

Approaches to Academic Writing at the Tertiary Level in Bangladesh

Thesis submitted to

Goa University

for the award of the degree of

DOCTOR OF PHILOSOPHY

in

English

By

Shahin Sultana

Under the Supervision of

Dr. Andre Rafael Fernandes

Department of English



Goa University

Taleigao Plateau,

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DECLARATION

As suggested by the referees/ external examiners, I have incorporated all the corrections in the thesis on the relevant pages.

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25-10-2020.

Declaration

I hereby declare that this thesis entitled “Approaches to Academic Writing at the Tertiary Level in Bangladesh” is the outcome of my own research undertaken under the supervision of Dr. Andre Rafael Fernandes, Department of English, Goa University. All the sources used in the course of this work have been duly acknowledged in the thesis. This work has not previously formed the basis for the award of any degree, diploma or certificate of this or any other University.

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Certificate

I hereby certify that the thesis entitled “Approaches to Academic Writing at the Tertiary Level in Bangladesh”, submitted by Ms. Shahin Sultana for the award of the Degree of Doctor of Philosophy in English, has been completed under my supervision. The thesis is a record of the research work conducted by the candidate during the period of her study and has not previously formed the basis for the award of any degree, diploma or certificate of this or any other University.

Dr. Andre Rafael Fernandes,
Department of English,
Goa University.

To my parents
(M. A. Matin and Majeda Matin)

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Abstract

Teaching writing skills in an ESL/EFL context usually entails the teaching of surface level dimensions of writing. It depends, for instance, on the teaching of the mechanics of writing such as the use of capitals, spelling, punctuation, and grammatical forms. Therefore, many EFL/ESL teachers teach their students writing skills through GTM (Grammar Translation Method) and provide them with a good model through which they practice or analyze vocabulary, punctuation, and imitate the model's organization, structure, and grammatical forms. These aspects are important but they are not sufficient by themselves. Genre knowledge is pertinent to language teaching, as learners/composers need to know about the readers, how texts are organized coherently and how their organization is related to the process of composing for various communicative purposes.

In the last three decades, a lot of research has been done on seeking to understand the nature of the writing process, which, in turn, has given the writing teachers valuable insights into the different ways involved in writing and composing (Flower and Hayes 366). With the dawn of a new understanding of the writing process, came the crucial question: what should be the techniques of teaching writing? Almost every teacher involved in the teaching of writing as a profession could not ignore the findings of the new research and sought ways and means of incorporating these in the classroom. Accordingly, the stable period of common belief was shaken, and more and more teachers grew dissatisfied with the product-oriented approach to writing. Thus, most writing teachers started adopting writing approaches based on combined theories of teaching writing such as the product-process approaches and process-genre approaches. It is this knowledge and understanding which the researcher shared with the writing teachers of the University of Bangladesh so that they, too, were able to understand the way writing should be taught and this is one of the aims of this study. The aim entails the clarification of issues, at a theoretical level, to help writing teachers to understand better

their role in the teaching of writing at the tertiary level in Bangladesh. This study is concerned with the First year, Second semester students of English at the university. The main research tools used in the study are 1. Classroom observation 2. Analysis of written texts, 3. Students' interviews and 4. Teachers' interviews. Classroom observation investigates how the teachers follow the combined approach in teaching writing.

Teachers' interviews were used to get their opinion on the writing materials, techniques, tasks and methodology used for developing the students' writing skills. The findings have shown that the combined approach to writing is more beneficial for tertiary level students. Students' interviews were designed to understand their opinion and perception of the combined approach. Besides, the analysis of written documents was intended to examine whether these students use cognitive strategies and genre knowledge in carrying out a writing task.

The thesis consists of five chapters. Chapter One is a general introduction to the study under discussion. It states the background to the study, the aims, and the organization of this thesis. Chapter Two is concerned with reviewing the relevant literature in the area of academic writing and the theoretical background of the study. Chapter Three explores the use of the combined approach and its uses in the writing activities used at the University of Bangladesh and its impact on teaching writing for academic purposes. Chapter Four deals with the description of data instruments and the analysis of the data collected by the different means mentioned above as well as the data being analyzed. Finally, Chapter Five provides a discussion of the main findings according to the research questions stated in the thesis and its overall findings.

Table of Contents

Chapter 1

1.0. Background Information	1
1.1. The Education System of Bangladesh	6
1.2. English as a Foreign Language.....	9
1.3. Challenges of English as a Second/ Foreign Language in Bangladesh.....	10
1.4. Scenario of the Writing Class.....	21
1.5. Current English Language Needs of Bangladesh.....	23
1.6. Purpose of the Study and Research Question.....	24

Chapter2

2.1. Teaching Writing as a Foreign Language.....	26
2.2. English for Academic Purpose (EAP) and EAP Writing:	30
2.3. Need Analysis and Evaluation in EAP Writing	35
2.4. The Theoretical Background to the Study:	43
2.4.1. Major Approaches to the Teaching of Writing:	43
2.4.1.1. The Product Approach	44
2.4.1.2. The Process Approach	46
2.4.1.3. The Genre Approach.....	52
2.4.2. Combined Approach vs. Other Approaches	58
2.4.3. The Act of Combining: Writing in a Combined approach	62

Chapter 3

3.1. The Approach Proposed in this Study (Combined approach)	66
3.2. Combined approach in EFL/ESL Classroom.....	67
3.3. Research Question	77
3.4 The Current Study.....	78
3.4.1. Research Context	78
3.4.2. Participants.....	78
3.4.3. The Writing Course.....	79
3.5. The Instruction	94
3.5.1. Implementation of Teaching Approaches	94
3. 5. 2. Essay Scoring Rubrics	95
3.6. Research Tools.....	96
3.6.1. Classroom Experience	97
3.6.2. Written Texts	98
3.6.3. Semi-structured Interview.....	100
3.7. Data Analysis	102

Chapter 4

4.1. Classroom Observation.....	104
4.1.1. Observation 1	106
4.1.2. The Analysis of Observation Session 1	108
4.1.3. Observation 2	111
4.1.4. Analysis of Observation 2.....	114
4.1.5. Observation 3	118
4.1.6. Analysis of Observation 3.....	120

4.1.7. Observation 4	123
4.1.8. Analysis of Observation 4.....	126
4.2. Written Texts	129
4.2.1. Portfolios Analysis.....	130
4.2.1.1. Recount	130
4.2.1.2. Description.....	133
4.2.1.3. Argumentative Essay	136
4.2.1.4. Process Writing.....	138
4.2.1.5. Definition Writing.....	141
4.2.1.6. The Judges and Judging	144
4.2.1.7. Criteria Based Analysis of the Portfolios.....	145
4.2.2. Comparison between Exam Scripts and Term Papers	149
4.2.2.1. The Judges and Judging	150
4.2.2.2. Exam-script and Term-paper Scores of the Students.....	150
4.2.2.3. Inter-Rater Reliability (IRR).....	155
4.2.2.4. Comparison of Exam Scripts and Term Papers	157
4.3. Students' Interviews.....	163
4.4. Teachers' Interviews.....	170
 Chapter 5	
5.1. An Overview of the Study	180
5.2. Summary and Discussion of the Main Findings	182
5.2.1. Improvement of the Written Text	183
5.2.2. Findings of the Students' and Teachers' Interview.....	188
5.3. Contribution of the Study.....	190
5.4. The implication for Further Research	191

Reference	194
Appendix	201
Appendix 1	201
Appendix 2	210
Appendix 3	227
Appendix 4	249
Appendix 5	250

List of Tables

Table 1	Writing Instruction for the Students.....	119
Table 2.	Criteria Based Analysis of Portfolios	145
Table 3.	Term Papers' and Exam Scripts' Score of the Students.....	151
Table 4.	Cronbach's Alpha for the Two Judges.....	156
Table 4.	Correlation of Pairs Variables.....	156
Table 6.	Consistency between the Judges.....	157
Table 7.	Comparing Overall Exam Scripts and Term Paper Scores of the Students	158
Table 8.	Comparing Exam Scripts and Term Paper Scores of the Students in terms of Organization	159
Table 9.	Comparing Exam Scripts and Term Paper Scores of the Students in terms of Development.....	159
Table 10.	Comparing Exam Scripts and Term Paper Scores of the Students in terms of Cohesion.....	160
Table 11.	Comparing Exam Scripts and Term Paper Scores of the Students in terms of Vocabulary	161
Table 12.	Comparing Exam Scripts and Term Paper Scores of the Students in terms of Structure	161
Table 13.	Comparing Exam Scripts and Term Paper Scores of the Students in terms of Mechanism	162
Table 14.	Summary of the Result of the Students' Exam Scripts' and Term Papers' Scores According to the Category of the Rubric	163

List of Figures

Figure 1: Role of a Teacher	13
Figure 2. EAP and Study Skills: Definitions and Scope	32
Figure 3. Stages of Writing	47
Figure 4. Structure of the Writing Model	49
Figure 5. A Model of Genre.....	54
Figure 6: A combined Approach To Teaching Writing.	61
Figure 7: Organization for an Argumentative Essay.	120

List of Abbreviations

BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive/Academic Language Proficiency
CLT	Communicative Language Teaching
FSSAP	Female Secondary School Assistant Project
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
ELT	English Language Teaching
ELTIP	English Language Teaching Improvement Project
EOP	English for Occupational Purposes
EPP	English for Professional Purposes
ESAP	English for Specific Academic Purposes
ESL	English as a Second Language
EVP	English for Vocational Purposes
H.S.C	Higher Secondary Certificate
GTM	Grammar Translation Method
I	Interviewee
L1	First Language
L2	Second Language
MoED	The Ministry of Education
MoPME	The Ministry of Primary and Mass Education
NCTB	National Curriculum and Textbook Board
PPP	Presentation, Practice and Production
S.S.C	Secondary School Certificate
T	Teacher
TBL	Task-Based Learning
TIQ-SEP	Teaching Quality Improvement in Secondary Education Project
TOT	Training of the Teachers
UGC	University Grants Commission

Chapter One

General Introduction

- 1.0 Background Information
- 1.1 The Education System of Bangladesh
- 1.2 English as a Foreign Language (EFL)
- 1.3 Challenges of English as a Second/ Foreign language in Bangladesh
- 1.4 The Scenario of the Writing Classes
- 1.5 Current English Language Needs in Bangladesh
- 1.6 Purpose of the Study and Research Question

1

General Introduction

1.0. Background Information:

In the early language planning efforts in Bangladesh, Bangla, which was spoken by 95% of the people, was given priority because of its crucial and significant role in the independence of the country. It was given constitutional recognition when the independent nation's first constitution was drawn up in 1971. In the National Education Commission Report, 1974 one can see that Bangla was made a compulsory language up to Class XII and it was also stated that the textbooks prescribed for higher education must be written in Bangla and that they will be translated from foreign languages at Government expenditure. (National Education Commission Report, 1974, p. 15). English was introduced as a compulsory subject in the first grade in 1991 and was reintroduced as a mandatory subject at the tertiary level. After gaining independence from Pakistan in 1971, Bangladesh established her educational system and considered English as a foreign language; and now, Bangladesh is a bilingual country in which English is used for many purposes. English education is stressed at all levels in Bangladesh. Though English is taught as a compulsory subject in public and private schools starting at grade one

(Quadir, 2008, p. 51), students are weak in that subject, let alone it being the most fearsome subject to the pupils. In rural areas, the situation is worse because the condition of primary and secondary schools is far from good. There are problems at the college level as well. The fact is that the assessment in the education system of Bangladesh is entirely based on written examinations and the students have to enroll for a 200 mark exam in English in their secondary and higher secondary level and 100 mark exam from Grade one to Grade eight. Moreover, students' English proficiency is measured only by written tests. For this, students spend a long-time practicing writing in English. This writing, in reality, is limited to select components such as -paragraph writing, essay writing, letter writing, etc. For this reason, more often than not, students try to memorize these components, from the traditional notebooks. In addition, subsequently, the teachers give feedback by merely underlining the mistakes and errors but hardly provide any constructive comments for correct or acceptable writings. Sometimes they do not offer any feedback on student's writing; rather, they are preoccupied mostly with the traditionally dominant sense of grammatical accuracy rather than the development of ideas (Khan & Akhter, 2011, p. 6). This means that teachers are still following the grammar method, that is, they only find the grammatical mistakes and errors rather than looking at the content.

In the tertiary level education, English is also considered as a compulsory subject. All the books of this level are written in English, but due to the lack of knowledge of correct usage of English in the secondary and higher secondary levels, students make mistakes and errors in their writing and cannot write correct sentences of their own (Khan & Akhter, 2011, p. 7). English is the medium of teaching instruction for the universities in Bangladesh, and they offer a branch of courses for the students of undergraduate and

graduate level. Both the undergraduate and graduate and level students of Bangladesh, who are studying in universities, are asked to write on a given topic by their teachers. Academic writing includes assignment writing, report writing, article review, project writing, and also a dissertation paper, which the students have to submit for the fulfillment of their Bachelors' and Masters' Degree. In the case of the term paper writing, teachers or instructors give a topic to the students relevant to their study and students are asked to write detailed information about the topic. Readers reading it would find it difficult to read when there are errors in these academic writings. For academic writing, students need to read a lot, gather a lot of relevant and authentic information related to their topic or study and then they have to submit it before the date of submission to their instructors. Academic writing helps the students discover, explore and acquire knowledge; it also increases their understanding ability. But the fact is that sometimes students cannot write properly because they lack proficiency in English.

Although English is a compulsory subject at every level and students spend a long time in learning it, the standard of English of the learners is not satisfactory in comparison to the time they spend in learning the language (Khan and Akhter, 2011, p.11). Thus, both the general proficiency and achievement of the majority of the students of the country are poor and disproportionately low. Moreover, teachers are still following the grammar-translation method, and they do not emphasize content-based writing. As a result, students cannot write out of their thinking and it hampers their foreign language writing. Haider and Chowdhury (2012) note that limitations such as lack of trained teachers in rural areas, the absence of ideal class size, materials, and lack of proper teaching techniques make CLT (Communicative Language Teaching) unsuccessful. Many students have been enrolled in the universities for Bachelors' and Masters' Degree

(p.14). However, since the medium of instruction is English, the students find it difficult to follow the lectures, even though they are assigned to write on a topic that helps them to get new ideas and to improve their writing proficiency.

The National Education Commission report (1974) emphasizes the importance of English recommends that although the medium of instruction at all levels would be Bangla, English should be taught as a compulsory language at primary and secondary levels as it was before Independence in 1971. The National Education Policy (2010) reiterated to continue the Compulsory English component at the graduate levels. Bangladeshis have a sentiment for Bangla because of the sacrifices of the valiant and patriotic citizens (Language Movement, 1952). English, too, is important for them for personal, national and international reasons. English teachers, as well as English speakers, enjoy a higher status (Erling et al., 2012, p. 5) and people with knowledge of English can easily manage better jobs in the local as well as international market. Even when English plays an important role in the age of globalization, the standard of English used by learners in Bangladesh is not satisfactory. In order to change this situation, the government introduced Communicative English in class six in 1996, and then into other classes of secondary level on an incremental basis. The government has so far provided training to teachers in English with a view of promoting English language teaching and learning at the secondary level. Despite a theoretical shift from a traditional to a communicative mode of teaching and learning of English in the secondary schools, the curriculum, physical facilities and the teaching-learning approaches employed by teachers have remained much the same. Although the teachers working at the secondary level have been trained in communicative training approaches through various projects

like English Language Teaching Improvement Project (ELTIP), Teaching Quality Improvement in Secondary Education Project (TQI – SEP), Female Secondary School Assistant Project (FSSAP) and so on, most teachers still use the grammar-translation method and hence the English language learning of students has not improved satisfactorily. Grammar translation method emphasizes the translation of the target language into mother tongue and vice versa and it encourages students to memorize grammatical rules. As a result, most of the students pass the Secondary School Certificate (S.S.C) and Higher Secondary Certificate (H.S.C) examinations with good grades but these grades do not reflect their use of English in real life.

A small number of secondary school English teachers have a strong background in English language but most of them are qualified in terms of educational credentials and training they received; however, there is no improvement in students' performance in English. Students seem motivated to learn English because of status, higher education, and job prospects but they appear to be afraid of it mainly because of the teaching approaches and teachers' meticulous attitude. Unless and until teaching approaches are changed and the teacher-student relationship is friendly, the situation might not change at all.

Teachers too have to face difficulties of having more than 50 students in each class and 35-40 minutes of class time. It is quite difficult for them to finish a lesson properly in 35-40 minutes. Only a small number of teachers plan their lessons in black and white, but even the well-prepared teachers cannot take care of individual students; especially the taciturn students who remain unnoticed all the way through. Moreover, joined benches packed with students is another shortcoming that generates difficulties for

students and teachers to move quickly for different language practice activities like- pair work, group work, presentations, debates, role play, reading, writing, etc.

How English is taught and learned remains dissatisfactory to all. The low standard of English in the country has always been a matter of concern to all language learners and teachers.

1.1. The Education System of Bangladesh

The education system of Bangladesh has three main stages: primary, secondary and higher education. Primary education is a 5-year program while secondary school is a 7-year programme, with three sub-stages: three years of junior secondary, two years of secondary and two years of higher secondary. After completing higher secondary school, students get themselves admitted to undergraduate level education. This level contains general, technical, engineering, agriculture, business studies, and medical streams which require 5-6 years to obtain a Masters' degree. In the general education stream, the higher secondary is followed by college/university level education through the Pass/Honors' Graduate Courses (4 years). At Higher Education level, Bangladesh has four different types of institutions wherein students complete their undergraduate and graduate programs. These are colleges under National University, autonomous public universities, private universities, and madrasah. Madrasah (Islamic Education) has three stages (Primary, Secondary and Higher secondary). Here students have similar core courses as in the regular stream but have an additional emphasis on religious studies.

The Ministry of Primary and Mass Education (MoPME) undertakes the management of policy making, planning, evaluation and execution of plans and also

initiates legislative measures related to primary and non-formal education. MoPME aims to establish a technology-based society to ensure that every school-age child has access to the primary level institutions. It also provides all necessary facilities, continues to achieve quality education and opportunities for pre-school children, young persons and adults to meet their learning needs in a competitive world (Operational Framework for Pre-primary Education, 2008).

The quality of primary education in Bangladesh also has some problems that are needed to be solved in order to develop her primary education system. It is seen that none of the teachers in government primary schools presents the lesson in a uniform way, for example, by reviewing the previous day's lesson. At the beginning of the class, they introduce a new lesson, and then they evaluate and encapsulate it, and summarize at the end. Time management is not as efficient in government schools as in the non-government schools. Ali (2011) points out that although the teachers give the students home tasks to be done, these are seldom checked. The practice of taking notes and writing is absent. Students memorize teachers' hand-out notes; students are usually shy to participate in any discussion (p. 13).

In secondary schools, a traditional approach to teaching exists. Though communicative approaches have been practiced in the curriculum, most teachers prefer to follow the traditional grammar-translation method that mainly focuses on the syllabus that is to be completed within a fixed time, and the only aim is to obtain a good score in the examination. There is a remarkable gap between the learners' needs and expectations from the teachers' teaching method.

This is also true for writing skills. Students are encouraged to write only to meet

the requirements of the examinations. Although sometimes students practice under the guidance of teachers, they have limited opportunities to practice creative writing in the classroom. Teachers finish off the syllabus in a hurry, and they have the impression that everything has been done. The students prepare and answer the tests to the prescribed set of questions to pass the examination and obtain a high score. The comprehension questions also are not designed to help the learners to analyze the text.

National Curriculum and Textbook Board (NCTB) is responsible for the development of the curriculum, production and distribution of textbooks of primary, secondary and higher secondary levels in Bangladesh. The main functions of the NCTB are - to examine the curriculum and syllabus of schools and suggest revision thereof, conduct pre-test and evaluate the effectiveness of the syllabus.

Recently the government of Bangladesh has introduced many schemes to improve the quality of education. The English Language Teaching Improvement Project (ELTIP) is a collaborative project of the Bangladesh and British governments and had been established in 1997, to improve language teaching in the secondary schools in Bangladesh. The project reviews and revises the textbooks from class six to twelve and reforms examinations in English at the secondary level by training the teachers. This project is also responsible for sending some relevant, efficient personnel to the United Kingdom to have ELT training. After the training, they become the key people in preparing curriculum and textbook dissemination, conducting 'Training of the Teachers' (TOT) and planning, providing useful methodologies for ELT and for the new examination assessment.

The Ministry of Education (MoED) in Bangladesh has developed many plans and

policies for the development of education since 1971. The education system of a country is based on a range of policies with an underlying philosophy that guides the development of teacher education, curriculum and syllabus, textbooks, examination system, infrastructure and concrete targets. Though the government of Bangladesh releases many policies for the development of education, none has been correctly implemented. Misinterpretation of policies and lack of commitment by the authorities, shortcomings of up-to-date teaching materials, lack of monitoring and accountability are also responsible for the non-development of an efficient education system.

1.2. English as a Foreign Language (EFL)

English is learned as a foreign or second language in Bangladesh. In EFL/ESL conditions, the learners of Bangladesh are taught English within the classroom but they communicate with each other in Bangla outside. English is mostly learned traditionally, i.e. based on grammar-translation method in an exam-oriented manner. Sometimes, students only learn how to communicate in everyday situations in order to communicate with native speakers if they enter an English-speaking environment. They are encouraged to learn general English as they need to take part in social life. English in non-EFL/ESL situations is considered a non-essential, “secondary language” (Catford, 1965, p.165) in the society since in EFL/ESL situations the learners are in demand to adopt the English language in the class as well as for many academic and official purposes outside the class.

Language plays an important role in the negotiation of power and relationship at the interpersonal, social and global level as well. By the end of the twentieth century,

English was well on its way to become a lingua franca, widely used for international communication among the people who do not speak this language and have English as a second or third language. English is truly a global language due to a number of factors that have ensured the widespread use of English, such as - colonial history, economics, information exchange, travel and popular culture (Harmer, 2007, p. 14 - 15). Bangladesh is a monolingual country. Now, its education policy and curriculum mandate make English as a compulsory second language for its global nature. For the last two decades, Communicative Language Teaching (CLT) approach has been introduced in teaching and learning English in Bangladesh. According to linguists, CLT is one of the best approaches to second and foreign language learning. Though CLT has been implemented in the education system of Bangladesh, it remains unsuccessful. There are enormous challenges in Bangladesh for both learners and teachers in gaining proficiency in English: irregular use of English, words borrowed from other languages, and the consequentially different phonological representation (Rashed, 2012, p. 31). The following section presents the realities of and the common challenges to the learning of English in Bangladesh.

1.3. Challenges of English as a Second/ Foreign Language in Bangladesh

The following are some of the crucial factors which demand great attention in order to change the current scenario in Bangladesh.

The absence of ideal class

As mentioned already, there are more than 50 students in a class and 35/40 minutes of class time for each class. It is very difficult for teachers to teach properly. There are many problems in the classroom like- old-fashioned furniture - benches and desks which restrict movement, broken blackboard; noise from other classes, lack of aids of all kinds, interference or dominating attitude of parents, conservative headmasters and finally the lack of an effective assessment system which prevent productive learning and teaching of English. These problems can be tackled if the premium is placed on an ideal classroom, having all kinds of aids, effective materials, classwork, homework, assignment, presentations, group work and above all, encouragement of positive attitude of the teachers, parents and students alike.

Diverse Learner Population and the Learning Materials

NCTB (National Curriculum & Textbook Board) provides materials up to class XII to teachers to use for teaching. However, teachers have to cope with unforeseen problems because a class is composed of different levels of students: they are different in attitude, aptitude, intelligence, maturity, and age. Tony Writes (1987) describes four different learning styles in a group. According to him, the 'enthusiast' gives importance to the teachers in the classrooms. The classrooms are centered on teachers and are concerned with the goals of all members of the learning group, not just personal. The 'oracular' also focuses on the teachers but gives more importance to the satisfaction of personal goals. The 'participator' tends to concentrate on the group goals and group solidarity, whereas the 'rebel' is merely concerned with the satisfaction of his or her own

goals (as cited in Harmer, 2007, p. 88).

Willing (1987) while working with adult students in Australia suggested four learner categories:

1. Convergers: These students are by nature solitary and prefer to avoid groups. They like to be independent of their abilities.
2. Conformists: These students prefer language learning and its use. They are happy to work in non-communicative classrooms.
3. Concrete Learners: They also enjoy the social aspects of learning and like to learn from direct experience.
4. Communicative learners: These students are language-usage oriented. They are much more interested in social interaction with other speakers of the language than the analysis of how the language works technically (as cited in Harmer, 2007, p. 88).

Learners are different, so are their demands. Thus, the same materials are not compatible with all; nevertheless, the teachers use the same materials in the class. Most of the textbooks do not contain tasks from which learners can draw samples from the local, everyday experience. The English textbooks need improvement in the selection and gradation of vocabulary, good printing, suitable subject matter, language and style, exercises and glossary as well as the relevance of English stories to suit the culture and tradition.

The absence of trained teachers

Teachers have an important role in teaching. Sometimes teachers are democratic

and sometimes autocratic. Teachers are called upon to play different roles in language teaching classrooms. According to Harmer (2007), in the language learning classroom, a teacher needs to replicate the situation as closely as possible and then provide sufficient support to learners, to be a controller, prompter, participant, resource, tutor, feedback provider so as to identify the students' problems and should be able to switch between these roles (p.108-111). The teacher has to apply it when it is appropriate to use one or another of these roles.

Harmer also says that if we summarize the role of a teacher, it would be as follows:

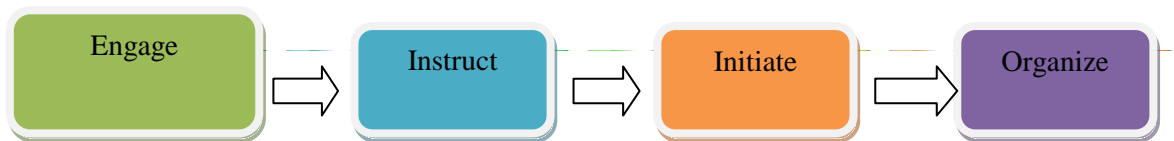


Figure 1: Role of a Teacher

(Harmer, 2007, p. 110)

In Bangladesh, most teachers of English at the secondary level are qualified in terms of credentials and training but do not have a strong background in English. Teachers give mere feedback underlining the mistakes and errors, but hardly provide any constructive comments for correct writing. Teachers are also traditionally preoccupied mostly with a dominant sense of grammatical accuracy rather than the development of ideas.

Since the Independence of Bangladesh, many policies regarding the teaching and

learning of English have changed time and again. According to Education Expert Committee Report (2002), since 1991 it has been trying to improve the quality of English language teaching in Bangladesh. But even after learning English for 13 to 15 years, the students of Bangladesh cannot communicate in English. This is because teachers at the primary and secondary level are not competent in the four language skills and that is why they do not use English as a medium of instruction in English classes. They just give importance to grammar rules and do not encourage their students to participate in any kind of pair work or group discussion.

Monolingual country

In the Indian subcontinent, the use of English commenced with the establishment of British colonialism more than 200 years ago. At the initial stage, the reasons behind using English were linked with business among the people of different linguistic backgrounds. With the development of business and communication, the demand for English rapidly grew and it gradually became the medium of communication in the field of education, administration, politics, and so on. This declaration immensely influenced the educational institutions like colleges, madrasahs, universities and so forth. English was firmly established as the academic and the official language of India from the beginning of the twentieth century.

Haque (2008) remarks that after the Partition of India and Pakistan in 1947, English continued to play a very important role in multilingual West and East Pakistan. The language movement for the status of Bangla language infused a strong feeling of linguistic nationalism among Bengalis. In the end, the government had to accept Bangla

as one of the official languages. Despite such a scenario, English retained the same power and position in the field of education, administration and politics in West and East Pakistan from 1947 to 1971. During this period, English was taught as a second language (p. 26).

After the Independence of Bangladesh in 1971, the position of English seriously suffered because of the strong nationalistic sentiment for the Bangla language. Bangla was given the status of official language and made the medium of instruction in 1972. Because of the government's declaration, Bangla got constitutional recognition and began to be used in almost every sector of national life; at the same time, English came to be treated as a foreign language. One problem for the national language policy is the mindset of people - there is a sentiment for Bangla because of life sacrifices in 1952 and its crucial role in the Independence of the country in 1971. Learning English is considered as an antagonistic activity, and not complementary, also because of the British colonialism of two centuries. This is the result of the colonial tradition with its prolonged usage of English as a tool of divide and rule policy. Even now, English is being taught as a foreign language at different levels of education. This makes language planning a highly complex and emotional issue.

Colonial mindset

The colonial legacy continues in the field of education. The colonial mindset has made the people dependent on other countries and agencies. The colonized people feel that the ideas and materials of the colonial country are innovative and that the colonizers are the best policy makers in the field of education. All the committees and commissions have tried to adopt and adapt to the colonial model. It is very culturally-biased. Therefore, the students of Bangladesh suffer: sometimes they cannot match with these adapted models and they do not feel interested in learning the English language.

Political compulsion

In the age of globalization, English has become a means of power and exploitation (Haque, 2008, p. 5). As a result, there is no proper planning at the political level for coordination among various agencies like the government, the policy makers, planners, and the universities in the implementation of suitable policies.

In 1988, the Bangladesh National Education Commission Report gave a frustrating picture of proficiency in English among learners- it found that majority of the students are not achieving a satisfactory level of proficiency in English. Until 1980, English was taught as a compulsory subject in BA Honours' and BA Pass Course, but it was discontinued from 1981 onwards. However, in 1992, the Bangladesh Government passed an act to reintroduce English as a compulsory subject for all BA Honours' and BA Pass Course students.

The first public university, The University of Dhaka, was established in

Bangladesh in 1921. According to the website of UGC of Bangladesh (2011), there are 31 public and 54 private universities in Bangladesh. Almost 70% students in tertiary education study in public universities; however, the universities seem to have lost their appeal because of students' politics, political influence, session jam and mismanagement on the part of the authorities.

Imported methods

Imported methods of teaching are being used in Bangladesh. Most of these methods have been developed in native speaking countries like the United Kingdom or the United States of America. However, they are proving to be ineffective in ESL or EFL context. The popular methodologies of English language teaching are GTM (Grammar Translation Method), Direct Method, Audiolingualism, PPP (Presentation, Practice, and Production), CLT (Communicative Language Teaching), TBL (Task-Based Learning) and so on.

Most of these methodologies are not suitable in this country because of a number of factors, namely- non-availability of ideal classes, an absence of trained teachers, lack of infrastructure and other facilities, socioeconomic factors, etc. Some other factors are also involved, such as students' personality, maturity, proficiency level, and age. Because of all these different aspects, most of the methodologies are inappropriate for the students.

As Pennycook (1998) observes "We need to see English Language Teaching located in the domain of popular culture as much as in the domain of applied linguistics. Our attitudes to the language and to the way it is taught reflect cultural biases and beliefs

about how we should communicate and how we should educate each other” (as cited in Harmer, 2007, p. 77).

Harmer (2007) also comments that context-sensitive teachers try to create a bridge between their methodology beliefs and the students’ preferences (p. 77).

The language professionals in Bangladesh have not yet developed appropriate methods and techniques for teaching English based on local wisdom and classroom experience.

Examination oriented teaching pattern

The examination-oriented teaching patterns do not have any practical impact upon the learners, for various reasons (Jayanthi, 2011, p. 293). Teachers complete the syllabus in a hurry and they have the impression that everything has been covered. After that, the students prepare and answer the examination. The comprehension questions also do not help the learners to critically analyze the text.

The questions of the secondary level examination include multiple choice questions from the passage, dialogue writing, narration, summarizing, filling in the gaps for a vocabulary test, re-arranging, paragraph writing, letter writing, etc. For English first paper and second paper examination, students need to answer grammar-based questions to measure their grammar and language proficiency.

Comprehension type questions are too easy because the answer can be lifted directly from the text with no real understanding; the subject matter is inappropriate for learners of this age and intellectual level, the dialogue is too formal and not the

representation of everyday speech. They also try to memorize the dialogue because they are not taught the negative effects of memorization.

The present examination type is based on memorization and reproduction. It does not test the competence of the learners' abilities. English proficiency is measured only through written examination. It is equally important to review the speaking and listening skills. If students develop their speaking, listening and reading skills, they will be able to use the language properly. However, very few steps have been taken to resolve these problems and establish the aims of teaching English through proper assessment.

Lack of infrastructure and facilities

The infrastructure of the typical classroom is poor. Many schools do not have enough pieces of furniture to accommodate all learners. Majority of the schools are not well-equipped with teaching aids. They do not have simple visual aids such as- charts, good blackboards, pictures, etc. The non-availability of the right type of teaching materials and audio-visual aids like a tape recorder, sound system, and filmstrip etc. make the teaching of English ineffective. Teachers also fail to make language classes lively and interactive.

Socio-economic factors

Bangladesh is one of the most densely populated countries in the world with more than 160 million people. She is a developing country. Her per capita income in 2014 was estimated to be the US \$ 1190 per year and the latest literary survey report of Bangladesh Bureau of Statistics (BSS), the country's literacy rate is 61.5 % (Chowdhury and Haque,

2014, p. 4). These figures represent huge challenges involved in continuing to provide universal education, especially in rural areas where the dropout rate in schools is skyrocketing. As Said (1978) observes, developing countries continue to struggle with poverty, financial crisis, internal strife, dissent and movement for autonomy, natural disasters and cultural hegemony on the part of former colonial countries (p. 13). Being a developing country, Bangladesh is also struggling to cope with these challenges. Literacy plays an important role in these conditions. The issues of social and educational interest are related to economic growth. In education, schools, as well as teachers, are facing challenges in trying to shape the students into global citizens. However, this scenario is changing fast due to the initiatives taken by the government in recent years.

Unsuccessful implementation of CLT

According to Nunan (1992), CLT (Communicative Language Teaching) is the most suitable approach to second and foreign language learning in Bangladesh. This approach is real situation based, on the reason that learners can learn the language through social interaction with each other and it makes them socially and linguistically competent.

CLT was first introduced at the secondary level and the textbook “English for Today” was revised according to CLT format. It was also implemented at the higher secondary level education in 2001.

Though CLT was put into action in the Bangladeshi education system, it remains unsuccessful as per the reports from local ELT practitioners (Hamid and Baldauf, 2008, p. 16). It is because of the lack of trained teachers. They cannot follow CLT properly and

have little opportunity to develop and update their linguistic and teaching skills. Teachers at the primary and secondary level are less competent in the four English language skills and that is why they do not use the English language as a medium of instruction for English classes.

There are other noticeable matters as well. The teachers are confused about the constituents of communicative activities in the classroom. Some constraints make CLT ineffective in Bangladesh. These are - poor knowledge of vocabulary, reluctant usage of English both inside and outside of the classroom, non- cooperation of the learners, economic constraints, classroom size, administrative setup, infra-structural limitations and cultural conflicts.

How English is taught and learned in Bangladesh remains dis-satisfactory to all. The low standard of English in the country has always been a matter of concern to all language learners and teachers. The progress is remarkable in terms of economy and education since the birth of the country. The people of Bangladesh can improve their English teaching and learning situation too.

1.4. Scenario of the Writing Classes

The traditional teaching methods in the writing classes at the tertiary level in Bangladesh will be analyzed, as it would be relevant for Bangladeshi learners and teachers to be aware of it. Furthermore, it will be analyzed in order to infer whether it is good for Bangladeshi students or not.

A writing course intends to increase the EFL/ESL learners' ability at the tertiary level to write competently, receptively, and productively, in different contexts. It

considers that the learners have already learned English as a compulsory subject at the secondary level. After all, the learners should have the competency to use the language in essential situations and write in English for academic purposes.

The learners are assigned with different writing activities to practice, having applicability to specific functions. These writing tasks are practiced with models that make it easy to produce a new text of the given function appropriately. However, these models do not always match with the context and therefore the language does not present the real situation. Accordingly, there is a realization of the lack of a practice in which there is the processing of authentic texts relevant to the Bangladeshi learners' cultural and prospective context. It is a burdensome task for Bangladeshi learners. Accordingly, this may affect the conventional teaching of writing.

In most of the writing courses, teachers follow traditional techniques. These prepare learners only for the examination. Sometimes, teachers do not provide any guiding comments. They allow the learner to work individually, not in pairs or groups. Besides, they do not encourage the learners to follow the composing processes, and by that, overlooking their roles as facilitators. Most of the writing tasks concentrate on the grammatical aspect of the given text-type and reordering. These writing tasks do not benefit the learners to figure out the authentic activities of writing since they do not intend to follow the process of writing.

Writing courses are not designed for an investigation of the Bangladeshi students' and teachers' needs. These deal with the subjective judgments of the text books writers.

Subsequently, separate focus on the traditional product approach that follows a model text, grammar, cohesion, etcetera, would have no opportunity for the process of

writing to take place since the duration of the class time is limited. In such a way writing courses are not sufficient to meet the students' writing needs.

1.5. Current English Language Needs in Bangladesh

As Harvey (1990) comments, global literacy skills, namely proficiency in English and technology, have affected globalization, which has profoundly impacted the political, socio-economic and cultural dimensions of our society (p. 112). In response to changes brought about by globalization, all countries are attempting to ensure the adequate equipment of global literacy skills. As Crystal (2003) observes, English has become the “de facto lingua franca of international communication and a much sought-after commodity” (as cited in Chaudhury, 2009, p. 60). In Bangladesh, English is the language of the educated elite and not commonly used in daily interactions. Yet the corporate world needs a workforce that is competent in English.

Given the crucial demands for English at the work-place, public and private universities have to comply with the demand of the industry if they want their graduates to be employable. In order to improve the English proficiency of graduates, compulsory EAP (English for Academic Purposes) courses have been implemented for the first semester students in all public and private universities from the 1994-95 academic session, in accordance with the Ministry of Education and Grants Commission' instructions (Chaudhury, 2009, p. 61). Now, Bangladesh is faced with the grim reality of lagging behind neighbouring countries which are moving ahead in terms of access to the world market. With a stance of “pragmatic liberalism”, English has been accepted as a modern- day asset and is considered to be of key importance to national development and

socio-economic advancement (Rahman, 2007, p. 210).

In Bangladesh, English language experts design English language courses for both public and private universities. Keeping in mind the relevance to current times and the expectations of the teachers and students the experts construct and mould new course outlines.

1.6.Purpose of the Study and Research Question

The study's objective is to suggest a compound approach and provide analytical evidence of the results of its implementation in teaching L2 writing to Bangladeshi tertiary-level students. Such goals are translated into one research question and the following three sub-questions:

Is the combined approach convenient for the students?? In other words, will the writing ability of the students improve if teachers encourage them to use a combined approach to learn academic writing strategy?

The main research question gives rise to three sub-questions:

- Does the combined approach to teaching academic writing enable students to produce a high-quality written text?
- Do the students incorporate their awareness of the written products in the process of writing?
- Are the students' attitudes and perceptions positively affected by involvement in combined approach learning settings?

This research is intended to present exploratory data on the effectiveness of a combined approach in stimulating the writing ability of L2 writers and acquiring the skills needed to cooperate with L2 writing from a larger context.

Chapter Two

Literature Review

- 2.1 Teaching Writing a Foreign Language
- 2.2 English for Academic Purposes (EAP) and EAP Writing
- 2.3 Need Analysis and Evaluation in EAP Writing
- 2.4 The Theoretical Background of the Study
 - 2.4.1. Major Approaches to the Teaching Writing
 - 2.4.1.2. Product Approach
 - 2.4.1.3. Process Approach
 - 2.4.1.4. Genre Approach
- 2.5 Comparing Product, Process and Genre Approach
- 2.6 The Act of Combining: Writing in a Combined Approach

2

Literature Review

2.1. Teaching Writing as a Foreign Language

In EFL (English as a Foreign Language), context writing is a much-neglected skill. It is practiced only in academic settings, and research in L2 writing is relatively new. While holistic language teaching is widely talked about, it remains an ideal to look up to because it is hardly practiced.

Writing is the most difficult skill for L2 learners to master. The difficulty lies in the generation and organization of ideas and the transformation of these ideas into a readable text. The process of writing is highly complex for the L2 writers because they need to pay attention to planning and organizing as well as spelling, punctuation, word choice, grammar and so on. It becomes all the more difficult if the student-writers are at a lower level of language proficiency. Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perception of themselves and the world.

Various reasons have been given by researchers in order to prove the effectiveness of instruction in the development of writing skills. Krashen (1984) makes the following

point “the rules that describe written language ... are simply too complex and too numerous to be explicitly taught and consciously learned” (p. 27). He gives three reasons for this. First, that the rules have not been described adequately; secondly, the rules which are known are simply too complex, and many are to be taught in a context of writing or language instruction, and he goes on to add what is possible for a learner (p. 22-27). He further says that “conscious learning can be called on in language production” (p. 27).

Raimes (1983) mentions that “teaching writing helps to reinforce the grammatical structure, vocabulary and such other aspects of language” (p. 259). It inspires learners to be imaginative and audacious when they start composing; they write without any distraction. Their deliberation is on forming an attempt to express ideas by using the hand, brain, and eyes.

Knapp and Watkins (2005) believe that “the systematic functional linguistic methodology will prepare English Language Learners (ELLs) to succeed as writers and to compete with mainstream classroom and high-stakes writing assessments” (p. 11). According to them, “there are five areas that are often associated with the high-stakes assessment of writing: describing, explaining, instructing, arguing, and narrating” (p. 12). Here we are reminded that learning to write is “a complex series of processes that require a range of explicit teaching methodologies” (p. 14).

A study conducted by Hedge (1988) observes that “the process of writing is involved in producing organizing, and conceptualizing pieces of writing, and the focus is on the purpose and the audience”. According to her, “there are several types of writing, such as personal writing, social writing, etcetera, which can be used to enhance the writing skill”

(p. 8). She says that “every writer should be familiar with different conventions of the written text, as it helps them to present distinct purposes of writing, which they might come across in or outside the classroom” (p. 9). Raimes (1983) and Hedge (1988) both agree that teaching writing helps the learners to experience a unique technique of learning while attempting different kinds of texts. When a writer composes, he/she tries to make use of prior knowledge of the language and establishes similarities between old and new information. He/ she also creates a link as required. As a result, the study of different texts helps the learners execute their future needs in real life.

So far in the discussion, the studies dealt primarily with writing, without making any differentiation between writing in the mother tongue and writing in a foreign language. However, there are differences, particularly in the learning situation between L1 and L2.

According to Byrne (1979), “one learns to write in mother tongue at school, generally between the ages of five to seven. By this time the learners have well-developed command over their spoken language, which is adequate for their social requirements, but their knowledge of the written language is still very insufficient and it is a new experience for them” (p. 6). He further observes that most children do not enjoy writing, even in their mother tongue. The reasons that he gives are:

- “Certain types of writing tasks involve projection into adult-type roles, which the learners find difficult to cope with.
- Writing has little value as a form of social interaction outside the classroom.

- The learners lose the practice of writing once they leave school, partly because of the nature of writing and partly because of the notion that writing has little value out of school as a form of social interaction, and as a result of which they cease to use this skill” (p. 7).

Although the above discussion focuses on the difficulties of writing in the mother tongue, it is also applicable in case of a second language, wherein the problem is likely to be acute since the learners have limited exposure to the second language, especially those with a background of a regional language as the medium of instruction.

Since writing is considered a complex skill both by mother tongue and foreign language learners, writing in second language demands to be regularly learned, for which guidance is required. The complex nature of writing as explicated by many researchers stems from a number of factors that influence the teaching-learning situations. Therefore, the nature and degree of complexity vary in different contexts.

Zamel (1987) explains that research has been done through a classroom project using an ethnographic method to realize the relationship between the act of writing behavior and writing pedagogy. She goes on to say that they proved with evidence that there was a need to get a learner-centered approach in the curriculum.

Zamel has pointed out that this research has helped to understand how contextual factors influence the development of students’ writing. She adds that contemporary research proposes that teachers should study and examine the link between teaching and writing.

After all, teachers can play an essential role in the process of composing by monitoring the whole process to offer help in the form of feedback and accordingly

strengthen students' writing development.

This study concentrates on academic writing since, as Jordan (1997) justifies, "it takes up much of the students' time while studying and is associated with difficulties" (p. 2). So, students can realize the importance of academic writing. Jordan quotes a variety of approaches and types of practices for academic writing. He clarifies that "these approaches are sometimes based on purpose and sometimes on personal preference"(p.3).

Jordan justifies that "most of the EAP writings are extremely product-oriented, as the ways, the ideas are arranged and expressed elaborately" (p. 5). He advises that learners should understand first and then learn to use them. Accordingly, this study will endeavour to make the best use of the major approaches to writing, discussing their advantages and disadvantages and come up with a new approach that will incorporate the strengths of all these approaches.

2.2. English for Academic Purposes (EAP) and EAP Writing:

Academic English is, for the most part, a written language. In general, it is confined to the realm of the serious: textbooks, academic or technical works, and most essays at university. Academic English tends to be impersonal and precise, and often uses long, carefully constructed sentences; the formal writer will avoid contractions and abbreviations and will use a more specialized and complex vocabulary than that employed in everyday speech.

Writing academic English refers to a formal style of expression, namely a formal tone, use of the third-person rather than first-person perspective, a clear focus on the

issue or the topic rather than the author's opinion, and precise word choice. It can be said that academic writing is linear, which has one central point or theme with every part contributing to the main line of argument, without digression or repetitions. Its objective is to inform rather than entertain. Therefore, it is the standard written form of English.

Academic writing is arguably the most important language skill at university because students' grades are largely determined by their performance in written assignments, tests, and examinations, or graduation thesis. Therefore, equipping tertiary English students with knowledge of academic writing is quintessential.

Carlin (2005) defines "EAP as terminology applied in academic settings, where the language is used for the formal academic setting" (p. 85). According to Blue (1988), "EAP is subdivided into two parts: English for General Academic Purposes (EGAP) and English for Specific Purposes (ESP)" (as cited in Carlin, 2005, p. 85).

Jordan (1997) divides ESP into English for Occupational, English for Vocational, English for Professional Purposes (EOP/EVP/EPP) and English for Academic Purpose (EAP). However, he makes use of a distinctive terminological structure. Jordan clarifies that listening and note making are examples of study skills, whereas "the language structure, vocabulary, and particular skills for a particular subject" (p. 5) are examples of a particular subject-specific language. He further makes it clear that subject-specific language includes the "register, discourse, and genre analysis" (p. 6).

These different definitions of EAP, when examined closely reveal that EAP is a well-defined term and not ambiguous or confusing.

Figure 2 displays the general divisions of ESP and it indicates that language skills: the receptive (reading and listening) and productive (writing and speaking) are imperative for all languages and that English may be divided into two branches: English for general purposes and English for social purposes.

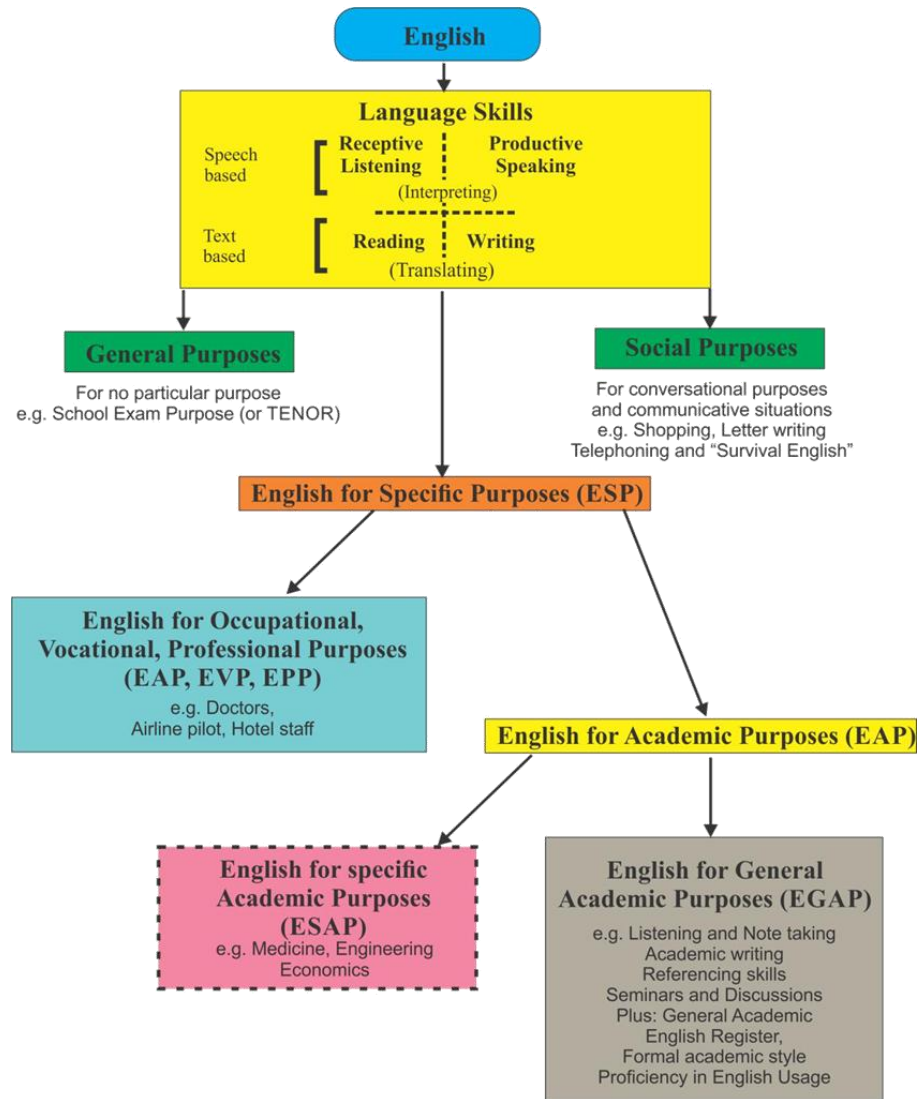


Figure 2. EAP and study skills: definition and scope

This figure signifies the two leading divisions of ESP, i.e. English for Academic Purposes (EAP) and work or training i.e. English for Occupational Purposes (EOP) and English for Professional Purposes (EPP).

Nevertheless, it is clear from this figure that EAP is subdivided into two, English for Specific Purposes and English for General Academic Purposes. Such subdivisions appear to be improper since English for general purposes incorporates the social demands and consequently, this type of subdivision might not be essential and accordingly is repetitious. The reason is that English for academic purposes teaches all the fundamental language proficiencies like- listening, note-taking, and referencing, seminar, etc.

The figure also displays that English for the general-purpose has no noteworthy significance in school. That is, the teaching of English in schools has no intent to attain creative or free writing skills since it is done for the exams. This may be because the aim of the teachers who are highly dependent on the prescribed books is only to finish the book from the page first to last. They emphasize model text and grammatical rules, not on free or creative writings. Hence, students become copiers, not writers. Therefore, teachers prepare the students for the exam but not for the situations beyond school/university.

However, in Figure 2, it is clear that EAP is divided into two divisions, namely, English for General Academic Purposes and English for Specific Academic Purposes. But having such a division seems to be inappropriate because from the above discussion it is apparent that English for General Academic Purposes is necessary for all academic disciplines. Hence it can be said that core academic skills come first and then the specific

work.

Interestingly, Hutchinson and Waters (1987) suggest that EAP writing courses should follow a common course because of these causes: skills and language are the same across a range of disciplines, low proficiency learners need a core of basic English first, language teacher lacks the expertise and confidence to teach subject conventions, and students will learn best from who have a solid grounding the subject matter (p.16-18).

Evans and Morrison (2011) conducted a survey wherein they interviewed 28 First Year undergraduate students from Hong Kong Polytechnic University based on a longitudinal study. They found writing (academic style, cohesion, and grammar) to be the most problematic skill, with a lack of rich vocabulary:

From the perspective of higher education studies, the scholarly and pedagogical work of ESP professionals has generally not been informed by insights divided from research into first-year experience, as indeed is apparent from a cursory inspection of the references section of the major state of the art reviews, edited volumes and book length reviews such a lacuna in the literature might be seen as particularly puzzling given in the centrality of need analysis and need sensitive instruction in the ESP enterprise and the importance of the first year as the focus of language enhancement at university, in the shape of pre and in-session courses in EAP (p.199).

Hence, students may be good in IELTS, but when they try to write an academic paper, they do not know how to write it. The language teaching needs to be closer to

actual usage. Institutional constraints may require a general academic writing course to be offered. More empirical evidence is needed to form a closer liaison with departments. Collaboration with subject specialists is needed to find out the actual needs of the students.

2.3. Need Analysis and Evaluation in EAP Writing:

The EAP field is concerned about learners' needs, which are important factors in deciding the course objective. Through need analysis, it is possible to measure students' needs. Need analysis serves as a tool for the identification and justification of an EAP writing course. Hyland (2003b) describes needs analysis as "this kind of information: the means of establishing the how and why of a course" (p. 58).

Several Bangladeshi researchers and curriculum experts (including Chaudhury, Rahman and Hasan) feel that there is a lack of comprehensible and tangible data on the needs of tertiary level Bangladeshi learners. This is also true for EAP.

Rahman (2007) articulates that

The syllabus needs to be revised and developed...the content of the syllabus needs to be outlined clearly...the current syllabus does not specify course objectives...the contents of the syllabus need to be rewritten keeping in mind the needs and demands of the students...before revising the syllabus a needs analysis could also be carried out to determine the student's needs (p. 226).

Many studies have reviewed the needs of EAP students in various ways, for

instance, Cai's (2013) study on needs for academic writing instruction in English major in China. Taking into account the special context where postgraduates receive their ELT education, with academic writing being the most urgent need for the completion of their studies, they were chosen as the group of study. He hoped that this study would serve a window for investigating the transformation of the College English unit, which is becoming a need-based institute, helping postgraduate students get recruited in international schools across disciplines. In this study, 50 participants were selected from first-year MA students. This group of students was selected based on two criteria: a) they were the same cohort who would participate in a new EAP programme and b) they represented the group of students who have the most urgent need in learning academic writing for their current studies and future careers. This research was conducted by questionnaire responses and focus group interviews.

The questionnaire items were divided into three major sections. Section I (necessity) focused on investigating students' motivation for learning academic writing and the importance of different academic genre. Section II (lacks) exposed students' perceptions of the difficulty of 18 important academic writing skills. Section III (wants) first enquired about students' attitudes towards previous academic writing courses and further questions were focused on the aspects of knowledge (language problems or general writing skills) they would like to bring in their new academic writing course. The focus group interview was conducted with six students.

From the detailed questionnaire and focus group interview data, mainland Chinese students' needs in learning academic writing were suggested. Besides, target needs and

the difficulties that the students have in academic writing skills, in general, were also identified. The skills students find difficult were those less taught in their previous academic writing courses. Reviewing and critiquing were perceived as the most difficult general academic writing skills while using proper academic phrases and style were the most difficult language-related problems. As a result, in a proposed new course, they would like to receive more help in these aspects. As to how the knowledge should be delivered, they showed a preference for extensive reading of authentic research papers followed by a group discussion in class.

Cai's (2013) study has two main pedagogical implications. The first implication is that an EAP genre-based pedagogy could be a possible and promising solution for EFL learners in mainland China or other Asian countries with a similar problem in academic writing. The other implication is that to effect such change, teachers and instructors in the undergraduate English departments in these contexts may need to consider transforming their thinking about academic writing instruction into an EAP and ESP oriented mode.

The result showed that this study gave more importance to lexical phrases, academic vocabulary, structure, coherence, etc. than to planning, organizing, drafting and revising. This strategy is bound to make students copiers, not writers. In this study, it is also seen that when students were asked, which among the eight text types would prioritize preference, research paper/ reports were of the highest concern (75%), followed by the case studies (Cai, 2013, p. 9). Therefore, my research suggests that some core academic writings such as- assignment, term paper, review article, critique, theses, and research paper need the complementary use of all approaches (product, process, and

genre).

Another problem with Cai's (2013) study is that the sample size is relatively small, as this study was targeted at developing a contextualized approach to teaching academic writing at the target university. Besides identifying target needs and difficulties in academic writing, Cai's study seems to be incomplete since it just mentions the learner's necessity, lacks and task but not the teachers whose role in the process ESL/FL teaching /learning cannot be ignored. The teachers also understand the environment the students live in and the needs of such an environment.

A similar study has been made by Chaudhury (2009). Her study tries to examine the students' EAP learning needs, lack and wants problems and difficulties, and preferences of classroom teaching style and teachers' perception of students' language skills. This study implies future EAP courses and may serve as a springboard for discussion of the major areas highlighted in her study. Questionnaires were given to 60 second-year students from the Department of History, Philosophy and Linguistics at Humanities Faculty of Dhaka University in the 2006-2007 academic sessions. Subsequently, corresponding questionnaires were given to 30 subject teachers belonging to these departments. Classroom observations were also used to clarify questionnaire findings. The Humanities students' perception regarding EAP skills is presented in this section.

The following findings achieved statistical significance:

1. The specific EAP needs of the students of the Humanities Faculty.
2. Areas of difficulty

3. What teachers expect the courses to enable their students to do
4. Whether the courses offered by various departments reflect teachers' expectations and needs.
5. The strengths and shortcomings of the present language courses
6. Areas in need of improvement.

This study raises awareness as it brings to light and provides information to teachers, curriculum experts and decision-makers about what has happened during the courses.

The consequence of Chaudhury's (2009) research concerns extensive significance for ESL teaching and the students' needs. The first implication is that all EAP teachers should not expect that all tertiary level students have the same needs. The needs of linguistics students will differ from the needs of the students of Philosophy or History. This study avoids the great linguistic variation through disciplines.

The second implication is that questionnaire was given to the 30 subject teachers for finding out the students' needs in English, but students' needs will be understood better by the teachers who have a solid grounding in the subject matter. Thus, students' needs and attitudes should be considered on the basis of the research and their need analysis; a teacher can provide the intuition on what should be taught to the students in a particular context. Carkin (2005) makes clear the criticism suggested by Nunan (1989). She criticizes the faculty surveys which set aside the analysis of the students' experience relying on the faculty's limited understanding of ESL students' difficulties.

The above-discussed studies largely resemble the present study, as their results show the importance and needs of academic writing and raise awareness to the teachers, curriculum experts and decision-makers. The findings of these studies are about students' academic writing needs, lack and want; problems and difficulties, and preferences of classroom teaching style and teachers' perceptions about students' language skills. The present study does so, and as a solution to these problems gives importance to the meaning or content, which enhances the language form as the student goes on writing. This significance is recommended by the process approach which deals with content. This sense of importance may be acquired through the practice of writing without worrying about grammar or accuracy.

But these studies are also different from my study, since, the study by Cai (2013) does not incorporate the teachers, whose role in the process in EFL teaching is very important. Cai's study also gives more importance to structure and language form than content and meaning. On the other hand, the study by Chaudhury (2009) avoids the great linguistic variations through disciplines.

Hasan (2011) has also researched teaching second language writing at the tertiary level in Bangladesh private universities. It was carried out with 90 students of BBA, Science, and Engineering departments, who enrolled for a course known as Composition and Communication Skills at United International University, an upcoming private university in Bangladesh. This research shows the strengths and weaknesses of the product, process, and genre approaches to writing and proposes an integrated one to teaching English writing to private university students. It attempts to address the major

problem related to University entrants – ‘English Writing: Linguistic Accuracy’. This paper suggests that the three approaches are best suited to serve Bangladeshi private students in learning to write accurately in English.

The stated goal of this course is to prepare students to have the ability to write correct, error-free compositions. The course ran twice a week for 90 minutes over a twenty-week semester.

This study, however, has some relevance to the present study, since the result of this study reveals the significance of the content in writing a composition. This research also suggests using all the approaches to the teaching of second language writing at the tertiary level.

The outcome of this research involves general implications for ESL teaching and learning methodologies. The first implication is that this research targets only the non-major English students of the private university. However, public university students have similar needs. Chaudhury (2009) confirms this in her study, which focuses on identifying the specific English language as well as the needs of students and teachers whilst writing in English, belonging to different departments of the University of Dhaka and finds the effectiveness of the current English courses.

The second implication of this study is that only a single method has been applied. Moreover, the study seems incomplete since it just mentions the learners and their tasks but not the teachers’ perceptions and opinions. Students may have needs that are different from the teachers. Accordingly, teachers and students should be surveyed to that their needs may come in line with each other. It is this constraint that the present study tries to

refrain from. It tries to explore both the teachers' and students' needs.

As Nunan (1989) says the students' and teachers' needs may not be the same and both teachers and students should be involved in need analysis to achieve relative needs (p. 75).

The third implication of this study is on the basis of the results: it is not essential for students only to meet a communicative language need but also to have an academic purpose.

The fourth implication is that this study only targeted students from BBA, Science, and Engineering sections, who, except for a minority that aspired to apply for studies abroad, do not seem to have much of a practical need to learn academic writing, as most universities in Bangladesh do not require these students to write an undergraduate or graduate thesis in English. For most English major students in Bangladesh, it is required only for writing an assignment. Cai (2013) said that for postgraduate English majors, academic writing is the most urgent need for their studies. However, Hasan's study ignores that huge group.

Nordin and Mohammad (2017) also suggested implementing a process-genre approach in ESL writing classrooms. It ensures the usefulness and power of process writing pedagogy (pre-writing, drafting, feedback, and revising) which cannot be replaced by only a genre approach or product approach. They clarified that these two approaches can instead be seen as complementing each other rather than opposing. They also recommended further studies employing a variety of research methods to investigate the impact of the combined approaches in ESL/EFL writing classrooms.

The present research gives importance mainly to the content, which enhances the language forms. This importance is suggested by the process approach which deals with content. This sense of importance may be developed through the practice of writing without worrying about grammar or accuracy.

For further research, future studies should investigate how students react to the difference between the communicative discourse of the class and the informational prose of the teaching techniques. Teachers' reactions should also be given some attention as to how they react in the classroom and also to how they use interactional features while teaching.

2.4. The Theoretical Background of the Study:

This section will focus on writing approaches, briefly highlighting all the product, process and genre approaches. After that, it will discuss the comparison of the three approaches and their complementary use in developing writing.

2.4.1. Major Approaches to the Teaching of Writing:

EFL or ESL teachers use many approaches to the teaching of writing. Earlier, the product approach had used most of the teaching in EFL/ESL classrooms. Now, process and genre approaches have also emerged and practiced the teaching of writing to a great extent. This segment of this chapter discusses these three approaches with their strengths and weaknesses. This study offers some discussion of these approaches and argues for a synthesis that draws on all three. It covers both linguistic factors (how the approaches conceptualize writing) and educational factors (how the approaches conceptualize learning to write).

2.4.1.1. The Product Approach

Many researchers have explained the product approach and discussed their characteristics. Pincas (1982a) says that “product approaches see writing as being primarily about linguistic knowledge, paying attention to the appropriate use of vocabulary, syntax and cohesive devices” (p.72).

Hedge (1988) defines this approach as “the futures of written text”. She thinks, it incorporates the skills of “getting the grammar right, having a range of vocabulary, punctuating meaningfully, using a range of sentence structures, linking ideas and information across sentences to develop a topic, developing and organizing the content clearly and convincingly” (p. 8).

Jordan (1999) also believes that “in this approach, the learners follow a model and exercises to understand its important features”. The learners are then advised to write “a similar or parallel text” (p.165). Tickoo (2003) makes it clear that “this approach pays attention to the final product of a student’s writing without helping the learner to know the process which successful writers use” (p. 63). In this approach, he explains, “the learner learns the rules of grammar and how to use them in his/her writing” (p. 64).

Badger and White (2000) note that "product-oriented approaches see writing as being primarily concerned with knowledge of language structure, and content writing as predominantly the outcome of imitation of input, in the form of texts afforded by teachers" (p. 154).

In this approach, Pincas (1982a) clarifies, “learning how to write has four phases:

familiarization, controlled writing, guided writing and free writing” (p. 75). In the familiarization phase, “learners are familiarized with certain features of a particular text” (p. 76). In the controlled and guided writing stages, the learners work out the language skills with a little help of the teacher and it makes them ready for free writing in which the learners practice real writing activities such as writing letters and essays (p. 77-78). Similarly, Hyland (2003b) says that “product approach is a four-stage process: in the familiarization stage, students practice certain grammar and vocabulary through a text” (p. 3). In the controlled writing stage, students use or practice the exercises in a skillful way “fixed patterns from substitutes tables”. Guided writing in which students imitate some given text. He says “the guided writing stage is considered as a bridge between controlled and free writing” (p. 4). Free writing is the last stage. Here, students write freely without stopping. According to him, writers use “the patterns” (p. 5) in their writings.

Pincas (1982a) sees learning as ‘assisted imitation’ (p. 24) which adopts many techniques, where learners respond to a stimulus provided by the teacher. However, her comment that, at the stage of free writing, “students should feel as if they are creating something of their own” (p. 110) suggests a view of the learner as being ready to show rather more initiative. (as cited in Badger and White, 2000, p.154).

In the criticism of the approach, Tickoo (2003) says “in most cases, such classroom writing denies the learner an opportunity for self-expression” (p. 63).

Discussing the weakness of product approach, Badger and White (2000) claim that “the process skills, such as planning a text, are given a relatively small role, and that

the knowledge and skills that learners bring to the classroom remain hidden. On the other hand, the strengths of product approach are that they recognize the need for learners to be given linguistic knowledge about texts, and they understand that imitation is one way in which people learn” (p. 157).

2.4.1.2. The Process Approach

The many definitions of the process approach vary greatly from a prescriptive, linear formula for producing a paper on one end of the spectrum, to a recursive undertaking involving a series of problem-solving tasks and step on the other end. Silva and Matsuda (2001) describe the process approach as “an approach that emphasizes teaching writing is not a product but a process; helping students discovers their own voice; allowing students to choose their own topic; providing teacher and peer feedback; encouraging revision and using student writing as the primary text of the course” (p. 67). Flower and Hayes (1981) present another widely accepted model of the process approach as a “planning-writing-reviewing framework” (p. 369).

“In process approach, writing is seen as a process and it places importance on linguistic skills such as planning, revising and drafting than on linguistic knowledge such as grammar and text structure” (Badger and White, 2000, p.154).

There are different opinions on the writing stages that “a writer goes through while writing a text, but a common model identifies four stages: pre-writing; composing/drafting; revising; and editing” (Tribble, 1996, p. 39). “There is a cyclical process in which writers may return to pre-writing activities, for example, after doing some editing or revising” (Badger and White, 2000, p.154).

According to Kroll (2003), "many activities of the process approach taking place in the L2 writing classes are significant" (p. 57). Therefore, " the writer can use these practices as many times as the need" (Tribble, 1996, p. 38). Figure 3 clearly demonstrates the four stages of the writing cycle method.

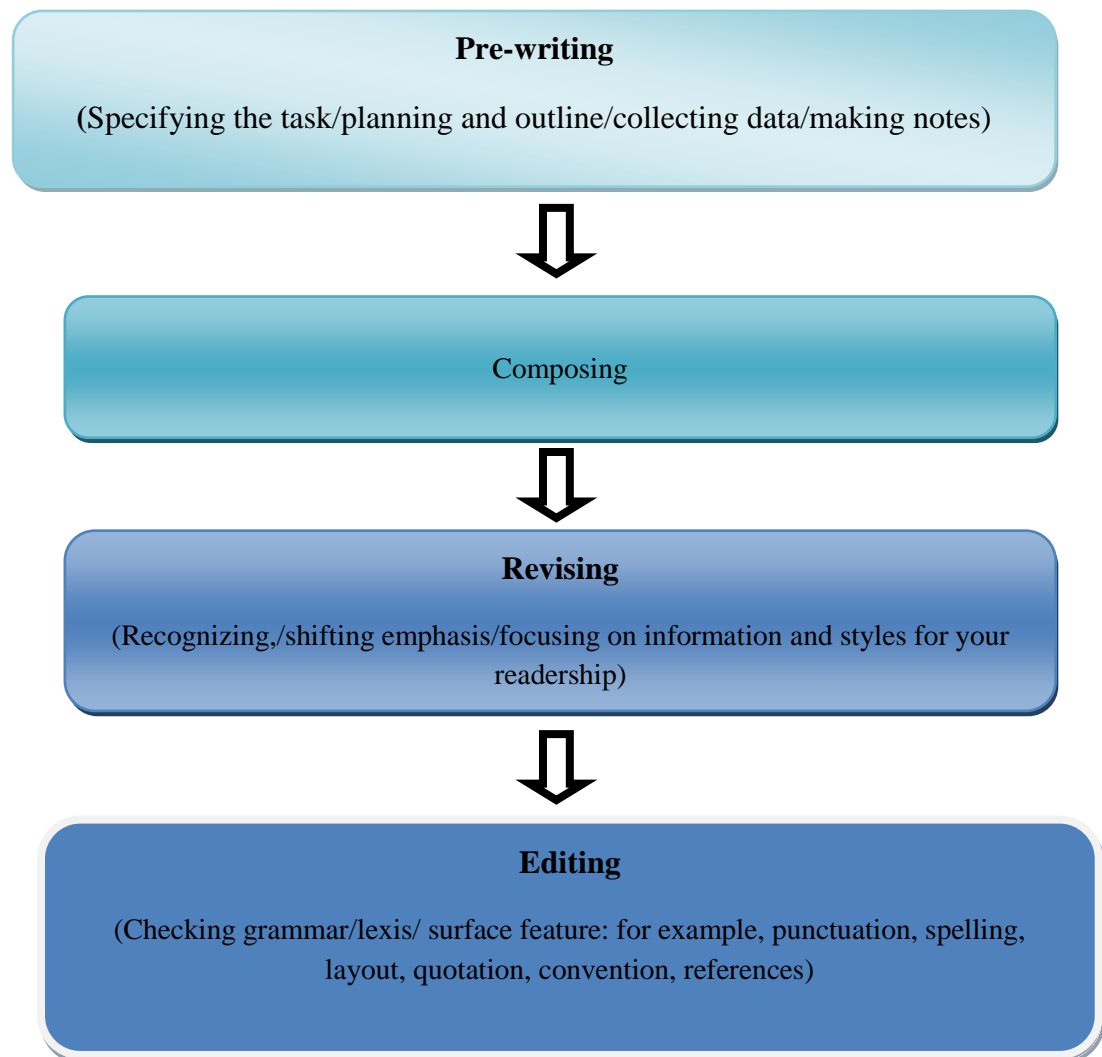


Figure 3. Stages of writer

(Tribble, 1996, p. 38).

Flower and Hayes (1981) are the pioneers who succeeded in the implementation of the composing process. They experimented with identifying the formulation of the cognitive process in writing through their theory, “a theory of the cognitive process” (p. 366).

In Flower and Hayes’ (1981) cognitive process models (see figure 4), the act of writing consists of three major components. The first is the task environment, it consists of the problems statement of topic, audience, and the text that a writer has produced. The second is the writer’s long-term memory, including the writer’s background knowledge about the topic, audience, and making outline. The last element is the writing process, it incorporates planning, translating, revising and monitoring. The arrows connect these three components (p. 386-387).

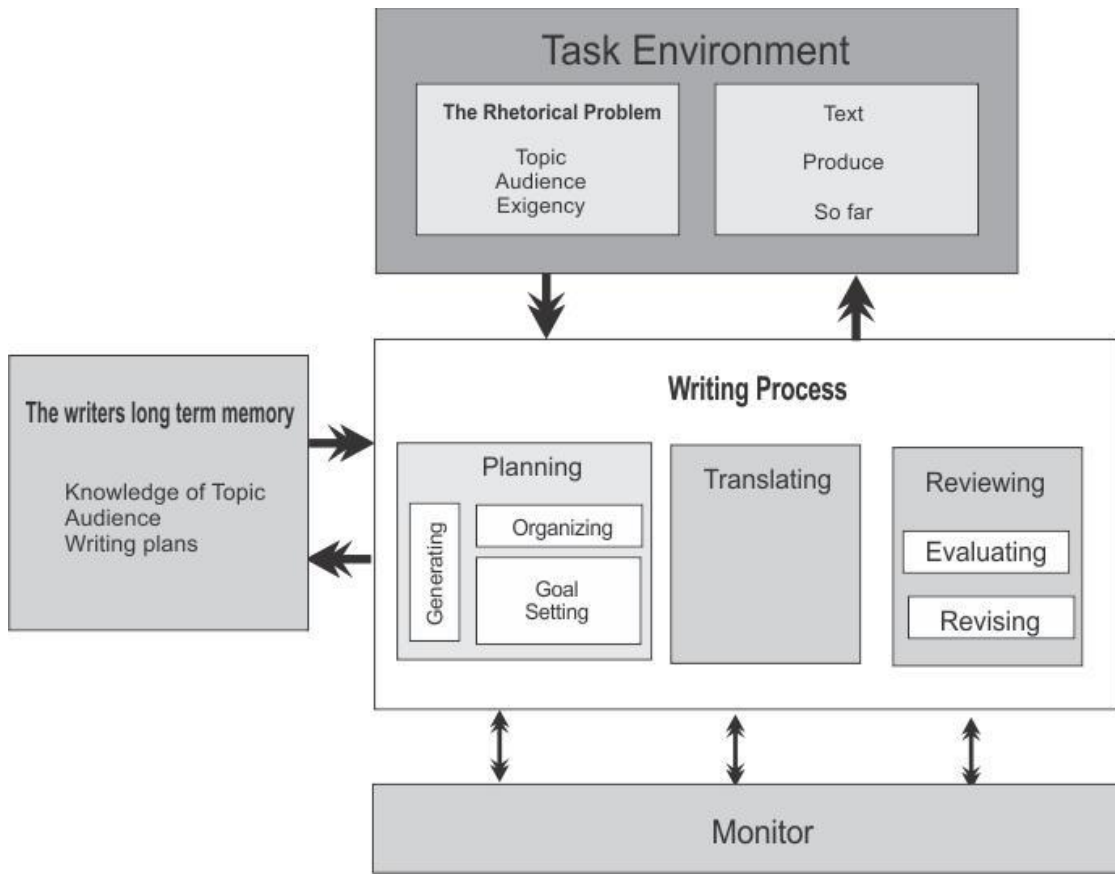


Figure 4. Structure of the writing model

(Flower and Hayes, 1981, p.370)

The diagram describes the cognitive process model. It shows that the process of writing is not a one-way process. For example, it is clear from the diagram, that knowledge about the writing topic or knowledge from memory is used in the stage of planning.

After all, this proves that writing is a recursive activity in which, writers go backward and forward between drafting and revising.

The main point that the diagram is trying to explicate, which emphasizes the

cognitive process theory, is that writers go repeatedly through a number of cognitive processes such as planning, remembering, writing, and re-reading. The diagram gives the wrong idea that the writing process is an easy task since it explains the process of writing in a simple way. But the process of writing is a complicated task that cannot be organized and displayed easily when the process is ongoing.

In addition, it is a process with a hierarchy which involves many sub-processes and shows that a writer has a lot to do such as planning, translating, and reviewing. Therefore, reviewing is not the only stage in the process of composing but also “a thinking process” (p. 376) has to be applied to the plan.

Emig (1975) views writing is a thinking process. When writing starts, thinking also begins. The brain is actively engaged. Writing is a sustained act of communication. Engage in an independent and complex process of writing, the writer creates the meaning during writing. Peacock (1986) describes writing as a struggle to compose ideas in the head and construct a visible and tangible form out of the models and images that are stored and organized in the mind.

Hedge (1988) presents the process of writing in a number of stages; pre-writing, writing and editing.

- i. Pre-writing: This stage occurs before the writer produces the first draft. It is also called the planning stage or the preparation stage. Here, purpose and audience are very important. Once the purpose and audience are clearly defined by the writer, he/she proceeds to plan the draft.

ii. Writing: In this stage, the writer produces a rough draft on paper. Here the writer concentrates on actually writing out his/her ideas. The writer stops to read and review, to get an idea of how the text is developing, to revise and to bring in new ideas or rearrange those already expressed. There is recycling in the process from planning to drafting, reviewing, re-planning, revising etc. Aspects such as correcting spelling, punctuation, grammar etc., are left until later.

iii. Editing: Here, the writer revises the draft produced during the writing stage.

According to Flower and Hayes (1981), the writing process consists of planning, translating and reviewing regulated by a monitor.

Planning involves creating and organizing ideas to set goals to achieve during writing, such as choosing an appropriate tone for a reader. Planning first occurs in the mental domain of the writer. A writer may sit staring blankly into space, while personal symbols of planning are created and organized and then interpreted into sentences or pre-text (Flower and Hayes, 1981, p. 372).

Translating ideas into texts refer to the syntactic, semantic and pragmatic operations involved in sentence generation. Translating involves mapping personal symbols to produce written discourse with the intention to communicate. Without translating, thinking is limited to create ideas in the world of a writer. Therefore, translation assists communication to occur through syntactic rules, semantic distinctions and pragmatic considerations of discourse (Flower & Hayes, 1981, p. 373)

Finally, reviewing involves reading the evolving text, evaluating the text and editing errors. Reviewing provides the check on how well the writer has collected the

information, planned it and translated it. In review, the writer tries to adopt the potential reader's point of view. The aim is to preview the meaning that readers will derive from the text and to match it with the writer's intentions (Flower & Hayes, 1981, p. 374)

The process-based approach is not without criticism. Hyland (2003a) also sees that "process approach has some weaknesses from the social perspective. The first weakness is that this approach considers writing as one of the decontextualized skills" (p.18). The writer relies on principles of thinking and composing to start and convey his/her ideas. Hyland explicates that this process keeps the writer engaged in processing the information but avoids the process of language processing. Accordingly, Hyland (2003a) explains, "the process approach narrates how writers write without knowing the linguistic and rhetorical skills in the structure of the target text types which are very important in every piece of writing" (p.19). Another weakness is that the writers are not aware of the text type and the readers.

2.4.1.3. The Genre Approach

According to Swales (1990), genre approach is "a class of communicative activities, whose participants follow a number of communicative purposes" (p. 58). Hyland (2003a) says "people who use this method communicate with each other to accomplish social structures and have ambitions to accomplish specific things" (p. 7). Badger and White (2000) note that the genre approach recognized a novice to English language teaching; nevertheless, some parallels exist between this approach and the approach to the product. Since it concerns linguistic awareness, the key emphasis of the approach to genres is to write about different social contexts.

Martin (1984) says, “a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (p. 7).

According to Kay and Dudley-Evans (1998), “the positive points made are that a genre-based approach is empowering and enabling, allowing students to make sense of the world around them and participate in it. It enables students to enter a particular discourse community, and discover how writers organize texts”. (p. 310).

Regarding the teacher’s role in this approach, Kay and Dudley-Evans (1998) suggested,

1. Ensuring that generic structures are not considered prescriptive, but allow for variations due to cultural and ideological factors.
2. Contextualizing a text before its presentation by a discussion of purpose, audience, institutional beliefs, and values and subsequently ensure that all discussion of linguistic features takes place in the context of their function in the text.
3. Immersing students in a wide variety of texts within a particular genre.
4. Ensuring that genre examples selected for teaching/learning purposes are authentic and suitable for learners.
5. Adopting a lesson procedure which facilitates, rather than inhibits, interaction, since this is a powerful aid to learning.
6. Using a genre approach in conjunction with other methods-specifically mentioned was the desirability of combining genre and process approaches. (p. 312)

Nevertheless, genre theory, as explained by Hyland (2003a), “tries to get grips with both the ways in which individuals use language, so as to orient to and explain given communicative situations, and use this knowledge for literacy education” (22). To explain this theory, three schools have emerged which try to explain what genre theory means.

1. Look at the letter of complaint to a shop manager. The words in the boxes describe the different parts of the letter. Put them in the correct place on the right. The first one is done for you.

Address of the person you are writing to	Date	Your name	Dear
--	------	-----------	------

Action required	Main reason for writing	Background information 1
-----------------	-------------------------	--------------------------

Complaint	Background information 2	Ending
-----------	--------------------------	--------

3	The Manager	48 Hill Road	1. Your address
	Design Shop	London SE1 4PN	
	! 4 Abbay Gate	26 Nov. 1981	
	London NWS 5AP	2	2.
4	Dear Sir/Madam		3.
5	I am writing to complain about a hair drier bought in your shop last Saturday and about the treatment I received when I tried to return it a few days later.		4.
6	I bought the hair drier-a RAVLON 405-on Wednesday 22 nd November. The first time I tried to use it the handle became extremely hot within a few minutes part of the plastic casing began to melt.		5.
7	I turned it off immediately and returned it with the receipt to your shop on Saturday.		6.
8	I explained the situation to one of the assistants and asked for my money back but was told to speak to you.		7.
9	Unfortunately you were not available that day so I am writing instead. I enclose the hair drier and a copy of the original receipt. Please send me a full refund as soon as possible.		8.
10	Yours faithfully		9.
11	Sabrina Sari		10.
			11.

Figure 5: A Model of Genre

Hopkins, 1989, p. 26)

The task above would be of great help to the students since it provides a model for a particular genre and states the context of writing. The context includes the purpose of writing such genre (i.e. a complaint) and the audience to whom such complaint is written (i.e. a shop manager). This would not only help students write effectively, but also to be aware of what constitutes a particular genre.

Having pondered over the task above, the task seems to mainly pay attention to the rhetorical structure of a ‘complaint’ genre and the language used to achieve this particular genre. This, however, would not help the students go through the process of writing, that is, the process of exploring, which is essential for the improvement of students’ writing.

Genre Theory in Three Schools

However, according to Hyons (1996) and Johns (1997), the genre perception and the implementation of genre to teaching can be divided into three specific concurrent schools. Such schools of genres differ in the theoretical history and academic setting to which they have been implemented, and in the degree to which theorists of genres prioritize either meaning or text. The three schools of the genre theory as described by Hyons (1996) are:

- “1. English for Specific Purpose (ESP)
2. Australian Systematic Functional Linguistic
3. North American New Rhetoric Studies”. (p. 696)

The first approach, Hyons (1996) says, it is different from ESP since it emphasizes on the situational context of the genres rather than forms and attended to the social purposes which are accomplished by these genres within these situations. (p. 696). It attends to mainly on the rhetorical contexts in which genres are used rather than a detailed analysis of text elements (Schryer, 1993, p. 201).

The second approach “pays attention to the linguistic features of different genres” (Hyons, 1996, p. 697). Hyland (2003a) says it is linguistic since it looks at genres as “a class of structured communicative events used by the members of discourse communicating who share social purposes” (p. 47).

The third approach is known as “systematic functional linguistics” (Hyons, 1996, p. 696). Hyland (2003a) clarifies that this approach gives importance to the purposeful, interactive, and sequential features of different genres and how language continues a systematic relationship with context through examples of lexico-grammatical and rhetorical features (p. 22).

Johns (1997) emphasized, “the importance of the cultural aspect of genres” (p. 38). Examining texts as samples of genres, Johns encourages the examination of the structure and content of written discourses besides the way these internal textual elements get affected by other texts and social and cultural aspects in a given context. She also clarifies that help can be provided to students in conceptualizing the text in everyday life as genre samples and therefore socially constructed. However, Johns remarks that when genres are analyzed, more than one text should be experimented in this case, to help students figure out both the similarity and dissimilarity with other texts.

Morgan (2007) explains that “linguistic knowledge and content make a good writer”. She admits that these two features help to improve writing, but they are not the most important ones. She reveals that “knowledge of genres” the way writers explore the “communicative purpose and use knowledge of previous texts” is the most significant factor in the writing of effective texts (p.12).

Morgan emphasizes that the awareness of genres also should be treated as an important domain of teaching writing. She then accepts that “appropriacy and accuracy” can help to produce an effective text. She agrees that grammatical errors may not make the text incomprehensible. But, grammatical errors, she clarifies, sometimes prevent understanding of a text. In addition, Morgan clarifies that genre awareness is also important since it is associated with “the communicative purpose, roles and the culture in which they are found” (p.12).

Accordingly, Morgan (2007) suggests that teachers should provide knowledge, the ways genres are constructed and also the knowledge of “language awareness activities”. She also explains that “in the awareness-raising stage, students should be aware of the purposes of writing a text. Then, they can study the genres, and pay attention to the lexis and grammar of the target text” (p.12).

On the whole, the most important point to be made is to expose the similarity genre approaches have with product approaches. Callaghan et al. (1993), as well as Kay and Dudley- Evans (1998), describe three stages in the genre approach. In the first stage, a model of a particular genre is given, which stresses on the text’s social purpose and the way it is achieved, using its schematic structure and its linguistic features. The second

stage is the stage of constructing a text of the genre by the teacher and students. The final stage is the independent construction of texts by students.

This structure, however, parallels the stages in the product approaches. Thus, learning writing using genre approaches is similar to that in product approaches in the manner of using modeling texts, imitating them and in consciously understanding the grammatical structures. Genre approaches, Badger and White (2000) state, are “an extension of product approaches” (p.155) since they emphasize linguistic knowledge. But they are different as they believe that writing differs according to the social contexts (Flower and Hayes, 1981, p. 307).

Nonetheless, the advantages and disadvantages of the genre approach can be explicated through the result of the workshop conducted by Kay and Dudley-Evans (1998). They ran a workshop where 48 participants working with primary, secondary, tertiary and adult students put genre knowledge into practice in different L2 teaching-learning situations. The participants, they explain, noted that genre approach is useful at the beginning or intermediate levels of proficiency in a second language scenario since it makes them confident and capable of producing a text that fulfills its purpose. Participants also expressed concern about the danger of the approach being prescriptive rather than descriptive.

2.4.2. Combined Approach vs. Other Approaches

Over the past few years, priority and argument have been placed on the distinction among three major approaches-the product-based approaches, the process-based approach and the

genre-based approach. Even these debates very often create contradictory views of teaching writing. This research demonstrates some overviews of these methods and suggests a synthesis, combining three approaches: the product approach, the process approach and the genre approach.

Nevertheless, the product method, also referred to as the current-traditional rhetoric (Matsuda, 2003, Pullman, 1999), persists from a variety of intense critiques that have culminated in teachers and scholars reassessing the essence of writing and teaching the ways writing is taught. For example, Prodromou (1995, p. 21) contends that it demeans the capacity of learners, linguistically as well as personally. The re-evaluation results in the writing-as-process phenomenon which has driven the field to a paradigm change, revolutionizing the teaching of writing.

Nevertheless, the approach to the process has been seriously scrutinised. The approach to writing has a somewhat hegemonic perception (Badger and White, 2000). Writing is often seen as requiring a certain operation, irrespective of the intended audience and the text material. The process approach tends to concentrate primarily on the writing skills and procedures in the classroom itself as a consequence fails to consider the social and cultural factors that influence various styles of writing (Atkinson, 2003).

Subsequently, process-strategy critics are attempting to collect the genre approach under a different flag. As with other approaches, its opponents have criticized the genre approach. Caudery (1998, p.11-13), for example, notes that teachers are not going to help the learners by endeavoring explicit teaching of a particular genre. The method may not encourage students to exchange ideas or may rely too much on the instructor discovering

suitable models of materials. Thus, it may become counter-productive.

All three approaches have attracted quite a few critiques, and the area is thus accessible to several frequently contradictory opinions (Tribble, 1996). As mentioned by Caudery (1995), TESL (Teaching English as a Second Language) has a pattern of adopting methodologies of teaching with enthusiasm and instead, when a few cracks start to emerge and it seems that the new approach to teaching does not fix every question in the classroom, dismissing them with equal vigor.

Therefore, this study indicates a diverse approach to teaching writing by integrating the intensity of the product, process and genre approach in the classroom for incorporation. The combined approach provides benefits such as a more oriented overuse text as templates, without losing the ability to consider aspects of other approaches. This research builds on the model Badger and White have put forward (2000, p. 159). The key features assigned to teach a written recommendation report are outlined in Figure 6, extracted from their model. The following section describes how the model works within a classroom for technical writings. When applying this formulation, learners will first be kept informed that writing takes place in a social context and circumstance and that a piece of writing needs to fulfill a certain objective. The argument presented here is of an engineer writing a recommendation report on the company purchasing new elevators. Learners must then relate the main purpose for writing to the subject matter, the relation between the writer and the audience, and the mode or organization of the text. This approach enables learners in seeing how diverse texts are written, depending on their intent, audience and message (Macken-Horarik, 2002). After the learners have been introduced to the organisation,

structure and vocabulary used in the documents, they will go through a cycle of several iterations instead of handing in a finished product right away. As suggested by the process approach, rewriting and revision are central to writing, and editing is a multi-level ongoing process consisting of planning, drafting, and eventually publishing the end product; the text.

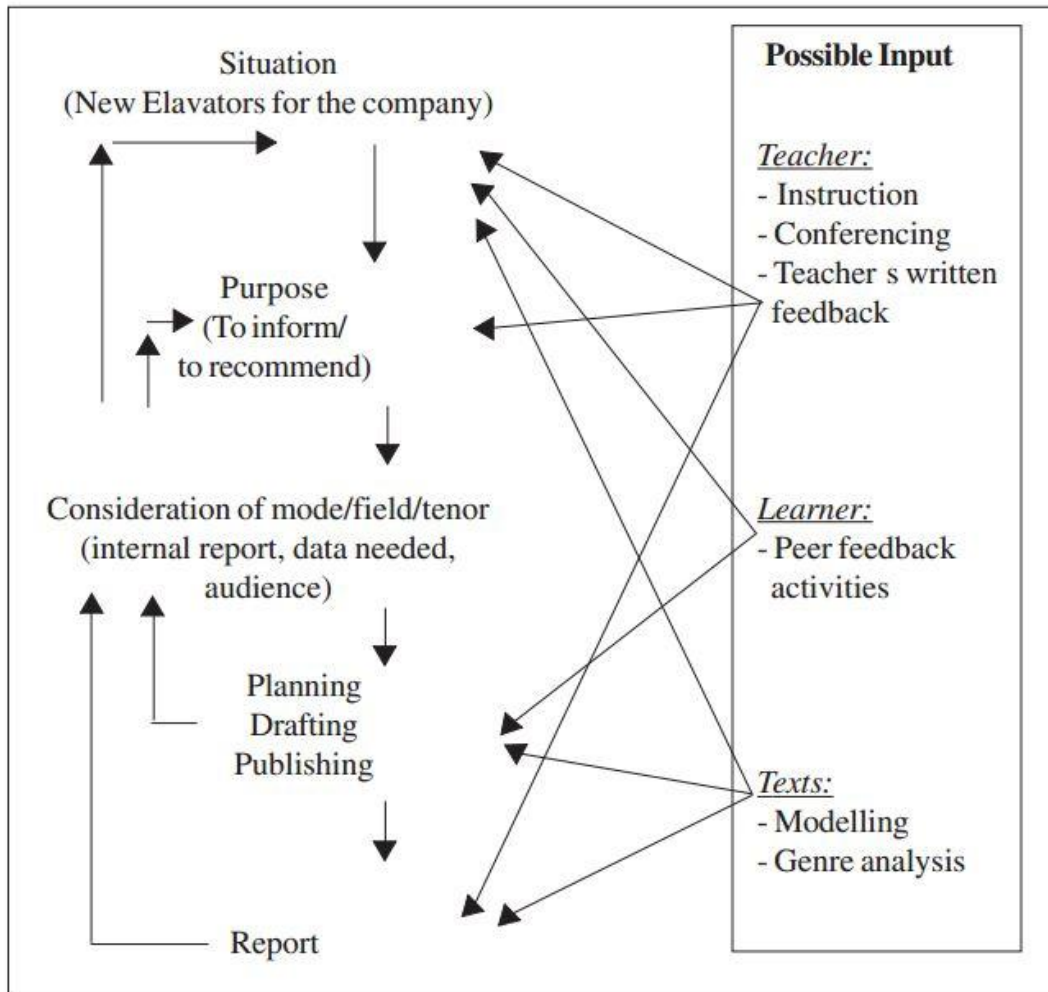


Figure 6: A combined approach of Teaching Writing (adapted from Badger & White, 2000, p. 150)

Rather than focusing only on one method, teachers can provide learners with a variety of input styles in the learning process, e.g. peer input and written feedback from teachers. The initiative to introduce a diverse approach in ESL writing classrooms assures that the utility and strength of the product approach (familiarization, controlled writing, guided

writing and free writing) process writing pedagogy (prewriting, drafting, input, and revising) is not completely replaced by the genre approach. Instead of contrasting one another, these three methods should be used as complements to one another.

2.4.3. The Act of Combining: Writing in a combined approach

Eclecticism is a conceptual approach that does not hold rigidly to a single paradigm or a set of assumption but draws upon multiple theories, styles or ideas to gain complementary insights into a subject or applies different theories in particular cases (Wikipedia, 26 November 2019, para. 1). Eclecticism is a philosophy of choice. It allows mixing and matching modern theories to get the best results in teaching.

According to Demirel (1988), in language teaching; instead of depending on a specific method in classroom activities, the idea of using an appropriate method for each situation has occurred. It is called the eclectic method and it is a combination of methods (as cited in Iscan, 2017, p. 150).

The eclectic method is a language teaching method that combines various approaches and methods to teach language depending on the objectives of the course and the abilities of the learners. It is also known as mixed-methods or combined methods (Iscan, 2017, p. 150). Chohen and Manion (1994) point out that the combined approach gives a more holistic view of educational outcomes, a fuller and more realistic view in terms of comparative basis and broader perspectives and it is also appropriate when different methods of teaching are to be evaluated (p. 233).

In combining the different orientations, Hyland (2003a) says, the most appropriate approaches should be used to help students understanding writing and learning to write.

Therefore, teachers in the classroom should adapt learners with texts and reader expectations, as well as help them to understand the writing processes, language forms, and genre (p. 26).

The teachers, in the writing classroom, produce the situation, and learners should know the purpose and other elements of the social context. In most cases, the teacher does not know what learners know. Therefore, learners should try to produce a text in a combined approach and should probably be compared with the teachers. Then, the teacher, based on this comparison, can find out whether they require more input on skills.

Thus, when learners have less knowledge, Badger and White (2000) make it clear, “the teacher, other learners and an instance of the target genre should be used as a source of knowledge” (p. 159). Teachers can offer the necessary input by instructing learners, and other learners can do the same in a relatable context of group work. However, the more probable key sources of input about a combined approach (contextual and linguistic knowledge in a process approach) are the activities devoted to language awareness.

This chapter has reviewed L2 literature that offered an extensive discussion on and guidelines for the practices and process of teaching L2 writing. It has provided brief definitions of teaching writing as a foreign language, writing in English for academic purposes, history of its development and some specific early studies in EAP as well as the teaching of EAP. It threw light upon needs analysis and assessments in EAP. This was followed by a discussion on EAP writing and three specific studies related to the process approach. It then attempted to discuss the academic genres such as academic textbooks, lectures, and research articles. This was followed by topics and issues dealing with

writing research.

The chapter has also articulated the theoretical aspects of the study. It has discussed the relationship between language proficiency and academic performance. It has surveyed the four views on the writing process and therefore provided the different aspects involved in the process of writing. The expressive approach views writing as a means of expressing genuine feelings and thoughts of the writer.

The cognitive approach views the process of writing as a combination of various processes of planning, organizing, composing, revising, etc. These processes are recursive in a way that a writer goes through the different stages backward and forward several times.

The social context approach looks at writing within a social environment, whereas the discourse approach looks at writing as a part of any particular discourse. These different orientations of writing would give the teachers an insight into the process of writing and would help them understand the writing of the students and therefore teach them how to write better.

The product approach sees writing as being primarily about linguistic knowledge, paying attention to the appropriate use of vocabulary, syntax, and cohesive devices. It gives attention to the product of a student's writing, without helping the learner to know the process which a successful writer uses.

It has also discussed writing strategies. This discussion would help the teacher to develop a methodology for strategy instruction and training in the use of strategies, which

in turn would help the students improve their writing skills.

It has a further discussion on the role of the teacher in the process of composing and the different kinds of feedback through which a teacher can contribute to improving students' L2 writing. It has finally discussed the major approaches to the teaching of writing, highlighting their strengths and weaknesses, suggesting their combination to achieve a better and more synthetic approach to the teaching of writing.

Chapter Three

Methodology and Research Design

3.1 The Approach Proposed in the Thesis (Combined Approach)

3.2 Combined approach in EFL/ESL Classroom

3.3 Research Questions

3.4 The Current Study

3.4.1 The Research Context

3.4.2 Participants

3.4.3 The Writing Course

3.5 The Instruction

3.5.1 Introduction to the Writing Course

3.5.2 Implication of Teaching Approach to Practice

3.5.3 Essay Scoring Rubric

3.6 Research Tools

3.6.1 Classroom Observation

3.6.2 Analysis of Written Texts

3.6.3 Semi-Structured Interview

3.7. Data Analysis

3

Methodology and Research Design

Taking the previous studies into account, the present study tries to seek an answer to the main research question, outlined in this chapter. The main question and three sub-questions concern the performance of the students after involvement in the combined approach; having students write essays, exam scripts, term papers and rate them by using a rubric was therefore considered an appropriate method to employ, based on Paulus' rubric (1999). The three sub-questions also involved assessing perception and opinion in the combined approach; classroom observations, a comparative study between term papers and exam scripts, and interviews were considered to be appropriate methods of accomplishing this. The methods employed in this study, therefore resemble methods which were used in previous studies that helped the researchers to notice the development of students after involvement in the combined approach.

3.1.The Approach Proposed in this Study (Combined Approach)

The aim of the suggested combined approach intends to develop students' academic writing at the tertiary level of Bangladesh. In addition, the technique of the proposed approach is initially synchronic, based on the contemporary approaches to the

teaching of writing. These approaches are product approach, process approach, genre approach, collaborative group interaction, communicative approach and the knowledge of discourse analysis in the teaching of writing.

However, the contemporary approaches, the discourse analysis, and collaborative learning are taken as the eminent sources of the suggested principles with the traditional product approach, content and the context of the text (the reader and the reason construct the content and rhetorical structure of a genre).

Thus, the new approach includes the basic principles of the major approaches: product, process, and genre, and integrates the potency of each to attain effective writing.

3.2. Combined approach in EFL/ESL Classroom

The written texts produced by the EFL or ESL learners contain different types of errors such as 1, grammatical, and rhetorical. This may be due to inadequate knowledge of a particular genre, cohesive devices, organization of ideas, and grammar rules. Accordingly, their learning techniques become faulty. This approach attempts to identify EFL/ESL learners' problems in writing and proposes to consider its potential to improve their writing skills. Therefore, this section will introduce the general procedures for implementing the suggested approach in class for different disciplines.

After all, it is a remarkable observation that the learners' interviews in this study expose that the learners confronted a lot of difficulties in writing, such as grammatical, lexical, and organization of ideas. These difficulties produce unsuccessful communication. Learners' reactions also reveal that they are in great demand for practicing these features through authentic activities of writing in the classroom.

In order to be competent in producing meaningful and productive writing, firstly, the learners have to pay attention to the purpose of writing and to the readers, as well as to the meaning and organization of ideas in a text. Secondly, the learners must apply the cognitive strategies that guide the composing processes such as planning, organizing, drafting, editing and composing.

These strategies will help the learners arrive at the chronological steps of producing a text: organizing the ideas and picking the attainable connections between sentences and paragraphs. Accordingly, the suggested approach addresses mainly to build the learners' learning processes to avail a productive and successful writing. Kane and Peter (2004) make a point that to develop competence in learners' writing is to thoughtfully discover how the skilled authors create their writings. Thus, learners' knowledge of using learning strategies should be motivated by the teachers. This means that it is the teachers' responsibility to dedicate attention to teaching the use of these strategies, by designing exercises which allow the students the freedom to use them in the classroom effectively and successfully.

In brief, according to this approach, writing should be developed as a process, wherein each stage is substantial, and commits to a purpose; it should also deal with the benefaction of readers, whose responses are a crucial part of writing. The combined approach teaching model is divided into five phases: selecting the topic, building the context, analysis of the model text, collaborative construction of the text, and independent construction of the text. These steps aim to provide support to develop successful writing.

Details of the instruction are as follows:

Step 1: Selecting the topic

The teacher helps the students to select a topic; after selecting the topic the teacher gives a short description of the assigned topic.

Step 2: Building the context

Context building is a significant move for L2 learners and teachers should include effective scaffolding for writing. The essential concept is to raise awareness amongst the learners that writing takes place in a social context and is organized according to intention. Here, the classroom activities incorporated at this stage may involve making comments that promote clarification of context, objective, and readers through a model text or images.

Step 3: Analysis of the model text

The emphasis is on the analysis of the targeted genre model text, the audiences and the writing techniques. Teachers and learners analyze and examine the text's rhetorical structure, its grammatical features and vocabulary choice in order to fulfill the objective of the text.

Step 4: Collaborative construction of the text

At this point, the instructor starts to relinquish the function of scaffolding and acts as a 'facilitator' (Hyland, 2003b), leading students through all stages of the planning and drafting process, discussing the material they will be creating. To order to achieve greater influence over their content, learners are assigned to small groups to adopt the content processes and build the detailed example of the genre.

Step 5: Independent construction of the text

Students develop the text individually using genre awareness, writing skills, and the strategies they have learned from the preceding stages. They may consequently discuss with their peers and teachers whenever they need suggestions.

All these steps need adequate time and the teacher should experience them patiently. To help the teachers of writing in English at the tertiary level, here some proposed exercises for teaching writing productively. These exercises clarify the above mentioned theorem in practice. Task-1 is put in order with a complete description of the steps for a more elucidative understanding of the combined approach.

In such a way, the proposal of tasks representing the suggested approach commits its importance. For more clarification, this researcher tried to opine that the combined approach is better than the other method of any single approach (e.g. the product approach) which concerns investigating the scores of the term papers and exam scripts of the students.

Therefore, this study proposes an approach which takes up different techniques used by the three major approaches and the ingenuity they rely on.

The following tasks are explained according to the suggested approach.

Task 1 (T1) Describe the neighborhood

The following processes form the teaching procedures of T1:

T1.1

- The teacher suggests the students to individually envision a place they live in.

- The teacher asks the students to write some sentences, and works with some instant questions, on the board, to help them go ahead, such as:
 - Where is the place?
 - How is the place?
 - Why do I like my neighborhood?
- Students compose the first draft from their existing knowledge and personal experience. In the beginning, they are given an opportunity to create before looking at a model text about the topic.

T1.2

The teacher provides a model text, which is a simple description of a place.

I really love my neighborhood. It is a quiet, safe place with great neighbors. Even though it has a regular amount of noise in any place, there are many peaceful moments. Also, I feel safe in my neighborhood. It is a developed and well-organized area with all facilities but it is a little populated. In short, my neighborhood is nice to live in.

(The students are now aware of a specific function of writing, e.g. general description, organization and techniques of the written text.)

T1.3

- Now the teacher draws out a particular function of writing with three categories on the writing board.

Description	Infrastructure	Problems and Facilities

The above step aims to select the appropriate vocabularies, structure, and cohesion to develop the content.

T1.4

- The teacher puts the learners into six or seven groups and asks them to share the sentences they wrote in Step T1.1 with other members of the group.
- The whole group jots down the new ideas, words, and techniques in their lists.
 - The teacher works as a facilitator for the groups.

(Here, the learners work in small groups to exchange their ideas, guidelines and they also provide feedback to walk through the writing processes to a text).

T1.5

- The teacher provides some pictures of the residential areas of the Dhaka city on the board and asks them to make an outline.

(In Step T1.5, the learners are inspired to make an outline as a process of writing)

T1.6

- The teacher advises the learners to describe their neighborhood using the outline they have prepared. (Here, the teacher goes around and keeps an eye on how the learners

carry out the task, commenting and helping each other whenever necessary).

T1.7

In this step, the teacher asks the students to construct the text independently by using their previous knowledge and feedback from their peers. They also try to illustrate and progress their original draft into a complete description of their neighborhoods.

Enough time is provided for writing in the classroom.

Task 2 (T2) Giving opinions and justifying them:

The following processes form the teaching procedure of Task 2 (T2):

Step T2.1

- The teacher develops a topic in terms of content. Here, the teacher draws up an outline.

Step T2.2

- The teacher writes the outline on the board. He/she assigns a topic such as ‘testing’.
Here,
- The teacher makes points for and against ‘testing’ as a method of learning.

For	Against
Testing is an official method that shows one’s knowledge or ability in a particular subject.	It increases the tendency of memorization over understanding and gives less opportunity to answer from learner’s conception and thinking.
Testing energizes the learners, providing motivation to learn things.	Often the same testing techniques are used year after year.

Step T2.3

- The teacher advises the learners to make groups or work in pairs and take all the notes into a more elaborated description, for and against ‘testing as a method of learning’.

Step T2.4

- Learners carry out discussion together for some time.
- Then the teacher keeps a feedback session and advises the learners to make an outline.
- The teacher writes the outline on the board, which is something like this:

For	Against
It increases the level of confidence.	It is more interesting to read a book than to face an examination.
Testing encourages knowing more.	It is an individual time-bound work and there is no scope for multiple drafts.

Step T2.5

- The teacher demonstrates to the learners how to take these notes into a set of arguments:

Topic	Testing as a method of learning
Issue	Testing as a method of learning is taken under concern today by educational psychologists and students that some justifications are needed to maintain it.
Discussion	Experts consider that many tests are taken to measure the cognitive level (recall, handling information), not to measure the cognitive processes (understanding and applying).

Step T2.6

- The teacher advises the learners to make some groups and work on composing paragraphs and develop the argument by elaborating a point and offering reasons to support it.

Step T2.7

- When the learners have made the first draft, the teacher asks them to plan for the introduction of the text in the class.

Task 3 (T3)

A Part-time Job

Step T3.1

- The teacher prepares a text for the class about a winter job.
- The teacher makes known the topic of a part-time job by asking who has experience of it in the class.
- The teacher inspires the learners to ask questions to the experienced learners.

Step T3.2

- The teacher elicits the questions they can ask and makes the categories these relate to.
- The teacher adds these to a chart on the board.

Step T3.3

Type of job S
Organization
Time
Duration
Satisfaction
Payment
Accumulation

- The teacher provides the short model in the class and uses the above questions to go through the comprehension.

Here is the text:

Sharmin Akter, twenty years old, works at a bookstall in Omor Ekushe Grantha Mela (a

month-long book fair). She starts work at 3 p.m. and finishes at 8 p.m. She likes her work because this is not only a job to earn but also a source to know about the nuts and bolts of the books and the authors of the books. She enjoys when an author speaks directly to the readers. Sharmin likes working. She enjoys earning money; she makes Tk. 1000 a day. She is saving up for a good laptop.

Step T3.4

- The teacher asks all the learners to prepare a draft in the class using these questions and make an outline for a report.
- Learners use the outline for writing the essay.

3.3 Research Questions

Does the combined approach benefit students? In other words, will the writing ability of students improve if teachers encourage them to use a combined approach to learning academic writing strategy?

The main research question gives rise to three sub-questions:

1. Does the combined approach to teaching academic writing enable students to produce a high-quality written text?
2. Do the students incorporate their awareness of the written products in the processes of writing?
3. Are the students' attitude and perceptions positively affected by involvement in combined approach learning settings?

The research layout is based on a mixed method design, because the knowledge obtained from the analysis guided the researcher to answer the research question. To offer a more comprehensive picture of how the combined approach to teaching L2 writing contributes to the consistency of writing. Qualitative and quantitative data are generated from the written texts, classroom observations, interviews. The data obtained from the written texts shows the success of the students. And the interviews show the students 'and teachers' perceptions and views about the proposed combined approach.

3.4.The Current Study

3.4.1.The Research Context

The research context selected for this research was a university of Bangladesh. The university has proposed a four-year BA programme in English. All students involved in this course have learned general English at primary and secondary school previous to studies at the university level.

The researcher selected the university for its accessibility, as she was a former student of the university. Before returning to Bangladesh in January 2015 for fieldwork, the researcher contacted the authorities for permission of access to the research settings and the permission was accepted to observe the classes and collect data from the course.

3.4.2.Participants

The participants were First year, second semester English major students, aged between 18-19 enrolled for the Composition and Communication Skills course (ENG-

102) in the Spring and Fall semester of the academic year 2015-2016 from the University of Bangladesh. The total number of the students enrolled in this course was 110 (68 female students and 42 male students).

According to the register, students were from two classes: two semesters: one university. Class/course ENG-102 consisted of 110 students (two semesters: 55 students in each semester).

Based on these criteria, data gathered for the analysis of the study were from 100 students; 50 students (28 female students, 22 male students) from the Spring Semester and 50 students (34 female students, 16 male students) from the Fall Semester.

3.4.3. The Writing Course

The Composition and Communication Skills (ENG-102) is a writing course for the semester with three hours of teaching practice per week, intended for the students in the second semester of the academic year. This course is segregated into two parts, covering 110 students. This course was conducted on Mondays and Wednesdays; the instructional timeframe of the class was 10:30 am to 12:00 pm.

The aim of the course is to develop the ability in students to write in English effectively. The teachers mainly followed *College Writing Skills* by John Langan, 8th ed. and *Writing Skills Handbook* by Houghton Mifflin, 4th ed. and reading activities were added to help students understanding the text. Such context is closer to this research, in which students need to improve their ability to describe, explain, argue, etcetera, especially in English, through the written form. The content would help them engage in

writing, make them writers, not copiers.

Langan (2011) defines different kinds of writing genres such as Recount, Process Writing, Description, Definition, Explanation, and Argument (p. 176). He clarifies that the Recount genre is about an event experienced in the past, while the Procedure genre is about the way or manner in which an object is carried out. The Description genre describes what a particular thing is like. A Definition typically starts with one meaning of a term. The meaning is then illustrated with a series of details. The Explanation genre provides the details, particular and specific instances to explain statements that the people make. The Argument is judging someone or something with solid evidence to support one's point of view. The ability to put forth compelling arguments is an important skill in everyday life. A short description of each genre is presented as follows:

Recount

The purpose of a recount is to reconstruct experience. It is the unfolding of a sequence of events over time for the purpose of information and entertainment. The purpose of this genre is to unfold events in chronological order. Writers may add their personal comments at the end of the text. The past tense is used to unfold events. This information implies something about the participants, place, circumstances, time and the activities and the feelings of the participants (Martin,1989, p.3).

However, when the writing assignments at the university are considered closely, there are different types of writing genres in this course. Most often, the teachers select the assignments for the students. Here is an example of recount genre, which involves story-telling along with the creation of a suitable mood:

An Incident I will Never Forget

One day, last year, I was alone in my house, when something terrible happened. I can still remember the incident very clearly.

My parents were out that day to meet some of their friends. My brothers and sisters had gone to the cinema. All of them returned very late in the night. As I had some school work to do, I stayed at home alone.

I was reading my lessons in a room at the back of our house. It was now very dark. Suddenly, I heard a strange cry outside the house. It frightened me at once. I heard the cry again, but this time it was not so loud. I now felt certain that a child had been attacked by some person or an animal. I opened the door at the back of the house to find out what it was. As soon as I did so, I saw a small girl with a lot of blood all over her body, lying on the floor. She was still alive; however, I then took her into our house and telephoned to the hospital nearby. Soon an ambulance arrived and took her to the hospital. I did not know what happened after that.

When my parents returned, I told them all that had happened. The thought of this incident frightens me even today.

In this short fiction, the learner described the setting: the place where the events took place- his/her feeling about the incident. He/she used particular words to describe the time and places such as 'one day', 'alone in my house', 'late in the night', 'back of the house', 'on the floor, 'hospital'.

The writer has also described the events which were frightening and shocking. He/she described the terrifying accident which arose out of that silence and calm. He/she used the words which described the event and the action. These words used are: 'remember the incident', 'something terrible happened', 'very sad to remember', 'strange', 'frightened me', 'attacked' and 'a lot of blood'.

Moreover, the fiction is developed with a continuance of events with the help of a narrative.

On the whole, the organization of this story is as follows:

Situation: place/ time / participants

Issue: commonly an experience

Follow up: conclusion

After all, the above format can be analyzed completely as follows:

The setting of the fiction is last year, alone in the house, back of the house, late at night, hospital.

The participants: the writer, a child, a person, an animal.

The events are

1. the writer was reading lessons in a room,

2. suddenly he/she heard a strange cry,

3. attacked by someone or an animal

4. the writer telephoned the hospital nearby

The conclusion: taken to the hospital

This type of text is amply used in the introduction to academic writing. The introduction section provides some sort of background to the development of the concept in focus. It is a fiction that describes events of the past. This method is used to reconstruct the events that happened at a particular point of time in chronological order, circumstances of time and place.

Process Writing

Process writing, as Langan (2011) clarifies, is a series of steps carried out in a definite order (p. 254). The process genre is similar to the recount genre in maintaining the chronology. On the other hand, an important difference can be seen in many aspects. The writer has described the present passive verb forms to give an overall description in this text. The following text is about how to complain. The writer is aware of the sequence of steps making up each activity.

In general, the purpose of a process essay is to explain the steps involved in an action, process, or event. Some process essays give readers instructions, others provide

information. This type of essay depends on the purpose and topic. A process essay requires the writer to think through the steps involved in an activity (Langan, 2011, p. 254).

In the procedure, the words or 'time linkers' such as 'first/ initially', 'later/ suddenly', 'hereafter/ eventually', 'thereafter/ next', and 'finally' are used to show the chronology. Here is an example of process writing from a practice writing class.

How to Complain

I'm not just a consumer- I'm a victim. If I order a product, it is sure to arrive in the wrong color, size, or quantity. If I hire people to do repair, they never arrive on the day scheduled. If I owe a bill, the computer program is bound to overcharge me. Therefore, in self-defense, I have developed the following consumer's guide to complaining effectively.

The first step is getting organized. I save all sales slips and original boxes. Also, I keep a special file for warranty cards and appliance guarantees. This file does not prevent a product from falling apart the day after the guarantee runs out. One of the problems in our country is the shoddy workmanship that goes into many products. However, these facts give me the ammunition I need to make a complaint. I know the date of the purchase, the correct price (or service charge), where the item was purchased, and an exact description of the product, including model and serial numbers. When I compose my letter of complaint, I find it is not necessary to exaggerate. I just stick to the facts.

The next step is to send the complaint to the person who will get results quickly. My experience has shown that the president of the company is the best person to contact. I call the company to find out the president's name and make sure I note the proper spelling. Then I write directly to that person, and I usually get prompt action. For example, the head of AMF arranged to replace my son's ten-speed "lemon" when it fell apart piece by piece in less than a year. Another time, the president of Philadelphia department store finally had a twenty-dollar overcharge on my bill corrected after I had spent three months arguing uselessly with a computer program.

If I get no response to a written complaint within ten days, I follow through with a personal telephone call. When I had a new bathtub installed a few years ago, the plumber left a gritty black substance on the bottom of the tub. No amount of scrubbing could remove it. I tried every cleanser on the supermarket shelf, but I still had a dirty tub. The plumber shrugged off my complaint and said to try Comet. The manufacturer never answered my letter or e-mail. Finally, I made a personal phone call to the president of the firm. Within days a well-dressed executive showed up at my door. In a business suit, white shirt, striped tie, and rubber gloves, he cleaned the tub. Before he left, he scolded me in an angry voice, "You didn't have to call the president." The point is, I did have to call the president. No one else cared enough to solve the problem.

Therefore, my advice to consumers is to keep accurate records, and when you have to complain, go right to the top. It has always worked for me.

Definition Writing

In definition or report writing, the writer defines and illustrates a term. When a writer writes a definition of essay, the writer's main purpose is to explain to readers his/her understanding of the concept, while his/her secondary purpose is to persuade them that the definition is a legitimate one. A writer should keep in mind that a definition essay does not simply report a word's dictionary meaning. Instead, it conveys what a particular term means to the readers (Langan, 2011, p. 324).

Definition of a Football Fan

Football fans are by definition crazy. They behave insanely, they are insane about the past, and they are insanely loyal.

If their team gives away something free, the fans rush to the stadium to get the hat or whatever. Football fans just plan behave insanely. Baseball fans go similarly nuts when their favorite teams give away some attractive freebie. But football fans are even worse. Football fans freeze themselves in in order to watch their favorite game. In addition, football fans decorate their houses with football-related items of every kind. When they go to a game, which they do as often as possible, the true football fans make themselves look ridiculous by decorating themselves in weird team related ways. At the game, these fans do the "wave" more than they watch the game.

Football fans love to talk about the past. They talk about William "Refrigerator" Perry's 1985 Super Bowl touchdown as though it had happened last week. They still get all excited about 1988's "Fog Bowl". They talk about John Elway's final game as though it's today's news, though it happened in 1999. They think everyone should be as excited as they are about such old stories.

Last of all, football fans are insanely loyal to the team of their choice. Football fans wear their team T-shirts and warm-up jackets everywhere, even to work. Of course, if they have to dress up in business clothes, they can't do that. Should their beloved team lose three in a row, their fans may begin to criticize their team. But these reactions only hide their broken hearts. They still obsessively watch each game and read all the newspaper stories about it. This intense loyalty makes fans dangerous. To anyone who dares to say to a loyal fan that another team is better or, God forbid, to anyone wandering near the home cheering section wearing the jacket of the opposing team, physical damage is a real possibility. Incidents of violence in football stadium have increased in recent years and are a matter of growing concern.

Football fans really act as if they're crazy. They behave insanely, they are crazy about the past, and they're too loyal.

(Langan 331)

(Langan, 2011, p. 331)

If we analyze the organization of this text and the paragraphs, it is obvious that this writing has five paragraphs and each paragraph is narrative. The first paragraph tells about a football fan. Paragraph two provides details of a football fan. Paragraph three notes the references for the football fan. The fourth paragraph says the danger of being a diehard fan. However, all five paragraphs in the text are organized in a similar way.

However, writing such a report on a football fan normally begins with a general comment. Experiences are generalized; reports, therefore, are like procedures, in generalizing particular experiences. But, as Martin (1989) notes, reports are different because they aim attention on people, places, and things rather than events (p. 7). Accordingly, teachers should concentrate on the genres their students are writing in and the similarities and differences between those, so that they can help their students to learn to write consistently in each group.

Description

As Langan (2011) puts it, descriptions are like reports describing someone or something. The writer gives readers a picture in words. To make the word picture as vivid and real as possible, the writer must observe and record specific details that appeal to his/her reader's senses (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp, colorful details (p. 184). The following text is from the portfolio, which is a write up on the changes in the family structure.

The Structure of Families and Roles of Family Members

Until a few decades ago, men were the providers and women were the care givers. Men would go out to work and earn money. Women would stay at home looking after children and cooking food. This arrangement is disappearing and in my opinion it is a positive trend.

In many families, now both spouses work and earn money. This is particularly true in developed and developing nations. This trend has changed the structure of families and the role of family members. Men are also no longer seen as the only bread winners. In some families, women earn more than men do. They deserve equal treatment.

As more and more women become financially independent, the role of family members will change. Modern women have carved a niche for themselves in almost every sector. They now work and earn. Naturally they deserve equal treatment and respect. Men who still have age-old notions of male supremacy may find it difficult to come to terms with the change of roles. However, those who think practically have certainly changed their attitudes and support their women in their career and at home.

To conclude, women's empowerment is the reason behind this change in the structure of families. Women no longer want to confine themselves to the four walls of their home. As they have started working outside, traditional definition of husbands and wives have changed. Men are no longer the only breadwinners and women are no longer the only care givers. In my opinion, this is a positive trend that has the potential to make our world a better place where both men and women command equal respect.

(IELTS Practice.Org)

Here, the description essay 'Changes in the Family', mostly uses present simple active verb forms, whereas the text of the recount genre uses the past simple active verb forms. Like all essays, a descriptive essay must have a thesis. It should state the writer's

dominant impression of the subject. The text, however, uses certain nouns and adjectives to describe directions such as: ‘a few decades ago’, ‘providers’, ‘care givers’, ‘disappearing’, ‘a positive trend’, ‘developing nations’, ‘the structure of families’, ‘the role of family members’, ‘only bread winners’, ‘equal treatment’, ‘financially independent’, ‘male supremacy’, ‘attitudes and support’ ‘women’s empowerment’, ‘four walls’, ‘traditional definition’, ‘potential’, ‘equal respect’. It also uses certain verbs and phrases to describe the changes in family life ‘stay at home’, ‘spend’, ‘disappearing’, ‘work’, ‘looking after’, ‘earn’, ‘deserve’, ‘carved a niche’, ‘change of roles’, ‘confine’, ‘no longer’, ‘make our world better’.

Argument

In an Argument essay, a writer defends a position with a series of solid reasons (making a point and then supporting it). The argument advances a controversial point, a point that at least some of the readers will not be inclined to accept. The argument assumes controversy; writers have to work especially hard to convince readers of the validity of this position. Here are five strategies writers can use to help win over readers whose views may differ from the writers. The following text is made up of five paragraphs. The first paragraph states the background information.

According to Langan (2011), the first section is the background information section, where the writer keeps the focus on the issue they are discussing, not on the people involved in the debate. A writer should keep the focus on the issue they are discussing, not the people involved in the debate. Writers should not write “My opponents say that orphanages cost less than foster care” (p. 364) instead, they should

write, “Supporters of orphanages say that orphanages cost less than foster care” (p. 364).

The second section: Another way to persuade readers to consider the writer’s opinion to point out common ground-opinions that the writer shares. Finding points on which people on all sides of the argument can agree (p. 364).

The third section: It is a mistake to simply ignore points of view that conflict with the writer. Acknowledging other viewpoints strengthens the writer’s position in several ways. First, it helps the writer to spot flaws in the opposing position- as well as in his/her argument. Second and equally important, it gives the impression that a writer is a reasonable person, willing to look at an issue from all sides. Readers will be more likely to consider a writer’s point of view if he/she indicates a willingness to consider theirs. There are some techniques by which a writer in his/her essay can oppose arguments. One effective technique is to cite the opposing viewpoint in the thesis statement. A writer can do this by dividing the thesis into two parts. In the first part, the writer acknowledges the other side’s point of view; in the second, the writer states his/her opinion, suggesting that his/her is a stronger viewpoint (Langan, 2011, p. 365).

Another effective technique is to use one or two sentences in the introduction to acknowledge the alternative position. Such sentences briefly state the “other side’s” argument.

A third technique is to use a paragraph within the body of the essay to summarize opposing opinions in greater detail. To do this successfully, the writer must spend some time researching those opposing arguments. A fair, even-handed summary of the other side’s ideas will help convince readers that the writer has looked at the issue from all angles before deciding where he/she stands (Langan, 2011, p. 365).

The fourth section: Sometimes an opposing argument contains a point whose validity a writer cannot deny. The strongest strategy is to admit that the point is a good one. The writer will lose credibility if he/she argues against something that makes sense. The writer should admit the merit of one aspect of the other argument while making it clear that the writer still believes his/her argument to be stronger overall.

In the final section, here is an example of this genre, explaining what the writer thinks and what the reasons are for justifying the statement (or opinion).

**Meat Eating is as Bad for You as It is for Animal
What is your opinion?**

Human beings have eaten meat for many thousands of years. We have teeth that can cut and chew meat and stomachs that can digest meat. In many parts of the world it is the main food of most people and perhaps it always will be. However, during this century there have been many changes in the way animals are looked after and the way meat is produced. Now, there are many people who think that meat eating is not good for you.

I agree with these people. In my opinion, the changes in the way meat is produced have been so serious that I do not want to buy meat or eat meat. For example, chicken has become a very popular food in Britain in the last twenty years. In the past it was quite expensive and you ate roast chicken on Sunday or on special occasions. Now it is very cheap and people can eat it every day, but it is not as good as it was.

This is because the chickens are kept in very bad conditions in very small spaces and they are fed with hormones and antibiotics to keep them healthy until they are killed. Not only are the chickens killed in a horrible way after a horrible life, but I think the meat from these chickens is not good for you. It is full of water and chemicals and it does not taste good. I do not feel that this sort of meat is good for me and I am happier eating vegetarian food which is cheaper and tastes better.

Perhaps the statement 'Meat eating is as bad for you as it is for animals' is too extreme. I do not think that people should all stop eating meat immediately or that meat will kill you. However, I do not think that meat is very good for you anymore and I do not want to eat it myself.

(Hpkins and Tribble, 1989, p. 68-69).

Thus, the structure of this text can be summarized as follows:

Paragraph 1

Describing the background information (using tactful, courteous language)

Paragraph 2

Stating how the essay is organized (pointing out common ground)

Paragraph 3

Acknowledging differing viewpoints

3.4.1.1 Point 1(own argument)

3.4.1.2 Point 2(citing the opposing viewpoint in the thesis statement)

3.4.1.3 Point 3 (summarizing opposing opinions in greater detail)

Paragraph 4

When appropriate, accepting the merit of differing viewpoints

Paragraph 5

Stating the writer's opinions

These types of genres are dealt with in the academic writing course at the tertiary level in Bangladesh. Interestingly, it has been confirmed that the knowledge of genre works well in the teaching of writing. This knowledge of genres has been implemented in the classes for teaching writing. There are many exercises that bear out the features of each genre. These exercises increase students' awareness of the context, purpose and the readers of the text which establish the content and style of the text. These aspects should be defined with the students while selecting an assignment so that they can write conclusively.

3.5 The Instruction

3.5.1 Implementation of Teaching Approaches

For this research, both the classes (experimental groups) were encouraged on the combined approach. For the 'experimental students', the introductory unit presented the fundamental concept of the combined approach and raised the students' awareness of the content of the writings, textual features, the writing process, cultural setting and their connection. In the classroom, the learners were instructed to read a wide range of short written texts and explain their substance of writing, recognize variations in rhetorical structures and linguistic features, a context of writing, and describe how contextual features impacted the development of different texts.

Then the teacher suggested students that writing is a process and he also suggested the learners that to follow the series of activities to apply in their writings such as, planning, drafting, and revising.

3. 5. 2. Essay Scoring Rubrics

The main method for assessing essays in this study is based on that recommended by Paulus (1999), who investigated not only the difference between the first and the second draft of students' essays in improving their writing skills but also the effectiveness of the teacher-response and peer-response on the revision of undergraduate ESL students' composition writing course. Her 'rubric' for assessing the essays was based on a scale from 1 as the lowest score to 10 as the highest score for six categories of writing (Lundstrom and Baker, 2009), which are as follows:

- Organization refers to the unity of ideas and paragraphs. The topic sentence and supporting details of the essay are clear and the ideas are related to each other. The paragraphs include the introduction, body and conclusion.
- Development means using examples and supporting details appropriately. Each point in the essay is developed using some kind of supporting evidence, such as examples.
- Vocabulary refers to precision in using words and clarity in meaning.
- Cohesion/coherence refers to using translated words correctly and to the relationships between ideas.
- Structure focuses on grammatical issues: using verbs and tenses, such as the present, past, and past participle.
- Mechanics refers to correct spelling, punctuation, and capitalization (p. 35).

The full form of Paulus's rubric (1999) used in this research is provided in Appendix 1 of the thesis.

Essays were scored by two expert teachers. These evaluators measured the students' compositions according to the scales of Paulus's rubric. They measured the organization and the ideas in the development of the essays. They also measured the accuracy of the structure, vocabulary, and mechanics, taking into account grammatical errors (e.g. errors in usage of prepositions, articles, verb, tense and so on), the selection of appropriate vocabulary and the avoidance of any mistake in spelling and punctuation.

The evaluators were given the exam scripts and term papers of the students for marking and judging. After collecting the students' scores from the two examiners, a satisfactory IRR (Inter-Rater Reliability) coefficient was calculated to examine the level of correction. Then, the mean score was calculated for each student.

Their experience was not limited to teaching the two expert evaluators were the faculty of the English Language department at the two renowned universities, who had been teaching English as a foreign language (including writing skills) for a long time. Writing skills but also included rating and grading essays using various kinds of rubric. The two expert teachers marked and assessed all the writing scripts of the 'experimental students. The essay scores were collected from both examiners for analysis in order to ensure inter-rater reliability.

3.6 Research Tools

After obtaining permission from the universities, the study was carried out among ESL students in the English language department. It was decided to take both a qualitative and quantitative approach to collect data for this research. The objective of

this research was to explore a combined approach to academic writing for the Bangladeshi tertiary level learners. This study was primary research by nature and it was based on the original data of students' academic writing obtained through classroom observations, document analysis, and interviews. The researcher collected data from a renowned university of Bangladesh, wherein 100 students and 4 teachers were involved.

The following activities were carried out during the field study: 1. Classroom Observation, 2. Analysis of the Written Documents of the Students, 3. Students' Interviews, and 4. Teachers' Interviews.

3.6.1 Classroom Experience

Classroom findings aim to achieve interpretations in terms of a. Collaborative learning, b. Objectives of the writing, c. Time for writing, d. Writing processes (brainstorming, drafting, revising, and editing) e. Teachers' feedback:

1. The aim or the reason for writing in the classroom
2. The learners' learning writing processes during pre-writing activities such as brainstorming, planning, revising and editing.
3. The learning method individually or collaboratively.
4. The allocated time for the learners at the different stages of writing like- before writing, while writing, after writing (revising, editing), and for feedback.
5. The ways of developing the students' cognitive skills while writing in the class.
6. Teachers' feedback.

3.6.2 Written texts

Portfolio

Students compiled and presented their written assignments in the form of a portfolio. Students integrated each piece of their notes, demonstrating the writing process. These are brainstorming, outlines, peer comments and context analysis. The assignments were distributed to the students after 1st reviewing, and they were advised to keep those assignments in a folder for the semester. Teachers this time provided only positive remarks. Throughout the end of the semester, the students submitted all the assignments along with their overall thoughts. The portfolios were taken from the students for review to show the students' understanding and knowledge of the writing processes of various genres acquired over semester duration.

Exam Scripts:

Exam scripts were chosen to assess the students' performances as these follow the traditional product approach. The use of examination or assessment is to improve the quality of teaching system. Examinations are conducted on the belief that teachers align their teaching to the demand of examinations and improving them will effect change in what teachers teach and, as a consequence, in the quality of students' learning (Kellaghan and Greaney, 2003, p. 9). The uses of the examination data to improve students' achievements are provided. Evidence related to the effect of changes in examinations on the content of teaching level on students' achievement and students' cognitive process skills were considered.

In this study, information derived from the exam scripts is obtained from individual students and data is aggregated to provide an idea of the effectiveness of the

traditional approach in the writing class. The primary purpose of such an assessment is to describe how well students are doing in the time-bound product writing.

Term Paper

The term paper, due at the end of the semester, is to be written on any aspect of the course that interests the students, but teachers have to approve their topics in advance. About halfway through the term, students select the topics and discuss with the teachers. The instructor approves the topic or advises that it be narrowed and sometimes gives the preliminary advice for sources and citations. At the end of the term, the teacher collects and grades the paper.

In this course as well, the teachers provide students with an adequate amount of assistance, instruction and structure for the term paper. For example, teachers not only explained the details of the term paper at the beginning of the semester but also mentioned it occasionally throughout the semester. Teachers provided information about the structure of the paper. Teachers also spent some time discussing citation style, how to refer to the source, proper formatting of citation and quotations. Teachers followed some steps and students worked on the assignment in stages: 1. They were taught that writing an assignment is a process, 2. They were given proper steps to complete the assignment, 3. They were provided with the basic structures to follow for each step, 4. Teachers graded and provided feedback for each step that they completed 5. Students integrated all the steps at the end of the semester to complete their term papers.

Thus, term papers were taken for analysis to reveal the students' awareness and improvement in their academic writing gained over the period of the two semesters.

3.6.3 Semi-Structured Interview

The interview method is also used in this research to provide supporting and supplementary information on students' attitudes and perceptions concerning a combined approach in the teaching of academic writing. It, therefore, helps the researcher to obtain data about the students' attitudes, perceptions about the newly formed writing method, and more in-depth, supplementary information is obtained through the interview (see Appendix 4). The researcher has also included teachers' interviews to explore their views on the proposed combined approach in this thesis (see Appendix 5).

The researcher has used semi-structured interviews in this study because she wants the interviewees to freely express their feelings about using a combined approach in writing classrooms. According to Nunan (1992), a semi-structured interview gives the interviewee full control and power to take it in free and flexible environments (p. 150).

A sample of 10 EFL students from the experimental group was selected to conduct the interviews. Using only a few participants for the interview is recommended for studies that use more than one instrument (Lee, Woo and Mackenzie, 2002). The selection of only 10 students to represent the whole group for this study is based on the following:

1. As mentioned earlier, the interview was not considered a central method for collecting data in this study, so only a small number of participants for the interview are enough.
2. Selection is based on the marking system of the university, as follows: category (a) represented students who obtained marks between of 50-60; category (b) represented students

who obtained marks between 60-70; category (c) represented students who obtained marks between 70-80; and category (d) was for the students with marks of 80 or above.

The reason for involving students from the experimental group only for the interview was because of their eleven weeks of experience and practice of the combined approach for the field study. The interviewees were chosen on the basis of the marks they obtained for writing during the midterm examination and the classroom performances. The selection of students was based on the marking categories in order to represent the whole classroom.

Concerning the method of conducting the interviews, they were conducted in a quiet room and a tape- recorder was prepared to record the students' answers which were transcribed later. The students were interviewed individually so that each student could take his/her time. They were given the choice of being interviewed either in English or Bangla; thus the interviewee had the freedom to select the language in which he/she would be able to express his/her opinion most clearly. They preferred English for the interview. Interviews were carried out at the end of the study in order to measure participants' perception of the involvement of the combined approach in learning academic writing. The researcher preferred to converse with each interviewee in Bangla at the beginning of each interview in order to warm up and make the interviewee feel more relaxed. After conducting the interviews students' answers were transcribed by the researcher.

The interview consisted of 9 questions and it was conducted with 10 students of the two sections of the university. It aimed to get their views on the writing, problems in writing, methodology, feedback, collaborative learning, their needs and the way writing is taught and the changes they would like to bring into the teaching of writing (see Appendix4).

In the teachers' interviews, the interview was administered to four teachers who have sufficient experience in teaching writing as well as the experience and teaching of the combined approach to the field study (see Appendix 5).

3.7 Data Analysis

The instruments used in this study involved classroom observations, assessing the written texts (portfolios, exam scripts, and term papers), students' interviews, and teachers' interviews.

The scores of the students' writing tasks were collected and marked by the two instructors of the classes using Paulus (1999) rubric. Feedback and the scores obtained in this course indicated student's improvement. In response to the research question, this study aims to find out whether a combined approach enables the students to produce a good quality written text. It necessitates evaluators to evaluate a text based on separate scales, evaluating various aspects that are recognized crucial for good writing: the diagnostic information on the capability of the writer is provided. It has been figured out, nevertheless, that the score on one scale will affect the score on the other, and writing should be considered as one of those different sections. According to Cohen (1994) and

Hyland (2003b), the numerous trait scoring systems appeared to be a suitable identifying method for texts. Any single text's score was focused on various writing aspects related to the particular task of evaluation. The rating also included diagnostic details about different language aspects produced by the students in writing.

The written texts assessing scheme was primarily based on Paulus (1999): profile scale which focuses on ideas (clarity, thought, argumentation, support and detail), organization (internal structure), voice, word choice, sentence fluency (rhythm and flow), and conventions (mechanical correctness as well as the use of textual conventions). Each criterion allows evaluators to respond to the written text as a whole by considering overall communicative quality. The students' text from the start and the end of the semesters were marked by two raters. Both of them are experienced, with over eight years of experience in teaching English writing to the tertiary level students in Bangladesh.

Students' and teachers' interviews were also recorded and analyzed. The analysis takes an account of different sections of the students' and teachers' interviews: personal details, the medium of instruction, attitude towards the writing course, teaching method,

writing process, performing different types of tasks, and writing skills. Later on, the software programme SPSS (Statistical Package for the Social Sciences) was used to compute the finalized scores.

Chapter Four

Data Analysis and Findings

- 4.1 Classroom Observation
 - 4.1.1 Observation1
 - 4.1.2 The Analysis of Observation1
 - 4.1.3 Observation2
 - 4.1.4 The Analysis of Observation2
- 4.2 Written Text
 - 4.2.1 Portfolios Analysis
 - 4.2.1.1 Recount
 - 4.2.1.2 Description
 - 4.2.1.3 Argumentative Essay
 - 4.2.1.4 Process Writing
 - 4.2.1.5 Definition Writing
 - 4.2.1.6 The Judges and Judging
 - 4.2.1.7 Criteria based Analysis of the Portfolios
 - 4.2.2 A Comparative Study between Exam Scripts and Term Papers
 - 4.2.2.1 The Judges and Judging
 - 4.2.2.2 Exam Scripts and Term Papers Scores of the Students
 - 4.2.2.3 Inter-rater Reliability (IRR)
 - 4.2.2.4 Comparison of Term Papers and Exam Scripts
- 4.3 Students' Interviews
 - 4.3.1 The Analysis of Students' Interviews
- 4.4 Teachers' Interviews
 - 4.4.1 Qualification
 - 4.4.2 The Analysis of Teachers' Interviews

4

Data Analysis and Findings

The purpose of the study is to discover whether applying a combined approach can improve and develop writing skills. In this chapter, the findings and results of the study are presented through the analysis of the data obtained using the four different methods employed in this study. These data consist of the following: 1. Classroom Observation, 2. Written Documents Analysis 3. Findings obtained from the learners' interviews and 4. Findings obtained from the teachers' interviews.

4.1. Classroom Observation

The Goal

The classroom investigation technique intended to identify answers to the following questions concerning 1. The aims of writing 2. Duration of writing 3. Collaborative learning 4. Drafting 5. Teachers' feedback and 6. Context, and accordingly:

- a. What kind of activities did the students initiate in the class while performing a writing task?
- b. What was the goal of writing in the classroom?

- c. What were the techniques applied by the teacher to build students' writing skills while writing in the class?
- d. What kind of feedback was given by the teacher?
- e. How much time was provided for writing by the teacher, (1) before writing, (2) while writing, (3) after writing?

The Context

The writing classes which were observed were classes of B A in English in a university. The Composition and Communication Skills (ENG- 102) is a writing course of the university, an eleven-week course.

The goals of this course are fundamentals of writing, arranging paragraphs, composing various kinds of multi-paragraphs, evaluating non-fiction prose, concentrating on arguments and empirical study strategies. The aim of the course is to enhance the writing skills of the students and make them successful writers in L2. Consequently, the teachers mainly followed John Langan's *College Writing Skills*, Eighth Edition, and Houghton Mifflin's *Writing Skills Handbook*, Fourth Edition, and reading activities were added to help the students understand the text. The following are some experiences from the observations.

4.1.1. Observation 1:

ENG-102

Time: 10:30 to 12:00

Class: 2nd semester, 1st year.

Day: Monday

Date: 4 May 2015

The teacher and the researcher entered the classroom on time; the first thing to be noticed was that all students were not present in the class, as it was the first class. As an observer, the researcher selected a seat at the back of the room. The teacher then wrote the title on the board 'Writing Essay' and a subtitle 'An introduction to Writing'. Subsequently, the teacher asked the students about essay writing. The class responded in chorus: 'writing briefly about any topic or theme'. The teacher observed, "Writing is a process. By learning a series of small steps, composition writing can be made easier and much more fun. You could learn to brainstorm main ideas before you start writing, organize a draft of those main ideas, and revise the compositions into polished essays".

The teacher also asked the students to state an important difference between writing and talking. Students replied that while talking they were not formal but in writing, they would always be so. He clarified that people with whom they talked did not always challenge them to give reasons for their statements. But the people who read what they wrote might not know them, agree with them, or feel in any way obliged to them. If they wanted to communicate effectively with the readers, they must provide solid evidence for any point they make. An important difference, between writing and talking,

was that: in writing, any idea that they put forth must be supported with specific reasons or details.

The teacher then discussed the steps, combined with practical advice about essay writing. Here the four stages of the process approach for writing were considered important for the students to produce good quality writings. These stages were as follows:

1. Prewriting stage, including collecting, planning, organizing ideas, finding new words and vocabulary and producing an outline.
2. Drafting and writing stage, with the emphasis on writing a draft of the whole essay, from the beginning to the end. The teacher encouraged the students at this stage to write without stopping until they had finished.
3. Revising stage, concentrating on the consistency of sentence: the use of tenses, changing unsuitable vocabularies and recognizing paragraphs or sentences.
4. Editing stage, concerned with issues of linguistic accuracy such as spelling, grammar and punctuation.

The teacher then asked about the structure of an essay. One student answered that an essay of about three hundred to five hundred words would typically consist of an introductory paragraph, two or four supporting paragraphs and a concluding paragraph. The teacher was happy and discussed further in detail the thesis statement, which is the central idea or point developed in an essay. The thesis statement appeared in the introductory paragraph, and the specific support for the statement appears in a paragraph that follows. The supporting paragraphs allowed for a fuller treatment of the evidence

that backed up the central point, which would not be possible in a single paragraph.

Next, the teacher instructed the students to see a model essay from the text (Langan, 2011, p. 6). The title of the essay was ‘The Hazards of Movie Going’. The model helped the students to understand the form of an essay.

The teacher had to make sure that all students understood the outline of the four stages of the process approach for writing. Students practiced and discussed the writing stages with their classmates in groups. The students were asked to organize themselves into small sub-groups. Ten groups were made of five members each. The students in the group discussed how they could practice the stage of the writing process effectively. The teacher then asked if the students had any queries. Students asked some questions and sorted out their confusion.

The teacher guided the students on the next task, which was designed for preparing students to write. The teacher allotted fifteen minutes to the students to write a journal entry based on a particular day in their life.

Once they finished writing, all the students submitted their writings; the teacher then said it was enough for that day.

4.1.2. The Analysis of Observation Session1

It is evident from Experience 1 that the teacher was not only a teacher but also a trainer, monitor, and facilitator for the students. The students responded to the teacher’s questions and listened to what he suggested and learned what was taught. They were

allowed an opportunity to open a conversation. There was also student-to-student interaction and they collaboratively learned the writing processes of different writing genres.

It was seen in the classroom observation that at the beginning of the class, the teacher introduced a model essay to make the students comfortable and providing them an idea of the specific genre. He discussed the paragraphs of the essay, such as an introductory paragraph, supporting paragraphs, second and third supporting paragraphs, and concluding paragraphs. The class responded to him instinctively.

The teacher also adopted the writing processes which called for the learners to discuss collaboratively. Collaborative learning familiarizes and develops the writing processes effectively. Such activities build up the students' writing ability through peer interaction and peer feedback.

The Aims of Writing

It is noticed from the Observation 1 that the aim of the writing class is to make the students competent in writing. Therefore, the observation data clarified that the teacher wished students to have a conscious understanding of the writing processes, collaborative learning, uses of ideas and vocabulary. During the class, the teacher was also a trainer, monitor, and facilitator. This was observed when he explained to them in detail their contexts with illustrations.

The objective in the writing classroom was teaching the students pre-writing, drafting, revising, and editing stages of the writing processes of the different writing genres and also training students on how to share and collaborate with the other members

of their groups effectively. In the class, the main priority was to use the ideas and vocabulary in their writings without paying more attention to grammatical, spelling, or punctuation mistakes. The teacher's target was to make students keep writing until they were sure that they had incorporated all the ideas and vocabularies successfully.

Duration of Writing

It has been noticed in this observation, that the learners did not get adequate time for writing their essays. The first segment was mostly spent on making an introduction. After a period of time, the learners were provided time for writing. The teacher asked them to take fifteen minutes to write a journal entry about anything that the students had seen, said, heard, thought, or felt that day.

Composing

As it has been observed and explained above, students did not get enough time for writing in class as it was the first class. From the next class onwards, the students got adequate time in pre-writing, writing, and post-writing stages. The teacher helped and guided the students through the processes of composing in the class. Nevertheless, the students were given a good chance to practice the processes of composing. After finishing the writing activities, the students' written texts were evaluated by the teacher with constructive comments rather than red marks and grades.

Teachers' Feedback

In this observation, as it was the first class, the teacher started the class with an explanation of the essay writing techniques and asking questions to the students. He also made the students provide correct answers to the questions when his students failed

responding to him correctly and encouraged them with constructive comments.

Context

The observational data also revealed that the teacher in this observation not only followed the prescribed books but also applied other tasks or examples which were authentic to the students' socio-cultural settings.

4.1.3. Observation 2:

Time: 10:30 -12:00

Class: 2nd semester, 1st year

Day: Monday

Date: 11 May 2015.

The teacher and the researcher entered the class; it was an extension of unit 'Pattern of Essay Development'. 48 students attended the class. As described earlier, five kinds of essay genres like- recounts, procedure, description, report, and exposition were discussed in the following classes. The teacher discussed in that class the importance of understanding the nature and length of an essay, explained the importance of knowing their subject, their purpose, and their audience, and showed them how to conduct a peer review and personal review in the writing process.

The teacher then asked the students to organize themselves into small groups. There were 10 groups of four to five members each. Students who had obtained high scores in the previous writing were chosen to be experts and guides for all the groups. All

the groups consisted of expert students and weak students. In addition, all the students were instructed not to change groups during the remaining weeks of that course. The students in the group discussed with other members of their groups how they could practice the stages of the writing processes effectively. During this week they were asked to choose any familiar topic based on recounts, to write about in their groups. The teacher helped them to select the topic of the essay. They preferred to write on ‘An Incident I will never Forget’. They were then told to practice the stages of the writing process for writing the essay, which are as follows:

A. Pre-writing stage: (Collaborative) - 30minutes

1. The students were allowed to brainstorm individually for fifteen minutes and collect their ideas.
2. The member of each group had to select appropriate vocabulary and words in five minutes that could be used in their writing tasks. The students were encouraged to ask the teacher for help concerning vocabulary or any other related query. They were allowed to use helpful resources such as dictionaries, computers, and textbooks to check and find suitable vocabularies.
3. They were given ten more minutes to organize their ideas and produce outlines for the essay.

B. Drafting and writing stage: (Individual) – 30 minutes

After completing the collaborative pre-writing stage, each student wrote his/her

own essay for thirty minutes without asking the other members of the group for help. In that stage, the students took into consideration the fact that the main priority was to use the ideas and vocabulary they had collected together during the pre-writing stage in their writing. They were required to keep writing until they were sure that they had incorporated all the ideas and vocabulary successfully.

C. Revising stage: (Collaborative) - 10minutes

This stage took only ten minutes to complete. The students revised their writing tasks collaboratively by reading and revising together all the drafts produced by the group members. Each student placed his/her written draft in the middle of the group in a position where everyone was able to see it and then started reading it out. They had been taught that the main aim in this stage was to revise the consistency of sentences, make sure they had used appropriate vocabularies, recognize and rearrange any unclear sentences and paragraphs, and common rules of grammar, spelling or punctuation had to be followed. Each member of the group offered comments until the students' essays in the group had become clear, coherent, well-developed and organized.

D. Editing stage: (Individual) - 10 minutes

The students were given ten minutes to edit their writings individually. In this stage, the students checked for mistakes in the organization of sentences or paragraphs, and linguistic accuracy, including spelling, grammar, and punctuation. Correcting errors and mistakes were the students' main priority at this stage.

Finally, the teacher decided to distribute the previous writing papers where the teacher gave constructive comments. He discussed the common problems in ideas, sentence constructions, and common lexical errors seen in their writings. Then the teacher collected all the writing tasks of that day and ended the class at 12:00 pm.

4.1.4. Analysis of Observation 2

Collaborative Learning

In Observation 2, the learners were the active participants whereas the teacher had a role to help them as their guide. The teacher in this observation started by giving information about the five kinds of essays. Then, the students practiced the ‘recount genre’.

The teacher in this experience asked the students to work in groups. This was observed clearly in the task ‘An Incident I will never Forget’, in which the students were asked to discuss and inquire about the task with other members of their group. Thus, all the students consulted their classmates about the task working collaboratively which helped in understanding the task through discussion and therefore it was easy to do. The teacher also knew the significance of these activities which helped the students to develop their writing skills.

The Aim of the Lesson

This Observation was a succession of the title ‘Essay Writing’, which improved the students’ ability to write an essay. It has been noticed in this observation that the teacher’s intention was to develop the students’ knowledge in writing processes, language

function, and vocabulary.

The teacher in this lesson provided a chance to choose the topic and he also helped the students to select the topic from the recounts genre. He applied this knowledge in other contexts by providing examples to build up the learners' perception of the knowledge. And he helped the students to follow the process of the writing stages, sentence level and to develop the knowledge of new structure and vocabulary of the language in this unit.

He also encouraged the students to follow the writing processes in groups and from time to time to exchange information, provide comments that helped them to write effectively and come up with final comments for each member's essay.

Duration of Writing

The teacher in this lesson admired the time taken for writing. It was clearly observed in the task, where students were asked to formulate the essay at the pre-writing stages. Students got enough time in the pre-writing stage, drafting and writing stage, revising stage, and editing stage. Time for writing is essential since it allows the students to work in groups. The teacher felt that an hour and a half were worth it if spent well on writing. He made the best use of the available time for essay writing. Students spent thirty minutes at the pre-writing stage collaboratively, another thirty minutes in the drafting and writing stage individually. They also spent ten minutes at the revising stage collaboratively and another ten minutes individually at the editing stage.

Composing

At the end of this lesson, the teacher suggested the students write a recount essay which needed the students to follow the processes of composing. It is good that the teacher in this lesson aimed to design a task; the topic was relevant to students' social settings. First, he instructed his students to compose an outline of the essay following the pre-writing stages with the group members and drafting the essay individually. This implies that the teacher considered that writing is a process to be learned in the class, involving intervention and adequate feedback of the teacher. Thus, the class in this experience was provided with a class task including the practice of the processes of planning, organizing, composing and reviewing.

The teacher was aware that the students required time in the class to practice writing activities.

Teacher's Feedback

The teacher in this experience seemed to be aware of the importance of feedback. He assigned time to the class to write and also spent time commenting on the written work. He gave more emphasis on constructive comments than marking. He not only looked for or pursued the students' errors but also the positive sides of their writing. In this Observation, teachers' feedback in the form of constructive comments such as, 'Overall very good! Try to avoid silly mistakes', 'Good concept'' were seen. Also comments such as 'Be careful of spelling and punctuation, it's a nice try'; 'Ideas are good'; 'Be careful of the tense in your writing', etcetera were given. They appreciated the process of learning writing and gave it sincere attention.

Context

Looking at the opportunity given to the students to select the essay topic, it was definitely a good context for writing. The teacher discussed the intended topic and also made the context of writing clear. He clarified with his students why they should write on this particular topic. He further discussed how the recount genre creates a mood for telling a story usually by narrating what they have experienced before. The story is developed about a progression of events, mainly with a narrative. Hence, the students wrote about this topic effectively, as they understood and were familiar with the context of writing.

Moreover, the teacher in this Observation suggested the learners make queries if they had any confusion about the task. The learners asked some questions, by which they figured out the objective of the task. The learners were made to feel free to ask, discuss, as a result of the helpful attitude of the teacher.

There were 28 classes in a semester. Other writing genres were discussed and practiced well. In the observation, it was found that in every class the students got a good amount of time in pre-writing, writing, and editing stage and that the teacher's feedback was positive and constructive. Throughout, the teacher handled various responsibilities like monitoring, guiding, encouraging the students to talk. The students were involved in a group discussion with the other members of their group; they could practice the stages of the writing processes effectively and learned how to use the ideas and vocabularies successfully. In a similar way at the revising stage, they checked for any mistakes in linguistic accuracy, including spelling, grammar, and punctuation.

4.1.5. Observation 3

Time: 10:30 am – 12:00 pm

Class: 2nd Semester, 1st Year

Day: Wednesday

Date: 17 June 2015

The teacher and I entered the class at 10:30 am at the scheduled time. Most of the students were in the class. The teacher wrote the title ‘Argumentative Essay’ on the board. The teacher practiced the combined instruction focuses on raising students’ argumentative genre awareness through deconstructing a model text, with communicative purposes, writing context, and audience in mind throughout the writing process. The organization of the argumentative essay followed that which was explained in Lee, Goh, and Yang (2009, p. 115); that is the argumentative essay consists of an introduction, body paragraph, and a conclusion (see Figure 7). The teacher explained that an introduction begins with an ‘attention grabber’ that attracts audience attention and a clear thesis statement that informs the learners what the writer’s stance is. The teacher discussed, in each of the body paragraphs, a clearly stated sub claim should be provided to develop or explain the thesis statement, and examples and evidence should be used to support each sub claim. She also advised the students to respond to opposing views by conceding to their strengths and refuting them by showing their weaknesses. Finally, they should sum up the main arguments and restate their position. While going through the writing process during the joint construction process, writing strategies were taught explicitly to the students.

Instructional Focus	
Instruction	Combined Approach (Product-process-genre approach)
Genre	Argumentative writing
Content	The tourism industry of Bangladesh
Input source	<ul style="list-style-type: none"> • Model texts and other sources (e.g., online sources) • Course teacher • Peer students
Input Emphasis	<ul style="list-style-type: none"> • Genre expectation • Content knowledge • Linguistic resources • Written strategies
Practice	Learning through actual use in the writing of multiple drafts
Model text	As a resource for the content, organization, and linguistic knowledge input and comparison
Writing process	Recursive and collaborative work.
Writing strategy	Explicit instruction of planning, drafting, revising, and editing the joint construction stage
Feedback	<ul style="list-style-type: none"> • Self-evaluation • Peer feedback • Teacher Feedback (focus on content, organization, and linguistic features)

Table 1: Writing instruction

The teacher then instructed the students to coordinate into tiny groups. There were 10 groups, each with four members. Students who in the previous writing had received high scores were considered to be mentors and advisors for all classes. Here, all groups included both weak and expert students. The groups' students described with other participants of their groups how they could effectively practice the stages of writing

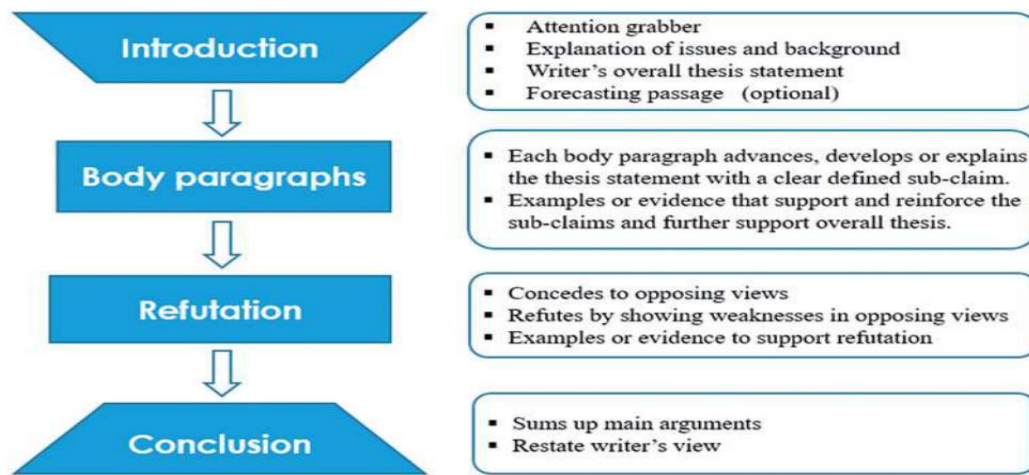


Figure 7: Organization for an argumentative essay based on Lee et al. (2009, p. 115)

processes. The students in the group explored how they could successfully explore the phases of writing processes with other members of their groups. Each student put his / her written document in the middle of the group in a location where everyone could see it and then perused it out. Every group member provided comments until the essays of the students within the group were simple, coherent, well-developed and coordinated.

4.1.6. The Analysis of Observation (3)

Collaborative Learning

Evidence (3) indicates that the instructor provided students with an opportunity to focus on their learning process and their products through shared learning which offers such reflection. It was apparent in the class, as the instructor supplied the task direction which required the students to work collaboratively (i. e., in pair) such as introduction, body paragraph, refutation and conclusion. He has often encouraged the learners to brainstorm those items in a group of three or four. Therefore, this experience also got enriched with the work that involves the students in writing together.

The Objective of Writing

The objective of argumentative writing was, according to the observational evidence, to improve the ability to write persuasively. Most of the written assignments in this genre, furthermore, suggested that the purpose of writing was to introduce the writing process. There was a deep concern in this practice about the use of the writing process and not the language of use.

For example, this argumentative writing dealt with genre expectations, content knowledge, linguistic resources and writing strategies. The instructor clarified that an introduction coincides with an ‘attention grabber’ that draws the audience's attention and a straightforward explanation of the topic that convinces the learners what the stance of the writer is. The instructor addressed a specifically defined sub claim for progressing, creating or illustrating the thesis argument in each of the body parts, and examples and facts should be included in support of each sub claim. Moreover, the teacher encouraged the students to engage in dissenting opinions by relinquishing their strengths and refuting them by displaying their weaknesses.

Time for writing

During this observation, the actual time for the writing class was concentrated more on teaching the writing process rather on the teaching of form. The students spent considerable time in activities involving a content writing practice in that context. Exercises that took significant time to complete were addressed and conducted in class while the teacher invested much of her time writing processes dealing with other aspects of language usage.

Composing

Throughout this observation, the teacher was cognizant that writing should be seen as a means of using language to reveal and convey meaning inexperienced. This perception of writing may be exemplified among the learners in the processes of planning, organizing, composing and reviewing. Throughout this instance, for example, the instructor addressed 'Planning your writing,' which can encourage improvement the composition process. The role allowed the students to work in a group of three or four and brainstorm the potential benefits of the activities and write down the most important and interesting findings from the observation and a list already made by the group. The activity then asked the groups to use the ideas intended to help them write up to 250 words about the 'Tourism Industry in Bangladesh' and instructed them to be as persuasive as they could. It next instructed them to share their writings in their group and see if there was anything they required to fix or add.

Moreover, the teacher developed or incorporated writing situations to help students practice the composition processes. In such contexts, she worked as a facilitator and as a negotiator of the writing content and process through their involvement in the composition process to provide the necessary information.

Teacher's Feedback

During the composing process, the instructor in the writing process served as a respondent to the needs of the students and as an encourager of learner duty. She offered constructive input to the students to contribute both to the growth of the students holistically, and to the promotion of the obligation and willingness of the students to facilitate learning.

Context

In this experience, the topic has a context. The context of writing helped students to write effectively. The title of the argumentative essay ‘Tourism Industry of Bangladesh’ gave attraction, general information on the topic. Moreover, the students’ familiarity with such given ideas relevant to a particular culture helped them write effectively. Therefore, students were more likely willing to write since they understand such context.

4.1.7 Observation 4

Time: 10:30 am – 12:00 pm

Class: 2nd Semester, 1st Year

Day: Wednesday

Date: 22nd July 2015

None of the students was there as the instructor and I joined the class and it was 10:25 am. We were waiting for the students to arrive. Afterward, they started coming in groups. 40 students attended the class. This unit was entitled, ‘Writing a Composition: Saying What You Think’.

The instructor began the class by writing on board the five parts that assemble a piece of writing to express an opinion.

Justification

Problem

Opinion

Final Comment

Background Information

He explained and discussed that they would compose several ideas that were not

organized when they decided to write. He explained that they would first consider and write some ideas that should be known as brainstorming. And the teacher defined brainstorming as they wrote these ideas. He attempted to make it understandable to the students that if they read about a subject on Facebook and its benefits, they would first talk about that subject and compose certain thoughts that were not coordinated and this was brainstorming. He clarified that certain points should be divided and organized into those that showed a positive influence on the young generation and those that had bad influences. The instructor suggested that he would teach them the rules of writing paragraphs, what should be included in those paragraphs and how concepts were related through words. Then the instructor switched to the one that was under the subheading 'Discussion'. This task suggested that students were frequently asked to give their opinions in writing, in exams and many other settings and that unit would teach them how to compose a brief opinion-expressing composition. Then the teacher asked the learners to work collaboratively to find out their opinion about this question: 'Using Facebook is bad for you as it is for the young generation'. What is your opinion?'

However, the instructor did ask the class to work in groups. He gave a chance or adequate time for discussion. Under the 'Brainstorming' stage, the students were asked to work in groups of three or four people to draw up a list of all the opinions they had for using Facebook. It asked them to write a list of reasons for using Facebook and a list of reasons why they thought it was bad. Then the teacher asked the group to make a total for each of these and compare their ideas. A short composition was provided as an example of the typical way in which a piece of

writing was arranged while giving an opinion. The teacher asked the class to properly examine the essay and then collaborate with a partner to label the composition's different sections and to carefully follow the writing techniques. Besides, the teacher instructed the class to work in pairs. Here, the students were active and got a chance to think and complete the task. Next, the teacher suggested the class that they should provide reasons for supporting their thoughts, and then justify their views. Moreover, here the teacher clarified that when writing an opinion, students needed to present their writings and state their opinions clearly. The teacher then moved to the next stage which was about the background information section. In this section, they wrote several paragraphs and each paragraph manifests a separate point of view supported by reasons. Following this, the instructor encouraged the class to shift to the next section, it's about the problem section of a composition with a contrast marker. They were instructed to read the next portion of the model text and write the word or words that demonstrated a correlation between the context knowledge ideas and the problem ideas. He told the students they had addressed previously with discourse markers. He gave the words 'however' and 'now' as examples and said that they were used to show the contrast of the ideas.

Ending the unit, the teacher made clearer the justification section in which they provided reasons that support opinion. This assignment asked the students to work in pairs and use the notes provided to conclude a section of reasoning for the composition about using Facebook in which the writer felt using Facebook was good for them.

The teacher told the students to look back at the drafts, using the same parts to

compose about 300 words in a composition. It finally asked the students to make sure that they had properly arranged it and ask a partner to review it out for correcting the mistakes in the text related to grammar, spelling and punctuation, and then review the content to make the final draft. The class ended at 12:30 pm.

4.1.8 Analysis of Observation 4

Collaborative Learning

The instructor began from experience (4) with a new unit, 'Writing a Composition Saying What You Think', which began with tasks that reflected some forms of collective learning. The instructor was in charge of starting the writing process and encouraged the class to work together as a team and provided time for discussion. In the brainstorming stage, students worked in pairs. The observational data again demonstrated that the teacher considered writing as a process wherein students worked on writing together. Teachers have contributed to the growth of the writing practice by making the class a writing environment where students worked on a writing assignment in groups.

The Objective of Writing

In experience (4) the actual purpose of this unit was to improve the capacity of the students to write a composition expressing their opinions. All sections of writing dealt with the process of writing and the rhetorical structure of a given short composition. They described each segment of this type of genre and implemented it to the task of writing. They also sought to refine the learning of elements of writing processes, grammar, spelling and punctuation that interacted with contrast markers at the sentence level. This segment in this unit also instructed the partners to search for

errors in content, grammar, spelling and punctuation when they finished writing. Consequently, the aims of this writing corresponded to the actual purpose for which the unit was developed. To accomplish the targeted goal, the students undertook a specific writing process. In this observation, the teacher spent the whole time, not in reading and demonstrating the text but in the actual act of writing.

Time for Writing

In this experience, the teacher spent most of the time following the writing processes. He described the writing exercises and told the students to perform group activities. He made use of time in imparting the detailed knowledge to the students and helped them to apply such knowledge in their writing.

Composing

In this observation, the writing process was conducted again in the writing class. This process involved many stages such as planning, organizing, composing, revising, and rearranging. During this experience, the teacher suggested practicing the activities that represented all the stages of writing. Activity-1 was adequately described in this unit which was under the subheading, 'Discussion'. Here, the teacher proposed the students to work in groups to find out the ideas of other students about this question: 'Facebook usage is as bad for you as it is for the young generation.' He also followed the step sharing ideas, which was under 'Brainstorming'. This task instructed the learners to work in a group of three or four to compile a list of all the ideas they had about using Facebook. Students were asked to write a list of reasons why they thought it would be nice to use Facebook and a list of other reasons why they thought it would be bad.

Brainstorming is the activity that truly initiates discussion and generates ideas on a topic. It is one of the processes of composing which also called prewriting activity. The teacher went through this critical writing stage, and thus a significant impact on the abilities of the students to learn to write.

Teachers' Feedback

This experience showed that the instructor recommended performing the activities in a group or pair. The students were therefore enriched with positive feedback which resulted in improving their writing capacity. Since there was a collaborative work in this writing class, the students received the effective feedbacks from the teacher as well from other students.

Context

Within this new unit, the practices that underpin the composition process by asking the students to compose full-text themes strengthened the motivating factors of writing. They build the context of writing.

In conclusion, the tertiary level students at a Bangladeshi university followed several strategies while they were writing. They were adequately informed or conscious of their use of these techniques because, as is obvious from the questionnaire and interview with the students, they were taught or encouraged to practice these in the classroom. Besides, the students in the class were given plenty of opportunities to do the writing activities and this was completely understood through the observation in the classroom.

4.2. Written Texts

This section depicts the writing process of the tertiary level students in the university. The main aim is to analyze the learning strategies concerned with implementing the writing activities. Portfolio and term paper, which are most suited to tasks that involve the writing processes, were chosen to elucidate the strategies brought to bear on the tasks.

These writing tasks required the students to write on a given topic. The writing objective was to teach the students pre-writing, drafting, revising, and editing stages of different writing genres, and also training students how to share and collaborate with the other members of their group effectively. The teacher's target was to keep the students involved in writing until they were sure that they had incorporated all the ideas, vocabularies along with linguistic accuracy. The students were asked to generate ideas without the guidance of the teacher. And the learners were clear about their need to proceed with their writing activities. A satisfactory amount of time was given to them to complete the task. The assessment of the writing activities showed that the tertiary level students applied a number of strategies while writing.

This study implies the effectiveness of applying learning strategies to develop learners' writing skills.

4.2.1. Portfolios Analysis:

During the eleven weeks of learning, students were given general knowledge about essay writing such as introduction to the essay, five basic academic types of the essay, through the combined approach. There is a wide variety of techniques used in collecting the written texts. In order to investigate the research question, portfolios were analyzed and to understand the effectiveness of the combined approach, exam scripts, and term papers were compared. It was hoped that the information gained from the portfolios, exam scripts, and term papers would explain the students' gain due to the combined approach awareness. A brief overview of portfolios, exam scripts, and term papers are presented below. An analysis of the students' portfolios taken from 100 students from ENG-102 demonstrates the recount, process writing, description, definition and argumentative essays.

4.2.1.1. Recount

In the recount genre, students expressed their feelings about their favorite tours. They recounted the place they went to visit, for example, one student wrote: ' my last holiday trip'. Some of them did not mention where they went, for example, one student wrote: 'A nice holiday'; another student wrote: 'summer vacation.'

In the students' writings, it was observed that they shared their memories and experiences in their recount writing. Here, one includes her comments and experience, opinion or interpretation of the recounted experience or events. In their essays, they used

first and third person most frequently and past tense in relating the events. They also used past tense for analysis and expressing their opinion. Some students have also explained how they journeyed to the desired location, such as:

Excerpt1:

Last summer, my friends and I were tired because of our tiresome daily routine. We decided to go to Saint Martin. For it is a very beautiful place in Bangladesh.

Excerpt 2:

Last Eid vacation my parents wanted to relax and spend family time. So we went to Rangamati. As we all know that it is one of the beautiful places in Bangladesh. We left home in the evening to reach there early.

Excerpt 1 and 2 are the exemplars taken from one of the students' scripts to demonstrate the content presents a sequence of events. In this excerpt, she represented the events they did on their tour.

In the writing outline of the students, most of the students presented the details they provided in their drafts, and the structure of the essay as follows: description, orientation, a sequence of events, and reorientation/evaluation.

Firstly, the students wrote the proper title of the recount. Most of the students, however, used lucid and appropriate vocabularies that usually used to express the journey their recount title, e.g. one student wrote: 'My vacation' and another student wrote: 'A great weekend.' These titles were presented in the final draft of the students.

The next sections are the social function and generic function. In the social

function, they informed or entertained the readers. And in the generic structure, in the orientation segment students described the setting scene and gave the necessary background information such as, who, when, where, and why. Next in the event section, they retold the events in chronological order, in the past tense.

Re-orientation is the last part of the layout. From the essays of the students, it is observed that they added their comments or opinion and a closing statement.

The students used the following language features in writings: they used simple prepositional phrases and adverbs of time and places to sequence the events e.g., yesterday, my friends and I went to the beach, after a while, etc. Students also used simple and compound sentences with clauses of equal status-resembling spoken like language. Such as: ‘Yesterday, my family and I went to the beach and made sandcastles’. Furthermore, they used unequal or dependent clauses usually of time or place e.g. ‘After we made sandcastles, we went for a swim’. ‘

Additionally, recounts of personal experience include familiar, specific participants (e.g. my friends, our family members).

The students used various linking phrases to connect time in their recounts. For example, 'last summer', 'last Eid vacation', 'then', 'at lunchtime', 'after that', 'all morning', 'in the evening'.

They also used attitudes express verb, adjectives, and adverbs to express feelings, appreciate people or events, the judgment of a person or their behavior e.g., 'We were very sad to leave that beautiful place'. Examples of the verbs used to describe involved activities; 'we swam,' 'we ate,' and 'played by my father'. Even in their writings, adjectives and adverbs were defining the location as 'very beautiful scenery.'

4.2.1.2. Description

Descriptions are like reports concentrated on describing someone or something. The writer gives a picture in words to readers (Langan, 2011, p. 185).

The objective of writing is primarily to clarify the subject or to start giving information or details relating to the given topic. The students wanted to clarify the subject by including information relating to public transport in Dhaka. They discussed the context details of the benefits and drawbacks of Dhaka's public transit. They clarified their independent opinion with information.

The next step was in the students' to create a thesis statement. They provided a single idea that was prominent throughout their essays. It was not only set out the purpose of the essay but regulated the way that the information was conveyed in their essay writings.

Excerpt 3:

Using public transport in Dhaka is the best way for the common people to reach their respective places very fastly.

In the body paragraphs, students stated their feelings that were associated with the topic that they wrote about. They provided full sensory details that helped to support the thesis. It was also observed in the students' writings that topics were set out in each separate paragraph and a topic sentence started that paragraph and they could relate to the introductory paragraph and their thesis.

Excerpt 4:

In, Dhaka, there are many taxi services such as Uber, Ola, and Pathao, but they are very expensive fare. Many people like to use Uber as it is safe, reliable, and affordable rides at the push of a button while opening up flexible for driver-partners. I think it is more expensive than others. The cost starts from tk. 300. So, it is too expensive for people.

According to the text of this student, her essay aimed to clarify the taxi's negative aspects, as she claimed in the statement of a thesis that taxi has many downsides. Excerpt 4 defined the cost of taxi-travel. The first sentence was a topic sentence. In her opinion, she claimed that taxis had high fares. Next was the supporting detail she clarified it is

beyond the capacity of the common people.

In conclusion, they reconfirmed the main concept they had explored earlier in the essay. They also gave their final thought; these were mainly the suggestions related to the key points mentioned in the texts.

Excerpt 5

Dhaka is maintained well the public transport, still, there are some issues which can be solved out by taking regular inspection safety measure by authority and autorickshaw, buses, bike, and the train could be the best option for moving around the city.

Excerpt 5 was the conclusion of a student's composition. She demonstrated in the thesis statement that people in Dhaka prefer public transportation because it "saves money, reduces congestion, and is also securing than using private vehicles." The first two sentences from the sample reconfirmed the principal concept. She provided her final thoughts after that, recommending that readers use public transportation while traveling in Dhaka.

Most of the students constructed an outline for their essays. The students began their outline with the title of the essay, 'The Dhaka Public Transport.'

Many learners, however, have difficulties writing a successful thesis argument. A thesis argument, as they had discovered, is one sentence reflecting the thoughts of the writers on the subject, but some represented their main idea in many sentences, instead of a single sentence. Some students' thesis statements did not provide the writers' clear idea.

The standard five paragraphs essay has a particular structure including the introductory paragraph with the inclusion of a thesis statement followed by three body paragraphs.

Finally, in the concluding paragraph students makes a summary of the entirety of their essays. This conclusion also reaffirmed their thesis. They wrote a good conclusion because it was their final thought to be read by their audiences. Because they knew that their reader will remain on their mind the longest after they have read the remainder of their essays.

As part of analyzing the texts of the students, they concentrated on the usage of the present tense, past tense, and topic-related vocabulary. They employed the present simple tense when expressing their thoughts and proving the supporting details on the issue.

Regarding appropriate vocabulary, investigation of the students' texts showed that vocabulary relevant to public transport was used in the essay, e.g. 'taxi', 'passenger', 'ticket', 'auto rickshaw', 'bus'.

4.2.1.3. Argumentative Essay

In an argumentative essay, the students presented arguments about both sides of the tourism of Bangladesh. In the beginning, they refuted arguments and gave weight to the actual position. And the conclusion, they rephrased the thesis statement, major points, call to attention, or concluding remarks.

Here, students accomplished this by writing: a clear, persuasive thesis statement in the introductory paragraph. Body paragraph, here they used evidence and explanation to support the thesis statement. Next, they wrote a paragraph addressing opposing positions

why they felt tourism in Bangladesh could be dangerous for the country.

Excerpt 6

Due to the tourism industry Bangladesh is getting foreign currency and it is becoming rich. By this her economical status increases by providing direct employment to the local tourist places e.g. restaurants, guest houses, transportation sectors are benefitted by tourism.

Excerpt 7

But due to tourism Bangladesh is also suffering such as tourists through their unwanted staff here and there. These cause pollution the environment and bitches get dirty. Crimes made by foreigners are very common in Bangladesh.

Excerpt 8

For solving these problems Bangladesh Porjoton Corporation and Police can help. Bangladesh govt. should take some initiatives to tackle these problems by making campaign which leading to people their environment and for making less the number of crimes.

So, from the excerpts (6, 7 and 8) we can get the outline of an argumentative essay such as,

- a. Introductory paragraph: containing a hook and thesis statement.
- b. Body paragraph: containing arguments and a rebut to the opposing side.
- c. Conclusion: summarizing the main points and leaving a lasting mark on the

readers' minds.

In this way, the students wrote a powerful argumentative essay. Here, they used present simple tense and the language was formal. Some students used complex sentences, conjunction, and related vocabularies to the topic such as, 'tourist business', 'eco-tourism', 'tourist attractions'.

4.2.1.4. Process Writing

The students generally realize that process writing is a genre about describing the process and procedure of making or creating something. Like the recount genre, it follows sequence or order in describing a process or reporting a procedure. For this writing course, they wrote the processes of writing a good book. The purpose of writing this text was to explain to the readers how to write a book by following a series of steps. In this process writing, the students explained or gave instructions on how to write a book. For this, they described the processes of writing a book step by step, so that it was easy for the readers to understand and follow the sequence of creating a book.

From the students' writing, it could be made out that different elements of the essay such as the thesis statement, the steps of writing a good book (selecting the type of the book, getting an idea about the story, making the readers remember the book, selecting a name and cover for the book), and conclusion were followed.

Most of the students provided the writing procedures and the steps of writing a book. A few students explained the writing processes and also their suggestions to write a

book. This can be illustrated in excerpts 9, 10, 11, and 12.

Excerpt 9

Writing a book is not as easy as it is sound. It is very hard to write a book. This is why you need to follow some steps.

Excerpt 10

To write a book first, you should select the type of book and you have to think about it. Choosing the type or genre of the book is very important. There are many types of books like-children books, novels, short stories, poetry, etc. At first, you have to select the genre of the book.

Excerpt 11

You have to think about the story you are going to write about. You have to be conscious of the start and the end of your story. You have to think and gather ideas to write a good story or it will not be a good one.

Excerpt 12

Then you have to find out how to make your readers satisfied and remembering the book. When a book makes a reader laugh, the reader enjoys it. But when a book makes a reader both laugh and cry the reader likes and remembers it. People laugh when they are given perspective they had never expected of. They laugh when they can see the absurdity but others cannot. You have to contrast the story that way to take a place in the reader's heart.

Excerpt 13

Last, of all, you have to choose a good name and cover for the book. As people like to make decisions by only seeing its appearance that is why you need to create a name and cover so beautiful and attractive that anyone will agree to buy it.

Most of the students produced an outline for writing their essays. They preferred writing a rough outline, presenting the only the heading (introduction, steps of writing a book, conclusion) and providing detailed information. These students seemed to use the outline as a template to remind them about what content needed to be presented in each section.

Examples of students' outlines are:

Title: How to write a good book

Outline

Introduction: Very hard to write a book

 Need to follow some steps in the book

Step1: Selecting the type of book

Step2: Getting an idea about the story

Step3: Making the readers remember the book

Step4: Selecting the name and cover of the book

Conclusion: This is how you write a book

In their context analysis, almost all students reported in the present simple tense in their writings, linking words showing the sequence of writing a book, giving details of the technique of writing a book, using imperative sentence structures and pronoun to address the readers.

It is clear from the procedures above that the words like ‘first’, ‘then’, ‘after this’, ‘next’, and ‘last of all’ have been used to show the sequence; they are called ‘time linkers’.

Regarding appropriate vocabulary, investigation of the students’ texts showed that vocabulary relevant to the topic was used in the essays, e.g. ‘follow some’, ‘easy steps’, ‘selected’, ‘style’, ‘children’s books’, ‘novels’, ‘short story’, ‘poetry’, ‘ideas’, ‘readers’, ‘name’, and ‘cover’.

4.2.1.5. Definition Writing

In definition writing or report writing, a writer defines a term and its purpose is to explain the key term of a concept to the readers. In several paragraphs, the writer describes the topic. Here, students wrote a report on Facebook addiction. All the students started with a general comment on the addiction before proceeding to the body. Towards the end, most of them gave a solution to this addiction. This can be illustrated in the excerpts below:

Excerpt 14

The addiction of [sic] Facebook is increasing a lot nowadays. Day by day it is getting worse. The communication is becoming more and more virtual because of Facebook. People are using Facebook and getting involved in virtual life more than in real life. This is affecting them and their relationships. Even they are not aware of it.

Excerpt 15

The creator of Facebook, Mark Zuckerberg is kind enough to allow us to use it free of cost. He has launched a website named internet.org which allows us to use free Facebook. Nowadays everyone has a smart phone. But we don't need any smart phone to use free Facebook. We can use it from any kind of phone. Mobile operators are also giving free internet data for people.

Excerpt 16

Because of Facebook people are not socializing at all. They just sit in homes and call and text other people instead of meeting them in the real life. They are wasting their time as well as their money.

Excerpt 16 gave an overall picture of Facebook addiction, how the use of Facebook was increasing and why it was not good. Excerpts 14 and 15 were about how it was free and it was not making people social. Here, the student also stated that it was wasting time and money.

Almost all the students in this essay also made an outline like other essays; only one student started writing the draft without an outline. They wrote by using complete sentences, and it was more likely for the students to use complete sentences when

describing a thesis statement, topic sentences for body paragraphs, or a conclusion.

Outline

Facebook Addiction

Introduction:

Getting worse day by day

Communication becoming virtual

Socialization is decreasing

1st Paragraph:

People are using more Facebook

Having smart phones

Different mobile operators giving out free data.

2nd Paragraph:

People are not meeting each other in real life

Wasting time and money in Facebooking

Conclusion:

Solution

Examining the students' texts, it was found that formal language, present tense,

and appropriate vocabularies were used. Most of the students used formal language as it was report writing. They also followed appropriate tense in writing. Present simple tense was used in explaining the factual information, for example, one student wrote: “They just sit in their homes and call and text other people instead of meeting them in real life”. In writing a report, the students were able to use appropriate vocabularies, for example, ‘communication’, ‘involve’ ‘virtual life’, ‘real life’, ‘affecting’, ‘website’, ‘internet’, ‘socializing’, ‘call’, ‘text’, ‘meet’, and ‘wasting time’.

4.2.1.6. The Judges and Judging

The essays of the students after an eleven-week involvement in the writing class were rated and marked by the four writing teachers. The raters were given a version of Paulus’s (1999) rubric to use, as shown in Appendix 1. The rating of the essays was based on six categories of writing: organization, development, cohesion, vocabulary, structure, and mechanics.

Writing samples were selected to best represent a student’s abilities, progress, or most successful texts in a particular context (Hyland, 2003b, p. 177). Students were also encouraged to reflect upon their own tasks and the textual experiences, their processes, and their strategies.

4.2.1.7. Criteria Based Analysis of the Portfolios

Criteria based analysis of five kinds of essays and term paper							
S/No	Criteria		1st essay	2nd essay	3rd essay	4th essay	5th essay
1	Organization	Errors in topic sentence	26	23	16	15	11
		Errors in thesis statement	19	13	10	8	7
2	Development	Not having logical supporting details	43	39	22	12	6
		Cannot develop a conclusion	68	49	35	27	16
3	Vocabulary	Lack of Vocabulary	70	64	49	40	32
		Lexical Error	64	55	50	43	37
4	Cohesion	Do not have unity and coherence	71	50	30	25	21
		Limited variety of sentences	83	61	38	22	10
5	Structure	Problem in organizing paragraphs	33	21	11	10	8
		Cannot follow instruction and direction	30	21	14	11	6
6	Mechanics	Errors in Grammar	83	69	53	48	43
		Misspelling, Inappropriate punctuation and Capitalization	55	42	32	27	25

Table 2: Criteria Based analysis of Portfolios

Analysis of the Organization

In the first essay, 26% of the students could not write the topic sentence properly, and 19% of students had a problem with the thesis statement of the assigned topic. In the second essay, 23% of the students could not write the topic sentence properly, and 13% of students could not write the topic sentence at all. In the third and fourth essays, students improved in the organization gradually. In the fifth essay, only 11% of the students could not write the topic sentence, and 7% could not write the thesis statement. It means that there was a marginal improvement in the students' organization of the writing essay.

Analysis of Development

In the first essay, 43 students did not have the supportive logical details in their essay writing and 68% of students could not develop a conclusion on a given topic. However, students made a remarkable change in the last essay-only six students did not have logical and supportive details, and 16% of students could not narrow down the topic in the class.

Analysis of Vocabulary

The inability of the students to choose appropriate words in the writings of the first essay also indicates that students are not able to use simple, basic vocabulary that they already know. Hence, their vocabulary is not very rich. 64% of students use the same vocabulary in their essays repeatedly. In 11 weeks', time, it was possible to say that after studying the application of the combined approach to learning writing, in the last essay only 32% of the students used simple vocabulary and had any lexical errors. On the other hand, in the first essay, 64% of students had lexical errors, such as lack of exposure to the

target language, code-switching and the interference of L1. In the last essay, only 37% of students had the problem. Students had some improvements in word choice for essay writing. It reveals that the application of the combined approach works effectively in collaborative writing classrooms.

Analysis of Cohesion

In the study of cohesion, in the first essay, 71% of the students did not have unity among the sentences and had unnatural linking. Also, 83% of students could not use varied sentence structure; instead, they used basic, simple and short sentences that made their writing incoherent.

Again, in the third essay, 30% of the students did not know how to link the sentences, whereas, in the last essay, only 21% students did not know how to link the sentences. It means that students' mistakes decreased. For a limited variety of sentences, 10% of students did not have a variety of sentences in their writings. Hence, the number of students who could merely use a limited variety of sentences decreased considerably.

Analysis of Structure

The inability to organize the paragraphs and follow the instructions as well as directions of the essay writing indicates that students have difficulty in writing. In the first essay, 33% of the students could not organize the paragraphs of the essay and 30% of the students could not follow the instructions. But at the end of the course, students got a marginal improvement in the structure of the essay writing. In the last essay, only 8 % of students could not organize the ideas and 6% of students could not follow the instruction and directions.

Analysis of the Mechanics

The number of students who had errors in grammar was as high as 83% in the first essay, and 55% of the students had errors in spelling, punctuation, and capitalization.

On the other hand, in the last essay, 43% of students had problems with grammar and only 25% of students with errors in spelling, punctuation, and capitalization. This indicates the greatest or most positive improvement in the essay writing.

Through the analysis of the portfolios, it is seen that using the combined approach has helped to form a positive relationship between students' attitude and their writing performance. Since a positive change in attitude occurred in this study due to the introduction and implementation of the combined approach, it is important to realize that teaching writing as a process encouraged students to become good writers. Students learned by being active participants rather than by passively absorbing the information. A combined approach encourages students to become participants in their learning. They were required to take charge of their writing by selecting their own topics to write about, by deciding how their topics would be developed and what the finished product would be like. A focus on the combined approach provided the natural development of the written language. It focused on the process of learning and not the finished product. It is concluded that all students can write and that they have something worth writing. It allowed for the growth of writing sub-skills because the combined approach activities took place in a learning-friendly environment where students were not afraid of taking risks. It was within this environment that students developed their own style and choices. Encouraging and learning in friendly environment settings motivates students' writing, helps them to improve their writing performance. Student writers need to feel support and

acceptance from the teachers and peers to take the kind of risk involved in the process of producing good writing. When they feel safe from criticism, they become eager to write and share their writings. Therefore, the class becomes a community of writers and students respond positively to a supportive writing atmosphere.

4.2.2. Comparison between Exam Scripts and Term Papers

The purpose of this study was to discover whether applying a combined approach strategy in the classroom could improve and develop the students' term papers writing skills. In this segment, the findings and the result of the writing scripts are presented through the analysis of the data obtained by analyzing the exam scripts and term papers.

The exam script follows the traditional product approach. It is a time-bound product writing. It allows only one draft. It is an individual work and emphasizes the final product. Students do not have the scope to think much and answer. Here, students are in a great hurry, complying with the examination schedule which affects the quality of writing. It works to measure the cognitive levels of recall, knowledge with understanding and handling information.

On the other hand, a term paper is time-free planned writing. Here, students get a chance to make more drafts. Students take help from many sources such as the internet, books, peers, and teachers. It emphasizes the creative processes and attempts to measure the cognitive process (understanding, synthesis, application). In term paper writings, students make complimentary use of all approaches. It is an appropriate example of the combined approach. Here, students apply their cognitive processes in composing as well

as the knowledge of the language, context, and audience.

4.2.2.1. The judges and judging

Term papers and exam scripts of the students after an eleven-week involvement in the writing class were rated and marked by two expert teachers. The raters were given a version of Paulus's (1999) rubric to use, as shown in Appendix 1. The rating of the written texts was based on six categories of writing: organizing, development, cohesion, vocabulary, structure, and mechanics. Since each of the six categories included ten levels, the students' essays were marked out of 60.

4.2.2.2. Exam-scripts and Term-papers Scores of the Students

The exam scripts and term-papers were rated and marked by two expert teachers. After finishing the marking of the students' written texts, a satisfactory co-efficient was reported by raters 1 and 2. If the scores of the two raters correlated with each other, the researcher would recalculate a mean score for each student derived from their combined scores.

Table 3. indicates Exam Scripts and Term Papers Scores of the students in a Traditional and Combined approach learning setting (First Rater and Second Rater).

SL	Exam Scripts Score	Term Papers Score	Exam Scripts Score	Term Papers Score
	(First Rater)	(First Rater)	(Second Rater)	(Second Rater)
1	23	45	25	39
2	21	46	21	48
3	19	32	19	27
4	15	32	14	27
5	14	29	15	29
6	23	47	24	48
7	13	42	11	14
8	15	27	12	27
9	5	17	7	14
10	19	26	13	24
11	19	21	15	24
12	16	19	11	24
13	19	26	18	35
14	21	19	13	25
15	34	39	14	26
16	19	22	17	27
17	12	24	18	19
18	22	36	12	20
19	33	45	24	35
20	24	32	14	40
21	20	22	19	26

22	12	15	11	21
23	21	42	17	36
24	22	35	20	33
25	14	20	18	24
26	22	29	12	23
27	16	28	25	30
28	18	33	36	47
29	14	27	35	37
30	21	32	25	28
31	19	44	16	23
32	18	24	12	20
33	17	27	15	25
34	13	32	17	26
35	16	22	17	25
36	14	31	26	35
37	13	22	14	23
38	19	27	12	24
39	34	39	6	16
40	20	33	14	25
41	18	23	13	22
42	17	26	12	17
43	6	19	15	21
44	16	26	15	23
45	12	19	7	19
46	13	24	21	36
47	18	29	18	28
48	13	25	24	34

49	19	27	23	36
50	19	35	24	34
51	17	33	23	39
52	19	32	25	39
53	14	27	21	35
54	16	30	12	26
55	20	39	23	34
56	16	30	32	44
57	20	39	25	39
58	17	36	22	38
59	16	28	15	31
60	16	31	24	36
61	19	33	34	45
62	18	31	24	26
63	19	29	20	39
64	19	35	19	32
65	20	34	14	27
66	15	23	16	26
67	19	29	26	45
68	21	33	10	20
69	17	34	9	26
70	18	34	14	17
71	14	30	14	21
72	26	44	15	28
73	24	41	12	28
74	22	41	18	34
75	20	34	13	23

76	19	33	13	26
77	21	41	20	36
78	19	36	14	14
79	22	38	12	21
80	19	32	16	33
81	19	35	24	35
82	17	29	19	37
83	16	24	12	31
84	19	28	20	30
85	21	30	12	23
86	17	32	24	33
87	18	32	15	24
88	14	25	13	25
89	18	35	15	33
90	21	34	15	22
91	19	27	16	33
92	22	30	38	42
93	24	29	24	42
94	22	35	14	26
95	20	34	6	16
96	18	31	14	30
97	18	33	14	29
98	15	24	17	24
99	17	26	13	23
100	14	26	14	2

As shown in Table 2 above, the students' written texts were marked out of 60. The result showed that students obtained higher scores in the term papers than in exam scripts.

4.2.2.3. Inter-Rater Reliability (IRR)

In order to achieve reliability, the majority of the judges' ratings would have to vary proportionately according to the participants they were judging. After finishing with the marking of students' written texts, a satisfactory coefficient was reported for these two raters. The researcher produced a mean score for each student in each category, derived from the scores of the two raters. For example, Judge A may give Participant 1 a high score and Participant 2 a low score and Judge B should give Participants 1 and 2 scores similar to the first judge. Variations in the sample are recommended, whereas any variation in the judges will make the rating less reliable (Larson-Hall, 2010, p. 80).

Cronbach's Alpha was used to calculate inter-rater reliability for the judges. This measures intra-class correlation and is considered to be an indicator of internal consistency (Howell, 2002; as cited in Larson-Hall, 2010, p. 80). The following tables clarify the reliability analysis of this study. For example, Table 3, shows Cronbach's Alpha. Cronbach's Alpha obtained for the analysis was 0.69 which is considered a fair and reliable result considering the low number of participants. According to some researchers, an acceptable level of Cronbach's Alpha is between 0.68 and 0.80, so the higher number of the participants, the higher the Alpha value can be (Larson-Hall, 2010, p. 81).

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	No. of Items
0.691	0.689	4

Table 4: Chronbach's Alpha for the Two Judges

Table 4 is concerned with the correlations of pairs of variables. It shows that the consistency of the judges' rating was between 0.60 and 0.80. As this is considered a large correlation, Cronbach's Alpha can be considered to indicate the reliability of the results in this case.

	First Rater Exam Scripts	First Rater Term Papers	Second Rater Exam Scripts	Second Rater Term Papers
First Rater Exam Scripts	1	0.620	0.047	0.194
First Rater Term Papers	0.620	1	0.811	0.312
Second Rater Exam Scripts	0.047	0.811	1	0.785
Second Rater Term Papers	0.194	0.312	0.785	1

Table 5: Correlations of pairs of variables.

In addition, the data in Table 5 is considered consistent between the judges and indicates that there was no great variation in mean, variance or Cronbach's Alpha. Larson- Hall (2010) states that "if judges are consistent then there shouldn't be too much variation in these numbers" (p. 173).

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
First Rater Exam Scripts	77.19	280.943	0.364	0.396	0.692
First Rater Term Papers	64.78	219.850	0.431	0.423	0.655
Second Rater Exam Scripts	78.00	216.081	0.526	0.627	0.594
Second Rater Term Papers	66.53	62.837	0.625	0.650	0.516

Table 6: Consistency between the judges

4.2.2.4. Comparison of Exam Scripts and Term Papers

Here, the study was examined and analyzed using a paired t-test, as shown in Table 6 since it involved looking at the same group twice. As mentioned earlier, 110 students were involved here, but only 100 written texts of students were selected for this experiment. The findings indicate a highly significant difference between the exam scripts and term papers of the students ($t = 4.2$, $p < .000$). The mean of the total score obtained by each student in the exam scripts is 35.8, and the standard deviation is 7.9, whereasthetermpapersmeanis59.6andthestandarddeviationis12.0.Themean gains 23.8 are, therefore, the evidence that the students obtained higher scores for their written texts in the combined learning setting.

	N	SD	Mean	Mean Difference	T	P
Exam Scripts	100	7.904	35.81	23.88	4.227	0.000
Term Papers	100	12.051	59.69			

Table 7: Comparing overall Exam scripts and Term Papers Scores of Students.

The result confirmed that there is a significant difference in students' written texts (exam scripts and term papers) in the combined approach learning setting.

The raters' scores for the students' writings are analyzed separately for the six elements of organization, development, cohesion, structure, vocabulary, and mechanics covered in Paulus' rubric (see Appendix 1).

The organization of students' term papers is significantly different after involvement in the combined approach learning settings.

Table 7 shows that the mean obtained for the organization aspect in the exam scripts of students in the exam scripts is 6.01 and in the term papers, it is 9.7, giving a mean difference of 3.7, a highly significant difference ($t = 8.6, p. < .000$). This means that the students have improved in their term paper organization.

	N	SD	Mean	Mean Difference	T	P
Organization (Exam Scripts)	100	1.586	6.01	3.73	8.66	0.000
Organization (Term Papers)	100	2.092	9.74			

Table 8: Comparing exam scripts and term papers scores of the students in terms of organization.

The development of students' term papers is significantly different in the combined approach learning settings.

	N	SD	Mean	Mean Difference	T	P
Development (Exam Scripts)	100	1.559	5.95	4.32	7.76	0.000
Development (Term Papers)	100	2.510	10.27			

Table 9: Comparing Exam scripts and Term papers Scores of the Students in terms of Development.

As shown in Table 8, the mean obtained in the exam scripts is 5.9, while in the term papers it is 10.2, with mean gains of 4.3, indicating a highly significant difference in the development category between the exam scripts and term papers of the students ($t = 7.7, p. < .000$).

The coherence in students' term papers is significantly different in the combined approach learning settings.

	N	SD	Mean	Mean Difference	T	P
Cohesion (Exam Scripts)	100	1.480	4.03	2.72	7.12	0.000
Cohesion (Term Papers)	100	2.451	6.75			

Table 10: Comparing exam scripts and term papers scores of the students in terms of cohesion.

As indicated in Table 9, there is a highly significant difference between the exam scripts and term papers of the students in terms of cohesion ($t = 7.1, p. < .000$). The mean is 4.0 in the exam scripts, whereas the term papers mean is 6.7, giving a mean difference of 2.7. Thus, the cohesion of the students' term papers has improved after their involvement in the combined approach learning.

The vocabulary used in the students' term papers is significantly different after their involvement in the combined approach learning settings.

	N	SD	Mean	Mean Difference	T	P
Vocabulary (Exam Scripts)	100	1.465	5.79	3.36	4.87	0.000
Vocabulary (Term Papers)	100	2.062	9.15			

Table 11: Comparing exam scripts and term papers scores of the students in terms of vocabulary.

As shown in Table 10, with regard to the vocabulary category, the mean obtains for the students is 5.7 in the exam scripts and 9.1 in the term papers, with a mean difference of 3.3, which is a significant difference ($t = 4.8, p < .000$).

	N	SD	Mean	Mean Difference	T	P
Structure (Exam Scripts)	100	1.402	5.21	3.76	6.47	0.000
Structure (Term Papers)	100	2.346	8.97			

Table 12: Comparing exam scripts and term papers scores of the students in terms of structure.

The results presented in the above Table11 show that the exam scripts mean obtained for the students in the structure category is 5.2, while the term papers mean is 8.9, with a difference of 3.7, indicating a highly significant difference in terms of structure ($t = 6.4, p < .000$).

The mechanics of students' term papers are significantly different in the combined approach learning settings.

As shown in Table 12, the mean obtained for mechanics in the exam scripts is 5.8, and in the term papers it is 8.8 with a mean difference of 2.9. This result indicates a significant difference ($t = 3.8, p. <.000$).

	N	SD	Mean	Mean Difference	T	P
Mechanics (Exam Scripts)	100	1.417	5.82	2.99	3.78	0.000
Mechanics (Term Papers)	100	2.187	8.81			

Table 13: Comparing exam scripts and term papers scores of the students in terms of mechanics.

To sum up, the findings presented above indicate that the students have improved in all six aspects of their writing in the term papers, being involved in the combined approach learning. However, some aspects showed much greater improvement than others. The categories in which the students have improved the most is the organization, followed by development and cohesion, then vocabulary and structure, while the area in which they have improved least was mechanics; however, t-test shows all the difference to be statistically significant. It can be concluded that engaging in the combined approach strategy resulted in a great improvement in the organization, development, cohesion, structure, and vocabulary of the students' term papers, but less improvement in mechanics. This result indicates that the combined approach benefited the students a great deal in terms of the quality of their writing (organization, cohesion, and organization). By contrast, their involvement in the combined approach does not help the

students as much in terms of the accuracy of their writing (mechanics), even though there is a significant improvement in other aspects. The above results are summarized in Table 13.

SL	Aspects	Accepted	Significance by Paired T-Test
1	Organization	Yes	Sig p> .000
2	Development	Yes	Sig p> .000
3	Cohesion	Yes	Sig p> .000
4	Vocabulary	Yes	Sig p> .000
5	Structure	Yes	Sig p> .000
6	Mechanics	Yes	Sig p> .000

Table 14: Summary of the results of the students' exam scripts and term papers scores according to the categories of the rubric.

4.3. Students' Interviews

The researcher conducted formal interviews of ten students of the second-semester undergraduate programme from the two batches (five students in each batch) in the department of English of the university at the end of the semester. The interview was a structured individual interview in English. For better analysis, the researcher reworded the

students' responses which were in English but not clearly expressed. The interviews were tape-recorded and later transcribed and analyzed by the researcher.

There were nine questions in the interview. Question 1 of the interview (see Appendix 4) was about the learners' personal information. This question is designed to

know the medium of schooling of their education at three different levels (primary level, secondary level, and higher secondary level); Question 2 was constructed to know their level in writing in English, and the reasons for having that level. Questions 3, 4, 5, 6, 7, 8 and 9 were developed to understand their level in writing in English and their writing process while writing, in addition to the problems they confront during writing in order to notice the nature of their thinking and the technique to enhance their writings. The interviewees have been given code numbers (I1-I10). Here, interviewees' names were not mentioned because they may feel apprehensive to share the actual information.

Analysis of Students' Interviews

Interviewees' Attitude to Writing in English

This segment explores the learners' point of views on writing in English. It aims to investigate the medium of instruction in the primary, secondary, and higher secondary levels of their education. It also seeks to analyze the learners' attitudes and views regarding writing in English and the argument for their opinion.

It is clear; in the interviewees' responses that most of them were educated in Bengali medium and even in their English classes, Bengali (L1) was excessively used as a medium of instruction as compared to English. This, after all, would weaken the practice of English in the class as well as outside of the class.

It is noticeable that the use of English language is less in Bangladesh since English is considered a second or a foreign language. In Bangladesh, the English language is taught as a subject but not as a language. It is not used as a language of communication within the country.

Furthermore, in the universities of Bangladesh, especially in the departments of English, English is supposed to be the only instruction medium in the classes but here also it is seen that ‘code-switching’ Bengali is used along with English. This was accepted by the learners in their interviews.

Question 2 appealed to their evaluation in writing in English: What do you think of your writing in English? I1 and I2 evaluated themselves as they are good writers. I3, I4, and I10 evaluated themselves as average writers although I5 and I9 accepted themselves as good writers but still had some difficulties in grammar. I6, I7, and I8 considered themselves as poor writers. Later the interviewees were asked the reasons for their evaluation: Why do you think so? They mentioned issues such as lack of knowledge about the organization of ideas, vocabulary, grammar and spelling.

The interviewees also spelled out the reasons for lack of practice and the absence of using proper teaching techniques. It is supposed from the interview that the tertiary level learners were not taught the cognitive skills needed in the process of learning writing in English in the class. They used to go directly to the processes of writing without planning, organizing, revising, editing and redrafting. All the students I1-I10 used to start their writing directly and individually, without planning in the writing class. However, I6, I8, I9 and I10 sometimes planned writing at home, attempting it on their own, but not in a systematic and orderly way.

Probably because of this they lacked cognitive skills in writing in English, which become a problem for them at the tertiary level. This problem arose when the learners tried to think in L1 (Bengali) and then translate into English.

The above discussion points out to the underdevelopment of the cognitive skills among undergraduate students. This is supported by the theories put forth by Cummins (1980), namely, Basic Interpersonal Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP), applying to language proficiency and academic development. In the universities of Bangladesh, there is a need to develop the cognitive skills in writing in English and this, accordingly, indicates the inclusion of a combined approach and the practice of the writing processes in teaching writing classes.

The problems of the tertiary level students while writing in English should be analyzed to have an awareness of the quality of their writing so that they can improve their writing. Accordingly, this segment aims to bring out the actual information about the difficulties they face in constructing sentences and in linking ideas and organizing them into paragraphs.

In response to the following questions

Q3. Do you face a problem in constructing sentences?

Q4. What kind of difficulties do you face in linking ideas and organizing them into paragraphs?

Q5. Do you face difficulties in expressing yourself in writing in English?

Q6. Why do you think you have these difficulties in writing English? What is your opinion?

Most of the interviewees expressed that they had a linguistic difficulty. I1, I3, I4, I5, I6, I7 replied that they faced problems in writing in English with respect to organizing ideas, vocabulary, and grammar, and accordingly had problems in constructing sentences. I2 answered that he had no problem in constructing sentences but in linking ideas using appropriate words whereas I8, I9, I10 had a problem with grammar but not with organizing ideas.

In reply to the question connected to linking ideas and organizing them into paragraphs, I7, I8, I9, and I10 admitted their incompetence in linking the ideas and organizing them into paragraphs, was because they were not aware or did not know how to use connecting words to link the ideas into paragraphs. The other four students rated themselves as good in I2 writing since they learned in an English medium school. I9 clarified that she did not have much difficulty in linking the ideas. However, most of the students stated that they had problems in conveying themselves in words.

In response to the question: ‘Why do you think you face these problems in writing?’ What is your opinion?

I2, I3, I4, I5, I6, I9, I10 speculated the problems in writing English to the inadequacy of practice in the classroom.

Furthermore, I1, I2, I3, I5, I6, I7 and I10 explained that another reason for these difficulties was the teaching techniques used in the writing classes. I2 responded that the teacher did not provide them adequate writing activities. I3 also expressed that the teachers did not guide them on how to write, and which technique to apply in the writing activities.

I5 and I10 also stated the difficulties that emerged from the absence of well-qualified and trained teachers. I3 and I10 said that their problems arose from their poor knowledge of English. It happened because they did not get proper guidance in writing in their primary and secondary schools.

The interviewees evaluated the area in which they needed to improve in writing in English. This indicated that they were aware of their difficulties and hence, this helped them to find out the techniques for overcoming their difficulties. Accordingly, this segment wishes to detect the learners' needs, from the point of their thinking, in order to improve their writing.

In response to Question 7: 'How do you think you have improved your writing?

Or what do you think you need to improve your writing?

All the interviewees (I1- I10) acknowledged that they required to practice writing in English. I1, I5, I6, I8, and I10 made it clear that they required practice, more in writing different types of texts in class. I10 spelled out that lack of practice was the biggest problem in the university. The student stated that he used to get less chance to practice in the class, which, the student inferred, could help him improve writing. I5, I6, and I10 included that they required reading more along with practice.

I2 emphasized that the teacher should provide them adequate homework, assignments and constructive feedback so that they could practice enough and could identify their errors and mistakes. The same need was voiced out by I3 and I9. I3

emphasized that he needed the teachers to comment on his writing. I9 clarified that teachers should provide them extra time to work in class.

I4 replied that she required the knowledge of the organization along with the practice, and also a trained teacher. I7 and I9 said they require knowledge of how to work with connecting words. Besides, I7 also added that she required knowledge of grammar, vocabulary, and punctuation.

As it follows, this analysis brings up the inadequacy of the cognitive skills among undergraduate students.

The next question was asked to know their attitude towards teaching writing techniques (combined approach) practiced in their writing classes and their usefulness in practical terms. Question 8: How useful in practical terms do you think the writing techniques are?

It is observed from the interviewees' responses to this question that the majority (I3, I4, I7, I8, I9 and I10) agreed to the usefulness of the combined approach to a great extent in practical terms. I2, I5 and I6 agreed that it would help in their writing class to some extent. Only I1 said the combined approach was not useful in practical terms.

The last question was set out to investigate students' attitudes to the improvement in their writing the course may bring about after its completion. Question 9: How far do you think that after completion of the course your writing has improved?

It can be seen from the answers to this question that most of the learners believed that after the ending of the course, they hoped that their writings would be enhanced to a great extent. I2, I5, and I6 expressed that their writing would improve to some extent.

Only one learner felt that his writing would not develop that much and that he needed more practice and time to become a good writer.

Accordingly, the significance of these replies is that the learners expected the course would bring about an improvement in their writing skills.

4.4. Teachers' Interviews

The interviews were conducted with four teachers in the department of English from the University of Bangladesh. It aimed at getting their opinion on the writing materials, techniques, tasks, and methodology used for developing the students' writing skills. Accordingly, the researcher designed different questions based on materials, tasks, and methodology (see Appendix 5).

Qualifications

Two of the teachers had an M.A degree and one had an M. Phil degree. The fourth interviewee was a Ph. D. degree holder. Two of the teachers had more than five years of experience and two of them had more than twelve years of teaching experience at the tertiary level.

It is clearly perceived that all teachers interviewed were well-experienced in teaching at the tertiary levels.

Analysis of Teachers' Interviews

Materials

In the writing courses, the teachers used to follow some prescribed textbooks. These textbooks usually have a collection of prose passages. Efficient teachers may feel like using supplementary materials, which are related to the topics and are also interesting and beneficial to the students. Therefore, this section wished to find out teachers' opinions and perceptions of the materials (Q1-Q3) that are practiced in the writing coursebooks at the University of Bangladesh. It also focuses on getting the teachers' opinion about the writing tasks which are selected according to the learners' need and therefore, help in enhancing their writing ability.

In response to the following questions under the 'materials' category

1. Do you prefer to use the model texts given in the coursebooks?
2. Do you think that grammatical and vocabulary knowledge is important in a writing class?

All the teachers (T1—T4) expressed their preference for the model texts for the novice writers and emphasized the importance of knowledge of grammar and vocabulary in the writing class. T3 clarified that she used especially those model texts which are authentic and also those collected from other resources. T3 and T4 claimed that they used them along with related reading materials and their own examples.

In reply to the last question under this category. What do you think is also required for a writing task? [Or what other knowledge do you think the students need along with the knowledge of grammar and vocabulary, to help them write effectively?] - the teachers had different responses regarding the knowledge required on the part of the students, about what they should know in a writing task.

T1 and T4 agreed that they required the knowledge of constructing sentences, whereas T2 noticed that they also needed the knowledge of grammar and punctuation. All the teachers said that the students needed discourse knowledge- how sentences, ideas, and paragraphs are linked to make the texts coherent. T1 also added that the students needed to know about tense and the agreement between the subject and its verb and the proper use of article and preposition.

T2, T3, and T4 stated that the learners also required the knowledge of assembling a piece of writing, popularly known as the schemata knowledge. T4 clarified that writing should have the style and that there was more to writing than just grammar and vocabulary. T2 said that the students also needed the knowledge of punctuation and spelling.

T1 and T3 added that students required reading a lot. She added that they should get a chance to write freely, which will also help them write creatively.

The writing teachers were aware that students needed skills in organization, linking ideas, sentence and paragraphs, punctuation, spelling, and a developed reading habit in order to write effectively, as well as knowing the purpose of writing, which decide the context, content, style, and its organization.

Thus, the feedback of the writing teachers assisted the researcher in understanding the nature of writing and their expectation from the learners from their point of view.

Tasks

This section (Q4) aims to provide clear information about whether the teachers use writing tasks from outside the coursebook or they only prefer the writing activities given in the book.

In response to this question in 'tasks' category: - Do you prefer to give or use tasks/activities outside the textbook in the writing class?

T1 said that he used writing tasks from the coursebook as a model text whenever it was necessary. T2, T3, and T4 responded that most of the time they liked to select the topic outside of the coursebook according to the students' needs and interests. They said that most of the coursebooks were designed in native speakers' countries and hence, the students may not feel comfortable and may not be familiar with certain topics presented in these books. T1 added that he used materials from other resources when he taught certain topics, to make them more relevant.

It is, therefore, clear that the subject teachers preferred to use tasks outside the coursebook to a great extent.

Methodology

The practice of teaching writing in English is full of both traditional and modern adaptations. First, it focused on the grammatical features of a text, which involve guided writing activities i.e. the product approach. Then, the attention was placed on the writer's

composing processes, i.e. the process approach, and finally, on the genres in the academic discourse community.

According to these changes in the aims of teaching writing, this segment (Q5 - Q11) addresses the mode of instructions followed by the writing teachers in the university under study.

This segment also discussed the way teachers attended to the grammatical rules in a writing class. In the end, it explored the teachers' concern in teaching the strategies of writing, such as planning, organizing, composing, revising, editing and rewriting in a writing class.

In spite of that, in response to the first question in the 'methodology' category: -

1. Do you like to start first by discussing or asking questions about the topic, or you start discussing directly the writing tasks given?

All the teachers replied that in the combined teaching technique, they did not ask the learners to start writing activities directly. They motivated the class by defining the topic, sharing some information, providing basic ideas. And the teachers were also careful about the learners' queries in pre-writing activities.

T2 advised that the teacher should make the student aware of the purpose of the writing. It is clear from the teacher's opinion that the teacher should introduce the topic, through what is called 'brainstorming', which has to be the first step of the writing process. The process of brainstorming should be initiated by the teacher by asking some

prompt questions to help them start. Then the teacher addresses them to start writing collaboratively.

In response to the second question: - 2. Do you prefer to ask students to work in pairs/groups?

All the teachers replied that they were aware of the collaborative learning setting. They suggested to their learners to carry out their writing activities in pairs or groups. T2 and T3 further replied that it depended on the activities and at the given time.

With regard to the third question: - 3. Do you explain the grammatical rules in a writing class?

T1, T3, and T4 acknowledged that sometimes they point out grammatical rules in a writing class wherever it was necessary. T1 made it clear that the grammatical rules at this stage were not necessary since grammar was taught as a compulsory course in the schools and colleges. He also accepted that he explained to them if it was necessary.

T2 stated that sometimes he explained in detail the grammatical rules if the learners had difficulties. T3 replied that he sometimes discussed them, but not each and every rule.

The following three questions were asked under the category 'Methodology':

4. Famous writers or authors are believed to go through certain processes when they compose. They plan, organize, compose, revise, edit, and rewrite the final draft. Do you teach or practice with your students how to plan, organize, compose, revise, edit, and

rewrite the final draft?

5. Which writing approaches (product, process, and genre) do you prefer? Why?

6. Why do you think about using a combined approach in a writing class?

In response to Question 4, T1 responded that he practiced such processes with his students in the class. He explained that he asked his students to do brainstorming with the group members and after they wrote the drafts, he checked and corrected them.

In the combined teaching setting, all the teachers taught in this way at the University of Bangladesh. All the teachers replied that when they taught the organization of a piece of writing at first, they preferred to teach the cognitive skill (the processes of writing) followed by the process approach. Before that, they focused on the genre of the writing task and they provided a model text of the particular genre to give an idea to the learners about the concept of writing. T2 answered that she followed the writing processes in the combined teaching writing method. She also emphasized that she taught the structure of the paragraphs and the organization of an essay. Furthermore, she added that sometimes she did not correct the drafts; she encouraged them to undertake peer evaluation. Like the process approach, the learners followed group work, planning, organizing, revising, editing and reviewing the final draft. The teachers accepted that their role in the class was that of facilitators.

Furthermore, T3 stated that he applied the writing processes to help the learners to understand how to discuss the topic, how to give basic information about the topic and

how to sum the topic up. T4 clarified the outline of a written task such as how to write the introduction, thesis statement and conclusion. T1 also accepted that he followed the learning strategies with his students, but in a different way. He said that he taught them organization and the layout.

T2 answered that she went through the writing processes. She explicated that at the beginning she liked to discuss the topic and explained the genre of the text that the learners were going to write about. She commented that she first made an outline of the writing task on the board, and then she suggested her learners begin with the task, and that was considered the first draft. Then she asked the learners to submit the task; she then provided constructive comments on their first draft. Later the learners made the second draft. Thus, she would make sure that the learners went through the writing processes.

These processes, especially revision, should take place in the class. Teacher's feedback encourages the learners to revise and plays an important role in the process of writing in class.

It is worth noting that all the teachers asked for multiple drafts, and followed the processes of writing. The students also received feedback from the teachers that would help them to revise as they go through the steps of the learning process, in the class, and not at home. Moreover, the processes of writing were followed by the teachers and it was revealed through the interview that like the teachers' feedback, learners were also inspired by the peer response and group commentary.

T4 responded that he asked his students to write drafts and followed the required

processes. He clarified that the students made points and arranged them in structure, and then they organized their drafts.

Subsequently, all the teachers concluded that the complimentary use of the three approaches in second or foreign language teaching was preferred to be adopted by the writing teachers at the University of Bangladesh – the product, genre, and process approaches, although some of them seemed to have less knowledge about the process approach.

Question 7 tried to seek the teachers' opinions on the extent of improvement the proposed writing technique has achieved in their universities:

Do you think the proposed approach has improved the academic writing in your university?

a. If Yes, to what extent will they have improved the students' level of writing?

b. If No, what would you propose?

The last question was about teachers' perceptions and opinions of the proposed writing techniques and activities that had been used in the combined approach teaching setting. All the teachers responded positively to the implemented writing techniques, as they all agreed to use them according to the learners' level of writing. They also agreed to a great extent that these writing techniques had improved the level of writing in the academic setting.

Therefore, it is clear that the teachers looked up to the implemented writing approach, and may accordingly choose to push themselves and invest effort from promoting writing with meaning and imagination.

However, the writing techniques or approaches should not be taken into account distinctly; they should be looked upon as combined. Accordingly, a combined approach is needed to solve the difficulties of the learners. Thus the teachers of the university should follow the writing processes and should give enough time to the learners to complete the writing activities in the classroom. Also, the learners need knowledge of the genre, as it is useful in composing a written text.

The results presented in this chapter are based mainly on the analysis and research tools used in this study.

The findings have shown that the combined approach to writing is beneficial for tertiary level students. They have also shown that the teachers are engaged in better ways of teaching writing. Moreover, by following the combined approach of writing, they were able to guide their students in effective ways.

Chapter Five

Discussion and Conclusion

5.1 An Overview of the Study

5.2 Summary and Discussion of the Main Findings

5.2.1 Improvement of the Written Text

5.2.2 Findings of the Students' and Teachers' Interviews

5.3 Contributions of the Study

5.4 Implication for Further Research

5

Discussion and Conclusion

A summary and conclusion of this research is found in the final chapter. This chapter begins with a compact summary of the literature review and methodology section and the discussion of the findings. In the subsequent sections, this interpretation of the study is provided along with a suggestion for future study. This segment finishes, eventually, with a conclusion.

5.1 An Overview of the Study

The main aim of this research was: i) to propose a combined approach to teaching writing in English and ii) to provide experimental evidence by the application of a combined approach to teaching writing in English to Bangladeshi tertiary level students. These two main aims of this research were merged into one main research question and three sub-questions, as follows:

Does the combined approach benefit students? In other words, will the writing ability of students improve if teachers encourage them to use a combined approach to learn

academic writing strategy?

The main research question gave rise to three sub-questions:

1. Does the combined approach to teaching L2 writing enable students to produce high quality written text?
2. Do the students incorporate their awareness of their written products in the process of writing?
3. Are the students' attitudes and perceptions positively affected by involvement in combined approach learning settings?

In order to examine the research question and sub-questions, Chapter Two provided an overview of the areas of research in approaches to teaching writing, and offered brief definitions of teaching writing as a foreign language, writing in English for academic purposes, its history, development and some specific previous studies in EAP as well as the teaching of it. It shed light on needs analysis and assessment in EAP. This Chapter also articulated the theoretical aspects of the study. It surveyed the views on the writing processes and therefore provided different aspects involved in the process of writing.

Chapter Three examined the application of the combined approach conveying genuine feelings and thoughts of the writer in the classrooms.

The cognitive approach views the processes of writing as a combination of various processes of planning, organizing, composing, revising, etc. These processes are

recursive in a way that a writer goes through different stages backward and forward several times.

The social context approach looks at writing within a social environment, whereas the discourse approach looks at writing as a part of any particular discourse. These different orientations of writing give the teacher an insight into the processes of writing and may help them understand the writing of the students and hence they may teach them how to write better.

Writing strategies were also discussed in the Chapter. This discussion may help the teacher to develop a methodology for strategy instruction and training in the use of strategies, which in turn may help the students improve their writing skills.

Chapter Four explains the research methodology and data collection methods used to address the research questions for the current study. In the first part, the classroom observations, the use of portfolios, the comparative analysis of exam scripts and term papers and interviews with the students and teachers are discussed. In the next part, there is an explanation of the research context, the participants, writing course, implementation of teaching instruction for the students, data collection and data analysis procedures.

5.2. Summary and Discussion of the Main Findings

The data was gathered from classroom observations, portfolio analysis, the comparative study of exam scripts and term papers, and interviews of the students' and teachers'. The data gathered from the comparative study of term papers and exam scripts from this study addressing the research sub-question (i), is concerned with the

improvement of the quality of the written text. The data taken from the portfolios show the students' gradual development and incorporation in the features of well-written products in their writing, as addressed by the sub-research questions (ii). The analysis of the data collected from the classroom observations and interviews provides an answer to research sub-questions (iii), concerned with the students' attitudes and perceptions positively affected by involvement in the combined approach learning settings.

5.2.1. Improvement of the Written Text

To answer the research question and its two (i and ii) sub-questions, the students were instructed to use their portfolios, term papers and exam scripts. One of the key reasons why these writing assignments were chosen was to explain the progress in their writing activities. It represents the practical writing circumstance of the students in a setting in which the writing process is affected by the preference of lexical items. High quality text indicates that it includes lexical items and the context-specific writing processes. The data gathered from the portfolios, a comparative analysis of the exam scripts and term papers from this research addressing the research sub-questions (i) and (ii) is concerned with the improvement of the quality of the students' written text, their development in their writing process.

The findings of this research have shown that the students taught by the combined method demonstrated an enhancement in the content of their texts at the end of the semester. Based on the qualitative analysis of the comparative analysis between term papers and exam scripts, students have achieved considerable progress ($p > 0.000$) in term papers in all aspects of writing as it reflects the combined teaching process. The

results (Table 14) showed that the students progressed in terms of writing papers in all six areas of their teaching, being interested in the integrated learning method. Some features demonstrated a much significantly larger enhancement than others, fortunately. The areas in which the students have developed the most are organization, followed by development and cohesion, then vocabulary and structure, while mechanics is the lowest they have strengthened. The T-test subsequently revealed that all the variations were statistically important.

The research aimed to investigate the impact of an eclectic approach on the development of the writing of EFL learners in a university context in Bangladesh. The students were taught EFL writing through the eclectic approach before this group of students was taught through a conventional product-dominated approach.

The first research question strived to decide whether the eclectic approach would boost the writing of the EFL students as calculated by the overall score and the score in the six subcategories (organization, content, vocabulary, cohesion, structure, mechanism). The finding showed that the students received higher scores in their essays after receiving the eclectic writing instruction in all six analytical measures. These results were inspiring in that earlier studies notified by the genre-based approach revealed that only aspects of the writing quality of students (e.g., vocabulary, language usage, rhetorical structure, or other genre features) enhanced after interventions (Chen & Su, 2012; Miller, Mitchel & Pessoa, 2014; Pessoa, Mitchel, & Miller, 2017; Pessoa et al., 2018; Wu, 2019; Yasuda, 2011, 2015). Our findings suggest that the integration of the writing method and explicit genre instruction into the diverse instructional system promoted knowledge of content, rhetoric, and language, however not comprehensively.

The improvement made by the students in the content scores may be attributed to the presence of many phases in the process. At the early stages of the Teaching / Learning Cycle, context creation can correlate the communicative intent, potential audience, and background of the subject, which may have contributed to the understanding of the subject by the students. The modeling and reinterpretation exercises help students to learn how professional academic writers use relevant knowledge to support their thesis statement and arguments, which are valuable tools for good writing (Zhang, Aryadoust, & Zhang, 2016). Miller, Mitchel, and Pessoa (2016) suggest that the teacher ought to specifically explain that content is supposed to achieve the communicative intent for students' productive learning in eclectic instruction. One increasing concept is through interpreting the model essays in the classroom. One of the substantial improvements to the intervention in content is the development of the study, according to our appraisal of written essays by students. Before pursuing this eclectic approach, most students listed multiple overlapping ideas in the body paragraph to support the ideas, after the intervention, they included justifications such as evidence, figures, and personal experiences to explain, compare, or describe them, thereby they enhanced the objective of communication. In the combined construction process, the constructive involvement of students in providing ideas could strengthen their repertoire of content knowledge. When engaging in activities such as brainstorming and group discussion, students extend their conceptual knowledge by exchanging their information with and acquiring innovative ideas with their peers (Nordin & Mohammad, 2006).

The progress of the students in the organization of the written text indicates that they benefited from the supervised text analysis and clear guidance of the rhetorical

structures by the teachers, and as a consequence, they were capable of generating a well-organized essay at the end of the semester. The progress of the students in the organization of the written text indicates that they benefited from the supervised text analysis and clear guidance of the rhetorical structures by the teachers, and as a consequence, they were capable of generating a well-organized essay at the end of the semester. The teacher made students learn the rhetorical patterns based on knowing the writing context, intent and audience rather than just recommending what can be expressed in each paragraph. For example, the introduction paragraph contains a "hook" that is a sentence that attracts students' interest in the subject. The instructor encouraged the students to consider why this "hook" was important to an essay instead of asking them to tie without further clarification at the beginning. Also, the planning strategy learned might have helped the students' improvement in presenting a better organization. Before constructing the text jointly, the instructor directed students to prepare the essay using techniques such as notes, mind maps to organize their thoughts, through which the metacognition of the students was also strengthened and their thought was also contextualized by their metacognition. Our observations reflect those of many other researchers that planning helped the learners to comprehend conceptual knowledge and interrelated elements in academic genres, notably planning with perceptual conceptualization, and therefore prompted to their enhancement in genre knowledge and academic writing (Negretti & McGrath, 2018; Wette, 2017; Zhang, Aryadoust & Zhang, 2016).

Due to the intervention, the students strengthened in vocabulary and such an outcome substantiates what Yasuda (2015) discovered. The enhancement in genre

awareness seems to have benefitted students recognize the conceptual, interpersonal, and textual meanings in some of these communicative activities and has also helped them make accurate lexio-grammatic choices for a particular genre. It's also intriguing to see the learners' improvements in language use. Our results expand Yoon's (2018) work by finding that the process-oriented approach promoted the improvement of writing in three subscales (content, organization, and vocabulary) for ESL students, and considering the substantial change in language usages as a tradeoff effect. In my research, the product aspect within the implemented eclectic instructional system seemed to have encouraged the lexical development of the learners. Rather than teaching students grammar rules of complex sentences, the teacher demonstrated how to create sentences in various ways to make meaning for different purposes and readers.

Regarding the research question, it was found that at the end of the semester students receiving the eclectic writing instruction were good writers, and the sub-scores of content and organization strengthened statistically significantly with effective sample sizes. The finding affirmed Wingate's (2012) claim that the quality of an academic essay is largely decided by the development of the ideas. Typically, the students' attention is concentrated on the correctness of grammar and vocabulary in the conventionally form-based, product-oriented approach, and model texts are provided to students without the rhetorical framework being able to be properly structured to offer a more successful opinion. The teacher adopting the eclectic approach spent a significant portion of class time discussing the features of the text and the rhetorical structure of the various essay forms. Eventually, the students established a higher level of awareness of the textual structures with the scaffolding exercises and the subsequent repetitive writing practices. Explicit instruction

in genre and engagement of students in the writing process, about a social setting, communicative purposes, and audience, may have enabled students to produce genre-specific texts with more appropriate content and organization. It is possible that, with students being released to more content and paying more consideration to the writing structure. It is plausible that the quality of the content and the organization increased accordingly as the students were introduced to more content and provided more attention to the writing structure. As Memari Hanjani and Li (2014) pointed out and implemented in the study, the eclectic approach assembled equal focus on both local and global aspects of writing as well as concerns at the surface-level including language and mechanics. This result gives us confidence in the role that guidance plays in learning languages. Students were motivated to use the language features in their joint and independent text creation after obtaining constructive input from the instructor, and through model texts. (Cope & Kalantzis, 1993). The evidenced forms were ingrained in numerous drafting by the actual use of the students and positive experiences with their peers and teachers (Devitt, 2015; Deng et al. 2014). Finally, the students also made progress in the mechanism. Here, also they benefitted from such a pedagogical approach.

5.2.2 Findings of the Students' and Teachers' Interviews

With regard to research sub-question (iii), analysis of classroom observation, students' interviews, and writing teachers' interviews were conducted to know whether their involvement in combined approach learning settings affected the students' attitudes

and perceptions positively.

According to the reflections, the students shared their level in writing in English and also the difficulties they confront while writing so as to reveal the way they think and the way they can improve their writing.

The students' interviews showed that initially they did not have good writing skills in L2 and they required a cognitive skill to develop in their writings. Thus, the combined approach helped the students to improve cognitive skills in their writings.

In their interviews, they also agreed that earlier they were not aware of the writing processes. In the combined approach activities, they were encouraged to follow the steps of the writing processes and become participants in their learning. They further stated that they lacked knowledge about certain skills such as grammar, vocabulary, connecting words, and organization. In the combined learning environment, they learned about the genre approach, which helped them focus on linguistic knowledge as well as focus the rhetorical structure of a written text.

In connection with the ability to write effectively in English, the researcher observed classes to gain experience in teaching writing in English. The researcher marked the success of these sessions and students' positive response and confidence in their writing activities. The combined approach to writing developed the students' cognitive abilities as well as their writing performance. They discussed the topic, exchanged their ideas in the steps of drafting, revising, and editing. Collaborative learning environment intended to prepare the students for mutual consultation and teamwork that forms an integral part of the effective writing contexts.

The findings of the teachers' interviews also showed that all the teachers preferred the combined approach; the processes of writing in a collaborative learning setting to using a model text, and the knowledge of grammar and vocabulary in the writing classroom. The teachers also responded in their interview that students need the knowledge of discourse i.e., the processes of writing, how to organize ideas, how to link the sentences, ideas, and paragraphs to make a text coherent. Besides, they also require knowledge of vocabulary, grammar, punctuation, and spelling. One teacher emphasized the knowledge of style.

In the combined learning environment, teachers also felt that at first, the teacher should create a context for the students so that the student should be aware of the purpose of the writing and the readers.

All the teachers preferred authentic tasks or activities, relevant to students' lives and they remarked that these tasks should match those outside the classroom. The interviews of the students also showed that the frequency of organizing writing activities in the writing class was satisfactory. This indicates that the teachers in a writing class were more occupied with the preparation and organization of new activities and bringing them within the students' learning experience.

5.3. Contributions of the Study

In the previous studies, the concentration lay on the impact of the traditional approach (product) in developing certain aspects and categories of writing skills, we saw

the importance of this study, however, lies in its contribution to the teaching and learning of writing skills, through investigation of the effectiveness of using a combined approach to improve the academic writing skills of students of English (wherein English is a second or foreign language) on the specific elements in the rubric, namely organization, development, coherence, structure, vocabulary and mechanics. In addition, the aim was also to explore the combined approach to learning – whether it has a positive effect on the attitudes and perceptions of the learners. The selection of the study sample and context (Bangladeshi tertiary level students) was also considered to be another contribution to research in the field of writing skills since no previous studies have examined the academic writing skills of Bangladeshi students of English, who represent a significant proportion of the learners of English worldwide.

5.4. Implication for Further Research

The findings of this study provide a basis for other researchers to investigate and research further the effectiveness of learning a combined approach strategy to improve ESL writing skills. The results also give rise to several points that other researchers should take into consideration when planning to study the effect of a combined approach to learning writing skills.

The duration of the classroom study was only eleven weeks, so it would be beneficial if similar studies were carried out for a longer period: for instance, an entire academic year, to obtain more conclusive results regarding the use of the combined

approach. Moreover, longitudinal studies that can be conducted over a long period may obtain more reliable results. Conducting a study over a longer period might also help students to become used to practice and adopt the combined approach to writing.

This study aimed to explore a combined approach to L2 writing skills. Further research could study the effectiveness of a combined approach to improving L1 writing skills. Alternatively, other studies could compare the effects of the combined approach to improving both L1 and L2 writing skills and to see which one was more positively affected in terms of accuracy, communication, organization and so on. For example, a research question such as ‘Does combined approach help improve L2 writing learners better than L1 writing learners?’ can be formulated and researched as an extension to the present study.

Furthermore, the teacher training programme should be developed to train the teacher in identifying the students’ L2 learning strategy, first through surveys and interviews, etc. Then, the students should be helped to adopt those strategies, which are compatible with their goals, and learning styles. This would help both the teacher and the student in being aware of the techniques that help improve L2 writing.

This chapter has provided some general principles of the combined approach to improve academic writing for the tertiary level students in Bangladeshi universities. Besides, the researcher has suggested ways of dealing with the combined approaches in the classroom.

Some examples of writing tasks were discussed which require the teachers to develop their methodology, as it involves integrating different perspectives in writing. The Chapter concluded with some suggestions for further research.

To sum up, the key point is that, teachers should take into account the principle methods of the combined approach to enable their students to become independent writers.

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Appendix

Appendix 1

Essay-scoring Rubric (Paulus, 1999)

S/ N	Organization	Development	Cohesion	Structure	Vocabulary	Mechanics
1.	No organization evident; ideas random, related to each other but not to task; no paragraphing ; no thesis; no unity	No development	No coherent; no relationship of ideas evident	Attempted simple sentences; serious, recurring, unsystematic grammatical errors obliterate meaning; non English patterns predominate	Meaning obliterated; extremely limited range; incorrect/unsystematic inflectional, derivational morpheme use; little to no knowledge of appropriate word use regarding meaning and syntax	Little or no command of spelling, punctuation, paragraphing capitalization

2.	Suggestion of organization; no clear thesis; ideas listed or numbered, often not in sentence form; no paragraphing no unity	Development severely limited; examples random, if given.	Not coherent; ideas random, attempt at transitions may be present, but ineffective ; few or unclear referential ties; reader is lost	Uses simple sentences; some attempts at various verb tenses; serious unsystematic errors, occasional clarity; possibly uses coordination ; meaning often obliterated; unsuccessful attempts at embedding may be evident	Meaning severely inhibited; very limited range; relies on repetition of common words; inflectional/ derivational morphemes incorrect, unsystematic; very limited command of common words; seldom idiomatic; reader greatly distracted	Some evidence of command of basic mechanical features; error-ridden and unsystematic
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3.	Some organization; relationship between ideas not evident; attempted thesis, but unclear; no paragraphing/grouping; no hierarchy of ideas; suggestion of unity of ideas	Lacks content at abstract and concrete levels; few examples	Partially coherent; attempt at relationship, relevancy and progression of some ideas, but inconsistent of ineffective; limited use of transitions; relationship within and between ideas unclear/non-existent; may occasionally use appropriate simple referential ties such as coordinating conjunctions	Meaning not impeded by use of simple sentences, despite errors; attempts at complicated sentences inhibit meaning; possibly uses coordination successfully; embedding may be evident; non-English patterns evident; non-parallel and inconsistent structures	Meaning inhibited; limited range; some patterns of errors may be evident; limited command of usage; much repetition; reader distracted at time	Evidence of developing command of basic mechanical features; frequent, unsystematic errors
4.	Organization present, ideas show grouping; may have general thesis, though not for persuasion; beginning of hierarchy of ideas; lacks overall persuasive focus and unity	Underdeveloped; lacks concreteness; examples may be inappropriate, too general; may use main points as support for each other	Partially coherent, main purpose somewhat clear to reader; relationship, relevancy, and progression of ideas may be apparent; may begin to use logical connectors between/within ideas/paragraphs effectively; relationship between/within ideas not evident; Personal pronoun	Relies on simple structures; limited command of morpho-syntactic system; attempts at embedding may be evident in simple structures without consistent success; non-English	Meaning inhibited by somewhat limited range and variety; often uses inappropriately informal lexical items; systematic errors in morpheme usages; somewhat limited command of word usage; occasionally	May have paragraph format; some systematic errors in spelling, capitalization, basic punctuation

			references exit, may be clear, but lacks command of demonstrative pronouns and other referential ties; repetition of key vocabulary not used successfully	patterns evident	idiomatic; frequent use of circumlocution ; reader distracted	
5.	Possible attempted introduction, body, conclusion, obvious, general thesis with some attempt to follow it; ideas grouped appropriately; some persuasive focus, unclear at times; hierarchy of ideas may exist, without reflecting importance; some unity	Underdeveloped; some sections may have concreteness; some may be supported while others are not; some examples may be appropriate supporting evidence for a persuasive essay, others may be logical fallacies, unsupported generalizations	Partially coherent; shows attempt to relate ideas, still ineffective at times; some effective use of logical connectors between/within groups of ideas/paragraphs; command of personal pronoun reference; partial command of demonstratives, deictic, determiners	Systematic consistent grammatical errors; some successful attempts at complex structure, but limited variety; clause construction occasionally successful, meaning occasionally disrupted by use of complex or non-English	Meaning occasionally inhibited; some range and variety; morpheme usage generally under control; command awkward or uneven; sometimes informal, unidiomatic, distracting; some use of circumlocution	Paragraph format evident; basic punctuation, simple spelling, capitalization, formatting under control; systematic errors

				patterns; some nonparallel, inconsistent structure		
6.	Clear introduction, body, conclusion; beginning control over essay format, focused topic sentences; narrowed thesis approaching position statement; some supporting evidence, yet ineffective at times; hierarchy of ideas	Partially underdeveloped, concreteness present, but inconsistent; logic flaws may be evident; some supporting proof and evidence used to develop	Basically coherent in purpose and focus; mostly effective use of logical connectors, used to progress ideas; pronoun references mostly clear; referential/anaphoric reference may	Some variety of complex structures evident, limited pattern of error; meaning usually clear; clause construction	Meaning seldom inhibited; adequate range, variety; appropriately academic, formal in lexical choices; successfully avoids the first	Basic mechanics under control; sometimes successful attempts at sophistication , such as semi-colons, colons

	present without always reflecting idea importance; may digress from topic	thesis; some section still under supported and generalized	be present; command of demonstratives; beginning appropriate use of transition	and placement somewhat under control; finer distinction in morpho-syntactic system evident; non-English patterns may occasionally inhibit meaning	person; frequent errors in morpheme usage; beginning to use some idiomatic expressions successfully; general command of usage; rarely distracting	
7.	Essay format under control; appropriate paragraphing and topic sentences; hierarchy of ideas present; main points include persuasive evidence; position statement/thesis narrowed and directs essay; may	Acceptable level of development; concreteness present and somewhat consistent; logic evident, makes sense, mostly adequate	Mostly coherent in persuasive focus and purpose, progression of ideas facilitates reader understanding; successful attempts to use logical	Meaning generally clear; increasing distinctions in morpho-syntactic system, sentence variety evident;	Meaning not inhibited adequate range, variety; basically idiomatic; infrequent error in usage; some attention to style; mistakes rarely	Occasional mistakes in basic mechanics; increasingly successful attempts at sophisticated punctuation; may have systematic

	occasionally digress from topic; basically unified; follows standard persuasive organizational patterns	supporting proof; may be repetitive	connectors, lexical repetition, synonyms, collocation; cohesive devices may still be inconsistent/ineffective at times; may show creativity; possibly still some irrelevancy	frequent successful attempts at complex structures; non-English patterns do not inhibit meaning; parallel and consistent structures used	distracting; little use of circumlocution	spelling errors
8.	Definite control of organization; may show some creativity; may attempt implied thesis; content clearly relevant,	Each point clearly developed with a variety of convincing types of supporting	Coherent; clear persuasive purpose and focus; ideas relevant to topic; consistency and sophistication in	Manipulates syntax with attention to style; generally error-free sentence	Meaning clear; fairly sophisticated range and variety; word usage under control;	Uses mechanical devices to further meaning ; generally

	convincing; unified; sophisticated; uses organizational control to further express ideas; conclusion may serve specific function	evidence; ideas supported effectively; may show originality in presentation of support; clear logical and persuasive/convincing progression of ideas	use of transitions/referential ties; effective use of lexical repetition, derivations, synonyms; transitional devices appropriate/effective; cohesive devices used to further the progression of ideas in a manner clearly relevant to the overall meaning	variety; meaning clear; non-English patterns rarely evident	occasionally unidiomatic; attempts at original, appropriate choices; may use some language nuance	error-free
9.	Highly effective organizational pattern for convincing, persuasive essay; unified with clear position statement; content relevant and effective	Well-developed with concrete, logical, appropriate supporting examples, evidence and details; highly effective/convincing	Coherent and convincing to reader; uses transitional devices/referential ties/logical connectors to create and further a particular style	Mostly error-free; frequent success in using language to stylistic advantage; idiomatic syntax; non-	Meaning clear; sophisticated range, variety; often idiomatic; often original, appropriate choices; may have distinctions in	Uses mechanical devices for stylistic purposes; may be error free

		encing; possibly creative use of support		English patterns not evident	nuance for accuracy, clarity	
10.	Appropriate native- like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English

Appendix 2

2.1.1.

A Nice holiday

Last Eid vacation my parents wanted to release from the hard work. So, we all family members went to Kangamati. As we all know that it is one of the beautiful places in Bangladesh. We left home at night in order to get there in the morning. We went there by bus. It took nine hours, we got there about 7 a.m.

As soon as we reached Kangamati, the scenic beauty refreshed our mind. The green lush mountains the flowing rivers all welcomed us. It was colder than the city. Me and my family members were happy to be there in the nature away from the city life. We roamed all morning. Near to this mountains is the small local market, which provided toys, sandals, show pieces and all kind of clothing including the tribal clothes, which the tribal people wear in that place. We saw many other tourist who were buying different things.

After shopping a few things we were tired and we decided to sit for sometime. So, we just sat and talked about the place, the people, the things we liked etc. At around 1pm we planned to have our lunch. We wanted to try some tribal food, so we went to a place which served tribal food. At lunch we ate some tribal food. It was very tasty.

After the food we decided to go on the mountains. So

we went to the mountains . To see the trees , birds , sky
the rivers it was very relaxing . I listened to the music
and read comic books on the mountain . My parents
were chatting taking photographs and playing chess while
we were enjoying we did not realise how the time passed .
It was time for the sunset . I always heard that sunset
in the mountains is the most beautiful thing to see .
But this was the first time I experienced it In the
evening we saw the sunset together on the mountain
Now it was the time to go home . I did not wanted to
leave ~~that~~ place but we had to leave . Taking all the
good memories in our heart . We finally got into the bus
Though we spent short time , we had a nice vacation
we are looking forward to going there again

Summer Vacation

Myself Sheela, I am a student I do like dancing, cooking and travelling. I like to travel to different places (e.g. country, transit spot) specially places which occupies natural Sceneries. I do go different places with my friends, Farheen and Priya, they also like roam around the world.

We plan for summer vacation from June to July at Saint Martin's, Bangladesh.

It was nice experiences, we took a break from our study and we explored that place.

First we reached at Cox's bazaar by air way, from there we took bus and reached at Saint Martin's and we booked just house over there. After taking food and rest, we left to explore the island.

One local guide described us about that marvellous island he told us it is situated in the Chittagon division of this country, which is located about 10 km south west of the main land. They also described us that it is only coastal island in our country. According to them this island suffered by cyclone in 1991 but has fully recovered now. and Tsunami didn't reach to this island.

We also found it is full of peace beauty, and we could easily cover whole island in single day since it measures only 8 km².

Guide also told us during October to April fishermen from neighbouring areas bring their catch to the temporary market. He also suggested us to visit the place during November to February.

Me and my friends also visited sunset point. There was a Turtle conservation site, ~~near the sea shore~~ Turtle use to come and lay the egg. And different plant diversity was there. And we also enjoyed alot of sea food in their style. So we collected lots of memories over there. We collected our moment in camera and we came back after great fun and we have decided to go over there again if we will get bore from our daily routine. It was a great trip with my friends.

2.1.3.

Unforgettable Pattaya

When we arrived here, about 8am. in the morning I walked along the beach for a few minutes. Then I swam in the sea with my sisters after she rode a bicycle along the beach.... At the lunch time, we had lunch on the beach and ate seafood. It was delicious. After that my sister and I swam in the sea again. My parents sat on the beach and read newspaper.... Until 6 p.m we went back to our hotel we were so tired for that day.

We slept around 8 PM and we left to Pattaya market which was so amazing to watch during night time with lots of stalls and food streets. and we tasted the authentic Thai food and thus completing the night with delicious Thai dinner and we headed back to hotel and slept with tiredness.

Next day we woke up around 8 am had our breakfast it was Thailand's most common breakfast called "Joke" its kind of rice cooked in soup and lots of stuffs are added into the broth.

After our delicious breakfast we left to see the amazing attractions of Pattaya is the Pattaya floating Market. It is located in the Eastern Thailand. Its a amazing village surrounded by wooden cottages. The main activities of this

market is they selling ethnic products, clothes, sculptures, hand made things like bags, hats, we hired a boat which can fitted for 6 people. we payed around 400 baht. The boat took us to the amazing ride through canal along island with beautiful vegetations. During trip we could see cultural activities they served typical food dishes. Sailing through the boat and watching the their buildings, activities shopping, food was the amazing and beautiful moments that i would like to cherish in Pattaya. He and my sister and parents they all enjoyed this floating market and we did shopping and brought gifts for family and friends.

After the amazing boat ride we headed back to our hotel and rested for few hours. Around 10 PM we were looking for the dinner and we went to a restaurant and amazing delicious sea food ~~was~~ ^{was} ~~stans~~ ^{stans} were served and thus completing the day.

Next morning we woke up around 9 am we had our breakfast and we hired the taxi we. The taxi took us to the various streets

my sisters were curiously looking at the streets and people and driver was explaining to my father regarding Thailand culture and traditions after that huge discussion we reached Angsila old market. Angsila it is the old market situated in a beautiful place called Chonburi. It's an 133 year old market and one of the busiest market of Thailand. It is sea side village fishing is the main occupation of the village. People can buy fresh fish at the cheaper price. Unfortunately we couldn't buy fresh fishes by the time fishes will get spoiled by reaching our Bangladesh. Me and my sisters were visiting each shops for fancy products apart from fish market we purchased few useful items like sculptures. The speciality of this sculpture is they are all made up of granites. My mother she brought some kitchen wares which very durable and purchased at cheap price. It is amazing to walk to the sea side of the old 133 year old market which is traditionally well maintained depicting the culture of Thailand.

After the tye some day we headed back to our hotel with our things around 8 PM and we slept completely the day.

Next day we woke up around 7 AM and my sister at 8 AM. I was so much anxious and nervous about the famous place which I was wishing to visit since from childhood. It's the famous "The million years stone park and pattaya crocodile farm." The driver took us to that park, once I entered to the park it makes me to feel that I entered into a different world. This park depicts the Thai culture of protecting environment surrounded with trees plants and amusing and thrilling performances. Shows the man fighting with adult crocodiles which was heart-thrilling.

Overall I would like to say pattaya is an amazing destination place to enjoy with family and friends.

2.2.1

Public Transport in Dhaka

There are many kind of transport in Dhaka e.g. rickshaws, buses & newly introduced Ubers. Earlier there was a large number of rickshaws and it is the best mode of public transport in Dhaka as it is available at cheap rate. And other good option of public transport in Dhaka are autorickshaw & buses. We can easily observe to people running behind buses, or bargaining with autorickshaw driver in order to reduce fare. Mostly young student and commuters. People do use rickshaw to cover short distance and buses, autorickshaw for long distance.

Dhaka is a big city it is the capital and largest city of Bangladesh. It is the economic base of Bangladesh. Dweller of Dhaka travel daily in the city in order to go their work place for earning the money, so they have to use public transport which is available in very reasonable price. And people do not have to face the hassle of bargaining with car driven autorickshaw and these are ecofriendly about. There are many advantage & disadvantage of public transport in Dhaka. e.g. every driver have their own dress code so that they can easily identified and fare are fixed for particular destination. And most important thing rickshaw's number plate are retro reflective so that it can be easily detected by the CC cameras. Hence travelling in public transport is very convenient and safe for common people.

But during rain public are suffers the scarcity of transport.

Due to excess of these transport system city is also suffering from different kind of Environmental issue e.g. air pollution (Vehicle emission), Noise pollution (Sound attenuation) and traffic Jam which make public to tired and runy time they also suffers from headache and gets stressed.

So, I can conclude Dhaka is well maintained for public transport system, still there are some issues which can be solve out by taking regular inspection safety measure by authority (transport department) and auto rickshaw, bus driver, Metros or railway track could be good option (within city) to avoid the traffic Jam. And proper maintenance of ferries could be a good option of public transport by water.

The public Transport in Dhaka

Using public transport in Dhaka is the best way for the common people to reach their respective places very fastly. Buses, Auto-rickshaws are the important means of transports in Bangladesh. Using of old unserviced buses with improper clutch gear and irresponsibility are the main causes of the bus accident. To avoid such kind of issues, Government should implement proper conditioning rule for the proper services and providing new vehicles for the driver, so that safety of the people is ensured.

Now a day fraud and bribery is going on so in order to get the permanent government job so that any bus driver with less experience are appointed to use the transport system which ease their livelihood. This improper knowledge and unexperienced drivers are responsible for the accidents. Some drivers don't have patience to wait for the passengers. They should be properly trained and mandatorily check their driving licence and driving not so that they are qualified enough to serve the or to the public transport system.

For the benefit of the bus owners, drivers are taking on allowing extra people to get into the bus in order to make profit. Overcrowding leads to the overload of the bus and eventually meet with the accidents, this should be avoided. Traffic police should regularly check the inflow of the passenger so that they are permitted as per the availability of the seats. Following strict rules and regulations issued by the transport ministry of Bangladesh and proper implementing the transport rules can save the innocent lives of the people and can avoid the tragic ending of the mass accident.

2.3.1.

The Tourism Industry in Bangladesh.

Bangladesh is the land of rivers, beaches, mosques, monuments, chaotic cities, forests and colourful tribal life. Many tourists from different parts of the world visit Bangladesh every year. So we gain a lot of profit from the tourism industry.

Bangladesh's tourist attractions include Cox's Bazar, St. Martin's Island, Bandarban District, Rangamati, Khagrachari District, Patenga beach, Foy's Lake, Heritage Park etc. Because tourists come to Bangladesh, it helps to build good relationships with other countries. There is an exchange of culture and ideas.

Like every coin has two sides, likewise the tourism industry in Bangladesh has some negative impacts too. Tourism has led to more pollution and wasting of natural resources. It has also led to an increase

in number of crimes such as robbery, rapes etc.

Bangladesh government should take some initiative to tackle this problem by making campaign which leading to people their environment and for lowering the number of crimes which are happening. The government must hire more policeman and security.

On an whole tourism industry brings love affection, money etc. Tourism industry is the main benefits to Bangladesh.

The Tourism Industry In Bangladesh

Bangladesh is situated in South Asia, shares land border with India and Myanmar. Nepal and China also located near to this country. Bangladesh's maritime territory in the Bay of Bengal is almost equal to the size of its land area. And Bangladesh also attracts tourist because of its beaches, forest and tribal people. And diversity of wilderness plant as well as animals.

Some historic and monuments attracts tourism as well. Due to tourism industry Bangladesh is getting foreign currency and its economical status increases by providing direct employment to the locals of tourist places. e.g. Restaurant, Guest house transportation sector are benefited by tourist. Many local shops are also flourishes because of tourists. Painting, handcraft material, wood work, bamboo decoration pieces cane, conch shell product are sold by locals that help them to improve their economical condition.

Ministry of Tourism and the Civil Aviation Ministry designs national policies for the development and of tourism.

Bangladesh Government also taking care of all tourist place and e.g. Historical places, beaches, wild life. Historical monuments Government also takes care of tourist it has formed tourist Police unit to better protect local and foreigner tourist. But due to tourism Bangladesh is also suffering some issue like tourist throws their stuffs at those area. Those area causes pollution. like beaches gets dirty and some time cause fouling.

Crime with foreigners are often in Bangladesh, we could see the crime frequently done with foreigners. But Bangladesh government do take care of those issues.

Government of Bangladesh should promote the tourism in our country so that people can be benefited directly indirectly as well.

Bangladesh government should make strong tourism policies to promote the tourism like better transportation facilities, medical facilities, security. In this way we can interact with local as well as foreigners very well and can get idea of other small scale industry. Our country is having very hidden talent and tourist places, it is necessary to show ~~to~~ all over world our unseen quality.

2.4.

How to write a good book

Writing a book is not as easy as it sounds. It is very hard to write a book. That is why you need to follow some easy steps.

To write a book ~~you~~ you should select the type of the book. Which type of book you want to write you have to think about it. To choose the style is very important for book writing. There are many types, childrens book, novels, short story, poetry etc. You should choose one to get started.

You have to think about the story you are going to write. Where the story is going to start and where is it going to end, you have to think about it. You have to collect ideas to ~~fully~~ write your story. or your story will not be a good one.

You have to find out how to make the readers remember the book. When a book makes a reader laugh, the reader enjoys it. But when a book makes the reader both laugh and cry, the reader enjoys it and remembers it. People laugh when they are given perspective they had never expected of. They laugh when they can see the absurdity but others cannot. You have to construct the story that way to take a place in the readers heart.

last of all, you have to choose a ~~an~~ good name and cover for the book. As people like to make decisions by only seeing the appearance, that is why you need to create a name and a cover so beautiful and ^{attractive} ~~attracting~~ that anyone will ~~be~~ agreed to buy it.

Appendix 3

SL	Exam Scripts Score (First Rater)	Term Papers Score (First Rater)	Exam Scripts Score (Second Rater)	Term Papers Score (Second Rater)
1	23	45	25	39
2	21	46	21	48
3	19	32	19	27
4	15	32	14	27
5	14	29	15	29
6	23	47	24	48
7	13	42	11	14
8	15	27	12	27
9	5	17	7	14
10	19	26	13	24
11	19	21	15	24
12	16	19	11	24
13	19	26	18	35
14	21	19	13	25
15	34	39	14	26
16	19	22	17	27
17	12	24	18	19
18	22	36	12	20
19	33	45	24	35
20	24	32	14	40
21	20	22	19	26
22	12	15	11	21

23	21	42	17	36
24	22	35	20	33
25	14	20	18	24
26	22	29	12	23
27	16	28	25	30
28	18	33	36	47
29	14	27	35	37
30	21	32	25	28
31	19	44	16	23
32	18	24	12	20
33	17	27	15	25
34	13	32	17	26
35	16	22	17	25
36	14	31	26	35
37	13	22	14	23
38	19	27	12	24
39	34	39	6	16
40	20	33	14	25
41	18	23	13	22
42	17	26	12	17
43	6	19	15	21
44	16	26	15	23
45	12	19	7	19
46	13	24	21	36
47	18	29	18	28

48	13	25	24	34
49	19	27	23	36
50	19	35	24	34
51	17	33	23	39
52	19	32	25	39
53	14	27	21	35
54	16	30	12	26
55	20	39	23	34
56	16	30	32	44
57	20	39	25	39
58	17	36	22	38
59	16	28	15	31
60	16	31	24	36
61	19	33	34	45
62	18	31	24	26
63	19	29	20	39
64	19	35	19	32
65	20	34	14	27
66	15	23	16	26
67	19	29	26	45
68	21	33	10	20
69	17	34	9	26
70	18	34	14	17
71	14	30	14	21
72	26	44	15	28

73	24	41	12	28
74	22	41	18	34
75	20	34	13	23
76	19	33	13	26
77	21	41	20	36
78	19	36	14	14
79	22	38	12	21
80	19	32	16	33
81	19	35	24	35
82	17	29	19	37
83	16	24	12	31
84	19	28	20	30
85	21	30	12	23
86	17	32	24	33
87	18	32	15	24
88	14	25	13	25
89	18	35	15	33
90	21	34	15	22
91	19	27	16	33
92	22	30	38	42
93	24	29	24	42
94	22	35	14	26
95	20	34	6	16
96	18	31	14	30
97	18	33	14	29

98	15	24	17	24
99	17	26	13	23
100	14	26	14	2

Table 1: Exam scripts and term papers scores of the students in a traditional and combined approach learning settings.

Comparing exam scripts and term paper scores of the students (First Rater)														
Names	Organizat ion		Developme nt		Cohesion		Structure		Vocabulary		Mechanics		Total	
	Ex am Sc ript	Ter m Pap er	Exa mS cri pt	Ter m Pap er	Exa mS cri pt	Ter m Pap er	Exa mS cri pt	Ter m Pap er	Exa m Scri pt	Ter m Pap er	Exa m scri pt	Ter m Pap er	Exa m Scri pt	Ter m Pap er
1	4	7	4	7	4	8	3	8	4	8	4	7	23	45
2	4	7	3	8	3	7	4	8	3	8	4	8	21	46
3	3	5	3	5	4	5	3	6	3	5	3	6	19	32
4	2	5	2	5	3	6	3	5	3	5	2	6	15	32
5	2	5	2	5	3	5	2	5	3	4	2	5	14	29
6	4	8	3	8	4	8	4	7	3	8	5	8	23	47

7	2	7	3	7	2	7	2	6	2	7	2	8	13	42
8	2	4	2	5	3	5	3	5	2	4	3	4	15	27
9	1	3	0	3	1	3	1	2	1	3	1	3	5	17
10	3	4	3	3	3	5	3	5	4	5	3	4	19	26
11	4	3	4	4	3	4	3	4	2	3	3	3	19	21
12	2	3	3	3	3	4	3	3	2	3	3	3	16	19
13	4	3	3	4	3	5	3	4	3	5	3	5	19	26
14	4	3	4	3	3	3	4	4	3	3	3	3	21	19
15	6	7	6	6	5	6	6	7	6	6	5	7	34	39

16	3	4	3	3	3	3	4	4	3	4	3	4	19	22
17	2	5	2	4	2	4	2	4	2	3	2	4	12	24
18	4	6	4	6	4	6	3	5	3	6	4	7	22	36
19	6	7	6	7	5	8	5	7	6	8	5	8	33	45
20	5	6	4	6	4	5	4	5	4	5	3	5	24	32
21	4	4	3	4	4	3	3	3	3	4	3	4	20	22
22	2	3	2	2	2	2	2	3	2	3	2	2	12	15
23	4	7	3	7	3	8	4	7	3	7	4	6	21	42
24	4	6	4	6	3	6	3	5	4	6	4	6	22	35
25	2	3	2	3	3	3	2	4	3	4	2	3	14	20
26	4	5	4	4	4	5	3	4	4	5	3	6	22	29
27	3	5	3	4	3	5	3	5	2	5	2	4	16	28
28	3	5	3	5	3	6	3	5	3	6	3	6	18	33

29	2	4	2	4	3	5	3	4	2	4	2	6	14	27
30	4	5	3	6	3	6	4	5	4	5	3	5	21	32
31	3	7	3	8	4	8	3	8	3	7	3	6	19	44
32	3	4	3	3	3	4	3	4	2	4	4	5	18	24
33	3	5	2	4	3	5	3	3	3	5	3	5	17	27
34	1	5	2	5	2	5	3	6	2	5	3	6	13	32
35	2	3	3	4	2	3	3	4	3	4	3	4	16	22
36	3	5	3	5	2	4	2	6	2	5	2	6	14	31
37	2	3	2	3	3	4	2	4	2	4	2	4	13	22
38	3	4	3	4	4	5	3	5	3	5	3	4	19	27
39	6	7	6	6	5	6	6	7	6	6	5	7	34	39

40	4	6	3	5	3	6	3	5	4	5	3	6	20	33
41	4	5	3	5	3	4	3	3	2	3	3	3	18	23
42	3	4	3	4	2	5	3	5	3	4	3	4	17	26
43	1	3	1	3	1	4	1	3	1	3	1	3	6	19
44	2	4	3	5	3	5	3	4	2	4	3	4	16	26
45	2	3	2	3	2	3	2	4	2	3	2	3	12	19
46	2	4	2	4	2	5	2	5	3	3	2	3	13	24
47	3	4	2	3	3	5	3	6	3	5	4	6	18	29
48	2	4	2	4	2	5	3	5	2	4	2	3	13	25
49	3	4	4	3	3	5	3	5	3	5	3	5	19	27
50	3	5	4	7	4	6	2	5	4	7	2	5	19	35
51	2	4	3	7	3	7	3	6	3	5	3	4	17	33
52	3	5	4	5	2	4	3	7	3	5	4	6	19	32

53	2	4	3	5	2	5	2	5	3	4	2	4	14	27
54	3	5	2	4	3	6	3	6	3	5	2	4	16	30
55	3	5	3	7	4	8	4	7	3	6	3	6	20	39
56	2	5	4	6	3	7	3	3	2	5	2	4	16	30
57	3	5	3	7	4	8	4	7	3	6	3	6	20	39
58	2	5	4	6	3	7	3	8	2	6	3	4	17	36
59	3	4	2	4	4	6	2	6	3	4	2	4	16	28
60	2	4	4	7	3	6	3	5	2	5	2	4	16	31
61	3	4	3	6	3	5	4	7	3	5	3	6	19	33
62	3	4	3	6	3	5	4	7	3	5	2	4	18	31
63	4	5	3	4	2	4	3	5	4	6	3	5	19	29

64	4	5	3	7	3	6	3	7	3	6	3	4	19	35
65	4	6	3	6	4	7	3	5	3	5	3	5	20	34
66	2	2	3	4	3	5	2	4	3	4	2	4	15	23
67	3	5	4	5	3	5	3	5	3	5	3	4	19	29
68	4	4	3	6	4	5	4	7	3	6	3	5	21	33
69	3	5	3	6	2	6	3	6	3	5	3	6	17	34
70	2	5	4	6	3	5	3	7	3	5	3	6	18	34
71	2	4	2	5	3	6	3	7	2	4	2	4	14	30
72	4	6	4	8	5	8	5	8	4	7	4	7	26	44
73	4	7	4	8	4	8	4	7	4	6	4	5	24	41
74	4	6	5	8	3	8	4	8	3	6	3	5	22	41
75	3	5	4	6	3	7	3	6	4	5	3	5	20	34
76	2	4	3	5	4	7	4	7	4	5	2	5	19	33

77	4	6	4	8	4	8	3	7	3	6	3	6	21	41
78	2	5	4	7	3	7	4	6	3	6	3	5	19	36
79	4	6	3	6	4	7	4	8	4	6	3	5	22	38
80	4	5	3	6	3	6	4	6	3	5	2	4	19	32
81	4	5	3	7	3	6	3	7	3	6	3	4	19	35
82	4	6	3	6	3	5	3	5	2	4	2	3	17	29
83	3	5	3	4	3	5	2	4	2	3	3	3	16	24
84	3	5	4	4	3	5	3	5	3	5	3	4	19	28
85	4	6	3	5	4	5	4	6	3	5	3	3	21	30
86	3	5	3	6	2	6	3	6	3	5	3	4	17	32
87	2	6	4	6	3	5	3	5	3	5	3	5	18	32

88	2	4	2	4	3	5	3	4	2	4	2	4	14	25
89	3	6	3	7	3	6	3	7	3	5	3	4	18	35
90	4	6	3	6	4	6	3	5	4	6	3	5	21	34
91	2	3	4	6	3	5	4	6	3	4	3	3	19	27
92	4	6	4	4	4	5	4	6	3	5	3	4	22	30
93	4	5	5	4	4	6	3	5	4	5	4	4	24	29
94	3	5	3	6	4	7	5	7	3	5	4	5	22	35
95	4	6	3	5	3	6	4	6	3	6	3	5	20	34
96	3	5	3	5	3	6	4	6	2	5	3	4	18	31
97	2	4	3	7	4	8	3	6	3	4	3	4	18	33
98	3	3	3	5	2	4	3	4	2	4	2	4	15	24
99	3	5	2	4	3	5	3	5	3	3	3	4	17	26
100	2	5	3	5	2	5	3	6	2	3	2	2	14	26

Comparing exam scripts and term paper scores of the students (Second Rater)														
Names	Organization		Development		Cohesion		Structure		Vocabulary		Mechanics		Total	
	Exam Script	Term Paper	Exam Script	Term Paper	Exam Script	Term Paper	Exam Script	Term Paper	Exam Script	Term Paper	Exam script	Term Paper	Exam Script	Term Paper
1	4	6	4	7	4	8	5	8	4	5	4	5	25	39
2	4	8	3	8	3	8	4	8	3	8	4	8	21	48
3	3	4	3	4	4	5	3	5	3	4	3	5	19	27
4	2	4	2	4	3	5	2	5	3	4	2	5	14	27
5	2	4	2	4	3	5	3	6	3	6	2	4	15	29
6	4	9	3	8	4	8	4	7	4	8	5	8	24	48

7	1	2	1	2	1	2	2	4	3	2	3	2	11	14
8	2	4	2	5	2	5	2	5	2	4	2	4	12	27
9	1	2	1	2	1	3	2	3	1	2	1	2	7	14
10	2	4	2	4	2	4	2	4	3	4	2	4	13	24
11	3	5	3	5	3	4	2	3	2	4	2	3	15	24
12	2	4	2	5	1	5	2	4	2	4	2	2	11	24
13	3	7	3	6	3	7	3	5	3	5	3	5	18	35
14	2	4	2	4	3	5	2	4	2	4	2	4	13	25
15	2	5	2	5	2	4	2	4	3	4	3	4	14	26
16	3	4	3	4	3	4	2	5	3	5	3	5	17	27
17	3	4	3	3	3	3	3	3	3	3	3	3	18	19
18	2	3	2	3	2	3	2	5	2	3	2	3	12	20
19	4	6	4	6	4	6	4	7	4	5	4	5	24	35

20	3	6	2	7	2	7	2	7	2	6	3	7	14	40
21	3	4	3	4	4	3	3	5	3	5	3	5	19	26
22	1	3	1	3	1	3	3	4	2	4	3	4	11	21
23	2	6	2	6	3	6	4	6	3	6	3	6	17	36
24	3	4	3	4	4	8	4	8	3	5	3	4	20	33
25	3	4	3	4	3	4	3	4	3	4	3	4	18	24
26	2	4	2	4	2	4	2	4	2	3	2	4	12	23
27	4	5	4	5	4	5	4	5	4	5	5	5	25	30
28	6	8	6	8	6	8	6	7	6	8	6	8	36	47
29	6	6	6	6	6	6	6	7	5	6	6	6	35	37
30	4	4	4	4	4	6	5	6	4	4	4	4	25	28

31	2	3	3	6	3	4	4	6	2	2	2	2	16	23
32	3	3	3	3	2	3	1	4	1	3	2	4	12	20
33	3	4	3	4	3	4	3	4	1	5	2	4	15	25
34	3	3	3	6	3	5	2	6	3	3	3	3	17	26
35	3	4	3	4	2	4	3	5	3	4	3	4	17	25
36	5	5	4	5	4	6	3	7	5	6	5	6	26	35
37	2	4	2	4	2	4	3	5	2	3	3	3	14	23
38	2	4	2	4	2	4	2	5	2	4	2	3	12	24
39	1	3	1	3	1	3	1	3	1	2	1	2	6	16
40	2	4	2	4	2	4	3	5	3	4	2	4	14	25
41	2	3	2	4	2	4	3	5	2	3	2	3	13	22
42	2	2	2	4	2	4	2	3	2	2	2	2	12	17
43	3	4	2	3	3	3	3	5	2	3	2	3	15	21

44	2	4	2	5	2	4	3	4	3	3	3	3	15	23
45	1	4	1	3	2	4	1	2	1	3	1	3	7	19
46	3	6	3	7	4	8	3	7	4	4	4	4	21	36
47	2	4	3	5	3	6	3	5	3	4	4	4	18	28
48	4	5	4	7	3	6	4	6	4	5	5	5	24	34
49	3	6	3	7	4	6	5	7	4	5	4	5	23	36
50	3	5	4	7	4	6	5	7	4	5	4	4	24	34
51	4	6	4	7	3	6	4	8	4	6	4	6	23	39
52	5	6	4	7	3	6	5	8	4	6	4	6	25	39
53	4	6	2	4	3	6	4	8	4	5	4	6	21	35
54	2	4	2	4	2	5	2	6	2	3	2	4	12	26

55	3	5	4	6	3	6	4	7	5	5	4	5	23	34
56	5	8	6	8	6	8	5	7	5	7	5	6	32	44
57	5	6	4	7	3	6	5	8	4	6	4	6	25	39
58	4	7	3	6	4	6	4	8	3	5	4	6	22	38
59	2	5	3	5	3	6	3	7	2	4	2	4	15	31
60	4	6	4	6	3	7	4	7	5	5	4	5	24	36
61	6	8	6	8	6	8	5	8	6	7	5	6	34	45
62	4	4	4	5	4	5	4	4	4	4	4	4	24	26
63	3	7	3	8	4	8	4	8	3	5	3	3	20	39
64	3	5	3	6	4	7	3	5	3	4	3	5	19	32
65	2	4	2	5	3	5	2	5	3	4	2	4	14	27
66	2	4	3	4	3	6	3	5	2	4	3	3	16	26
67	5	9	3	8	5	8	4	7	4	6	5	7	26	45

68	2	5	1	4	1	3	2	5	2	3	2		10	20
69	2	4	2	5	1	5	2	5	1	3	1	4	9	26
70	3	3	3	3	3	4	2	4	2	2	1	1	14	17
71	3	4	3	4	2	4	2	4	2	3	2	2	14	21
72	3	5	3	5	3	6	2	6	2	3	2	3	15	28
73	2	6	2	5	1	5	3	6	2	4	2	2	12	28
74	3	7	3	6	3	8	3	5	3	4	3	4	18	34
75	2	4	2	4	3	3	3	5	1	3	2	4	13	23
76	3	5	2	5	2	4	2	4	2	4	2	4	13	26
77	3	6	3	6	4	7	4	7	3	5	3	5	20	36
78	3	4	3	2	2	2	2	2	2	2	2	2	14	14

79	2	4	2	4	2	3	2	4	2	3	2	3	12	21
80	4	6	3	7	2	7	2	6	2	4	3	3	16	33
81	4	5	4	6	4	7	4	7	4	5	4	5	24	35
82	3	6	3	7	3	7	4	7	3	5	3	5	19	37
83	2	5	2	6	2	6	2	5	2	5	2	4	12	31
84	4	5	3	6	4	6	3	7	3	3	3	3	20	30
85	2	3	2	3	2	4	2	5	2	4	2	4	12	23
86	4	6	4	5	4	7	4	7	4	4	4	4	24	33
87	2	4	2	5	2	4	3	5	3	3	3	3	15	24
88	3	5	3	6	2	3	1	4	2	3	2	4	13	25
89	3	6	3	7	3	7	2	5	2	4	2	4	15	33
90	3	3	3	3	3	6	2	4	2	3	2	3	15	22
91	3	7	3	7	3	5	3	6	2	4	2	4	16	33

92	7	8	6	7	7	7	6	7	6	7	6	6	38	42
93	5	8	4	8	4	7	3	7	4	6	4	6	24	42
94	2	4	2	4	2	5	3	5	2	4	3	4	14	26
95	1	3	1	2	1	3	1	3	1	3	1	2	6	16
96	2	6	2	5	2	5	3	6	2	4	3	4	14	30
97	3	6	2	6	2	5	3	6	2	3	2	3	14	29
98	3	5	2	3	3	3	3	6	3	3	3	4	17	24
99	2	5	2	4	2	4	3	5	2	3	2	2	13	23
100	2	4	2	2	2	5	3	5	2	3	3	3	14	22

Table 3: Comparing exam scripts and term paper scores of the students (Second Rater)

Appendix 4

Interview Questions to Understand Student's Attitude towards Combined approach

1. What was the medium of schooling of your education in primary, secondary and higher secondary levels?
2. What do you think of your writing in English? Why do you think so?
3. Do you face a problem in constructing sentences?
4. What kind of difficulties do you face in linking ideas and organizing them into paragraphs?
5. Do you face difficulties in expressing yourself in writing in English?
6. Why do you think you have these difficulties in writing English? What is your opinion?
7. How do you think you have improved your writing? Or what do you think you need to improve your writing?
8. How useful in practical terms do you think the writing techniques are?
9. How far do you think that after completion of the course your writing has improved?

Appendix 5

Interview Questions to Understand Teacher's Attitude towards Combined approach

Materials

1. Do you prefer to use the model texts given in the course books?
2. Do you think that grammatical and vocabulary knowledge is important in a writing class?
3. What do you think is also required for a writing task?

Tasks

1. Do you prefer to give or use tasks/activities outside the textbook in the writing class?

Methodology

1. Do you like to start first by discussing or asking questions about the topic, or you start discussing directly the writing tasks given?
2. Do you prefer to ask students to work in pairs/groups?
3. Do you explain the grammatical rules in a writing class?
4. Famous writers or authors are believed to go through certain processes when they compose. They plan, organize, compose, revise, edit, and rewrite the final draft. Do you teach or practice with your students how to plan, organize, compose, revise, edit, and rewrite the final draft?
5. Which writing approaches (product, process, and genre) do you prefer? Why?
6. Why do you think about using a combined approach in a writing class?
7. Do you think the proposed approach has improved the academic writing in your university?
 - a. If Yes, to what extent will they have improved the students' level of writing?
 - b. If No, what would you propose?