

Dissertation on:

Free writing in English at the

Secondary level in Bangladesh.

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Abstract

This research focuses on free writing in English at the secondary level in Bangladesh. It attempts to give a clear view with data to understand the real situation of teaching of English writing in the classroom. The study also tries to identify some strengths and weaknesses of free writing practice. After completing S.S.C some of our students are not able to write English properly. One of the major reasons for this may be the lack of free writing practice. For empirical research, the study used teachers' and students' questionnaire survey and interview. Most of the teachers and some of the student gave their opinions in favor of free writing practice but in reality the picture is different. Finally, the study provides some suggestions to overcome the existing problem.

Chapter One

Introduction

1.1 Introduction:

English was the language of the ruler and it was the official language of the subcontinent during the British period. At that time English played a very important role as it was widely used in the government, administration, law courts and commerce from 1947 to 1971. So English affected the general people very much (Rahman, 1999). After the constitution of Bangladesh, Bengali is declared as the official language and English is largely neglected. Nowadays English is taught as foreign language. It is introduced from grade one and remains as compulsory subject until 12th grade. Government has introduced new methodology, and approached to cope up with the demand of a rapidly changing technological and commercial world. But English writing is neglected. People have become more conscious on other skill rather than writing skill there is a lack of motivation in English writing. Teachers are not paying proper attention on free writing and the students do not go proper guideline for free writing. Students are hardly become involve in writing because of lack of interest. National curriculum and Textbook board (NCTB) designs the textbooks for secondary level students but it not focuses free writing activity at all. So, learners' competence level of writing remains low and free writing is gradually appearing less important for teachers and students (Yasmin, 2006).

1.2 Problem Statements:

Although English is taught in Bangladesh as a compulsory subject from grade-1 to grade-12 level, students' performance in English is very deplorable. Every year a large number of students fail in English in the S.S.C examination and most of them pass with grace mark in English. Even after passing S.S.C examination students still cannot write English properly (Rahman, 1999).

Teachers do not want to involve students in process model of writing. They like to involve students in product model of writing. So student do not feel interest in free writing (Faruk, 2001). Students want to pass exam easily and they want to avoid errors to get good marks. So they try to memorize sentences and forget about free writing (Khan, 2005).

On the other hand, textbook follows communicative approach to teach English language in our context. Teachers do not motivate students for free writing practice which is very essential for developing students' writing skill. As the classes are teacher-centered so students have no scope for free writing. As a result students give less attention on free writing (Faruk, 2001).

1.3 The purpose of the study:

The purpose of the study is not only to find out how much scope for free writing in English at the secondary level students in classroom but also to find out the problems of teaches when they want to teach free writing and find out a solution of the problems of the students, if they have any. It may help students do better in English free writing and suggest some recommendation to the authority.

This study addresses the following research questions.

- ❖ Do the classroom procedure provide enough scope for free writing?
- ❖ Do the teachers face any problem to teach free writing in the classroom?
- ❖ Do the students face problems in practicing free writing?
- ❖ Do the teachers try to involve students in free writing to develop students writing skill?

1.4 Significance of the study:

This study deals with a signification aspect of English writing. It will try to find out what is the solution of the problem of free writing in English at the secondary level in our country. It will also try to find out problems of teachers and students if they have any. Result of the survey research will help students to practice free writing and develop their English writing skill. This study will provide important information to policy makers, textbook writers, English teachers and researchers.

1.5 Operation definition:

The important key works are defined below, because a research may not gain any success if readers do not understand it.

1.5.1 Methodology:

Methodology refers to the methods that a teacher follows to teach a course. It is a combination of some steps.

1.5.2 CLT:

CLT- The communicative Language Teaching (CLT) is an approach to the teaching of second and foreign language that emphasizes communication as ultimate goal of learning a language. It sets the goal of creating communicative competence among the learners.

1.5.3 GTM:

GTM- Grammar Translation Method (GTM) or the classical method was the first method used for teaching English.

Chapter-2

Literature Review

2.1 Introduction:

This chapter briefly discusses writing skills, free writing activities in the classroom, present status of English in Bangladesh, the status of ELT in Bangladesh, ELT at the secondary level, the product model and the process model, the education system of Bangladesh, free writing in English and the different methodology- the background of GTM, the status of CLT, direct method, audio-lingual method total physical response, and suggestopedia.

2.2 Writing skills:

Writing is an important skill and it is also difficult because it needs long time practice and as it needs long time practice in mother tongue. So far a foreign language writing, it is a bigger problem(Faruk,2001).

Free writing is a sub skill of writing skills. It helps to become a creative writer. To be a creative writer, learner at first should develop own writing skill and free writing can develop learner's writing skill. (MC Donough and Shaw, 1993)

The great majority of people write very much in their whole life. If there are few real world reasons for writing in people's first language, there are even fewer for doing so in a foreign language. Writing for most of us only happens to any significant extent as

part of formal education. According to Faruk (2001) free writing not only leads to academic success but also helps to reinforce oral work, understanding of a reading text and to demonstrate knowledge of target language.

When students write something then sometimes teachers give feedback on the mistakes and errors of student's free writing but teachers do not want to give any constructive comments for correct writing and for that students collect popular note books or some notes prepared by their private tutors and memorize it and produce it in the examination. (Khan, in Rehman 2008).

Writing often appears to be a rigorous task for many foreign language learners mostly because they do not feel confident in what they are writing. In our main stream educational setting students full potential is not exploited through creative process of thinking and writing instead they left with rote learning of some selected items for answers. (Mc Donough and Shaw, 1993).

Khan (2007) points out that word or sentence level accuracy in writing is given more importance in the secondary level.

The traditional teaching of writing emphasis on accuracy. The focus of attention is the finished product whether a sentence or a whole composition. The teacher's role is to be judge of the finished work. Writing often has a consolidating function(Jump and Millen's in McDonough and shaw,1993)

2.3 Free writing in English at the secondary level:

According to Faruk (2001), we are concerning only the sentence level skill for free writing at the secondary level in Bangladesh but it is not enough, if we want our students will be able to develop free writing then we have to shift our classroom teaching from “product model” to the “process model”(2001).

There are three challenges that Bangladesh faces in ELT and here the first challenge is the lack of sufficient awareness about the significant difference between language and literature teaching and the second challenge is the absence of focusing on modern English for writing and the slow progress of linguistics in Bangladesh and the third one is lack of government involvement (Yasmin, 2006).

According to Amin (2005), teaching and learning English in Bangladesh as a foreign language is a tool for passing in the examination only and the role of English is of two kind educational and social in Bangladesh and effective English writing is regarded as an essential qualification for many job and the free writing is neglected.

According to Hye (2005), for a better Bangladesh, we should think of the faulty English learning system of Bangladesh which do not makes student a better writer.

Prof. Dilara Hafiz(2001), Chairman of National Curriculum and Textbook Board points out that, the book follows the communicative approach to teaching and learning English in Bangladeshi situation, it provides learners with a variety of materials such as reading, texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed and developed for practice in four basic skills:

listening, speaking, reading and writing. Bangladesh is showing the opposite picture. Our teachers do not motivate the students.

According to Mariam (1999:215), English language teaching has tremendous drawbacks which need to be reformed immediately. In the inception of Bangladesh, it has been noted that in the two public exams (SSC and HSC) passing percentages of English is the lowest. In the failures, about 90% students fail in English (Bangladesh Education Statistical Book, 1995). The rules set by NCTB and Syllabus Committee, the outcome is deplorably low, lack of appropriate policy for language is the reason behind this.

Secondary School Certificate (S.S.C) examination represents and reflects 10 years of education starting from class-One to Ten. In S.S.C examination student take part 200 marks examination. Teaching and learning English in Bangladesh as a foreign Language is confined to syllabus and is considered a tool for passing in the examination only. Students read books, memorize contexts and write it in the exam script.

According to Ara (2005:60), teachers have to select appropriate materials for the students needs and should know how to handle them properly in a classroom situation. So the role of a teacher has become more of a facilitator than a teacher. Bet in real life situation, teacher does not give students opportunities to do enough practice. Because they have simply no clue about the new approaches.

All the time, they have been following the lecture method. Students wrote answers to questions by memorizing. There is hardly any involvement of the students in the class. Moreover, teachers face problems when they try to organize group or pair work because most of the classes are very large. Teachers find it very difficult to control the noise. But learning takes places better when a teacher can show logic or purpose for doing a particular activity.

2.4 Free writing activities in the classroom:

There is some arguments that it is better for students to engage in free writing from the start or they should gradually enter into free writing and if students engage in free writing from the start then student will not produce error free sentences and to solve this problem some kind of sentences level guidance will be necessary for the students of initial stage (Faruk,2011).

Raimes (in Faruk, 2001) points out that teacher can consider several stages in preparing students for free writing.

Mc Donough and Shaw (1993), points out that students can do a number of things in free writing like got their ideas, put them in order, make a plan, reject it and start again, add more ideas as they go along, change words, re-phrase bits, move sections around, review parts of what they have written, cross things out, check through the final version, write tidy notes, write on odd pieces of paper as thoughts occur to them and many more things. For free writing teacher can simply invite students to write on a personal topic their hobbies, what they did on holiday, interesting experiences and the like. According to Mc Donough and Shaw (1993) a free writing task requires

learners to create an essay on a given topic, often as part of a language examination. Teachers need to give learners- writers space and time to operate their own preferred individual strategies, the classroom can be structured in such a way as to provide positive intervention and support in the development of writing skills. Teacher will comment only very briefly here on possible classroom activities.

Faruk,(2001) points out that teacher should setup apply and monitor classroom writing task and teacher should concern about other micro skills while developing writing activities of the students in the classroom and also teachers have to identify the various sub-skills which are involved in free writing process and select and apply appropriate classroom activities to develop these sub skills and lastly teachers should be careful about the learning outcomes of specific writing activities.

2.5 The product model and the process model:

Through writing, students gain control over their thoughts. The teacher's mandate is to support learners to gain control over the written word. Teaching professionals practice a number of approaches while teaching. The kind of approach that will incorporate their teaching material depends on things like the rational or nature of writing, student's level, the underlying philosophy; or ever just personal choice. The product approach includes several exercises on a certain model of writing. Through these exercises, students are expected to learn the structure, organization cohesion, grammatical aspects and then to produce similar texts by themselves, on which they are assessed, on the other hand the process approach is more concerned with the compiling method, the method the writer engages in while writing certain text. This approach perceives writing as a creative task. It considers writing as a recursive

process of modification and rewriting, which eventually leads to the final draft of writing (Jordan, in Ahmad 2005).

According to Archibald (2004), recent approaches have also stressed the importance of viewing writing as culturally and socially situated. The reason is that along with the formal structure and construction of texts, writing involves “the knowledge of the social and professional context, experiences and expectations of the reader within the discourse community and also the form, social context, genres and expectations of the background culture”. However, regardless of the approach implemented in the pedagogy of writing, good writing needs a multitude of skills in content, organization and style, including the conventions of written English.

According to Ahmad(2005), the product model of writing focuses on the finish product of writing that includes several exercises on a certain mode of writing and the process model focuses on writing of a text in engaging by writer.

Faruk (2001) points out those teachers of Bangladesh are not concern how the writing is created but they are concern about the finish product and teachers think, by correcting errors students will write proper sentence but the same errors tend to appear over and over again.

Teachers have led students to believe that a correct and perfect model is necessary. So, students try to create sentence of such model that they think their teacher like or want (cassation, in Faruk 2001)

2.6 Present status of English in Bangladesh:

During Pakistan period (1947-1971), English enjoyed the status of foreign language in Bangladesh. It was used in the administration, higher education and also used as a lingua franca between the educated speakers of Bengali and Urdu. After the emergence of Bangladesh as an independent nation, English suffered a serious setback. one of the reasons for this was a strong nationalistic sentiment for the mother tongue Bengali. The Bengali introduction law promulgated in 1983 by Bangladesh Government, made it compulsory for employees in government, semi-government and autonomous institutions to use Bengali in interoffice memos, legal documents and correspondences except in case of communication with foreign governments, countries and organizations. As a result of enforcement of this law, Bengali began to be used in almost all fields of national life. Thus English lost its previous status as a second language and came to be treated as a foreign language. The consequences began to be felt in all sectors, especially in the field of higher education. However, it was soon realized that English could not be neglected by Bangladesh for the national development and co operation and commerce with the outside world most of the educationist and political leaders began to feel that English should be given due importance. There is now a more positive attitude forwards English both at the government and private institutions. Efforts are under way to improve the teaching of English of all levels of education. This new realization has given new status of English in Bangladesh. Students in Bangladesh want to improve their proficiency in English and even willing to pay high costs where quality is involved, but still in current situation student find some difficulties of learning English (Rahman, 1999:13).

Haque (1988:2) points out that English was compulsorily introduced from class one to twelve. Language textbooks were developed by local experts. Some hints by the way of methodology as to how to use the books and treat each individual lesson were incorporated. Theoretically, the textbook the teacher's guide and the training of teachers ought to provide some positive inputs for learning. But the actual situation is not yet so satisfactory.

According to Sadat (2004:98), teacher should apply proper methods while teaching is an important issue. A teacher has to think about his/her consistency and the positively of applying proper techniques. If the students are not provided the ways of instructions best suited to them, there is every possibility that teaching would be a frustrating experience. In most situations applying attractive methods is absent in the teaching practice and it is a difficult situation challenge for students to absorb the teaching.

2.7 The status of ELT in Bangladesh:

In the history of Bangladeshi ELT, the English language teaching improvement project, which was launched in 1997, has been a breakthrough in two senses. Firstly, it recognized the need for a coherent institutional structure of ELT in Bangladesh. At present there is no institute or centre at the national level to monitor and improve the English language Teaching and English language learning situation. Secondly, the English language Teaching improvement project has helped the promotion of CLT. The project is jointly funded by the Government of Bangladesh and the Government of the UK and a number of local and UK scholars have contributed to it. The national curriculum and Textbook Board and the British Council are the administrative bodies

of the English language Teaching Improvement Project. To ensure a better ELT and TLL situation at secondary levels, this country wide project has focused on three main areas: teaching materials, teacher's training and the reformation of the examination system. In order to train English language teachers, as the part of original plan, the English language Teaching Improvement project has established a number of resource centers: four regional resource centre in Teacher training colleges and ten satellite Resource centers in Government High Schools. Recently, the British funding stage has been completed and the Government of Bangladesh has shown an interest to maintain the English language Teaching Improvement project's existence (English language Teaching Improvement project,2001). It is almost ten years that English language Teaching Improvement project has started its work and it has passed only the initial stages yet, and its future impact depends on the level of its continuation and future activities. (Yasmin,2006).

According to Musa (in yasmin,2006), in the newly born Bangladesh the start of ELT was not smooth because after achieving independence in 1972 Bengal was declared as the state language of Bangladesh and the reason for this declaration was socially and politically grounded.

Yasmin (2006) points out that after achieving independence people of Bangladesh were emotionally attached with Bengali language and the government did not take any steps about language policy because government of Bangladesh did not want further movement but the professional people was concerned about the effect of neglecting English although the non-professional people were ignoring the long term effect of neglecting English because of their emotion of Bengali language and for this

ELT was badly neglected, that resulted the poor condition of English language teaching.

According to Yasmin (2006), ELT in Bangladesh faces three main challenges. The first challenge is the lack of sufficient awareness about the significant difference between language and literature teaching. The majority of educators, policy makers and English language teachers in Bangladesh have inadequate knowledge about this difference, and this has resulted in a complicated situation of Bangladeshi English language teaching. The national curriculum and the text books of ELT have focused for a long period of time on English literature rather than the English language; they even did not adopt the approach of teaching language through literature.

The absence of focusing on modern English is another challenging issue. Generally, the English language that has been taught in Bangladesh is rather old fashioned. English was formally introduced in education approximately two hundred years ago. Over the years the English language has changed, whereas in Bangladesh in many situations the two hundred-year-old forms of English are still domination for example, we can consider the sentence 'he is known to me.' This is a passive sentence and a very old form of English. The modern form is "he is introduced to me." Among these two sentences "he is known to me" is usually taught to the Bangladeshi students as the passive form of the following sentence-" I know him." Nevertheless, there is a growing concern to introduce the modern form of English in the country, which has also been reflected in new textbooks. However, many senior teachers, especially in remote areas are still having problem to teach the new textbooks which have highlighted the modern English.

In Bangladesh the progress of linguistics is very slow and this may be a reason behind the above mentioned situations. Due to this slow progress, satisfied awareness about language teaching method at all level of teaching is absent. The failure to market the current ideas and developments of linguistics to practice ones and non-professional people is another reason since language teaching and language learning are closely associated with linguistics, awareness raising about linguistics could contribute to the improvement if this situation.

The third challenge involves the high level of governmental involvement, which is therefore a political challenge. In the discussion of Bangladeshi ELT, it is worth while to remember the socio-political context of this country. Like many other Asian countries, governmental involvement in many areas of the society is very high and direct and the field of education and ELT are no exceptions. The depth of this involvement could be understood from the withdrawal of the 1986 English textbook. Moreover, generally speaking, due to the poor working relationship between the government and the opposition parties the execution of any project suffers.

2.8 ELT at the secondary level:

The purpose of teaching English in our schools is to teach students the language, which means they are to be able to express themselves meaningfully in that language. Teaching English is problematic because it is not our mother tongue and most of the teachers' teaching standard is not up to the mark. Teaching is an important quality which can be achieved through more and more practice (Yasmin, 2006).

On the other hand, a survey of secondary school English language teaching and learning in 1990, conducted in 20 different Bangladeshi secondary schools indicated that there had been no noticeable changes in students English language proficiencies at junior secondary level (Baseline survey of secondary school English teaching and learning in Cullen, in Yasmin,2006), low English performance is still an acute problem in Bangladesh and the government has shown an active concern about this recent years.

Shadidullah (1999:50-53), points out that an appropriate method of ELT should be based on the socio cultural variables of learners. ELT methods must provide scopes for skills training and skills getting which is possible only through practice. But practice has to be given in ways that match with learners. In Bangladesh testing is basically memory based. Language tests the test of memory not the test of language proficiency. Without changing the traditional memory based evaluation system a country cannot make a progressive modes of teaching and learning system.

According to Amin (2005), teaching and learning English in Bangladesh as a foreign language are restricted to syllabus as a tool for passing in the examination only. English is at present taught at all levels, it is done through books and writing by both the students and teachers for the purpose of examination only. But we need to learn it for higher and specialized education and research. The ability to use oral and written English effectively is regarded as an essential qualification for many jobs. In Bangladesh no other foreign language is likely to make its place like English in near future.

Ara (2005:60) believes that teachers should be out of the conventional method of delivering formal lectures to the students and adopt techniques that enhance the ability of students. Teachers should make themselves aware of the recent changes that are taking place in ELT. The language itself is changing faster than most languages due to its constant addition of new words. That is way recently linguistics have put much emphasis on the role of vocabulary in ELT and think that it is lexical competence, not the learning of grammatical structures that must be the priority of the language learners.

Actually we need a national English language teaching policy to clearly identify the goal of teaching English and the objectives of learning the language at different levels education, because ELT programs may be developed for better changes. Furthermore, to fill up the gap, inspection and training can be provided through government or semi government organization in order to run educational institutions with proper curriculum and syllabus. For effective implementation of ELT programs, in Bangladesh, we cannot deny the importance of policy guidelines.

2.9 Education system of Bangladesh:

The present education system of Bangladesh may be broadly divided into three major stages, primary secondary and tertiary education, primary level institutions impart primary education basically, junior secondary, secondary and higher secondary level institutions impart secondary education. Degree pass, degree honors, masters and other higher level institutions or equivalent section of other related institutions of tertiary education. The education system is operationally categorized into two streams: primary education (Grad 1-1V) managed by the Ministry of Primary and

Mass Education (MOPME) and the other system is the post-Primary education which covers all other level from junior secondary to higher education under the administration of the Ministry of Education (MOE). The post-primary stream of education is further classified into four types in terms curriculum: general education, madrasa education, technical-vocational education and professional education.

Secondary education in Bangladesh may be divided into three stages: Junior secondary, Secondary and Higher secondary. Secondary education is offered at secondary schools known as High Schools and higher secondary education is offered at intermediate colleges and intermediate section of Degree Colleges.

Normally a High School comprises five grades, i.e. classes VI to class X and intermediate colleges comprise two grades, i.e. class XI and XII. There are many High Schools in Bangladesh which combine the primary stage (class-V) and offer teaching up to class X. there is yet another type, called Junior High Schools which have teaching facilities up to class VII. The total number of secondary school including Junior High School is 9085 in Bangladesh. Out of them 181 schools are directly managed by the Government. The curricular structure is uniform up to class VII where the basic program is of general education.

Diversification of curriculum has been introduced at class IX, where students separate into two streams of courses: science and humanities. The academic program is intended to be terminal at the end of class X where the students appear at a public examination called secondary school certificate (S.S.C) but primarily the program is directed to the preparation of students for entrance in the higher secondary stage.

At the higher secondary stage the academic program for general education is of two years duration (class XI to XII) with a public examination called higher secondary certificate (H.S.C) examination at the end of class XII. There are seven Boards having their headquarters at Dhaka, Rajshahi, Comilla, Jessore, Barishal and Dinajpur districts respectively. Although these board are completely separate in their academic and administrative affairs, their general scheme of studies are uniform. (Bangladesh Bureau of educational information and statistics, BANBEIS)

According to Yasmin (2006) English is taught in Bangladesh from class 1 to 12 as a compulsory subject and national curriculum and text book board (NCTB) designs English for Today for class 1 to 12 in English. According to new curriculum the student of Bangladesh take part in P.SPC and J.S.C examination.

2.10 Free writing English and different methodology:

In Bangladesh different language teaching has been introduced during a certain period of time. These are grammar Translation method (GTM),j communicative approach (CLT). Direct method, Audio-Lingual method, Total Physical Response, Suggestopedia etc, but it is a matter of fact that no one is properly accepted and used by the people like teachers and students of our country. On the other hand writing skill and especially free writing skill and especially free writing is neglected in most of the methodology.

2.10.1 The Background of GTM:

The Grammar translation method was the first method used for teaching English. It was expected that through the study of the grammar of target language, students would become more familiar with the grammar of their native language better. It was thought that foreign language learning would help the students grow intellectually (Richards and Rodgers, 2001)

According to Khan (2007), the present condition of English teaching in Bangladesh is not satisfactory because teachers provide some rules and structure and students memorize that and the focus of English teaching is still on accuracy rather than knowing and teachers do not give anything to the students to increase their free writing. Grammar translation method (GTM) has some importance in the language teaching but it has some limitation, as no class time is allocated to allow students to produce their own sentences.

According to Haque (1999:95), the traditional grammar translation method is widely used in SLA and it is deeply rooted in the minds of English teachers that GT method is very effective. As a result, both teachers and students of English are mainly concerned about teaching and learning textbook contents, grammar rules, etc through this traditional grammar translation method. So, both teachers and students find the grammar translation method well suited to an examination system based on testing students knowledge about textbook contents and grammar rules.

Sultana (2004:133) points out that the teachers of Bangladesh play great emphasis on grammar for teaching English. Grammar in fact, played an important role in the

medieval education system, because it is considered as the foundation discipline. Teachers in Bangladesh think they should incorporate formal instruction in their lessons. For this emphasis on GT method, finally the way students learnt grammar which was ineffective and boring.

According to Richards and Rodgers (2001) a fundamental purpose of learning foreign language is to be able to read literary written in the target language. To do this rule and vocabulary of the target language, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

The role of the teachers is very traditional. The teacher is the authority in the classroom. The students do whatever their teacher says, so, students can learn what teacher knows. Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively. They are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for target language vocabulary words. Reading and writing are the primary skills that the students work on. Vocabulary and grammar are emphasized. The meaning of the target language is made clear by translating it into the students native language. Written tests in which students are asked to translate from their native language to the target language are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common.

According to there are Freeman (2000), there are some principles of Grammar

Translation method (GTM) those are:

- (1) The purpose of learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language. Students' study of the target culture is limited to its literature and fine arts.
 - (2) An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.
 - (3) The ability to communicate in the target language is not a goal of foreign language instruction.
 - (4) The primary skills to be developed reading and writing.
 - (5) The teacher is the authority in the classroom. It is very important that students get the correct answer.
 - (6) It is possible to find native language equivalents for all target language words.
 - (7) Learning is facilitated through attention to similarities between the target language and the native language.
 - (8) It is important for students to learn about the form of the target language.
 - (9) Deductive application of an explicit grammar rule is a useful pedagogical technique.
 - (10) Language learning provides good mental exercise.
 - (11) Students should be conscious of the grammatical rules of the target language.
 - (12) Wherever possible, verb conjugations and other grammatical paradigms should be committed to memory.
- In GTM writing focused as a primary skill. But there was some writing practice then that was translation based.
- (13) Learning another language also involves learning how speakers of that language like.

2.10.2 The status of CLT:

According to Richards and Rodgers (2001), communicative language teaching is a system of expression of meaning and the emphasis of communication rather than the mastery of language form.

Dutta (2008), points out that CLT based on the assumption that we learn a language best by practicing it and a communicative classroom looks like the stage of a play in which the teacher is the director and students are the dramatic personal acting out different roles.

Shahidullah (1999:62) has started that CLT proves a supreme position, an act of cultural insensitivity for Bangladesh and we need to work within the framework of an intercultural combining compatible elements from both CLT and local experience and the present modest teaching and learning and learners preferred learning modes in Bangladesh.

Hafiz (2001), points out that, in keeping with the communicative language teaching principles, the book includes topics of both national and global context appropriate and interesting to the learners thematically culturally and linguistically. Adequate grammar contexts have also been integrated with language skills so that elements taught and learned in situation can easily be related to the real life situation not just to be memorized as discrete items.

According to Hye (2005:8), for a better Bangladesh, we must think of overhauling of prevalent faulty English learning system which neither enables students to become fluent nor makes students a better writer for communicative English. We need trained teaching staff at S.S.C and H.S.C as well. As language learning is a continuous time consuming process, we must have patience.

According to Khan(2007:1-2), in recent times both oral and written English communication skills are being emphasized because of the growing needs of effective international exchanges in the content of a globalize world. The present English teaching and learning situation in the country gives rise to serious concern that need to be redressed with a better academic and professional outlook.

Shahidullah (2004:124) has noted that in Bangladesh, English classrooms seen less favorable far interactive English teaching and learning. Because the class size is very big. In the situation, it is difficult to ensure participation of learners in pair and group works. It is also very difficult for teacher to give attention to individual students problems. Absence of modern teaching learning aids suggest that it is not possible to implement the modern teaching.

In the context of Bangladesh through grammar translation and CLT are considered as dominant approaches and methods but there are some other methods which were used in different parts of the world in the later half of the 20th centaury.

Most of these methods are discussed from some of the books of the famous linguistic of this century. One of these books is “Approaches and methods in language teaching” by Richard and Rodgers and another book by Larsen Freeman titled “Techniques and Principles in Language Teaching”.

2.10.3 Direct Method:

The method became very popular during the first quarter of the 20th century. Direct method stresses that all foreign language teaching should occur in the target language only. Objective of direct method includes teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of regalia. The Direct Method is undoubtedly a highly effective method in terms of teaching language learners who are very competent in using the target language communicatively.

But there is a fundamental flaw to the Direct method. It cannot ensure students achievement of a sufficient level of proficiency in L2 structure and reading. The method contains nothing in its essential theory and principles that deal with the learners themselves.

Through this method has some limitations but it requires small class sizes motivated learners and talented teachers in order to succeed really well. These principles and classroom practices show that Direct Method was a better version of the Grammar Translation Method because here students get scope to communicate with the teacher and with other students.

According to freeman (2000), the principles of direct methods are:

- (1). Reading in the language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts.
- (2). Objects present in the immediate classroom environment should be used to help students understand the meaning.
- (3). The native language should not be used in the classroom.
- (4). The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.
- (5). Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.
- (6). The purpose of language learning is communication.
- (7). Pronunciation should be worked on right from the beginning of language instruction.
- (8) self-correction facilitates language learning.
- (9). Lessons should contain some conversational activity-some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.
- (10). Grammar should be taught inductively. There may never be an explicit grammar rule given.
- (11). Writing is an important skill, to be developed from the beginning of language instruction.

(12). The syllabus is based on situations or topics, not usually on linguistic structures.

(13). Learning another language also involves learning how speakers of that language like.

In direct method writing is focused little bit but the implication is less than that. Although writing is focused as an important skill but free writing or the practice of writing was neglected unconsciously and consciously because of the proper use of direct method and its limitation.

2.10.4 Audio- lingual method:

Audio-Lingual method is the mode of language instruction based on behaviorist Ideology. The method was widely used in the United States and other countries in 1955 and 1960. it has a major influence on the language teaching methods. The goal of the Audio- lingual Method is to create communicative competence in learners. The most effective way to do this is for students to learn the language being studied through extensive repetition and a variety of elaborate drills. In this method new material is presented in dialogue form. Vocabulary is strictly limited. In this method we can find very little of mother tongue and there is a great effort to get students to produce error free utterances.

The principles of this method was to develop a foreign language very quickly, but students were often found to be unable to transfer skills acquired through Audio-legalism to life communication outside the classroom. Some students found that

studying through Audio-lingual procedures becomes boring and unsatisfying. This method was too behaviorist and on creative language use was encouraged.

2.10.5 Total physical Response.

The total physical response developed by James Asher in 1970. it is based on some basic principles of language acquisition in young learners. It is also focused on the ideas that learning should be as fun and stress free as possible. In this method students listened and responded to the spoken target language commands of their teacher.

In this method students direct the teacher and fellow learners. It is a lot of fun, students enjoy it is very memorable. It really helps students to remember phrases and words. This method does not require a lot of preparation or materials. But this method has some disadvantages too. The method is suitable for beginner level of learner. The teacher cannot everything with it and if it is used a lot, it would become repetitive. TPR is widely acclaimed as a highly effective method at beginning, and it is a standard requirement in the instruction of young learners.

2.10.6 Suggestopedia.

Suggestopedia was introduced by Bulgarian psychologist Georgia Lezanov in the late 1970s. The prime objective to accelerate the process by which they learn to understand and use the target language for communication.

Though suggestopedia does not provide for the majority of language teaching environments teachers typically encounter but it provides some valuable insights into the power of cognition and creating techniques that make student feel comfortable

and realized. In this method students could intimate with teachers. It proves that the process was favor of the students and reliable for the students.

The above discussion given a glimpse of the methods used in language teaching. The appropriate pedagogy or Bangladesh would mean an integration of the traditional and progressive elements. Neither CLT nor traditional theory entirely will prove appropriate for Bangladesh. Teachers in context need to be effective regarding their choice of methods. Teachers have to use whatever method is necessary for their context.

But in Bangladesh there is a shortage of English teachers. Teachers who teach English in school are not trained and qualified. In most cases the Headmaster, the assistant Headmaster or the senior teacher take the charge of teaching English as a matter of prestige. This serves the purpose of taking preparation for the examination for the examination only. But an English teacher must know the principles involved in language learning and method which the pupils can learn the language effectively and systematically. He/she must be able to speak with proper stress and intonation based on phonetics in order to deliver the speech correctly he/she must have the knowledge of phonemes, phonetically symbols, grammar, structure of sentence(Amin 2005:2)

Again Shahzadi (2005:3) points out that most of the teachers in secondary and higher secondary level are not proficient. They teach different subjects at different classes, it could be from religion to Bangla.

According to Dutta (2006:69), most of our practicing secondary and higher secondary teachers of English, wholly emerged in the Grammar translation Method. Sharply reacted against the newly introduced textbook and the teaching method which, they say, were imposed on them with no prior orientation and training. Having no exposure to such teaching situation, teacher in the communicative classroom with the new textbook in hand, find them as if lost in deep forest, as they are unable to devise language activities which foster teacher student and student to student interactions. Even teachers argue that different activities commonly used in CLT such as gap-filling, cloze text, matching, role plays, pair/group word render no practical help in learning the grammar of the practical knowledge about how this approach functions in the classroom, most teachers have come to form a negative attitude about the approach and even go to the extent discarding as ineffective and even bogus.

According to Haque (1999:96), the teacher training is inadequate. They needed training for their promotion, pay-rise on the job. The training in ELT service is at the traditional training. Institute is inadequate to bring about a real change in their teaching attitudes and behavior.

Sadat (2004:105) observes that the possibility of changing language teaching style to accommodate different learning styles might seem different for teachers. Teachers in general use methods and approaches with which they feel most comfortable and when they try to cope with new styles they would be compelled to work entirely with unfamiliar and uncomfortable styles. So, in the classroom, teachers should try to accommodate expectations of learners, which may differ from teachers' own belief as to the best learning and teaching styles.

Dutta (2006:67) points out that the necessity was seriously felt to update our textbook and to introduce a modern teaching method comprising effective ways and devices which will make our students' communicatively competent in English.

Responding to these needs the National Curriculum and textbook Board (NCTB) in the 1990 revised the textbook "English for Today" incorporating situational materials and instructed the teachers to teach the new textbook following the communicative approach. But our teachers do not have any practical experience for conducting classes in this approach that is a big question!

However Shahidullah (1999:58) argued that materials which are used for teaching and learning are more directly providing impute and there directly influence the use of methodology. At present, materials for English teaching and learning are mostly imported form native English speaking countries. The national textbooks produces or compile text books for students for the higher secondary level. The materials are based primarily on assumption of the transmission model of education.

May be one reason for neglecting to examine text books is the lack of awareness among school administrators, educators and teachers. The education system should focus upon helping children develop their fullest potential as individuals rather than channeling stereotypes, but neglecting the social issue of gender bias may feat that purpose. (Bornstein 1980:24)

Haque (1999:96-99) points out that the National Curriculum and Textbook Board designs the English textbook without the involvement of the native English speaking

specialist. Text books of the secondary and higher secondary include many practical work, group discussion, role playing which is essential for ELT in real life, but these are not followed by the teachers. Moreover, the whole pattern of the textbook doesn't show a balance reflecting of the functional needs of our students as language user. They are more concerned about theoretical knowledge not practical knowledge.

Sultana (2004:130) points out that EFL teachers who are used to traditional methods and constrained many other factors such as curriculum, testing methods, class size, class schedule, teaching materials and the non-availability of modern equipment and other resources may feel perplexed to do in their language classrooms.

Again Ara (2005:59) argued that large classes, teachers' heavy teaching loads and lack of classroom equipment also account for the poor quality of teaching. Even if the instructors are well versed in theory and fundamentals of CLT, they have got very little to do in a classroom where there is more than thirty students and the lack of such modern but essential equipment as the OIIP'S, videos, cassette players, photocopy machines etc. in some rural areas the school and colleges do not even have the facility of electricity. Students have to sweat in a large classroom that makes them feel anything but motive in learning a foreign language.

The present state of English reveals a frustrating ELT scenario in Bangladesh. The problems, solution and prospect of teaching English in Bangladesh lies in the fact that the necessity of learning of English. Actually the objective of teaching/learning English is to acquire the language to use it for all practical purposes. The Grammar Translation Method appears to be ineffective and more theoretical and

communicative approach is found to help students acquire the language in classroom creating practical situations which prepare the students to use the target language to express their ideas, the use it in situational context, continue dialogues and conversation any social situation.

From the stating of GTM to suggestopedia no one methodology has proper scope for writing and free writing is neglected.

2.11 Conclusion:

An appropriate methodology should introduce for the students of Bangladesh at the secondary level that can improve their free writing. To gain this success government of Bangladesh, policy makers, planner teachers and educators should concern.

Chapter-Three

Methodology

This Chapter discusses about the participants and procedure of the study.

This paper is a mixed method study on free writing in English at the Secondary level (Bengali medium, class-7) in Bangladesh. Most of the samples were based on interviews and questionnaire. The questions were both open-ended and close-ended. The setting was both academic and informal. 100 students and 10 teachers have been selected from different schools to fill up the questionnaires and take part in interviews. The researcher was able to collect information from the respondent after 20 days hard work. The respondents' names were kept confidential.

Data was collected from 100 students and 10 teachers. All the schools are located in different parts of Bangladesh. These schools are selected by lottery and the names are Muminonnesa Govt. Girls School and College, Mymensingh; Domer Govt. Girls High School, Domer; Govt. Girls High School, Barisal; Dhanmondi Govt. Boys High School, Dhaka; Mohammadpur Govt. High School, Dhaka. At first questionnaires were filled up by students sitting in the classroom. Depends on teachers appointment, interview of each and every teacher was conducted outside of the class on same day or other day. Students took 10 to 15 minutes for completing the questionnaire. Each teacher took 20 to 25 minutes for the interview.

The questionnaire is shown in Table-4.2 and Table-4.3. Both of the questionnaire comprised close-ended questions. In Table-4.2, students completed 8 questions. After completing the questionnaire it was taken by the researcher. The teachers also completed 8 questions that was in Table-4.3. After completing the questionnaire the researcher took the script from teachers. The researcher prepared the questionnaire with the assistance of her supervisor.

For collecting data, only pen and paper were used. A dairy was used to keep a record of the conversation between teachers and researcher. It was also used to take notes on the main points. The dairy could be considered as evidence to show the reliability.

Data was collected through questionnaire and interview. At first researcher took permission from the school authority. For that researcher had to show a permission letter from the university in which she is studying. After that researcher took permission from the class teacher. After getting permission, the researcher distributed the questions among students and explained it clearly it held in the absence of the teacher so that the students could feel relaxed and become able to answer all questions correctly. Most of the time, researcher found that students had a tendency to discuss the question with their classmates. Sometimes researcher had to analyze difficult words. When students finished their work, the researcher collected the questionnaire.

On the other hand, the researcher took interview with 5 different schools teachers. The number of participating teacher was 10. All of them are English teachers. From each school two teachers were invited for filled up questionnaire and took part in interview. Researchers took help of lottery for selecting teacher from each school if

the number of English teacher was more than two in schools. At first in every school, the researcher gave questionnaire to the teachers. When they got the questionnaire, they ask some questions to the researcher about the study. All teachers tried their best to help the researcher. After that researcher took interview of the teachers. As the interview was time consuming, so, only the main points were written in the diary. Researcher took interview of the teacher by appointment. Researcher selected five questions for the interview. Questionnaire was open-ended. The researcher took 10 haves for collection data two schools did not give permission to the researcher for data collection because they were busy for some academic work. Total 100 students filled out the questionnaire, 10 teachers filled out the questionnaire and 10 teachers took part in the interview session.

At first close ended questions were checked. For student's researcher provided questionnaire and all question were close ended. This questionnaire consisted of 8 questions and each of the questions provided information regarding students' experiences, likes, dislikes, methods and needs of English in the classroom. For example:

Table-4.2

Q. Does free writing given emphasis on your classroom activities?

Q. Do you like to take part in free writing in English in the classroom?

The identified items were classified into categories.

The next questionnaire Table-4.3 consisted of 8 questions which provided information about teachers' perception of using teaching English in the classroom. Here all the questions were close ended. According to the policy, the identity of respondents was kept hidden. Teachers were referred as T1, T2, T3,T9, T10.

After that researcher analyzed the dairy of the interview. Researcher took interview only of the teachers. For interview 5 open-ended questions were selected by the researcher. The collected data were tabulated later on.

Chapter-4

Result and discussion

This chapter presents the results and discussion of collected data. The results are analyzed and discussed in terms of the findings.

4.1 Introduction:

This research is a mixed method study. Tables are used in different pages to provide a clear and specific idea about the findings and results of interview and questionnaire.

4.2 The data of the questionnaire was tabulated in table 4.2. The questions were sequentially analyzed and discussed on the basis of the findings. 100 students took part in it.

Tabulation of questionnaire data

Table-4.2

Students Response

Questions	Result		
	A	B	C
(1). Is free writing given emphasize in your classroom activities ? (A). Often. (B). Sometimes. (C). Never.	8%	79%	13%
(2). Do you like to take part in free writing in English in the classroom ? (A). Often (B). Sometimes (C). NO	40%	46%	14%
(3). How do you like to develop your writing skill ? (A). By memorizing. (B). By practicing. (C). Both.	23%	33%	44%

Questions	Result		
	A	B	C
<p>(4). Does your teacher motivate you for free writing in English ?</p> <p>(A). Often.</p> <p>(B). Sometimes.</p> <p>(C). Never</p>	12%	67%	21%
<p>(5). What are the problems you face ?</p> <p>(A). Teacher is not well concern about free writing.</p> <p>(B). Don't get enough time.</p> <p>(C). You are not interested</p>	66%	33%	1%
<p>(6). Do you need writing in English for passing exam ?</p> <p>(A). Often.</p> <p>(B). Sometimes.</p> <p>(C). Never.</p>	7%	55%	38%
<p>(7). Do you think free writing can develop your writing skill ?</p> <p>(A). Agree.</p> <p>(B). Disagree.</p> <p>(C). Not sure.</p>	68%	16%	16%

Questions	Result		
	A	B	C
(8) Does your teacher behave strict with you when you commit errors in free writing? (A) Often (B) Sometimes (C) Never	61%	38%	1%

4.2 Questionnaire Data analysis (students):

The first question was whether free writing is given emphasize in students classroom activities (Table-4.2). 8% respondents expressed that free writing is often given emphasize in their classroom activities, 79% students have mentioned that free writing is sometimes given emphasize in their classroom activities, 13% students have answered that free writing is never given emphasize in their classroom activities but in question 2, 40% students have mentioned that they often like to take part in free writing in their classroom activities ,46% students have answered that they sometimes like to take part in free writing and 14% students did not like to take part in free writing in their classroom activities(table-4.2).

The third question was how students like to develop their writing skill. 40% students relied on memorization to develop their writing skill, 46% students like to develop their writing skill by practicing and 14% respondents like to develop their writing skill both by memorizing and practicing. Questions No-4 was put to know about the motivation of teacher on the students. Here only 12% students have mentioned that their teacher often motivate them for free writing in English, 67% students have answered sometime their teacher motivate them for free writing in English and 21% respondents expressed their teacher never motivate them. Question-5, is looking for the problems that students are facing in the classroom. 66% students found their teacher is not well concern about free writing, 33% students found they don't get enough time for free writing practice and only 1% students expressed he/she is not interested in free writing in English. For question-6, 7% students put tick mark on 'a' that means they need writing in English only for passing exam, 55% students have answered they sometimes need it for passing exam and 38% students have mentioned

that they never need writing in English only for passing exam. In response to question-7 (table-4.2) 68% students have agreed that free writing can develop their writing skill, 16% students have disagreed with that and surprisingly other 16% students have answered they are not sure that free writing can develop their writing skill. For question no 8, 61% students have answered that their teacher often behave strict with them when they commit errors in free writing, 38% students have mentioned that their teacher sometimes behave strict with them when they commit errors in free writing and only 1 student has answered never.

The data of the questionnaire was tabulated in table 4.3. The questions were analyzed and discussed on the basis of the findings. 10 teachers took part in the questionnaire.

Tabulation of questionnaire data
Table-4.3
Teachers Response

S.I. No.	Academic Background	Q-1, Is free writing given emphasize in their class room activates?	Q-2, Doyoun students (Take part in free writing in your classroom activates?)	Q-3 Do you Like to motivate students for free writing in English	Q-4 Do you think free writing is very effective for developing students writing skill?
Teacher-1	Dhaka Govt. Boys High School (Dhanmondi)	80% teachers ticked (b) sometimes. It means free writing is sometimes given emphasize in their classroom. On the other hand 20% teachers ticked (a) often. It means free writing is often given emphasize in their classroom.	40% teachers ticked (a) often. It means their students often take part in free writing activities in the classroom. On the other hand 60% teachers ticked (b) sometimes. It means their students sometimes take part in free writing in the classroom.	60% teachers ticked (a) often. It means they often like to motivate their students for free writing in English. On the other hand 40% teachers ticked (b) sometimes. It means they sometimes like to motivate their students for free writing in English.	50% teaches ticked (a) often. It means teachers think free writing. is often very effective for developing students writing skill. On the other hand 50% teachers ticked (b) sometimes. It means teachers think free writing is sometimes very effective for developing students writing skill.
Teacher-2	Dhaka Govt. Boys High School (Dhanmondi)				
Teacher-3	Mohammadpur Govt. High School				
Teacher-4	Mohammadpur Govt. High School				
Teacher-5	Domer Govt. Girls High School				
Teacher-6	Domer Govt. Girls High School				
Teacher-7	Muminonesa Govt. Girls High School & College				
Teacher-8	Muminonesa Govt. Girls High School & College				
Teacher-9	Govt. Girls High School Barisal				
Teacher-10	Govt. Girls High School Barisal				

S.I. No.	Academic Background	Q-5, Are your students more interested to learn other skills than writing?	Q-6, English textbook is sufficient to meet students need of writing, Do you agree with this?	Q-7, How do you behave when students make error in free writing?	Q-8, After passing S.S.C Examination can your students writing English Properly?
Teacher-1	Dhaka Govt. Boys High School (Dhanmondi)	50% teachers ticked (a) often. It means teachers think their students often become more interested to learn other skills than writing. On the other hand 50% teachers ticked (b) sometimes. It means teachers think their students sometimes become more interested to learn other skills than writing. 10% teachers ticked (c) never. It means teachers think their students never become more interested to learn other skills than writing.	40% teachers ticked (a) yes. It means English text book is sufficient to meet students needs of writing. About this statement 40% teachers ticked (b) No and 20% teachers ticked (c) Not sure.	90% teachers mentioned they behave friendly when their students make errors in free writing. Only 10% teachers mentioned they behave strict and friendly both.	60% teachers mentioned that after S.S.C examination their students often write English properly. On the other hand, 40% teachers answered after S.S.C examination sometimes their students write English properly.
Teacher-2	Dhaka Govt. Boys High School (Dhanmondi)				
Teacher-3	Mohammadpur Govt. High School				
Teacher-4	Mohammadpur Govt. High School				
Teacher-5	Domer Govt. Girls High School				
Teacher-6	Domer Govt. Girls High School				
Teacher-7	Muminonesa Govt. Girls High School & College				
Teacher-8	Muminonesa Govt. Girls High School & College				
Teacher-9	Govt. Girls High School Barisal				
Teacher-10	Govt. Girls High School Barisal				

4.3 Questionnaire data analysis (teachers)

For questions no 1, 20% teachers put tick 'a' which means free writing is often given emphasize in their classroom activities, 80% teachers answered that free writing is sometimes given emphasize in their classroom activities. The second question is used to find the answer that do their students take part in free writing in the classroom activities. 40% teachers mentioned that their students often take part in free writing and 60% teachers answered that sometimes their students take part in free writing in the classroom activities. Question 3 is put to know that teachers are like to motivate their students in free writing or not. Here 60% teachers answered that they often like to motivate their students and 40% teachers mentioned that they sometimes like to motivate their students for free writing in English.

In question 4, 50% teachers answered that free writing is often very effective for developing students writing skill and 50% teachers mentioned that free writing is sometimes very effective for developing students writing skill. In response to question-5, 40% teachers expressed that their students often become more interested to learn other skills than writing, 50% teachers mentioned that their students sometimes become more interested to learn other skills than writing and only 10% teacher mentioned that his/her students never become more interested to learn other skills than writing. In question 6, 40% teachers agreed that English text book is sufficient to meet students needs of writing, 40% teachers disagreed that English textbook is sufficient to meet students needs of writing and surprisingly 20% teachers put tick 'c' "not sure" which means they were confused to answer this question. For question no 7, except 10% teacher, rest of the 90% teachers (table 4.3) gave the same answer. They put tick 'b' which focused on their behaviours with their students is

very friendly and the other 10% teacher denied it and he/she adopt effective way which is combination of both, he/she is both friendly and strict when necessary. In response to question 8, 60% teachers mentioned that after passing S.S.C examination their students often write English properly and 40% teachers mentioned that after passing S.S.C examination their students sometimes write English properly.

4.4. Discussion of Teachers Interview:

Interview was taken from five teachers from the five schools (which is mentioned earlier).

All the teachers (5 teachers) explained that writing is very important skill in our country because writing skill is tested in our public exam that's why teachers design their writing classes in three types of writing-guided writing, controlled writing and free writing. But when they try to practice these in their classrooms then lots of problems come out. Their students have poor vocabulary. So it is very difficult for students to practice free writing with their poor vocabulary. Though sometimes some students know some words, they can't assemble them properly. Sometimes some students do not take part in the activities because they don't find interest as they are very weak in vocabulary and concept. On the other hand every class does not have sufficient time to practice free writing. Lack of appropriate books, training and aid are the another problem of teachers. Students like memorizing rather than practicing English because they want good marks in their examination. So to avoid errors in English writing students prefer memorize sentences and don't feel interest to practice free writing. Sometimes other things makes class environment bad like electricity deficiency. So students feel bore and lazy and that time teachers can't motivate

students to practice free writing. All the teachers reported that other teachers should be more concern about free writing because it helps students effectively. Sometimes teachers become conscious but the class environment, student and authority don't support the teachers for free writing practice. Teachers think students are supposed to do most of the activities and a teacher acts as a facilitator but in our country students want opposite of this. Moreover, the class time allotted for English is not sufficient to practice free writing and at the same time teachers have to complete the syllabus. The class size is big, if the class size is small, it is possible for the teacher to take an active interest in each individual student. It is also possible to manage the writing activities properly and to ensure student participation if the class size is small but all these are not possible in our large class. Teachers report that when students are asked to write few sentences of their own, they feel helpless. On the other hand teachers are force to complete the syllabus. Through interview, teachers report that there is also a shortage of qualified English teachers in the whole country.

There are many teachers in secondary and higher secondary level who starts teaching without any formal training. Teachers report they should arrange from easy to hard. For example, teachers can start giving the free writing activity to write about yourself. Teachers should help students while students are writing. In this regard teachers can provide group work mixing bright and weak students so that the weak students can take help from the bright one. Teachers should motivate the students. Teachers must give students reward of their activities even saying "good". Teachers also explain that books are backdated. For example: Pen friend is one topic written in students' book but it is not a interesting topic for our students. So, all the time teachers depend on personal plan to give students some activities.

Chapter-5

5.1 Conclusion

It has already mentioned that all the teachers have been given questionnaire and out of them five teachers from the five schools have also been interviewed. Data were collected from them. This chapter discusses the results in some detail.

The analysis of the student questionnaire shows that 79% students find free writing sometimes given emphasize in their classroom activities. so, teachers should give emphasize in their classroom activities. It means free writing is not given importance. 86% students like to take part in free writing often and sometimes. It means students will feel interest if teachers give emphasize on free writing. On the other hand only 23% students like to develop their English writing skill by memorizing. And 77% students have interest to develop their writing skill by practicing. So, it will be helpful for the teachers to introduce free writing activities in the classroom. 12% students said that their teacher often motivate them and 21% students said that their teacher don't motivate them. So, it is clear that there is a lack of motivation for free writing in the classrooms. 66% students tick that their teacher is not well concern about free writing. According to 33% students ticked that they don't get enough time for free writing in the classroom. So, if teachers become conscious and students get more time then it will be very helpful for the student to practice free writing in the classroom. 38% students said they don't need English writing for exam and 55% answered they need English writing sometimes for exam and in other academic or non academic purpose. It means students understand that English writing is important not only for exam but also for other academic and non academic purpose. 68% students agreed that free writing can develop their writing skill. It will be helpful for the teachers

because already the students are concern about free writing. 61% students considered their teacher was not friendly with them. The teacher was often very strict when the students commit errors in free writing. 38% students mentioned that their teacher sometimes became very strict when students commit errors in free writing. This is a matter of great hope for our country that students are thinking about free writing.

The analysis of the teacher's questionnaire (out of 10 teachers) shows that 20% teachers often give emphasize on free writing in their classroom activities. 80% teachers give emphasize sometimes on free writing in their classroom activities. So it is easy for students to improve in free writing. 40% teachers mentioned that their students often take part in free writing and 60% teachers answered that their students sometimes take part in free writing. About 60% teachers answered that they often motivate their students for free writing and 40% teachers mentioned that they sometimes motivate their students for free writing. So, it is an optimistic that in future the students will be more interested for free writing. 50% teachers explained that free writing is often very effective for developing students writing skill and 50% teachers answered that free writing is sometimes very effective for developing students writing skill. It means there is a contradiction on this topic among all teachers. 40% teachers mentioned that students often become more interested to learn other skill than writing and 50% teachers found that students are sometimes become more interested to learn other skill than writing skill. Here we can say there is a contradiction among all teachers explanation that how students feel interest in other skills than writing. 40% teachers agreed and 40% teachers disagreed that English textbook is sufficient to meet student's needs of writing and surprisingly 20% teachers were not sure about this statement. 90% teachers believed that without friendly behavior students active participation cannot be possible but 10% teacher denied it. The teacher believes that

to ensure active participation of student, a teacher should maintain both strict and friendly manner. 60% teachers mentioned that after passing S.S.C examination students often can write English properly and 40% teachers answered that students sometimes can write English properly.

For this study was collected from five classrooms of five different schools. I have dealt with only government schools. Due to shortage of time it was not possible for me to deal with other schools.

The study focuses only on secondary level students' free writing. It was not possible for me to deal with all classes of secondary level. The study has collected data from students of class seven; because the students of class seven have learnt English from long period of time.

Data which have been collected from teachers' and students' questionnaire and teachers' interview have resulted many views, points and problems. At first to overcome these problems we have to change our mind set. Teachers should think positive for free writing in English and they should try to motivate the students. Teachers should try to maintain the regularity for free writing activity. Teachers should not rely too much on the textbook. Teachers should be friendly with their students. Teachers should be well trained to use their effort. Teachers should try to make students vocabulary rich. Finally teachers should be concern about the importance of free writing in English at the secondary level in Bangladesh. More researches still need to be conducted concerning students writing skill.

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Appendix-A

Free writing in English at the secondary level in Bangladesh. Questionnaire for students.

Serial no :
Name :
Age :
Institution :

(1) Is free writing given emphasize in your classroom activities?

- (a) Often
- (b) Sometimes
- (c) Never

(2) Do you like to take part in free writing in English in the class room?

- (a) Often
- (b) Sometimes
- (c) No

(3) How do you like to develop your writing skill?

- (a) By memorizing
- (b) By practicing
- (c) Both

(4) Does your teacher motivate you for free writing in English?

- (a) Often
- (b) Sometimes
- (c) Never

(5) What are the problems you face?

- (a) Teacher is not well concern about free writing
- (b) Don't get enough time
- (c) You are not interested

(6) Do you need writing in English for passing exam?

- (a) Often
- (a) Sometimes
- (b) Never

(7) Do you think free writing can develop your writing skill?

- (a) Agree
- (b) Disagree
- (c) Not sure

(8) Does your teacher behave strict with you when you commit errors in free writing?

- (a) Often
- (b) Sometimes
- (c) Never

Appendix-B

Free writing in English at the secondary level in Bangladesh. Questionnaire for teachers

Serial no :
Name :
Age :
Institution :

- (1) Is free writing given emphasize in their classroom activities?
 - (a) Often
 - (b) Sometimes
 - (c) Never
- (2) Do your students take part in free writing in your class room activities?
 - (a) Often
 - (b) Sometimes
 - (c) Never
- (3) Do you like to motivate students for free writing in English ?
 - (a) Often
 - (b) Sometimes
 - (c) Never
- (4) Do you think free writing is very effective for developing students' writing skill?
 - (a) Often
 - (b) Sometimes
 - (c) Never
- (5) Are your students more interested to learn other skills than writing?
 - (a) Often
 - (b) Sometimes
 - (c) Never
- (6) English textbook is sufficient to meet students needs of writing. Do you agree with this?
 - (a) Yes
 - (b) No
 - (c) Not sure
- (7) How do you behave when students make errors in free writing?
 - (a) In strict manner
 - (b) In friendly
 - (c) Combination of both
- (8) After passing S.S.C examination can your students write English properly?
 - (a) Often
 - (b) Sometimes
 - (c) Never

Appendix-C

Free writing in English at the secondary level in Bangladesh.

Questionnaire for interviewing Teacher.

Serial no :

Name :

Age :

Institution :

- (1) How do you design your writing class?
- (2) What problems do you face in the classroom, when you want to teach free writing?
- (3) As an English Teacher have you taken any training for teaching any language skill (out of four skills)
- (4) Do you think the English Teachers of Bangladesh are concern about the teaching of writing method ?
- (5) Do you have any suggestion about the strategies to improve writing skill and free writing of students of secondary level (Class-7) in Bangladesh?