Bangladeshi undergraduate students' failure to show expected competency in L2 writing: An investigation

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Letter of Approval

I, Mr. Mohammad Elius Hossain, hereby certify that I have supervised the research and preparation of the thesis paper titled "Bangladeshi undergraduate students' failure to show expected competency in L2 writing: an investigation", submitted by Md. Farhan Noor, to fulfill the requirements for his B.A (Hon's) completion at Daffodil International University,

Throughout the research process, I have provided guidance, support, and feedback to the student. I have reviewed the content, methodology, and structure of the thesis paper, ensuring its adherence to academic standards and research ethics. I am confident that the work presented in this thesis paper is the original work of the student under my supervision.

I endorse this thesis paper for examination and evaluation by the relevant academic committee or board. He must present the report of his findings during the thesis period in front of the panel of evaluators.

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Mr. Mohammad Elius

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Finally, I express my gratitude to my family for being so supportive throughout my education career. They have always been by my side and supported me all the time so that I could give my best effort in my education.

Dedication

I dedicate this thesis to my family, whose unwavering support and encouragement have been instrumental in my academic journey. Their love, understanding, and belief in my abilities have been a constant source of motivation and inspiration.

I am grateful for their patience and sacrifices, as they stood by me through the challenges and triumphs of completing this thesis. Their unwavering faith in my potential has given me the strength to persevere and achieve my goals.

Thank you for always being there for me, for believing in my dreams, and for being my guiding light. This accomplishment would not have been possible without you. Thank You.

Md. Farhan Noor

Abstract

Most fresh undergraduate students in Bangladesh fail to show the expected competence in English academic writing, though English is taught as a mandatory subject in Bangladesh from primary to higher secondary level. There have been several research conducted to find the problems students face in learning English writing in the context of Bangladesh. However, there has not been any empirical published work on the problems students face in the early stage of education. There are two very well-known facts that students in Bangladesh tend to memorize and do not want to write on their own (Khan and Akter, 2011). But is no detailed research work has been conducted to find out why students show such behavior. Therefore, this study aimed at i) finding the major problems students face before tertiary level, ii) why students are not interested in academic writing practices, and iii) reasons behind students' tendency to memorize. The study was completed using mixed method in two phases. The first phase included conducting a survey of students who have freshly completed higher secondary education and have been admitted to universities. The second phase was taking interviews of students to get deeper insights into what students think about several aspects of the teaching techniques that are practiced in our education system. On the basis of their insights and opinions, several reasons have been found that bar their learning process. The problems include the pressure of grades, lack of feedback, motivation, opportunities to practice, and intolerance to errors, all of which indicate an ineffective method of teaching English academic writing practiced at the secondary and higher secondary level.

Table of Contents

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List of Abbreviations:

EFL - English as a Foreign Language

L2 - Second Language

ELT - English Language Teaching

TEFL - Teaching English as a Foreign Language

TESOL - Teaching English to Speakers of Other Languages

ESL - English as a Second Language

L1 - First Language

SLA - Second Language Acquisition

RQ - Research Question

CI - Confidence Interval

Statement of Original Authorship

The work completed by Md. Farhan Noor is a unique work and has not been submitted previously to meet the requirements for getting any award at this or any other higher education institution. The study was conducted to find out the reasons why students in Bangladesh cannot show expected competence at the beginning of their tertiary education. The thesis paper does not contain any materials from any other published or unpublished work of others except where due reference is mentioned.

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Chapter One: Introduction

The first chapter briefly provides an overview of the study. It explains the study in three stages: sets the background, rationale, and purpose of the study. The scope and significance are described in the following section of the work. The final section outlines the organization of the study.

Background

The importance of English as an international language is ever-rising in the context of present globalization. It is the medium of connecting to the world. So, teaching English has become an important part of education in non-English-speaking countries.

Like many other countries, in Bangladesh, English is taught as a mandatory subject in primary, secondary, and the higher secondary level because the language is considered essential for not only individual citizen's progress, but also for the national development. Students are taught English from the beginning of their academic education. Still they face a lot of problems when they get admitted into universities for higher education. (Afrin, 2016, p. 105) Even at universities, students have to take some basic English courses. The aim of English teaching is to make the students competent in all four areas of language: speaking, writing, listening, and reading. However, it is unfortunate that the students of Bangladesh are not as competent as they are expected to be in English, especially in writing. Writing gets the most priorities in schools and colleges, yet it is the least developed skill of the students. (Uddin, 2014, p. 116) The problem is more vivid among the undergraduate students who come from Bengali medium schools and colleges.

Therefore, the purpose of this research proposal is to investigate the reasons why students fail to show expected competency in their second language (L2) writing in tertiary level.

1

Rationale

The importance of learning English is increasing in present world. From higher education to building a sustainable career, almost everything requires a proper competency in English language. Therefore, the language is taught as a mandatory subject in Bangladesh to ensure students are preparing themselves as strong competitors in the competitive modern world. However, the reality is not what is expected. Students show poor language skills after they admit univeristies, especially in writing. University teachers often complain about not getting students who possess good skills in English language. Teacchers have to work on the basic level of the students which affects the motive of university. Students learn some of the basic things at universities, while they are supposed to learn advanced techniques to reach an internation height.

I was surpised after different techniques I learned at university that helped me improve my writings. After spending about four years, my writing skill has improved sigindicantly. It makes me wonder why I could not achieve such competency in English academic writing when I was in school and college. I discussed this with some of my friends and they shared the same experience.

For these reasons, I felt the necessity of conducting research to find out the reasons why students fail to show expected competency in English academic writing in the beginning of their tertiary level. There were already some reasons mentioned by other researchers of this failure, I inteded to do deep investigation to find out the reason behind of the behaviors that limit students' ability of writing.

Purposes

The first purpose of this study is to find out why students cannot show the expected competency at the beginning of their tertiary level. It means the study aimed to find the problems

2

students face in their pre-teritary level. The secondary purpose of the study is to check on the common accusations made on the students' behavior of Bangladesh. The accusations are that students in Bangladesh do not want to write on their own, rather they prefer memorizing from popular notebooks available in the market. It limits their ability of creative thinking and thought process. The study aims to find out the reasons of students preferring to memorize instead of trying to write from their own knowledge.

In view of the above, the three specific research questons are set:

1. What are the major problems students face in L2 writing before reaching university level?

2. Why do students not prefer to practice academic writing on their own?

3. Why do students tend to memorize instead of practicing in L2 academic writing?

Significance and Scope

It requires no telling that writing is one of the major language skills, and it is also the hardest one. It is because "writing is both a physical and mental act" (Nunan, 2003, p. 88). It requires a physical act of committing words as well as a mental work of inventing ideas. One needs to think about how to express the ideas and organize them into statements.

Several studies and research have established the impact of differnent teaching techniques that can help students learning ability. Motivation, teacehers' feedback, frequent practice, appreciating students' errors, etc. are some of the common but very effective ones. These techniques are followed by the Bangladeshi university teachers. However, these techniques are not much familiar to the students till they reach university level. These can be major reasons of students failure to show good competency in L2 writing. Surprisingly, no reseach has been conducted in the context of Bangladesh to find out why students face problems

3

particularly in the beginning of their tertiary education. So, the study focuses on to conduct a systematic research to find out the major problems students face in secondary and higher secondary level to improve their academic English writing. The present study can be a timely endavor that sets out to fill the gap.

Organization of the Thesis

In this introductory chapter, I have already mentioned the systematic approach the study follows, background, rationale, and the scoe and significance of the thesis. It is followed by a review of the previous work done to describe or establish the impact and effectiveness of several teaching techniques that can help students' learning ability. Chapter 3 is about the instruments that have been used in this research to collect necessary data as well as providing an overview of the method used to analyze data. The next chapter shows and analyses the results collected in two phrases that includes a survey and interviews. The chapter also discusses the result found in the study and the final chapter, Chapter 5, concludes the work by summarizing the results, and providing some recommendations.

Chapter Two: Literature Review

This chapter reviews recently published work on L2 academic writing students face. While reviewing scholarly articles and research work on L2 writing conducted in Bangladeshi context and beyond were given priority. In addition, some other research works were also reviewed to find the necessary information on effective teaching techniques.

Problems in L2 Academic Writing

Writing is one of the major language skills that one needs to master while learning a second language. It helps the learners to express their thoughts and ideas in a more organized manner. To master the art of writing, students need to grow a certain level of competency of mental work. Nunan (2003) observed that, "writing is both a physical and mental act" (p. 88). It is a physical act of committing words as well as a mental work of inventing ideas. One needs to think about how to express the ideas and organize them into statements (Nunan, 2003, p. 88).

Like all other countries, the Bangladeshi education system also provides much attention about teaching English. English is taught as a mandatory subject in primary schools, secondary and higher secondary levels. Naturally, university students are expected to show a certain level of competency in English writing. Unfortunately, however, that is not the reality. Writing gets the most priorities in schools and colleges, yet it is the least developed skill of the students (Uddin, 2014, p. 116). Students are taught English from the beginning of their academic education. Still they face a lot of problems when they get admitted into universities for higher education (Afrin, 2016, p. 105).

Since English is a second language for Bangladeshi students, it is understandable when they find it difficult to write in English in their early stage. Sadly, the scenario remains the same

when they reach universities after several years of studying in primary, secondary and higher secondary. There are various reasons behind this failure to show competence in L2 writing.

Lack of Feedback and Tendency to Memorize

Teachers' feedback helps students learn better. However, teachers in Bangladesh do not provide detailed feedback in school and college. They only underline the mistakes without any constructive comments for correct writing. As a result, students generally memorize answers from popular notebooks (Khan and Akter, 2011, p. 6). These are two of the most common problems that are setting barriers in students acquiring competence in L2 writing. Number one, teachers are not providing feedback, and number two, students tend to memorize from notebooks instead of using their thoughts and ideas.

Feedback is an important technique in teaching L2 writing. Though there were some debates in the 80s and 90s regarding the effectiveness of feedback, experts now have come to the conclusion that feedback can help students in learning more appropriately. Ferris (2003) claims, "feedback is essential to the development of L2 writing proficiency" (p. 82). It is a critical factor that promotes learners' L2 writing development (Lee & Schallert, 2014, p. 71). If teachers provide effective feedback on students' writing then they can improve at a faster rate as feedback is a key component (Hyland & Hyland, 2019, p. 3).

The second problem Khan and Akter (2011) mentioned was the tendency of memorizing of the students. In the Bangladesh education system, students have to write paragraphs, essays, emails, applications, completing stories, reports, etc. in their examination. The purpose of adding these writing items is to give students the opportunity to implement the grammar rules they learn and to help them improve their creative thinking. But students tend to consider memorizing a

shortcut alternative. There are several reasons that influence them. Several studies have been conducted to find out the reasons.

Rahman (2014) studied extensively on this and found that the education system of Bangladesh does not provide much focus on critical and independent thinking. It is one of the primary reasons for students' tendency to memorize. Another reason for memorizing answers is the repetitiveness of questions in the examination. The same paragraph comes multiple times in board exams which helps the students get good grades by simply memorizing some questions (Khan & Islam, 2019, p. 73).

Khan & Islam finds out an important issue here. In the board or public examinations such as JSC, SSC, & HSC, the writing items are repetitive. The same few paragraphs have been repeated for years. The same goes for other writing items as well.

Focus on Grades

Both students and teachers feel the pressure of getting a good grade in the exam. The fear of getting poor grades encourages both students and teachers to go for memorization. This emphasis on grades discourages students from writing their thoughts in answer scripts as they do not want to take risks. The tendency is more vivid among the L2 learners (Leki, 2006, p. 77). This pressure makes the student focus on the end result, rather than the process. Teachers or students do not focus on the development of writing skills (Hyland & Hyland, 2019, p. 4).

Lack of Motivation

Another major problem students face in Bangladesh is the lack of motivation. They are not encouraged and motivated to improve their writing skills. It leads to another problem- fear. Motivation can help students to be more active to improve their writing skills. Motivation can be a critical factor for L2 learners. It impacts their efforts in learning the language, their courage to

face difficulties, and the ultimate success (Dörnyei, 2001, p. 8). Motivation can generate a willingness among the learners to practice more if they are provided with proper feedback (p. 3). So, motivation is an important factor in teaching L2 writing. But a 2014 research conducted by Rahman, found that in Bangladesh, teachers do not motivate their students. They claimed that EFL writing teachers are not much concerned about motivating the students to support them mentally. It often leads to a lack of interest in writing (p 130).

Fear of Errors

The next problem students in Bangladesh face is the fear of error making. Making mistakes in L2 writing is supposed to be a normal thing for students. "Errors are an inevitable part of the language learning process" (Ellis, 2017, p. 116). Learners should not be discouraged to try new things. They should not be made afraid of making errors. Making errors gives them the opportunities for growth. It should not be considered as a source of embarrassment (Ellis, 2017, p. 116). Error making is an important part of the creative process. It allows learners to experiment with new ideas and approaches. They can refine their craft over time, but the important thing is to take the first step (Silvia, 2014, p. 96).

Since writing is a creative process, students can make mistakes. Teachers are supposed to correct them and help them not to repeat the same mistakes again. But students in Bangladesh tend to avoid making mistakes in their writing. Some studies connect this fear of making errors to the tendency of memorization. The fear of making eros is a major reason for students not practicing L2 writing. It leads them to memorizing lessons without understanding them. They do not want to take any risk. They become accustomed to stilted and formulaic writing (Miah & Haque, 2019, p. 148). Sultana (2016) also claimed the same in her study. She mentioned that the education system of Bangladesh places a strong emphasis on memorization and rote learning.

8

Students are more concerned to avoid making errors rather than focusing on developing their writing skills (p. 88).

Pre-Writing Strategies

Students in Bangladesh do not only face psychological issues like fear or lack of motivation while learning L2 writing. There are some technical difficulties as well. As both students and teachers are more concerned about the product rather than the process, writing pre-strategies is something students hardly hear of before entering their university life. Writing pre-strategies is one of the key techniques to improve writing. Many studies have already found the fact that pre-writing strategies is an essential part of teaching L2 writing. Grabe & Kaplan (2012) put emphasis on pre-writing strategies and said that pre-writing strategies were essential for effective writing skills. It should be integrated with the instructions of L2 writing (p. 123). Both brainstorming and mind mapping are very helpful techniques for writing. The effective use of them can help L2 writers generate and organize their ideas, thoughts, and planning (Leki & Carson, 1997, p. 53). Again, these are the skills that are overlooked in Bangladesh while teaching students L2 writing. Rahman (2018) pointed out this problem in his study. The pre-writing strategies such as mind mapping and brainstorming are often neglected in Bangladesh while instructing students about L2 writing. Lack of training of the teachers, time constraints, and a belief that students learn these things themselves make the teachers in schools and colleges unconcerned about them (p. 56).

Teachers in Bangladesh also want to rely on the traditional method. They do not prefer to integrate new approaches and add them in their instruction (Haider, 2019, p. 102). Pre-writing strategies could be a great way to overcome some of the major problems students face in Bangladesh in L2 writing. Teachers can help L2 writers overcome some of the major problems

by teaching the students the pre-writing strategies with explicit instructions. It will increase their confidence, and make them more coherent about their work (Rose & McClafferty, 2001, p. 203).

Summary

In this chapter, some literature on problems of students have been reviewed. Some of the studies are specifically conducted for Bangladeshi students, while some are based on global perspectives. It has mentioned some of the common problems students face.

Chapter Three: Methodology

This chapter describes the methods and research designs adopted to find the problems students face in learning academic writing in English in secondary and higher secondary classes. The chapter opens with a brief discussion of key methodological issues and the reasons why the methods have been adopted. It also includes a description of the participants, why they were chosen, and how the different sections of data collection procedures were conducted.

Methodological Considerations

Mixed research methods have been commonly employed in finding students' problems in L2 writing. Several scholars used mixed methods in their research during the 70s and 80s. However, Creswell gets the credit for coining the term mixed methods in the late 1990s as he also developed a framework (Creswell & Clark, 2007, p. 5). Plano Clark is another significant name in this methodology who developed a classification system for mixed methods research designs (Creswell & Clark, 2007)

According to Creswell and Clark (2018), mixed methods research is "a research design with philosophical assumptions as well as methods of inquiry that involve collecting both quantitative and qualitative data" (p. 5). It integrates the data, and use distinct designs that may involve a pragmatic approach to research. In mixed methods, both qualitative and quantitative approaches are applied. Teddlie and Tashakkori (2020) are also known for working with the method. They explained the process saying that the aim is to combine the strengths of both quantitative and qualitative approaches and minimize the weakness of the approach. They pointed out that a researcher can make his study more comprehensively understandable of the research problem by following the process.

Many L2 researchers have used the method to find different aspects of academic research. For example, Ahmadi and Kargar (2019) used this method and received both quantitative and qualitative data for their recent research purposes in 2019. The former data helped them compare the experiential and control groups through statistical analysis. The qualitative data revealed the participants' experiences, attitudes, and perceptions about the intervention. Alshammari (2019) mentions another advantage of the method, which is "using a mixed-methods approach enables the researcher to obtain data from multiple sources" (p. 129).

Cross-sectional Surveys

Islam and Yusuf (2021) mentioned that Cross-sectional surveys are popularly used to identify the current state of writing among students that provides insights into students' writing ability. Cross-sectional surveys also point the factors influencing their writing performance (p. 3). These surveys provide a stable measurement of perceptions and behaviors (Hossain, 2012, p. 17). Additionally, a survey is a very common method to collect data, especially on attitudes and opinions from a large group of people, typically in the form of a questionnaire (Mackey & Gass, 2005, p. 92).

Mackey and Gass (2005) also mentioned various advantages of doing surveys. Firstly, the process is practical, economical, and fast. Moreover, one can administer questionnaires in different forms. It can be done by email, phone, as well as in person. It allows researchers much flexibility in the data collection process (Mackey & Gass, 2005).

Taking Interviews

Taking interviews is another well-established source for data collection. Onwuegbuzie and Combs (2010) said that interviews are key components of mixed methods research. They can provide in-depth insights into people's experiences, perspectives, and attitudes (p. 77). Creswell

and Clark (2018) also agreed with Onwuegbuzie and Combs (2010) and claimed: "interviews are often used in mixed methods research" (p. 96). They further explained the reasons for this. Firstly, they provide rich data about the perspectives, experiences, and attitudes of participants (p. 96). Interviews can help collect both qualitative and quantitative data. Hence, taking interviews is a valuable tool for researchers to understand complex phenomena.

Kvale (1996) referred to interviews as a "powerful discussion between two or more people." The interviewers get to ask their questions, and the interviewees answer them. A more recent study by Rubin and Rubin (2012) describes why an interview is a good approach to collecting qualitative data. They mentioned that interviews are an open-ended, non-directive method. Interviewers do not get to influence the interviewees to answer according to their expectations. It makes the data more reliable and valuable.

Research Design

This study will employ a mixed methods approach, using both quantitative and qualitative data collection methods to address the research questions.

Phase 1: Cross-Sectional Survey

In the first phase of data collection, a cross-sectional survey was conducted through Google forms. Google forms is a very reliable data management tool for cloud-based data collection. Raju and Harinarayana mentioned several benefits of using Google forms, which include the easy accessibility, free of cost service, auto-generation of data calculation, as well as the opportunity for real time data collection (Raju & Harinarayana, 2016).

Phase 2: Interviews

In the second phase of data collection, semi-structured interviews were conducted with a small number of undergraduate students to gain a deeper understanding of their experiences and

perceptions of L2 writing. The participants were chosen by convenience sampling technique. According to Babbie (2016), convenience sampling is a non-probability sampling technique that involves selecting participants based on their accessibility or availability to the researcher. The participants are chosen for their convenience rather than through random selection methods (Babbie, 2016, p. 235). This sampling allows researchers to quickly and easily gather data from readily available participants, saving time and effort (Bryman, 2016). The interviews were conducted to explore the reasons why students do not prefer to practice academic writing on their own and why they prefer to memorize instead of practicing L2 academic process writing. The interview method enabled to gain rich and detailed data about the experiences, attitudes, and perceptions of the participants (Onwuegbuzie & Combs, 2010).

Overall, the mixed methods approach allowed combining the strengths of both quantitative and qualitative methods, providing a comprehensive understanding of the research problem (Teddlie & Tashakkori, 2020).

Participants

In phase 1, the participants were 75 students from a renowned university who were given the survey questionnaire online. All of them were studying in their first semester in the English Department. Since they were in their first semester of graduation, they could freshly recall the shortcomings of teaching and the barriers they faced in developing their L2 academic writing competency.

In phase 2, ten students were elected using convenience sampling method in a one-on-one conversational interview. They were asked the questions from the interview questionnaire of appendix II. They spontaneously answered all the questions and shared their opinions and perspectives. They were not influenced or directed in any direction during the interview. The

14

students were chosen in convenience sampling method so that the participants would not hesitate to share their opinions as in convenience sampling technique participants are selected based on their availability and accessibility to the researcher (Babbie, 2016).

Instruments

As has been discussed above, the study aimed at exploring (1) the major problems students face in L2 writing before reaching the university level, (2) why students do not prefer to practice academic writing on their own, and (3) why do students tend to memorize instead of practicing in L2 academic writing following steps of process writing. In order to cover these three aspects, one questionnaire and one interview model were developed.

Questionnaire on the Importance of Strategies

A questionnaire was created for Phase 1 appropriate analysis. Babbie (2016) defined questionnaires as a research instrument that consists of a series of questions for the purpose of collecting information from individuals (p. 174). The survey created for this study was a self-administered survey, according to Dornyei's (2010, p. 3) classification, because it asked respondents to give their subjective opinions. It featured 19 statements that were chosen using the procedure described in the following paragraph. The participants were asked how much significance they assigned to each of those statements in their responses (on a 5-point rating scale from strongly disagree to strongly agree).

In the process of developing the questionnaire for this study, 19 statements were developed that are related to the research questions and helped to understand the perceptions and opinions of students regarding several problems they faced in their pre-tertiary period of education.

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Procedures of Data Collection

The procedures used in this study were divided into two stages – administering the questionnaire and taking face-to-face interviews with a few of the respondents.

Administering the Questionnaire

In phase 1, I conducted the online empirical survey using a questionnaire through the help of Google forms. The participating students were freshers in the English department at the university. I took the help of my supervisor to seek permission for conducting the survey. As I received the help of my supervisor, I did not need any permission from the university authority.

I talked to the class representatives of the new batches and described them the criteria of the survey. I explained the importance of the study and gave proper instructions to the students on how they had to fill up the questionnaire.

Taking Interviews of the Respondents

Interviews were taken in phase 2. As the sample was chosen using convenience techniques, they were comfortable to sit for an interview with me. They shared their experiences with me openly. They did not hesitate to answer the questions I asked them. During the interview, I asked a series of open-ended questions related to the research topic and allowed participants to express their thoughts and opinions freely. I listened carefully to the participants' responses and asked follow-up questions to clarify their statements and gain a deeper understanding of their perspectives.

The interview was recorded and later transcribed for analysis. The data collected from the interview was then used to draw conclusions and make recommendations based on the study's objectives. The anonymity and confidentiality of the participants were maintained throughout the interview and during the data analysis process.

Timeline for Data Collection

In Phase 1 of the study, the questionnaire survey was conducted over a duration of fifteen days, starting from the middle of March 2023 and completing at the end of the month. In phase 2, interviews were taken with the students, and it took almost half a month to complete, starting from the beginning of April 2023 and extending to the 20th of April 2023.

Validity and Reliability of Data

To guarantee the authenticity and trustworthiness of the data collected during the questionnaire survey and the interview, two steps were taken. First, students were given the confidence that their identity would not be disclosed to anyone. The questions in the interview were open-ended so that the students could share their opinions without being directed. In addition, interviews were conducted in one-on-one setting so that no student could be influenced by the answer of another student. The participants were fresh undergraduate students, and so they have fresh memory of their secondary and higher secondary levels.

Data Analysis

The quantitative data was collected using a questionnaire on Google Forms. Google Forms are a useful data management tool. Data collected by Google Forms can be converted into bar charts or other statistical figures to draw comparisons. The charts are made automatically. It avoids the possibility of manual errors like miscalculations. The charts show both how many students voted for a point and the percentage too. The bar charts demonstrate the thought of the students and what they thought about different teaching practices active in Bangladesh. The survey data was supported by interview statements. While analyzing the data collected from the interview, thematic analysis was used. Thematic analysis is a method for systematically identifying and offering insight into patterns of meaning (Braun & Clarke, 2012). The data was

first recorded and then transcribed. The records were listened to and read several times. It helped me gain a comprehensive understanding of the content. Braun and Clarke designed a six steps process for thematic analysis, which was applied in this study to analyze the qualitative data collected from interviews.

At first, some codes were identified. It began with the generation of initial codes, where patterns, concepts, and themes were identified within the data. This involved a systematic and iterative process of coding, where codes were applied to relevant segments of the data. For instance, in response to the question regarding confidence in academic writing, codes such as "Lack of confidence," "Weak grammar skills," and "Limited vocabulary knowledge" were assigned to participants' statements indicating low confidence, grammar difficulties, and limited vocabulary, respectively. As the coding process progressed, similar codes were grouped together to form broader themes. Themes emerged through a constant comparison approach, where I constantly reviewed and refined the coding to ensure accuracy and coherence.

Limitations of the Study

As the study was conducted over a limited number of students and there was not sufficient length of the study's overall time period, it was conducted by one person. The researcher had to restrict the sample size in both phases of the study due to time constraints and a lack of resources. Therefore, it may not be possible to claim that generalizing the results will be very useful. Despite this, I have worked to ensure that the study's findings are accurate and reflective of the overall situation in Bangladesh with regard to the major problems faced by English language learners before reaching the university level by establishing validity and reliability in the data collection process and through careful analysis of the data.

Ethical Considerations

I review a few ideas I have already discussed elsewhere in this chapter, but I do it from an ethical standpoint. The names of the students who responded to the questionnaire survey and the students who took part in the interviews were kept strictly confidential along with the name of their university during the study.

Summary

I have described the methodology used for the current research in this chapter. The following topics have been covered in this chapter: some important methodological issues and considerations that shaped the research design of this investigation; the research design; the instruments that were used; the selection and description of the participants; the data collection procedures and timeline; the validity and reliability of the data; approaches used to analyze the data; the study's limitations; and finally, the ethical concerns upheld.

Chapter Four: Findings and Discussion of Results

This chapter demonstrates the data collected from Phase 1 and Phase 2, which are online surveys and interviews respectively. The chapter is divided into two sections. The first section shows the survey result in bar charts and analysis of the quantative data, followed by the analysis of quantative data analysis. The second section discusses the findings of the analyzed data.
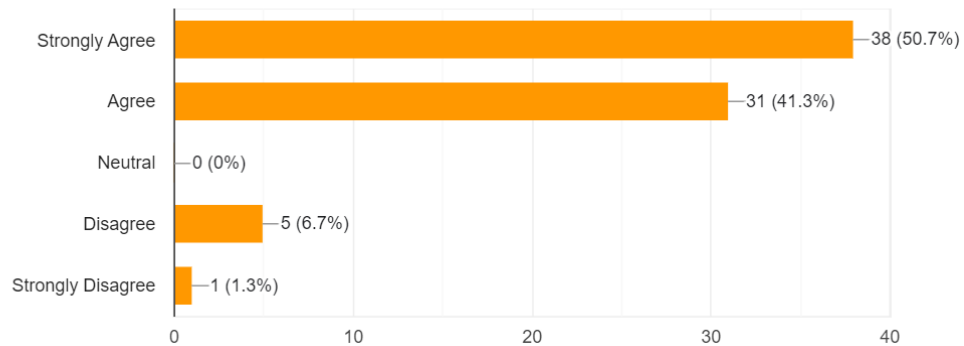
Demonstration of Quantitave Data and Analysis

1. I felt confident about my English writing before university
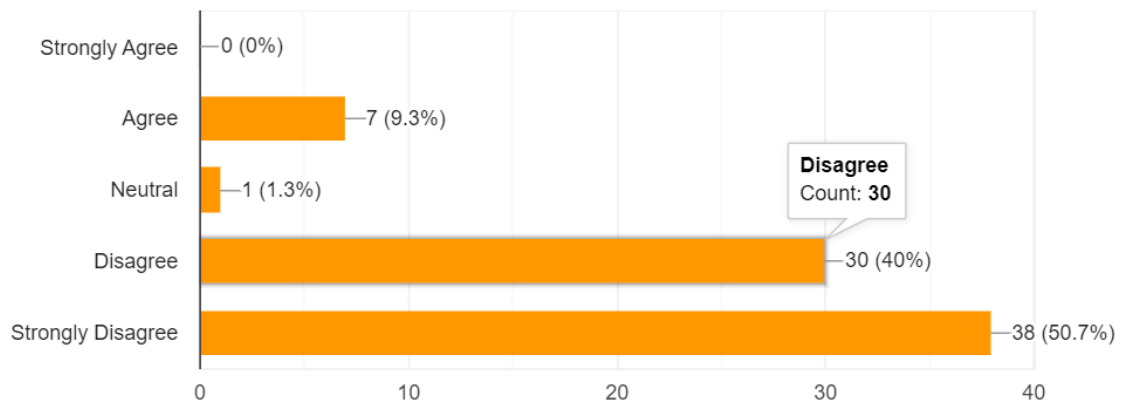
Around 90% of the students did not agree with the statement that they felt confident during their school or college life. Out of 75 participants, only 7 students agreed with the statement, while no one chose strongly agree. 38 percent of the students voted "strongly disagree" with the statement. It shows that a significant number of students are not confident about their writing competency before they reach tertiary level. It was the basic foundation of the study that students are not confident about their writing abilities. The further questions of the questionnaire intended to find out the reasons behind their lack confidence and incompetency.
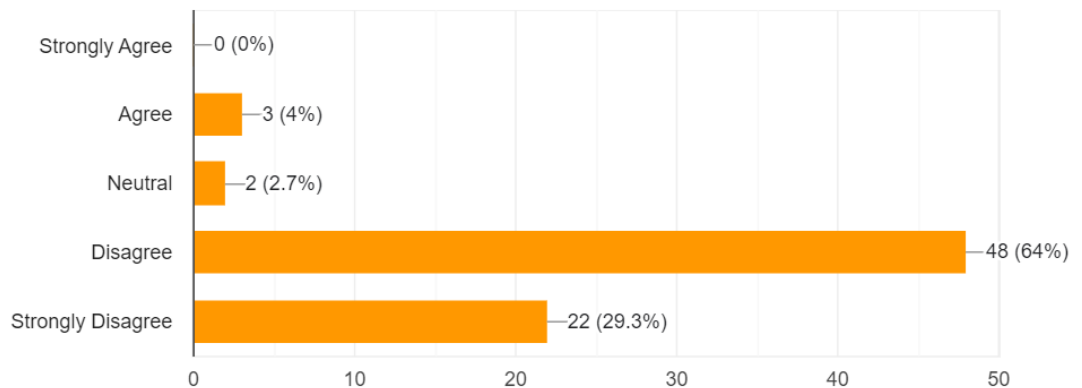
2. I find writing to be the hardest language skill

75 responses

Strongly Agree — 38 (50.7%)
Agree — 31 (41.3%)
Neutral — 0 (0%)
Disagree — 5 (6.7%)
Strongly Disagree — 1 (1.3%)

(Bar chart with horizontal axis labeled 0, 10, 20, 30, 40)

69 students out of 75 voted that they found writing to be the hardest skill, and 38 among them strongly agreed with the statement. While some students consider other skills such as speaking, listening, or reading harder, that is a very small number of students.

3. Writing was given the most priority in school/college

75 responses

Strongly Agree — 0 (0%)
Agree — 3 (4%)
Neutral — 2 (2.7%)
Disagree — 48 (64%)
Strongly Disagree — 22 (29.3%)

(Bar chart with horizontal axis labeled 0, 10, 20, 30, 40, 50)

Though the majority of the students think writing is the most difficult language skill, which we have found out in the second statement, teachers do not provide much attention to the skill. More than 90% of students agreed with it.

21

4. I learned about pre-writing strategies in school/college

75 responses
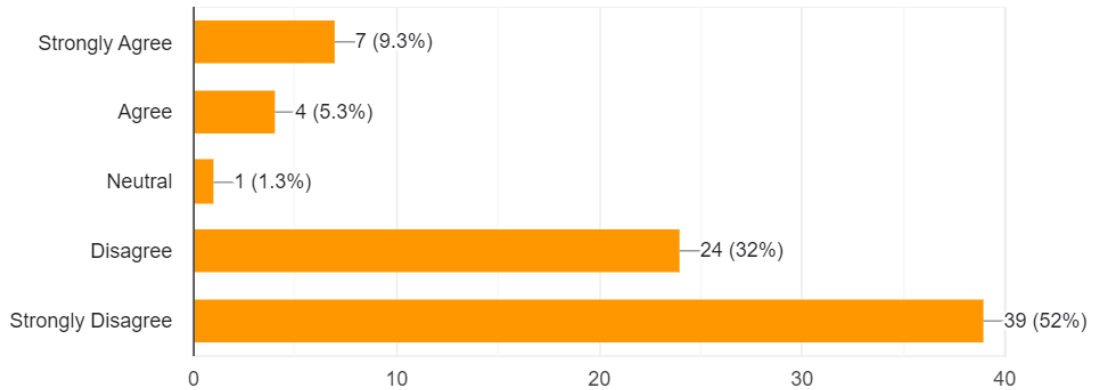
Pre-writing strategies are very helpful for good creative writing. However, it is not taught

to students in Bangladesh till they reach university level. The survey shows that 24 students

disagreed, and 39 students strongly disagreed with the statement that they were taught about the

pre-writing strategies before the tertiary level. Only 11 out of 75 students said that they learned

about the technique in secondary or higher secondary level.

5. I learned about pre-writing strategies at the university

75 responses
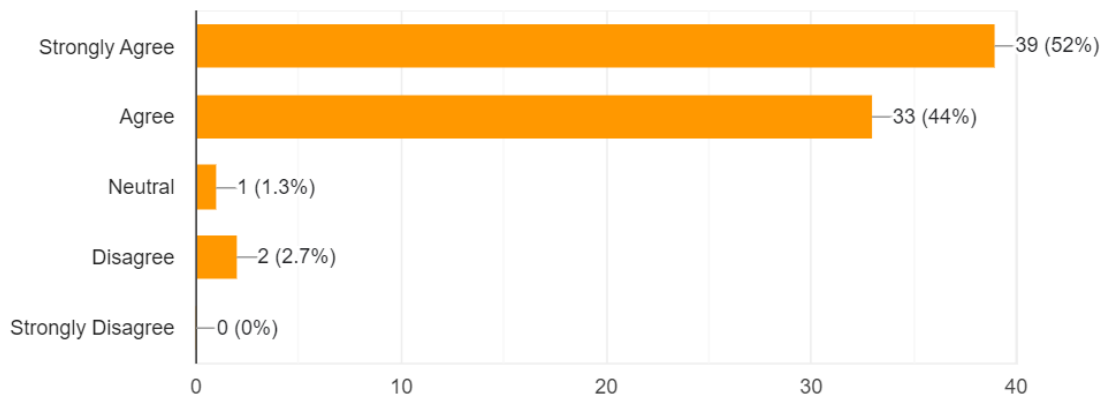
University teachers, on the other hand, are much concerned about teaching students the

pre-writing techniques such as brainstorming or mind mapping. 96% voted that they learned

22

about these techniques in university. University teachers provide much importance on these techniques because writing is also given priority at this level. It was made clear that writing is not given much importance in high schools or colleges, which can be a major reason for teachers not to bother about teaching students these techniques.

6. Pre-writing strategy really helped me improve my writing

75 responses
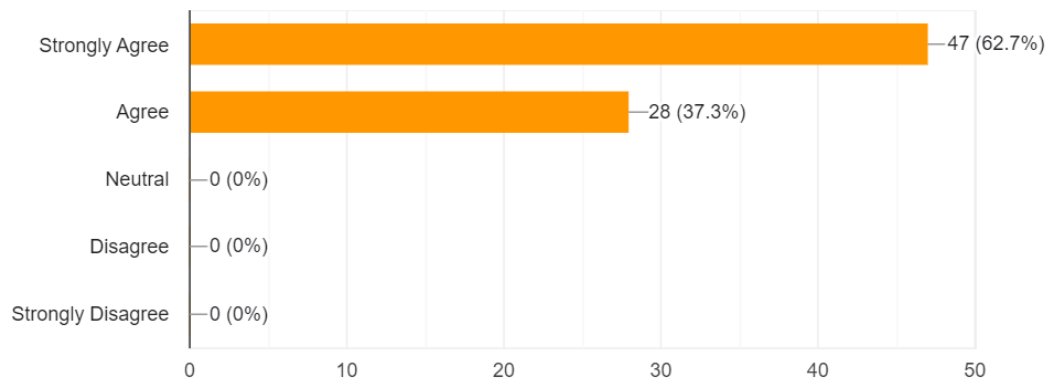
All 75 students, or 100% of the students, agreed that pre-writing strategies are very helpful in developing writing skills. They found it highly helpful to improve their overall writing competency. It can be a reason that students find writing so difficult as they do not learn the strategies that can help them improve their academic writing skills.

7. I had enough opportunities to practice English writing skills before university
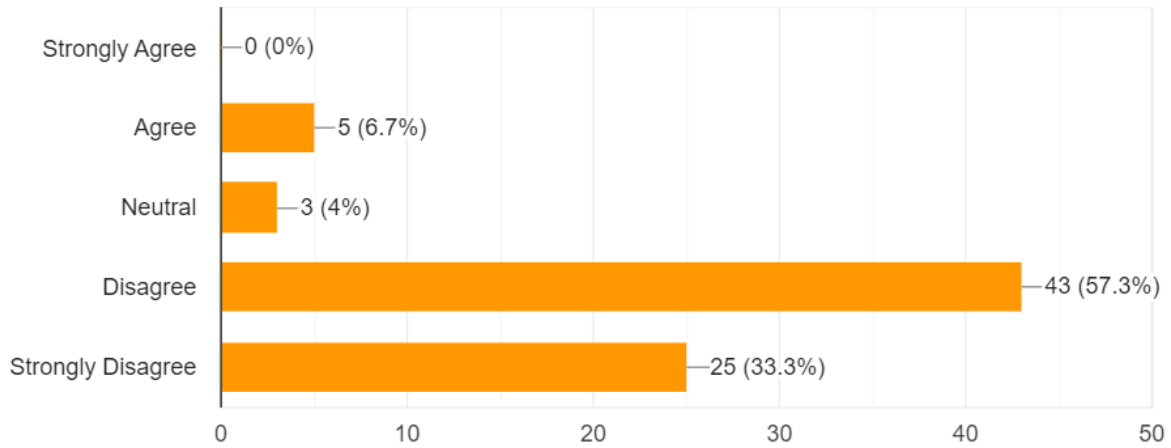
According to some theories, language is also a habit. And like any other habit, language also requires much practice to sharpen the skills. However, the students of Bangladesh do not get enough opportunities to practice writing. Teachers are more concerned about teaching grammar rules and structures in class.

8. My teachers encouraged me in school/college to practice academic writing on my own outside the classroom
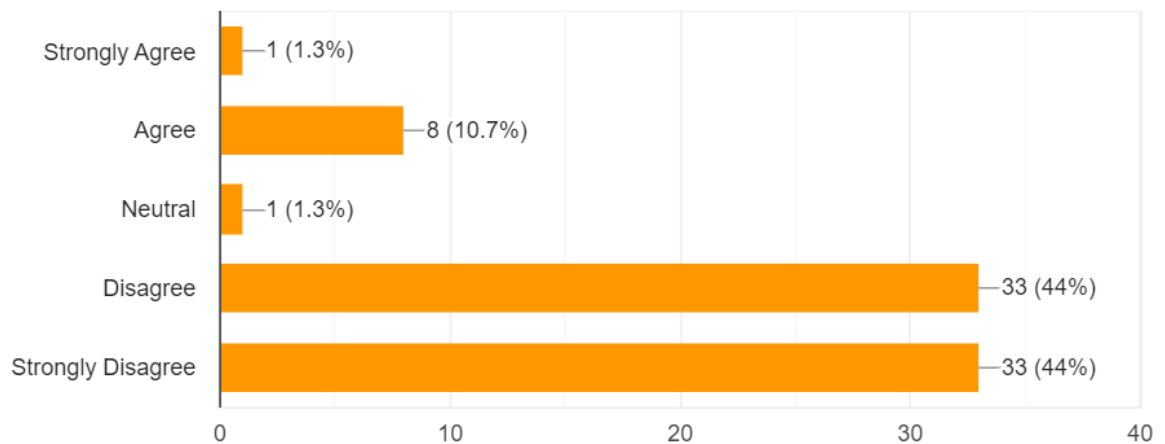
Through the survey, it has been found that teachers do not spend much time practicing writing in class. They spend the majority of their time teaching grammar structures and rules. Another problem is that teachers do not encourage students to practice writing outside the home. 33 students disagreed with the statement that teachers used to motivate them to practice writing at home, and 33 students strongly disagreed.
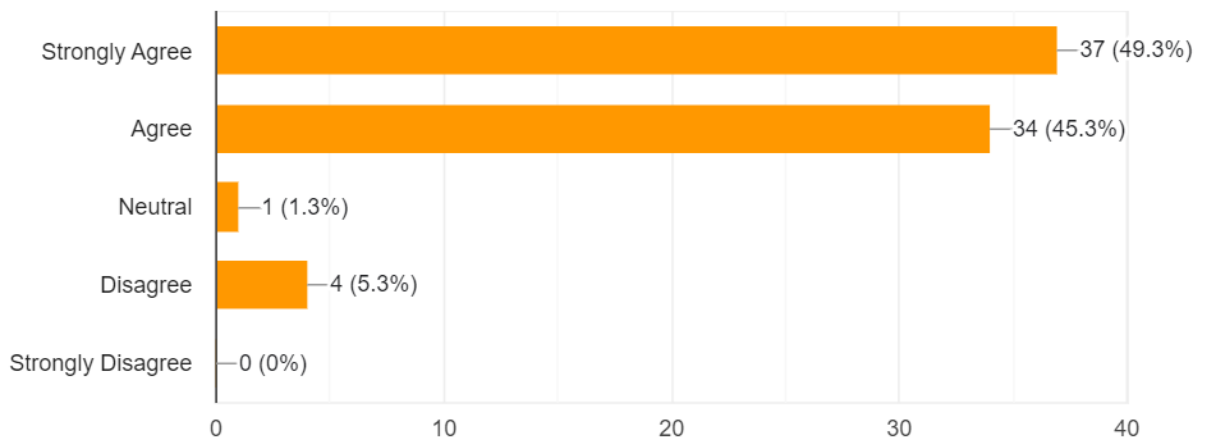
9. I used to memorize academic writings in school/college

Since students do not practice much writing in the classroom or at home, they tend to memorize. 37 students strongly agreed, while 34 other students agreed with the statement. As students get used to memorizing, they stop focusing on improving their writing skills. They copy from popular notebooks.

10. My teachers encouraged me to memorize in school/college
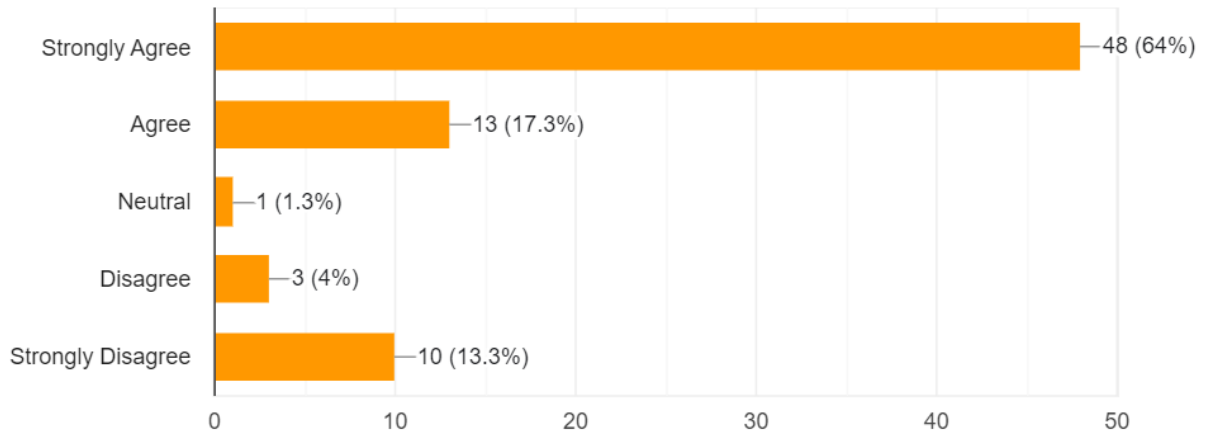
Since students do not want to practice writing on their own, and their critical or creative thinking is not encouraged by their teachers, they tend to memorize. 61 students, more than eighty percent of students voted on the survey that their teachers encouraged them to memorize writings in schools and colleges. When asked in the interview if they thought memorization helped their English writing, they replied in the negative.

11. The fear of error influenced me to memorize
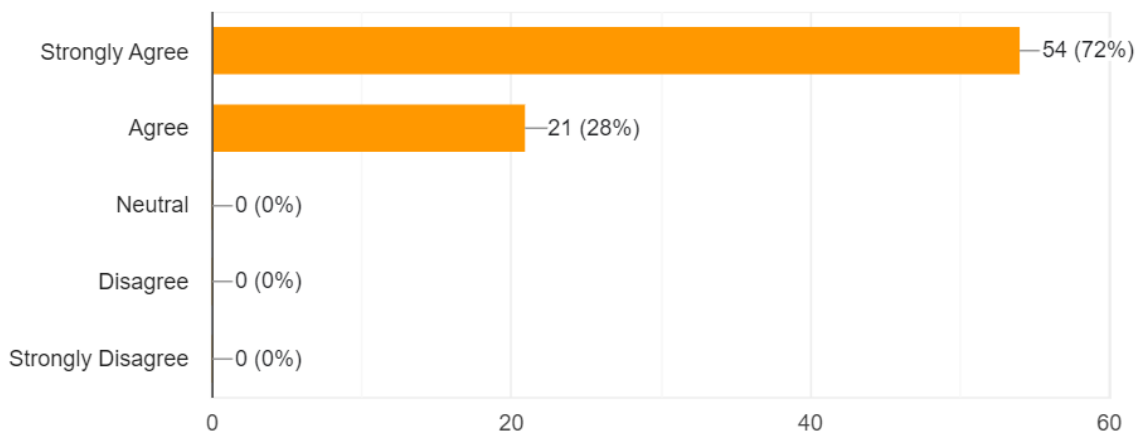
The study wanted to find out the more in-depth reason for students' memorizing habits. Why do teachers want the students to memorize? One possible reason could be the fear of error-making. In the survey questionnaire form, 54 students strongly agreed that the fear of error-

26

making influenced them to memorize. Error-making is a common phenomenon when one is learning a new language. It should not be treated as a problem. However, students in Bangladesh fear making errors.

12. The fear of getting a bad grade inspired me to memorize
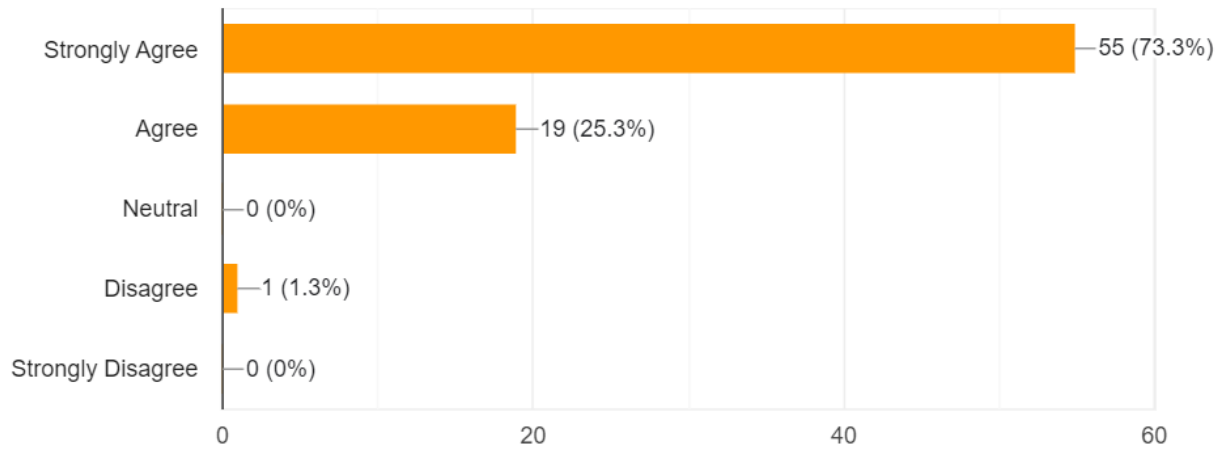
Another major reason for students' memorizing habits is to get a good grade on the examination. It shows that the education system in Bangladesh mostly focuses on the end product rather than the process. Teachers do not care how the work is done.

13. The repetitiveness of board exam questions influenced me to memorize writing parts
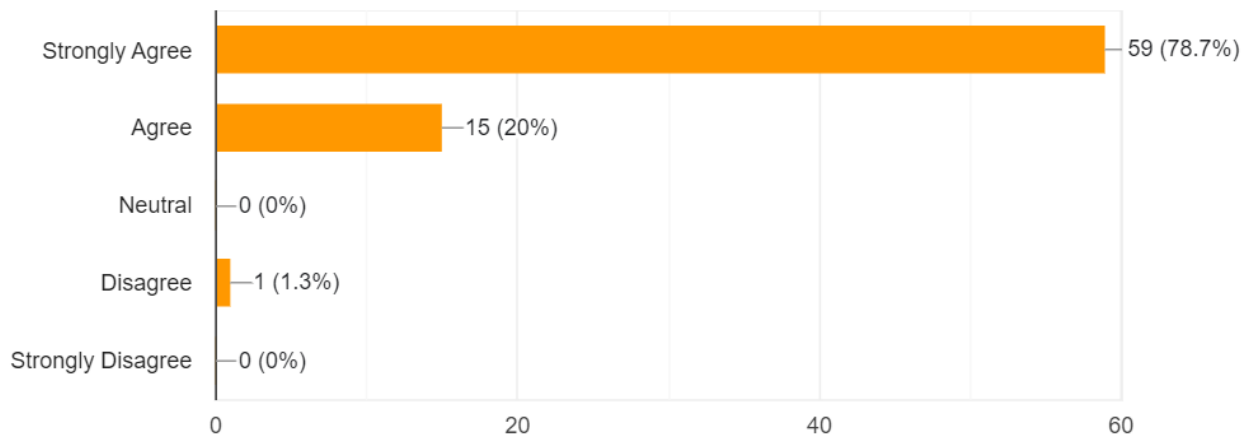
With the previous question, it is established that the fear of getting a good grade motivates students to memorize. This statement was added to the questionnaire to check if the examination system had other ways of influencing students to memorize. 59 students agreed strongly, and a total of 74 students supported the idea that the repetition of the same question motivates them to memorize.

14. Memorizing academic writing helped me improve my L2 writing ability
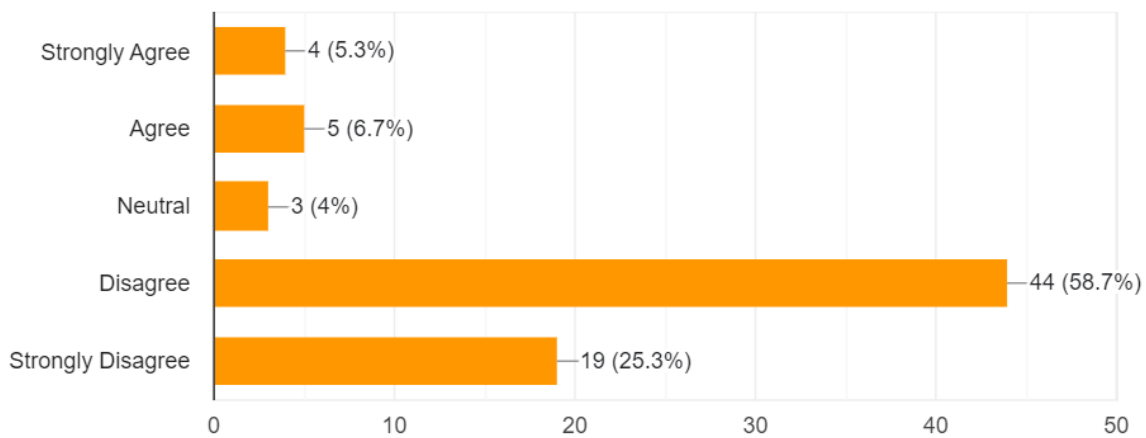
It is established that memorizing is a common habit among Bangladeshi students. But does it help students to develop a writing competency? The survey result is quite negative in this case. Sixty-three students disagreed with the statement that memorizing helped their academic writing ability.

15. Teachers provided me with efficient feedback in school/college
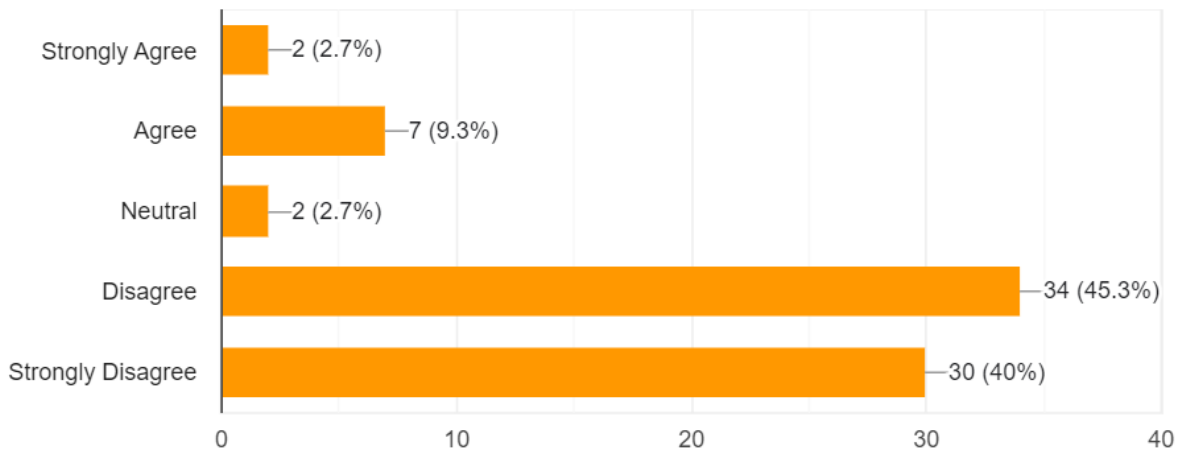
The next thing the study aimed to find out was the teachers' feedback nature in Bangladesh. Sadly, however, thirty students strongly disagreed with the notion of teachers giving any feedback, and thirty-four other students disagreed too. It shows that a majority of the students in Bangladesh do not get any feedback from their teachers.

16. Teachers' feedback was very helpful for me
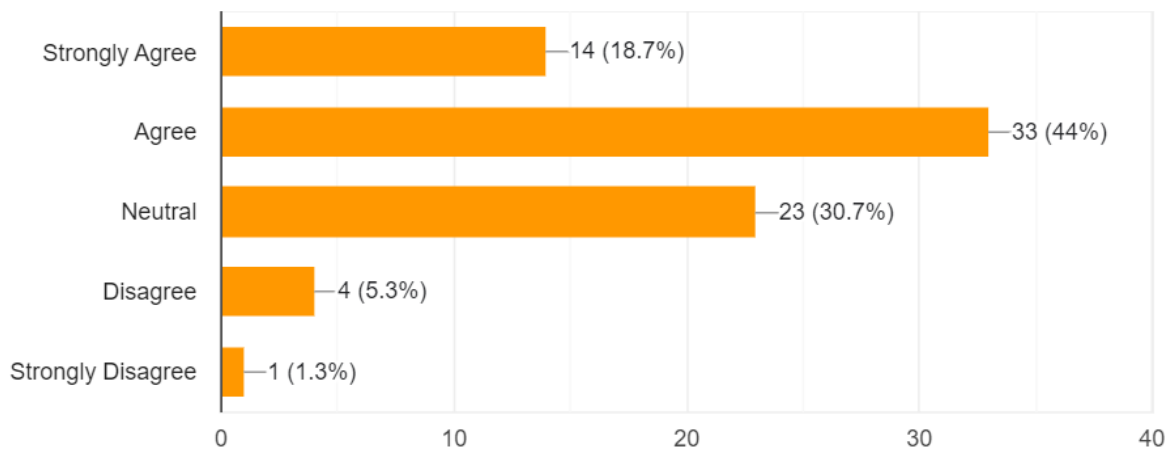
Only a few students receive constructive feedback from their teachers in their pre-tertiary education period. Most students get exposed to this habit in the university. When asked if feedback was beneficial for them, 23 students chose to stand neutral. It is due to the fact that they did not receive proper feedback and are still new in the university. So, they

29

could not decide on the statement. On the other hand, of the students who received it, 33 students agreed that they found the feedback helpful. It shows that teachers' feedback could play a role in developing students' writing skills. However, teachers are not much concerned about providing feedback, so the overall writing skill of the students do not develop properly.

17. My teachers motivated me to improve my English writing in school/colleges
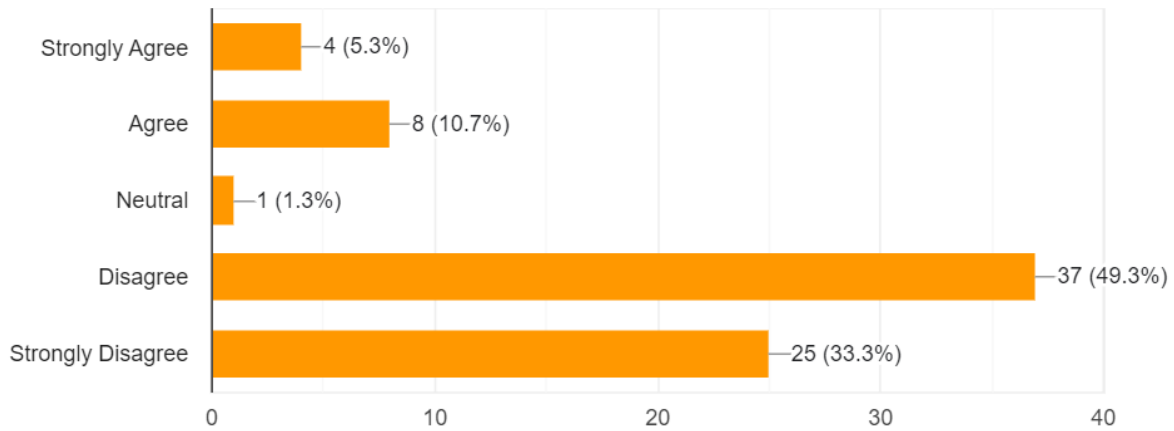
With this statement, the study aimed to find out if the motivation was applied in the Bangladeshi education system. Several studies have already proved that it can be a good factor to inspire students to work harder. The finding of the inquiry was not hopeful, though. A significant number of students denied being motivated to improve their writing skills by their school or college teacher. 37 students disagreed, while 25 students strongly disagreed.

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18. My university teachers motivate me to improve my academic writing skill
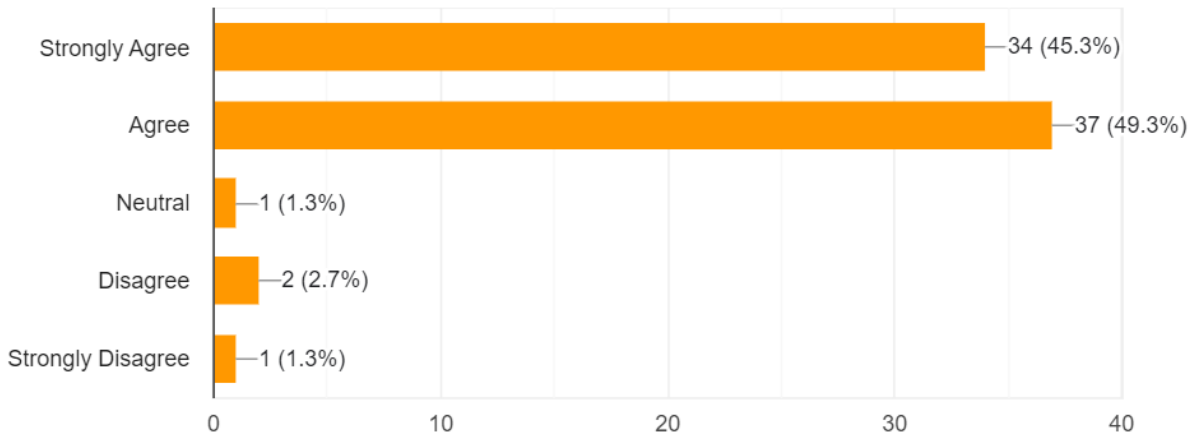
This statement was set to find out if motivation is applied in university. And seventy-one students confirmed that teachers at the university level motivate students on a regular basis to improve their skills, including writing skills.

19. Teachers' motivation inspired me to practice more
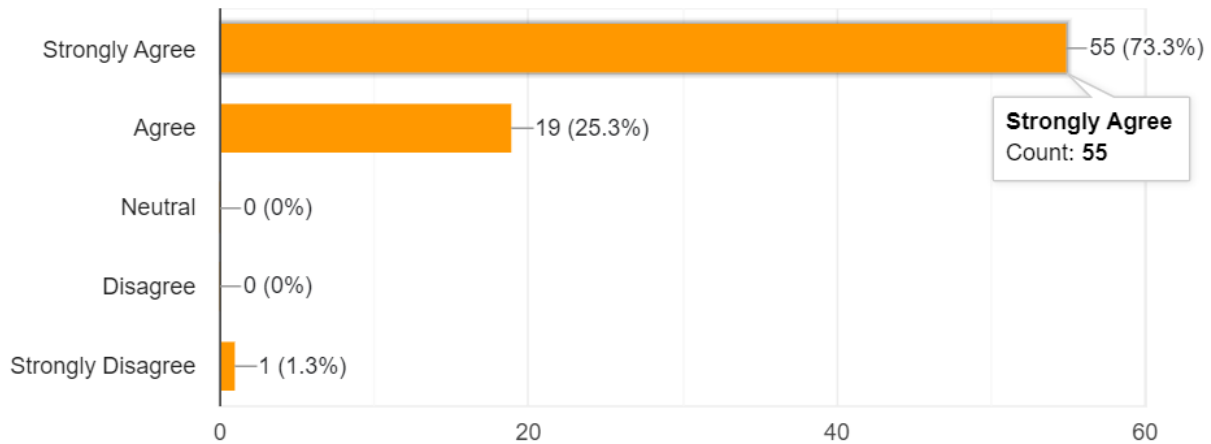
The statement was added to see the impact of motivation. 55 students rated the impact of teachers' motivation 5 out of five in improving their writing. 19 other students also agreed that the teacher's motivation played a major role in developing their writing skills.

Qualitative Data Analysis

        Thematic analysis was used to analyze the data collected from the interviews. There were nine basic questions (given in appendix B) that students were asked and some additional questions were asked if any answer was not understood properly. Thematic analysis was applied to analyze the data. The data was analyzed based on the six steps mentioned by Braun and Clarke. After analyzing the data, provided in appendix B, the following themes emerged:

Lack of Confidence and Weakness in Grammar

        When asked about the confidence level of the students in L2 academic writing, students mostly used phrases like "not very confident," "had little confidence," "was very nervous," etc. They showed several reasons but the common issue was that they did not have enough vocabulary richness, and grammar application skill. Though they were taught grammar deliberately, they are not able to implement the knowledge of grammar in their writing. Since they feel less confident, they do not feel interested or courage to practice on their own. So, this establishes the primary purpose of the study of finding why students cannot show the expected competence. The further questions in the interview and analysis of their answers helped find out the reasons for this lack of confidence in detail.

Ineffective Teaching Method

        The overall teaching method that is used in most of the schools or colleges is not up to the standard. Students shared that they did not get enough opportunities to practice academic writing in classroom or at home. In classroom, teachers mostly focus on grammar items, though their grammar knowledge is not developed in the proper way either. Academic writing part is mostly encouraged to memorize. They were taught some effective pre-writing strategies like brainstorming and mind mapping. They learned about these only after admitting in the

university. They shared that brainstorming and mind mapping help them organize their thoughts. It makes the writing easier for them. Besides, students have shared that they find writing to be one of the most difficult language skills, yet teachers often overlook them. The teaching method needs to be updated.

Lack of Feedback and Motivation

In the literature review, I have talked about the importance of feedback and motivation in teaching. It was also discussed that in Bangladesh, teachers usually do not perform these practices. Students were asked to share their opinion about feedback and motivation. Only a dew of them shared that their teachers motivated them to improve their writing, however, they were not given proper feedback. Without feedback, they were not sure how they could improve and what they needed to improve their academic writing. Teachers were primarily concerned about the product, not process. Again, it indicated the flaws in teaching method.

Reasons for Memorizing

Both students and teachers are more focused on getting a good grade in the examination. They can get good grades simply by writing word for word from guidebooks, which encourages them to memorize. Some of the students said, "It was the prime reason for my memorization." Besides, students also shared that they were afraid that if they wrote on their own, they would make mistakes and get a bad score. There this fear of making errors was not handled properly by the teachers. I also collected data about this in the questionnaire and found that teachers were not amiable about students' errors. One of the participants shared that their teachers would also scold or even punish them for making mistakes. As a result, students suffer from lack of confidence about their English writing abilities. Also, there is another factor that influence them is the repetition of questions in the public examination. However, when they were asked if memorizing

33

was an effective way for their improvement of L2 writing, most of the students thought they did not think so. It did not help them improving their academic writing skills.

Discussion of Results

The primary objective of the study was to find out why students fail to show expected competency in L2 academic writing after studying English as a major subject in schools and colleges for more than a decade. To establish the validity of the research, the first statement of the quantitative survey was about the confidence level of the students. Majority of the students agreed that they were not confident about their writing competency in English when they were in schools or colleges.

Khan and Akter (2016) suggested that students in Bangladesh memorize answers from popular notebooks. The study aimed to find out the reasons for students' such habits. After analyzing the quantitative and qualitative data, it became evident that the lack of opportunities to practice, repetitive questions in major examinations, fear of making errors, and getting a good grade contribute to students' behavior. In addition, teachers do not discourage students to memorize. Instead, they directly or indirectly support this memorizing technique. However, students have agreed that memorizing does not help their writing competency. If anything, it does the opposite.

The study also aimed at finding out why students do not prefer to write by following the writing process, which is largely related to the previous question. Teachers do not encourage students in this matter. Students can get a good score simply by copying or memorizing from a notebook. As their errors are not welcomed by the teachers, students fear making mistakes. So, they do not like to write on their own. Besides, the primary focus remains on the end product

rather than the process. As a result, students do not find the motivation to improve their writing

skills. Teachers could play a role in this, but they do not.

Chapter Five: Conclusion and Recommendation

This concluding chapter summarizes the overall study. It draws attention to the findings in brief and talks about the pedagogical implications of the findings, and finally concludes with suggesting direction for future research.

Summary of the Study

L2 learners face many problems to develop their writing skills in Bangladesh from the beginning of their academic education that continues even after they reach the tertiary level. They do not get a solid foundation over the basic knowledge of English writing. They prefer to memorize writings from notebooks instead of trying to write following the writing process and from their own knowledge. This tendency of memorizing limits the development of their writing. However, students are not the only ones to blame for this behavior. They are motivated to memorize by several factors.

The quantitative data has demonstrated that they are encouraged by their teachers in schools and colleges to memorize, which is a major factor that influences them to memorize. In addition, they feel the pressure of getting a good grade and want to avoid making errors. They find it easier to memorize something from the book and it also helps them get good score. They find it to be more convenient than risking to write on their own.

In addition, students do not get proper feedback from their teachers. Students at their secondary or higher secondary level are still beginners. Still, their mistakes are not treated well, and they are not provided with feedback to work on their weakness. Moreover, students find writing to be the most difficult skill to master. This was also discussed in the interview and students shared that writing was very difficult. Naturally, it means that the skill require extra time and practices. However, teachers are mostly concerned about teaching grammar rules,

36

instead of writing practices. Students approach to write with a fear that they are going to do something difficult. With pre-writing strategies, they could improve their writing without feeling helpless. There is also psychological issue like lack of motivation. Teachers do not give much priority in developing students' writing skills. Teachers do not inspire or motivate them to enhance their skills.

Pedagogical Implications

The result of the study may have practical pedagogical implications to improve L2 writing skills of students in Bangladesh before tertiary level. Students find several problems that need to be solved. Teachers approach to teaching also need modification. Newer techniques should be welcomes and applied in teaching. With teachers motivation and proper feedback, students can work on their weakness and sharpen their writing skills instead of memorizing.

Direction for Further Research

For a better conclusion as to the effect of the study, more in depth and resourceful research is recommended in this field. It has already been well-established that students tend to memorize which limits the development of their writing skills. Further research is clearly needed to find out why teachers advise their students to memorize, why they do not provide proper feedbacks, and why writing is often overlooked in class practices. Teachers training programs need to be investigated, as well as teaching techniques in classes are also in need of monitoring. Finally, it is also important to identify the other problems students face in improving their L2 writing, and how to solve them.

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Appendices

Appendix I
Questionnaire on the problems students face at school/college level in developing their

writing skills.

<table>
<tr><td colspan="7">A note for students:
This questionnaire is meant for a study on "finding the problems students face at school/college level in developing their writing skills" for a thesis in B.A (Hon's) in English. You are requested to fill in this questionnaire carefully. It will take about 15 to 20 minutes of your time. Your sincere responses would be greatly appreciated. Your answers will be highly discreet and confidential. Thank you for your cooperation.
Here in this chart, 1 = strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree</td></tr>
<tr><td>No</td><td>Statement</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>1</td><td>I feel confident about my English writing</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td>I learned about pre-writing strategies in school/college</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td>I learned about prewriting strategies in University</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4</td><td>Prewriting strategy really helped me improve my writing</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5</td><td>I you had enough opportunities to practice English writing skills before university</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>6</td><td>My teachers encourage me to practice academic writing on my outside classroom</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>7</td><td>I find academic writing very difficult</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>8</td><td>I used to memorize academic writings in school/college</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>9</td><td>I memorize academic writing in University</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>10</td><td>My teachers encouraged me not to memorize in school/college</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>11</td><td>The fear of error influenced me in memorizing</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

12	The fear of getting a bad grade inspired me in memorizing					
13	The repetitiveness in board exam questions influenced me memorizing writing parts					
14	Teachers provided me with efficient feedback in school/college					
15	Teachers' feedback was very helpful for me					
15	My teachers motivated me to improve English writing in school/colleges					
16	My university teachers motivate me to improve my academic writing skill					
17	Teachers' motivation inspired me practice more					
18	Teachers were supportive and helpful when I made errors					
19	I find writing to be the hardest language skill than speaking, listening, and reading					
20	Writing was given the most priority in school/college					

An Interview Questionnaire to learn in-depth about the perspectives, insights, and opinions

of the students regarding the problems they faced before university in L2 writing.

01	How confident are you with your writing in English?
02	When did you learn about brainstorming/ mind mapping for writing and did it help improve your L2 writing?
03	Do you feel that you had enough opportunities to practice English writing skills before university?
04	How often did you practice academic writing in English on your own outside of class?
05	How much did your teachers motivate you to write something from your own knowledge instead of memorizing from notebooks?
06	Do you think memorizing is an effective way to improve your academic writing in English? Why or why not?
07	How much did the focus on grades influence you to memorize L2 academic writing?
08	How did your teachers react to your errors in L2 writing?
09	How would you rank writing skills among the four language skills? From 1 to 4?

How confident were you with your academic writing in English in school or college?	
Student 1	I was not very confident about my English writing skills before university. I was very weak in grammar.
Student 2	"I had little confidence in my English writing abilities before university. I had a very limited knowledge of vocabulary
Student 3	I was not confident at all in English. Writing was a major source of anxiety for me before university.
Student 4	I used to feel quite uncertain about my English writing skills before in school and college. Thankfully, I have improved after getting admitted into university.
Student 5	I was very nervous about my writing skill in school, it improved a little in college but I still struggled with organizing my thoughts and often felt overwhelmed.
Student 6	I had confidence that I could write anything after reading for ten minutes. But without reading, it was very difficult for me to write anything on my own. So, I would get a little confused.

Student 7	English writing was a weak point for me before university. I always become very nervous before writing.
Student 8	I used to feel confident about my writing because I always learned it properly. I never tried to write on my own, so I cannot say how I would feel.
Student 9	My confidence in English writing was quite low before university as I felt very nervous. My brain became blank even though I learned my lessons properly.
Student 10	I was very confident about my writing in school. I had a good grab over vocabulary and grammar. So I had no reason to feel nervous in writing.

When did you learn about brainstorming/ mind mapping for writing and did it help improve your L2 writing?	
Student 1	I learned about brainstorming and mind mapping for writing during university, and it greatly helped improve my L2 writing skills.
Student 2	I was introduced to brainstorming and mind mapping techniques for writing in university, and they significantly improved my L2 writing.
Student 3	I did not learn about brainstorming or mind mapping for writing until university, but they made a remarkable difference in improving my L2 writing.
Student 4	Brainstorming and mind mapping were unfamiliar concepts to me until university. Learning about them significantly enhanced my L2 writing abilities.
Student 5	I discovered brainstorming and mind mapping for writing in university, and they proved to be invaluable tools in improving my L2 writing skills. can start writing with a positive attitude, which is the most crucial point for me.
Student 6	I heard about mind mapping at college, but did not get a clear idea. My university teachers taught me about this technique and it is very helpful. It helps me write my ideas in the proper order.
Student 7	I learned about brainstorming and mind mapping in college, though I never applied it as I thought it was unnecessary since I already knew the answer. However, once I learned about them, they greatly enhanced my L2 writing.
Student 8	"University was the first time I learned about brainstorming and mind mapping for writing. They had a significant positive influence on improving my L2 writing."
Student 9	I did not have any prior knowledge of brainstorming or mind mapping for writing before university. I do not think they have made any significant

	difference, though they help to write in an organized way but it is very time consuming.
Student 10	I learned brainstorming and mind mapping in my school. They are helpful when I write something on my own. But in school or college, I did not have to write anything on my own. So, I never had to use them. But the scenario is different in university. One cannot do a good score by memorizing, so brainsotrming really helps.

Do you feel that you had enough opportunities to practice English writing skills before university?	
Student 1	If you mean writing opportunities to practice on my own, then I never had that opportunity, as our teachers instructed us to memorize from the books.
Student 2	I feel that I did not have enough opportunities to practice English writing skills before university. My focus was primarily on memorizing topics from books rather than actively practicing writing.
Student 3	I agree that I did not have sufficient opportunities to practice English writing skills before university. Most of my assignments were focused on completing grammar model questions, leaving little room for actual writing practice.
Student 4	I feel that I had enough opportunities to practice English writing skills before university. The heavy workload and frequent homework assignments allowed me to practice writing regularly. Our teachers used to give us a lot of homework. I remember that we were often given to write the same paragraph twice at home and show it to the teacher the next day.
Student 5	I guess I did not have enough opportunities to practice English writing skills in school or college. The emphasis was more on memorization rather than actively practicing and honing writing abilities. Our teachers did not ask us to write paragraphs or compositions in the class. We used to practice grammar a lot. And I did not write them at home. So, I only used to write them in the exam hall for the first time.
Student 6	I don't know if I had enough opportunities, but I had to write a lot. We used to do a lot of homework. The numerous homework assignments allowed me to practice writing, although the focus was often on completion rather than improvement.

Student 7	English writing was not given much thought in school. We had 60 marks on grammar and one cannot memorize them. So, our focus was mostly on grammar instead of writing. I don't remember practicing writing even before the exam.
Student 8	I did not have a good memorizing ability. So, I used to write the lessons I read. But as for creative writing or writing on my own, I never practiced that. We had no grades for that.
Student 9	I feel that I did not have adequate opportunities to practice English writing in college. We used to practice in school. But college was different. My major focus was on other subjects. And our teachers also focused on other topics like filling in the blanks, matching tables, or rearranging.
Student 10	I was good at memorizing and so I did not use to write much. I would write the spellings but not the entire lesson. No, I never tried to write anything on my own in school. In college I tried, but that was very painful.

How often did you practice academic writing in English on your own outside of class?	
Student 1	I never did. I only used to write when I had homework.
Student 2	I seldom practiced academic writing in English on my own outside of class. My writing practice was mostly limited to completing homework assignments.
Student 3	"I did not practice academic writing in English on my own. I always memorized them.
Student 4	Never. I did not try that as I was not good at grammar, so I skipped that practice. I chose to memorize instead.
Student 5	I occasionally practiced academic writing in English on my own outside of class. Although it was not very frequent, I made an effort to practice writing independently. It helped me to an extent to improve my writing competency.
Student 6	I rarely practiced academic writing outside of class, let alone writing on my own. If teachers gave me homework, I would copy them from notebooks.
Student 7	We were allowed to copy our homework from notebooks at home. So, I never tried to write something out of my own knowledge.
Student 8	I sometimes tried to do it, but it would take too much time. So, I always ended up copying from books, which was a shortcut.

Student 9	I tried sometimes when I was in primary school. But when I learned that I can get a better score by just copying from the book, I gave up.
Student 10	It was not my habit to write on my own in English. I used to do it in Bangla but not in English as it was very stressful and time-consuming.

How much did your teachers motivate you to write something from your own knowledge instead of memorizing from notebooks?	
Student 1	My teachers rarely encouraged me to write from my own understanding. Their primary focus was on rote memorization.
Student 2	Unfortunately, my teachers didn't prioritize fostering independent thinking and writing skills. Memorization took precedence over personal knowledge.
Student 3	Very rarely. My teachers didn't motivate me to express my own insights through writing. They encouraged us to memorize.
Student 4	I had one teacher in college who asked us to write on our own. He expected all of our answers to be different. But that was impossible, right? And it never happened. We always memorized from books.
Student 5	I had some teachers who would recommend us to try to write our own. But it was very difficult and needed so much practice and so we used to memorize.
Student 6	My teachers never encouraged us to write from our knowledge. They would scold or punish us for making mistakes or writing something that was not appropriate. So, we decided memorizing was the better option.
Student 7	My teachers didn't prioritize nurturing our independent writing skills. Memorization was their solution. They would ask us to memorize and write in the exam and be content with a good score. We followed their command and now I regret it.
Student 8	Our university teachers always motivate us to write unique contents. But the scenario was much different in schools and college. We only had to memorize back then. Our teachers never motivated us to practice writing on our own.
Student 9	Standing in the present, I feel like my teachers did not do their job properly. They were supposed to motivate us to improve our writing skills as well as the other through regular practice. But they never told us to do so. We only used to memorize, and teachers were happy with it.

Student 10	Some of my teachers suggested that we practice writing on our own. But they never showed us how to do that. So, we did find much success in that and continued memorizing.

Do you think memorizing is an effective way to improve your academic writing in English? Why or why not?	
Student 1	In my experience, memorizing has not been an effective way to improve my academic writing in English. It seemed to stifle my creativity and limit my ability to express original ideas.
Student 2	Based on my personal experience, I found that memorizing didn't effectively enhance my academic writing in English.
Student 3	No, not at all. It seemed to hinder my creativity and restrict my critical thinking skills.
Student 4	I think memorization did help to some point. Like, memorizing grammar was helpful. But for academic writing such as paragraphs or compositions, I do not think it helped. If it did, I would have been a confident writer.
Student 5	"Speaking from my own experience, I believe memorizing did not help in any way, rather it stifled my creative thinking and made me reliant on memorization.
Student 6	I do not think so. I think one of the reasons that ChatGPT has become so popular is because we cannot write anything on our own. For a simple leave application, we have to search on the internet though we wrote applications in school and college. But we only memorized and so it does not help in any way.
Student 7	"From my personal experience, I have learned that memorizing is not an effective way to improve academic writing in English. It tends to inhibit my creativity and restrict the development of analytical and critical thinking abilities."
Student 8	From my personal experience, I can say that memorization is a very bad idea. It did not help my writing at all. I used to get a good grade in school and college, but I am not doing well in university. Because I can no longer get a good grade just by memorizing. So, what's the benefit of getting good grades in school? I wish I could ask my teachers.
Student 9	I can confidently say that memorizing is not an effective way to improve academic writing in English. It destroys our creativity and makes us reliant on

	memorizing. I wish I had not practiced memorizing in my childhood. Now, I am struggling badly at university level.
Student 10	Memorizing is a good way to get a good idea of different topics. But it does not help in the long run. Like in higher education, one cannot skip danger just by memorizing. Many of my friends, who got GPA 5 in both SSC and HSC cannot write a single page properly without making multiple mistakes. So, memorizing does not help at all.

How much did the focus on grades influence you to memorize L2 academic writing?	
Student 1	It affected my learning a great deal. I used to memorize because I was under pressure to get a good grade.
Student 2	It was the prime reason for my memorization. I could not get a good mark by writing on my own. But I could do it simply memorizing line by line. So, I got used to memorizing.
Student 3	I think the focus on grades actually made me interested in reading in the first place. But for memorizing, I think yes I was afraid I might not get a good score by trying to write on my own. So, I used to memorize. It was the better and more convenient option.
Student 4	The emphasis on grades had a profound impact on me, pushing me to prioritize memorizing L2 academic writing. The fear of not achieving high grades overshadowed the importance of creative expression in writing."
Student 5	I think the focus made us too worried about grades. Our teachers also judged us by the end result. They did not care about the process.
Student 6	To some extent yes. The focus on grades makes us look for shortcuts. And for writing, we had only one shortcut and that was memorizing.
Student 7	I guess my memorizing habit was formed due to the focus on grades in the first place.
Student 8	The fear of not meeting grade expectations overshadowed the importance of original writing ability. I went with the system and memorized everything without understanding.
Student 9	It certainly does. When all of your friends get good grades by simply memorizing, I cannot get a good result because I made some grammar mistakes and my sentences were not in correct order, although I wrote everything from my

	knowledge. Both teachers and parents consider you as a bad student overlooking the efforts.
Student 10	While the focus on grades did influence me to some extent, I realized the importance of not solely relying on memorization when I was in college. I made an effort to balance creativity and the desire for good grades by incorporating my own ideas. It really helped me. I think we should not make good grades our focus, it can be a despite that we want to reach through learning.

How did your teachers react to your errors in L2 writing?	
Student 1	My English teachers often reacted harshly to my errors. They would frequently punish, insult, or scold me for making mistakes, which negatively impacted my confidence and hindered my learning.
Student 2	Unfortunately, my teachers had a negative approach when it came to errors in L2 writing. They would frequently punish or scold us. It created a fear of making mistakes and hampered our learning process.
Student 3	My teachers generally had a punitive reaction to my writing mistakes. Rather than providing constructive feedback, they would often resort to scolding or punishment.
Student 4	They never supported our mistakes. They would think we did not read properly or were not attentive in the class and so we made the mistakes.
Student 5	From my experience, Bangladeshi teachers are not very supportive of mistakes, especially in schools. Teachers will burst out with anger if they find any silly mistake.
Student 6	Our teachers used to scold us. Some teachers would say such silly mistakes can only be done by some stupid lower caste animals. These were very insulting and humiliating for us that we became determined to memorize properly word by word.
Student 7	My teachers mostly responded negatively to my errors in writing. Punishment was common. It did not help, though. It only increased our fear of the subject.
Student 8	My teachers were not very friendly about our mistakes in school or college. Our college teachers were like you are too elder students to make such silly mistakes.
Student 9	Some of our teachers were supportive. They would not scold us for making mistakes. But they would not even tell us how we could stay away from making

	such mistakes again. They had only one solution for everything and that was to read more attentively.	
Student 10	Since I used to memorize my lessons properly, I did not make many mistakes. It would save me from the wrath of the teachers. Since I was a good student, they would be forgiveful to my mistakes.	

How would you rank the difficulty of writing skill among the four language skills? From 1 to 4?		
Student 1	4	Writing is the most challenging skill for me.
Student 2	2	Speaking is the most difficult skill for me. I find it challenging to communicate fluently and express my ideas verbally. Although writing is not as hard as speaking, it still requires dedication to improve.
Student 3	4	Of course writing ranks as the most challenging skill for me.I struggled with organizing my thoughts and expressing them coherently on paper. It requires a lot of effort and practice to improve my writing skills.
Student 4	4	To date, I think it is the most difficult skill to acquire, though I have improved a lot in the last few months after being admitted into university.
Student 5	4	Writing is the most daunting skill for me. I find it challenging to articulate my thoughts effectively in written form. It requires focused effort to enhance my writing skills and communicate my ideas clearly on paper.
Student 6	4	I would say, writing is the most difficult skill. I face challenges in expressing my thoughts and ideas clearly in written form.
Student 7	4	Writing is the skill that I find most challenging. Though speaking is also very difficult and listening as well, writing is too scary for me.
Student 8	3	While writing is not my strongest skill, I find speaking to be the most difficult among the four language skills.
Student 9	4	I would say writing tops my difficult language skills list. It requires too much time. Besides, I did not practice writing much in school and college so it is the least developed skill I have in terms of a second language.
Student 10	2	2. I will rate writing as the third most difficult language skill as listening and spelling are more difficult.