

Bangladeshi University Students' Perceptions on Developing English Writing Skill at the Tertiary Level

Zakeya Sultana*

Abstract

Developing writing skill (teachers' perception) in EFL context has been widely studied. In most of the cases EFL learners' perceptions are overlooked. Through this research it has been tried to sort out the students' perceptions to develop their own English writing. 30 respondents from a private university were involved to offer their ideas with the association of a questionnaire. Finally 10 students (one third of the total respondents) were interviewed for having supportive data of the questionnaire. An analysis of their responses indicates that learning grammar inductively or deductively, context based vocabulary learning and practicing it, writing paragraphs or essays by using the teachers' given words, doing translation in the class can help students to develop their writing skill. The findings are very much effective both for the students and the teachers for the better fulfillment of the objective of developing students' writing skill.

Keywords: EFL, writing skill, grammar, vocabulary, sentence structure, translation, tertiary level students, Bangladesh.

Introduction

Foreign language learning takes place where a specific language plays no role in the social community. Moreover they are learnt in the classroom. English holds the prestige of a foreign language for most of the Bangladeshi school and college students who come from Bangla medium background. They hardly use English in real life situation. Most of the school and college students treat English as a compulsory subject to pass in the examination. As they start their university life the role of English language suddenly changes from foreign language to sort of second language as most of the universities offer English only environment at the tertiary level. However, the expertise of naturally acquired language and institutionally learned language can never be the same. For tertiary level students the proficiency in writing skill is most required among four language skills because in all of their exams and assignments they have to write in English. But as English is not their mother tongue and there are always some hindrances at the initial stage to achieve a high level proficiency. In most of the cases it has been noticed that various styles and techniques are imposed upon the students to complete the fundamental English courses. This research will shed light on students' perceptions about developing their own writing. In 'while writing' phase students face many problems such as the formation of topic sentence as well as correct structure, arranging the ideas in terms of words, applying appropriate words, writing correct spellings and so on. They also have provided some solutions to these problems. They think with the association of their teachers if these steps can be applied in the class they would be quiet beneficial for them. Although the respondents have only focused on writing for improving

*Lecturer, Department of English, ASA University Bangladesh

their writing skill, it is quite impossible to talk about any skills in isolation. All skills are interrelated. If reading skill and writing skill are combined together to work out the result will be tangible because they are hardly separated in real life (Harmer, 2007). Moreover, output always depends on input (Ellis, 1985). The more a person listens to, reads and speaks in English, the more his/her writing will be developed.

Therefore, the present study addresses that developing writing skills is dependent on some formal grammar instructions as well as on context based learning. Moreover various techniques can be applied in the classroom from different methods and approaches according to situational and student needs.

Research Questions

My research is based on three research questions and they are:

- i) How does a student become familiar with certain structure of a sentence?
- ii) What are the strategies by which students formulate correct sentences on their own?
- iii) What should be the pedagogic practices for developing English writing skill?

Literature Review

Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003). Its purpose is both to express and to impress. That means the sentence structure should be correct enough to express the ideas of the writers as well as it has to be coherent and soothing to hold the readers till the end. To make this kind of writing the writers have to give emphasis on the writing process. Writing is considered as both, a process and a product (Nunan, 2003).

During the process stage, a writer imagines, organizes, drafts, edits, reads and rereads. It is often cyclical and sometimes disorderly and finally what the audience sees is a product. For example: essay, letter, paragraph, research report etc (Nunan, 2003).

Writing within the foreign language courses is seen as an expedient means for engaging with the aspects of language. Learners note down the vocabulary, copy out grammatical rules, and write answers by reading a passage (Ur, 1991). Again this process stage of writing can be divided into two levels. They are micro level and macro level at micro level students focus on words, sentences, punctuation, handwriting, spelling etc and at macro level students focus on content and organization (Ur, 1991). In second language learning, the prerequisite for good writing is more concerned with the correctness of writing. A student's essay must be grammatically accurate and it should be properly organized.

Huw Jarvis and Marta Szymczyk (2010) proved that participants considered grammar practice a very important aspect of language learning. They proved in their research that if the grammar is wrong, it is sometimes really difficult to communicate with others. It is the teachers' duty to introduce the rules and a student's duty is to apply the rules in the written text. Knowing explicit

grammar rules may lead to learners being able to notice the structures which help learners to obtain more comprehensible input and produce output in the most accepted form (Scheffler & Cinciata 2010:14). By supporting this idea Nunan (2003) conveyed that writing practice in the class should be done in order to check the correctness of grammatical rules and spelling and overall organization of writing, only practicing writing is not enough. Students crave feedback on their writing. Pointing errors and their explanations help students to realize the language patterns. Feedback should not be given for correcting students' writing; rather it should be given to foster independent writers. Teachers can provide summary comments that instruct students to look for problems and correct them on their own (Nunan, 2003). Along with teachers' feedback explicit self-correction seems to be effective to gain grammatical accuracy. Ellis (1985) stresses the importance of raising learner awareness during the learning process and of the system of the target language. The motivation level of these learners has to be considered as well. According to Vickers and Ene:

The teacher's role in helping learners to notice the mismatch most likely depends on the learners' experience with language learning as well as their motivation as language learners. In some contexts teachers may need to be more involved with learners' efforts to notice grammatical form, while in other contexts the learners may benefit more robustly from autonomous tasks. These decisions ultimately must be made by individual teachers as they understand the needs of their learners most fully (2006: 115).

Together with grammatical aspects spelling and punctuation conventions should also be corrected. Incorrect spelling does not often prevent the understanding but adversely affect the readers' judgments. Spelling mistake is perceived as a lack of education and care. It is difficult for students to remember correct spelling of English because the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds (Harmer, 2007). Punctuation convention can vary among different writing communities. Some punctuation conventions, such as capitalization of names, months and the pronoun I are specific to only one or a few languages. The violation of well-established customs makes a piece of writing look awkward to many readers (Harmer, 2007). To remove all these problems writing habit needs to be built among the students and it should be the general part of classroom practice. To ensure it, the task should be interesting and enjoyable. Teachers can promote instant writing by dictating half a sentence which the students have to complete. They can be given three "would" sentences about their future (Harmer, 2007). Creative writing is a kind of journey towards self discovery. It is about performing an imaginative task. When the teachers set up imaginative writing task so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language. When the students write a poem or article about someone they care about a lot, when they try to construct a narrative of their favourite memories they tap into their own experience. The procedure itself is a powerful motivation to find right words to convey such experience. In order to celebrate students' product, teachers should provide an appropriate reader audience which can be the whole class along with the teachers (Harmer, 2007).

Basically students write on their own but it can be performed as a co-operative activity which is beneficial to all those who are involved. For example: group writing allows the lecturer to give a more detailed and constructive feedback which is not possible all the time to every individual

student. Students also find themselves discussing ideas and writing things that they might not do alone. Students might be exposed to such words, phrases, sentence structures they never knew before. It also enhances the reviewing and evaluation at the same time the generation of ideas is more frequent and lively. Writing in a group is a game like activity and it motivates students a lot (Harmer, 2007). Teachers need to make distinction between these two viewpoints writing for learning and writing for learning. In writing for learning students are encouraged to remember the rules. When a student is asked to write about their wish about the present and past, they will be checked whether they can correctly apply the rules regarding present tense and past tense or not. In contrast, when the students are asked to write a narrative, the ability to write a story will be judged not just the mastery of applying specific rules (Harmer, 2007).

Now we have entered in such an era where teachers can move beyond mainstream approach and method. Beforehand, teaching was merely a matter of applying procedures and techniques developed by others. As the teachers become experienced in teaching, they can develop their own individual approach and personal method which uniquely reflects teachers' belief, values and principles (Richards and Rodgers, 2001).

Methodology

This section presents the research methods which were used in this study. Method means the process and procedure of doing something (Dornyei, 2007). In this research, it has been tried to find out the ways of developing reading and writing skills of the tertiary level students in Bangladesh and it was carried out by mixed method. It is a combination of quantitative and qualitative methods (Dornyei, 2007).

The reason behind using a mixed method

I used a mixed method in my research because I wanted to have a complete and meticulous comprehension on my topic. Quantitative method provides numerical data but it completely ignores the covert facts behind procuring those numerical percentages. It only focuses on the result and avoids the causes. On the other hand, qualitative method helps to converge unrestrained information by entirely ignoring the numerical information which is helpful to sort out the degrees of various kinds of problems. For this reason qualitative research often provide the biased interpretation by the researchers. Mixed method helps to achieve a clear and fuller understanding of the target phenomenon and to verify one set of findings against the other. For this reason, in my research I tried to apply mixed method which helped me to integrate the qualitative and quantitative information.

Participants and Samples

The respondents of the study were thirty tertiary level students (aged 18-24) from a private university of Dhaka city studying BBA. Most of them belong to pre-intermediate level proficiency and are from Bangla medium background. They have attended the classes of an English fundamental course. Students have been selected randomly because random samples are always more representative than non-random samples (Dornyei, 2007). After filling up the

questionnaire ten respondents (one third of the total respondents) were selected to take part in interview. Here also the random sampling method was applied.

The instruments for the data collection and analysis

A. Questionnaire

One of the most common instruments to collect and analyze data in quantitative method is the questionnaire (Dornyei, 2007). The questionnaire was constructed on two, four and five point Likert scales. Questions were set to get an overall idea to develop writing skills from the respondents' point of view. The participants were asked to fill that questionnaire.

B. Respondents' interview

Along with the questionnaire, for having students' all-inclusive notion concerning developing writing skill an interview (Dornyei, 2007), a qualitative instrument of data collection and analysis, was carried out among the respondents. The underlying idea of this method is that after filling up the questionnaire there are so many things to say from the part of the students which can be covered up with a follow-up interview. In this session the respondents were asked some selected questions. They were also asked some questions from the questionnaire which needed further explanation. In the process of interviewing students a lot more pieces of information were revealed which are really helpful both for the teachers and students to develop students' writing skill.

Limitations of the Research

I conducted the survey and interview for this research among thirty students. It was really hard to represent the overall problems which are faced by all the tertiary level students of Bangladesh. The implications which I suggested at the end of my research might not be applicable to all because some of them might need more incentive care than I have mentioned in this research. But, still, apart from these shortcomings, I tried to find out the ways which will help the students to develop their English writing skill much to the satisfactions of their own selves as well as their teachers.

Findings and Analysis

The ideas provoked from the questionnaire and interviews have been analyzed in relation to the following areas:

- a. Grammar needs to be learnt whether it is inductively or deductively.
- b. The influence of memorization of vocabulary and practicing it.
- c. The necessity of having presupposed ideas for meaningful writing practice.
- d. The role of translation for improving writing skill.
- e. The impact of feedback to improve writing skill.
- f. The pedagogic implication of developing English writing skill.

Quantitative Data Analysis

a. Grammar needs to be learnt whether it is inductively or deductively

Most of the students expressed their concern regarding learning grammar. This was evident when 57% students agreed and 21 % students strongly agreed with the statement *If we do not learn grammar in a deductive way, it would not be possible for students to make sentence in English.* 16% were against this statements. Again 65% students agreed and 13% strongly with the idea that *deductive way of learning is helpful to remember and apply* (Figure 1). Moreover, in case of learning a structure, they prefer to produce many sentences under the same structure in order to grasp the specific structure properly which is evident in most of their agreement with the statement that *If you once learn a specific sentence structure, you can produce several different sentences under the same structure* (61% respondents agreed and 26% strongly agreed). The interview session revealed the enigma of 13% students who did not accept the fact. According to them, writing correct sentences is a matter of practice. They can learn many structures but if they do not practice them frequently, they can easily forget and end up formatting the wrong structures. The students have a strong urge regarding the necessity of forming correct grammatical structures and using enriched vocabulary for any kind of formal writing. 57% students agreed and 43% students strongly agreed with the statement that *in any kind of formal writing application of grammatical rules and enriched vocabulary is a must.*

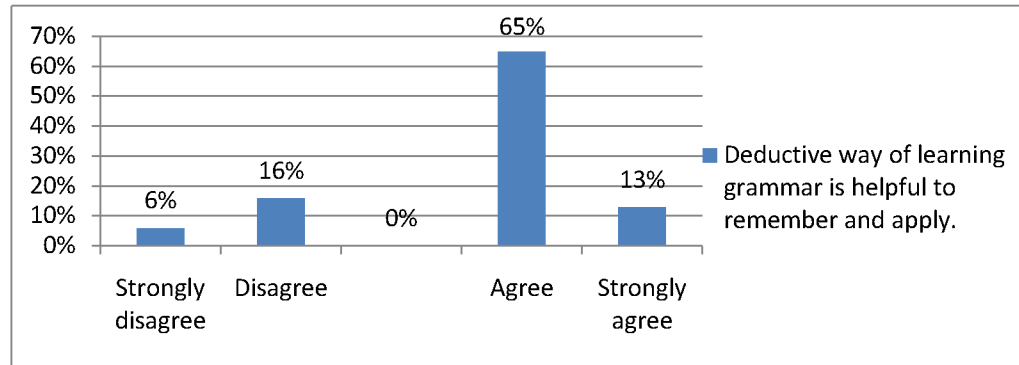


Figure 1: Grammar needs to be learnt whether it is inductively or deductively

b. The influence of memorization vocabulary and practicing it

Some statements were provided to find out learners perception regarding vocabulary learning. 34% students strongly agreed and 31% students agreed with the statement that *the effective way of increasing vocabulary is memorization* (Figure 2). Though 6 % students strongly disagreed and 23 % students agreed with the similar statement. The reason behind their rejection is that they believe it is not possible at all to memorize vocabulary without context. A list of 100 or 200 isolated words can be memorized but they are difficult to remember for a long time. For remembering any kind of irregular form of past tense memorization of that form is must. 70% supported this idea. 30% students believe that those irregular forms are easy to remember if they are taught through context.

Students show their agreement with the statement that *the use of synonymous words enrich any piece of writing* (33% strongly agreed and 44% agreed). Other 5% students strongly disagreed, 8 % students agreed and 10 % students neither agreed nor disagreed. They rejected the ideas because their primary concern is to get their sentence structures correct. They still have problem with that. Beautification of writing comes later. *Failing to get suitable words during any writing is* serious problem for 54% students. 16 % students find it as a moderate problem. Other 24% view it as a minor problem and to the rest 6 % students it is not a problem at all. Their rationale is that if a person has rich ideas it is not hard to express those ideas. Problems can be faced for certain terminologies; otherwise it is not a problem at all.

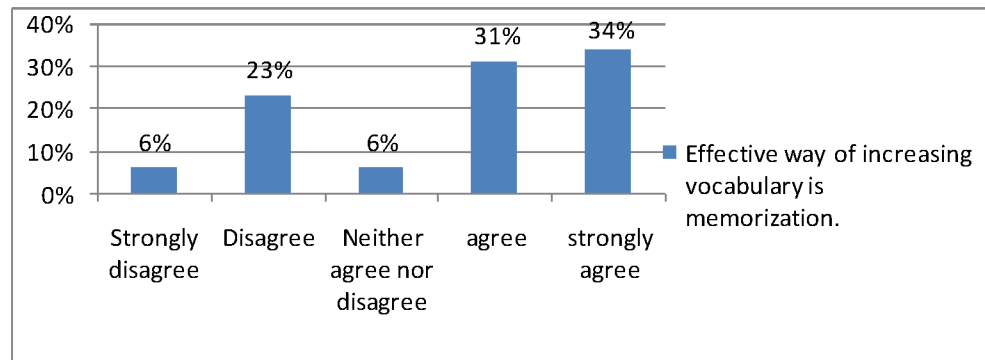


Figure 2: The influence of memorization of vocabulary and practicing it

c. The necessity of having presupposed ideas for developing writing practice

Most of the students felt the necessity of having presupposed ideas to practice writing. This was conspicuous when the students showed their agreement with the statement that *having contextual background is a prerequisite for improving writing skill* (76% strongly agreed and 24% agreed) (Figure 3). Students at first need ideas. Then those ideas get expressed through language. Without ideas total writing process seems to be a vacuum. For that reason the topic has to be known. 90% respondents strongly agreed while 10% respondents agreed with the statement *writing on an unknown topic is impossible*.

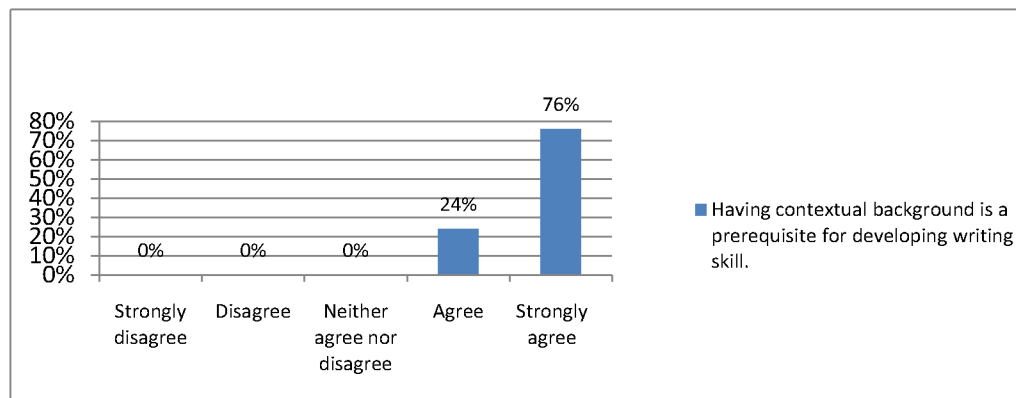


Figure 3: The necessity of having presupposed ideas for meaningful writing practice

d. The role of translation for improving writing skill.

Practicing translation can very effective to learn any second or foreign language. Because it is only the way by which the students can notice the similarities as well as differences between the first and the second language. The attachment with the first or native language is a matter of feeling. So it surely becomes inspiring when students can relate their mother tongue or first language with that of a foreign or second language. In response to the statement that *translation from Bengali to English and vice versa is really very helpful to improve reading and writing skill in English* almost all the respondents agreed (28% strongly agreed and 58% agreed) (Figure 4). Moreover, they showed their positive concern regarding paragraph translation (64% strongly agreed). Because they believe that translation practice in a form of paragraph can engage a learner to the various aspects of a language. But 36% respondents favored sentence translation. Their view is that it is too difficult to start in an initial phase with paragraph translation. However 14% respondents disagreed with the idea of practicing translation in the class. According to them it is not possible to learn a language by comparing the two together. Learning rules is the only effective way to learn a language properly. The comparison between the two separate languages only increases complexities.

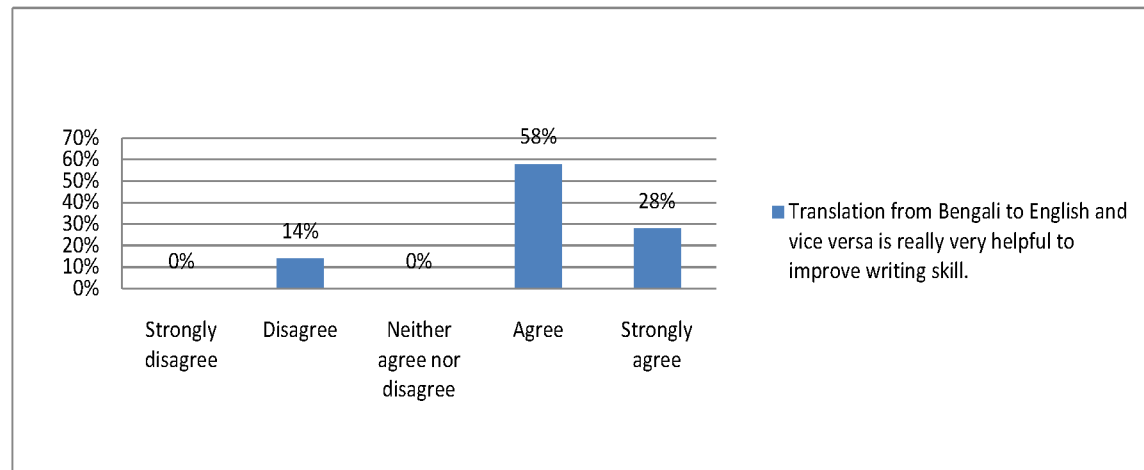


Figure 4: The role of translation for improving writing skill

e. The impact of feedback to improve writing skill

The students feel supported when the teachers give feedback as a facilitator. Giving feedback helps the students to elevate their understanding and it is distinct by their agreement with the statement that *teacher's guidance plays an important role to improve writing skill* (74% respondents strongly agreed and 16% respondents agreed). Most of the students want very minute feedback of their writing from their teachers which is apparent by their acceptance of the statement that *making correction in your writing by your teachers is influential* (74% respondents strongly agreed and 16% respondents agreed) (Figure 5).

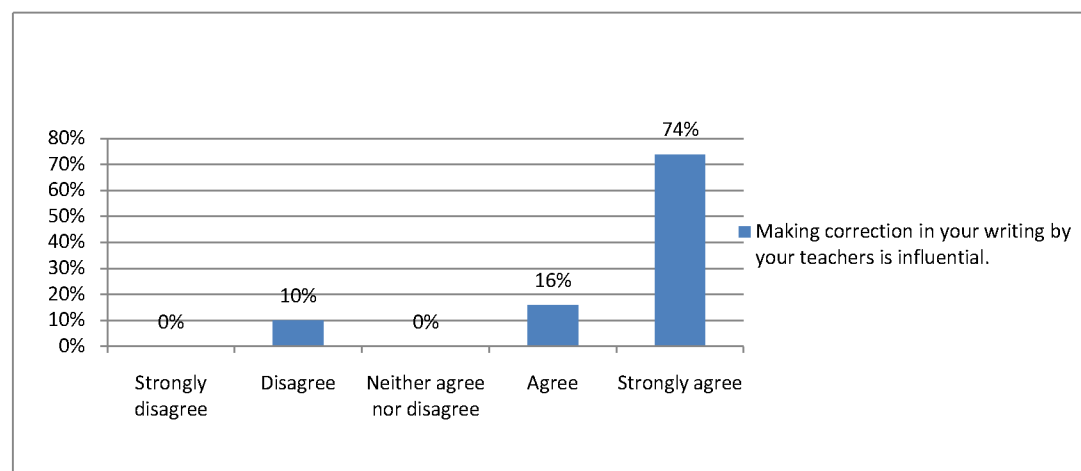


Figure 5: The impact of feedback to improve writing skill

Qualitative Data Analysis

Some of the respondents (16%) rejected the statement *if we do not learn grammar in a deductive way, it would not be possible for students to make sentence in English*. According to them it does not matter whether they are learning grammar deductively or inductively as long as teachers are capable to make the students understand the point. Following the deductive method always can sometimes turn out to be monotonous. Noticing structures can be helpful at that point. Students face many problems while writing, for example-they do not get appropriate words, become confused about using synonyms, cannot formulate complex structure by following accepted rules, make spelling mistakes, cannot get proper ideas and get confused about using appropriate preposition.

There are so many structures of complex sentence. They expect their teachers to discuss one structure in each class and then ask them write similar sentences following the discussed structure. The teachers can also help them to learn complex sentences by making the students notice their salient features. They believe that it will help them to learn better. These kinds of activities cannot be done alone. They think that they can practice it with their friends but a teacher's minute feedback is always much more reliable and worthwhile. Most of the students believe that increasing word-stock is necessary for developing writing skill. At the same time they also have problems regarding memorizing words. To solve this problem they infer that if their teachers teach them words through context they can learn more words and would be able to apply in their writing.

One student conveyed that practicing translation in the class can help to solve these problems. It can be sentence translation or paragraph translation. Both are really helpful. But it is better to

practice paragraph translation after mastering sentence translation otherwise it will become tough to cope up with the flow of expressions and also monotonous.

These students know very well about their present proficiency in grammar and vocabulary. They are not up to the mark. They also cannot transform it overnight. It needs to be practiced before it goes to a satisfactory level.

f. Pedagogic implication for developing English writing

There are so many structures of complex sentence. They expect their teachers to discuss one structure in each class and then ask them write similar sentences following the same structure. The teachers can also help them to learn complex sentences by making the students notice their salient features. One student conveyed that practicing translation in the class can help to solve these problems. Teachers should provide minute feedback on every student's performance. To solve this problem they believe that if their teachers teach them words through context they can learn more words and would be able to apply in their writing.

Discussions

The respondents of this study revealed their viewpoint on learning grammar. It is the best way of developing writing skill. If grammar is not learnt, it is not possible for students to make correct grammatical sentences. Besides, by noticing the structure learners can imbibe the rules. But if there are loopholes in their understanding, errors can occur. Irregular verb forms create a great problem for the students. One way to remember irregular form of verbs is to memorize. After learning by heart, there should be enough reading and writing practice session where the learners can recognize the irregular forms as well as can apply it where necessary. This is how this problem in writing can be decreased. To make the written language enriched, learners can use synonymous words. It will reduce the monotony of the readers and the writers will appear somewhat efficient. Most of the students agreed that the effective way of increasing word-stock is to memorize with the help of a context. After memorizing they have to apply them in their writing. Translation from Bengali to English and English to Bengali is really very helpful to increase writing skill. Initially separate sentence translation can be beneficial. Teachers' minute feedbacks will impede the students to do the same mistake again.

Students should be given many options for writing and there should be variations in writing task. Creative writing should be practiced in the class so that students can explore their inner self. Teachers can help students with words and ideas.

Checking script sometimes might be time consuming. In that case the teachers can allow students to correct each other's writing. Through this process the students may not be able to see all good qualities or shortcomings, but can detect at least some of them. From the above discussion it is quite clear that by practicing writing and keeping teachers' feedback in the mind a students' gradual endeavor can be extended towards mastery.

Conclusion

In Bangladesh, those tertiary level students who have come from Bangla-medium background are afraid of English. Some students are really good at, but they are very small in number. So, by practicing writing in the class with teachers' and peers' proper feedback on it, one can easily develop a good basic of English which will ensure their developed writing skill. Teachers' role of a facilitator will make the learners confident about their progress. Contextualized writing practice in the class is the best thing that all the teachers can apply in the class to develop students' writing. This study will help the Bangladeshi tertiary level students to improve their English writing in a conscious and effective way. It will also help the teachers to be aware of the learners' vulnerability and take proper steps in the class pursuant to students' need.

References

- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Harmer, J. (2007). *The practice of English Language Teaching*. London: Longman.
- Jarvis, Huw and Szymczyk, Marta. (2009). "Student views on learning grammar with web- and Book-based materials". New York: Oxford University Press.
- Nunan, David. (2003). *Practical English Language Teaching*. New York: McGraw- Hill
- Richards, J. C., and Rodgers, T.S. (2002). *Approaches & Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Scheffler, Pawel and Cinciala, Marcin, (2010). "Explicit grammar rules and L2 acquisition". New York: Oxford University Press.
- Ur, P. (2003). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Vickers, Caroline H. and Ene, Estel. (2006). "Grammatical accuracy and learner autonomy in advanced writing". New York: Oxford University Press.

Appendix-1: Questionnaire

Questionnaire for Learners

Batch:	Department:
Name of the University:	

Serial No.	Questions	A	B	C	D	E
01	If we do not learn grammar in a deductive way, it would not be possible for students to make sentence in English.	Strongly disagree (13%)	Disagree (03%)	Neither agrees nor disagree (6%)	Agree (57%)	Strongly agree (21%)
02	Is it possible to remember the irregular form of past tense (e.g. swim-swam-swum) without memorizing it?	Yes (30%)	No (70%)			
03	If you use other synonymous words your writing will be an enriched one.	Strongly disagree (5%)	Disagree (8%)	Neither agrees nor disagree (10%)	Agree (44%)	Strongly agree (33%)
04	Failing to get suitable words in any creative writing is-	Not a problem at all (6%)	Minor problem (24%)	Moderate problem (16%)	Serious problem (54%)	
05	The effective way of increasing vocabulary is memorization.	Strongly disagree (6%)	Disagree (23%)	Neither agrees nor disagree (6%)	Agree (31%)	Strongly agree (34%)
06	Translation from Bengali to English and vice versa is really very helpful to improve writing skill in English.	Strongly disagree (0%)	Disagree (14%)	Neither agree nor disagree (0%)	Agree (58%)	Strongly agree (28%)
07	Deductive way of learning grammar is helpful to remember and apply.	Strongly disagree (6%)	Disagree (16 %)	Neither agree nor disagree (0%)	Agree (65%)	Strongly agree (13%)
08	Making correction in your writing by your teachers is influential.	Strongly disagree (0%)	Disagree (10%)	Neither agree nor disagree (0 %)	Agree (16%)	Strongly Agree (74%)
09	In any kind of formal writing the application of grammatical rules and enriched vocabulary is a must.	Strongly disagree (0%)	Disagree (0%)	Neither agree nor disagree (0%)	Agree (57%)	Strongly agree (43%)
10.	Lack of vocabulary is always a barrier for expressing ideas clearly.	Not a barrier (3%)	Somewhat of a barrier (20%)	Moderate barrier (6%)	Extreme barrier (71%)	
11.	To what extent you are aware of the correctness of your writing?	Not at all aware (0%)	Somewhat aware (26%)	Moderately aware (54%)	Extremely aware (20%)	
12	Which one is more effective to improve writing skill?	Separate sentence translation (36%)	Paragraph translation (64%)			

13	If you once learn a specific sentence structure, you can produce several different sentences under the same structure.	Strongly disagree (3%)	Disagree (10%)	Neither agree nor disagree (0%)	Agree (61%)	Strongly agree (26%)
14	Teachers' guidance plays an important role to improve writing skill.	Strongly disagree (0%)	Disagree (0%)	Neither agree nor disagree (0%)	Agree (66%)	Strongly agree (34%)
15	Writing on an unknown topic is difficult.	Strongly disagree 0%	Disagree 0%	Neither agree nor disagree 0%	Agree 10%	Strongly agree 90%
16	Having contextual background is a prerequisite for developing writing skill.	Strongly disagree 0%	Disagree 0%	Neither agree nor disagree 0%	Agree 24%	Strongly agree 76%

Appendix 2: Respondents' Interview

Interview questions:

What types of problems do you face while writing?

How do you want your teachers to act in the class to solve these problems?

How can you help yourself to get rid of these problems?

Transcription of the respondents' interview:

Student-1

While writing sometimes I do not get proper words. In that case I manage to write by using other words but the ideas cannot be expressed as it should. I also have some grammatical errors. My teachers have opined that my sentence structures are often faulty. I want my teachers to be helpful in the class. They are already but I think I need more than that. I do not like any writing activities in the class. I also do not like to write on my own.

Student-2

I can write but it is difficult to gather ideas while writing. In any kind of free hand writing it is hard for me to accumulate ideas. Often it happens that I start getting ideas after completing writing. If the teachers prove us with the ideas writing task can be much more amusing. I also have problems sentence structures. Specially in building complex sentence I often lose my track.

Student-3

In writing, sometimes I apply the known formula in a wrong way. I cannot even understand that I have made errors until and unless those are corrected and explained by the teachers. I think I have a very poor base of writing. Spelling error and mistake both are very common problem. There are so many words. Remembering all of their spellings is an exhausting job. I do not know how I can help myself further.

Student-4

I have problems regarding the formulation of sentence structure. I can express my ideas but somehow it turns out to be grammatically incorrect. Teachers often rephrase my mistakes but till now I am facing the problem. I also have problems regarding finding the required words. I think a lot of practice can solve these problems. But we are so busy with our study. There is no enough time to take care of the language part properly.

Student-5

My teachers always say that my writing is not coherent enough. I am working on it and trying to make my writing better by practicing it regularly. I have developed a habit of writing diary. It would be better for me

if I can show it to someone for correction but as it is highly personal I cannot. I like subject based writing in the class. My teachers check my script very minutely and I am very happy the way they provide feedback.

Student-6

I think I have grammatical problems a lot. I always get poor marks for this. I have been told many times my ideas do not get expressed clearly. Along with these I have problems regarding using preposition correctly. My teachers have said it many times that my sentences are not well-formed. My teachers are really very helpful. I need to practice a lot. But I do not get any chance to take care of English separately as in the semester system we are always under huge pressure.

Student-7

Sometimes I get confused about expressing meaning. I could not understand whether they have been expressed correctly or not. For example, I always face problem about the usage of “have to” and “should”. I use simple sentences more in order to avoid mistakes and I think sometimes it ruins the beautification of my writing. Sometimes I cannot maintain tense properly. I cannot use present perfect tense and past tense appropriately. I think practicing translation in the class can help me to solve these problems. It can be sentence translation or paragraph translation. Both are really helpful I think. The way our teachers need to be more concerned about our problems. It is better for us if they identify our problem and engage us all to solve those problems. Feedback should be given minutely. I try to practice my English every day. In all the online activity I use only English. Proper feedback is necessary I think.

Student-8

In my writing do not use new words. I am afraid of spelling mistake. Sometimes I also face problems to form correct sentence, especially complex sentences. I am happy the way our teachers provide us feedback. But if they help us to notice the complex sentence structures often in front of the whole class it may help all of our classmates because I think most of us face problems to form complex sentence. There are many structures of complex sentence. If our teachers discuss one structure in each class and then ask us write other sentences following the same structure we can learn better. This kind of activities cannot be done alone. Moreover if we practice it among friend we cannot be sure whether the feedback given by other students are really acceptable or not. In this type of case we can always trust our teachers.

Student-9

I am really happy with my writing. But somewhere I also make mistakes. Finding appropriate terms is another challenging factor while writing. I know progress is never static and my proficiency can be better. For achieve this I need devotion towards writing and I need to practice a lot

Student-10

Sometimes I cannot understand where to place noun and where to place adjective in a sentence. My conception of using parts of speech in sentences is really very blurred. I also have problem with capitalization. In the middle of the writing unconsciously I use capital letter. I think it beautifies my handwriting. My usage of tenses is not coherent enough. I do understand where to use present perfect tense, where to use past tense and where to use present continuous tense. But I cannot keep pace with my conception while writing. I think the teachers can help us to learn complex sentences by making us notice their salient features.