTB-2012)

Based on the terminal competencies class-wise achievable competencies for all four language skills has been prescribed in curriculum. In this study, the class-wise achievable competencies for writing of class-V will only be considered and will be analyze accordingly. Therefore, the class-wise achievable competencies for writing of grade V are mentioned in the following table 2.

Table 2

Terminal Competency based class-wise achievable competencies

Terminal Competencies	Class-wise achievable objectives (Class V)
1. to write non-cursive and cursive letters both capital and small.	
2. to write cardinal and ordinal numbers.	2.1- to write cardinal numbers 1 to 500 in figures. 2.2- to write ordinal numbers up to 20th.

3. **to write words, phrases and sentences using non-cursive and cursive letters both capital and small.**	3.1- to write sentences using non cursive and cursive capital and small letters.
4. **to write figures for words and words for figures.**	4.1- to write cardinal numbers up to 100 both in figures and in words. 4.2 -to write ordinal numbers up to 20th both in figures and in words.
5. **to use punctuation marks.**	5.1-to use full stop, comma, question mark and exclamation mark.
6. **to use capital letters.**	6.1- to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks.
7. **to write the names of the days of the week and the months, and to write the time.**	7.2- to write the time (hours and minutes) and mention a.m./p. m, half past, quarter past, quarter to, etc.
8. **to write words, phrases and sentences correctly.**	8.1-to make sentences using words and phrases, following instructions.
9. **to take dictation.**	9.1-to take dictation of short and simple paragraphs.
10. **to write short and simple compositions.**	10.1- to write a short piece of composition by answering a set of questions. 10.2- to write short compositions on familiar objects, people, places, events, etc.
11. to write simple personal letters.	11.1- to write simple letters to friends and relatives.
12. to fill in simple forms.	12.1- to fill in simple forms about oneself and others.

Note. Adopted from NCTB (2012)

As, curriculum is a complete plan of education, therefore the English curriculum of Grade V provides the details description/process of teaching English in the classroom. The complete instructions for developing writing skills of English of the learners of Grade V as prescribed in the curriculum as mentioned in table 3.

Table 3

Curriculum instructions for writing skills development of grade V

Terminal	Attainable Competencies	Learning Outcomes	Contents	Planned Activities	Illustrators	Instructions for writers/
1						
2	2.1	**Students will be able to:** 2.1.1 write cardinal numbers 1-500 in figures 2.2.1 write ordinal numbers up to 20th	Cardinal numbers 1-500. Ordinal numbers up to 20th.	**T. activities:** Teacher writes cardinal and ordinal numbers on blackboard. **Ss. activities:** Students practise.	Cardinal numbers 1-500. Ordinal numbers up to 20th.	
3	3.1	**Students will be able to:** 3.1.1 write words, phrases and sentences using non-cursive capital letters. 3.1.2 write, words, phrases and sentences using non-cursive small letters. 3.1.3 write words, phrases and sentences using cursive capital letters. 3.1.4 write words, phrases and sentences using cursive small letters.	Words, phrases and sentences using cursive and non-cursive capital and small letters.	**T. activities:** Teacher presents words and phrases, monitors, corrects and checks as students write sentences. **Ss. activities:** Students write words and make sentences using non-cursive and cursive capital and small letters.	Provide suitable models.	
4	4.1	Students will be able to: 4.1.1 write cardinal numbers up to 100 in figures and in words. 4.2.1. write ordinal numbers up to 20th in	Cardinal numbers Up to 100 both in figures and in words.	**T. activities:** Teacher shows numbers in both figures and	Provide suitable models.	

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		figures and in words.	Ordinal numbers up to 20th both in figures and in words.	words. **Ss. activities:** Students read and copy.	
	4.2				
5	5.1	Students will be able to: 5.1.1 use full stop, comma, question mark and exclamation mark.	Sentences and Passages with Punctuation marks. e.g., full stop, comma, question mark and exclamation mark. Passage without punctuation marks.	**T. activities:** Teacher uses textbook, shows and explain punctuation marks on blackboard. **Ss. activities:** Students read with proper stress and intonation recognizing the punctuation marks. Students put correct punctuation marks in a passage. **T. activities:** Teacher reads out texts. **Ss. activities:** Students write the punctuation marks.	Show punctuation marks by giving suitable examples, sentences and texts.
6	6.1	Students will be able to: 6.1.1 use capital letters for sentence beginnings. 6.1.2 use capital letters for proper nouns. 6.1.3 use capital letters for the beginnings within quotation marks.	Texts highlighting capital letters for sentence beginnings, proper nouns and quotation marks in a paragraph. Texts with capital Letters missing.	**T. activities:** Teacher explains use of capital letters and gives examples. **Ss. activities:** Students use capital letters in a given texts.	Use suitable texts with examples.
7	7.1 - ---	Students will be able to: 7.1.1 ------ 7.2.1 write the time (hours and minutes)	Different clock faces showing different times	**T-activities:** Teacher monitors and helps.	Give illustrations of clock faces with different

		and mention a.m./p.m, half past, quarter past, quarter to, etc	with blank spaces below.	**Ss activities:** Students read the clocks and write the time under each clock faces. Ss work in groups, pairs and individually.	times (hours and minutes).
8	8.1	Students will be able to: 8.1.1 make sentences using words and phrases given in the textbook.	Familiar words and phras es to make sentences. Make sentences according to instructions. e.g. questions, negative statements, etc.	**T. activities:** Teacher presents words/phrases from textbook or some common familiar words and phrases. **Ss. activities:** Students write sentences with them.	Use example Words and Quotation marks.
9	9.1	Students will be able to: 9.1.1 take dictation of short and simple paragraphs.	From text	**T. activities:** Teacher dictates slowly and clearly. **Ss. activities:** Students take dictation.	Indicate which texts to be used for dictation.
10	10.1 10.2	Students will be able to: 10.1.1 write a short piece of composition by answering a set of questions. 10.2.1 write short and simple composition on familiar objects such as people, place and events.	Compositions by answering questions. Compositions on set questions. Model compositions. Suggested topics: natural calamities, national days, festivals, town and village life, etc.	**T. activities:** Teacher asks students to answers the questions/ use given clues. **Ss. activities:** Students write composition by answering questions/using clues.	Short composition on familiar topics and questions are to be given.

11	11.1	Students will be able to: 11.1.1 write simple letters to friends and relatives.	Model personal letters to family / friends	**T. activities:** Teacher shows a model letter and indicates parts of it. **Ss. activities:** Students read the model and write similar letters.	Model letters with indication of parts to be included.
12	12.1	Students will be able to: 12.1.1 fill in simple forms about oneself and others.	Forms with personal information to be filled in or given tick for the right information by the students (with given/known information).	**Ss activities:** students read the forms and fill in the blanks with missing information. **T. activities:** Teacher monitors and guides.	Give appropriate forms for students to give information.

Note. Adopted from NCTB (2012)

According to the newly prescribed primary English curriculum,

> The purpose of teaching English at primary level is to help students develop competence in all four language skills in English through meaningful and enjoyable activities. The primary curriculum has been revised in the light of the National Education Policy, 2010, which emphasizes learning English for communicating locally and globally. Based on the aims and objectives of Primary Education, the curriculum has set Terminal Competencies, Class-wise Attainable Competencies and Learning Outcomes for the guidance of teachers, textbook writers and teacher trainers. (NCTB, 2012)

In the primary English curriculum (2012), there are some objectives for the English language teaching-learning in a communicative learning approach. The following objectives are related to develop the writing skill of the learners.

- To write English to describe persons, objects, places and events and to express needs and feelings.

Beyond this, in the curriculum there are also some objectives for the development and maintenance of the teacher's performance. The objectives are-

- Teacher's Training with prior emphasis on developing Teacher's own language skills has been strongly suggested as what the teachers are expected to do in classroom to involve and engage the students in communicative language activities is directly linked with the teachers' own competence in the language skills.

- Inclusion of the English sound symbols with examples and explanations in the Teacher's Guide has been suggested.

- Suggestion has been made to include a section on sample classroom language in the Teacher's Guide. (NCTB, 2012).

Teaching and learning cover a range of topics, including the development and analysis of intended curriculum and textbooks, curriculum transformation and connections from the intended to the achieved, teachers' use of curriculum materials for developing classroom instruction, and teachers' learning from curriculum materials, thereby curriculum is significant and the proper use of curriculum to enhance the attainment of learning outcomes depends on the interest and choice of the teacher (Kulm & Li, 2009).

2.5 : Textbook of English

The textbook is one of the major tools in the hands of a language teacher especially foreign language teacher (Deuri, 2012). Textbook is such a teaching-learning materials on which the learners and the teachers are mostly dependent for knowledge dissemination and accordingly which the learners practice to enhance their skills regarding targeted objectives or outcomes (Trisha, 2016). Textbook build a good collaboration between the teacher and the learners in the classroom therefore modern concept, textbook should not be the only materials used in the classroom to enhance teaching-learning rather supportive other materials and aids should be used for better achievement of the learners, in a nutshell textbook is obvious but never be the only materials to teach the learners in the classroom (Rai, 2012).

Although, debates about the importance of textbook in language teaching-learning are exist but textbook provides a structure to attain all four skills of the targeted language (Trisha,

2016). A language can be learnt without any textbook, but that may result in unnecessary repetitions. If a language is taught without a textbook there may be significant omissions also. There would be lots of waste of energy and time. The progress will be less planned. If a textbook is properly planned and utilized then it will be a useful tool for both the teacher and student (Roy, 2013). Rishard (2012) stated that English language textbook for the EFL learners is important as it contains varieties of activities which positively enhance the learning of the learners. In school education, particularly for language, teaching-learning is possible using only the textbook but without it, the situation should be difficult as textbook indicates the starting point of teaching-learning for the student and teacher irrespective of the learner's weather they are the native learners or foreign language learners or the second language learners (Trisha, 2016).

Deuri (2012) stated the effectiveness of a good textbook in teaching-learning process and those are:

- It provides clear intention of teaching-learning of any particular subject area
- It helps both the teacher and the learners to avoid any haphazardness and unnecessary repetition of the contents and topics.
- Its facilities students learning by providing interesting and attractive lesson and exercises.
- Its emphases on the cultures to be habituated for practical living.
- It offers multiple ways of learning and develop skills of the learners
- It motivates the learners to learn news concepts and ideas through exercise.
- It helps for practicing writing skills development.
- It helps for developing learners' language experience.
- Textbook not only help the learners but also guide the teachers about what to do actually in the classroom for quality teaching-learning

Textbook has couple of advantages in teaching and learning hence Clark and Starr suggested to notice some characteristics of a textbook to be implemented to attain its educational objectives as cited by Rai (2012, p: 292-293), those covers both the academic and physical aspects of the textbook. Those are:

- The time of publication of the books should be noticed carefully for update knowledge
- The writer's credential and skills should be carefully taken into consideration for expertise
- The reflection of the curricular instructions should be noticed carefully weather the textbook is capable to attain the targeted learning outcomes prescribed in the curriculum of that particular grade
- Weather the contents are organized accordingly to the maxim of teaching, hence following the psychological order
- The content incorporated in the textbook should be error free
- Instructions should be prescribed clearly in the textbook actually, how the targeted learning outcomes will be attained.
- Language used in the textbook should be easy and learners age and level based
- Contents should be selected with a logical alignment with the learner's prior knowledge and real-life related issues should be incorporated in the textbook
- Contents and exercises should have the scope to uphold learners' creativity
- Necessary illustration should be incorporated in the textbook to support learning to the learners.
- The printing of the textbook should be clear and error free
- The page quality should be fine
- The bindings of the textbook should be hard and outlook of the textbook should be attractive.

  (Rai, 2012; p:292-293)

Beyond this, a good English textbook contains some characteristics. Those are like; adequate subject matter, vocabulary and structure, exercise, illustrations, style of writing, contents proportion and order should be logical (Deuri, 2012). In Bangladesh, NCTB developed textbook and all primary schools follow the same English for Today textbook for teaching English of the learners (Farooqui, 2008). Therefore, the researcher in her another study explored the characteristics of the new English textbook as follows:

- Having scopes for developing all four language skills in the textbook.
- More emphases are given on the listening and speaking skills.

- Lessons are designed in such a way, where different strategies are incorporated properly to make the lesson participatory and interesting, and among the strategies pair work and the group work are very common.

- The contents prescribed in the textbook are covered different areas those are related and useful to enhance learners' real-life situation and context.

- To motivate the learners in the teaching-learning of English, necessary illustrations are incorporated in the book.

- Textbook are developed accordingly to the CLT method where separately no grammar is taught but incorporated within different text and exercises.

- Textbook are prescribed and instructed to use English thoroughly in the classroom and no scope of using mother tongue.

(Farooqui, 2006; cited in Farooqui, 2008, p: 194)

The prescribed textbook is developed accordingly to the CLT method and the text and exercises are learners friendly and suitable to use in real communication focusing on the development of all four skills of English language, but some constraints still a challenge to implement the textbook fruitfully like the limited class time with a large class size, the consequences of examination and the poor skills of the learners on English (ibid, 2008; p: 205-206). Similarly, Ansary (2012) stated that in Bangladesh the constraints of implementing CLT are related to limited time, lack of training of the teachers and lack of materials. Again, Sultana and Ashrafuzzaman (2016) stated that teachers' skills regarding classroom organization, lack of training regarding pedagogies and technological skills are also challenging to conduct quality classroom teaching of English.

The textbook of grade V English was analyzed accordingly to the above-mentioned criteria of the textbook following the retrospective evaluation as the textbook is already being used in the classroom for a period of time (Mukundan, 2007), which will help to evaluate its suitability to implement the prescribed primary English curriculum particularly of writing skills and to enhance grade V level learners writing skills development even to identify the limitations of the textbook.

2.5.1 : Textbook Evaluation

According to Grawnland and Leen (1990), evaluation is a systematic process of collecting data, analysis and interpretations of the collected data to judge the suitability to attain the target objective of the evaluated item. Textbook evaluation is also a process of systematic action to judge the efficacy of the textbook as a teaching-learning materials to the targeted learners to attain their education goals as well as which support the policy makers, material developers, teachers, trainers and administrative bodies to make decision considering the strength and weakness of the material textbook (Tomlinson, 2010). Learners, especially for the EFL learners, the textbook must have the characteristics to satisfy the learners with easy and interesting lesson and exercises to keep their attention as well as motivation high as anything dull and uninteresting can easily create boredom among the learners although the textbook are developed accordingly to the systematic procedures (Cunningsworth, 1995). Therefore, the following guidelines are prescribed for textbook/course book evaluation by (Cunningsworth, 1995; p:15-17). The guidelines are:

- Weather the textbook gratifies the aims and objectives of program to satisfy the needs of the learners
- Weather the lessons or exercises incorporated in the textbook are suitable to use in their real-life situation, hence outside of the classroom.
- Weather multiple strategies and methods are prescribed in the textbook to facilitate learners learning activities by offering flexibilities in choosing strategies and methods.
- Weather the textbook has clear instruction about what to do, through which the teachers/facilitators will easily able to facilitate the learners in the classroom.

Evaluation of a textbook is also significant to identify weather the textbook is suitable to develop learners writing skills. Writing as a productive skill (Hasan, 2009, Rao, 2019, Rahman & Sarkar, 2019 and Ahmed and Ismail, 2019), in the textbook writing exercises are mostly controlled and guided type but some exercises of free or semi-free are also found (Cunningsworth, 1995). Therefore, evaluation of textbook for its suitable to develop learners writing skills development is important and during the evaluation the following items should better to notice carefully.

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- All writing styles are properly incorporated to practice in the textbook
- Weather the textbook satisfies the characteristics of communication mode of language teaching-learning.
- Variety of writing task are incorporated in the textbook
- Variety of writing strategies are prescribed in the textbook
- Exercise of paragraph writing in both guided and free writing are prescribed
- Use of different items of English language are well prescribed
- The use of accurate use of English are emphasized clearly
- The lessons, exercises and illustrations are suitable to motive learners' interest towards writing
- The probation of reading for writing are available in the textbook
- Weather the exercises represents the gender balance

(Cunningsworth, 1995; p:84)

Excellent quality of a textbook is a must along with some teaching aids to provide quality education to the learners for English like many other subjects (Deuri, 2012). Along with the academic aspects the textbook must be sound in physical aspects too, thereby it should be suitable in size, the paper used in the textbook must be white and in good quality, the cover bindings should be hard with attractive background picture and the name of the textbook should be smart, necessary picture, diagram, chart should be included in the textbook on the basis of need, prescribed lesson information should be learners age and level based and essential clarification should be incorporated where necessary, language must be simple to understand by the learners, textbook should updated and necessary exercise for basic skills development should be incorporated in the textbook (Deuri, 2012).

In a nutshell, the quality of the textbook can enhance the classroom teaching-learning process; therefore, the primary level grade V 'English for Today' has been analyzed in this study to get its suitability to support the learners to develop their writing skills.

2.6 : Teachers Guide in effective classroom teaching of writing skills

Teacher's guides (TGs) as a teaching aid helps the teachers to be well prepared for the best interest of the learners as the aid TGs is supportive for quality teaching-learning activities by pointing out about the teaching content and the suitable process of teaching (Ranjha, Mahmood and Butt, 2019). TGs help the newly appointed non-trained teachers to conduct their classes successfully and the outcome depends on their attitude of the teachers upon the TGs but at times they face difficulties to use of the TGs because of their huge work load and shortage of the materials suggested in the TGs for classroom teaching (Ranjha, Mahmood and Butt, 2019). TGs help the teachers to frame out their activities about what they want to teach with interesting and attractive ways in the classroom (Harmour, 2007). TGs have pedagogical ideas, contents and teaching principles along with the materials required for effective teaching-learning, which help the teachers for skill development and effective teaching as well (Doyle, 1990). TGs as a curricular material should have the scope of quality enhancement, comprehensiveness, flexibility and teachers learning for effective teaching (Cunningsworth, 1995; Grossman & Thompson, 2008). Literally, teachers use the TGs for having guideline to conduct the classes effectively but some of them didn't follow the instructions of the TGs thoroughly rather they adopt their own designed plan to conduct the class and some teachers doesn't follow the TGs (Bar & Sadow, 1989 and Durkin, 1984). Some teachers didn't conduct their classes accordingly to the TGs because they found difficulties to follow the TGs due to the shortage of class time (Rahman & Sarker, 2019) and languages incorporated in the TGs at times hard to understand therefore the participation of the practitioner teachers are recommended during the development of the TGs of the targeted level (Ranjha, Mahmood and Butt, 2019).

The effectiveness of the TGs are always a concern, therefore the evaluation of the TGs are important where some factors are suggested to be consider during the evaluation of the TGs and ten (10) factors are suggested for consideration under five major categories (Coleman, 1986, p: 23), those are: 1) Primary factors; where the character of the language and its uses along with the teaching as well as learning of the language are being prescribed, 2) Material content; which makes the content material clear and contextual to the practitioner's, 3) Implementation; which emphases on the methods and techniques to be used for successful classroom activities therefore to attain the expected learning outcomes, 4) Evaluation; which

indicates the ways of assessing the achievement of the learners from the lesson taught, and 5) Presentation; if emphases on the language presentation considering its complexity and precision.

TGs are basically developed for the teachers to develop their skills and attitude towards classroom teaching and for better implementation of the prescribed curriculum (Lin, Chang & Cheng, 2010), hence, the quality of the TGs is a concern thereby a checklist for TGs evaluation have been developed by Cunningsworth, (1995) where the following issues were highlighted to investigate from the developed TGs, those are: clarity of the TGs, suitable to the non-trained/newly appointed non-experienced teacher, suitable for all type of English teachers, i.e. first/second/foreign language teachers, incorporated details information to be taught, having guidelines for upholding learners motivation, having the instructions for using strategies of teaching, explanation of the new items, clear plan for each unit or lesson, contents of the TGs are relevant to the textbook, the learning barriers are clearly mentioned and possible solutions are prescribed, having the procedure of maintaining regular monitoring in the classroom. (Cunningsworth, 1995; p: 115).

The prescribed TGs for grade V '*English for Today'* textbook have been analyzed using an evaluation checklist developed accordingly to the recommendations mentioned in the reviewed literature.

2.7: Teachers' trait required in effective teaching of writing skills

Among the fundamental element of education, the teacher and the role of the teacher in classroom teaching, therefore to support the learners to attain the educational outcomes in both inside and outside settings according to their needs and interest using attractive strategies and friendly attitude is very imperative (Baytur & Razi, 2015). However, EFL teachers should have good control over the subject matter of English, must be capable to develop good rapport with the learners to make the classroom interesting and fear free to the learners, capable to organize the classroom to ensure a quality classroom environment of teaching-learning, competent to use latest strategies with suitable teaching aids to motivate and stimulate the learners in classroom activities and practicing English, capable to manage assessment neutrally as well as equally and must be cool but tricky (ibid, 2015; Shishavan & Sadeghi, 2009).

Pettis (1997) identified three basic uniqueness of an efficient teacher, and those are: firstly, along with the cognitive expertness, the teachers must have ethical stand, secondly,

teachers should be up-to-dated always with new methods, strategies and technologies to be a sound facilitator in their professional arena and lastly, to be a good teacher, they should have their interest to develop their professional skills in a regular basis. Similarly, Park and Lee (2006, p: 239) opined for three interrelated characteristics of the English as a Foreign Language Teachers (EFLTs) along with the capacity to raise the interest of the learners in classroom activities the those are the, 1) Content skills of English language, 2) Pedagogical expertise on teaching-learning of English, and 3) Socio-affective skills of the target languages. Babai & Sadeghi (2009) also opined for ability to established good relationship between teacher and students in the classroom.

Along with the above mentioned skills, Kalebic (2005) stated fourteen fundamental traits for the EFL teachers for effective teaching, as cited by Babai & Sadeghi (2009, p: 132) as the followings: "1) language and communicative competence, 2) communication and presentation competence, 3) motivational skills to stimulate the learners for learning, 4) skilled for selecting effective strategies of teaching-learning, 5) skilled to manage the classroom with confidence, 6) possess the skills of lesson plan development, 7) skilled to organize the classroom activities accordingly to the maxims of teaching, 8) skilled to use appropriate pedagogies, 9) capable to develop good rapport with the learners and to ensure quality classroom atmosphere, 10) careful about the needs and status of the learners, 11) Trained about the strategies of teaching, 12) sound in cognitive skills of the target language and its culture, 13) Skilled in evaluation of learners achievement, and 14) Cognitive and practical skills of using methods and theories of teaching English". Moradi & Sabeti (2014) also opined for the neutrality in attitude, good teaching skills, sincere but accountable in teaching, study about the learners, good communication skills as well as presentation skills and should have patient to listen from the learners to solve their issues as the fundamental requirements of the EFL teachers for quality teaching.

The teachers involve in teaching English as a foreign language are responsible to develop learners writing skills in English along with other language skills. Therefore, in this study the qualities of the sampled English language teachers have been analyzed using a checklist and questionnaire developed accordingly to the reviewed literature.

2.8 : Classroom Practice of Writing

Classroom is a place where the learners having motivation and proper guidance from the teachers can overcome their limitations and can proceed towards quality practice of English language skills and writing in particular not only in the classroom but also outside of the classroom, as in the classroom a systematic way are followed to practice writing or reading skills (Deshpande, 2014). Learning writing skills is comparatively difficult to the EFL learners than the first language users, hence the both the learners and the English language teachers need to be more conscious about teaching-learning of writing skills using attractive and suitable strategies keeping the complexities of writing skills in mind (Nasser, 2016).

Classroom is the best formal place for learning writing skills of the EFL learners, where the interaction between the learners and the teachers are occurred using different materials and aids through suitable methods, strategies and guidelines and many of them classroom is the only space of learning, therefore to evaluate the classroom practice of developing EFL learners writing skills is logically important. Previous researchers investigated the role of the teachers and learners in the English classroom during their study regarding writing skills development of the EFL learners.

2.8.1 : Teacher's role in writing practices

Quality teaching-learning depends mostly on the role of the teachers that how efficiently and sincerely they conduct the classroom following the curriculum and using as well as applying the prescribed and suitable teaching-learning materials with modern methods and strategies of teaching-learning for the best interest of the learners to attain their intended educational goals and objectives (Sahito, et al., 2016). In the classroom, modern teachers perform as a facilitator where their prime role is to raise interest of learning among the learners (Maleque, Begum, Islam & Riad, 2015).

2.8.1.1 : Classroom management of writing

In most cases, class size of the govt. aided schools is over and it is unmanageable in most extent, as the large class size is an issue to successfully organize the learners in the classroom to facilitate efficiently as because along with the big class, the physical facilities on most of the primary schools are poor, which hampers quality teaching-learning following the appropriate pedagogical procedures (Hossain & Rahman, 2015). It

hampers teaching-learning of English language specially writing skills (Adhikari and Gaudel, 2010). Therefore, teachers have to manage the class as a guide as well as a facilitator with his skills which makes him the most attractive person of the class (Harmer, 2007).

Classroom management is a prerequisite of having quality outcomes of a class and the achievement of the language teaching and learning are mostly depends on the ability of classroom management of the teachers rather than other elements (Fauziati, 2010), therefore teachers during practicing writing skills where in the primary grades basically practiced the controlled writing, guided writing and free writing by the learners in the classroom by providing different group writing task, pair work and even individual work and during the time of writing they used to move throughout the class to observe learners activities and providing support where necessary (Rahman & Sarkar, 2019; Kabir, 2015), although they have to face trouble in writing activities management due to the big class size and limitation of time with some other constraints (Rahman & Sarkar, 2019).

2.8.1.2 : Starting approach of the classroom

In the classroom, literally the teachers don't start the writing task fast, therefore before providing writing the teachers make the content clear with necessary explanation and they use the board or other relevant materials to make the content clear in terms of vocabulary and significance and at times the learners take notes from the board and then through clear guideline the teacher involves the learners involve in writing (ibid, 2019). Milon (2016) in his study found that in the EFL classroom, most of the teachers follow the most traditional approaches of teaching-learning in the classroom, like after roll calling the teacher start teaching from the textbook asking the learners to follow the book and given instructions and at times asked them about their understanding from the lesson in different mode, give feedback if necessary then provide homework and end the class although some other teachers follow some modern strategies. Before assigning the teachers at times offer the learners for discussion or self-thinking to make ideas of writing and then write individually or in pairs or groups and at the end the check your work with the help of their peer and support from the facilitator (Rietdijk, Weijen, Janssen, Bergh and Rajlaarsdam, 2018).

According to Ali (2018), considering the difficulties of writing in English, the English language learners who learn English as a foreign language starts writing according to the following: Stage 1: Copying; Stage 2: Controlled writing or doing exercise; Stage 3: Guided writing; and Stage 4: Free writing. Although the process of starting writing for the learners who are foreign language learners feels fear to start writing as they think: They have lack of suitable vocabulary of writing, they are very poor in writing using grammar, they will be insulted when people will see their mistakes from their script of writing. At the same time, lack of motivation, good learning environments, classroom management issues, class size, are the barriers of writing skills development (Ali, 2018).

2.8.1.3 : Motivation for writing

Motivation in writing given by the teachers performs as a great support to the learners in reducing their nervousness of writing particularly for the ESL and EFL learners (Dar & Khan, 2015). Motivation is the most influencing factor in teaching in the classroom which is applied by the teachers to uphold the interest of the learners towards the classroom activities (Rao, 2019), as it followed learner-centered and practical life oriented issues considering the individual differences of the learners and skilled teachers execute it through different techniques like, gesture, posture, speech, or sharing experience etc. also used some pictures or song or at time storytelling and even sharing good experience with the learners that motivates the learners towards classroom practices after breaking the shyness of some (Gupta, 2019). Even to enhance courage to the learners to continue their writing efforts teachers instantly provides positive feedback to the learners as motivation (Nalliveettil & Mahasneh, 2017)

2.8.1.4 : Rapport building (Teacher-students and student-student)

Classroom communication happens between the students & teacher as well as students to students' communication is also taking place as language learning is mostly depends on the effective interaction within the classroom settings which demands for quality classroom communication not only one to one student-teacher communication but also group communication like students-students and teacher-learners relationship (Hossain & Rahman, 2015, Biswas, 2015). Classroom rapport between teacher-student

and student-student offer a stress-free, fearless teaching-learning environment of target language skills as easily they can communicate with their peers in groups or in pairs along with the friendly facilitation of the teachers (Gupta, 2019), even to encourage the learners to solve their issues. Even, teachers apply pair and group works for writing skills practice which creates strong rapport among the students and classroom relationship among the students and between the teacher and students enhance their level of practice (Rahman & Sarkar, 2019; Biswas, 2015). Beyond this, good communication and relationship between and among the teacher and students help the teachers to identify individual level and needs which helps the teachers to choose suitable teaching-learning strategies and methods as well as the materials to facilitate well of writing in the classroom (Rao, 2019).

2.8.1.5 : Use of methods and materials for writing skills developments

Teachers in the classroom different materials and aids to make the classroom teaching-learning more effective and interesting to the learners although the type and use of the materials are mostly depending on the teachers, therefore along with the prescribed textbook, teachers' literally use different self-developed or given aids for quality facilitation in the classroom (Richards, 2001).

2.8.1.5.1 : Use of the teaching materials and aids in writing

Most teachers would prefer to use textbooks for their teaching in the classroom as they beliefs that textbooks are efficient in providing instructional standard, offers structure and syllabus for a program, has guidance for variety of learning resources, which carry the standard for quality maintenance of teaching-learning of a particular grade for whom the textbook is being developed (Richards, 2001). Textbook is developed accordingly to a prescribed guideline therefore it helps the teachers to make their own plan of teaching as well as practice and language textbook helps to make a balance among all four skills of the target language (ibid, 2001).

Students literally feels discourage in writing until the content or topic of writing seems interesting to them therefore the critical issues should represent using materials which will be related to their day-to-day life. Then they will be

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motivated to write in their script (Setyowati, Sukmawa, & Latief, 2018). Along with textbook some other authentic materials have been explored different previous studies regarding writing skills development. Like printed materials, poster, pictures, chart, word card, YouTube video, website etc. (Rahman & Sarkar, 2019, Styati, 2016; Sundana, 2018 & Rahman, Babu & Ashrafuzzaman, 2012). Curriculum is obvious for quality teaching-learning activities and teachers' guide, as curricular materials help the EFL teacher to do efficient plan of classroom teaching-learning (Milon, 2016).

2.8.1.5.2 : Use of teaching methods and strategies of writing

Teachers literally in the English classroom used different strategies to involve the learners in writing like, discussion with peers as brainstorming, writing from self as free mode of writing and at types-controlled mode as guided by the teachers or accordingly to the given materials for writing, but still learners have difficulties in their writing skills (Pratiwi, 2015). In classroom teaching of target language skills, use of modern methods and techniques helps the learners to be motivated to attain their intender learning outcomes with more interaction (Gupta, 2019). In the classroom, to practice CLT method the facilitators are used different strategies like question-answer, discussion, brainstorming, individual work, role play, problem solving, pair work and work in the groups (Rahman & Sarkar, 2019, Rahman, Babu & Ashrafuzzaman, 2012).

2.8.1.6 : Time management in classroom activities

Time management in the classroom means the highest utilization of time for the best interest of both the learners and the teachers to attain the educational objectives from the class (Sahito, et al., 2016). The constraint of time in the EFL classroom is an issue for quality facilitation (Nalliveettil & Mahasneh, 2017, Rahman & Sarkar, 2019. Hossain & Rahman, 2015) therefore the teacher should be skilled to offer multiple scope of writing practice in the EFL classroom (Nalliveettil & Mahasneh, 2017). As writing is more complex than other productive English language skills therefore it requires more time not only for practice but also to execute multiple strategies with materials as well as to maintain revision, sharing & feedback in a suitable environment (Kavaliauskiene, 2010).

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Therefore, for fruitful use of time the teachers should have sincere concern about; the focused objective of the lesson, controlled activities of the learners like group/pair/individual task of writing in the classroom, must be concern about the hidden time to manage other planned activities therefore multi-tasking strategies should be applied in the classroom and should have flexibilities as the situation of the classroom may differ than the preplan as the learners are different in characteristics, therefore, the total class time should be concern and experienced learned from the plan and time of a class should be applied for the next to ensure the best outcomes as expected from the learners (McKenzie, 2006).

2.8.1.7 : Engagement of the learners

Writing has its own objectives to attain through classroom practices as for the EFL learners, writing skills development needs rigorous practice of the learners with the guidance of the facilitator teachers (Myles, 2002). In the classroom, teachers involve the learners in writing through different writing task like, copy from the board or note-taking listening from their teacher; engage them in different group discussion for idea generating for writing, different controlled, guided and free writing activities also practiced in the classroom to develop learners' fundamental skills of writing (Nalliveettil & Mahasneh, 2017).

Teachers also practice different supplementary materials to overcome learners' issues regarding writing skills along with the orthographical barriers (ibid, 2017). In the English classroom, teachers apply discussion, question-answer or brain-storming strategies through pair or group work, or individual work, role play etc. (Biswas, 2015). Beyond this, considering the complexities of writing the teachers should follow the maxim of teaching to develop learners writing skills where the application of the maxims helps to overcome the fear of writing in English (Rao, 2019).

2.8.1.8 : Assessment strategies of writing in the classroom

In the classroom, for quality teaching teachers generally maintain two type of assessment to evaluate classroom teaching-learning where the teachers have to evaluate their self-performance as a facilitator about how efficiently they are supporting the learners in teaching and also evaluate the learners continuously as formative assessment

to assess how effectively the learner are learned using an assessment rubrics which is beneficial both to the learners and the teachers which influence the summative assessment also (Gupta, 2019; Nalliveettil & Mahasneh, 2017, Ahsan, 2009). Teachers can develop a checklist as rubrics on the basis of the learners' weakness in writing and considering which the teachers will encourage the learners to be careful during their next writing task (Nalliveettil & Mahasneh, 2017).

2.8.1.9 : Feedback techniques of writing

Feedback performs multiple roles in the classroom to enhance learning of the learners in terms of attaining intended goals and objectives of the lesson taught as feedback is connected with both formative and performance-based assessment in the classroom, therefore it helps the learners to be informed about their status of achievement which leads them to move through the right truck overcoming the mistakes associated with their writing (Jozsef, 2001). Teachers' mostly uses oral feedback in the classroom at times individually and feedback to the whole class using thank you, very good, right, excellent etc., which motivate the learners to correct their mistakes even for further development also help the teacher to make alternative decision regarding their used classroom teaching plan (Rahman, Babu & Ashrafuzzaman, 2012).

2.8.1.10 : Significance and type of home works in writing skills development

"*Practice makes perfect and English homework is a way to practice English lessons*" (Amiryousefi, 2016, p: 42).

Homework helps the learners to develop their skills on writing skills but the content of the given homework should be attractive and the scope of developing writing competencies should be there (Amiryousefi, 2016, Katz et al., 2011). But, homework still in the dark as the practitioner gives less emphases on homework although it has huge impact on learners writing skills development (Nunan & Richards, 2015). Homework like reading task also efficient to develop learners writing tasks but assignment through interactive classroom activities like pair or group task are more beneficial but teachers literally provides homework from the textbook as controlled or guided mode and free writing prescribed at the textbook which is not enough to develop learners writing skills rather homework activities should be extended using through other reading materials,

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audio or video materials or using different picture oriented writing for better development (Amiryousefi, 2016)

2.8.2 : Learner's participation and Role in the Classroom

Learners are the most important element of education but their development are mostly depending on the role of the teachers in the classroom as they are the facilitator as well as the guide and controller of the learners (Maleque, Begum, Islam & Riad, 2015).

2.8.2.1 : Learner's role in writing skills development in the classroom

Development of any knowledge, skills or attitude from the classroom, it is not possible only by the teacher's effort rather a good collaboration is undoubtedly important between the teacher and the learners as well as learners to learners including some other factors from both inside of outside of the classroom to enhance the total classroom learning (Rai, 2012). Learners should have some roles in the classroom towards their teachers as well as with their peers in the classroom.

2.8.2.1.1 : Role towards the teacher

English writing skills practices at the classroom the teachers should offer an attractive and friendly environment so that the learners will get motivation to participate in the given writing task to enhance their ability of writing (Lee, Sedhu and Choy, 2015). In the classroom the learners literally follow the instructions of their teachers and thereby they copy from the board and participate in any given writing task as homework or classroom assignment in pairs or in groups or individually and take notes from any audio or video materials or practice free or guided writing to develop writing skills (Bukta, 2013). They join in the group or pair assessment with their peers in the classroom to check their work as guided by the teachers (Rahman & Sarkar, 2019). Learners also asked to their teacher for their support to make a quality writing and they take notes in the classroom which helps them in developing their spelling as well as pronunciation skills in English (Nalliveettil & Mahasneh, 2017).

In a nutshell, the learners need their complete concentration towards classroom instructions and practices to develop their writing skills of English (Hussain, 2017).

2.8.2.1.2 : Role towards fellow class mates

In the classroom along the teacher the learners also have to perform some to support the classroom teaching-learning activities hence to attain the targeted learning outcomes from the class therefore learners have to perform some role towards each other of their peers as a partner, motivator, evaluator and courage to involve in the classroom activities avoiding all forms of phobia (Pratiwi, 2016). Paulston (1976) opined the role of the learners in the language learning classroom as cited by Pratiwi, (2016) where learners role are identified as the planner of self-learning as well as how to develop his/her limitation of the target language or the target language skills, to have the intension to help their fellow mates and to ask for support for better development, should have the interest to learn from different sources including teacher for clear understanding as well should be a good evaluator for their self-progress and limitations.

Discussion through brainstorming in a group offer a good platform for collaborative learning and get the lesson and their given assignment interesting and in a group their role fluctuates time to time, at time a learners become a guide to other fellow learners and also become the evaluator of other's writing tasks and also stand as a motivator to others and vice-versa (Pratiwi, 2016).

2.9 : Challenges in developing writing skills

The challenges of writing associated from both inside and outside of the classroom (Nasser, 2016). The inside barriers are related to the facilitator's teachers, teaching-learning materials, peers, physical settings of the classroom and the learners themselves are also within this category whereas the home environment as well as the culture of the community where the learners belong to are the issues of writing skills development of the EFL learners. Both the learners and the teachers have to face couple of difficulties to develop English writing skills because of multiple factors generated from the targeted language English, from the learners, teachers and as well as the society outside of their classroom (Fareed & Ashraf, 2016). Writing even in the native language is seems difficult and for EFL the difficulties is high due to the influence of mother tongue, lack of sufficient practice and practicing time (Anh, 2019). The difficulties of writing faced both by the teachers and the learners are being investigated by different researcher in their study.

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2.9.1 : Challenges faced by the teachers in teaching writing skills

The teachers faces multiple challenges of practicing writing in the classroom as researchers find out some issues like limited class hours, large class size (Ehsan et al., 2013, Kabir, 2015 & Rahman & Sarkar, 2019), lack of training an subject related teachers, extra load of classes (Rahman & Sarker, 2019; Nasser, 2016, Milon, 2016), poor performance of the learners and gap among the learners achievement and level, limitation of materials and technologies, classroom physical settings, difficulties in giving feedback through quality evaluation (Nasser, 2016, Biswas, 2015 & Rahman & Sarkar, 2019), lack of subject teacher, proper mentoring and sharing for the seniors, poor support from the family and parental involvement, inappropriate family environment and their families financial barriers (Rahman & Sarkar, 2019, Babu, Ashrafuzzaman, Begum, & Hossain, 2014, Ehsan, et al., 2013), poor instructional materials, students disinterest of writing as they mostly found it goal oriented and students fear towards writing skills is also an issue (Rao, 2019; Nasser, 2016, Rahman & Sarkar, 2019), existing system of education and evaluation strategies etc are the major challenges faced by the teachers as activities of the learners is a challenge to check properly even their homework (Rahman & Sarkar, 2019).

Even learners who are reluctant to ask from their teacher for their better understanding and to overcome their fear and mistake are also the issue for the teachers as these students cannot perform well later in any given writing task (Nalliveettil & Manasneh, 2017). The support received by the teachers from the administrative body and parents are not enough encouraging to minimize their challenges and offer quality support in the classroom (Biswas, 2015, Rahman & Sarkar, 2019).

2.9.2: Challenges faced by the learners in writing

Learners although they have their positive impression towards writing therefore, they face challenges to use appropriate strategies of writing for their self-writing skills development and still the learners are not in the expected level in English writing proficiency (Nalliveettil & Mahasneh, 2017, Hasan et al., 2016).

2.9.2. 1: Challenges due to the teachers'

In the classroom, the learners face trouble due to lack of equal consideration and attention by some of the class teacher which create a gap between the advance and comparatively weak achievers as they remain in the dark without getting necessary care and feedback regarding their complexities of writing (Nalliveettil & Mahasneh, 2017). Skilled and trained teachers are also a great challenge to develop learners writing skills (ibid, 2017).

Proper motivational approach from the teacher's side also creates problem in practicing writing skills of the learners (Hasan, Rahman & Masum, 2013). Teacher's lack of training and use of traditional strategies and teacher-centered classroom practices hampers the development of the most complex productive writing skills and make it challenging therefore teachers' need modern communicative pedagogical knowledge of teaching writing skills along with the content expertise (Nasser, 2016).

Even, teachers are reluctant to use multiple approach in the classroom for writing, they feel better to use the product approach mostly which hampers learners' communicative skills of writing (ibid, 2016). Hence, considering EFL teachers' different needs on the basis of their experience and length of service necessary support is an emergent issue for developing their facilitation skills for the best use of their cognitive skills with values of professionalism (Pettis, 1997). Therefore, considering the demands of the EFL teachers and their deficiencies measures are emergent to execute to ensure quality teacher with training and other fundamental necessities to enhance good feeling on their professional (Milon, 2016).

2.9.2.2 : Challenges due to Textbook and other related aids

Students have difficulties in spelling and grammar with poor vocabulary and there is no separate grammar book for the learners at the elementary level which creates problem to develop learners writing skills following proper structure (Hasan, Rahman & Masum, 2013, Biswas, 2015). The shortage of modern teaching-leaning materials of writing is also a problem where the disinterest of the teachers to use the materials is also matter of thoughts at present for communicative language teaching even measures are

found poor to ensure curriculum and teachers' guide for all the EFL teachers' (Milon, 2016).

2.9.2.3 : Challenges due to classroom activities

EFL learners faces difficulties in developing their writing proficiency as mostly in the classroom the writing exercises are concern with the examination system and less attempts are given on learners free writing following the accurate grammatical structures also writing exercises are not practiced regularly in the classroom which has adverse effect on writing skills development (Nalliveettil & Mahasneh, 2017; Hasan, Rahman & Masum, 2013).

On the other hand, although writing is practiced in the classroom therefore there is a question about the appropriateness of the pattern of classroom teaching, even the assessment is not followed properly in a regular basis to each and every student due to the over students and limited class time (Milon, 2016, Rahman & Sarkar, 2019). Even, in the classroom the teachers mostly practice writing for examination purposes not for life outside of the classroom which impede the development of self-writing skills (Nasser, 2016).

Assessment and feedback are very emergent for developing language skills of the learners therefore teachers are irregular in maintaining proper assessment and quality feedback to the learners to develop their writing skills (Rahman, Babu & Ashrafuzzaman, 2012). Beyond this, the class time is a great barrier to practice the productive skills of writing and the extension of class time of English is an urgent need to execute (Milon, 2016). Time is a great challenge for conducting quality writing practices in the classroom even to offer required feedback to the learners after their writing (Rietdijk, Weijen, Janssen, Bergh and Rajlaarsdam, 2018)

2.9.2.4 : Challenges due to the difficult nature of English Language

English writing skills development seems hard particularly to the EFL learners as English language has difficulties in grammatical structures, spelling as in many words the spelling is different than the pronunciation which is a big reason of making error during writing and beyond this English writing demands

for logical sequencing and organization among the paragraph of a written script which makes the writing difficult most particularly to the elementary level EFL learners (Rao, 2019).

2.9.2.5 : Challenges due to their home environment

Students doesn't come from the same family background and they come from different family setting with different educational, economic and social status which badly effects on the writing skills development of the learners (Cole & Feng, 2015; Hasan, Rahman & Masum, 2013) even to practice at home (Rahman & Sarkar, 2019). Learners do little importance of their homework and even many parents are not aware of that therefore learners in many cases copy from their peers and complete the homework just before the class start and time, they spend for homework writing is very unexpected (Amiryousefi, 2016).

2.10 : Previous studies regarding scopes of developing writing skills for the EFL Learners

Writing as a complex productive skill, several studies have been conducted regarding the ways of developing English writing skills. The challenges in developing writing skills in various perspectives along with the possible solutions are also explored through several studies. Hickey (2010) in his book outlined 33 (thirty-three) ways for the development of writing skills in 04 different areas. Those are 1. Beginning activities, 2. Longer writing activities, 3. Improving contents, and 4. Exploring different forms of writing. He also prescribed the strategies and materials required for writing for the elementary level writers. Along with the ways, scaffolding which refers to getting assistantship in teaching and learning, is a good way to develop learners writing skills (Shil & Rahman, 2020). Writing skills development happens through input and output process for the EFL learners (Zeng, 2018). It develops through reading models, structures; oral activities for writing, practicing creativity through motivation and curiosity, facilitating or assistantship including both criticism and praise statement and integrating both process and product approaches (Zeng, 2018). Peterson (2003) stated that, organization of the contents and exercises in the textbook following the maxims of teaching may be beneficial for writing skills development and along with the text structure, the class time, students' level and role of the teachers' effects on writing practices.

2.11 : Conceptual Framework of the Study

        The goal of a conceptual framework is to sort out and describe concepts relevant to the study (Rocco & Plakhonik, 2009). Literature review works for developing a conceptual frame through which the researcher designs a map of their study to attain the desired goals by connecting all other components related to the study (Merriam and Simpson, 2000)**.** Researchers literally develop a theoretical or conceptual framework for a study based on the previous theories or literatures for good design to collaborate necessary components related to that particular research and that of proper analysis (Islam, 2016). Conceptual framework briefly describes about how the researches will explore the issues mentioned in the research problem also indicates the relationship among different variable of the study as it points out the logical proceedings of the research study. (Adom, Hussain & Agyem, 2018). Conceptual framework is not only beneficial for the researchers to make the study more authentic and credible rather it also assists the readers and other researchers to get the insight and procedures of the study conducted and how the variables were interrelated and investigated following an interrelated procedures or steps. (Adom, Hussain & Agyem, 2018).

        The scope of English writing skills development of the primary level learners is a prime concern of this study, therefore the scopes prescribed in the primary level *'English for Today'* textbook developed by NCTB following NCTB developed primary level English curriculum are analyzed and also the reflections of curricular instructions in the English textbook are also analyzed carefully and classroom practice of English are also an important part of this study therefore accordingly to the reviewed previous research the classroom practice of English writing skills are investigated through classroom observation, interview with the teachers and FGD with the students and the curricular materials teachers' guide are also considered for document analysis for the best outcomes of this study.

        The reviewed literature related to the issues of this study which clearly way out the design of the study to reach its desire goals to explore the opportunities available in primary level English textbook to enhance learners writing competencies as well as how the writing practices are taking place in the real classroom setting to explore what materials are used along with the textbook and methods, approaches and strategies are used in the classroom not only for teaching writing skills rather assessment of writing exercises at the classroom. Therefore, from the reviewed literature and considering the objectives of study the following conceptual framework

has been developed and the study has been conducted accordingly to the following conceptual framework:

Figure 5

Conceptual Framework of the Study

Writing Skills Development

Existing strength, Challenges & Possible solutions

Scopes of writing

Teachers' Guide

Textbook

Curriculum

Document Analysis

Classroom Practice of Writing

Teacher's Role (Facilitating Role) — Classroom Interaction (Teaching-Learning) — Learner's Role (Participatory Role)

Strength

Limitations

Interview & Observatio

Teaching-Learning

Observation, Test and observation

Strength

Weakness

Materials & Teaching Aids of writing

Materials

Teaching Aids

Textbook

Others

Observation, Interview

Types, Methods, Approaches & Strategies

Types, Methods, Approaches

Strategies

For Teaching

For Assessmen

Observation, Interview

Textbook: Physical & Academic aspects analysis on the basis of the prescribed curriculum (Cunningsworth, 1995).

Teachers' Guide: Development and organization pattern and scopes of the contents (Cunningsworth, 1995, Coleman, 1986)

2.12 : Summary and Conclusion

The study therefore designed accordingly to the reviewed literature of this study. The reviewed literature was resourceful for the researcher to open the insightful about the problem undertaken for this study and the reviewed literature highlighted the issues those the prime concern of the current study like the teaching writing skills, textbook and its suitability of writing skills practices, teachers guide and the reflections of curricular instructions in textbook as well as the TG and the practices of real classroom writing skills. This study simultaneously focusses the effectiveness of the textbook on the basis of the curriculum prescribed by NCTB, Bangladesh for the primary level learners. Besides, the suitability of the curricular material TG for the EFL teachers to enhance teaching writing skill are also explored. Hence, the classroom practices were also investigated to explore the role of both the teachers and the learners regarding writing practices in the classroom. Articles related to learners' strength and limitation on English writing skills were also reviewed carefully.

Chapter Three

Methodology

3.1 : Background of the Study

The methodology is the set of organized techniques used to guide a research study. Any research conducted to reach its solutions following the methods and the methodology actually the suitable procedures through which the conducted study come up with new knowledge and new problems simultaneously based on the perceived methods and analysis accordingly (Igwenagu, 2016).

3.2 : Introduction

Methodology in research provides the systematic guidelines which enables the researches to conduct the study using suitable methods in a disciplined manner to decide on the study with confidence although some limitation exists in almost every research study (Igwenagu, 2016). Methodology clearly describes the method suitable for a particular study as well as the modes of data collection to satisfy the objectives or find the answer to the research questions undertaken for the study (Howell, 2013).

In this study, the scopes available in the primary level English textbook for developing writing skills of the Bangladeshi EFL learners are explored and the real practices were also investigated through classroom observation in the real settings of classroom practice of writing and the opinion perceived from both the practitioner teachers and the learners using relevant data collection tools and the research was followed mixed-method research style as both qualitative and quantitative data was collected during data collection.

As methodology indicates the total procedure followed in research and the research objectives based on the research problem is an issue, therefore in this study, the methodological description is a concern for the study to be completed systematically. As the study aims to explore the scope of developing writing skills prevailing at the primary level English textbook and the ways of writing practices are maintained at the classroom situation, therefore, the following materials like English textbook, TE were considered for analysis accordingly to the

prescribed primary level English curriculum and data regarding classroom practices of writing were collected from few govt. primary schools of Bangladesh from two different division.

The population of the study was the primary level English teachers and learners to whom English as a foreign Language. Sample respondents were selected from twelve government primary schools from two separate divisions and during selecting the samples, schools from both rural and urban settings were considered.

Before going to the final data collection, the developed tools (classroom observation schedule, interview questionnaire, FGD guideline and assessment test questionnaire) were piloted in three government primary schools from Chittagong division of Bangladesh, and required modification were made accordingly to the experience of the data piloting. The final data collection was conducted using the modified tools and before collecting data consent was taken from the concern classroom English teachers and from the learners of grade V from the sampled schools.

The primary data collected from the developed semi-structure interview questionnaire, semi-structure classroom observation checklist, assessment test questionnaire, and FGD guideline are analyzed using both qualitative and quantitative pattern, therefore, mixed-method research approach using both narrative descriptions using different themes and statistical description also to the data obtained from the close ended questionnaire of the used tools.

3.3 : Nature of the Study

The study is closely related the context to the existing education system of Bangladesh and a systematic procedure was applied in this study to explore the present situation in both narrative and statistical data which is helpful to make a logical interrelation about the existing system of practicing writing skills at the primary level education in Bangladesh (Islam, 2016), therefore the study is mixed in nature. Mixed method research is suitable to get insight about any researchable issue better than any single method like, qualitative or quantitative respectively (Cohen *et. al.,* 2011 & Creswell, 2009).

Mixed method research deals with the combination of both qualitative and quantitative data in a single study (Bryman, 2012). Johnson et al, (2007), stated the following definition of mixed-method research,

"Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.[…] A mixed method study would involve mixing within a single study; a mixed method program would involve mixing within a program of research and the mixing might occur across a closely related set of studies"(Johnson et al, 2007, p. 123).

The nature of the study mostly depends on the nature of the research problem and the data collected for the study (Gay and Airasian, 1996). The nature of the data required for a study depends actually on what the researchers want to explain or explore to satisfy the research problem and it should be both in descriptive or in numerical forms (Walliman, 2011). Data collection tools of this study contains structured and semi-structured and even some unstructured questions therefore the study is mixed as a study having both causal explanations and contextual interpretations are possible through numeric statistical analysis and descriptive theme-based interpretative analysis (Macdonald & Headlam, 1986).

The research was designed based upon document analysis checklist, classroom observation checklist, and interview questionnaire. Quantitative data is collected through document analysis and counting the exercises incorporate in the textbook for writing practices and the instructions prescribed in the curriculum through document analysis. From, teachers interview some close ended questionnaire was developed and findings were marked under the developed scales to get quantitative data from the teachers' respondents. The classroom observation was also provided some quantitative data as time of writing exercise and some other frequency from the activities was noted through different scales during classroom observation. Simultaneously, qualitative data was constructed from the document analysis (primary level grade V English curriculum, grade V English textbook and teachers' edition), teacher's interviews, and FGD of the learners and also the classroom observation.

As mixed method research approach offers better scopes for explanatory result along with the contextual clarification, which makes the result more credible (Creswell, 2007). In this study, the researcher followed parallel mixed-method research design as the data collection tools were developed with the combination of seeking both qualitative and quantitative responses from the

sampled informant and analysis was followed accordingly the concurrent type from the mixed-method research design.

3.4 : Research Design of the study

In the mixed-method research, the researcher needs to mention which particular research design is used in the study as both qualitative and quantitative data are used and therefore how both type of data functions together in the undertaken study and if there any issue of more weighted to any particular data of the mixed-method study, therefore identifying the research design is very significant (Gay, Mills & Airasian, 2012).

The study is a parallel type of mixed research. In a parallel type mixed-method research design, both qualitative and quantitative data have been collected simultaneously using a single questionnaire or a single question may have that structure (Guest & Flaming, 2015).

This study had been conducted following the parallel research design. The study was followed the following research design, which was adopted from Cresswell, (2018, p:300) .

Figure 6

Parallel Research Design of the Study
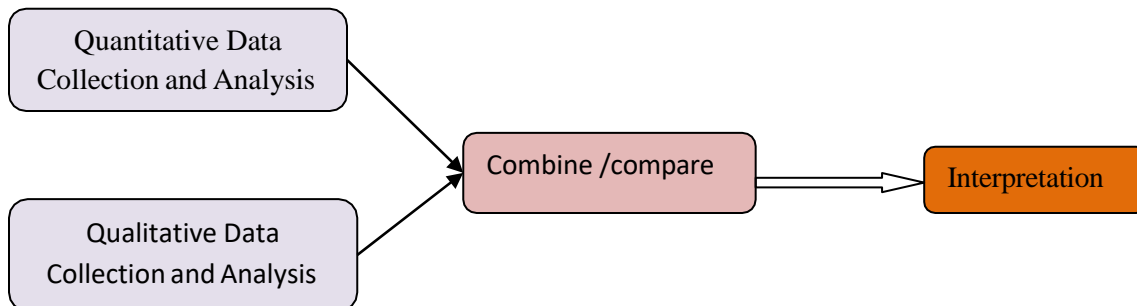
Note. Adopted from Cresswell, (2018, p.300)

During the data collection, the documents review part was completed first where the quantitative and the qualitative data was collected and later part the classroom observation, teachers' interview and FGD with the students were conducted and gathered both quantitative and qualitative data from the observation and interview but qualitative data only from the FGD and the analysis was followed accordingly to the above research design.

3.5 : Location of the Study

Although, all the primary level learners and teachers are the concern of the study, therefore, due to some limitations, like time, distance and communication hazards, the study was

conducted in only two different districts from two separate divisions of Bangladesh and the selected district were the Manikgonj and Dinajpur.

3.6 : Population of the Study

The population is the group of individuals who are connected in their traits and interest considered any study. The technique being applied in selecting a sample, the first step in sampling is defining the population (Gay, Mills & Airasian, 2012). Population is the group of people to whom the findings of the study can be generalized but the selection of the sample should be representative (Gay, Mills & Airasian, 2012). The populations are those who pose the similar characteristics and are closely related to the objectives and fields of the research (Best, 2005). The population is the whole where each of them is very potential to gather data for any research study (Islam, 2016)

In this current study, the problem is concerned with the primary level EFL learners, facilitator English teachers. Therefore, all the primary level EFL learners and English teachers are the two population of this study.

3.7 : Sample size and sampling techniques of the study

In some disciplines, conducting research seems difficult through data collection from the all-defined population rather it is better to conduct the research study after selecting a representational sample size from the whole population as any portion of the population is known as the sample (Islam, 2016).

At first a list of the govt. primary schools was collected from the targeted location of the study. Then, primary schools, teachers, learners will be selected based on the inclusion criteria mentioned in the following table 4.

Table 4

Inclusion Criteria of the Participants

Sampling Unit	Criteria
School	• Government primary schools are located in urban and rural Manikganj and Dinajpur district.

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	• Established before the year of 2000.	

Teacher	• English teacher
	• Teaching English subject at primary level at least 2 years.
Learner	• Grade-V EFL learners of government primary schools (Present at the English class during data collection)

Then, using a convenience sampling required schools were selected from rural and urban settings of Manikganj and Dinajpur districts. The total sampled schools were twelve (12) and this selection was followed by convenience random sampling. Then, English language class teachers of grade-V from the sampled schools were selected through purposive sampling. Finally, grade-V EFL learners were also selected for FGD and assessment test among the students present at the classroom, where both the stratified and random sampling techniques were applied. Three (03) classes of each sample teacher were observer in a regular setting and a single semi-structured interview was conducted with each of them. Therefore, total 36 classes were observed, and a total of twelve (12) interviews were conducted. From each observed classroom, eight (8) learners were selected for FGD and twelve (12) learners were selected for assessment test. The textbook '*English for Today'* of grade-V, primary level English curriculum of grade-V and teachers' edition of English for the grade-V level was adopted purposively for the study for document analysis.

Table 5

Sample size and sampling techniques

Sl no	Sampling Unit	Area		Total	Data	Sampling Techniques
		Manikganj	**Dinajpur**			
01	Schools	Urban 3	Urban 3	12		Convenience

No	Category			Total	Method	Sampling
	(Govt. Primary School)	Rural 3	Rural 3			
02	Teachers (English)	6	6	12	Qualitative & Quantitative	Purposive
03	Learners (EFL learners of grade V)	20 x 6=120 (10 from each school)	20 x 6=120 (10 from each school)	240	Qualitative & Quantitative	Stratified and Random
04	Classrooms (Grade-V English)	6x3=18	6x3=18	36	Qualitative & Quantitative	Purposive
05	Textbook	Grade-V '*English for Today*' (NCTB prescribed)		-	Qualitative and Quantitative	Purposive
06	Curriculum	Grade-V English curriculum (NCTB prescribed)		-	Qualitative and Quantitative	Purposive
07	Teachers' Edition	Grade-V English (NCTB prescribed)		-	Qualitative and Quantitative	Purposive

3.8 : Source of data and method of data collection

The study is exploring the scope of writing prescribed in the primary level English textbook and the practices of writing skills at the English classroom, therefore, data have been collected from both primary and secondary sources. In this study, the sampled English teachers from the govt. primary schools, grade-V EFL learners and the classroom was the primary source of data and from the sources data has been collected using the tools developed for the study. The secondary data was collected through document analysis as the study has a concern about the textbook and its practices therefore, grade-V English textbook, the primary level grade-V

English curriculum and the teachers' edition was considered as the secondary sources for the study. The following table indicates the total process about the source of data and the tools of data collection:

Table 6

Source of data and data collection tools

			TOOLS AND WAYS OF DATA COLLECTION
SOURCES OF DATA	**Primary Sources**	Teacher	Semi-structured interview questionnaire; Interview
		Learners	FGDs & Assessment test
		Classroom	Observation schedule; Observation
	Secondary Source	Textbook	Document analysis checklist (Qual + Quan); Document analysis
		Curriculum	Document analysis checklist (Qual + Quan); Document analysis
		Teachers' Edition	Document analysis checklist (Qual + Quan); Document analysis

Beyond the tools and ways of data collection mentioned in table 6, related kinds of literature, books, journals, videos were also reviewed for having suitable data of the study.

3.9 : Tools of the study

Varieties of data collection tools are used in the research study where every tool have different preconceived notion therefore research tools are supplementing to each other in a study which makes the study result more credible and authentic by providing details in both narrative and numerical form (Best, 1970). In this study, the following four types of data collection tools were used to extract quality data and to main, the accuracy both qualitative and quantitative data was collected.

a) **Classroom observation schedule**

Observation provides the actual situation of the incident/event/phenomenon with no rigid or controlled situation rather in its natural settings which helps the researcher to get actually for what they observe (ibid, 1970). Observation is efficient to extract firsthand information and for classroom interaction and activities the use of observation

schedule as a tool of data collection comes up accordingly to the interest and purpose of the researcher (Johnson & Christensen, 2008). Therefore, the observer should have to maintain the objectivity of the observation, and the observation should be followed by different inquiry like a checklist and it should be structured, semi-structured and instructed which depends on the needs and interest of the researcher (Best, 1970).

In this study, a semi-structured classroom observation schedule was developed and used. The logic behind the use of semi-structured schedule for classroom observation was to explore details description of the activities happens in the classroom under some define scales which was used explanatory purposes as quantitative data and their frequency was analyzed for interpretation. The role of the teachers and the learners in the real classroom settings regarding writing skills was observed and the use of approaches, methods, types and strategies for writing used in the classroom was also observed. The materials used for teaching writing skills in the classroom was also observed and the challenges faced by the teachers and the learners in practicing writing skills from different perspective exists in the classroom was also taken into consideration during the observation. During the observation, the activities were properly noted down and some pictures were taken. During the observation, the validity, as well as the reliability of classroom observation was properly followed.

b) **Semi-structured interview questionnaire**

An interview is a very prominent data collection tools most particularly in the social science research as it explores people views and ideas about an issue, therefore interview has different styles and types that have their particular distinctiveness and used accordingly to the purpose of the study take on (Macdonald & Headlam, 1986). Therefore, conducting the interview is not a difficult job as the interviewer has to maintain the proper behavioral control during the interview (Macdonald & Headlam, 1986).

Interviews have different types and they can conduct through face-to-face interview or over telephone interview although both of them have their own pros and cons, therefore among different types of interviews, exploratory type interview is used most often as it makes a good connection among the different elements of the research which helps the researcher regarding the result of the study (Macdonald & Headlam,

1986). The interview offers the best platform for data collection as literal peoples like response more through talking than writing, therefore the skill of the interviewer may influence the interviewee to provide more data which was not possible to collect through other tools (Best, 1970). The interview offers the scope of gathering data from face-to-face interaction with the informant which is good to get details regarding the related field of the research than any other form of data collection tools (Best, 1970).

In this study, a semi-structured interview questionnaire was developed and used to collect in-depth data from the teachers. The questionnaire was developed based on the previous literatures, and keeping the objectives of the study in focus. Notes were taken during the interview and the session was recorded thoroughly using mobile recorder.

c) Focus Group Discussion (FGD)

Focus Group Discussion is a tool of collecting qualitative data where 6-12 persons discuss together not mandatory to be present always physically but also be conducted through ICT gazettes under the guidance of a moderator about a selected issue using some open-ended question and also structured questions in a stress-free setting (Islam, 2016).

Bryman (2012) in his book titled '*Social Research method'* define the Focus group method and that is,

> "The focus group method is a form of group interview in which: there are several participants (in addition to the moderator/facilitator); there is an emphasis in the questioning on a particular fairly tightly defined topic; and the accent is upon interaction within the group and the joint construction of meaning" (Bryman, 2012, p.502).

During the session of FGD, after selecting the participants the moderator has to perform some job to motivates the participants and about the norms of FGD like participating one after one in the discussion but everyone should participate in the session, etc and the reason of recording of the session as well as the purpose of the FGD should be described clearly at the very beginning of the FGD session and after the session the moderator should give thanks to the participants for their active participation and the scope of the data should be mentioned clearly.

This study, explore the real classroom practice of English and the role of the teachers as well as the peers along with their family support for developing writing skills accordingly to the views of the learners. Their opinion was collected using questionnaires which was developed based on the previous studies and the objectives of the study. Participants were selected purposively from the observed classroom and before starting the session the oral consent of the participant learners was taken and they were clearly informed about the norms of FGD and the session was recorded properly.

d) Document analysis checklist

Document analysis or content analysis as a source of data should be qualitative or quantitative or mixed in nature and most particularly in content analysis, it is important although the analysis happens accordingly to the defined criteria set by the researcher considering the nature and needs of the study (Blaxter, Hughes & Tight, 2006; Best, 1970). At the same time, the authenticity and trustworthiness of the researcher is an issue to maintain the reliability during the document analysis process (Best, 1970). In an educational setting, the evaluation of the textbook through a document or content analysis is significant for enhancing quality educational practices in real setting (ibid, 1970).

In this study, the focus was given on the scope available for developing writing skills in the primary level *English for Today* textbook, therefore the analysis of the contents was an essential part of the study along with the prescribed primary curriculum and teachers' edition of primary level for English. The document analysis was carried out using a semi-structured checklist separately for the textbook, curriculum and the teachers' edition. During the document analysis, particularly for the textbook and the TE, every chapter was analyzed properly and the analysis was carefully maintain few things of the documents like, exercises incorporated in the textbook, what types of writing exercises are incorporated, what approaches are followed, what methods are followed for writing skills development, weather the exercises are suitable for learners real-life communication, weather the illustrations are logically articulated, the strategies for writing practices are properly prescribed, etc.

e). Assessment test questionnaire

The performance of the learners in writing skills is an issue of the study, therefore using an assessment test questionnaire the learner's performance of writing was evaluated. The test questionnaire was developed to access their basic writing skills. The assessment tools were developed following the four basic questions i.e., what to measure? what instruments will apply to measure? How to administer the instruments? and how to collect information? (Williams, 2003. P. 297). In this test, the focuses were given in particular issues and those are the skills prescribed in the curriculum for the learners of grade-V. During development of this test questionnaire, support from previous studies was followed.

3.10 : Scaffolding of the study

The following table at a glance shows the interrelationship among the different parts of the problem of the study and the relationship among the research problem, the research objectives, data collection techniques, sources of relevant data, the data collection tools as well as the data analysis techniques.

Table 7

Scaffolding of the study

Problem of the study	Research objectives	Sources of data	Data collection tools	Data analysis techniques
Scope of developing writing skills in the textbook and its practices in the classroom at primary level of Bangladesh	To explore the existing primary level grade V English textbook instructions of writing on the light of the prescribed primary level English curriculum	Grade V English curriculum & Textbook	Document analysis checklist	Thematic and Statistical
		EFL teachers of grade V	Semi-Structured interview questionnaire	Thematic and Statistical
		Learners	FGD guideline	Thematic
	To explore the suitability of the teachers' edition to facilitate the teachers in teaching writing skills	Grade V English TE	Document analysis checklist	Thematic and Statistical
		EFL teachers of grade V	Semi-Structured interview questionnaire	Thematic and Statistical

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To explore the teaching-learning practices at the classroom to develop students English writing competencies	Grade V English classroom	Observation checklist	Thematic and Statistical
	EFL teachers of grade V	Semi-Structured interview questionnaire	Thematic and Statistical
	Learners	FGD guideline	Thematic
To explore the learner's capability to use the writing competencies	EFL teachers of grade V	Assessment test questionnaire	Statistical
To identify the challenges of developing writing skills of the primary level learners	Grade V English classroom	Observation checklist	Thematic and Statistical
	EFL teachers of grade V	Semi-Structured interview questionnaire	Thematic and Statistical
	Learners	FGD agenda	Thematic
	Grade V English TE	Document analysis checklist	Thematic and Statistical
To find out the ways to solve the issues related to learners writing skills development	EFL teachers of grade V	Semi-Structured interview questionnaire	Thematic and Statistical
	Learners	FGD guideline	Thematic

3.11 : Piloting of the research tools

After developing the tools required for the study where during the development of the research tools emphases were given to the reviewed literature, objectives of the research, researcher's experience, and most importantly the guidance of the supervisor.

The most important thing, as the study is mixed and the questionnaire was developed to get both qualitative and quantitative data simultaneously therefore the articulation was an issue to recheck before the final use of the tools. Different data collection tools were used in this study, therefore, coordination among the tools is an important issue to satisfy the research problem through both narrative and explanatory mode. Beyond this, questionnaires should be easily

comprehensible to the respondents and attractive to its sequence to get required data. Hence the piloting of the research tools was an important issue of the study.

The tools were piloted in three separate govt. primary schools in Chittagong division from 10 to 16 March 2015, among them two was from Cumilla and another was from Noakhali district and among the three piloted schools, one of them was an EIA intervened schools and rest two was the non-EIA school. During the try-out session, the tools were properly evaluated with the teachers, learners and through classroom observation and most particularly the weakness or the limitations of the tools were marked for further modification.

After the piloting session, based on the findings from trying out, required modification was made. Some questionnaires were difficult to understand by the respondents. Some others were not suitable to get clear responses. Some new information was derived from the teachers. Therefore, based on the input of the pilot data, some new questions were added and some remodified. During modification, the suggestion of the supervisor was followed.

3.12 : Data Collection

The data of the study was collected from Manikganj and Dinajpur district. Before collecting the primary data, the secondary sources (Curriculum, textbook & TE) were reviewed properly and for the primary data, the data collection was carried out in two separate phases. In the first phase data were collected from the sampled GPS of Dinajpur district and in the second phase, the data were collected from the sampled schools of Manikganj district.

3.13 : Data management Procedures

In research, the management of data means to plan and administer the collected data throughout the research process which includes the data collection planning, collection through the pre-developed tools, data organizing, transcribing, preserving to avoid the possibility of data missing or copying by others and also processing for hazard free data analysis which is the essential part of a research study (Sanjeeva, 2018). Even, data management in research is essential to form a very insightful and significance result as it reduces the size of the raw data and helps to present the interesting and objective-oriented arguments (Blaxter, Hughes, & Tight, 2006).

In this study the data management was followed the systematic procedures. Data collected from the primary resources was followed by thoroughly note taking, and the session of teachers' interview and FGD was recorded through an audio device. The teachers' interview and the FGD were conducted in Bangla for the greater benefit of the respondents most particularly to the respondents' learners. Before going to the schools, the researcher contacts the respective teacher regarding the classroom schedule and the purpose of the visit and going to the school the researcher first meets with the headteacher to inform about the data collection of the study.

Coming back from the field the data had been transcribed thoroughly in English and then typed in English and the gathered data then organized the transcribed data thematically on the basis of the objective of the study and also coding was used to maintain the impartiality of the gathered qualitative data from the participant teacher and the students from the sampled schools and they were coded. The coding was followed accordingly to the following table:

Table 8

Coding of the study

Area	Institute Type	Respondent & Instrument	Location	Coding number
Manikgonj	GPS	Teacher (Interview)	Urban	TIMU1, TIMU2, TIMU3
			Rural	TIMR1, TIMR2, TIMR3
		Learner (FGD)	Urban	LMU1:1-LMU1:8; LMU2:1-LMU2:8; and LMU3:1-LMU3:8
			Rural	LMR1:1-LMR1: 8; LRU2:1-LRU2: 8 and LMR3:1-LMR3:8
Dinajpur	GPS	Teacher (Interview)	Urban	TIDU1, TIDU2, TIDU3
			Rural	TIDR1, TIDR2, TIDR3
		Learners (FGD)	Urban	LDU1:1-LDU1: 8; LDU2:1-LDU2: 8 and LDU3:1-LDU3:8
			Rural	LDR1:1-LDU1: 8 and LDU2:1-LDU2: 8 and LDR3:1-LDR3:8

3.14 : Data analysis Procedure

The study is mixed and parallel data analysis process was applied and the triangulation mixed-method design was followed and both the qualitative and quantitative data have equal significance and importance to the study (Gay, Mills & Airasian, 2012). Among the collected data, the quantitative part was analyzed first and then accordingly to the qualitative data for with clear exploratory information in respect to the explanatory quantitative data. Then, finally, the findings extracted from both quantitative and qualitative combine together with a logical stand and interpret the study, and this approach of data analysis is suitable for verifying the findings as analysis of both types of data are conducted parallel setup (Pardede, 2018). In both quantitative and qualitative data analysis, the necessary descriptive information was incorporated for reliability as well as validity of the data along with the statistical findings on the basis of the collected data from both the primary and secondary sources

3.14.1 : Quantitative data analysis

The quantitative data gathered for the study was analyzed using simple descriptive statistics. Frequency measurement was followed in descriptive analysis. In research objectives 1-4, the frequency measurement was significant. The frequency measurement-based data analysis was conducted through MS-Excel software. The quantitative data gathered from document analysis, teachers' interview and from the classroom observation was analyzed using descriptive statistics accordingly to the guideline of the supervisor.

3.14.2 : Qualitative data analysis

Qualitative analysis following the theme-based analysis where necessary coding, mapping, analyzing for causes and effects and make logical findings with suitable interpretation (Gay, Mills and Airasian, 2012). The thematic analysis was followed by the six-step model of thematic analysis given by Braun and Clarke, 2006. The model mentioned in figure 7.

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Figure 7

Thematic Analysis Model
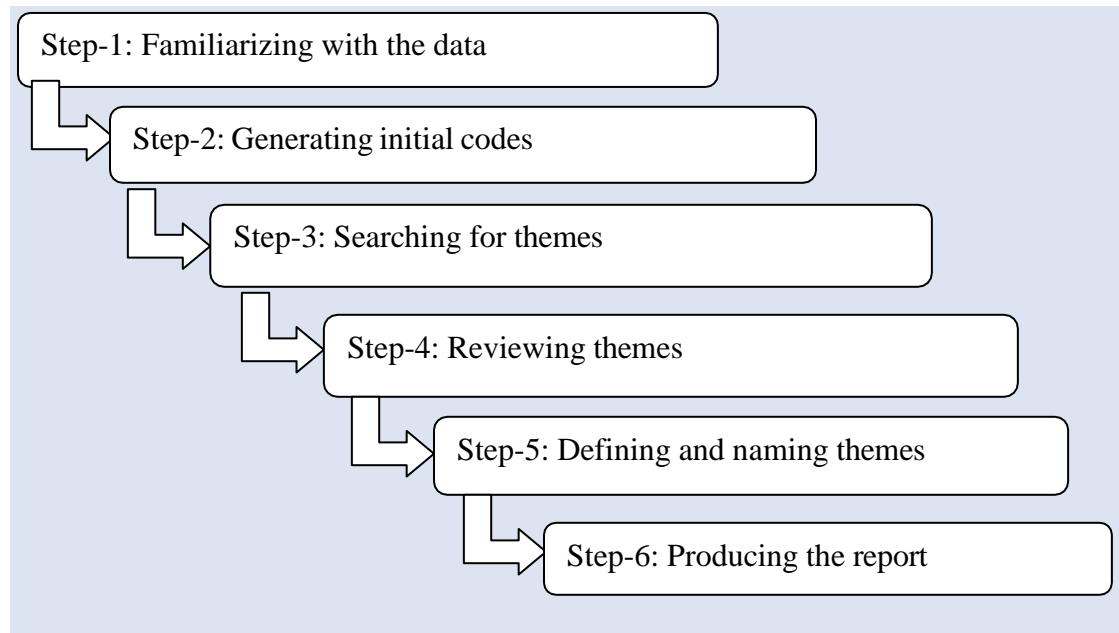
The qualitative data gathered for the study was analyzed thematically. Qualitative data gathered from FGD, interview, classroom observation and through document analysis was first transcribed properly, then suitable coding was generated, then the codes are categorized into possible themes and where the objectives of the research was taken into consideration. Then, through proper analysis the report was produced (Braun & Clarke, 2006).

3.15 : Data Triangulation

Triangulation is the use of few methods in a single study to obtain relevant data from different perspectives of the problem undertaken (Lowe, 2016). When more than one method is used in a single study, to confirm the validity of the findings as well as the reliability through internal consistency from different perspective related to the research problem, data triangulation then offers the scope of checking the validity of the emerged varieties of data in a single study (MacDonald & Headlam, 1986). Beyond this, triangulation is suitable to evaluate the consistency among the collected data from different sources within a single study (Salahuddin, 2018).

In this study, data was collected through different data collection methods. The document (textbook, curriculum, teachers' guide) analysis and classroom observation, teachers' interview, FGD with students, and an assessment test were applied to collect data of the study. The study was about to explore the scopes of writing skills development prescribed in the primary level grade-V *English for Today* textbook following the prescribed curriculum and the classroom practices of writing. Hence, the triangulation was followed accordingly to get an author's interpretation from the study.

Figure 8

Triangulation of the Study
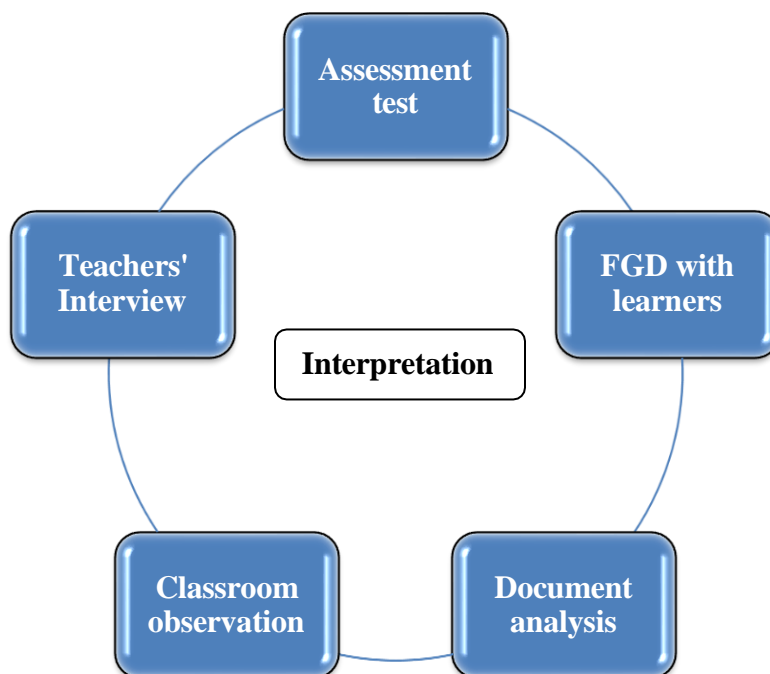
3.16 : Limitations and Ethical Consideration of the study

The research was conducted only in two separate division of Bangladesh and among the selected division's only two districts were considered for the study site randomly. From the selected districts, a total of 12 govt. primary school was selected through conveniently where 6 from each district among them 3 from the rural areas and another from urban areas. Although, in Bangladesh English is being taught at the primary level in all primary schools therefore due the time and communication the study was only conducted in the selected areas to avoid the

difficulties of time, communication, and cost as well and if steps were taken to collect data from all the govt. primary schools and from their teachers and students then huge data was gathered and it should be a difficult job to transcribe and also to triangulate for interpretation.

Research in any perspective weather it is for academic or non-academic purposes, the necessity of integrity of the research is very important which indicated the moral behavioral guidelines to the researcher to ensure the safety to all the personnel involved in the research process and maintain the authenticity of study (Islam, 2018). The ethics of a research study strictly maintained the confidentiality of the respondents and consent form the respondent are taken with proper manner and respect (Creswell, 2008).

In this study, during collecting data from the primary resources like from the classroom, teachers and the learners of English of grade V, the consent of the learners was taken before the actual data collection and the purpose of the study was clearly shared with the respondents' teachers and learners. From the sampled schools the consent was taken from the head teachers orally.

The collected data from the secondary sources; document analysis was maintained through the checklist which was developed accordingly to the previous studies. The analysis was also conducted properly on the basis of the collected data where the narrative data was analyzed through thematically and necessary coding was used over there and the numerical data was analyzed using descriptive statistics avoiding any form of ambiguity and throughout the research process the guidelines of the supervisor was followed with care.

Chapter Four

Data Analysis and Results

4.1: Introduction:

Data analysis is conducted to attain the expected outcomes of any study that has been prescribed as the objectives or questions of the study. Data analysis starts after collecting reliable and authentic data as qualitative or quantitative or geographical or chronological data, from right sources through suitable tools and the analysis happens through few steps, like data interpretations, categorization, tabulation, representation of the data which come up with some specific outcomes through summarization using both qualitative and quantitative data required to satisfy the prescribed research objectives or questions or to test the hypothesis of the study (Ibrahim, 2015).

In this study, the collected data from the targeted respondents of primary level English teachers and learners of grade V and data extracted from the relevant documents of primary level English curriculum of grade V English and the prescribed textbook of grade V titled '*English for Today*' and Teachers' edition has been analyzed systematically developed procedure. The analysis was followed to satisfy the objectives of the study accordingly. Therefore, the analysis was followed accordingly to the following map:

Table 9

Data analysis Map of the study

Activity	Steps	Process
	Document Analysis (Curriculum, Textbook & Teachers' Edition)	Simple Descriptive statistics and Narrative analysis
Data Analysis	Classroom Observation Analysis	Descriptive statistics and Narrative analysis
	Learners' assessment test analysis	Descriptive statistics
	Teachers' Interview	Descriptive statistics

analysis	and Narrative analysis
FGD analysis	Narrative analysis

4.2 : Analysis of existing Primary level English Curriculum of grade V

The study is designed to explore the scopes or opportunities available in the prescribed grade V EfT textbook. But the fact, why the primary level English curriculum has been considered for analysis? The reason is that, without curriculum the development of textbook for any specific level or grade is impossible. Therefore, attempts have been taken to explore the scopes of developing writing skills of the learners from the prescribed primary curriculum of Bangladesh regarding writing skills of the learners of grade-V. The structures of the primary level English curriculum have been found as the following:

Figure 9

Structure (stages) of Primary English Curriculum in Bangladesh
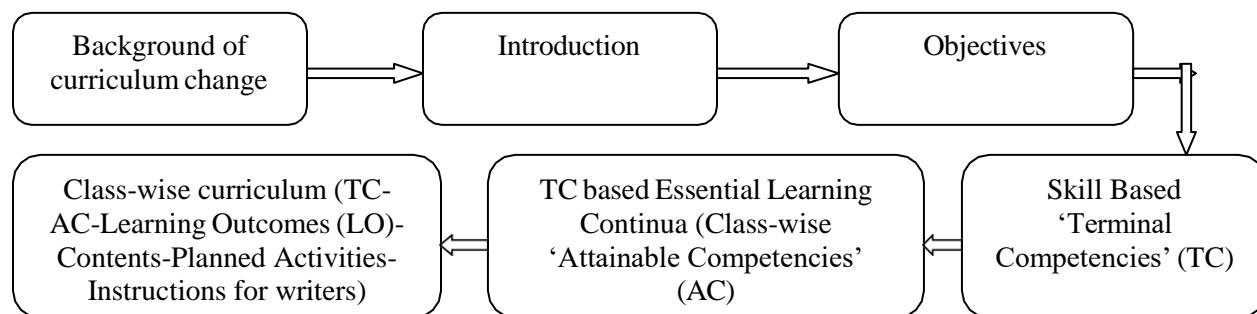


Note. Adopted from NCTB (2012).

In the curriculum, considering the significance of English the instruction of teaching-learning has been prescribed according to the above-mentioned stages. Curriculum has been analyzed critically to identify the contents or instructions incorporated for developing elementary level learners writing skills. The primary level English curriculum was analyzed using a checklist where both quantitative and qualitative data were collected

4.2.1 : Quantitative data analysis

The quantitative data are gathered using a checklist and the findings are mentioned in figure 10.

Figure 10

Analysis of the Grade-V English curriculum (Writing skills perspectives)
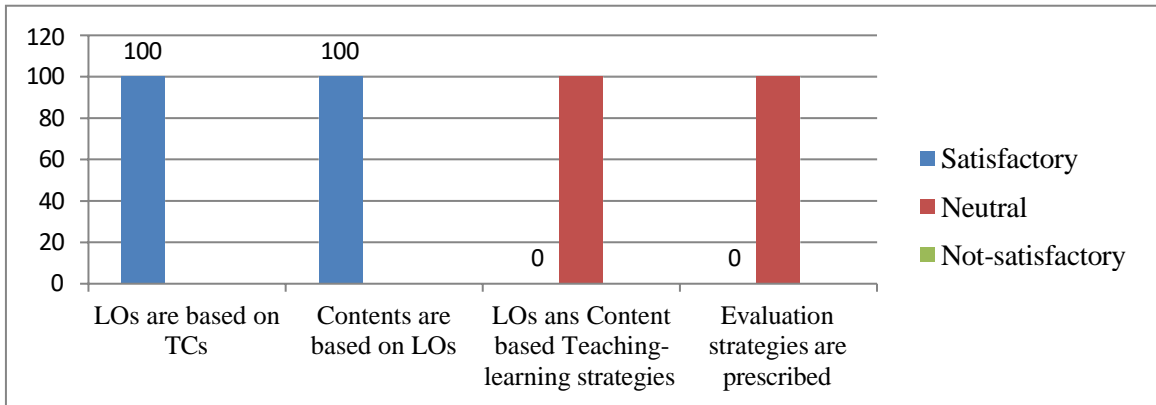
The curriculum was analyzed on the basis of the basic components of the curriculum and in this study the grade-V English curriculum was analyzed considering its TCs related to writing skills. After then, the LOs were analyzed about how the TCs are reflected through the prescribed LOs, in the next step the contents were analyzed weather the contents are developed following the objectives-content matrix and the focus was given on the incorporation of the LOs through the prescribed contents related to writing for the targeted learners, then the incorporation of the strategies of teaching-learning of writing skills were analyzed were the methods, approaches, strategies/techniques and materials of teaching-learning of writing skills were taken into consideration and in the last step the incorporation of the evaluation strategies were analyzed and the figure shows that, 100% of the LOs are well developed where the TCs of writing prescribed in the curriculum are properly reflected. In the contents, 100% of the prescribed contents are suitable to attain the prescribed LOs which mean the contents are suitable to attain the LOs through the teaching-learning at the classroom.

Then, in analyzing the teaching-learning activities as the strategies of teaching-learning, the figure 10 shows that, result is found 100% in favor of the neutral category but nothing not-satisfactory. In the curriculum, strategies (methods or techniques) of teaching-learning of writing skills are not mention separately but simple teaching-learning activities are found.

Finally, in analyzing the evaluation strategies, it found that, 100% result is in neutral scale. It represents that, no separate strategies are mentioned for evaluation against of every

single LOs or TCs but general guideline are found mentioned in the curriculum in the teaching-learning activities parts of the curriculum.

4.2.2 : Qualitative data analysis: Summarization of the Curriculum contents

During the curriculum analysis, along with the checklist some questions were also applied to investigate some features of the prescribed curriculum as qualitative data of the study and the data was analyzed under the theme writing guidelines in the curriculum. The themes described into the following four sub-themes.

4.2.2.1 : Purposes of teaching-learning of writing skills as TCs

Analysis the primary level curriculum of English was explored to identify the reason of teaching English specially writing skills development of the learners. Although, peoples have general perceptions about the significant of learning English, therefore, the curriculum was analyzed and the following issues as reason of teaching writing are identified:

- To develop learners' communication skills in written form of the in both local and global context
- To develop competence in writing skills to achieve accessibility in the fields of higher education and job market in both local and global.
- To develop writing skills so that they can easily express their near and real environment as well as their thoughts and expectations in written form correctly.

Considering the significant of writing, emphasis has been given to develop learners listening and speaking skills to develop their reading and writing skills.

4.2.2.2 : The subject matter as content

English as an international language, emphasis has been given on proper learning of English from the very elementary to higher studies level of education in Bangladesh. Therefore, in the primary level English curriculum the necessary contents related instructions to develop students writing skills was investigated and the contents has been analyzed through document review of the existing prescribed primary English curriculum. The findings are as follows-

- primary level curriculum has competencies separately for all four skills of English. Therefore, competencies are prescribed of writing for primary grade learners are expected to be achieved at the end of primary level.
- each competency is being articulated and organized among different grades. Therefore, for writing there are total 12 terminal competencies prescribed in the primary English curriculum. Each competence is divided into class wise attainable competencies as essential learning continua.
- the competencies related to writing skills of grade V as essential learning continua developed based on terminal competencies of writing are found from the primary curriculum are-
    - Develop writing skills on cardinal number in figures (1 to 500)
    - Develop writing skills on ordinal number (up to 20th)
    - Develop writing using cursive and non-cursive letter (both small and capital letter)
    - Develop writing of figure for words and word for figure
    - Develop writing skills using punctuation marks (full stop, comma, question mark, exclamation mark)
    - Develop writing skills using capital letters (sentence making, quotation marks, proper noun)
    - Develop writing skills of time (a.m./p.m./hours/minutes/half past/quarter past/quarter to etc)
    - Develop writing skills through using suitable words and phrases following correct structure of sentence formation.
    - Use of dictation in writing
    - Develop composition writing by answering given questions and from their near environment or familiar issues.
    - Development of letter writing skills.
    - Develop skills to fill up forms about one-self and others.

This is important to mention that, the similar items are also designed for other grades/classes of primary level as essential learning continua but the differences found in

intensity among the prescribed learning continua of different grades. Like, in respect of the terminal competence regarding writing skills development on 'Cardinal number' and differences found in class-wise attainable competencies and essential learning continua are found as the following,

For grade 5: Students are expected to develop their writing skills on cardinal numbers in figures from 101 to 500.

Similarly, other competencies are also found organized considering different grades. The organizations of the contents are found organized accordingly to the maxims of teaching and both horizontal and vertical articulation of the contents as the subject matter are found both psychology and logically organized.

Most importantly, each single terminal competencies are divided into required class-wise attainable competencies. Along with general terminal competencies and class-wise attainable competencies, prescribed guidelines for class-wise curriculum structure are found. The structure of class-wise English curriculum is as the followings:

Table 10

Class-wise structure of the primary level English curriculum

Steps	Functions
Terminal Competencies (TC)	Terminal competencies are organized according to the language skills
Attainable Competencies (AC)	Developed on the basis of the terminal competencies
Learning Outcomes (LO)	Developed based on the prescribed attainable competencies
Contents	What should be taught to attain the learning outcomes by the students
Instructions for classroom activities	Separately prescribed the role of the teachers and the students in the classroom.
Instructions for writers/Illustrators	Guidelines of developing the textbook

Therefore, guidelines for the textbook developers and the practitioner teachers are clearly found in the curriculum. Jointly, the terminal competencies, class-wise attainable competencies,

learning outcomes, contents stated the items, the learners are expected to learn about different writing skills most particularly the writing skills in English during their tenure at primary level, grade V.

4.2.2.3 : Methods and techniques of teaching writing-skills as Strategies

According to the maxim of teaching, the techniques of teaching (how to teach) is more important than the contents, which the learners are expected to learn from the educational programs. The prescribed primary level English curriculum was analyzed to identify the instructions given to develop learners writing skills specially the learners of grade V. The curriculum instructions for writing skills development are as follows:

- Planned activities have been incorporated in the curriculum to facilitate both teachers and the students to enhance teaching-learning of English, specially writing skills.
- Planned activities are mostly designed against of every single learning outcomes
- Classroom size for quality facilitation, management, support and assessment are suggested to maintain as directed by National Education Policy-2010, therefore, the ratio of teacher and students should be 1:30.
- Strategies identified for writing in the curriculum within the activities column for separate learning outcome and the role of the teacher and the students are prescribed separately.
- The issue CLT method was found prescribed in the curriculum but the approaches and the style of writing skills are not mentioned there of the English curriculum

The analysis of the curriculum also identifies some strategies prescribed separately of the teachers and of the students.

4.2.2.3.1 : Strategies Prescribed for the Teachers

Teachers as the facilitator, plays significant role in teaching-learning, most particularly teaching English language. The following instructions are identified from the curriculum for the teachers to be followed for facilitation in the classroom to support students writing skills development.

- Use of Textbook
- Use of Blackboard

- Use of suitable teaching aids
- Maintain two-way communication in the classroom
- Use easy, interesting and real-life oriented examples
- Lecture method: Loud reading from the text to make the pronunciation, accent with stress, dictation etc., easy to the learners.
- Discussion method
- Demonstration method (using model)
- Question-answer method
- Brain-storming method
- Task based or learning by doing approach
- Involve students in lesson related activities, like group works, pair works and individual works
- Properly assessment and providing feedback

The above-mentioned strategies are found from curriculum analysis; those are prescribed for supporting both teacher and students in the English classroom to facilitate writing.

4.2.2.3.2 : Instructions for the Students

Curriculum as a plan and a basic element of education, like the teachers, instructions are also prescribed for the students. The role of the students was analyzed from the curriculum and following instructions was identified:

- Following teachers' instructions
- Use of textbook in the classroom and use note books for writing practices
- Practice and practice: Lesson of the day, what the teachers will facilitate
- Participate in class works as individual, pair and group tasks.
- Reading for writing
- Writing with teachers' dictation
- Free hand writing where the topic will be related to their real life or near environment: Answering questions or having clue from the text or by the teacher

- Writing by following models: Letter, Application, etc.
- Participate in question-answer session
- Ask for clear understanding and share their work with the teacher to get their status and get feedback for further development.
- Will write through brain storming
- Practice of using easy and simple works
- Practice for correct mode of writing

Curriculum instructions for the students to develop their writing skills, indicates a set of fruitful guidelines.

4.2.2.3.3 : Instructions for Textbook Development

Textbook as the main teaching material, needs to maintain quality to enhance effective teaching-learning in the classroom. In the primary level English curriculum of grade V indicates the guidelines. The curriculum was analyzed and the following instructions were identified as guidelines for textbook development of grade V:

- Contents should be properly incorporated to attain the intended terminal competencies, attainable competencies, learning outcomes related to learners writing skills development.
- Contents should be selected and organized logically, using easy and simple words
- Necessary models should be incorporated in the textbook to motivate the learners as well as to support the teachers in quality facilitation
- Relevant and interesting examples related to the text should be incorporated
- Necessary illustrators should be incorporated. Color of the used images should be relevant to the real objects of the item.
- During selection and incorporation of image, the gender neutrality should be maintained
- Instructions for each activity should be mentioned clearly.
- Necessary models should be incorporated in the textbook to facilitate the content as well as to the learners. Models should be relevant to the learners' daily life

experiences, or near environments or natural phenomenon, nationally important issues, etc.

- Space for students' work should be mentioned properly in the lesson where necessary.
- Clear instructions and guidelines for dictations should be incorporated
- Guidelines for structures of writing should be provided clearly.

Textbook of English of grade V is considered as the main teaching materials of developing learning all four language skills in English within a educational setting, therefore guidelines of curriculum are expected to follow in textbook development for the best support of both the teachers and the learners in developing the writing skills.

4.2.2.4 : Evaluation strategies of writing skills

Students' performance measurement is important because based on the results teachers can take further actions for facilitation. Evaluation come up with strength, weakness, opportunity as well as the treats of any programs and indicates with redesign the role of the stakeholders to enhance the quality of the program. Writing skills development in English as recognized as the most critical one among all four language skills, therefore the instructions for evaluation of writing practices should clearly be mentioned in the curriculum, hence the English curriculum of grade V was analyzed and the following instructions was identified:

- Checking students work writing. Teachers are instructed to check each and all students work.
- During students work, teachers should maintain proper monitoring to support the students where and whoever necessary
- Motivation should be given by encouraging the students to use simple words with correct structures.
- Feedback should be given to the students where necessary

The instructions prescribed in the curriculum for conducting evaluation of the students to facilitate their learning of developing writing skills in English. Therefore, the major four

items from the curriculum have been analyzed to identify the instructions of curriculum to facilitate learners English writing skills at the primary level (grade V) in Bangladesh.

4.3 : Analysis of the Grade-V English Textbook 'English for Today'

Curriculum is one of the major elements of education. But we couldn't carry the curriculum in classroom but without curriculum it is very difficult to conduct a fruitful class even to develop the main teaching materials called textbook. Practitioners usually follow the textbook for classroom teaching. Therefore, a quality textbook is very important to impart quality information as well as motivation both the teachers and the students in classroom teaching and learning. Development of quality textbook depends on the instructions of the curriculum as curriculum indicates that 'what to teach?' 'why to teach?' 'how to teach?' and 'how to evaluate?' etc.

Textbook development always demands the instructions of the curriculum and as textbook is the main teaching materials, it should cover all necessary contents to satisfy the prescribed objectives of teaching-learning derives from the terminal competencies and from the learning objectives. Therefore, unit wise analysis (total 25 units are there in the grade-V EfT textbook) of the textbook of grade V English textbook has been followed using a checklist and both the quantitative and qualitative data was collected and analyzed accordingly as the followings:

4.3.1 : The quantitative data analysis

The prescribed FfT textbook of grade-V was analyzed using a checklist and the data analysis is as the followings:

4.3.1.1 : Scope of writing exercises

The units were analyzed and the following data was revealed regarding the scopes of writing exercises incorporated in the textbook.

Figure 11

Scope of writing skills practices in the textbook

(a) **(b)**
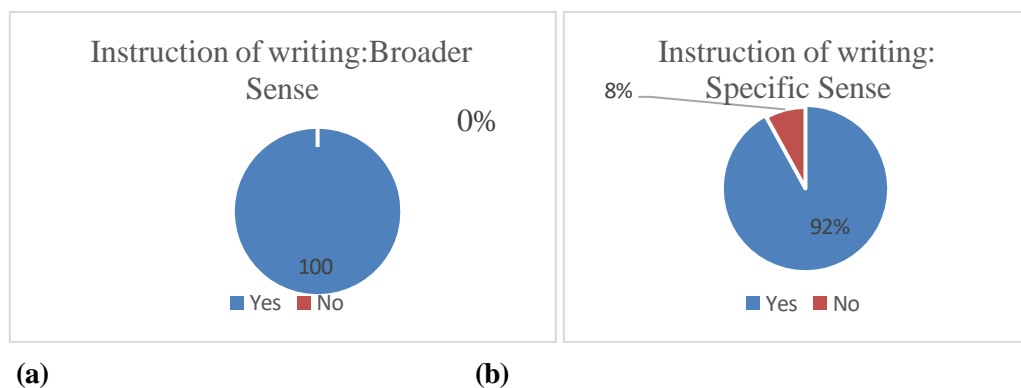
Figure 11 shows two different parts. In part **'a'**, it indicates the broader sense of the scope of writing among the units of the textbook. Data reveals that, 100% (25) that means all the units have the scope of writing. Therefore, in broader sense, no units is in the grade-V EFT textbook without the scope of writing.

In part **'b'** it explores the units to find out the exercises instructed for writing. Hence, figure shows that, 92% (23) units have the exercises of writing and only 8% (02) of the units have no direct exercise where the scope of writing is prescribed. Most importantly, pictures of the unit analysis are quite different than the picture of the lessons. All the units are divided into few lessons and all the lessons haven't the exercises of writing.

4.3.1.2 : Reflections of Curriculum Instructions in Textbook Development

In different unit of the curriculum the exercises incorporated for writing was analyzed and the findings are as the following figure 12.

**Figure 12**

Reflection of the curriculum
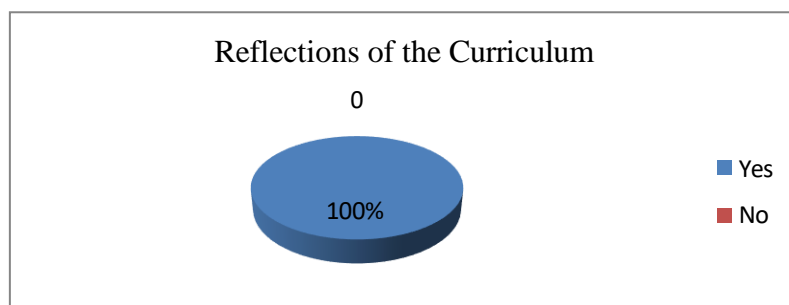
Figure 12 shows that, all the directions (TCs, LOs) of the curriculum are properly followed (100%) to incorporate different writing exercises in the prescribed primary level EfT textbook.

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The textbook was analyzed according to the direction of the curriculum. The holistic figure of the textbook reflects the ultimate directions of the textbook but some shortcomings were also identified. The findings are described as strength and weakness of the textbook.

4.3.1.3 : Types of writing exercises incorporated in the textbook

The writing as a productive language skill, needs continuous practice to improve in English writing skills as it requires accuracy and perfections. Controlled writing, guided writing and free writing are three major levels of practicing writing. The textbook of grade V English was analyzed and the exercises were analyzed according to the characteristics of the above-mentioned levels of writing. The findings are mentioned in figure 13.

Figure 13

Types of writing exercises incorporated in the textbook
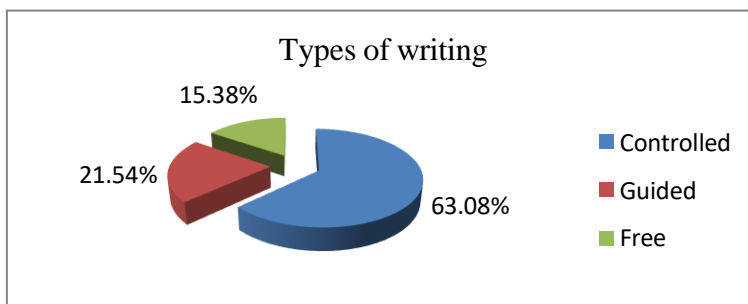
According to the figure 13, in the EfT textbook of grade-V, among the writing exercises 63.08% are controlled writing, 21.54% are guided writing and only 15.38% are related to the free writing exercises. The figure reveals that, majority of the writing exercises are regarding controlled writing and the proportion of free writing is the lowest. Within controlled practices, the writing exercises cover issues like, use of different forms of tense, use of adjectives, use of imperative sentences, use of pronoun, use of Wh-questions, use of punctuation marks, matching, fill in the blanks, true/false, question answer, sentence formation, numbering, write in figures and words, quotation marks etc. and among the guided writing exercises there are the form fill up, writing short paragraph and sentence formation following the given model, letter writing accordingly to the given sample etc and among the free writing the exercise was related to the writing a composition, paragraph and letter. The significant point that was observed during the

textbook analysis, all text incorporated for free writing is very closely related to the real life to the learners.

4.3.1.4 : Approaches followed for writing exercises in the textbook

Literally, previous studies and books presented that, writing skills practices followed by several approaches. The approaches are product approach, process approach, genre approach, product-process approach and process-genre approach. Therefore, the textbook of EFT, grave-V was analyzed accordingly to the used approaches and the findings are mentioned below.

Figure 14

Approaches of practicing writing
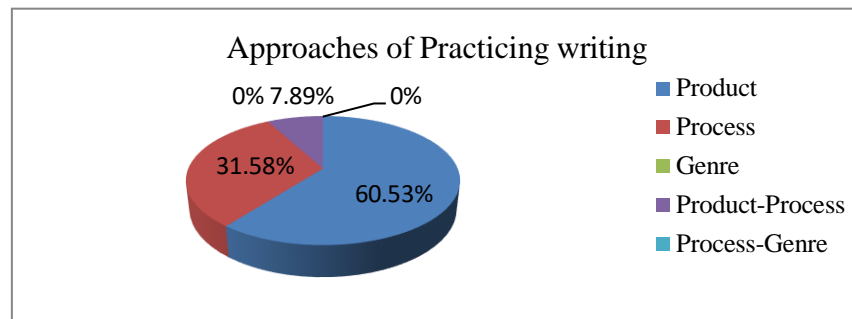
Figure 14 shows that, most of the exercises are followed by product approach of writing as 60.53% data are on favor of the product approach and 31.58% data are found for process approach and only 7.89% writing exercises are followed by both process and product approach. Although, the process wasn't mentioned separately with the prescribed exercises therefore based on their nature the approaches were categorizes during the time of textbook analysis and accordingly to the characteristics retrieved from the reviewed literature.

4.3.1.5 : Methods of practicing writing exercises followed in the textbook

Although there are multiple methods, therefore only CLT and other than CLT methods were investigated during the document analysis using the checklist as modern teaching-learning of English for the EFL learners are following CLT method as recommended by the curriculum. Therefore, the analysis was followed to identify whether the textbook followed CLT based strategies or not. The findings are mentioned below.

Figure 15

Approaches of practicing writing

Method of writing practices prescribed in the textbook

0%

100%

■ CLT
■ Other than CLT
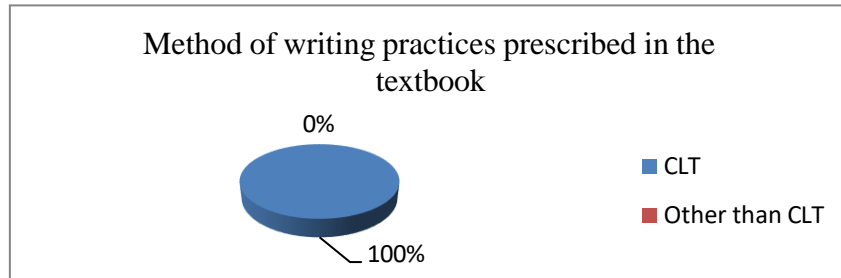
The data reveals that, incorporated exercises of writing in the EfT textbook of grade-V are developed accordingly to the CLT method as 100% of the exercises are followed that CLT method. Thus, learners have their flexibilities to practice the language and the writing exercises in particular.

4.3.1.6 : Instructional Strategies prescribed for writing in the textbook

Different strategies are recommended for practicing writing skills development through classroom teaching-learning as prescribed in the EfT textbook. Some strategies are used repeatedly for practicing writing. Therefore, the pictures of prescribing the strategies are as the followings:

Figure 16

Instructional strategies are clearly mentioned

Strategies are clearly mentioned

0%

100%

■ Yes
■ No
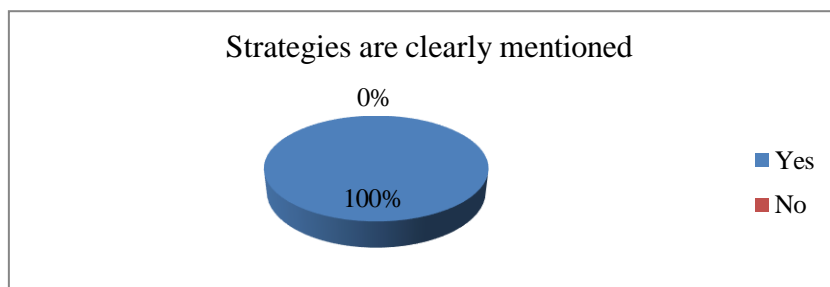
In the EfT textbook of grade-V, there are different strategies are mentioned. Among the strategies the pair work, group work, brainstorming, discussion, question-answer, problem-solving strategies are mentioned. Among the strategies pair work and group work strategies are directly mentioned in the textbook and other strategies aren't directly mentioned along with the exercises.

4.2.1.7: Focus skills of writing through exercises

Different items are prescribed in the EfT textbook for writing exercises and those are accordingly to the prescribed curricular instructions. Therefore, during the analysis of the textbook, some items are found with more exercise comparing to other skills of writing. Those are as the following figure 17.

Figure 17

Focus language skills
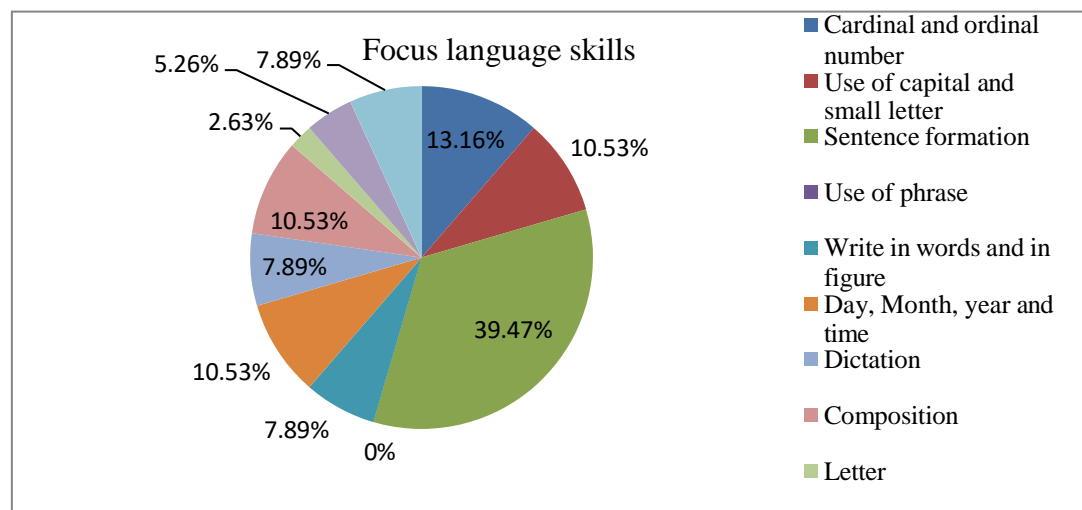
Figure 17 shows that, all but use of phrase is incorporated as exercise of writing in the textbook of grade-V of English although all skills aren't incorporated in equal proportion. From the analysis it was found that as the figure shows, sentence formation was emphasized more as exercise of writing which proportion is found 39.47%. Most of them are guided type but to develop the skills of sentence formation was found among the exercises. All the skills focused in the curriculum as the TCs and LOs of writing are there but no separate exercise was found to develop the skills of using phrase in writing. Among the exercises, 13.16% are about cardinal and ordinal number, 10.53% are about use of capital and small letter in both cursive and non-cursive mode, 7.79% are about write in words and in figures using both cardinal and ordinal mode, 7.89% are about dictations, 10.53% are about writing compositions, 2.63% are about writing letter, 5.26% are about form fill up and 7.89% are about the use of punctuation marks in writing.

Although, the proportion are different hence the scope is available to develop writing skills in different ways and context.

4.3.1.8: General features of the textbook for enhancing writing

The textbook was analyses to identify some issues like, suitability of illustrations for writing, reflection of learner's real-life situation in writing exercises, writing instructions and language of writing, scope of writing through reading, scope of practicing grammar, were explored. The findings are represented in the following tabular presentation.

Figure 18

*Features of Writing Exercises Prescribed in the Textbook*
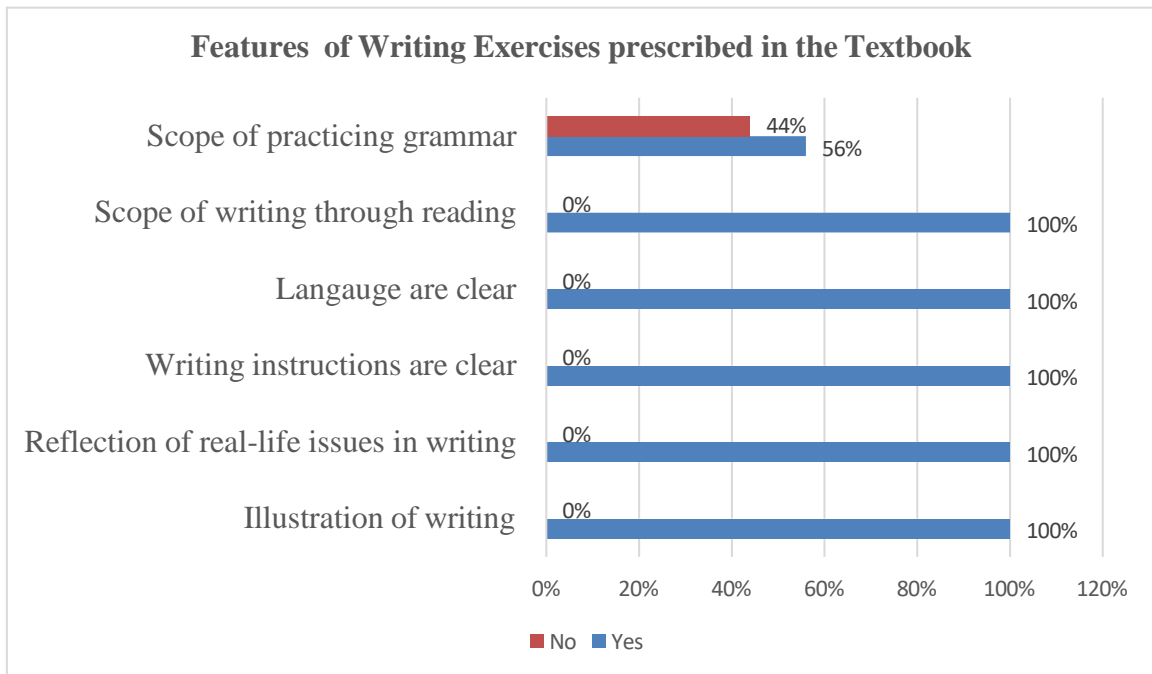
Figure 18 shows that, the illustrations incorporated in the textbook are found 100% suitable to generate idea about writing even to take them to the real field. The illustration was including picture, chart, diagram etc. Although, the pictures are found incorporated but the quality of the illustrations is an issue as some of them are very blur and not suitable to develop learning thinking skills for perception and generating ideas for writing. Like, in unit 19, the picture of the Liberation War Museum was very unclear.

The writing exercises incorporated in the grade-V EFT textbook were analyzed weather they are learners' real life related or not. Findings reveal that, 100% of the exercises are related to the learners real-life. Like, in writing composition the topic was

about the natural disaster, healthy diet, or about to visit to an historical place or about the district of Bangladesh, letter writing and form fill up or writing birth date or time etc. Beyond this, the exercises those are simply question-answer or matching or fill in the gaps are from the context or incident to which the learners are related and the exercises are suitable for the learners' age and need based also. Besides, in writing exercises, instructions are 100% clearly prescribed in the textbook. The writing exercises are clearly instructed. In the textbook, there is question-answer type exercises. But those are not instructed for writing. The languages are also clear in 100% of the prescribed exercises of the textbook. In practicing writing, the scope of writing through reading is 100% reflected in the prescribe exercises. The exercises of writing incorporated in the textbook are somehow related to reading and the lesson incorporated in the textbook are designed in such a way from where the learners can get necessary idea of writing actually else, they have to write or the product of writing or which process they will follow to make quality writing. Some exercises are not directly related therefore the idea of intended writing is possible to have from the given lesson of the EFT textbook.

In practicing grammar through writing, the figure represents that 44% units have the scope of practicing grammar and the mode of using grammar was found in the CLT method as the exercises was very much practical and explained using the learners very real-life related examples. Within the exercises where the grammar is found, the use of tense, punctuation, proposition, adverb, modal verbs, adjectives, noun are remarkable. The mentioned grammatical issues were prescribed separately with an interesting way to motivate the learners in practicing those issues through their writing exercises. In the rest 56% units there was no use grammar was found.

4.3.2 : The qualitative data analysis retrieved from the document review

The qualitative data which was retrieved from the document review are analyzed using codes and themes. In development of codes and themes, the collected data were organized thoroughly and themes are made based on the codes. The themes used for textbook analysis was content organizations, strengths and weaknesses of the textbook regarding writing.

4.3.2.1 : Scopes of Writing in the Textbook

In the English textbook of grade V, the exercises of writing have been articulated in different 25 units. Exercises are found different in different lessons of different unit.

4.3.2.1.1 : Organization of the writing exercise

Unit wise analysis of writing, of grade V English textbook come up with the mode of organization of the exercises if writing in the textbook. The mode of organization was analyzed according to the teaching maxims and found as the followings:

- **Simple to complex:** The exercises are being articulated accordingly to the simple to complex order. For example, in unit two, the writing exercise found as guided writing exercise, where the students are instructed to fill up a box just likely to the given examples. Students need not to think critically for writing, but simple by reading the given text or examples. Even, in the initial units the exercises are found mostly controlled and guided and gradually the exercise of free writing appears. Even in free writing, the composition writing starts with clue or by answering some given questions and gradually starts with completely open. Such as, first exercise regarding free writing found in unit seven and the instruction for the composition is to write accordingly to the given ideas. Then in unit ten, the composition exercise is designed to complete by answering some given questions.

- **Known to unknown:** The analysis found that, the knowledge incorporated in different units of the textbook are very much real life oriented of the students and mostly related to their daily life. For example, in unit one the lesson starts with simple conversations and the writing starts with simple titles writing for addressing male and female (married and unmarried). Then, gradually the lesson with comparatively complex and are introduced and the writing practices thereby organized.

4.3.2.2 : The Strength of the EfT Textbook of Grade-V

Terminal competences as learning outcomes are found incorporated with unit and lessons

- Organization of the unit and the lesson found logical as these are organized following simple to complex maxim and words are found easy and simple. Like, unit-one, starts with simple conversation and gradually moves to the harder one like story type lesson titled 'The hare and the tortoise'.

- Pictures used in the textbook in its different units are very much relevant to the unit or lesson descriptions. At the same time, the colors of the illustrations are mostly relevant

- Different types, approaches and strategies of teaching-learning of writing English are mentioned in the textbook but not clearly mentioned. The following scopes and methods of writing are identified.

Table 11

Types, approaches and strategies of writing mentioned in the textbook

Types of writing	Approaches of writing	Strategies of writing
- Controlled writing	-Product	-Pair work
-Guided writing	-Process	-Group work
-Free Writing	-Product-Process	-Brain Storming
		-Discussion
		-Question-answer
		-Lecture
		-Problem-solving
		-Demonstration

- Plenty of scopes for students practice are found in the textbook for writing practices; like Fill in the gaps, matching, sentence completion, model or clue-based letter and paragraph writing, composition writing at times free writing and at times guided writing etc. Therefore, the textbook of English is mostly student centered.

- Representation of gender balance in different units and lessons are well presented in the textbook

- The contents are designed in such a way which is supportive to enhance the learners reading skills also as the writing exercises are mostly followed by reading.

- Examples used in the textbook in its different units and lesson are found students real life oriented and stories are interesting and beneficial to develop students' life skills.

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- Basic grammatical issues like tense, preposition, punctuation, adverb, noun, adjectives are well prescribed in the form of exercise with interesting and easy examples.
- Instructions of all writing activities are mentioned clearly in the textbook. Like True or False and if false, write the correct one, fill in the gaps using words from the above table etc.

Therefore, the textbook of English of grade V are found good to develop students writing skills. Along with the above-mentioned strength some shortcomings were also identified from the analysis of the textbook.

4.3.2.3 : Limitations of the English Textbook of Grade V

- At the beginning of the lesson the learning outcomes are not mentioned.
- Most writing exercises are in controlled form and guided writing scope are limited and very little scopes for free writing are found
- Vocabulary is listed at the end of the textbook but not mentioned just at the end of the lesson
- The use of phrase isn't mentioned for practice
- The gender balance isn't properly mentioned in the illustrated pictures
- The instruction of writing for the question-answer sessions aren't mentioned clearly
- Only the pair work and group work strategies are mentioned clearly in the textbook writing exercises

Textbook as a main teaching material, its limitations should be addressed properly and solved to offer best opportunity of teaching-learning of English learning skills of the teachers and students.

4.4 : Analysis of the teacher's Edition (TE)

Teachers' Edition (TE) is support for the teachers in quality facilitation in the classroom as it helps by prescribing the activities a teachers have to perform in the classroom for the best achievement of the learners. As, teachers' edition contain details of classroom teaching-learning therefore, TE is a good support even to the newly appointed teacher. Therefore, the prescribed

TE, developed by NCTB has been analyzed according to the basic components of classroom teaching-learning. The analysis was followed by a checklist and the data analysis are end with the following result.

Figure 19

Analysis of the Teachers' Edition
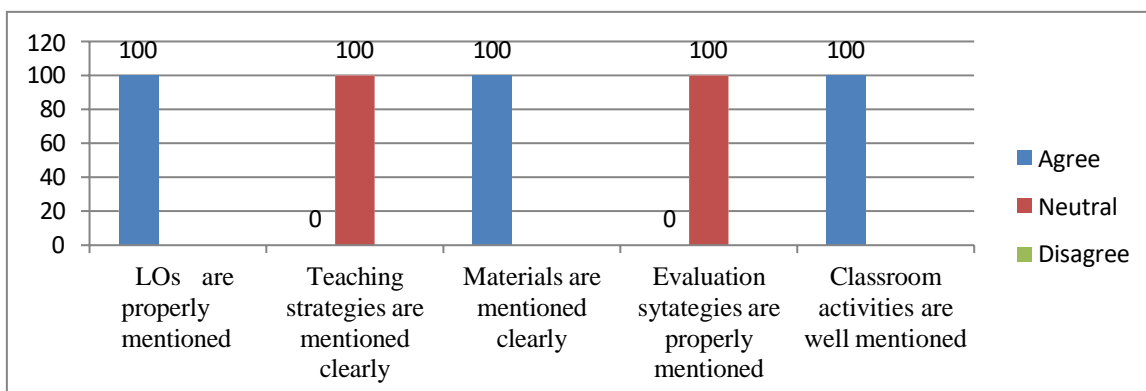
4.4.1 : LOs in the TE

Figure shows that, 100% opinion are found in favor of agree point which means LOs of each separate unit is properly mentioned in the TE. The LOs are developed and organized accordingly to the achievable competencies hence the terminal competencies of the curriculum and the units are divided into suitable lessons and in every lesson the LOs are properly mentioned for the required language skills. LOs for every language skill are mentioned separately in TE.

4.4.2 : Teaching Strategies in the TE

Figure shows that, the 100% of the opinion are in favor of the point neutral, which means the strategies are incorporated but not mentioned separately over there in the TE. But the strategies are found with the activities prescribed in the TE where the role of the teachers are clearly mention through step-by-step actions they should follow in the classroom for teaching.

4.4.3 : Guideline for using materials of teaching in TE

Figure shows that, 100% opinion are found in favor of agree point which means the suitable materials list are clearly mentioned in the TE. Materials are mentioned at the very start of the lesson, although the materials for writing skills development aren't mention separately in the TE but in the activities part the use of the particular materials for writing are mentioned clearly even the process of using those materials are mentioned. Besides, at the very beginning of the TE, the guidelines are incorporated about how to use the digital materials for enhancing quality teaching-learning in the classroom.

4.4.4 : Mention of Evaluation Strategies

Figure shows that, responses are fully (100%) in favor of the point neutral, which means the strategies for evaluation are incorporated but not mentioned separately over there like LOs and materials. But, the strategies on how the teachers will assess the performance of the learners are found within the activities prescribed in the TE where the role of the teachers are clearly mention and how they will evaluate their learners writing.

4.4.5 : Guideline for classroom activities of teaching-learning of writing skills

Figure shows that, 100% responses are found in favor of agree point which means the activities accordingly which the teachers will conduct the classroom are clearly mentioned in the TE. In this part, the process of using materials and strategies along with the process of engaging the learners in classroom activities are mentioned along with the techniques of evaluate the learners' activities of writing. Besides, the ways of motivation and giving feedback to the learners are also mentioned in the TE.

4.4.6 : Summary of the Teachers' Edition

Teachers' edition is an important curricular material which help only in developing teachers' professional skills development but also helps the learners to learn effectively from the classroom with very organized activities, as the TE hold the following issues.

- In the TE, the LOs are properly mentioned for developing learners writing skills where the reflection of the ACs and TCs were carefully considered.
- The materials required for teaching writing skill are mentioned properly in the curriculum

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- The ways of classroom communication, imparting information, knowledge sharing, engagement of the learners and finally to evaluate their performance are being described in a well manner to make the total classroom teaching-learning more effective (to organize activities as suitable to the learners) and enjoyable.

- Although the strategies of teaching and evaluation aren't mentioned separately but within the teacher-students' activities the suitable strategies are properly mentioned.

- Guidelines are clearly given to the teachers regarding the use of the ICT and ICT related materials to support the learners to develop their writing competencies.

- In the activities part the ways of motivating the learners as well as the feedback techniques are also prescribed.

- The techniques of implementing the CLT method of teaching writing skills are properly mentioned where the active participation of the learners is focused to make the classroom participatory and learners centered.

- Lesson wise guidelines are incorporated where the units are divided into suitable lesson accordingly to the EfT textbook of grade-V.

- Instructions for the teachers are clearly mentioned actually what to do? and how? To make the classroom more effective using suitable methods and materials.

- The strategies for classroom facilitation aren't separately mentioned in the TE

- The strategies of evaluating the activities of the learners aren't mentioned separately in the TE.

- Guidelines for supplementary sources for additional information are incorporated at the initial part of the TE but some issues are found missing in the activity's parts although the LOs were developed and incorporated

In a nutshell, the teachers' edition developed by NCTB for the primary level English teachers which have an instinct trait to support the facilitator teachers irrespective of their status weather they are the newly appointed or experienced one, the TE is quite suitable to manage a quality English classroom to enhance the all four language skills of the learners.

4.4.7 : Summary of the Document analysis (Curriculum, textbook and Teachers' edition)

The primary level English curriculum, EfT textbook of grade-V and the Teachers' edition are analyzed focusing the writing skills development and the analysis come up with some similarities, those are as the followings:

- The curriculum is properly developed where the all the components of the curriculum are mentioned like the LOs are properly developed accordingly to the TCs and AOs and the contents are developed accordingly but the teaching-learning strategies and the evaluation techniques aren't mentioned separately except within the planned activities.

- The textbook is being developed accordingly to the guideline of the curriculum where the prescribed units are developed accordingly to the TCs and LOs of the curriculum and the units are divided into suitable lesson for fruitful implementation of the textbook and the strategies are mentioned with the exercises and

- Finally, the TE are being developed on the basis of the curriculum and the EfT textbook of grade-V for the best support to the teachers.

In a nutshell, there is a sound coordination among the curriculum, textbook and the Teachers' edition which is supportive for quality teaching-learning of English writing skills of the EFL learners.

4.5 : Analysis of Classroom observation: Practicing Writing Skills Development.

Classroom is the real place or like a laboratory where the fruitful and purposive interaction happens between teacher and students. Although, the analysis of the primary level grade V English curriculum and textbook reveals the opportunities of writing skills development. The plan of education prescribed in the curriculum will possible to attain if the contents of the textbook implement fruitfully in the classroom. Therefore, the classroom practice of writing is important. Hence, the classroom was observed through an observation checklist to find out the role of the teachers in the classroom, to facilitate the learners in their writing skills development. At the same time, the role of the learners regarding writing in the classroom was also observed.

During classroom observation, the methods and materials used in the classroom was also observed as curriculum has clear instructions about suitable teaching methods and materials. Therefore, as modern teaching-learning is a two-way process and student centered, the role both the teachers and the students along with the materials and methods of facilitation, involvement and assessment is significant. Classroom observation was carried out to identify the real scenario of teaching-learning of writing skills in the grade V English classroom, where the role of the teachers, role of the students, materials used for facilitating writing skills development, methods of writing skills development and assessment for finding out students' status about writing skills were observed critically.

4.5.1 : Physical characteristics observed of the classroom

The physical appearance of the classroom was observed along with the role of the teachers and students in writing skills development. The observed classroom environment was as the followings:

4.5.1.1 : Classroom size

The classroom size (Teacher-students ratio) is observed exceeded than the recommended size of 'Education Policy 2010'. The findings are as the followings figure 20.

Figure 20

Classroom size of the observed classrooms
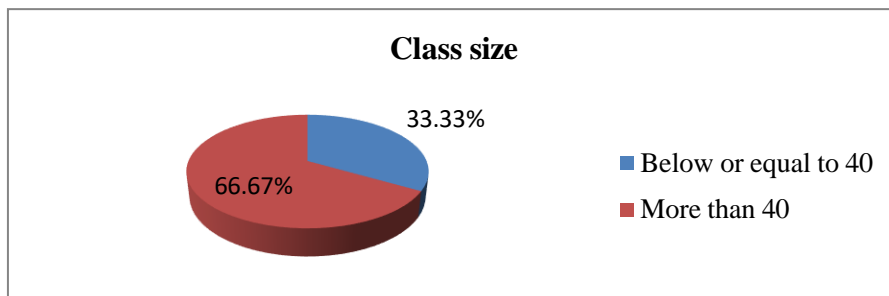
Among the observed classes, 33.33% classroom size was accordingly to the prescribed size recommended by National Education Policy-2010, and rest other 66.67% observed classroom's size was very large than the expected size and the condition of that classroom seems very unusual.

4.5.1.2 : Physical settings: Bench, Blackboard, walkway (free space), ventilation etc.

Due to the large classroom size, some observed classroom was found very congested even the scope of movement of the teachers to check students' class performance during class time seems not only very difficult but impossible too. The benches are congested and the number of the benches are not seeming suitable to sit in comfortably to perform activities smoothly in the classroom. Some classroom was observed where in a single bench, 6/7 students were found sited together. The benches were organized traditionally no arrangements modern organization of the benches or sitting chairs of the learners; like U shape organization of sitting chairs or arrangements of round tables. The found traditionally sited. Therefore, during class, when teacher ask somebody from a bench to come in the blackboard to write something or to read from the textbook or from any given documents or to organize the students for group works or for other activities, then in one side it would be time consuming and other side it hampers other learners' attention by bothering them. On the other hand, the lower portion of some of the blackboard

In some classroom the blackboard is seen not in the middle of the wall, rather it was found in a particular side (right/left), therefore some students found facing difficulties to see the blackboard clearly from their position in the classroom. Even, students sited at the back of the classroom hardly catch the blackboard. Not only that, the ventilation system of some observed classroom seemed very poor. Position of the classroom in such a place, without electricity it seems difficult for the learners to see clearly even to see from their note book.

4.5.2 : Role of the teachers in facilitating writing skills of the learners

Classroom teaching-learning mostly depends on the efforts of the class teacher, Therefore, the role of the teacher as an important issue of this study as the learners of grade-V of the GPS generally depends on classroom teaching and the role of the teacher is important for them. Teaching writing skills to develop elementary level EFL learners is very difficult, hence the role of the teacher in the classroom was observed and the findings are as the followings:

4.5.2.1 : Time Spends for writing in the classroom

The students were found engaged in writing in the classroom. Their engagements were found guided by the class teacher although the time spends in writing was found different in different classes. But no single class was observed where there was no activity of writing. Time spends for writing in a single class is observed as the followings

Figure 21

Time spends in writing in the English classroom
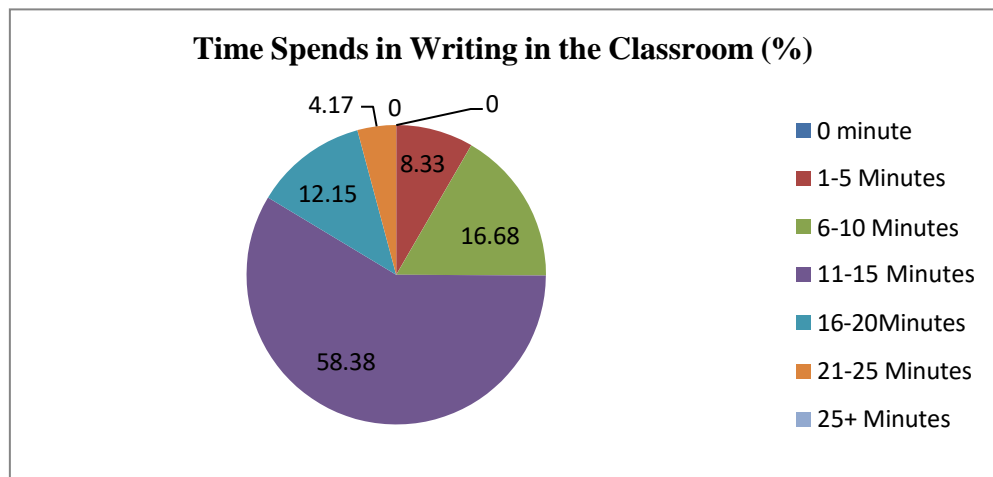
The observation result reveals that, no class was observed where no time spends for writing and even more than 25 minutes for writing. Among the observed classes, the time spends in writing for 11-15 minutes long is the highest and it is 58.38% of the observed classes. Among rest of the observed classes, the observation findings reveal that, 8.33% classes spend 1-5 minutes time for writing, 16.68% classes spend 6-10 minutes time for writing, 12.15% classes spend 16-20 minutes for writing, and only 4.17% classes spend 21-25 minutes for writing in the classroom.

The most significant issue of the observation of writing is that, at times the lesson of that particular day was about reading task or speaking task but teachers were found to write new words in the blackboard and they asked the students to write the words in their note book. Along with writing the pronunciation with correct accent was noticed to be practiced during writing new words.

Among the time spends in writing in the classroom, the time was count separately for the teachers and for the students. The findings are as the followings figure 22.

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Figure 22

Time used by the teachers and students in writing

Time used by the teachers and students in writing
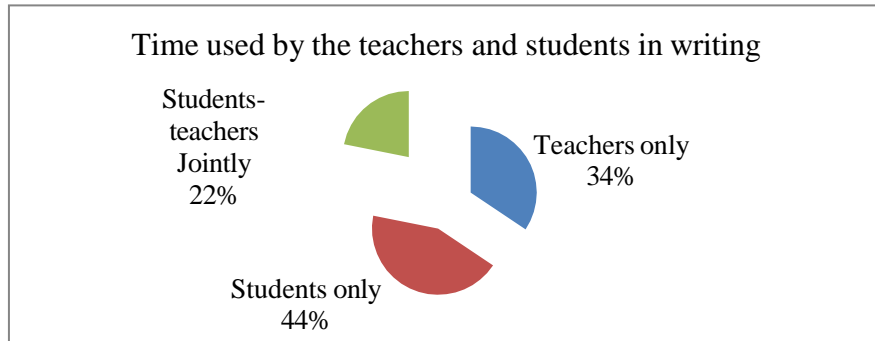
The results regarding time used for writing by the teachers and by the students looks good as the time used by the students for writing is higher than the time used by the teachers. Teachers asked the students for writing and students follow their teacher. 34% time observed used by the teachers and this time the use the backboard. In the board they write different new words from the lesson and explain the structures of sentence formation using grammatical rules, use of capital letters or punctuation marks or quotations. It is for the explanation only to make the content of writing makes easy to the learners and no instructions are found for the students to keep notes.

On the other hand, 22% time observed of writing when both the teachers and the students write simultaneously. During this time, the teachers were found writing on the blackboard and at times pronounce the words only and asked the students to keep notes in their note books. Among the writing times, 44% times were observed to use by the students. They write according to the instructions of the teachers.

4.5.2.2 : Organization of the learners before or during writing

The scenario of classroom organization in the forms of rearranging the students was observed and the findings are presented in figure 23.

Figure 23

Organizing the students for writing

Organizing the students (%)

16.67

83.33

■ Rearrange the students (%)

■ Not rearraged (%)
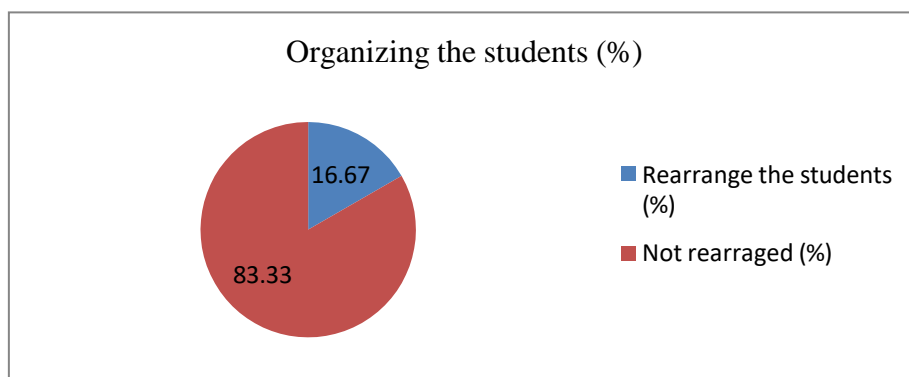
Among the observed classes, only 16.67% teachers organize the students before or during writing tasks. They also found to rearrange the students during different task of writing like pair work, group work, etc. Rest of the teachers was found to conduct the classroom activities as the way of settings remains from the very beginning of the class. To provide any pair work, they asked the students to form pair with their next fellow mates and during group works they asked the students to form groups from their same bench they sited. The reason behind the poor percentage of classroom organization was observed the large class size and the settings of the classroom due to its space.

4.5.2.3 : Use of textbook for practicing writing skills at the classroom

The scenario of using the textbook for practicing writing skills is as the followings in both the urban and rural schools.

Table 12

Use of textbook in practicing writing skills

Use of textbook in writing	**Percentage**			
	Urban GPS		Rural GPS	
	Yes	No	Yes	No
	100%	0%	100%	0%

Table 12 shows that, in both urban and rural govt. primary schools the teachers use the textbook for practicing writing exercises to develop learners' skills on writing. But, in real exercise teachers at time found using different content outside from the textbook but not irrelevant and mostly guided as textbook. The topics which are retrieved according to the life experience of the learners to make it interesting and easy as well as to make the learners motivated.

4.5.2.4 : Use of lesson plan in the classroom

Use of lesson plan is very essential as it gives the complete strategic plan to the teacher for effective teaching-learning at the classroom. The scenario was found as the followings.

Figure 24

Use of lesson plan at the classroom
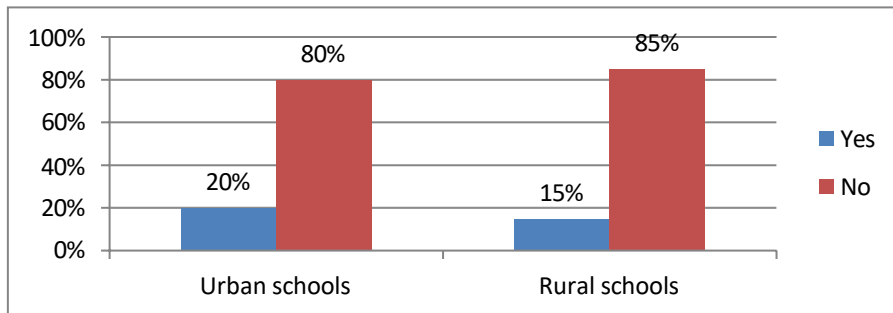
Figure 24 shows that, in both rural and urban schools' percentage of using lesson plan in the classroom is very poor. In urban and rural primary schools, 20% and 15% teachers use the lesson plan in their classroom but that was found incomplete which means the lesson plan was not as the complete shape but very brief plan over there. Rest of the teachers was observed without lesson plan at the classroom.

4.5.2.5 : Method used for writing skills practices at the classroom

The use of methods in the classroom in both observed rural and urban GPS are found as the followings:

Figure 25

*Method used for writing skills practices at the classroom*
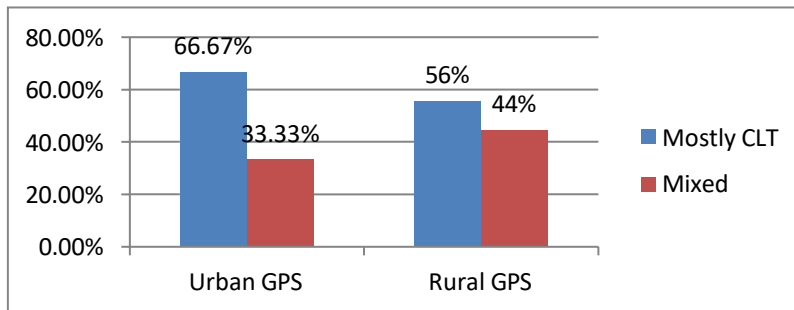
Figure shows that, in both observed urban and rural GPS, teachers' mostly use the CLT method for writing and flexibilities were visible during the writing exercises. But, for instructions, the teachers are found using Bangle to make the instruction clear regarding 'what to do'. Among the observed classes in rural areas 56% classes were mostly based on CLT method and 44% of followed by mixed method and in urban schools 66.67% classes were followed by CLT and rest 33.33% classes are followed by mixed methods for teaching writing skills. But, during practicing the writing nothing hardness was found from the teachers and the topics are found friendly and enjoyable to the learners.

4.5.2.6 : Type of writing practiced in the classroom

In the classroom the teachers are found using different types of writing exercises to develop learners writing skills. The findings are as the followings:

**Figure 26**

Type of writing practices at the classroom
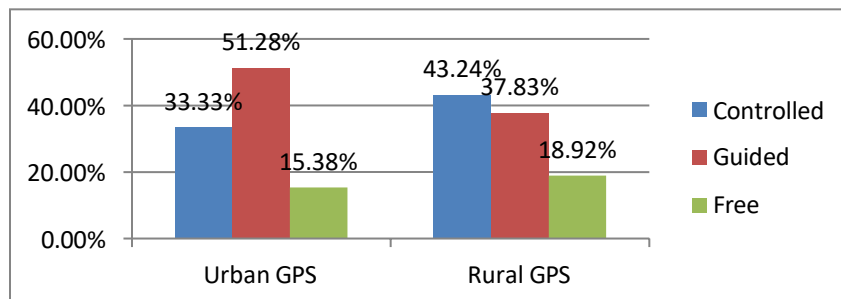
Figure 26 shows that, in urban GPS English classroom, mostly guided (51.28%) types of writing exercises are practices and in both rural and urban GPS the free writing are found poor as among the observed writing exercises from urban classroom 15.38% of the writing exercises were free type and in rural areas it was observed 18.92%. The controlled writing types are found more in the rural GPS (43.24%) than the urban GPS (33.33%). In developing writing skills of the EFL learners, teachers were found following reading guided writing in the classroom. The scenario of using reading guided writing is observed as:

Table 13

Reading guided writing

	Percentage			
	Urban GPS		Rural GPS	
Reading for writing	Yes	No	Yes	No
	100%	0%	100%	0%

In both type of schools, teachers literally use the textbook first for reading and then on the basis of the lesson they involve the learners in different writing activities like word meaning, sentence making, question-answer, fill in the gaps, matching, paragraph writing even the composition writing as the information incorporated in the lesson of the textbook are suitable for understanding about what to write and how.

**4.5.2.7 : Strategies used in the classroom for developing writing skills in the classroom**

In both types of observed classroom, strategies were observed by the teacher to engage the learners in writing. The Findings are:

Table 14

Strategies in developing writing skills

	Percentage			
	Urban GPS		Rural GPS	
Use of strategies in writing	Yes	No	Yes	No
	100%	0%	100%	0%

Figure shows that, in both urban and rural GPS the teachers used strategies for developing learners writing skills although all strategies aren't found to use in a single class. The following strategies were identified from the classroom observation of practicing teaching-learning of English writing skills:

Figure 27

Strategies used in writing practices in the classroom
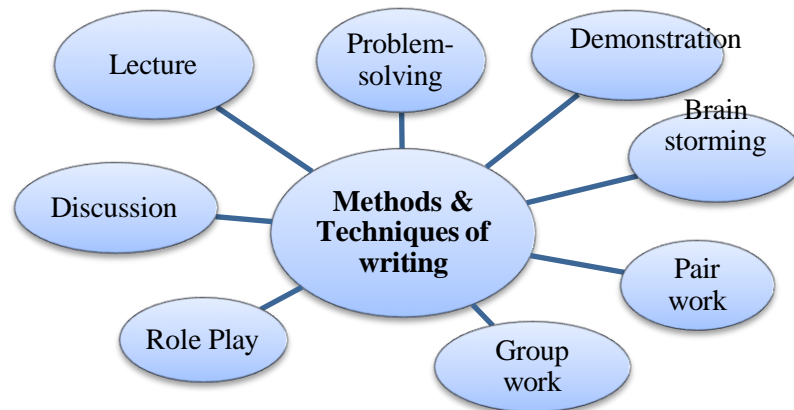
- **Question-answer:** After delivering a certain lesson, teacher asked the learners to answer some question in written form at times in pairs or in groups or individually through reading the text again or some questions given by the teacher by their own which was found related to the text the read.

- **Demonstration writing**: It is like writing from a picture or from a given model. Teacher asked the learners to describe a picture. This writing task found practicing individually, in pairs and even in groups. This was found interesting as the learners engage themselves in discussion and brainstorming to generate idea about the theme of the picture and then write by sharing.

- **Brain Storming:** Brain storming technique was found to use to encourage the learners in free writing. Before brain storing the teachers found to provide directions to the learners about the ways how they will organize their ideas for writing.

- **Pair work:** Pair works practices found in the classroom followed by the teachers to practice writing. The observation of English classes of the English teachers of

different schools reveals that, they apply pair work for writing question-answer, writing a composition, fill in the gaps, sentence formation, and even checking to each other etc.

- **Group work:** Some writing tasks was found given through group work. Before providing group work the following issues were noticed:

  - Actions of rearranging of the learners for group formation were found poor. Only three teachers were found to reorganize their students during group work.
  - Group was formed mostly with the learners sited in the same bench or opposite to their position. Organization of the students found poor
  - Guideline of writing for group work was given
  - Time was fixed
 - Task based work of writing. It was found guided, controlled and free writing.

4.5.2.7.1 : Motivational Strategies in the classroom of writing

Beyond the above-mentioned techniques, the motivation was observed to convey by the teachers to influence the learners towards writing through the mentioned strategies.

Figure 28

Use of motivational strategies in the classroom for writing

(a)   (b)
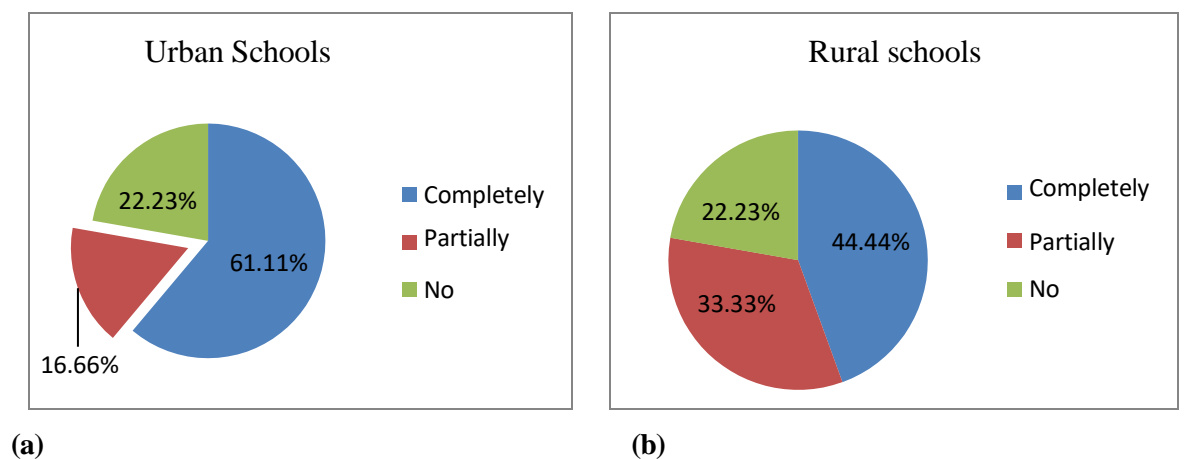
The above figures show that, in the observed urban schools, presented in figure **'a'**, the teachers were found using motivational strategies to motivate the learners in learning expect

some classes. Among the observed classes, in the urban areas, motivation is given properly in the 61.11% classes, partially in 16.66% classes and in 22.23% classes were observed with no motivation. In the rural schools, presented in figure **'b'**, among the observed classes, 44.44% classes were observed where teachers used motivational strategies properly, 33.33% partially and 22.23% classes were observed with no motivation. Therefore, the approaches of motivating the learners towards writing are found with different practices. But, most of the motivation was found oral speech and at times it was using through materials. Some teachers' oral motivation is found like,

> *"No matter if there is any mistake in your writing. But try carefully to express about the desired topic of writing. When I was in your position, my level was not as good as present. I was scared a lot at the same age as you but I have improved my condition of writing through regular practice. At first, I also made many mistakes, I was scared but gradually my fears subsided and I learners to write correctly. After all, I am here to help you and your friends will also help you in my absence those who are good in writing. So, start writing with confidence"* (TDU2).

This type of motivational support observed from the teachers in the class to develop writing of the learners in writing but the mode of motivation was different. Some other teacher's motivational speech about was as:

> *"If you want to get good marks in English exam, you must have the ability of writing correctly. So, let's start writing, do not get scared about the mistakes, you will make fine if you practice the same things several times. It will be better gradually not in a single attempt. I was in your position when I was a primary school going child like you."* (TMR3).

> *"Try to write using very simple and familiar words. Try to write in short sentences. It will be less likely to make mistakes"* (MDU1).

Along with these types of motivational statements, some other strategies of motivation were observed in the classroom. The other motivational techniques are:

- Hand Claps
- Praising words: Thank you very much, good, great, nice etc.
- Motivational statements, like: Excellent! Keep it up. etc.

The above-mentioned methods and techniques were not common to the entire observed classroom. Along with the above-mentioned methods and techniques, the approach of teaching writing skills is found both EIA and non-EIA schools are the modern 'Communicative Language Teaching (CLT)' approach. Some other techniques are observed from the classroom used for writing skills development. Those are:

- Learners are asked to write a word in the blackboard and others were instructed to write the words in their notebook and teacher asked to the learner for pronunciation and if found any mistake then instantly he/she helps the learners for correct pronunciation and advised others to make a sentence using that word.

- Blackboard writing announcement found the students more alert and increase their attention towards teachers' instructions. It was observed that, anything different from the traditional practices in the classroom draw much attention of the students towards classroom activities. They get instant feedback if they make any mistake regarding spelling or any grammatical structures.

- Very few classes were found where teacher starts the class with a writing task. Based on the work of the learners the teachers conduct the rest of the time of the class. Like, to explain about the structure of tense, teacher asked the learners to write a sentence first as directed. As example, a teacher after exchanging greetings asked the learners to translate a sentence and that was

"Last night at 9 o'clock, I was taking dinner with my family"

After then the teacher starts explaining the sentence and its structure at the same time teacher used a poster containing some examples related to the lesson of the day and asked the learners to explain the sentences and make similar sentences in their notebook about their daily life related activities.

The above methods were observed during classroom practice observation of writing at grade V of the sampled schools. But some issues were observed as the weakness of the methods used for writing practices: Those are the followings:

- In most cases teacher asked learners only from the front-line benches and the learners sited at the back or corner at the classroom keeps out of proper attention of the teacher.

- In many cases, most of the classes start 5-7 minutes delayed from the scheduled time and teachers spend almost 70% of the total class time in explanation of the lesson or reading or speaking. Then the writing starts. The very common scenario observed from the classroom was that, after giving writing task teacher could not check each and every learner's work. They simple check from the front desk learners works and at times randomly from the whole class. But very rarely they can check the whole class.

4.5.2.8 : Content knowledge and presentation skills of the EFL teachers

Teachers' content knowledge and presentation skill was observed and the findings are as the followings:

Figure 29

EFL teachers content knowledge and presentation skills

(a)   (b)
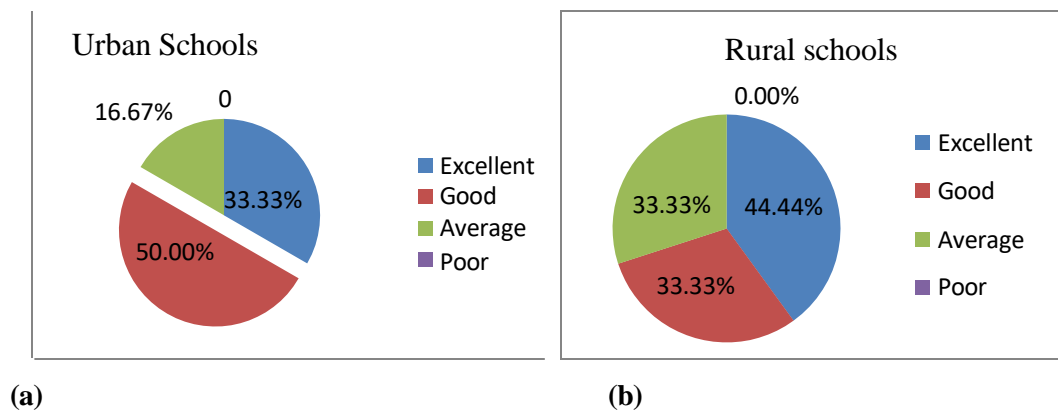
Figure shows that, among the teachers of the sampled urban GPS, presented in figure **'a'**, 33.33% of them have good presentation skill along with the sound content knowledge, 50% of the respondent's teachers are found in good quality and rest 16.67% are found average in presentation and content knowledge but not found anyone poor in teaching English writing skills. Similarly, among the teachers of the sampled rural GPS, presented in figure **'b'**, 33.33% of them have good presentation skill along with the sound content knowledge, 33.33% of the respondent's teachers are found in good quality and rest 33.33% are found average in presentation and content knowledge but not found anyone poor in teaching English writing skills.

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During the observation of presentation and content knowledge related skills the followings issues were considered to observe carefully:

- Use of the black/white board: Position of the teacher, speaking while writing on board
- Voice of the teachers
- Use of relevant examples for content explanation
- Selection of topic or exercise for writing practices of the learners
- Use of simple and attractive word and sentences
- Manage complete inclusion of the classroom
- Use of the textbook and other relevant materials
- Relationship with the learners
- Mode of response

Some teachers were found who used the board through unusual ways which makes their classroom noise and the learners found inattentive to the classroom activities and writing in particular when the teachers use the board silently.

4.5.2.9 : Involvement of the learners in writing

The involvement of the learners in classroom activities and writing in particular was as the following:

Figure 30

Learners engaged in writing activities

(a)   (b)
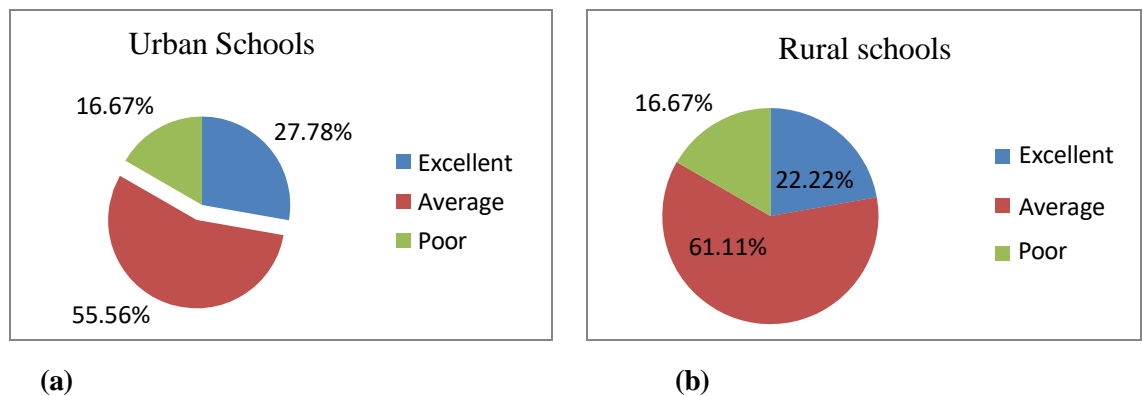
Figure shows that, in both rural and urban observed schools the engagement of the learners is found average. In Figure **'a'**, represents the engagement of the learners in writing at the urban schools. Accordingly, to the figure, in the urban school the percentage of engagement of the learners in writing are excellent in 27.78% classes, average in 55.56% classes and 16,67% classes were observed poor in learners' involvement in writing activities at the classroom. Figure **'b'**, represent the engagement of the learners at the rural schools. Accordingly, to the figure, in the rural observed classes, the learners are found excellent involvement in writing was found in 22.22% classes, average in 61.11% classes and poor in 16.67% of the observed classes.

Before providing any writing task, instructions are provided to the learners about the content and process of writing. English writing seems difficult to the learners therefore some of the teachers found to provide necessary feedback to the learners in writing to overcome their nervousness. They simply asked the students to write about a particular issue like make sentences or write a letter or a paragraph or composition or use of correct form of tense or punctuation marks etc., within a fixed time whereas some other teachers involve the learners, through:

- Imparting clear guidelines of writing
- Ask them to write something on the board
- Sharing their writing to their peers
- Make groups and pairs to make the more active in the classroom activities to ensure their involvement although some students were found inactive even within the group and due to the class size and the time constraints teachers can't give focus of those learners and they remain excluded.
- Using real life related easy examples with simple words to motivate them and uphold their confidence.
- Organizing the learners to make a good combination among the learners to make the task easy
- The structure of writing is guided by the teachers but maintaining CLT approach of teaching-learning of English, learners are advised not be serious about the correct structure of the sentences.

- Some teachers used to share motivational story before giving any writing task. As example, during classroom observation of writing a teacher was found motivating the learners by saying that,

"Think, the District Commissioner (DC) has come to visit your class. He asked about your favorite sport and said, "If you can write a paragraph correctly about the current situation of sports in your school then I will provide complete sports materials for football and cricket in your school. But it must be written correctly" (TMR3)

Positive efforts from the teachers make the learners active to participate in learning. On the other hand, classes where there are not any special efforts followed, some students are found inattentive in the classroom and when teacher asked them to write something they found idly sited with their pen and note book and they expressed that they are writing but in practical they are seeking for support but cannot express themselves. Teachers asked them to continue writing but could not reach them always because of the time and space issue.

4.5.2.10 : Classroom management for quality practice of writing Skills

The classroom was observed to explore whether the classroom is well managed or not and the findings re as the following. The strengths and weaknesses of classroom management were also explored. The management scenario observed as:

Figure 31

Classroom management of writing skills in the Urban Schools


(a)   (b)
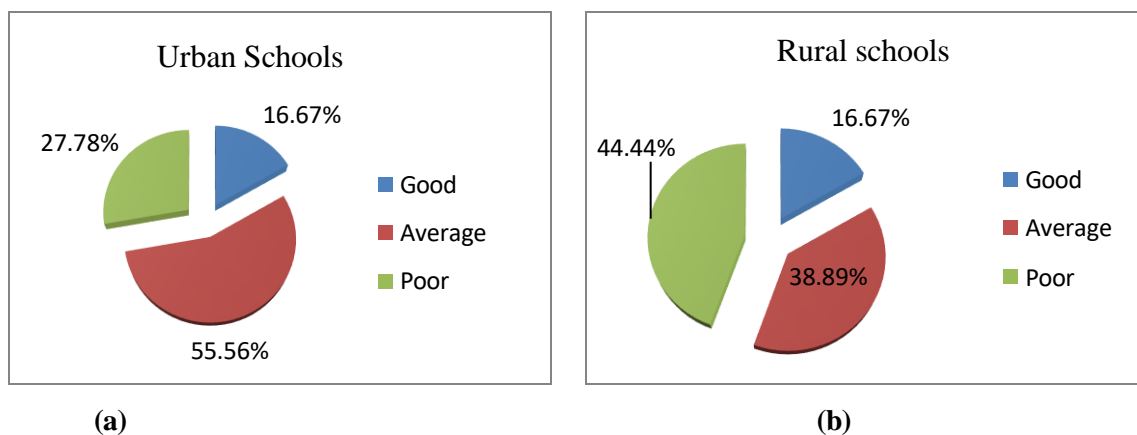
Figure 31 shows that, in the urban schools, presented by figure **'a'**, indicates that, the classroom management is average in 55.56% of the observed classes, good in 16.67% classes, and poor management in 27.78% observed classes. On the other hand, in the rural schools, presented by figure **'b'**, the scenario od classroom management is good in 16.67% of the observed classes, average 38.89% classes and 44.44% classes were observed with poor management. Although, the learners were found calm at the beginning of the classes, but gradually their attention starts breaking. Most of the teacher, used to practice writing at the ending part of the class, most particularly, last few minutes of the class other than writing in the blackboard. During classroom observation, some strengths and weaknesses are noticed through which the classes are considered as well managed or not.

4.5.2.10.1 : Strength of classroom management

- Teachers' strong personality and experience was a good issue to handle the learners for effective classroom participation of writing

- Students were asked for pair and group work of writing through brain storing and discussion

- During writing of the learners, the teachers found moving through the class and found them to support the learners whoever requires the assistant from their teacher.

- At times, teacher asked someone in the blackboard and asked them to write a word on the board and then asked others to make sentences using that word. It is found helpful to raise the attention of the learners as well as the motivation of the learners.

- During writing of the learners, the teachers address the students by name which keeps their attention high towards the classroom

- Teachers assure the learners that, they will not be insulted or reprehended for any mistake of their writing; rather necessary support will be given if necessary. It keeps the motivation high of the learners.

- Scope of free writing along with controlled and guided writing practices are observed in the classroom which keeps the learners busy in classroom activities

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- Use of materials was found helpful to manage the classroom as because it keeps the learners busy.
- Sharing with peers, for evaluation of the writing of the learning

The above-mentioned issues are observed as strength of the writing practices in the classroom.

4.5.2.10.2 : Weakness

- Some learners noticed inattentive during writing but teachers found careless about them.
- Some teachers asked for writing without any motivation. At times it hampers the attention of some of the learners in writing.
- The evaluation is not maintained properly. It influences negatively some of the learners, hence they sited idly without writing
- Due to the congested space in the classroom, teachers could not reach to each and every student it hampers some of them and they make noise among themselves and due to the large class size, teachers can't handle them.
- When the teacher use blackboard, then some learners try to use that time and make fun with others or talk with peers. It hampers attention both the teacher and the students.
- At times teachers provide writing task without proper explanation and techniques.
- Lack of classroom organization is an issue observed from the classroom during classroom observation of writing.
- Time is an important issue of classroom management of writing. Due to large class size the teachers have to spend much time in classroom management as observed.
- At times the content of writing seems difficult to the learners specially those who are weak in writing makes noise and hampers the environment of the classroom.

Good classroom management reflects the quality practices of teaching-learning of writing in the classroom whereas the weakness of classroom management reflects the poor practices of writing hence the participation of the students seems unexpected.

4.5.2.11 : Approaches used for writing practices at the urban schools

Writing as productive skills need to apply different approaches to develop learners writing skills in English. From the observed classes in the urban schools the following approaches were found used by the teachers to develop learners writing skills in English.

Figure 32

Approaches used for practicing writing at the classroom
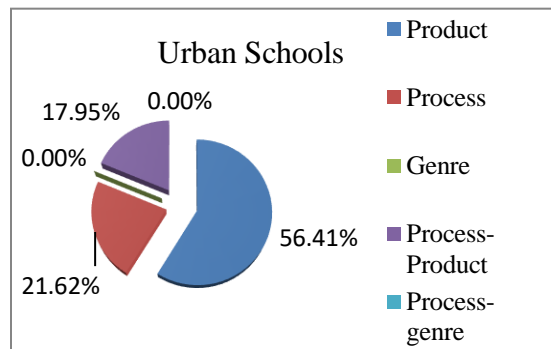
Above figure shows that, writing exercises practiced at the classroom are mostly followed by product approach and data reveal that 56.41% writing exercises was followed product approach, 21.62% exercises were followed process approach, and 17.95% exercises was followed by process-product approach in the observed classroom of the urban schools.

4.5.2.12 : Approaches used for writing practices at the rural schools

From the observed classes in the rural schools, the following approaches were found used by the teachers to develop learners writing skills in English.

Figure 33

*Approaches used for practicing writing at the classroom*
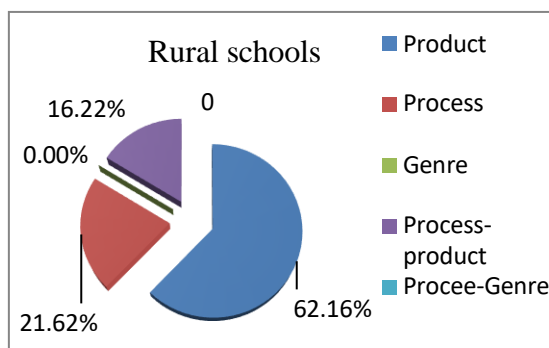
Figure 33 shows that, in the rural primary schools, 62.16% writing exercises was followed product approach, 21.62% exercises were followed process approach, and 16.22% exercises was followed by process-product approach.

In both areas, teachers mostly practiced writing through controlled and guided mode. In writing, the product approach was mainly focused than the process approach of writing. The steps of process approach weren't properly followed. But during pair and group work, the process approach is observed following and in some cases of writing exercises, it was found to application of product-process approach simultaneously. In process approach, the students found more active than the product approach. In process approach, students are instructed to write through brainstorming and discussion. This approach are observed mostly for free writing and some guided writings also.

4.5.2.13 : Materials used in the classroom for writing development

The scenario of using materials separately for writing skill development is found poor. The common material used for writing skills development was the textbook. Along with the textbook, some other materials were common, those are the blackboard, chalk, duster etc. It was common to all both urban and rural EFL the teachers of the GPS. The scenario of using materials other than textbook, blackboard, chalk, dusters are as the followings:

Figure 34

Materials used in the classroom for writing (other than the textbook)
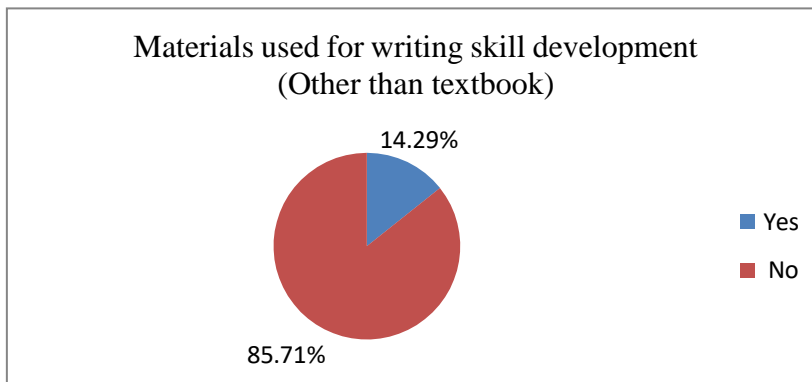

Figure shows the overall picture of using materials for writing in the classroom and it reveals that, only for 14.29% writing exercises materials were used and rest 85.71% exercises where no separate materials were used for supporting writing in the classroom. Most of the teacher use textbook for writing in the classroom. Other than textbook, classroom observation found the following materials for writing skills development

- Flash Cards (containing words, questions and pictures)
- Pictures (Real life related image: Village fair, Busy roads of town areas)
- Poster (Containing models of letters, structure of grammatical rules)
- Audio materials
- Digital content

The scenario of using the above-mentioned materials was found only among 14.29% observed classes. But, the scenario among urban and rural GPS is found different from the observation of the classroom. The materials used for writing practices are:

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Figure 35

Materials used in teaching writing skills (Both urban and rural schools)
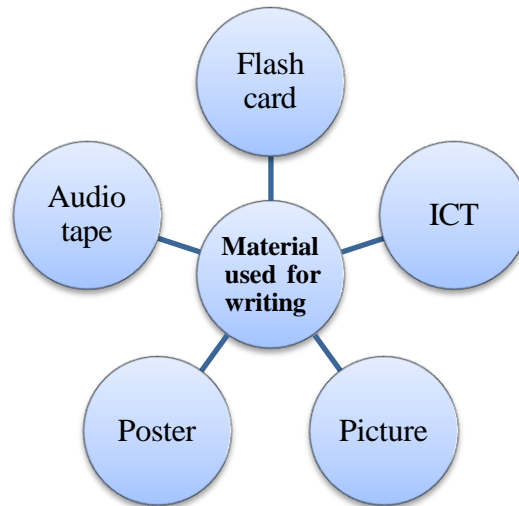
The use of the above materials is observed as the followings:

- **Flash cards:** In the flash cards both the words, questions or sentences were mentioned. The students are advised to read the word first, then write the word in their notebook with meaning and finally complete their task by making a complete sentence or paragraph or composition using that word. The colorful flash cards were found in the classroom. It was found helpful for pronunciation, meaning, and spelling and for controlled, guided and free writing.

- **Poster:** In both rural and urban GPS, the teachers are used poster in the classroom to facilitate writing in the classroom. In the poster the contents related, matching, fill in the gaps, sentence formation/structure, model of letter and paragraph, writing strategies, composition etc. Although, the teachers from both type schools were found to use poster to facilitate writing in the classroom but the picture of using poster in both types of schools are not the same. Though, the poster contains important space for writing, therefore some issues are identified from the posters used in the classroom. Those are:

-The font size of the words used in some of the poster seems very small; therefore, it was difficult to see clearly by the whole class. More particularly, students sited at the back of the classroom.

 -Color combination of some of the posters was not good. Therefore, the contents of the poster were seeming difficult to recognize by the readers and to follow the instructions clearly.

-In some posters there was no margin.

-Some posters the content volume was found too large.

- **Pictures:** Pictures as materials was observed to use mostly for free writing of paragraph or composition. The pictures were related to the historically significant issues, or related to learners near environment. The learners were asked to describe the picture in pairs or in groups and then write their ideas like a paragraph or composition and then share with the class. The picture was found using in the classroom and instructions was given necessary regarding the poster but the fact that some students found inactive to work with the picture. The movement of the teacher observed during writing of the learners. He/she used to move through the classroom and asked almost every group about their work and if they have any difficulties or quarries. The scenario of using the poster was found in the classroom of both EIA and non-EIA schools but the differences between the uses of pictures as teaching materials was observed. Some features of the used pictures were observed, those are:

    - Almost all the picture found colorful but some was found black & white.
    - Some pictures seem very poor in quality, some was covered by separate layer of plastic paper/poly.
    - The scope of preservation of some of the pictures was seems difficult
    - Some pictures were not authentic in color
    - The pictures were good to motivate the learners to imagine about the real scenario and the learners seem motivated in writing and discussion.

- **Use of audio materials:** This audio material was also found in both sampled urban and rural GPS. Some teachers were found trained from EIA program and they are quite better in using audio and other materials for writing skills development in the classroom. The process of using audio materials are observed as the followings:

  -The learners are instructed to listen from the audio first and then advised to write from the audio they listen in their notebooks.

  -The teachers were observed to play the audio repeatedly for a single sentence/word to make it clear to the learners to write properly

  -The total classroom was seeming silent and under controlled of the teacher during use of the audio materials.

The above-mentioned materials were found to use in the observed classroom in facilitating writing skills to the learners.

- **Information and Communication Technology (ICT):** In both sampled urban and rural GPS, some teachers were found using video materials for developing learner's attention and interest to involve in writing. Seeing video, they learners get the opportunity to consider the real place or event which enhances their thinking ability to generate new ideas of writing.

4.5.2.14 : Practice of grammar at the classroom

In CLT method, there is no separate arrangement of teaching English grammar. Therefore, within the lesson there are some grammatical exercises noticed during textbook analysis. During classroom observation of writing, the use of grammar of writing are noticed. The findings are mentioned below in two separate figures. In figure 36 **'a'** represents the urban schools and **'b'** represents the rural schools.

Figure 36

Use of grammar in teaching writing skills

   **(a)**   **(b)**
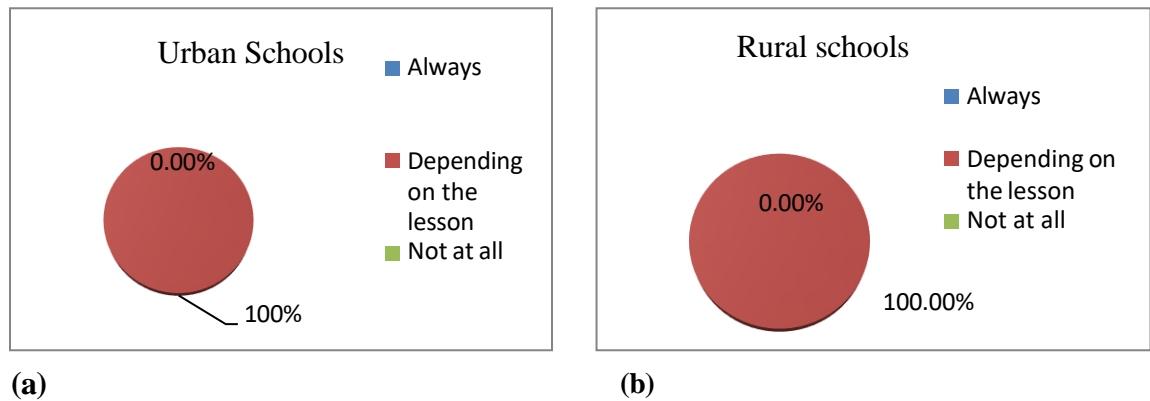
Figure 36 shows that, in the urban schools **'a'**, teachers use grammar. But they use grammar only when there is grammatical task along with the writing exercises. In figure 36, **'b'** represents the scenario from the rural schools. In the rural primary schools, the scenario of practicing grammar is almost the same of the rural schools. But, the mode of teaching-learning was not very interesting as that was imparted only accordingly to the example given in the textbook. Some teachers are found who were very skilled in grammar and teach the learners the basic structures of the given grammatical issues with suitable examples. Some of them found to corelate the contents with students' daily life situation explaining using the board. Students were found involved to solve problems individually or in groups or in pairs through writing which support the learners to develop their grammatical skills in writing.

4.5.2.15 : Monitoring, Evaluation and Feedback strategies used for writing

4.5.2.15.1 : Monitoring

The teachers were found to monitor the activities of writing of the learners. The monitoring was as the followings:

Figure 37

*The monitoring scenario during writing in the classroom*
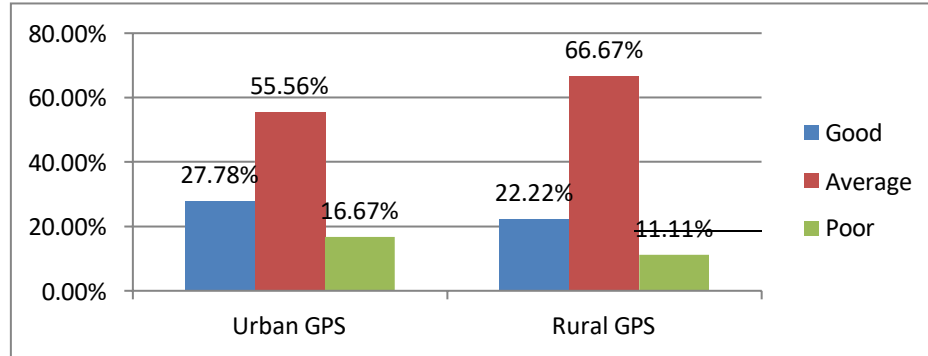
Figure shows that, in both observed urban and rural GPS the monitoring status was average level and in the urban schools the level of monitoring was as 27.78% was good, 55.56% was average and 16.67% are found poor. Similarly, in the rural schools the scenario is 22.22% are good, 66.67% are average and 11.11% are poor. Monitoring is very significant during writing practices of the EFL learners, hence there are few reasons observed as the reasons behind the good and poor condition of monitoring at the classroom of writing.

Strengths:

- Teachers found moving throughout the class to observe the activities of writing of the writers. This movement found the learners attentive to their writing

- During pair work and group work of the learners, the teacher found to move to the pairs and groups to know if they have any problems and they found assisting the learners to solve the issues they faced to write.

- Teacher addresses the learners by name during writing in the classroom. It keeps the learners attentive towards classroom activities.

- During pair or group work teachers found to observe each and every learners weather they are participating or not in the given work.

- Through monitoring teachers provide extra care to those who are comparatively poor in performance. At times, they were taken separately for additional support and asked other group members to helps those fellow mates to develop their skills.

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- Teachers observe the activities of the learners who are comparatively weak.
- Teachers also asked the students who are comparatively known as fast to help their friends in writing.

Weaknesses:

- Some classroom was very much congested. In this situation the movement of the teachers was difficult and the teachers found to impart instructions from the front desk learners

- Some student was seen inattentive in almost all the observed classroom. Some teachers had no special care about them.

- During using the blackboard, the teachers found to keep the students at their back. Some students take it as an opportunity and they try to make noise or disturb others but no special initiatives were not noticed to use by the teacher

- Most of the time teachers check the works of the front desk learners those who are good and finish early. Teacher asked other to finish but most of the time they remain unchecked

- During group work, some members found inattentive in their work. But no treatment is observed for those learners

- Teachers mostly call the fast learners by their name and asked the same persons almost every time.

- At times teachers observed to provide negative stimulus to the learners

- Some learners keep themselves silent in the classroom but teachers hardly try to make them active in the classroom.

The above-mentioned issues were observed as the monitoring practices of writing by the teachers in the classroom.

4.5.2.15.2 : Evaluation & Feedback

The writing of the learners was noticed evaluated and gave feedback by the teachers in the classroom. But the scenario of evaluation was as the followings:

Figure 38

Scenario of Evaluation and feedback practice of writing at the classroom
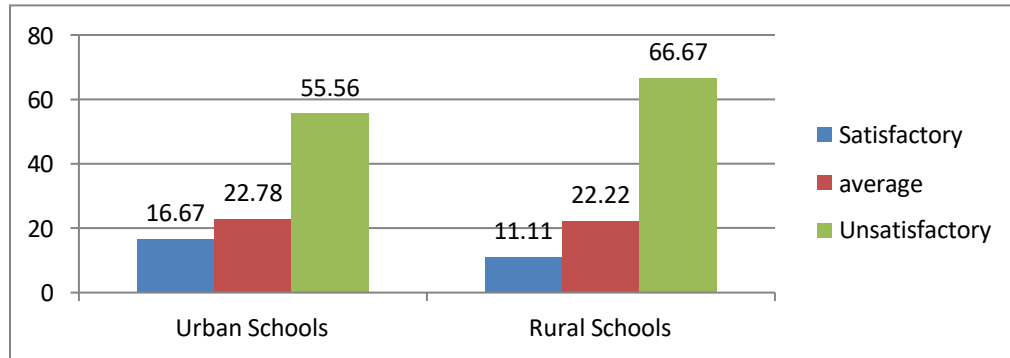

Figure shows that, in both urban and rural schools the evaluation and feedback practice for writing skills development is mostly unsatisfactory. Data reveal that, in the urban observed schools, in 16.67% observed classes, evaluation and feedback of writing are satisfactory, in 27.78% classes it was average and in 55.56% observed classes it was unsatisfactory. Besides, in the rural schools, among the observed classes, in 11.11% classes the evaluation and feedback practices were satisfactory, in 22.22% classes it was average and 66.67% classes it was unsatisfactory.

The evaluation and feedback practice of writing were mostly found dependable on classroom size and the time management skills of the teachers. The learner's role in the classroom was also a matter on evaluation and feedback as observed. The evaluation and feedback strategies are found as the followings:

- The evaluation process of the activities of writing of the learners was found simple. The scenario was observed common to the all observed classes. The evaluation process was found as like as the following steps:

  -A task was given to the learners for writing

  -The task was related to the lesson of the day. It was about: word meaning, sentence making, question-answer, fill in the gaps, matching, free writing etc.

  -The instructions of writing were given for individual, pair or group writing. At times some students were asked to write something in the blackboard.

-During writing of the learners, the teacher used to move through the classroom and asked students individually, or from the group or the pairs about their work as well as the difficulties facing by the learners. Teachers instantly provide feedback after checking their work. In many cases, he used to provide feedback commonly. But, in many classes due to the large and unorganized class size and congested area of the classroom, teachers cannot move through the classroom and it hampers in quality evaluation and feedback.

-In most of the time, teachers cannot check each and every student in case of individual writing task. In these cases, teachers found to check only few works from the front desk students and who are advance in the class work. Although, teacher try to generate common feedback but it seems incomplete to cover the entire classroom.

-In case of group work, teachers ask a member from a group to share about their work and provide feedback where necessary. Other group members also get necessary guideline from that feedback and check their work by themselves.

-Another type of evaluation was noticed and that was, pair checking. The work of one student will be checked by another learner. They will provide feedback to each other and if necessary, they will ask their teacher for additional support.

-At times teachers ask someone to write the answer of their task and that is mostly in case of controlled writing. It helps other learners to check their work and teacher provides feedback if necessary.

-In case of free writing teacher at times check only few works and advised others to check by themselves (in pair)

-In most of the cases, proper checking is not possible to maintain due to the time. It is an important issue of time management. As of the time spends for explaining or reading or by the teachers then the learners get little scope of writing. As they get little scope of writing, therefore due to

the large class size and limited time teacher cannot support individual students to develop their writing.

In a nutshell, the monitoring, evaluation and feedback scenario observed from the classroom are not up to the level of expectations. The limitations like classroom size, class time and physical facilities like materials etc. as observed.

4.5.2.16 : Home work

The homework for writing was observed and the findings are as the follows:

Figure 39

Home practice of writing at the classroom
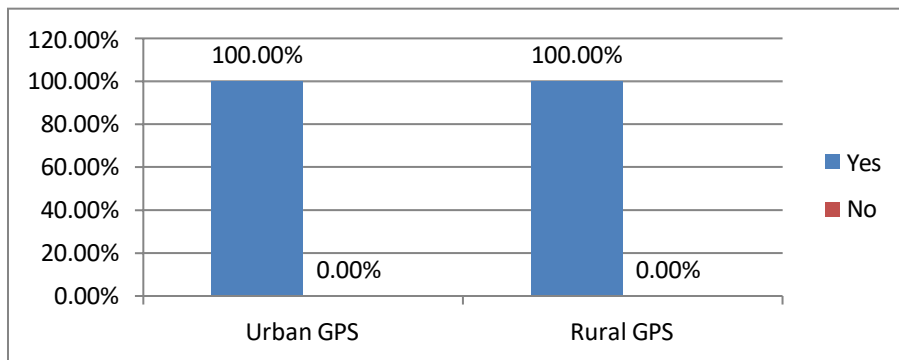
Figure 39 shows that, homework was found given regularly. In both rural and urban schools' teachers are found give HW from the taught lesson of the day and the HW topic aren't always from copying from the book but topic similar to the text are also given as HW where different type of writing task is given and every day the teacher checks the HW of the learners. The checking strategy varied from teacher to teacher. Some teacher checks their HW during their off time, some of them check HW in the classroom by engaging the learners to crosscheck their work and at time teacher check one script and then asked others to check their one accordingly. But, at times the checking seems poor as when the teacher advice the learners to take help from their friends to check their writing then many of the learners skip the advice and no evaluation is possible then.

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4.5.3 : Learner's role in writing practices in the classroom

Along with the activities of the teacher, the role of the learners in the classroom during writing was also observed and the findings from classroom observation are as the followings:

- The participation of the learners in writing are found satisfactory, average and not satisfactory modes. Where the classroom size seems small (the actual size was large but the size of the observed class) then the efforts by the teachers found fruitful to engage the entire learners. Teachers ask learners individually and even reach individually. It found the learners attentive to their teacher and to their classroom activities. But in the big classrooms it seems challenging to engage all the learners.

- In a big classroom when teacher asked the students to write something individually, then few students found inattentive and they simple sited with their notebook. They hardly ask to their friends for support but not to the teacher. If the teacher asks them about their work only then reply.

- The front-line fast learners found active in the classroom. They like to response to the teacher also ask questions randomly.

- In case of controlled writing the response from the learners is found better than the guided and free writing. The practice of word meaning, sentence making, question-answer, fill in the gaps, are observed practicing mostly in the classroom.

- The interaction between the learners and teachers happens more in case of controlled and guided writing than free writing.

- The scenario of interaction among the students was different in different tasks:
  -**Individual writing**: little interaction is noticed
  -**Pair work:** Interaction was good. But in some pairs, the members were the weak learners and found gossiping without writing.
  -**Group work:** good interactions but some students seem inactive within group. They are just with the group but not participating attentively.

  - Students seem both motivated and unprovoked as well. Students' gets motivated when the teacher provides special instructions of writing with easy and interesting examples before writing and the given task are related to the

learners' real life related or from their near environments then they get motivated and then found the learners trying writing. But when writing task is given without suitable instructions or examples, its learners seem unprovoked in writing.

- Evan in a big classroom the learners found more attentive when teachers use any materials rather than textbook.

    As example, the students were given a picture of Sundarbon and they were asked to make ten (10) sentences about the picture. The students with interest involved in their given task of writing. But when the same work was given to complete using the image from the textbook then attention was not found as the same as earlier when a separate picture was given.

Classroom in the EIA intervention schools are found to use more materials than the schools where the teachers are not connected to EIA program. Therefore, the learners are found more attentive where materials are used for writing exercises. Different materials found positive impact on learner's participation on writing.

- The students found alert towards their given written task when they called by name by their teacher

- Learners found more interesting to participate in the classroom practice of writing in CLT approach.

- The students ask questions by themselves and some ask questions only when teacher come closer to them.

- Students come into sight to take notes properly when the teachers use laud reading when they write anything on the blackboard. Even it helps them to notice the written instruction clearly in some cases where the blackboard is located at one side of the room rather than the middle position.

- Learners found controlled when they are involved in any activities. As example, one of the teachers when writing on the blackboard advised the students as

    "Take notes in your notebook from the blackboard. I will check your notebook and will also ask questions over there"

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Nature of instructions keeps the learners controlled as observed from the classroom. Situation also observed that, when teachers use the blackboard then the learners was gossiping with their next friends and making noise. Teachers need to pay more time to control them. It breaks the attention and interests both the teacher and the learner.

- The participation and learning of the learners were seemed influenced on their mode of motivation. When the motivation was good then the learners were found in good participation but when there is no motivation then the students seem uninterested.

The practices of writing skills development in the grade V students in the classroom depends on multiple factors as observed. The behavior of the students towards classroom teaching-learning depends on the attitude of the teachers as observed from the classroom.

4.5.4 : Challenges identified from classroom observation

The following issues are identified from classroom observation about writing.

- In most of the schools the classroom size is larger than the prescribed size by education policy.
- The capacity of the classroom found inappropriate to accommodate the learners in the classroom comfortable.
- The arrangements of the benches are found inappropriate in the classroom to offer easy movement both the teachers and the students
- The settings of the blackboard in some classes are found in the inappropriate location.
- The participation of the entire classroom was seeming absent in some classes, where the learners from the front benches were found make interactions swiftly with the teachers.
- Some classes were observed totally traditional. No modern methods of teaching-learning were noticed.
- The time spends generally for writing practices are very poor as most of the teachers starts with reading or speaking. Therefore, after managing a large classroom they literally get little time for writing practices.

- Most of the teachers from both urban and rural GPS use Bangla for classroom instructions. Although, CLT suggested to use English mostly for classroom instructions.

- Materials for writing skills development was not found available in the classroom in both urban and rural schools but EIA intervened schools in both urban and rural area are found good with more materials than non-EIA schools

- The time for evaluation seems short as the management was seems difficult by the teachers and the absence of lesson plan was found in the classroom.

- Students were found unprovoked to ask question to their teachers except only few.

- Sitting practice of the learners is not monitored properly. Some learners found at the same position every day with the same group members. They generally like to talk among themselves but never ask any question to the teacher. They talk only when the teacher asks them something

- Lack of proper monitoring and involvement of every student in writing activities

- The motivational approach of teachers is not always seeming positive to all learners of the classroom

- The instructions for writing using different strategies are not imparted clearly to the learners

- The lesson was delivered using CLT approach but during writing the instructions from some of the teachers was about to write correctly. Some students lose their interest of writing from the fear of perfection.

- At times negative feedbacks are given to the learners. The impact of negative impact was notice. It was both negative and positive. Some learners get insulted from the negative feedback that expresses at their face.

- Probation of involving the learners who are literally weak was found poor. It disappoints them.

- The lessons of the textbook at times are not presented fruitfully with suitable examples. Therefore, the lessons seem difficult to the learners and they found reluctant of writing.
- Teachers almost apply the same techniques every day in the classroom. Therefore, some of the students found uninterested to the class.

The findings from the classroom observation of teaching-learning of English writing skills at the grade V classroom come up with varieties of space to rethink for better outcomes from our existing education system. Specially, teaching a foreign language like English and as the most difficult language skills 'writing' should be offered with modern methods and strategies for teaching at the elementary stages of education in Bangladesh.

4.6: Analysis of the students' performance of writing

The test was applied to the sampled students who were selected through stratified random sampling from the observed classroom and the test was applied to know the situation of the learners' competency on English writing skills. The test was developed accordingly to the LOs of English related to writing skills mentioned in the grade-V English curriculum developed by NCTB. Different 14 items were incorporated in the test. The test items are, use of capital letter, small letter, cardinal numbers, ordinal numbers, spelling, punctuations, articles, use of phrase, quotation, writing week days, figure for wards, time, sentence structure and maintaining sequence in writing were focus to identify the efficiency of the writing. The test was administered in two parts i.e., part A and part B. Part A was administered for 20 minutes and focus examines all items but sentence structure and sequencing. In part B, a paragraph was given for 15 minutes to examine their skills of maintain proper sentence structure and sequencing of the sentences. The data analyses are as the following:

4.6.1: Learners' Response to the test

Learners' responses are found as the followings figure 40.

Figure 40

*Students' responses in the writing test*
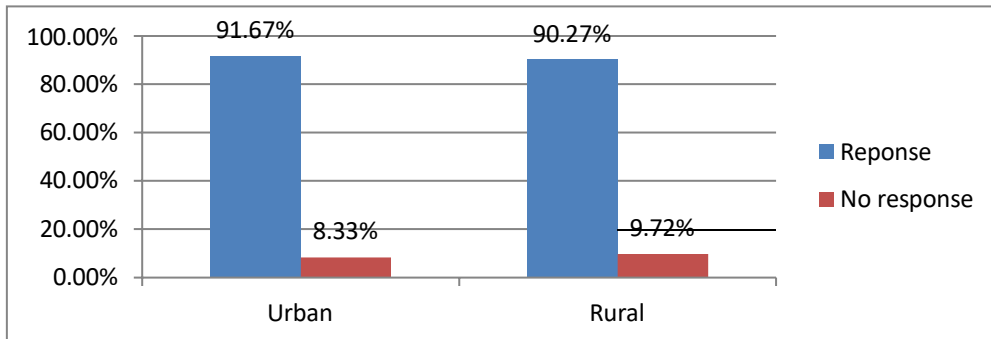
Figure 40 shows that, in both rural and urban areas there are some students who didn't answer the questions. Among the respondents, 91.67% were actively involve and response to the test from the urban sampled schools and rest 8.33% respondents didn't do any response and their script was found blank. Similarly, among the participants from the rural sampled schools, 90.27% of them were actively responses to the test and rest 9.27% participants' script was found blank and they didn't write anything. These participants actually didn't participate in the writing test.

4.6.2 : Learner's performance in different writing tasks (Urban and Rural Learners)

Learners from both urban and rural GPS were participated in the test and the intension was about to explain the skills of the learners of writing and the data exerted from the learners' performance are as the following:

4.6.2.1 : Urban learners' performance

The performance of the learners who was participated and answer the questionnaire are illustrated through the following figure. Learners from rural and urban areas were participated in the writing skills performance test and the findings are as the followings:

Figure 41

*Students Performance in writing test (Urban areas)*
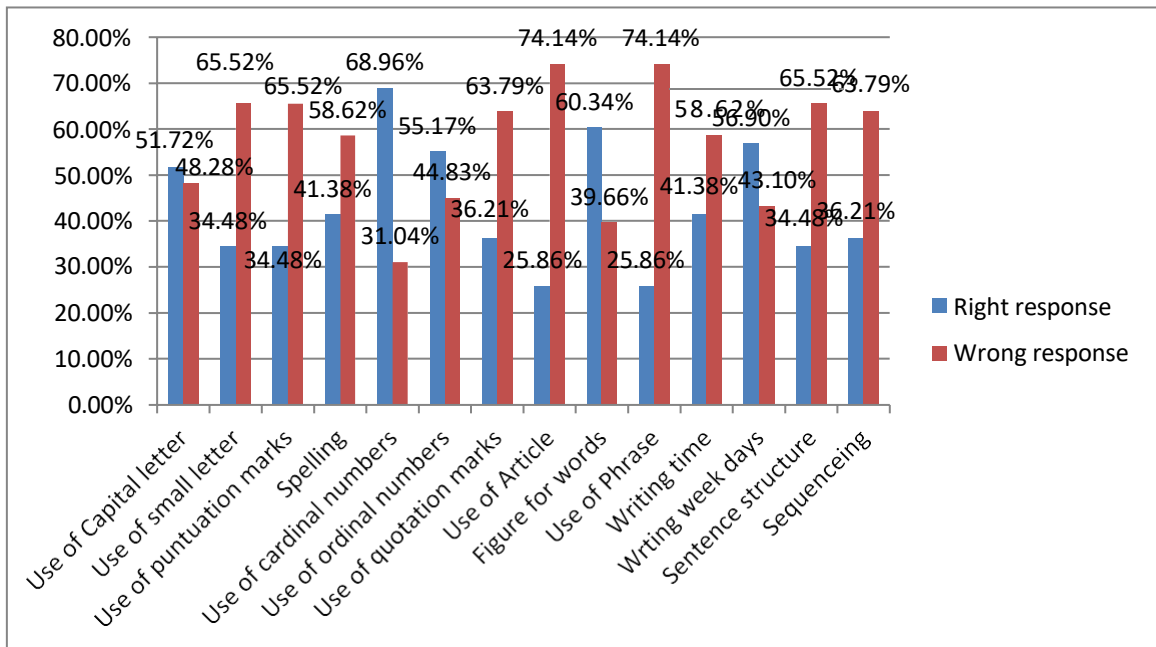
Figure 41 shows that, most of the learner's performance are below average as learners' performance on the focus language skills are found that the percentage of wrong responses are mostly highest than the right answer. In using capital letter 51.72% participants response the right answer and the wrong answer's percentage is 48.28%; use of small letter, right responses are 34.48% and wrong answer is 65.52%; use of punctuation, right responses are 34.48% and wrong answer is 65.52%; spelling, right responses are 41.38%% and wrong answer is 58.62%; use of cardinal numbers, right responses are 68.96% and wrong answer is 31.04%; use of ordinal numbers, right responses are 55.17%% and wrong answer is 44.83%; use of article, the right responses are 25.86% and the wrong answer is 74.14%; figure for words, right responses are 60.34% and wrong answer is 39.66%; use of phrase, the right responses are 25.86% and the wrong answer is 74.14%; writing time, the right responses are 41.38% and the wrong answer is 58.62% ; writing week days, the right responses are 56.90% and the wrong answer is 43.10%; sentence structure, the right responses are 34.48% and the wrong answer is 65.52% and for the maintaining sequence, the right responses are 36.21% and the wrong answer is 63.79%. The overall result reflects that the writing performance of the learners isn't good even below the

average. The problems are acute due to apply grammatical issues, use of phrase and the structure of the sentences in its right form and order.

4.6.2.2 : Rural learners' performance

The same test questionnaire was applied over the sampled learners of grade-V from the rural GPS and the result are as the followings.

Figure 42

Students Performance in writing test (Rural areas)
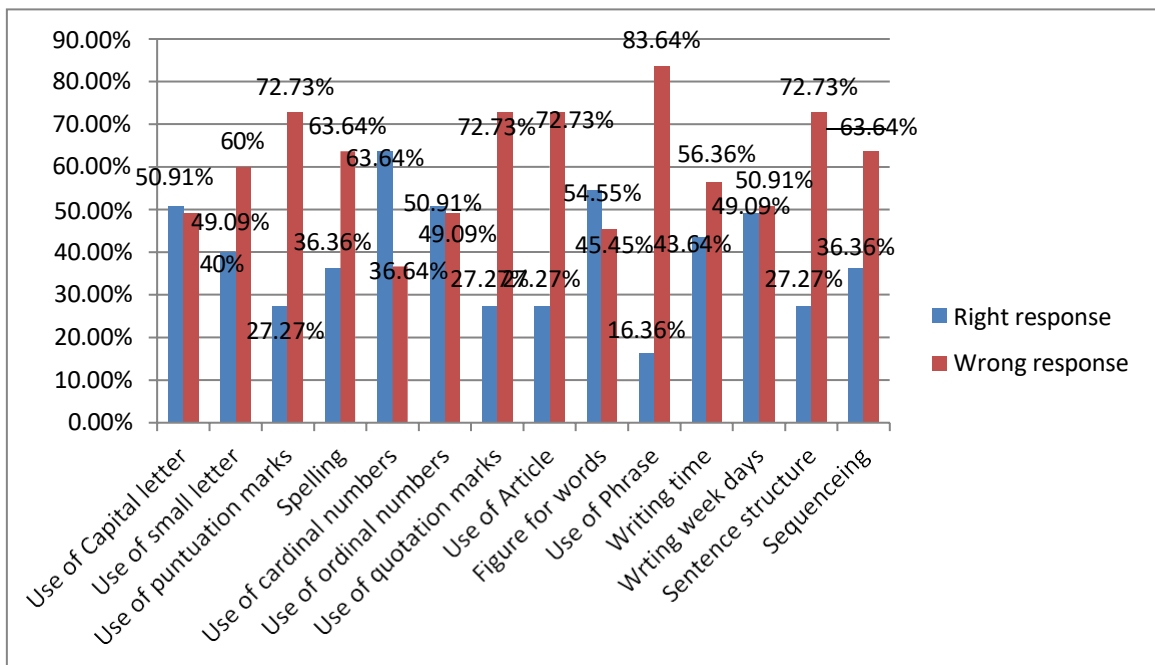
Figure 42 shows that, most of the learner's performance are below average as learners performance on the focus language skills are found that the percentage of wrong responses are mostly highest than the right answer. In using capital letter 50.91% participants response the right answer and the wrong answer's percentage is 49.09%; use of small letter, right responses are 40% and wrong answer is 60%; use of punctuation, right responses are 27.27% and wrong answer is 72.73%; spelling, right responses are 36.36% and wrong answer is 63.64%; use of cardinal numbers, right responses are 63.64% and wrong answer is 36.36%; use of ordinal numbers, right responses are 50.91%% and wrong answer is 49.09%; use of quotation, the right responses is 27.27% and the wrong responses is 72.73%; use of article, the right responses are 27.27% and the wrong answer is 72.73%; figure for words, right responses are 54.55% and

wrong answer is 45.45%; use of phrase, the right responses are 16.36% and the wrong answer is 83.64%; writing time, the right responses are 43.64% and the wrong answer is 56.36% ; writing week days, the right responses are 49.09% and the wrong answer is 50.91%; sentence structure, the right responses are 27.27% and the wrong answer is 72.73% and for the maintaining sequence, the right responses are 36.36% and the wrong answer is 63.64%. The overall result reflects that the writing performance of the learners isn't good even below the average. The problems are acute due to apply grammatical issues, use of phrase and the structure of the sentences in its right form and order.

The overall findings of the writing skills of the learners are average to below average as frequencies reveals. Their difficulties of writing are important to address carefully to overcome this situation.

4.7 : Analysis of the teachers' opinion of writing skills at the classroom

The English teachers of grade V from the sampled schools were interviewed using semi-structured interview questionnaire. From the interview with the teachers the experiences of teaching English writing skills and its associated issues were investigated. Teachers from both urban and rural GPS were interviewed. The findings are being analyzed under the themes, teachers' skills on teaching writing skills, classroom teaching practices, limitations and ways of improvement of teaching writing skills. Each theme is segregated into few sub-themes those are mentioned below.

4.7.1 : Teaching Experiences of English

The sampled teachers teaching experience are found as the followings:.

Figure 43

Teaching experience of the EFL teachers
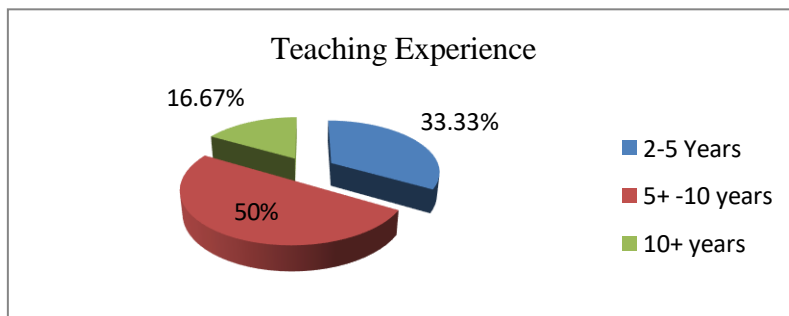
Figure shows that, the sampled teachers are accordingly to the criteria of pre-defined sampling and among the sampled teachers 33.33% of them have teaching experience of 2-5 years, 50% of them have the teaching experience of 5+-10 years and rest 16.67% of them having teaching experience of more than 10 years. The experienced teachers were selected as sampled as their experience was considered as a very valuable source of reliable data regarding writing skills of the learners and the strength and weakness of teaching-learning of writing skills.

4.7.2 : Training of the teachers and training on writing skills

The status of training of the English teachers is found as the following:

Table 15

Training and professional degree of teachers

Respondent teachers	Professional Degree	Training Received	Respondent teachers	Professional Degree	Training Received
TMU1 (BA)	C-in-Ed B.Ed	-Subject Based Training -EIA provided training	**TDU1 (MSS)**	C-in-Ed B.Ed	-Subject Based Training -ICT training
TMU2 (HSC)	C-in-Ed	-Subject Based Training	**TDU2 (MSS)**	C-in-Ed B.Ed	-Subject Based Training
TMU3 (BA)	C-in-Ed	- Subject Based Training -ToT on BG & ICT	**TDU3 (BSS)**	C-in-Ed	-Subject Based Training -ICT training
TMR1 (MSS)	C-in-Ed	-Subject Based Training -EIA provided training	**TDR1 (HSC)**	C-in-Ed	-Subject Based Training -MWTL on English
TMR2 (MA)	C-in-Ed	-Subject Based Training -TOT on BG	**TDR2 (BA)**	C-in-Ed	-Subject Based Training
TMR3 (MA)	C-in-Ed	-Subject Based Training, -ICT training	**TDR3 BSC (AG)**	C-in-Ed	-Subject Based Training

According to the above table all the sampled teachers are trained and they got training on subject based training as common and in addition to receive professional degree. Some of them are found having B.Ed degree and some others having only C-in-Ed degree.

Teachers got training on different types like; subject based training, C-in-Ed training, EIA provided training, Professional B.Ed., Multi-training like MWTL (Multiple Ways of Teaching-Learning) including the training mentioned above. But no specific training received for writing skills development. During, Subject based training and C-in-Ed from PTI (Primary Teachers Training Institute) they were informed about the ways of teaching English language. They received the following knowledge from the training:

- Style of presentation of the lesson (Learners friendly mode)
- Stages of effective teaching (Student centered)
- Identifying the level of the students and support the learners based on their categories
- Practice of lesson related activities/Activity based teaching-learning
- Classroom management
- Communicative Teaching-learning strategies
- Use of lesson plan and materials of Teaching-learning

The above-mentioned training has been received by the teachers. The impact of training was asked and the reply from the teachers found positive in favor of the training the received. According to a respondent English teacher,

> "*After having training on subject teaching (English), I feel better in the classroom to communicate well to the learners as well as using modern CLT approach and techniques I feel satisfied myself in the classroom and I think my students my classes much better than before*" (TMU5)

The teachers find remarkable changes in their strategies of teaching after having training. According to the respondents:

- Now, I use motivational approach to engage my learners towards classroom activities

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- Earlier I was used to teach my students using traditional methods but after having training now I try to use modern communication approach in my classroom
- I prefer my students' likings and disliking in the classroom. I try to discuss with my students before making any decision
- I try to use different lesson related easy and familiar example in the classroom to make the lesson interesting to the learners.
- I try to involve my students in pair and group works.

The impact of training seems positive according to the statement of the sampled teachers. But, training regarding writing skills was asked and the findings are as the followings:

Figure 44

Status of training on teaching writing skills
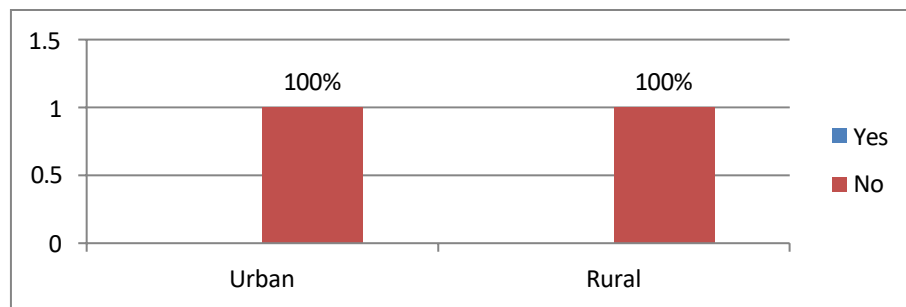
Figure 44 shows that, training regarding teaching writing skills is not received the teachers from both urban and rural GPS. One of the respondents said,

> "*During subject based training and C-in-Ed degree program we got some instructions about how to practice writing skills in the classroom but did not participate any separate training program on teaching writing skills*" *(TMU2).*

All the interviewed teachers expected to get further training on teaching all four language skills of English language and particularly for teaching writing skills. Another respondent said,

> "*Training is always good. The more training will offer then we will get the opportunity to learn new ideas and methods of teaching which will help us for better facilitation in the classroom and our learners will be benefited more. So, we need more training*" *(TDU1.)*

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Accordingly, to the expectations of the interviewed teacher's opinion, the reason behind expecting more training program is as the followings:

- To know about the new methods and techniques of teaching English specially teaching writing skills as it is a productive skill and important to have a good job and for higher studies.
- To know about the materials development of teaching English writing skills
- To know the techniques of managing a large classroom
- To know about the multiple techniques of student's involvements
- To know the ways of effective assessment
- To know the ways of providing quality motivation to the learners towards writing
- To know about the different methods of teaching writing skills
- To know and use child centered approach of teaching writing skills development
- To identify the lacking of self and way out for the development
- To make the classroom attractive to the learners.

In a nutshell, the sampled teachers think that training can open a window of success for them to provide quality facilitation to the learners in the classroom to develop their writing skills.

4.7.3 : Perception about curriculum

Curriculum as a complete plan of education, it is expected that teachers should have clear understanding about curriculum. Therefore, the teachers were asked about their perception about curriculum and the findings are as the followings.

Figure 45

English teachers' perception and use of the curriculum
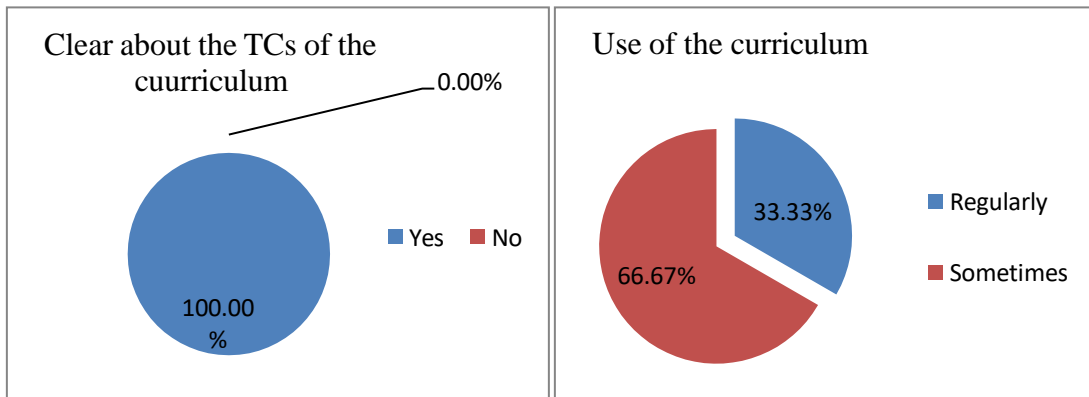
The findings reveal the, scenario of English teachers' perception about curriculum all the interviewed teachers are well informed TCs but the practice of following the curriculum isn't regular. Among the interviewed teacher 33.33% teachers follow the curriculum regular basis and rest 66.67% respondents sometimes follow the curriculum. One of the respondents said,

> "*We mostly follow the teachers' edition to support our self in teaching English as TE help us to know the LOs as well as the materials and strategies should follow to make the lesson more attractive and interesting for the better attainment of the learners*" (TDR3).

Another respondent teacher said,

> "*Curriculum helps us to know the LOs as well as the activities to follow in the classroom to attain the LOs easily*" (TMD3).

Teachers are now well informed about the curriculum. One of the respondents said,

> "*Earlier the term curriculum was seeming similar to the syllabus but after having training now we are clear that the curriculum and the syllabus are not the same and now easily we can use the curriculum due to the ICT as it is available at the NCTB website*" (TMU2)

Teachers use curriculum for having support for effective classroom teaching. Some teachers did not follow the curriculum but the Teachers edition for classroom teaching-learning.

4.7.4 : Suitability and use of the grade-V English textbook

The teachers were asked about the suitability and use of the grade V English textbook for writing skills development. All teachers use the textbook regularly at the classroom and the textbook are properly develop as guided by the curriculum. Therefore, in suitability issue the teachers' opinions are analyzed as the followings.

Figure 46

Suitability of the textbook for writing skills development
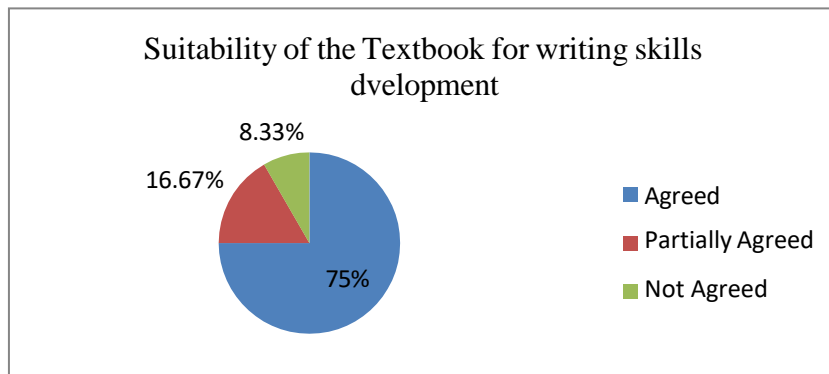
The opinion of the teachers is analyzed and the findings reveal that, 75% teachers think positively about the textbook and that is the existing textbook is suitable for developing learners writing skills development of grade V. They think-

- The textbook is suitable for developing learners writing skills
- In the different units of the textbook there are scopes of writing of the learners to practice writing; therefore, their writing skills will be developed.
- The contents and the exercises of writing prescribed in the textbook are easy and interesting
- Scope of developing writing skills on different issues; like sentence making, matching, fill in the gaps, rearranging, question-answer, use of punctuation marks, true-false, letter, paragraph and composition writing etc are incorporated in the textbook. Therefore, the textbook is suitable but the application should be strategic. Finally,
- The textbook is developed accordingly to the guideline of the curriculum; hence it is good.

Among the interviewed teachers, 16,67% of the respondents think that, the textbook is good but not enough for writing skills development. Some of the issues of the textbook are

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seems difficult for the learners' level of grade V. Most of the exercises are guided and the learners have little scope to write by their self. Therefore, the design of the textbook in regards of writing exercises should be think critically.

Other 8.33% interviewee teachers are not agreed with the suitability of the textbook for the learner's writing skills development. According to the respondents, the textbook is based on the communicative language teaching (CLT) approach. Therefore, the scope for quality writing skills development is not enough prescribed and organized in the textbook. The exercises are enough but most of the exercises are related to the sentence making, fill in the gaps, matching, question-answer, true-false etc. those are mostly structured writing or controlled writing and very few scope are there for free hand and creative writing as letter, paragraph or composition writing. Beyond this, one of the respondents opined that,

> "*Most of the exercises incorporated in the textbook are related to urban life style and very little connection with the rural/village life style. It is a problem for the learners especially to the rural area learners. It would better if the content and context of the lesson & exercises was incorporated considering the culture of both urban and rural life style simultaneously then all the primary going learners will be benefitted more to develop their English language skills most particularly the writing skills*" (TMR2).

Therefore, to enhance the skills of writing the scope of free hand creative writing should be prescribed in large number and grammatical rules should also be practiced for writing skills development along with the CLT approach of writing. In addition to this, the exam pattern is different than the lesson structures and exercises of writing prescribed in the textbook. It discourages the students to use the textbook as they are very worried about their exam. That's why the patter of exam questions and textbook exercises of writing should be aligned properly.

4.7.5 : Perception about the quality of writing of the learners

The interviewee was asked about the quality of writing of the learners and the findings are as the followings.

**Figure 47**

Learner's quality of writing
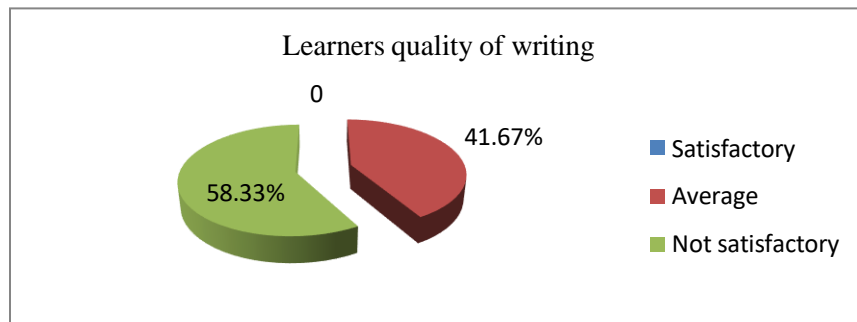
Figure 47 shows that, teachers are not satisfied with the quality of the writing of the learners. 58.33% of teachers think the quality of the writing are in average level and rest 41.67% of the teachers think the quality of writing of the learners are not satisfactory level. The reasons behind the poor quality of writing of the learners are:

- Poor level of practice
- Fear in writing in English
- Inappropriate support from both family and classroom

One of the respondents said,

> "*In a classroom only 4-5 students can write well and rest others condition is very poor and reason is the poor level of practice of writing. We try to practice more even we practice a single theme again and again but after the class they cannot touch the topic any more even most of the parents are very careless to take care of them at home. That's way they are poor in writing because for our learners there is no alternative of rigorous practice of writing*" (TMU3).

According to the respondents' teachers the quality of the writing of the students are average. The reasons are identified as stated by the teachers are:

- Most of the learners the environment at home are not supportive for writing. They only write by their own.
- They have limitations in spelling, sentence formation using grammar. Therefore, their performance is not as their level based. They do not get quality support at

home even for many students their family members are unable to support them in writing.

- The students are not free to ask for help. They found introvert and they feel fear to write in English.
- Lack of confidence of the learners. They think writing English is difficult; if they start there will be a mistake. Considering these negative issues, they feels discourage in writing

Due to poor practice the learners make mistakes during writing and their weak point of writing as identified by the teachers as the followings.

Figure 48

Students' weakness of writing
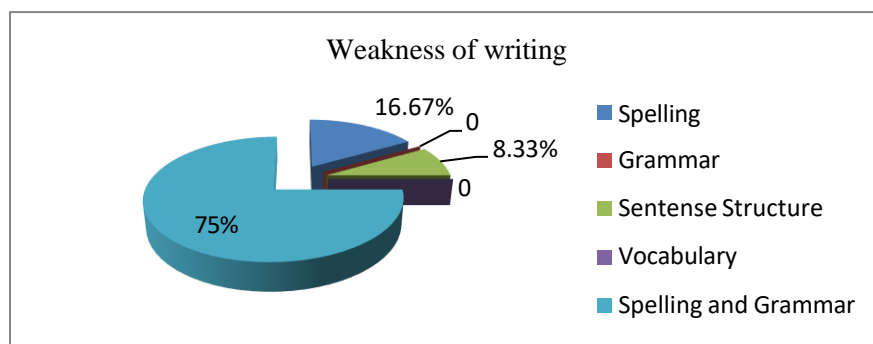
Figure shows that, the learners have difficulties in both spelling and grammar most and thereby they make mistakes in sentence formation. Figure shows that, 75% of the teachers opined that the learners have weakness on spelling and grammar, 16.67% of the respondents think they have weakness on spelling only and 8.33% respondents opined that learner have difficulties on sentence formation.

Therefore, learners face difficulties in overall writing and the teachers' views were also collected about what strategies they apply to overcome this form of difficulties. Learners are being motivated through positive feedback. According to the respondent teachers, they all use feedback strategies to support the learners to overcome their weakness in writing.

One of the respondents said,

> "*I used to encourage my learners through positive feedback and tell them like Bangla, English is another language so if you try then you can develop your*

skills over English language and it will broaden your opportunity in the future to have a good job or perusing higher studies in aboard. So, try and try to develop your English skills and I am always here to support you" (TMR3).

Another respondent teacher said,

> *"Whenever they make mistakes or faces any difficulties then I advise them to practice the same thing for several times for perfection and advise them to do the same practice at their home. But the matter of regret that, at home they hardly practice writing by their own and most of the parents of the GPS learners are poor and some of them are not literate enough to support their child in practicing writing. Hence, they perform poor in writing"* (TDU3).

Writing as productive writing skills the necessity of continuous practice is undoubtedly important to overcome the difficulties the learner's faces and to enrich their level of writing.

4.7.6 : Classroom practice of writing skills

According to the opinion of the teachers, all four language skills are significant and they are closely interlinked. One of the respondents said,

> *"If reading is good then they can write well even listening also help in pronunciation which influence spelling in writing and making right accent during speaking. Therefore, all four skills collectively make a learner complete for effective communication"* (TMU3).

Although, all four language skills are significant, therefore the more accentuate skills practiced in the classroom as opined by the participant teachers are as the following.

Figure 49

Frequently Practiced language skills in the classroom

Frequently Practiced Language skills in the classroom

0% 0%

33.33%

66.67%

- Listening
- Speaking
- Reading
- Writing
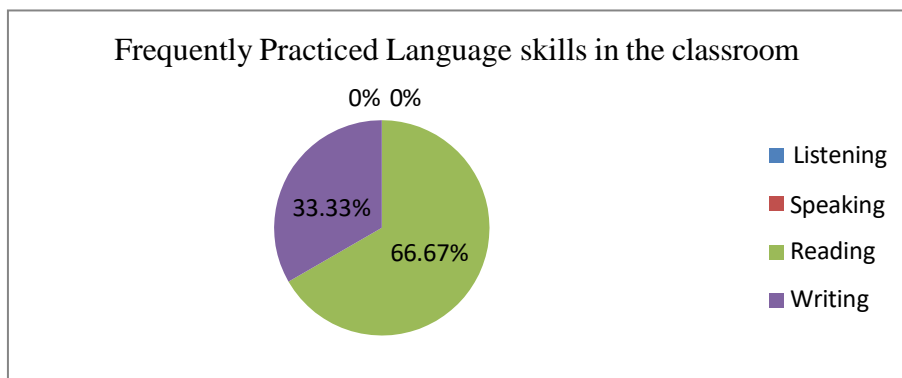
According to the above figure, reading skills are practiced more in the classroom and it is 66.67% and writing skills practices percentage is 33.33%. According to the respondents,

> *"The EfT textbook of grade-V are developed such a way where the reading and writing are very closely associated and through extensive reading the learners will get a clear concept of writing. Therefore, in the classroom the reading are emphasized more and writing task are most of the time they provides writing as HW"* (TDU3).

Beyond HW, writing is also practiced at the classroom as the respondent opined. The reasons of practicing writing skills regularly at the classroom are stated as the followings:

- to develop their writing skills
- to do better in the examination
- for correct spelling
- to use correct grammatical structure
- to erase fear of writing
- to enrich vocabulary

Therefore, to develop the writing practices, the following practices identified:

- Provides regular home work related to the lesson but not directly from the textbook rather considering the nature of the textbook lesson the learners are asked to make related write up from their own life and near environment
- In the classroom, involve the learners in creative writing and they are being encouraged to write using simple and easy words and sentences.

- Teachers encourage them in writing and for that when the students write then teachers used to move through the classroom and support them in writing
- Try to identify the weakness or traditional perceptions of the learners about writing of foreign language English. Then they try to motivate the learners in writing by themselves.
- Before writing they are advised to think about the topic for few minutes and then start writing.

There are multi-types of exercises of writing incorporated in the EfT textbook like question-answer, fill in the gaps, matching, paragraph writing, composition writing, letter writing etc. The teachers think the incorporated exercises are suitable to implement in the classroom as those are easy and very much relevant to the information incorporated in the lesson and the incorporated exercises are interesting to the learners as most of them are learners' real life related. Although, some teachers follow the textbook exercises only for practicing writing whereas some others use their self-experience to develop learners writing skills.

4.7.7 : Use of lesson plan in the classroom

The participant teacher opined that, they use lesson plan regularly at the classroom and the follow the lesson division guide to develop their lesson plan. One of the teachers said,

> *"Every day I develop lesson plan and accordingly which I conduct the classes and following the lesson division guide I usually develop the lesson plan for my classes. Lesson plan help me to be careful to help the learners to attain the expected LOs of the lesson"* (TMU3)

The data also reveal that, lesson plan helps them to be sincere about the use of relevant materials and process of using the method, strategies, and materials not only for teaching but also for evaluation. Hence, they use lesson plan. But they cannot write the lesson plan always due to their huge pressure of classes, then they just follow the plan from the lesson division book and conduct the classes accordingly.

4.7.8 : Methods used for writing

The following figure indicates the methods used by the teachers in the classroom for writing skills development.

Figure 50

Methods used by the teachers for practicing writing skills
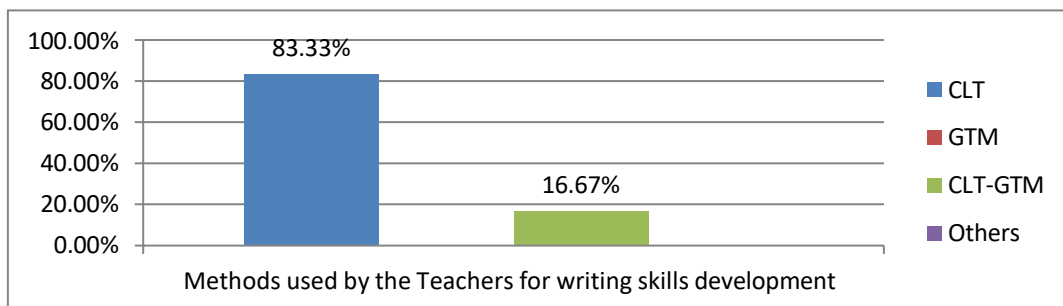
Among the interviewed teachers 83.33% stated that, they always use CLT methods in teaching writing skills in the classroom and 16.67% of them used both CLT-GTM methods in the classroom for writing skills development. One of the respondent teachers said,

> *"Most of the time, I try to use English in the classroom but for the learner's interest we have to use Bangla also although many of our teachers have difficulties of using quality English, they cannot speak fluently in English which is challenging to implement CLT in the classroom. In the primary kevel there is no subject based teacher and all teachers have to take classes of any subject and subject based training are given but I think it would better if it was possible to appoint subject based teacher for English with training"* (TMU2)

They also opined that, EEL learners need to develop their competency in English language in all four language skills and they need continuous practice and for quality practice with flexibilities CLT is good to up lift their interest and courage towards more practice to develop their competencies on writing along with other language skills.

4.7.9 : Process, type and Strategies used for writing skills practice

The findings regarding the use of types, process and strategies for writing skills development are as the followings:

- Teachers' concepts about the process of writing are found poor and they are not very clear about the process of writing except two respondents.

- 25% of the teachers opined that they mostly follow controlled type of writing in the classroom, 33.33% teachers opined for guided type of writing at the classroom

and 41.67% teachers opined that they practice free type of writing in the classroom.

- All the respondent teachers opined that they all use strategies for practicing writing exercises at the classroom. Most of the teacher opined for the use of pair and group work for writing along with individual writing on their note book or board.

- Almost every respondent feels positive in pair or group writing than individual writing. One of the respondents said,

    "Learners feel better to work in pairs or in groups because they can discuss freely during or before writing. It offers a goof platform as during the group formation I try to make a good combination of high and low achievers jointly so that easily they can help each other. Beyond this, within a group, someone may be good in spelling, others in grammar, another one in vocabulary and combine they can produce a good writing" (TMU1).

- Application of strategies reduces teachers' pressure in the classroom. It makes the classroom enjoyable and participatory. It keeps the learners busy and the classroom becomes easily learners centered.

- Strategy is suitable to make the learners confident and active as learners feel good to ask questions to their friends when work together in a group or in pairs. Whereas, they feel shy to ask to the teachers.

- Learners who are weak in writing, teachers take special care to them. At times they help them separately or asked the brilliant learners to support their weak friends. But difficulties they have to face from two different types of learners of fast and slow learners. One of the respondents said,

    "I try to support the weak learners of my class at times separately in the classroom when the learner's poor presence found due to rain or other issue and during our free time but due to our huge work load it cannot possible always and the fast learners in the class is also a problem, they did not allow us to do that separately in the classroom" (TMR2).

- Strategy makes the lesson easy as the difficulties reduced through the use of effective strategy.
- Strategy in writing create a good opportunity of brain storming for generating new ideas of writing most particularly for free writing.

Teachers use strategy for teaching writing skills in the classroom.

4.7.10 : Materials Used for writing skills

The following figure 51 indicates the materials literally used by the teachers in the classroom for writing skills development.

Figure 51

Materials used by the teachers for writing practices
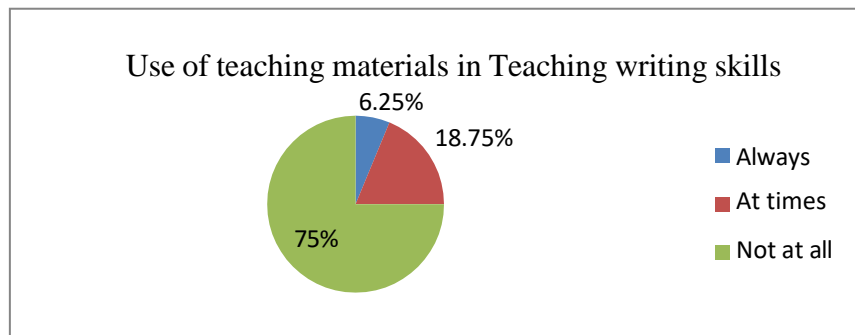
The scenario of using materials for writing skills development found poor. 75% of the respondent teachers never use any particular materials for writing skills development in the classroom. Whereas 18.75% teachers use some material at times in the classroom for writing skills development and 6.25% respondents use some materials always in their classroom for facilitating writing. Out of textbook they use Flash cards, picture, poster, audio device, self-made numeric board etc. ICT related materials were also noticed to use in the classroom, like showing a video the learners were asked to write something. But, the overall picture of using materials separately for developing writing skills are found poor

4.7.11 : Use of Teachers Edition in writing

Teachers Edition (TE) developed by NCTB is a good curricular material to support the teachers for effective teaching in the classroom. The opinion about the use of TE by the teachers is found as the followings figure 52.

Figure 52

Use of Teachers Edition in writing

Use of Teachers Edition in writing
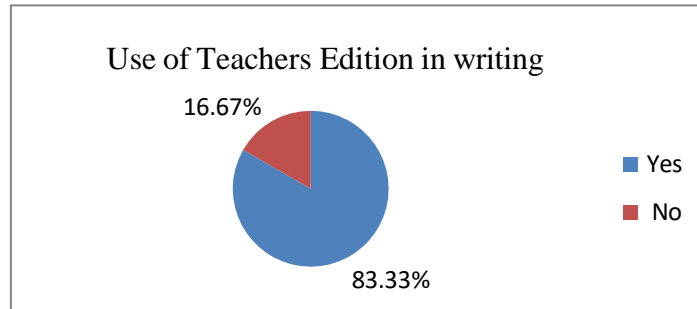
Figure shows that, 83.33% of the respondent teachers follow the TE to have support for classroom teaching and 16.67% of them did not follow the TE. They were informed to follow the TE during the C-in-Ed. degree program and from the subject based training sessions. The reasons behind the use of TE are identified as opined by the respondents are:

- LOs are very clearly prescribed in the TE
- Suitable materials are properly mentioned in the curriculum
- Step by step role of the teachers and the learners are prescribed clearly accordingly which the teachers can easily conduct the classes.
- The ways of learner's engagement and the strategies to be followed are mentioned
- The ways of evaluation strategies are properly mentioned within activities
- The motivational techniques are also mentioned
- It is available at the website and easily one can follow the TE for their support

One of the respondents said,

> "*TE is a main source of our support after the textbook. In the textbook the LOs are not mentioned but in the TE the LOs are properly incorporated which help us to develop our lesson plan and to conduct the class easily*" (TMU2).

Along with the strength, some limitations are also identified as the respondent teachers opined regarding TE. Like:

- In the TE, units are divided into multiple lessons and all the lesson are not suitable considering the time and the length of the lesson. One of the respondents said,

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"*TE is good but some lessons are developed such a way where more classes are needed than the suggested lesson and some lessons need less time than the mentioned one even the materials suggested for teaching is not always suitable as well as available to use. In these cases, I follow my own plan rather than the TE. I think, if we follow the TE completely then the syllabus may complete but the quality learning of the learners will be an issue. Therefore, TE should be developed more logically*" (TDU1).

Teachers Edition is good curricular materials to develop teachers' skills on quality classroom teaching hence the learners. Therefore, quality development of the TE and its organization is an issue as identified by the respondents GPS EFL teachers.

4.7.12 : Reading for writing

The application of reading for writing skills development is stated as the followings by the teachers.

Figure 53

Use of reading in writing
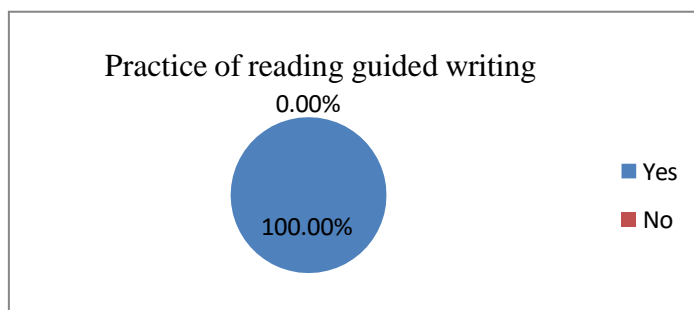
Figure 53 shows that, all the respondent teachers use reading guided writing practices at the classroom. They opined that,

- Reading helps to learn more vocabulary
- It helps to develop spelling skills
- It gives idea about the structure of the sentences
- It can help the learners about the organization of the sentences accordingly to the sequence
- Reading develop confidence among the learners in writing

4.7.13 : Evaluation strategies of writing in the classroom

The following figure 54 indicates the evaluation practices followed by the teachers in the classroom of writings.

Figure 54

Evaluation strategy of writings of the learners

Evaluation of the writings of the learners
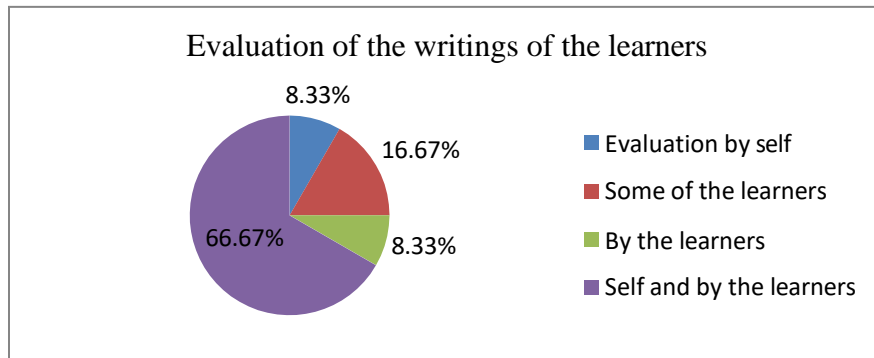
The evaluation techniques used by the teachers in the classroom for writing was asked and the findings reveal that, 8.33% respondent's teachers manage checking the work of the learners by themselves. If they miss to evaluate the entire students work within class time then they checked the work in the break hour. 16.67% of the respondent teachers only check some of the learners from those who finished their work early and it's generally happened due to the shortage of time. In these cases, they provide instructions on the blackboard or simple gives oral feedback about the correct answer. One of the respondents said,

> "*I take one/two learners work, check them and then give instruction to the whole class to check their work with me and if they get anything wrong then asked them to make it correct. I try to explain the reason of their mistakes and to overcome the difficulties and advise them to practice the same things again by their self. Literally, I follow it due to the shortage of time. The class size is too large. If I want to check each and all learners work it is quite impossible then I follow that strategy*" (TMU3).

8.33% respondents involve students for checking their work by themselves in pairs or in groups. 66.67% of the respondent teachers use to check the work of the students by self and engaging students. In these cases, teachers used to give instructions to the board and asked other students to check by themselves. One of the respondents said,

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"*I engage the learners in evaluation. I think, they feel better to share with their friend and in groups, and during their group work or pair work I used to move each group and if they have any difficulties then support them to overcome the issues and asked the group mates to help those slow achievers. But at times moving through the class seems difficult due to its limited space, in these cases I use oral feedback or use the board for the whole class evaluation within a short time*" (TDU3).

According to the respondents they follow regular evaluation and provide feedback to the learners to overcome their difficulties in writing.

4.7.14 : Difficulties faced by the teachers in teaching writing skills

The common difficulties faced by the practitioner teachers in developing writing skills of the grade V level learners are as the following:

- Shortage of time. Time allocated for a single class is an issue, although English classes generally held at the beginning of the first half and gets more time than the classes of the second half. But teachers have to spend few minutes for roll call and after managing the classroom they literally get very short time for the class which hampers practicing all four language skills properly.

- Lack of practice of writing. Learners' poor practice of writing is a problem. Without continuous practice, the development of writing skills of the EFL learners is impossible.

- Large class size. In some schools the class size is too large and it is a problem to manage the whole classroom within that short time and offer quality teaching as well as evaluation of writing and feedback. Beyond this, to support the relatively low achievers is become difficult due to large class size.

- Shortage of materials. Teachers use the materials by their own arrangement but they expect to have quality materials for effective teaching.

- Textbook contents are being changed but no related training is arranged

- TE aren't always supportive as the lesson are too large or too short and the materials and methods prescribed in the TE are difficult to organize within the fixed class time.

- Dissimilarities between textbook writing exercise and examination pattern
- Lack of training. They expect more up to date training to uphold their skills.
- Lack of monitoring. They think teachers should be monitored their activities for ensuring quality
- Lack of parental awareness (Even if they rearrange the students sitting order during class, then the parents come to school with objection). Many of them are careless about their child's education at home. One of the respondents said,

> *"The parents are very reluctant in the rural areas about the education of their children. They didn't give any time to their children. We requested them please give time to your children at home even if you are not capable to support them directly in their learning, then simply sit beside your children when they do study and ask them what they are studying. It will help them a lot, but the parents didn't do that"* (TIMR3)

Another respondent said,

> *"We try to motivate even the parents about the education of their children. Rural parents are mostly poor and they have too busy with their earning and get little time to spend for their children. Whenever they come to school, we inform them about the situation of their child's and asked them to offer support to them but we think, they just and many of them didn't take proper action. It is really harmful and a matter of misfortune. We at time tell them, you people prioritize your domestic animals than your children and spend more time for the cattle. You think this is more profitable but you are wrong. Take care of your children properly, they will be more beneficial"* (TMR1)

- Lack of physical facilities in the classroom. Class room space is seeming difficult to accommodate the students even rearranging the students during different task seems difficult and time consuming.
- Lack of subject based teacher. Primary teachers have to take classes of all subjects and they are offered subject based training therefore for English it's an
- Pressure of others non-academic job. Teachers along with their several classes have to maintain some other administrative job, have to attain meetings with

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different stakeholders which hampers on their schedule. Even, in some cases managing other jobs they back to the classroom in late and cannot practice writing.

- Teachers Edition needs some revision regarding the lesson and materials incorporated over there.
- Proper management of the ICT related gazettes is an issue. The maintenance and repair of the ICT gazettes is a problem in the primary schools
- No library in the schools is a problem.

4.7.15 : Expectation of the teachers

To provide quality facilitation the teachers' expectation are identified as the following:

- Training should be arranging for the teachers. For the English teacher training for every separate skill should be arranged and it should be compulsory for the all
- Teaching materials should be available in the schools. The materials quality should be sound so that it could be preserve.
- Subject based teacher should be appointed and specially for English it is very important
- Class size should be limited
- Teachers should be conscious about their class time. Monitoring system should be introduced
- Parental awareness should be developed therefore, initiatives should be taken
- Teachers should be accountable to their works
- Teachers should use the lesson plan regularly at the classroom
- English should be use for classroom communication and it should be start with using easy and interesting words
- Instructions of writing should be clearly incorporated in the textbook
- After each lesson the new and difficult words should be mentioned separately or should be bold within the lesson
- In writing exercises the use of grammar should be incorporated

- Dependency on final examination should be reduced and classroom-based assessment should be introduced. Then the learners as well as the parents will be conscientious regarding classroom practices of writing.
- In the textbook the writing related exercises are mostly fill in the gaps, sentence completion, matching, and question answer based. Along with these exercises the scope of creative writing opportunity should be incorporated.
- Along with the CLT approach of teaching English, use of grammar through writing should be incorporated in the textbook
- The use of curriculum should be imparted among the teachers

The above-mentioned issues are being suggested by the teachers for better outcomes in the future.

4.8 : Students FGD: Using FGD Agenda

Considering the most authentic source of information about classroom practices of writing, from the students using FGD agenda scenario of teaching writing in English are explored. The findings of FGD are being analyzed and the theme was classroom practice of learning writing skills, challenges and expectations to develop writing skills.

4.8.1 : Classroom activities related to writing

In both urban and rural GP, in the classroom the mode of writing practices is accordingly:

Almost Regular: Spelling and Word meaning

Most often: Question-answer, fill in the gaps, sentence completion, use of grammar, writing from pictures from the textbook

At times: Letter writing, paragraph writing, composition writing, creative writing

In the classroom different writing activities are practiced but not in a regular basis. Even in some days, no writing activities are practiced and the class end up only through presentation and asking questions orally from the learners. One of the learners said,

> "*In the classroom, teachers read out from the textbook, write some words in the board and ask the meaning from us and then at times give some questions to answer orally and at times for writing and check only few learners and then leave the classroom after giving HW*" (LMR1:1)

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Another respondent said,

"*Teachers in the classroom first exchange greetings and asked about the HW. Then, after checking the HW starts the new lesson. He starts reading first so that we can understand the lesson clearly then asked questions to the learners to check our understanding also the pronunciation and meaning. Then, give writing task and during writing, teachers move to the learners and help those who are comparatively weak. Then check our writings and give feedback where necessary and finally after giving HW he ends up the class and left*" (LDU3:6)

4.8.2 : Techniques used in the classroom for writing skills development

In the classroom the teacher uses the following techniques for writing practices:

- Call the students at the blackboard to write as guided by the teacher
- Copying from the board
- Pair work of writing to question-answer, fill in the gaps, descriptive writing (free) about a given picture
- Group work of writing (writing followed by reading and discussion)
- Individual works of writing (writing followed by reading and self-thinking

About the techniques used in the classroom, one of the learners said,

"*Most of the time teachers asked for individual writing and after he declared the time is up and then check few khata from the front desk or those who are meritorious and left the class after giving HW and told us to ask our friends if we have any difficulties in writing but after the teachers left from the classes, we become busy among ourselves and the next teacher come so we cannot get support properly*" (LMU3:4)

Teachers used to move to the learners and help them if they have any difficulties in writing.

4.8.3 : Teaching materials used in the classroom for writing

The practices of using teaching materials of writing except textbook and Blackboard are as the followings:

Regularly: Textbook used regularly. Except textbook and blackboard no additional materials for supporting writing are used in the classroom regularly.

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Sometimes: Sometimes teachers use small colorful paper (Flash cards), pictures for descriptions, for writing. Some teachers at times use audio clip and asked the students to write down through listening from the audio.

The use of materials other than the textbook for writing is very poor as stated by the learners. But the learners stated that, the teachers use the textbook for writing most of the time. Learners have to write from the textbook and at times when the teachers any materials like picture, word card, video or audio clip for writing it helps only when teachers can explain the purposes of that materials and the techniques of their use. But, very rarely they use materials for writing and follow the textbook most of the time. When materials other than the textbook use in the classroom for writing, it motivates the learners more towards classroom activities. One of the learners said,

> "*After reading from the textbook, teacher generally instructed us to follow the textbook and explain about the exercise actually what to do and then we start writing after the guidance of the teacher. We most of the time write by ourselves following the textbook and at times in pairs or in groups and very rarely teacher use materials for writing*" (LMU1:6)

4.8.4 : Motivation given by the teachers in the classroom of writing

Writing skills is difficult as stated by the all-sampled respondents participated in FGD. In the classroom teachers get little time for practicing writing, therefore they provide inspiration to the learners for writing although some teachers are also mentioned as very rude and they hardly give quality motivation to the learners. They stated the following motivational practices used by the teacher in the classroom.

- Uphold the significance of writing skills clearly
- Advise for continuous practice of writing. No problem of the grammatical errors
- Encouraged the learners writing using easy and simple words
- Writing from their real life related or near environment related issues
- Help students personally when they write
- Move through the classroom when students write
- Advised slow learners to seek support from the advanced learners
- Almost all the teachers are very friendly

All teachers are not the same in giving motivation as stated above. Some teachers do not move through the classroom. The asked the students to start writing and response after completion and never gives any feedback rather the learners feel fear to talk to them.

4.8.5 : Organization of the classroom

In both rural and urban school classroom, literally teachers very rarely organize the learners for writing. Only replace the students when someone make any noise or disturb in the classroom. Very rare they organize the learners before writing. One of the respondents said,

> "*In case of pair work teacher tell us to make pair with our next friends and we follow the instruction. During the work teacher does not move to every learner but tell us to ask question if we have any quarry or difficulties but the reality is that, except few majorities of the learners did not ask any questions to the learners. Teachers monitor the activities to the front desk learners and check them and also give them feedback. In most of the days, the class time goes up through this way and teachers cannot support all. Therefore, the weak learners impede more in developing writing skills*" (LMU3:2)

At times teachers just change their position during writing but that is also very rearz.

4.8.6 : Evaluation and Feedback of the writing activities

Learners' statements regarding the evaluation strategies are very much traditional in most of the urban and rural GPS. The process of evaluation followed by the teachers as stated by the learners, teacher ask the students weather their work is done. Those who complete their work check their work only and give them feedback but cannot check the whole class at all. At times gives the write answer in the board and advised the learners to make correction from there. But some students opined that, teachers involve students in evaluation and peer sharing strategies are following to check the writing of the learners. In the pairs or groups, the advanced learners help the slow learners by supporting according to the direction of the teacher. Feedbacks are given on the basis of the performance of the learners. Mostly positive feedback is given even if they perform poor. Many times, teachers use evaluation and feedback through verbal mode. Teacher asks to the learners about their writing and if they response righty from their writing then they

get feedback. But in general, those who can show their work, generally they get feedback from the teacher.

4.8.7 : Challenges faced in writing

The following challenges are identified faced by the students in both urban and rural GPS schools. The challenges are:

- Generally, in the class we get very little time for practicing writing. Most of the time use by the teacher in explaining the text. Therefore, opportunity of learning writing skills or practice of writing is very poor.

- Almost every day, in the classroom teachers ask questions or make interactions mostly to some selected students. They expect equal behavior from the teacher.

- Teachers explain the text well but for writing the techniques or instructions of the teacher seems difficult to the learners. Just after presenting the text with explanation, teacher asked the learners to complete the incomplete sentence or answer the questions or fill in the gaps, etc. It would better if they explain the style of writing or strategies of writing clearly.

- Some words are difficult. So, it seems to the learners to memorize the meaning of those words, and to make meaningful sentences using those words. In the lesson the important words are not marked separately. So, it would better if there was any special technique to remember those words easily.

- Teaches practices most of the time question-answer, word meaning and sentence making in the classroom but the practice of writing paragraph, letter or composition or rearranging is very rear in the classroom. Therefore, in the examination they have to suffer much.

- There are some words in the textbook where spelling and pronunciation are not the same. Learners face difficulties in spelling. Therefore, techniques of selling should be use in the classroom for the students.

- In the classroom the application of grammatical rules is not practiced well or the opportunity of writing using grammar is very poor. Therefore, the quality of writing of the learning are stayed at the dark.

- At times teachers use materials for writing in the classroom. It would better if it is possible to use materials always in the classroom for writing.

- In the textbook the exercise of writing related to grammar are very small in number. Writing exercises related to grammar should be introduced in the textbook

- Exercise incorporated in the textbook have little relationship with examination. Therefore, students get discouraged in classroom writing or writing from the textbook. So, textbook exercises should be related to the examination or the examination system should be changed.

- In the classroom teacher generally address only few common students by name. Negative feedback is found given to the learners who are weak. At times when teachers behave roughly to the learners specially those who are the less attentive learners. Writing in English is difficult to us; therefore, negative feedback hampers our attitude towards writing in English.

- In the family, many learners did not get proper support they need for practicing writing skills. It is an issue for many of the GPS learners. In the classroom, the scope of developing writing skills is seeming poor to them and at the home many of them get no support for developing writing skills. It hinders their capability of writing skills development.

Students are the most significant and authentic stakeholder of education. Therefore, the challenges faced by the students should take into consideration for quality outcomes form the educational program and most particularly the development of writing skills of the learners.

4.8.8 : Expectations in developing writing skills

Learners as well as of the teachers have the following expectations to be developed for quality outcomes of writing skills development. The expectations are as the followings:

- More time should be managed for writing skills practices in the classroom

- In the textbook more writing exercises should be incorporated related to the pattern of examination

- The important and difficult words of the textbook should be remarked separately at the end of the lesson

- Behavior of the teachers in the classroom should be equal to all in the classroom. Attention should be given equally to all learners in the classroom

- Before, providing any writing exercise, teachers should provide quality instructions for writing

- Techniques for right spelling should be imparted fruitfully among the learners.

- Techniques of using easy and simple words as well as the way remembering the meaning of the words should be facilitate fruitfully

- In the classroom beyond controlled writing more guided and free writing practices should be exercise for developing quality writing skills of the learners in English.

- All students should be addressed by their name. The situation should be like that no students feels facing discrimination in the classroom

- Materials supportive to writing skills development should be used in the classroom

- In the classroom some students are very inactive and they are relatively weak than others. Teachers should pay special attention to them

- English is very difficult so it would possible if the teacher uses the most easy and interesting ways of teaching writing skills for the learners.

- Learners expect proper support from the classroom so that at home they can perform by themselves.

4.9 : Summary of the classroom activities of teaching writing skills

The data retrieved from the classroom observation regarding writing skills, learners' performance on writing, teachers' interview, students focus group discussion all collectively upholds the scenario of classroom teaching of writing skills using the prescribed textbook developed by NCTB accordingly to the primary level Grade-V English curriculum and the Teachers Edition developed for the grade-V English.

The data analysis come up with significant findings about the development of the curriculum, textbook, teachers' edition, classroom practice of writing skills and learner's competency on writing. The practice of writing skills was analyzed accordingly to the scopes of writing skills incorporated in the textbook and the role of the teachers and the learners towards writing skills practice. The strength and weakness are also properly analyzed in each section related to the study as mentioned in the findings section.

Chapter Five

Major Findings and Discussion

5.1 : Introduction

In this chapter, objective based major findings and discussion has been presented accordingly to the previous research study. This chapter is designed in such a way where the findings against the objectives are prescribed separately with discussion.

5.2 : Major Findings of the study

There is total six objectives in this study. Writing skills development of the primary level learners through classroom practice using the NCTB prescribed textbook were the main focus of the study. Therefore, the curriculum, textbook and the teacher's edition were analyzed to identify the scopes of quality facilitation of the learners for writing skills development and the real practical scenario was explored through the classroom observation of teaching writing skills, learners writing skills test, teachers interview and focus group discussion with the students. The findings come up with the existing practice of teaching writing skills along with the challenges faced both the teachers and the learners. Along with the challenges, the possible recommendations are also explored from the opinion of the facilitator teachers and the learners. At the same time, strength and weakness of the reviewed documents were also explored for ensuring better quality to overcome the challenges.

5.2.1 : Findings of the First research objectives:

The first objective of the research is,

'To explore the existing primary level grade V English textbook instructions of writing on the light of the prescribed primary level English curriculum'.

The first research objective was about to explore the existing primary level grade V English textbook instructions focused on developing writing competencies. Along with the textbook the curriculum of primary level was also analyzed and the following findings were explored. Before analyzing the textbook, the curriculum was checked and analyzed as the textbook are developed accordingly to the instructions of the curriculum.

5.2.1.1 : Findings from the Curriculum

The major findings from the primary level grade-V English curriculum regarding writing reveal that, in the curriculum the aims and objectives of learning writing skills are properly incorporated in the curriculum. TCs are properly reflected through the LOs of the curriculum accordingly which the contents are organized following maxims. The contents are articulated in the curriculum using both vertical and horizontal organizations are properly maintained. The teaching-learning strategies aren't stated clearly in the curriculum but in the activity column the techniques of teaching-learning including the role of the teachers and the students are properly incorporated through step-by-step description as planned activities. But the CLT methods of teaching-learning of writing skills are properly mentioned in the curriculum Use of materials are also prescribed in the planned activity part. The evaluation strategies aren't mentioned clearly in the curriculum particularly related to every content separately. Importance of feedback and the process of giving feedback are prescribed in the activity part. Finally, guidelines for the teachers, students and for the textbook developers are prescribed clearly.

5.2.1.2 : Findings from the EfT Textbook of grade-V

Curriculum guidelines are properly incorporated in the textbook. In the textbook, all three types of writing exercises are incorporated. Although, the scope of controlled more than other type of writings. The scope of free writing is very poor in the textbook. Exercises related to writing focuses the application of product, process and process-product approaches of writing. But the product approach is mostly followed. The textbook is designed on the basis of the CLT (Communicative Language Teaching) method. The exercises are easy articulated and related to the learners' real-life context. Strategies for practicing writing skills are well prescribed in the textbook. In the textbook the pair work and the group work strategy are prescribed but the demonstration, brainstorming, discussion or the role play strategies are not mentioned clearly. All items but the use of phrases, writing skills as mentioned in the curriculum are incorporated in the textbook. Most of the exercises are related to sentence formation but no use of the phrase and some of the exercises are related to the use of grammar. Illustrations are logically selected, articulated and instructed with suitable color but some pictures are not clear to perception. Writing exercises are related to the learners' real-life incidents and scope of writing through reading are exists in the textbook. The scope of practicing grammar is very poor. LOs are not

mentioned in the textbook's units and lessons separately. Important vocabularies are not mentioned along with the lesson. The exercises are designed following maxims of learning. Representation of gender neutrality is found average level. Finally, in the textbook no more strategies except the pair work and group work are mentioned.

5.2.2 : Findings of the 2nd Research Objectives

The 2nd objectives of the study are,

> 'To explore the suitability of the teachers' edition to facilitate the teachers in teaching writing skills'

In teachers' edition, LOs are separately mentioned for every unit and for the designed lessons respectively. Like the curriculum, in the TE the teaching-learning strategies aren't mentioned separately but mentioned with the planned activities section clearly. Guidelines are clear about required materials and also the use of ICT in teaching writing skills at the classroom. The ways of classroom communication, imparting information, knowledge sharing, engagement of the learners and finally to evaluate their performance are being described in a well manner to make the total classroom teaching-learning more effective (to organize activities as suitable to the learners) and enjoyable. The use of CLT methods is mentioned in TE through participatory approaches. The strategies of evaluating the activities of the learners aren't mentioned separately in the TE but with the planned activities section. Most of the teachers use TE for their support of classroom teaching but some teachers were also found who do not follow the TE.

5.2.3 : Findings of the 3rd research objectives

The 3rd objectives of the study are,

> 'To explore the teaching-learning practices at the classroom to develop students English writing skills'

The real classroom practices of teaching and learning of writing skills are explored through this objective. Classroom observation, teachers interview and FGD with students were followed to collect data of the objective.

In most of the schools, classroom size is huge and physical setting of the classroom is not good as the space of the classroom was not suitable considering the number of students of the class and the sitting arrangement was found traditional mode. Benches were over equipped than the

suitable one. 6/7 learners were found in a single bench in some observed classes. Therefore, the location of the Blackboard is found difficult in visualization.

Textbook are properly followed at the classroom for practicing writing. Lesson plan are not followed properly by the teachers. But the time allocated for writing is poor although it is not fixed but very little period of time is spending for writing in the classroom. In writing tasks, the classroom organization scenario is found poor, teachers are not serious to organize the students before giving any written task.

In teaching writing skills, teachers are found using GTM along with CLT method for the better understanding and development of the learners. All three types of writing exercises are followed for teaching writing skills but controlled and guided writing are practiced more than the free writing. Learners perform better in controlled writing than the guided and free writing. In writing, product approach is mostly applied in the classroom for writing. The application of process and process-product approach is relatively low. Reading guided writing are observed in most of the classes. In some cases, teachers did not speak loudly during writing in the board.

Different strategies are noticed to use for teaching writing skills in the classroom, among them the question-answer, pair work, group work, demonstration, discussion and most importantly the individual work as problem-solving are the very common. Trained and experienced teachers are found good in using appropriate strategies as well as giving motivation. Motivations are found imparted to the learners during their writing but some was only simple instructions for writing. The participation of the learners in writing exercises is found mostly average level in both urban and rural schools. Big classroom size and the efforts of the teachers are the significant issue here. Learners sited at the first rows get extra benefit from the classroom as the teachers interact more with them. Students are found active in pairs and in groups than the individual work. Their participation seems better when they get motivation from their teachers than their friends but feels better to ask for help to their friends than their teacher.

Classroom management in both urban and rural GPS is an issue to develop learners' skills on writing. Due to some reasons like over student, time, lack of materials and expertise of the teachers are the reasons as observed for the poor and the average status of classroom management. Poor and average level of classroom management are the big constraints for the learners to achieved the LOs regarding writing skills. In most of the observed classes in both

urban and rural sampled GPS, very little materials were found used for writing skills development. Learners are found more attentive when teachers use materials for teaching writing skills in the classroom. Teachers also opined that they hardly use materials for developing writing skills of the learners. The unavailability of the materials is a big problem to the teachers as well as the teachers. The scope of practicing grammar is relatively low. Teachers' skills on teaching have direct impact on learner's classroom performance.

Initiatives for the relatively weak learners are found poor in almost all the observed classes. The monitoring of the writing activities of the learners by the teachers in both and urban schools are found in average level. Although, the situation was influenced by the physical settings of the classroom, class size, time, teachers' interest as well as the interest of the learners. The evaluation and feedback of writing in both rural and urban English classroom are found mostly unsatisfactory. The teachers follow the evaluation by self and by the learners also. Controlled type homework is mostly given.

5.2.4 : Findings about learners' performance of writing

The 4th objectives of the study are,

'To explore the learners' capability to use the writing competencies'

In both urban and rural schools, some students are very poor in writing and during the test they submitted blank paper. A notable number of respondents answer was completely wrong. In both urban and rural schools, the performance of the learners is found almost unsatisfactory as in all the given issues, the percentage of wrong answer are higher than the right answer. Learners are found weak in spelling, sentence formation, and use of grammar mostly. The teacher's role in the classroom, use of approaches, types and strategies of writing, evaluation & feedback of writing, classroom exercise of writing, use of materials, writing exercise at home and support for writing outside of the classroom, lack of grammar, and the difficulties of the English language as well as the unconsciousness of the parents are identified as the main reasons of learner's weakness in English writing. Students feel fear and they are not happy of the support they got for developing writing skills at home and in the schools. Although writing skills are practiced in the classroom but the performance are not explored good.

5.2.5 : Findings of the Fifth research objective

The 5th objectives of the study are,

> 'To identify the challenges of developing writing skills of the primary level learners'

Some challenges are explored from the curriculum, textbook, classroom practice, TE including the learners and their surroundings which hindrance the development of writing skills.

- Teaching-learning strategies and the techniques of evaluation aren't separately mentioned in the curriculum.
- Learning outcomes are not incorporated in the units and lessons of the textbook.
- Most of the exercises are related to controlled writing which is an issue to develop learners writing skills.
- In the textbook, only the pair work and group work strategies are mentioned. Few illustrations are not clearly prescribed.
- Instructions for the question-answer exercises are not mentioned clearly in the textbook.
- Lesson content and the exercises are mostly related to the life of the city or urban life style which is a barrier to motivate the rural learners in learning writing skills.
- Teachers' edition is designed with LOs, required materials, activities should be followed in the classroom but the strategies and the techniques are not mentioned separately in the curriculum. Writing approaches are not mentioned clearly in both the curriculum, TE and in the textbook.
- Lesson division incorporated in the TE have problems as mentioned by the teachers as if they follow the TE then the course will be completed but the learners learning may be hampered as some lessons are unnecessarily expanded and some other aren't well expanded which is confusing to the practitioner teachers.
- Materials those are prescribed in the TE for classroom use, some of those have no feasibility to the teachers.
- Vocabularies are listed collectively at the back of the textbook not at the end of the lesson or unit.

- Large class size is an issue of quality teaching-learning at the classroom
- The physical settings aren't found suitable for effective classroom communication as well as teaching-learning of the targeted skills
- Time allocated for the English class and spends for writing skills aren't suitable to develop learners writing skills.
- All contents are not prescribed accordingly to the curriculum.
- The scope of free and guided writing skills is found poor in the textbook
- Lesson plan aren't properly followed in the classroom
- Some difficulties are found in applying CLT method in teaching writing skills in the classroom. Lack of training on writing skills of the teachers and the socio-cultural aspects of the learners are identified as challenges behind this.
- Motivation is not properly imparted to the whole class which is challenging for the below average performers.
- The use of ICT in teaching writing skills is found poor at the grade-V English classroom.
- Involvement of the learners is not satisfactory in writing activities. Poor motivation, evaluation, physical settings, inappropriate use of materials, use of inappropriate strategies, and short class time are the reasons of poor involvement of the learners.
- Lack of materials and application of traditional methods for developing writing skills is a big challenge both to the teachers and the learners.
- Monitoring, evaluation and proper feedback are not provided properly for writing skills development.
- The apathy towards the use of grammar is a problem behind the low performance in writing of the learners
- Unfavorable family environment is problem for developing the complex writing skills.
- Special measures are not properly taken for the relatively weak learners in the classroom. Even negative feedbacks are also given to the learners.

- Management of the ICT related gazettes is another problem of the GPS which effects on teachers' quality classroom practices at the classroom.
- Teachers have no training on writing in particular.

5.3 : Discussion

The study aims to explore the scope of writing skills practices in the textbook and its practices at the classroom. Therefore, the research objectives are designed to explore the related documents like curriculum, teachers' edition, textbook. Through documents analysis focus was given mostly on the textbook. But curriculum and teachers' editions were explored for analysis of the textbook and to explore the classroom practice of writing skills.

The first objectives of the study were to explore the primary level grade -V English textbook organization reflecting the guidelines of the curriculum. This objective was explored into the following themes, structure of the curriculum, selection and organization of the contents, guide about the methods and techniques of writing, Evaluation strategies of writing.

Teaching writing skills of the primary level EFL learners, the curriculum developed by NCTB in Bangladesh has properly mentioned the TCs, LOs, contents, teaching-learning activities including the use of the required materials and procedures of teaching-learning and evaluation of the curriculum. TCs are being selected for the curriculum of English of primary level are found developed following psychological and logical procedure. Tanner and Taner (1980), Silva (2009), The Indiana Department of Education (2010), Dewey (1902) stated the above issues should have with the main features of the developed curriculum.

The LOs are clearly mentioned in the curriculum. Contents are related to the prescribed LOs and organized accordingly to the maxims of teaching-learning. LOs are found related to the contents to achieve intended LOs. The planned activities of the curriculum are found good to support the learners to achieve the planned and specific knowledge and skills. All these things, indicates the scope of learning opportunity. Print (1993), Marsh (2004) and Samad (2015) predicted the similar characteristics of the curriculum where all the issues related to the quality teaching-learning should be mentioned properly within the curriculum. Rao (2019) in his study mentioned the necessity of the four elements of the curriculum, in this study the curriculum analysis found the elements of the curriculum although the strategies of teaching-learning and evaluation are found incorporated within the planned activities of the curriculum. Even, the

curriculum development is found considering the level and needs of the learners as similarly mentioned by Marsh (2004), Samad (2015).

Textbook as the main materials for classroom teaching and the teachers and even the learners follow the NCTB prescribed textbook. Deuri (2012), Trisha (2016) predicted the same statement in his study where textbook is mentioned as the main tools of language teaching-leaning. The textbook is designed following the LOs prescribed in the curriculum. The contents of the textbook are followed by the curriculum guidelines. Proper illustrations are incorporated except the few. Exercises are mostly controlled in the textbook. Varieties of writing exercises like use of capital & small letter, cursive and non-cursive words, punctuation marks, letter, paragraph and composition writings, simple grammar, reading guided writing etc. are incorporated for the best learning of the learners to overcome the difficulties of writing and framework of the learning issues are properly incorporated. The intended learning as LOs developed accordingly to the TCs are covered different language skills through writing exercise as guided in the curriculum and accordingly which the textbook is being developed. Nunan, 1989; Cunningsworth, 1995; Dar & Khan, 2015; Haider, 2012; Trisha, 2016; Rai, 2012, Nalliveettil & Mahasneh, 2017 and Rishard, 2012 stated almost the similar findings in their study where the opportunities of the textbook for varieties of writing are stated. In the prescribed textbook, there are different type of writing like controlled, guided and free writing opportunities are found in the textbook although maximum exercises are found guided as cunningsworth (1995) stated the scope of practicing and development of various writing exercises in the textbook and Hasan, 2009, Rao, 2019, Rahman & Sarkar, (2019) found in their research that most of the practices of the textbook are controlled and guided and little scopes are there for free writing as similarly found in this study.

In response to the 2nd research questions of the study, the prescribed TE developed by NCTB was explored. The TE was explored accordingly to the following themes. The reflections of LOs in the contents, the incorporation of the methods, the evaluation strategies of writing practices at the classroom. The analysis of the TE reveals that, the LOs, teaching-learning strategies, materials require for quality facilitation and evaluation techniques although the strategies aren't mentioned separately in the TE like the curriculum. Doyle, 1990; Cunningsworth, 1995; Coleman, 1986 and Grossman & Thompson, 2008 stated the similar significant use of the curriculum.

Findings of the study also reveal that, some teachers are reluctant to follow the guidelines of the TE as they think the designed prescribed in the TE regarding the lesson division, materials and the time aren't logically articulated, therefore some teachers use their own plan and techniques as well as they make the necessary class division of the units based on their expertise and nature of the lesson. Bar & Sadow, 1989; Durkin, 1984 and Rahman & Sarker, 2019 also stated the similar findings from their study. Although, the TE are the limitations therefore the teachers consider the TE as very significant tools for them to enhance their classroom teaching practices to fulfill the intended outcome of the teaching-learning as similarly stated Lin, Chang & Cheng, 2010.

In response to the 3rd research objectives of the study the real classroom practices were explored. The classroom situation of practicing writing skills is presented in few themes. Classroom management, classroom facilitation, learner's role in the classroom, evaluation and feedback in the classroom. These themes are divided into several sub-themes.

The probation of using lesson plan is found poor and teachers opined that lesson plan helps them to maintain the class focusing all targeted skills within the fixed time. Rahman & Sarkar, (2019) also identify the poor status of using lesson plan among the EFL teachers at the classroom.

Class time allocated for a single class especially for English subject is very challenging to practice writing skills regularly. Most of the teachers opined that, the time allocated for a single class is not suitable to practice all four language skills although they think all skills aren't practiced regularly, there they face huge difficulties due to limited time where the practicing writing hampers more as it usually practiced at the last time of a class. Nalliveettil & Mahasneh, 2017, Rahman & Sarkar, 2019. Hossain & Rahman, 2015 stated the same difficulties of time in their study. Even, the teachers opined that, application of strategies needs proper time but within the short time they have to manage multiple roles in the classroom which is challenging due to the shortage of class time. Kavaliauskiene, 2010 and McKenzie, 2006 stated the similar findings in their study and they recommended for more time for quality writing skills practices at the classroom.

Classroom management scenario is not good as the result is found average category is remarkably high which is alarming for practicing quality writing skills at the classroom. Good

management was followed by good relationship between learners-teacher and learners-learners quality interaction. Teachers opined that they try to manage the classroom but over students is a challenge. Hossain & Rahman, 2015, Adhikari and Gaudel, 2010 & Biswas, 2015 stated the similar findings from their study. During application of strategies for practicing writing skills offer a good scope of interaction among the learners where they feel good to ask each other to solve their problem and to develop their writings. Rahman & Sarkar, 2019; Biswas, 2015 and Rao, 2019 also explored the similar findings of their study. Teaches and learners opined that a well-managed classroom is helpful for teaching-learning. Kabir (2015) stated the similar result of his study.

Along with the textbook, the teachers also use the TE for their support accordingly which they maintain the classroom teaching-learning as it helps them to make plan about the intended LOs and the ways of achieving them which makes their functions easy at the classroom. Ranjha, Mahmood and Butt, 2019; Harmour, 2007 also stated the similar findings of their study.

The necessity of writing skills in English is huge for modern world to have good education and profession with prestigious social position including international business as mentioned by the teachers as well as by the learners and Islam, 2018; Hasan, Rahman & Masum, 2013; Hyland, 2015; Klimova 2013; Walsh, 2010; Rietdijk, Janssen, Bergh & Rijlaarsdam, 2018; Barman & Basu, 2013; Selvaraj & Aziz, 2019; Hand et. al, 2007; Dwivedi, 2015; Ibrahim, 2013; and Begum et. al, 2005 also mentioned the similar necessities of writing skills. But, development of writing skills of the learners through classroom teaching, the teachers should read the mentality of the learners otherwise the time will pass but the difficulties of writing will remain and may harder due to gap occurred as similarly stated by the Rita Silva (2006) in his study. To overcome the situation teachers opined for strengthen the monitoring and sharing strategies to make the classroom for flexible and interesting to the learners. Similar findings are found as stated by Freeman and Freeman, 2001.

Therefore, study results reveal that, teachers can manage the classroom with quality engagement of the learners if they can apply suitable strategies of teaching-learning along with good presentation and content skill at the classroom although teachers have some difficulties observed in this study. Fareed et al., 2016, Hossain, Nesa & Kafi, 2015, Baytur & Razi, 2015; Shishavan & Sadeghi, 2009 also stated the similar traits of the teachers for quality teaching at the

classroom for quality engagement of the learners. Teachers are interested to have more training regarding writing skills and they are found conscious about the culture of the learners therefore they recommended for the incorporation of both rural and urban cultures as lesson and exercises in the textbook. Lee, 2006, Al-khairy, 2013, Myles, 2002, Rahman & Sarker, 2019 stated the similar recommendations for the teachers.

Relationship between the teachers and the students are found good from classroom observation and learners from FGD also opined that teacher help them when they face any difficulties. Teachers' well behavior makes their confidence high and they involve in classroom activities as the teachers found to call the learners by their name. Babai & Sadeghi, 2009 found the positive impact of good rapport between teachers and learners. But some teachers are found mostly sincere to the learners sited at the front desk and those who are more responsive and advance which hampers others as the same result stated by Moradi & Sabeti 2014 that quality teaching needs neutral attitude and patient of the teachers.

Among the observed classes and from the opinion of the learners it is reveal that, teachers use motivational techniques in classroom teaching but some teachers are not very attentive to apply motivation in the classroom but the teachers opined that they use motivational techniques regularly to make them confidence and active towards activities even on writing which develop their writing skills. Dar & Khan, (2015), Gupta (2019), Nalliveettil & Mahasneh, 2017 and Rao (2019) stated the positive impact of motivation to erase learners' nervousness towards writing and to make the classroom for participatory and learner-centered.

Classroom practice are not completely followed CLT methods, considering the needs and nature of the learners' methods other than CLT are used in a combined manner for the best interest of the learners learning as well as teaching. Teachers in the classroom practice of writing skills through reading and they think positive about reading that it has positive impact on learners writing skills as gives them guideline on structure, spelling, vocabulary etc. Kalipa (2014) stated the positive significance of reading on writing skills development of the learners.

Writing skills development activities practiced in the classroom mostly followed by product approach and process approach also. But, very little process-product approaches are used. The exercises incorporated in the textbook are mostly product based although the teachers are not very skilled about the approaches of writing skills therefore teachers opined the exercises

incorporated are very interesting and easy as well and learners feels interesting to involve on those activities as they can perform with easy efforts which motivates them in writing but better writing skills development, they need free hand writing skills. Tangpermpoon, 2008, Nunan, 1999, Saeidi & Sahebkheir, 2011, Barman & Basu, 2013 opined the necessity of product approach to develop learners writing skills of the EFL learners. The study explored that; product approach indicates the structure-based writing practices which makes the learners interested of writings. Ghufron, 2018 predicted the similar findings of their study that product approach helps the EFL learners to develop their writings. At the same time, the study explored the necessity of free hand writing where the learners have to perform by them and for group discussion-based writing which support process writing. Rao and Durga, 2018, Selvaraj & Aziz, 2019; Barman and Basu, 2013 stated the same findings in their study.

Use of materials for teaching writing skills of the EFL learners in this study explored that teacher hardly use any materials for writing practices. At times they use materials for writing as the materials are not available at the school. Although, most of the teacher manage the materials by own. Teachers opined that the materials make the session practical and they get the context mostly live and it stimulate their thinking ability as the pictures or images reflects the culture of the learners' surroundings. Samad, 2013, Mia, 2010, Rai, 2012, and Mangal & Mangal, 2014, Rao, 2019, Islam, 2018, Amritvalli, et al, 2006, Amanullah, 2004, Shrestha, 2013 predicted the positive use of the varieties of materials for quality support and involvement of the learners. Our teachers cannot use proper materials in the classroom for developing learners writing skills which is a challenge for the teachers. Hasan et al., (2016) opined that, lack of materials hampers the actual progress of classroom teaching-learning.

In response to the 4th research objectives of the study are presented on the basis of learners' responses in writing task. The findings of the learners' performance over English writings are below average and unsatisfactory where very few of the learners are good in writing skills as similarly stated by Richards, 2008. Teachers opined that practice can help the learners to maintain the basic characteristics of the writer which also predicted by Murray & Rockowitz (n.d.). Students found more difficulties in spelling, using punctuations, use of article, use of small and capital letter and in sentence organization. The almost similar results are explored by Abderraouf (2016). Rahman (2020) also explored the similar difficulties of writing among the EFL learners.

In response to the 5th research objectives of the study the findings are presented within a broad theme and that is challenges of developing writing skills. The challenges are presented in several sub-themes.

The challenges basically found in some particular areas. The evaluation strategies are found poor and unexpected as teachers cannot maintain proper monitoring, evaluation and feedback in the classroom. Teachers' role in evaluation and feedback are unsatisfactory which is a big challenge for the EFL learners to develop their learners' wiring skills as many of them have no scope to get support at home. Although, teachers apply peer sharing, group work, pair sharing strategies to evaluate the writing of the learners. Due to time and large class size and poor management capabilities of the teachers are collectively responsible behind the poor evaluation and feedback system. Teaches opined that, they cannot maintain whole class evaluation but they manage the evaluation involving the advance learners in the classroom. They also added that, it helps to identify the weakness of the learners and helps the teachers to reshape their strategies for the best interest of the learners. Though, individual checking is difficult in the classroom because time is very short as opined by the teachers. In group or in pairs the learners confidently can ask questions to their peers for their development. Rahman and Sarker, 2019, Graham et al., 2012, Kalipa, 2014, Pham, 2016, Anh, 2019, Richards, 2003, Rao, 2019, Alghammas & Alhywaydi (Unindated) stated the similar findings in their study of the pattern of evaluation and the reason of group and peer evaluation as well as the difficulties of learners to learners' evaluation.

The weakness behind writing skills as identified by the teachers is the lack of proper practice and necessity of continuous practice of writing have no alternatives and a foreign language due to its structure as similarly stated by Kroll, 2003, Rau 2017, Nunan, 1999, Negari, 2012, Alghammas & Alhuwaydi, Unindated and Rau, 2019 and practice can make the learners good in writing skills which think most of the teachers. Rahman and Sarker, 2019 stated the similar findings in their study that more practice can helps in quality writing.

EFL learners' faces writing difficulties due to the lack of grammatical practices at the classroom as there is no probation of using grammar book for developing learners' skills on English although they impart grammatical knowledge from the grammatical text incorporated at the textbook. Teachers' thinks that the scopes of developing grammatical skills are not available

and it's an issue. Nalliveettil & Mahasneh, 2017 opined that lack of grammar is an issue for learners' weakness in English.

Active participation of the learners is important in the classroom for developing their writing skills as many of the learners are found inattentive in the classroom which hampers the attention of the teachers towards classroom activities. Classroom strategies applied at the classroom are also found responsible behind the unexpected activeness of the learners at the classroom. Anh, 2019, Kalipa, 2014 stated the similar reasons behind the poor participation of the learners.

Parental support of the EFL of GPS is found very poor and unsatisfactory; teachers think the major problem along with the poor level of writing practices is the lack of family support to motivate and maintain regular schooling and care of their children's education. Babu, Ashrafuzzaman and Begum, 2014, Rahman and Sarkar, 2019 and Hossain & Rahman, 2015 stated the same findings as challenges from the parental side to develop learners writing skills. Teachers are found happy with the role of the SMC to maintain the activities of the schools. But they found unhappy about the role of the parents of the learners. Kiprono, Nganga & Kanyiri, 2015 reveal that positive role of SMC can enhance learners' academic performance.

5.4 : Summary of the Findings

The study was aimed to explore the scope of developing writing skills at the textbook for the primary level learners and the practices of writing skills at the classroom. The study was explored through six (06) major objectives. The objectives explored the opportunities of writing prescribed in primary level English curriculum, Teachers' edition, and textbook. Writing related guidelines, instructions and exercises are incorporated in the documents but guided and free writing are poor. Besides product approach of writing practices are more than process approach incorporated in the textbook. Curriculum and TE have the limitation in processing features. Textbook lessons and units have organizational limitations. The physical settings of the classroom, procedural limitations, and the shortage of both hardware and software facilities are the issues explored as limitations for the development of writing skills of the learners. Classroom practices of writing skills is good but limitations are explored in motivation, evaluation and feedback in particular. Like the limitations within schools, some issues are explored from out of school environment which are important for developing learners English writing skills.

Chapter Six

Recommendations and Conclusion

6.1 : Introduction:

This chapter contains the possible recommendations developed on the basis of the findings of the study regarding the prescribed curriculum, textbook, teachers' edition, and classroom practices related to the scopes and practices of writing skills. The recommendations will be helpful not only for further classroom practices of developing writing skills rather it will be suitable for policy implications for ensuring quality education in future particularly the teaching-learning of EFL learners writing skills development.

6.2 : Recommendations:

- Teaching-learning strategies and the techniques of evaluation should be separately mentioned in the curriculum.
- Learning outcomes should be incorporated in the units and lessons of the textbook
- Guided and free writing related exercises should be increased in the textbook along with the controlled type writing exercises in the textbook.
- In the textbook, like pair work and group work strategies, other relevant strategies should be mentioned. Strategies of writing should be prescribed along with writing exercises in the textbook also.
- Illustrations should be clear and contextual.
- The contents and exercises incorporated in the EfL textbook should have a balance considering the urban and rural life style and the culture to enhance learners' motivation towards writing skills.
- Teaching-learning as well as the evaluation strategies should be mentioned separately in the TE.
- Types and approaches of writing the English languages should be properly mentioned in the curriculum and TE.
- In the textbook, the scopes of free writing should be increased.
- Lesson divisions that are incorporated in the TE seems difficult to the teachers. Therefore, the participation of the teachers should be ensured during the

development of TE or the consent of the teachers should be included during the development of TE.

- Required materials those are prescribed in the TE for writing should be provided to the teachers by the educational administrators.

- Vocabularies should be mentioned just after the lesson

- Classroom size (Students: Teacher) should be maintained as prescribed by the National Education Policy-2010.

- Time allocated for English classes should be increased for the best interest of the learners to achieve their intended LOs and TCs regarding writing skills.

- All intended LOs should be reflected through the contents prescribed in the curriculum and the textbook.

- Textbook should have the scope of practicing all types of writing exercises and the CLT methods should be followed.

- Classroom activities of the learners must be taken under quality monitoring.

- Training should be offered to develop teachers' skills on using CLT methods and for their holistic development for teaching.

- Involvement of the learners in writing activities should be ensured in the classroom. Good motivation, proper evaluation, suitable physical settings, appropriate use of materials, use of appropriate strategies, and good rapport should be ensured for better involvement of the learners in writing activities at the classroom.

- Quality materials for developing writing skills should be centrally provided to all GPS to support the teachers and the learners for quality classroom teaching-learning.

- Monitoring, evaluation and proper feedback should be maintained carefully for all learners at the classroom.

- A separate grammar book should be introduced for the elementary level EFL learners to develop their writing skills, where the basic and learners age-appropriate grammatical issue will be incorporated and the grammar book should be develop purposively remembering the features of CLT.

- Steps should be taken to ensure parental role at home to support the learners' education.
- Meeting with parents should be increases and their participations and quality support should be ensured.
- Special measures should be taken for the relatively weak learners in the classroom. No negative feedbacks will apply at the classroom to the learners.
- ICT materials should be ensured and teachers should be trained for the use of ICT and the management of the ICT related gazettes should have proper guideline and fund.
- Teachers training on writing skills should be ensured.
- Teachers' movement in the classroom during the activities of the learners should be ensured and importance should be given equally to all at the classroom.
- Subject-based teacher at least for English must be appointed.

6.3 : Conclusion

All four skills of the English language are a significant quality of a person to have a good position in the international community. Among the skills of the English language, the productive writing skills is much more important as it is productive, document based and long-lasting communication tool. Therefore, in Bangladesh, the learners learn English as a foreign language to have a good future with good education and profession. Writing skills is a must for that progress we expect in this 21st century. Our learners especially the elementary level learners have couple of difficulties regarding the English language particularly for writing skills as explored and explain in this study as well as some previous studies come up with almost the similar challenges and ways of improvement of the EFL learners in English writing skills. The challenges those are identified in this study should be carefully handled and the recommendations should be taken for action to enhance the quality of the learners in writing skills developing the limitations exists in the curriculum and the textbook also. Further researchers will get plenty of scopes for advance level studies regarding the fields as mentioned as the challenges and recommendations of the study.

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Appendices

Consent Letter

Respected Sir,

I would like to inform you that, I am Kazi Faruk Hossain, a candidate of M.Phil program of the Institute of Education and Research (IER), University of Dhaka, and doing a study under the title "Scope of Developing Writing Skill in the Textbook and its Practices in the Classroom at Primary Level in Bangladesh" as a requirement for completion of M.Phil program. To obtain relevant data, I need to take some information through observation, interview and group interview with the students from your respective primary English classroom in a real time classroom in a real time classroom situation. As you are directly involved with teaching-learning process in primary level English classes. I ensure the confidentiality of the information that it will be used only for my thesis purpose and your identity will be disclosed to the thesis committee. This observation will be a non-participant semi-structured observation and that will not take more than your classroom time.

I will be highly obliged if you agree to become a part of this study and have a signature below. Thank you for your kind co-operation.

Sincerely yours

Signature…………………………

(Kazi Faruk Hossain)

M.Phil Researcher

Institute of Education and Research (IER)

University of Dhaka

Signature: ……………………………..

Name: …………………………………….

Designation: ……………………………

School: ……………………………………………………..

Contact Number: …………………………………………

Appendix-A

Scope of developing writing skill in the textbook and its practices in the classroom at primary level in Bangladesh

<u>Classroom observation Checklist</u>

<u>**General Information of the Classroom**</u>

Teacher's Name: Contract no:

Name of School: Date:

Time of observation:

Upazilla: District:

<u>**Classroom**</u>

Class: V ◯   Sec: ◯   Boys ◯   Girls   ◯   Combined

Subject: English   Unit &Lesson:

Total Student of the classroom -		Present Student at the Classroom -	
Boys	Girls	Boys	Girls

Observer's Name………………………………………….

(The classroom observation schedule was used to identify the role of the teachers' and students' in EFL classroom in practicing writing skills)

Sl No	Content (Observable matter)	Opinion		(Reason against the opinion, details scenario)
	(Teachers' Role)	Yes	No	
1.	Content delivery and instruction was clear			
2.	Textbook was properly followed			
3.	Attitude was friendly			
4.	Classroom was controlled and organization are followed			
5.	Good content skills			
6.	Rapport was good			
8.	Lesson plan was used			
10.	Presentation skills was good			
11.	Language competence was sound			
12.	Technology was used in the classroom for writing			
13.	Approaches applied for writing			Which approach was applied: ☐ Product ☐ Process ☐ Genre ☐ Process-Product
14.	Motivation was imparted to the learners			
15.	Strategy was properly used for writing			Which strategies was used: ☐ Self-writing ☐ Pair writing ☐ Group writing
16.	Writing was practiced			Writing exercises was given from: ☐ Textbook ☐ Teacher self-guided
17.	Method was applied for writing			Which method was applied: ☐ CLT ☐ GTM ☐ CLT-GTM
18.	Writing type was properly applied			Which types of writing are applied:

				□ Controlled □Guided □Free
19.	Monitoring was properly followed			
20.	Participation of all learners were ensured			
21.	Use of materials was used for writing			
22.	Teacher found moving throughout the class			
22.	Reading guided writing was practiced			
23.	Evaluation was properly followed			
24.	Feedback was given to all			
25.	Negative behavior was applied			
26.	Classroom was student centered			
27.	Homework was given			
	Learners Role			
28	Active in classroom activities of writing			
29	Free to seek teacher's support			
30	Active in note taking			
31	Active in group work			
32	Active in pair work			
33	Active in individual work			

Time spends for writing: □ **0-5 min**   □ **5-10 min**   □ **10-15 min**   □ **More than 15 minutes**   □ **No writing**

- **Physical arrangement of the classroom: ……………………………………………………………………………………**
- **Challenges observed in writing skills development from the classroom: ……………………………………………………………………….**

Scope of developing writing skill in the textbook and its practices in the classroom at primary level in Bangladesh

Assessment test questionnaire of writing skills

[The assessment test contains two-part, part-A & Part-B. Every part has different objectives to measure learners' witting skills]

Part-A

Time: 20 Minutes

(Read the following passage carefully. The passage has some errors. Identify the errors and rewrite the passage in correct form)

> [NB: carefully check the use of spelling, article, tense, punctuation marks, quotation marks, capital letter, cardinal and ordinal number, letter, time, day, place, and identify the phrase used in the text below]

On 15 of December our class go on a field trip to the Liberetion War Museum at agargaon, Dhaka. It was friday. We reached the museum at 10 am in the morning. The place was overcrowded and about 1000 (write in words) visitors over there. It was our tenth (10th) study tour from our school. I have four (04) close friends and we always like to visit any place in a body. The guide welcomed us and said, I am waiting here since 9 o' clock. He took us on a quick move of the different galleries and exhibits of the Museum. We also enjoyed a video clip on our liberation war and our independence. We left the museum and reached our home at the afternoon.

Part-B

Time: 15 Minutes

Write a paragraph about 'My family'

(Use of sentence structure and sequence among the sentences were assessed)

Scope of developing writing skill in the textbook and its practices in the classroom at Primary Level in Bangladesh

FGD Guidelines for the Learners

General Information of the Participant Learners

School Name & Location:

Class:

Teacher's Name:

Name of the participants:

Researcher's Name   Date:

Focus Group Discussion Guideline

1. What types of activities generally you practiced every day in your classroom?
2. What activities do you like more in the English class? Why?
3. Do you practice writing every day in the classroom? If yes, what types of writing activities are being practiced?
4. Which wiring activities you like most? Why?
5. Do you use your EfT textbook regularly in the classroom? How does your teacher use the textbook for practicing writing? Are there any difficulties in the textbook?
6. Does the teacher use any materials/aids other than the textbook for writing practices in the classroom? What types of materials/aids they use?
7. Do you feel any benefit of using any materials other than the textbook for writing? How?
8. How does the teacher involve you in writing task in the classroom? How do you get benefited from those activities?
9. How does the teacher help the learners during writing in the classroom?
10. How does the teacher check your writing in the classroom? Can he check everyone's notebook? How does he provide feedback?
11. Are they take any initiative for the week learners for writing?

12. Does the teacher provide you HW for writing every day? What types of writing task you generally asked for HW?

13. What challenges you face to develop your writing skills in both from classroom and from your family?

14. What do you expect to develop your English writing skills?

Thank you

Appendix-D

Scope of developing writing skill in the textbook and its practices in the classroom at Primary Level in Bangladesh

Semi Structured Interview Questionnaire for the teachers

General Information of the Teacher: Part-A

Interviewer's Name:

Subject Teacher

Teacher's Name: Contact no:

Subject Teacher Of:

Teaching Experiences:

Gender: Male   ○   Female   ○

Age: □ 25-30   □ 31-35   □ 36-40 □ 41-45   □ 46-50   □ 51-55 □ 56-60

Name of School: District:

Maximum Educational Qualification:

○ Honors or Equivalents: ……………………………………………………

○ Masters or Equivalents: ……………………………. …………………………

○ Degree in Education: …………………………………………………………

Any Professional Training

Name of Training	Duration	Year of Training received	Achieved knowledge

Interview Questionnaire: Part-B

1.	Do you take English class regularly in your school?
	☐ Yes ☐ No
	If yes, how long you have been teaching English? ……………………………………
2.	Do you know about the terminal competencies of learning English at primary level?
	☐ Yes ☐ No
3.	Do you follow the curriculum for teaching-learning of writing skills in the classroom?
	☐ Yes ☐ No
	If yes, how often you follow the curriculum?
	☐ Regularly ☐ Sometimes
	If no, why…………………………………………………………………………...
4.	Do you get extra support from the curriculum?
	☐ Yes ☐ No
	If yes, how? Please explain…………………………………………………………
5.	Do you follow the English Textbook regularly in the classroom teaching?
	☐ Yes ☐ No
6.	Do you think the current prescribed primary English textbook is well articulated to develop writing skill of the learners?
	☐ Yes ☐ No
	If yes, how? Please share your view…………………………………………………...
7.	Do you think the textbook are developed accordingly to the guideline of the curriculum?
	☐ Yes ☐ No
	How/Why?...
8.	What is your perception about the English language competency of the learners at primary level?
	☐ Satisfactory ☐ Average ☐ Not Satisfactory
	Please, explain your opinion…………………………………………………………...
9.	Which areas of a language are most important if one want to have a good competency over the language?
	☐ Listening ☐ Speaking ☐ Reading ☐ Writing
	Why do you think so? ……………………………………………………………………
10.	Among the learning competencies which one you practiced more in the classroom?
	☐ Listening ☐ Speaking ☐ Reading ☐ Writing

	Why? Please explain………………………………………………………………………….
11.	Do you practice writing exercise of the learners regularly in the classroom? ☐ Yes ☐ No ☐ Depends on the nature on the lesson
12.	What methods you generally follow to practice writing in the classroom? ☐ CLT ☐ GTM ☐ CLT-GTM ☐ Other Why……………………………………………………………………………………
13.	What types of writing exercises you mostly follow to facilitate writing in the classroom? ☐ Controlled ☐ Guided ☐ Free Why……………………………………………………………………………………
14.	What approach you literally follow for teaching writing skills in the classroom? ☐ Product ☐ Process ☐ Genre ☐ Process-product ☐ Others Why……………………………………………………………………………………
15.	Why do you think English writing skill is important for the primary level learners? …………………………………………………………………………………..
16.	What types of exercise you literally practice for writing skills development in the classroom? ☐ Accordingly, to the textbook ☐ Textbook and from your own choice Why? ....
17.	What types of exercise and text are incorporated in the English textbook for writing?
18.	Do you think the exercises are suitable to implement in the classroom? ☐ Yes ☐ No Please, share your opinion …………………………………………………………
19.	Are the incorporated writing exercises being suitable for the learner's real-life communication? ☐ Yes ☐ No How…………………………………………………………………………………
20	Do you apply any strategy to motivate your learners in writing? ☐ Yes ☐ No If yes, how, please share……………………………………………………………….
21.	Do you use lesson plan in the classroom? ☐ Yes ☐ No

	If yes, then often you use lesson plan, ☐ Regularly ☐ At times; If no, why………
22.	How do you get support from the lesson plan? Please explain………………………….
23.	Have you received any professional training on 'teaching writing skills? ☐ Yes ☐ No If yes, what type of training you received …………………………………………….
24.	What changes you feels in teaching writing skills after having training on writing, please share…………………………………
25.	If you didn't get any training, then do you want to receive training on teaching writing skills? ☐ Yes ☐ No If yes, what actually you want to learn from the training……………………………….
26.	Do you use 'Teachers' Guide' for teaching? ☐ Yes ☐ No If yes, how………………………….; if no why?..
26.	Do you use any materials or teaching aids other than the textbook for writing skills practice in the classroom? ☐ Yes ☐ No If yes, please share about the type of the materials and their sources……………………
27.	Is there any impact of using teaching materials in developing learners writing skills? ☐Yes ☐ No How………………………………………………………………………….…………
28.	What strategies you literally apply in the classroom for teaching writing to the learners? Details, please…………………………………………………………………………
29.	Is reading has any role on developing learners writing skills? ☐ Yes ☐ No How, please share your opinion and how do you apply………………………………
30.	Is there any influence of the peers in developing learners writing skills development? ☐Yes ☐ No If yes, how do you exercise that in the classroom………………………………………
31.	Do you use any strategy to the learners who are comparatively slow or special needs to develop their writing skills? ☐ Yes ☐ No Details please, if yes, how/if no, why ……………………………….……………..

32.	Do you evaluate all of your learners in the classroom of their writing activities? ☐ Yes ☐No
33.	Which form of assessment is best in developing learners writing competencies? ☐ Formative ☐ Summative Why, please share your opinion……………………………………………………………
34.	Do you apply any techniques in evaluation of writing? ☐ Yes ☐ No If yes, details please……………………………………………………………………………
35.	In which part of writing the learners' makes mistakes more? ☐ Spelling ☐ Grammar ☐ Sentence structure ☐ Vocabulary ☐ Weak to maintain consistence ☐ others
36.	Do you take any strategy as feedback to overcome the weakness of the learners of writing? ☐ Yes ☐ No If yes, how…………………………………………………………………………………….
37.	How do you support your learners while they write in group, in pair or individually?
38.	Do you provide homework to the learners? ☐ Yes ☐ No If yes, what types of writing task you provide for HW…………………………….……….
39.	Can you check everyone's HW every day? ☐Yes ☐ No Please, share about your time management……………………………………...………
40.	What about perception regarding family support to enhance learners writing skills? ☐ Very important ☐ Better if possible Why, please share your opinion …………………………………………………………….
41.	Are you satisfied with the support of the parents in developing their writing skills? ☐ Satisfied ☐ Not satisfied
42.	Are you satisfied with the writing competency of your learners? ☐ Very satisfied ☐ Satisfied ☐ Average ☐ Not satisfied
43.	What are the reasons behind the low writing competency of the Bangladeshi learners? Please share your opinion ……………………………………………………….……….

44.	What challenges do you face to develop learners writing skills in the classroom? Please share………………………………………………………………………….
45.	What is your suggestion to overcome the challenges of writing skills development of the learners? ☐ Curriculum and textbook related suggestion ☐ Teachers guide related suggestion ☐ Suggestion for the EFL teachers ☐ Suggestions for the EFL learners ☐ Suggestions for the parents ☐ Suggestions for the school administration

Thank you very much for your valuable opinion and time

Scope of developing writing skill in the textbook and its practices in the classroom at Primary Level in Bangladesh

(The Grade-V English Textbook was analyzed accordingly to the following checklist and the analysis was followed by unit wise analysis)

(Scope of developing writing skills in the textbook)

Unit	Scope of writing	Types of writing exercises	Approach of writing exercise	Method followed	Strategies of writing	Focus language skills	Illustration are suitable for	Exercises are suitable for real	exercises are fit with the	Exercises are learners age and culture friendly	Instructions of writing are very	Language are very easy	Reading guided writing	Exercises are Motivating to	Suitable to enhance
1	☐Yes ☐No	☐Controlled ☐Guided ☐Free	☐Product ☐Process ☐Genre ☐Process-Product ☐Process-Genre	☐ CLT ☐ Non-CLT	☐ YES ☐ No	☐Spelling ☐Capital/Small letter ☐Punctuation ☐Grammar ☐Cardinal/ordinal ☐Article ☐Sentence structure ☐Sequence ☐Use of quotation marks ☐Use of phrase ☐Writing times ☐Writing week days	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
2															
3															
4															
.															
.															
2 5															
Remarks															

General features of the textbook:

1. The physical settings of the textbook………………………………..
2. Gender   neutrality   are   properly maintained……………………………………………………………

Appendices-F

Scope of developing writing skill in the textbook and its practices in the classroom at Primary Level in Bangladesh

(The Grade-V English curriculum was analyzed accordingly to the following checklist (Three points Likert Scale) and the analysis was followed on the basis of LOs)

<u>(Grade V English Curriculum Analysis)</u>

LOs	Reflected the TCs	Contents are suitable	Strategies are properly mentioned	Evaluation strategies are properly mentioned
	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree

<u>General features of the textbook:</u>

1. Contents of writing skills……………………………
2. Purposes of teaching writing skills…………………………………
3. Strategies prescribed for writing skills development………………….
4. Instructions for the teachers………………………………………………..
5. Instructions for the Textbook developers…………………………………………

Appendices-G

Scope of developing writing skill in the textbook and its practices in the classroom at Primary Level in Bangladesh

(The Teachers' Edition (TE) of Grade-V English was analyzed accordingly to the following checklist (Three points Likert Scale) and the analysis was followed by unit wise analysis)

(Teachers' Edition Analysis)

Units	LOs are properly mentioned	Materials are mentioned	Strategies are properly mentioned	Evaluation strategies are properly mentioned	Activities are properly mentioned	Remarks
1	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree	☐Agree ☐Neutral ☐ Disagree	
2						
3						
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25						