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Strategies and Effectiveness of Teaching Writing Skills of English at the SSC and O Levels: A Comparative Study

Bhowmik, Samyathee

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Strategies and Effectiveness of Teaching Writing Skills of English at the SSC and O Levels: A Comparative Study

Ph.D. Dissertation

Researcher

Samyasathee Bhowmik
Session: 2008-2009



Institute of Bangladesh Studies
University of Rajshahi
Rajshahi, Bangladesh

December 2014

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University of Rajshahi
Rajshahi, Bangladesh**

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Ph.D. Dissertation

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A Dissertation

**Submitted to the Institute of Bangladesh Studies (IBS), University of Rajshahi in
Partial Fulfilment of the Requirements for the Degree of**

**Δοχτορ οφ Πηιλοσοπηψ
ιν
Ενγλιση**



**Institute of Bangladesh Studies
University of Rajshahi
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December 2014

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Supervisor's Certificate

I have the pleasure to certify that the dissertation titled “Strategies and Effectiveness of Teaching Writing Skills of English at the SSC and O Levels: A Comparative Study” is an original work done by Samyasathee Bhowmik. He has completed the research work under my supervision. As far as I am aware, this work has not been previously submitted to any university or institute for any kind of degree or diploma.

I also certify that I have gone through the dissertation and found it fully satisfactory for submission to the Institute of Bangladesh Studies (IBS), Rajshahi University for the degree of Doctor of Philosophy in English.

Rajshahi
December 2014

Shahnaz Yasmeen
Research Supervisor

Declaration

I do hereby declare that the dissertation titled “Strategies and Effectiveness of Teaching Writing Skills of English at the SSC and O Levels: A Comparative Study” submitted to the Institute of Bangladesh Studies (IBS), University of Rajshahi, in partial fulfilment of the requirements for the degree of Doctor of Philosophy in English, is an original research work conducted by me under the supervision and guidance of my learned supervisor Shahnaz Yasmeen, Associate Professor, Department of English, University of Rajshahi, Rajshahi. No material of this dissertation in any form has been submitted previously to any other university or institute for the award of any degree or diploma. The sources incorporated in the dissertation have been duly acknowledged and cited for clarity.

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Samyasathee Bhowmik

Abbreviations

| | |
|---------|---|
| ACR | : Annual Confidential Report |
| CIE | : Cambridge International Examination |
| CLT | : Communicative Language Teaching |
| CV | : Coefficient of Variance |
| DOM | : Difference of mean between SSC and O levels |
| EDEXCEL | : Education for Excellence |
| EFL | : English as a Foreign Language |
| ELT | : English Language Teaching |
| ELTIP | : English Language Teaching Improvement Project |
| ESL | : English as a Second Language |
| GCE | : General Certificate Examination |
| GTM | : Grammar-Translation Method |
| HSC | : Higher Secondary Certificate |
| ICT | : Information and Communication Technology |
| IELTS | : International English Language Testing System |
| IGCSE | : International General Certificate Secondary Examination |
| L1 | : First Language (Mother Tongue) |
| L2 | : Second Language |
| MA | : Master of Arts |
| SSC | : Secondary School Certificate |
| SSRC | : Social Science Research Council |
| TESL | : Teaching English as a Second Language |
| TOEFL | : Test of English as a Foreign Language |
| UGC | : University Grants Commission |

Abstract

The present study titled “Strategies and Effectiveness of Teaching Writing Skills of English at the SSC and O Levels: A Comparative Study” examines the effectiveness of teaching English writing skills at the SSC and O levels. In a bid to delve deep into the heart of the problem, issues were analysed from different perspectives, ranging from literature review to experimentation. The SSC system was virtually put to test, and features pertaining to English language teaching of mainstream education were compared with the O level system that eventually led to the revelation of numerous loopholes in the SSC stream. Since O level is well ahead of SSC in teaching English effectively, this research did not intend plain comparison between the two streams; it figured out the extent to which these two streams were different in their adopted teaching strategies, effectiveness in teaching English language and also the reasons behind these differences. Another objective of the research was to study how far O level system could be effective in enhancing writing skills, had it been adopted at the SSC level. For eliciting both qualitative and quantitative data, empirical survey, assessment test and an experiment that spanned three months were conducted. As the research was a comparative study, sixteen schools were selected from Dhaka and Rajshahi cities (six O level schools and six SSC level schools were selected from Dhaka, and two O level schools and, two SSC level schools from Rajshahi). O level schools are mostly situated in Dhaka and the divisional cities. This is why these two divisional cities were selected purposively as the study areas. A total of 629 samples were taken into consideration for this research.

A comparative study of the syllabuses reveals that eclecticism is a common feature of the majority of course books at the SSC level. SSC syllabus and Textbook are no less well organised than those of O levels, but the teachers do not appear to be at ease with the syllabus, and a massive incongruity has been detected in the methods of evaluating students' language proficiency. The first paper of SSC level is based on PPP format and designed purely in line with CLT method, while O level is not so rigid about selecting methods and materials and subsequently it does not have any compulsory book. No book of literature is taught at the SSC level, not even in preceding classes that lead to

SSC level. On the other hand the students of O level schools read plenty of books on literature in classes 6, 7 and 8. The teachers of SSC level largely depend on the popular guidebooks available in the market, while the teachers of O level often opt for articles, newspapers and short stories for selecting materials and preparing tasks other than those in the recommended books. Both Cambridge and London University have well designed rating scale to evaluate the scripts of the students. Surprisingly, no such scheme is used at the SSC level.

Techniques applied in teaching writing skills at the SSC and O Levels show that the O level classrooms are more learner centred and task oriented than the SSC classrooms. Practice of writing skills is poor at the SSC level. Students prefer to work individually in both the levels. As a result, provision of pair work and group work hardly exists in either of the streams. Variety is quite absent in selecting tasks and activities in the SSC classrooms. Tasks on subjective writing practice at the SSC level are less challenging compared to the O level. O level classrooms are more focused on higher order writing skills while SSC classrooms are focused on lower order writing skills. Homework and class work are taken very seriously at the O level, while these are accepted very casually at the SSC level. Both the teachers and students of O and SSC levels prefer product approach to Process Approach. Moreover, there is difference in the range of giving feedbacks and techniques in error correction. The students of O level are tested through a continuous evaluation process. Grammar, vocabulary and spelling are tested through subjective assessment at the O level while they are tested through objective type assessment at the SSC level. The teachers of SSC as opposed to O level stick to their role of formal language instructor or transmitter of knowledge in the classroom. Unlike O level, students are usually passive in the SSC classrooms. Teachers do not provide regular feedback on students' performance at the SSC level, while the practice is much higher at the O level. In most of the cases, grammatical accuracy of language production is given more importance than fluency at the SSC level, while at the O levels both fluency and accuracy are valued equally. Teachers and students of both the streams prefer error correction at the end of the task. Teachers generally use Bangla or mix it with English at the SSC level, while O level teachers usually do not speak Bangla in the classroom. Students of SSC level use English partially, but the students of O level use English as the medium of interaction. There are some common areas that impede implementation of the syllabus in both the levels, but challenges that the SSC level schools face are all

pervasive. The class size of SSC level is much bigger than that of O level, and teachers can not pay attention to the students properly. The teachers of SSC level cannot implement their acquired knowledge of training programmes in the classroom and are more inclined to the Lecture Method. At times, memorisation of the answers of some selected writing items are significantly encouraged in the SSC classrooms.

The writing skills proficiency of O level students was significantly higher than the students of SSC level in all the sub-skills of writing. The O level students displayed their best performance in the criterion of ‘Vocabulary’, while the students of SSC level showed their best performance in ‘Mechanics’. The lowest performing sub-skill of the SSC students was ‘Organisation’, while the lowest performing sub-skill of O level students was ‘Mechanics’. The experiment (case study) showed that the O level system was partially working at the SSC level as the performance of students of the experimental group improved in all seven sub-skills. Nevertheless, the improvements of the participants could be attributed to the materials, tasks, efforts of the teacher as well as efforts of the students. Performance of experimental group students improved in the post-test compared to pre-test in all 7 sub-skills measured in this study, while the performance of control group students improved in 5 criteria and deteriorated in 2. Causal effect was observed in all 7 sub skills in the experimental group.

The present SSC system appears to have failed to envisage a gleaming future for achieving the desired proficiency in English language, which is why the relevant authorities may consider opting for a new system, like that of EDEXCEL O level. Nevertheless, shifting from one system to another is a crucial decision as it entails the fate of tens of thousands of students. Based on the findings, some recommendations have been suggested for the enhancement of writing skill proficiency of the SSC level students in Bangladesh.

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Chapter 1

Introduction

1.1 Introduction

The English rule the world no more, but English does. Given that the world turned into a global village with the emergence of information technology, the necessity of a common language—unquestionably English language—for communication has become pivotal. The all-pervasive use and ever-expanding nature of English language have compelled people to accept the reality that efficiency in English language is essential to gain access into the modern age, characterised by astounding speed and unpredictability. Today an individual is not confined to any national boundary; the entire world is his home. This being the reality, whatever be the field—science, commerce or literature—English is the chief medium of communication. A good command in English is indispensable to maintain our political, commercial, economic and cultural relations with other countries of the world as well as with international organisations and associations. So, it is a clear proposition that a student should furnish himself with a good level of proficiency in English to prove his worth as a modern individual.

English language has not enjoyed a smooth progress in Bangladesh, as it has been labelled sometimes as a second language and sometimes as a foreign language, though it enjoyed the status of official language in British India. When Pakistan came into being, the importance of English was still felt, and it was made second language to ensure effective official communication between the two parts of Pakistan as well as with the outer world. However, the first Education Commission in Bangladesh, popularly known as Kudrat-E-Khuda Education Commission, recommended Bangla as the medium of instruction at all levels. Moreover, the commission suggested that English, as a language, should be studied from class six, and students up to class five would learn only Bangla Language. English was virtually sacrificed at the altar of ‘Bangla Only’ policy. In the mid ’80s English language was made optional at Bachelor’s Degree level, thereby dropping its standard to such an abysmal depth that efforts to uplift it have proved futile so far.

As Kudrat-E-Khuda Education Commission's report got buried before its implementation, the status of English language remained undecided, prompting people to term it as a foreign language for not having its mandatory use in official activities. Ironically, no chapter has been kept for English Language Learning or Teaching guidelines in the National Education Policy, 2010.

The knowledge and skill of English among the learners of the mainstream education in Bangladesh are well below satisfactory level. They are weak in all four basic skills of English language. CLT has allegedly failed to produce the desired effects in non-native English speaking contexts, as the diversity of the local teaching learning contexts escaped attention and consideration (Shahidullah, 2008, pp. 20–21). Subsequently in Bangladesh also—basically at the SSC and HSC Level—both teachers and students are not at ease with CLT. Failing to conform to this method, they are adhering to the previous GTM either knowingly or unknowingly. The tradition of memorising texts is still in vogue as it is producing the best output due to the evaluation and examination system (Khan, 2008, p. 53).

However, a section of people have always remained dissatisfied with the teaching of English in the national curricula, and they are opting for O Level Schools in the hope of getting good education, basically in English (Alam, 2005, p. 9). The abilities of the English Medium students in speaking and writing (two productive skills) English seem better. The children of well off families have started receiving education at English Medium schools (Alam, 2005, p. 9). It has become almost decisive—depending on the availability of O Level Schools in the area—that the students coming of lower classes should go to either Bengali medium schools or Madrashes, the middle class to Bengali Medium Schools and the upper class to O Level schools – of course with some obvious exceptions in each group. It is of national importance to remove the gaps and differences, if any, between these two streams.

To be candid, people need all four skills to communicate with the outer world, but the students are mostly judged and evaluated by their writing skill. Writing ability is mandatory for academic and professional success. This is why, the researcher wanted to explore how English writing skills were being taught at the SSC and O Level schools, and by doing so the present study attempted to evaluate and compare the effectiveness of teaching writing skills at the SSC and O levels.

1.2 Statement of the Problem

In Bangladesh, the national curriculum indicates that English would be studied for ten years at school before appearing at the SSC examination. Even after this long period of study, no significant change in the majority of the students' writing skill is observed (Chaudhury, 2001, p. 51). After passing the SSC examination, a vast majority of the students cannot attain the desired proficiency in English, basically in 'writing' skill. Despite spending enough time and energy, the result is poor and the mistakes surface in the scripts over and over again, which leads us to surmise that there are some serious problems that are impeding the improvement of students' writing ability (Chaudhury, 2001, p. 51). These days, writing is considered to be a complex on-going process and not a simple activity; teachers are supposed to help learners in the writing process, not merely correct the product (Chaudhury, 2001, p. 52). The fact is that many English teachers seldom examine the teaching approaches and strategies thoroughly, and leave the responsibility of producing the writing output solely on the learners' shoulders. Most teachers mark students' writings on the basis of holistic impression in which there is hardly any scope for the learners to see their specific drawbacks. To some extent, teachers give feedback merely underlining the mistakes and errors but hardly provide any constructive comments for improving writing (Khan, 2008, p. 53). As a result of the concentration on traditional approaches, the teaching of English writing is being neglected. The only time when writing is much stressed is when the examination is drawing closer, and limited practice is designed only for memorising some useful expressions, sentences and testing tricks, instead of improving English writing as a whole (Khan, 2008, p. 54).

In the traditional teaching of English writing, students' compositions are judged by teachers according to their final products. The planning, drafting and revising of the writing process are yet to draw the attention of the teachers. In the domestic teaching of English writing, grammar structures are emphasised too much even today, but the practice of writing as a whole is not given enough attention (Khan, 2008, p. 54). In a typical mainstream English writing classroom, the teacher normally assigns a writing topic, gives lectures and explanations, and then asks the students to complete the writing task individually within a given time; finally the students submit their papers to the teacher for

evaluation or scoring. In CLT, teachers are supposed to engage students in practising English with each other in pairs and groups. The students of our country, like the students of other non-western contexts are not culturally prepared to participate in communicative activities in the classroom (Shahidullah, 2008, pp. 20–21).

Moreover, in O level, the students' performance in English language appears to be better, though no comparative study has been conducted in this field in Bangladesh. Although a student's ability is somewhat related to his/her overall language proficiency, it does not necessarily affect a student's capability to write effectively in their L2. According to Ahmed (2005, pp. 92–101), proper writing instructions and guidelines from the teacher can be effective in raising proficiency in a number of areas. From this point of view, it can be deduced that proper instructions from the teachers may improve the standard of writing skill of the learners at least to a minimum level at any stream. In both SSC and O levels there is scope to evaluate only two skills—writing and reading. Writing covers more than 50% in O level, and similar emphasis has been given on writing skill in the SSC syllabus. Even when the 'reading' skill is evaluated, 'writing' is involved.

Examining the issue was of utmost importance for Bangladesh. Over the last two decades the country witnessed the emergence of O Level schools, though mainly in the divisional cities, more specifically in Dhaka. A comparison was necessary between the SSC and O level as the syllabus and teaching standard of SSC English had been analysed and tested in isolation elsewhere in other studies, not in comparison with any international standard syllabus. A comparative analysis would unveil what strategies were used by teachers in the O level English classrooms for teaching writing. It would also reveal whether the same strategies were followed in the SSC level classrooms. It would help identify the strategies which had been effective for improving writing skill.

1.3 Objectives

1.3.1 General Objective

The general objective of the dissertation was to make a comparative study of the strategies and effectiveness of teaching writing skills of English at the SSC and O levels.

1.3.2 Specific Objectives

- To review the theoretical developments of teaching writing skills and assessing writing tests in ELT through library research;
- To examine the syllabuses and texts of English language of SSC and O levels;
- To examine the classroom practices of teaching writing skills of English in both the streams;
- To study the effectiveness of classroom teaching of writing skills at the SSC and O levels;
- To identify the challenges of teaching writing in both the streams;
- To experiment how far the teaching strategies of O level prove effective at the SSC level.

1.4 Research Questions

It is assumed that the proficiency level of O level students is better than the students of SSC level. So, the present study focused on the strategies used in teaching writing skills of English at the SSC and O levels, and attempts were made to find out its effectiveness. So, the present study explored the following research questions:

- 1) What are the principles of teaching and evaluating writing skills in ELT?
- 2) How far are the SSC and O level syllabuses and Texts effective in teaching writing skills of English?
- 3) What teaching strategies do the teachers follow in the writing classes of SSC and O levels?
- 4) To what extent do the learners practise writing skills in the classes of English language?
- 5) To what extent do the learners develop their writing skills as suggested by the respective syllabuses?
- 6) What challenges are faced with the implementation of the syllabus?
- 7) How much effective can the syllabus of O level be if implemented at the SSC level?

1.5 Operational Definitions

Curriculum: Curriculum refers to the totality of content to be taught and aims to be realised within the school or educational system. However, in the USA, 'curriculum' tends to be synonymous with 'syllabus' in the British sense. Curriculum should not be seen simply as a kind of super syllabus, since there is a qualitative difference between the two. Curriculum can be viewed as the programme of activities. It can be defined as all the learning, which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the institution. "Curriculum" refers either to all of the courses offered by an educational institution or to the courses offered in a specific programme. Curriculum is a very general concept, which involves consideration of the whole complex of philosophical, social and administrative factors, which contribute to the planning of an educational programme.

Syllabus: In a distinction that is commonly used in Britain, 'syllabus' refers to the content or subject matter of an individual subject. A syllabus is an outline of a specific course prepared by the instructor. It is a framework of language teaching programme. It includes the topics to be covered, their order, often the required and suggested reading material, and any other relevant information. Syllabus refers to that sub part of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter of methodology).

ESL: English is used as an institutional language In ESL (English as a second language) region. English plays a crucial role in offices, educational institutions and other spheres of society. English is used as a second language in almost all the former British colonies. In ESL countries, English has acquired an important status in language policy. English is taught with utmost priority at schools, colleges and universities. English is enjoying the status of functional language in many countries of the world.

EFL: English is basically considered prestigious in EFL (English as a foreign language) situation. In most cases, foreign language is taught through instructions. People mainly learn it for occupational and educational purpose and recreation. People learn it either for communication with foreigners or for reading books and other materials.

Grammar Translation Method (GTM): Grammar Translation Method (GTM) of foreign language teaching is one of the most traditional methods that developed in late nineteenth and early twentieth centuries. The Classical Method dominated for centuries in language teaching history and is still dominating for teaching language, and literature of the target language. Richards and Rodgers (2001) mention some important features of the Grammar Translation Method. The goal of foreign language study in GTM is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. In GTM, reading and writing skills are emphasized; listening and speaking receive little or no attention. Materials mostly comprise literary extracts and classical texts. Vocabulary is based on the reading texts and taught through translation, often in the form of bilingual wordlists, memorisation and dictionary study. The Sentence is the basic unit of teaching and language practice. Accuracy of grammar and translation is emphasized. The teacher explains grammar rules and then gives examples. Instruction often focuses on the form and variety of words rather than on communicative use of the rules. Classes are taught in the mother tongue, with little active use of the target language. In GTM, the teacher and learners maintain traditional roles of knowledge transmitter and knowledge receiver. The teacher is the authority in the classroom while students simply do what they are asked to do.

Communicative Language Teaching (CLT): The idea of CLT originated in the U.K. in the early 70s. Linguists began to view language not as interlocking sets of grammatical, lexical and phonological rules only, but as a means of expressing meaning and communication. Communicative Language Teaching is a learner-centred method that believes in learning to communicate through communication; it encourages practice as a way of developing communicative skills. It focuses on the needs of learners, and attempts to define their needs. It puts emphasis on the content of the activity, rather than on overt language learning. It shows encouragement and tolerance of language variation in the classroom, even to the extent of mixing mother tongue and target language use. Errors are considered a natural part of the process of language acquisition. It emphasizes the use of techniques which encourage student participation in natural environment –activities such as group and pair work, simulation, information-gap exercises and the like. It argues for the presentation of language items in contexts of typical use rather than in isolation. CLT advocates for the use of materials which are either authentic (i.e. natural language, not

specially designed for language teaching), or simulate authenticity. A major aspect of CLT is its functional view of language and language learning, which defines language learning as “learning by doing” or “the experience approach”. Language has to be studied in the broader sociocultural context of its use, which includes participants, their behaviour and beliefs, the objects of linguistic discussion, and word choice. The Communicative approach is based on the view that different learners may have different ideas, beliefs and attitudes about the nature of the target language and language learning.

Writing sub-skills: In this research writing sub-skills refer to content, style, grammar, coherence, cohesion, vocabulary and mechanics.

Content: Content of a writing task includes response to the topic, relevance to the topic/task, communication, development of topic and thematic content, number and range of ideas and arguments, originality of ideas, depth of analysis and knowledge of the subject.

Style: Style refers to the way how figures of speech are being used, point of view of the writer, attitude and voice of the writer, appropriacy of tone and register, awareness of purpose and appropriate format.

Organisation/Coherence: Organisation means accuracy of paragraphing, clarity of overall organisation, development of ideas, overall physical and conceptual structure, introduction, and conclusion.

Cohesion/Cohesive devices: Cohesion indicates accurate use of conjunctions and interjections, accurate use of pronoun and pronoun referents, using the right connective for the level of formality, range of connectives, linking ideas within and between sentences.

Grammar: Grammar refers to sentence construction, use of tenses, use of subject verb agreement, use of plurals, use of articles and prepositions, complexity of sentence structure, range in the use of structure and sentence construction and level of formality.

Vocabulary: In this thesis, vocabulary refers to the correct and appropriate use of words, range (originality, variety and choice of words) and use of lexical cohesion.

Mechanics: It encompasses accuracy of conventions of punctuation, exact use of punctuation in the appropriate places, accuracy of spelling and adherence to either British or American style, accuracy of conventions of capitalization, italics, inverted comma, abbreviations, numerals, dates and intelligibility of handwriting.

Communicative competence: Communicative Language Teaching (CLT) sets ‘communicative competence’ as the goal of language teaching and learning. In other words, CLT aims at facilitating the development of communicative competence in the target language. It focuses on the development of the skills of speaking fluently, correctly and appropriately in real-life situations, of listening to genuine real-life speech or conversation, of writing for authentic communicative purposes, and of reading ‘authentic’ texts in the target language. In simple words, communicative competence refers the ability to use the linguistic system effectively and appropriately.

Strategy: In this research, the term ‘strategy’ comprises teaching techniques as well as ways of using writing aspects. Teaching techniques include technical aids and materials, grouping of students, content of language practice, monitoring, model presentation, mode of error correction, teacher-student interaction, feedback etc. Writing aspects refer to syntax (sentence structure), grammar, mechanics (handwriting, spelling and so on), organization (paragraphing, cohesion), word choice, purpose, audience and content, integrated in writing task.

Writing Activities: Traditionally, writing activities are confined to controlled sentence construction, free composition, and the homework function. However, in this research writing activities mean all the activities related to writing skill development in the English language class.

Product Approach: Product approach means that the interest is in the end product. When writing is finally completed, the evaluation is made, without any interference on the part of the teachers.

Process Approach: In the process approach, attention is paid to the various stages that a piece of writing goes through. A process approach aims to get to the heart of

various skills that should be employed while writing. There are some stages in the process writing that include drafting, reviewing, focusing, generating ideas and evaluation. These stages obviously include some activities as well.

Genre Approach: A genre approach is especially appropriate for students of English for specific purposes. Students who are writing within a certain genre need to have knowledge of the topic, the conventions and the style of genre, and the context in which their writing will be read.

Writing Tasks: Writing tasks include book report, book review, instruction sheet, narrative, personal story, describing a view, describing places, describing people, answering a letter, job application, news report, expressing liking and disliking etc.

Testing: In this research ‘testing’ and ‘evaluation’ play an important role. Test is always an inseparable part of teaching learning process. Test is used mainly to assess the achievement of the learners and the success of teaching strategies as well. Validity, reliability and practicality are the three most important characteristics of testing. Test is vital for determining the learner’s proficiency in the target language. Test is necessary for assessing the effectiveness of strategies, techniques, teaching materials and methods.

SSC Level: SSC stands for Secondary School Certificate. The students of mainstream education in Bangladesh sit for this public examination after completing ten years at school. Generally class nine and ten are considered as SSC level. The SSC level has also been termed as Bangla/Bengali Medium in this research.

O Level: O level stands for Ordinary Level, which is equivalent to SSC level of Bangladesh. At the O level two systems are running side by side in Bangladesh; one is EDEXCEL General Certificate Examination (GCE O Level) run by London University, and the other is Cambridge O Level System, which is run by Cambridge University. The British Council conducts the examinations and sends scripts to the respective universities. They have individual syllabuses and these two streams are said to be enjoying international standard.

1.6 Justification of the Research

The existing knowledge gap in the field of comparative study in teaching written English at the SSC level and O level was the main rationale for undertaking this research. It appeared that studies so far conducted on language learning and teaching in Bangladesh were limited to a specific area and basically focused on the impediments, challenges, or culture sensitiveness of implementing CLT at the SSC and HSC level. Most of the studies were concerned with methods, and hardly paid any heed to the strategies used in the classroom in teaching writing skills. However, proper teaching strategies are necessary for improving the condition of English teaching and learning in Bangladesh. Research, focusing on the effectiveness of strategies used in teaching writing skills in English in Bangladesh context did not come to the researcher's notice. So far as the researcher's knowledge went, no comparative study had been conducted on SSC and O level schools regarding teaching writing skills of English language. Again, experiment with materials and strategies had hardly been conducted prior to this work in Bangladesh.

It was therefore, very important to examine what teaching strategies were being followed at the SSC and O levels in teaching writing skills in English, and how effective these were at classroom level. The researcher had chosen writing skill considering its necessity and importance. This research intended to make a comparative study of the strategies and effectiveness of teaching writing skills of English at the SSC and O levels, and develop a policy guideline after exploring the flaws existing in this sector. This research would hopefully help the new researchers as well.

1.7 Outline of the thesis

The thesis comprises ten chapters. Chapter 1 presents some preliminaries, statement of the problem, objectives, research questions, operational definitions, justification of the study, logical framework matrix and scope and limitations of the study. Chapter 2 analyses sub-skills of writing as well as different strategies, procedures, methods and approaches of teaching writing skills in the classroom. It reviews the theory of writing skills and teaching of those skills in a classroom situation. It also discusses the

nature of feedback and the mode of error correction in ELT. Chapter 3 includes literature review of relevant materials. Chapter 4 illustrates various methods of data collection applied in this study. This chapter also presents the logic behind selecting the methods that are used in the study. Chapter 5 attempts to evaluate English language syllabuses for O level and SSC level in the light of existing theories on syllabus design in ELT arena. Chapter 6 encompasses what aspects of writing skills are being taught and how those skills are imparted to the learners in the classrooms of SSC and O levels. Chapter 7 includes brief detail about the procedure of a proficiency test conducted in both the SSC and O Level schools, and the results of that test have been analysed using various statistical tools to measure the effectiveness of teaching writing skills in the classroom. Chapter 8 attempts to explore the challenges that O level and SSC level face in teaching 'writing'. It includes different aspects of challenges: academic, infrastructural, attitudinal and others. Chapter 9 contains details about an 'experiment' conducted in an SSC level school. In chapter 10, the major findings of different chapters have been recounted. Some recommendations regarding different aspects have been made and some suggestions for further study have been mentioned.

1.7.1 Scope and Limitations of the Study

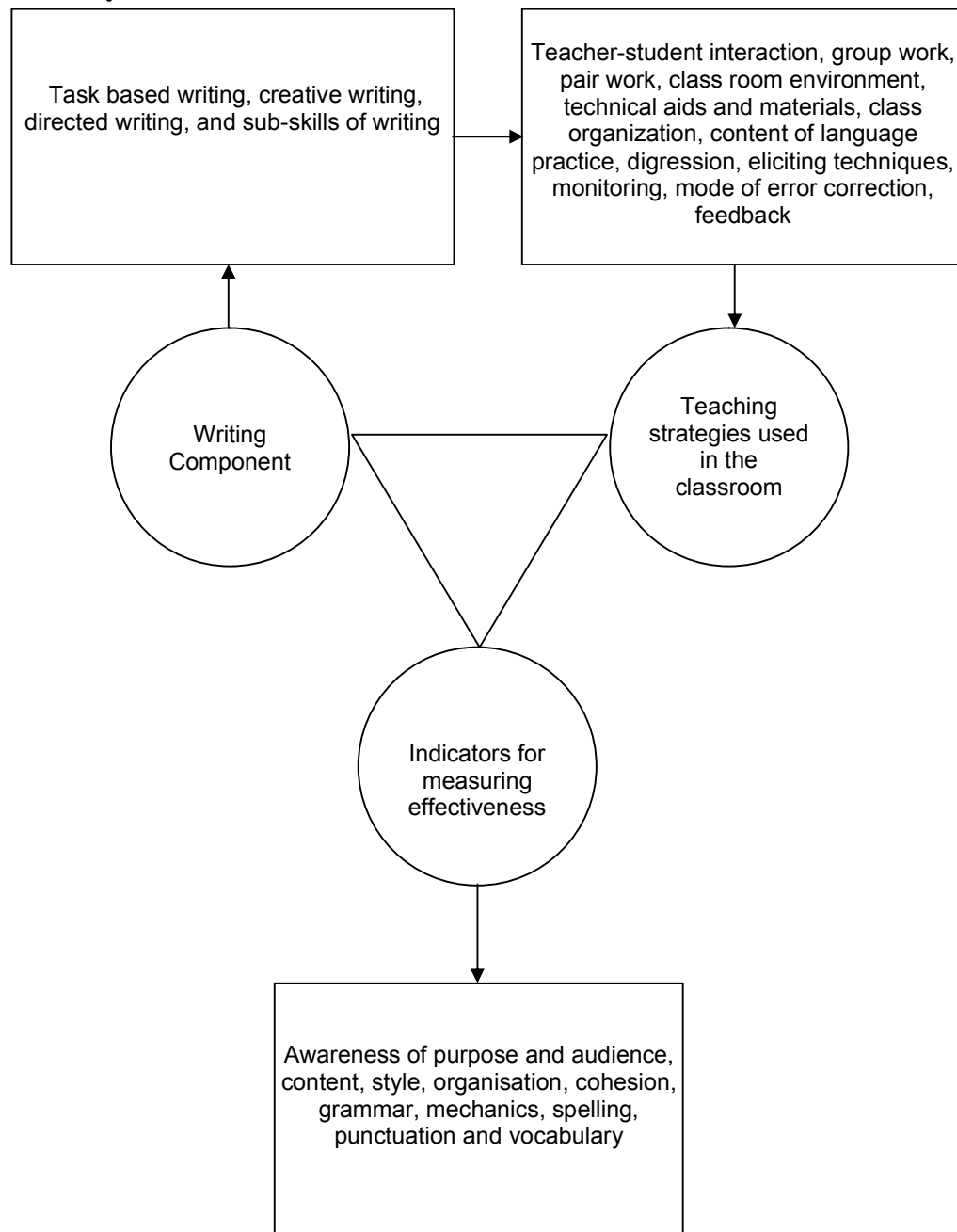
The research has focused on one skill i.e. 'writing'. Moreover the study has considered English language classes only. The empirical survey was conducted in 16 selected schools of two cities: Dhaka and Rajshahi. Moreover, the students of class nine and ten of selected O level schools and SSC level (only Bengali version) schools came under purview of this survey. The study examined the classroom procedure of teaching writing skills in ELT through library research. The researcher examined the syllabuses and texts of SSC and O Levels. Teaching and learning situation of practising writing at classroom level in both mediums were explored through survey and classroom observation. The study attempted to identify the challenges in teaching writing as well. It assessed the effectiveness of teaching writing skills also. Finally an experiment was conducted in an SSC level school to explore the outcome of the implementation of O level system at the SSC level.

The nature of the study was quite complex as it encompassed two different mediums. Studies on teaching strategies are scanty in Bangladesh; hence the researcher had to depend on Internet sources also. 'Writing' is a continuous process and selection of samples from classes other than 9 and 10 could have made the research more authentic. But, considering the time limit and cost effectiveness of collecting data, the researcher refrained himself from surveying them. The range of empirical investigation of the study was confined to a limited area because of time constraint and non-availability of O level schools in areas other than the divisional cities.

1.8 Logical Framework Matrix

| General Objective | | Outcomes | | |
|---|--|--|---|---|
| General objective of the study was to make a comparative study of the strategies and effectiveness of teaching writing skills of English at the SSC and O levels. | | The study explored the similarities and differences of the strategies and effectiveness of teaching writing skills of English at the SSC and O levels. | | |
| Specific Objectives | Verifiable Indicators | Analytical approach | Data Sources | Assumed Result |
| To review the theoretical developments of teaching writing skills and assessing writing tests in ELT through library research; | Process and product method, procedure, approach, techniques, feedback, direct and indirect assessment, holistic and analytic marking scheme etc. | Qualitative | Books, articles, journals, theses, websites | This helped understand the existing theories of teaching writing in ELT. |
| To examine the syllabuses and texts of English language of SSC and O levels; | Sub-skills of writing, presence of writing component, contents of different items of writing skills in the syllabus; task based writing, creative writing, directed writing, aims and objectives of the syllabus. | Qualitative | Syllabus, books on writing component. | The fulfilment of this objective gave an idea about the effectiveness of the syllabus in teaching writing. |
| To examine the classroom practices of teaching writing skills of English in both the streams; | Number of writing classes, duration of classes, teacher learner interaction, peer work, group work, home work, class work, directed writing, creative writing, task based writing, mechanics, cohesive ties, grammar, vocabulary, content based writing, mode of error correction, feedback, process and product etc. | Qualitative and Quantitative | Field survey | It gave a picture of classroom teaching, of writing skills. |
| To study the effectiveness of classroom teaching of writing skills at the SSC and O levels; | Awareness of purpose and audience, content, organisation, cohesion, grammar, mechanics, spelling, punctuation and vocabulary | Qualitative and Quantitative | Assessment script | The assessment of the students showed the effectiveness of classroom teaching of writing skills at both the levels. |
| To identify the challenges of teaching writing in both the streams; | Teaching Materials, teaching environment, teaching staff, training of the teachers, cultural factors, family background, textbook/curriculum, Training of the teachers, importance of teacher' training for language teaching, foreign training, local training, training specially on writing skill, influence of training on teaching writing, In house training, Initiatives of the heads of the institutes about teachers' training. | Qualitative and Quantitative | Field survey, documents | The fulfilment of this objective helped identify the challenges. |
| To experiment how far the teaching strategies of O level prove effective at the SSC level. | Content, style, grammar, organisation, cohesion and grammar, vocabulary and Mechanics. | Qualitative and Quantitative | Books, Pre test and post test | The fulfilment of this objective signified the improvement of proficiency level of SSC students after a three months' course based on O level syllabuses and texts. |

1.9 Analytical Framework



1.10 Conclusion

English language teaching at the SSC and O levels demands comprehension of problems, comparison and solutions. It involves curriculum designing, comparative analysis of syllabuses and textbooks, teaching strategies, procedures of evaluation etc. For fulfilling this purpose, chapter 1 has presented a brief introduction on teaching and learning situations at the SSC and O levels in Bangladesh, research problems and research questions. It has also included objectives and justification of the study, definitions of terms, scope and limitations of the study and outlines of the thesis too.

Chapter 2 discusses theoretical development of writing skills in ELT.

Chapter 2

Theoretical Development of Writing Skills in ELT

2.1 Introduction

Writing is the 'visual representation of a language' (Lindsay, 2000, p. 179). The objective of teaching in a foreign language is to get learners to acquire the abilities and skills they need to produce in a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language (Ur, 1991, p. 162). The attainment of writing proficiency involves immense effort on the learners' part also. Nevertheless, in school and college level the language teachers can play a vital role in helping students acquire proficiency in a foreign or second language.

This chapter analyses sub-skills of 'writing' along with different strategies, procedures, methods and approaches of teaching writing skills in the classroom. It develops the theory of writing skills and teaching of those skills in classroom situation.

2.2 The Teaching of the Productive Skills

Speaking and writing are jointly termed as productive skills. Jeremy Harmer divides works on the productive skills into three major stages: introducing new language, practice and communicative activities (Harmer, 2001, p. 45).

2.2.1 Introducing New Language

The teacher is supposed to introduce new language, unknown to the students, and works with controlled techniques, asking students to repeat and perform in drills. He insists on accuracy and immediately corrects where students make mistakes.

2.2.2 Practice

Here students, performing an activity, may have a communicative purpose and may be working in pairs, but there may also be a lack of language variety and the materials may determine what the students do or say. The teacher may intervene occasionally to guide the students and point out their inaccuracy.

2.2.3 Communicative Activities

Students take part in activities that provide them with the urge to communicate and an aim that involves them in a varied use of language. The students have a tendency to revert to the native language when they find a task tough to perform. The teacher should prevent this tendency, and explain the importance of the activities and the use of English to the students.

In the initial stages of language learning, there should be more introductions of new language items and practice than communicative activities. As the competence of the students gets higher, there would be a stronger stress on practice and communicative activities than on presentation. Students must be made clear about the nature and purpose of the activity. There is a need of those activities, which have a communicative purpose where students use language freely without any intervention from the teacher. But students also need controlled exposure and practice of new language (Harmer, 2001, p. 45).

2.3 Integration of Skills

Students must be made aware of the importance of the integration of skills, because in the real world people hardly work with one skill alone when they deal with a topic. In most cases, it is impossible to perform one skill without another. The teaching in the classroom should reflect these factors.

The student who reads with ease and reads widely finds writing easier than the student who doesn't read much and/or reads with difficulty. Generally it is found that if a student goes on to practise reading, his writing improves (Lindsay, 2000, p. 179).

2.4 Difference between Spoken and Written English

It is important to be aware of the differences between spoken and written language. There are different characteristics of written English, and there are some texts as well to show the difference. The range of functions that Writing plays everyday includes: action, information and entertainment. Spoken and written languages exist as a continuum, and the characteristics of different forms separate them. Some spoken texts may look more like written texts and some written texts look more like spoken texts.

Harmer (2001, p. 48) maintains that the fundamental differences between spoken and written English should be taken into account while teaching ‘writing’. When a man speaks, he has a great range of expressive possibilities at his command. He can vary his intonation and stress to emphasise a particular part of his utterance. Moreover, he can rephrase his words, speed up or slow down on the basis of the responses he gets from his listeners. The listener may interrupt and ask for clarification.

However, the most significant difference between ‘Speaking’ and ‘Writing’ is the need for accuracy. It is generally expected that writing should be ‘correct’. From the point of view of language teaching, there is often far greater pressure for written accuracy than there is for accuracy in speaking. Besides, the writer cannot get immediate feedback from his readers, and he cannot use intonation or stress or facial expression. These inconveniences have to be counterbalanced by greater clarity and by the use of grammatical and stylistic techniques for drawing attention to important points. Logical organisation is of paramount importance in a piece of writing. Consequently, students should be trained in the techniques of organising sentences into paragraphs; in the ways paragraphs are joined together, and in the general organisation of ideas into a coherent piece of discourse (Harmer, 2001, p. 48).

2.5 Specific Characteristics of Good Writing

In spite of the ways in which writers work to adapt their tone, style, and vocabulary to different audiences, it's still possible to identify certain qualities that characterise effective expository writing—that is non-fiction factual writing. Hairston and Keene (2004, pp. 10-16) offer the following criteria:

- *It says something of consequence:* The intended readers should find something in it that they enjoy or want or need to know—something interesting, informative, or even surprising.
- *It is clear:* Writing is clear if the intended readers can grasp it.
- *It is well organised:* In all good writing one can sense a controlling pattern, a kind of master plan that holds the parts together.
- *It is economical:* Good writers do not want to waste their readers' time, they try to cut excess words like really, sort of, in the case of, actually, one might point out etc.
- *It is grammatically acceptable:* Language conforms to the rules of grammar.

- *It has no spelling error:* Good writing does not contain spelling errors. Spelling errors usually leave a poor image of the writer regarding his seriousness of job.

Apart from these characteristics, a writer's writing is expected to be strong and vigorous. The writer uses specific examples and striking metaphors to get ideas across, that the writing is concrete, direct and efficient. It moves along like a person walking vigorously and confidently towards a goal (Hairston and Keene, 2004, pp. 14-16).

When people read first-rate writing, the presence of the writer is easily felt. The writer's character and sense of self permeate the writing and project authenticity. The writer establishes his own voice by referring to personal experience, using colourful examples, and trying to make writing concrete, straightforward (Hairston and Keene, 2004, p.16). Nunan (1989, p.37) maintains that a piece of Writing is termed successful when it involves:

- Mastering the mechanics of letter formation;
- Mastering and obeying conventions of spelling and punctuation;
- Using the grammatical system to convey one's intended meaning;
- Organising content at the level of the paragraph and the complete text to reflect given information and topic/comment structure;
- Polishing and revising one's initial efforts;
- Selecting an appropriate style for one's audience.

2.6 Sub-skills of Writing and their Underlying Theories

Writing itself is the embodiment of higher order and lower order sub skills. Here both types of skills are discussed along with the probable techniques of teaching them in the classroom. Higher order sub skills—coherence, cohesion, development of paragraphs, content etc—are discussed in terms of their position in written text like paragraphs and essays.

2.6.1 Writing Paragraphs

Paragraphs provide breathers from long stretches of text and indicate key changes in the development of thesis. They help to organise and clarify ideas. Fowler, Aaron and Anderson (2001, p.73) suggest that in the body of an essay paragraphs may be used for any of these purposes:

- To introduce one of the main points supporting essay's main idea and to develop the point with examples;
- Within a group of paragraphs centring on one main point, to introduce and develop a key example or other important evidence;
- To shift approach from pros to cons, from problem to solution, from question to answer;
- To mark movement in a sequence, such as from one reason or step to another;
- To introduce or to conclude an essay;
- Occasionally to give emphasis to an important point or mark a significant transition from one point to another;
- In dialogue to indicate that a new person has started speaking.

2.6.2 Maintaining Paragraph Unity

Readers generally expect a paragraph to explore one idea. Each paragraph contains one idea and its development. Clear identification and clear elaboration of one idea is termed as paragraph unity.

In an essay the thesis statement often asserts the main idea as a commitment to readers. In a paragraph a topic sentence often alerts readers to the essence of the paragraph by asserting the central idea and expressing the writer's attitude toward it. In a brief essay each body paragraph is likely to treat one main point supporting the essay's thesis statement. In longer essays paragraphs tend to work in groups, each group treating one main point (Fowler, Aaron and Anderson, 2001, pp. 75-76).

The topic sentence of the paragraph focuses on the central idea of the paragraph. The topic sentence of a paragraph and its supporting details may be arranged in different ways. In most common arrangements topic sentence comes at the beginning of the paragraph, comes at the end, or is not stated at all but is nonetheless apparent. When the topic sentence appears first in a paragraph, it can help select the details that follow. The topic-first model establishes an initial context in which all the supporting details can be understood. In some paragraphs the central idea may be stated at the end, after supporting sentences have made a case for the general statement. Since this model leads the reader to a conclusion by presenting all the evidence first, it can prove effective in argument. Occasionally a paragraph's central idea is stated in the previous paragraph or it is not stated at all. Paragraphs in descriptive writing and in narrative writing often lack stated

topic sentences. But a paragraph without a topic sentence still should have a central idea and its details should develop that idea.

2.6.3 Achieving Paragraph Coherence

A paragraph is unified if it holds together—if all its details and examples support the central idea. A paragraph is coherent if readers can see how the paragraph holds together—how the sentences relate to each other—without having to stop and reread. Fowler, Aaron and Anderson (2001, pp. 83-84) offer some principles how to make a paragraph coherent:

- *Organise effectively*: The paragraphs illustrate an essential element of coherence: information must be arranged in an order that readers can follow easily and that corresponds to their expectations. The common organisation for paragraphs corresponds to those for entire essays: by space, by time and for emphasis. A paragraph organised spatially focuses readers' attention on one point and scans a person, object or scene from that point. The movement usually parallels the way people actually look at things, from top to bottom, from side to side, from near to far. Another familiar way of organising the elements of a paragraph is chronologically—that is in order of their occurrence in time. In a chronological paragraph, as in experience, the earliest events come first, followed by more recent ones. The most common is the general-to-specific scheme, in which the topic sentence generally comes first and then the following sentences become increasingly specific.
- *Use parallel structures*: Another way to achieve coherence, although not necessary in every paragraph, is through parallelism—the use of similar grammatical structures for similar elements of meaning within a sentence or among sentences. Parallel structures help tie together the last three sentences in the paragraph.
- *Repeat or restate words and word groups*: Repeating or restating key words or word groups is an important means of achieving paragraph coherence and of reminding the readers what the topic is.
- *Use of pronouns*: Pronouns such as he, she, it, they and who refer to and function as nouns. Thus pronouns naturally help relate sentences to one another.
- *To be consistent in noun, pronouns and Verbs*: Being consistent is the most subtle way to achieve paragraph coherence. Consistency occurs primarily in the tense of verbs and the number and person of nouns and pronouns.
- *Use of Transitional Expressions*: Specific words and word groups, called transitional expressions, can connect sentences:
 1. To add or show sequence: again, also, besides, finally etc;
 2. To compare: Similarly, also, likewise;
 3. To contrast: Although, but, even so, despite, however, notwithstanding;

4. To give examples or intensity: After all, for example, indeed, after all, of course etc.;
5. To indicate place: Below, adjacent to, beside, on, above, opposite to etc.;
6. To indicate time: Afterward, as long as, formerly, immediately, meanwhile, earlier, simultaneously etc.;
7. To repeat, summarise or conclude: All in all, altogether, in brief, in conclusion, in short etc.;
8. To show cause or effect: Accordingly, because, consequently, otherwise, since, thus etc. The devices that have been examined here for achieving coherence rarely appear in isolation in effective paragraphs. Writers usually combine sensible organisation, parallelism, repetition, pronouns, consistency and transitional expressions to help readers follow the development of ideas.

2.6.4 Linking Paragraphs and Using Cohesive Devices in the Essay

Cohesion is the relation of meaning within a text. Cohesive devices are crucial in writing as they separate clauses, sentences and paragraphs into connected prose. Paragraphs do not stand alone: each one is a key unit of a larger piece of writing. Paragraphs or group of paragraphs may be drafted almost as mini essays, but students eventually need to stitch them together into a unified, coherent, well-developed whole. Fowler, Aaron and Anderson (2001, p. 113) suggest some techniques for linking sentences in paragraphs:

- To ensure that each paragraph contributes to the thesis;
- Probable use of varied patterns of development for individual paragraphs, even when the whole essay is developed and structured by some other pattern;
- Arranging the paragraphs in a clear, logical order.
- Creating links between paragraphs. Use repetition, and restatement to stress and connect key terms and use transitional expressions and transitional sentences to indicate sequences, direction, contrast and other relationships.

2.6.5 Importance of Discourse Analysis

Written discourse is an important part of discourse analysis as it illustrates the grammatical correlations within a text and also explains how structures in a text build links between sentences and paragraphs. Discourse analysis can be a useful means for teaching writing in English, especially in Bangladesh, where students are principally

judged by their writing skill. Most of the students of our country undergo stress while creating texts. They pay more attention to selecting appropriate grammar and lexis, and thus overall planning of textual patterns escape their notice. Students have different cultural background and they need to be shown how English texts are organised for effective writing. Text patterns can help students construct paragraphs or texts logically. Different text patterns can prove to be useful guidelines for outlining essays, academic texts, reports, assignments, and also research papers. Therefore teachers have been advised to construct exercises based on these devices so that students can become aware of them. Students should also be encouraged to write texts following the text patterns and ‘use appropriate discourse signalling vocabulary’. These tools of discourse analysis can therefore prove to be positive support for teaching written English (Fowler, Aaron and Anderson, p. 113).

2.6.6 Some Strategies for Opening Paragraph in an Essay/Composition

Most of the essays open with a paragraph that draws readers from their world into the world of the writer. Fowler, Aaron and Anderson (2001, p. 106) suggest that a good opening paragraph of an essay usually satisfies several requirements:

- It focuses reader's attention on the subject and arouses their curiosity about what the writer has to say;
- It specifies what the topic is and implies attitude;
- Often it provides thesis statement;
- It is concise and sincere.

Fowler, Aaron and Anderson (2001, p. 107) prescribe some strategies that can be applied for opening paragraphs of essays:

- Ask a question;
- Relate an incident;
- Use a vivid quotation;
- Offer a surprising statistic or other fact;
- State an opinion related to the thesis;
- Outline the argument the thesis refutes.
- Provide background;
- Create a visual image that represents the subject;

- Make a historical comparison or contrast;
- Outline a problem or dilemma;
- Define a word central to the subject;
- In some business or technical writing, summarizing the paper.

Several other types of introduction can be equally effective, though they are sometimes harder to invent and control. It can start with a quotation that leads into the thesis statement. It can be started with an incident or by conveying a visual image that sets the stage for thesis. It can be opened with a startling question or opinion. When some background to the essay is useful, it can begin with a historical comparison or contrast. An effective opening paragraph need not be long.

2.6.6.1 Openings to be Avoided

Fowler, Aaron and Anderson (2001, p. 109) suggested that the opening of an essay should be clear and unambiguous. It should not share the following shortcomings:

- Not to go back too far with vague generalities;
- Never start the essay with phrases like “The purpose of the essay...,” or “In this essay I will...,”.
- Never refer to the title of the essay in the first sentence —for example, “This is my favourite activity...” or “This is a big problem...,”.
- Never start with dictionary definitions like “According to Webster...,”
- Never apologise for your opinion or for inadequate knowledge with phrases like “I do not know much about this, but ...,”.

2.6.7 Closing an Essay

An essay conclusion may consist of a single sentence or a group of sentences, usually set off in a separate paragraph. According to Fowler, Aaron and Anderson (2001, p. 106) the conclusion of an essay may take one or more of the approaches below:

- Strike a note of hope or despair;
- Give a symbolic or powerful fact or other detail;
- Give an especially compelling example;
- Create a visual image that represents subject;
- Use a quotation;

- Recommend a course of action;
- Summarise the paper;
- Echo the approach of the introduction;
- Restate thesis and reflect on its implications.

Sometimes a closing paragraph may end with a vivid image of a person or thing or it may stress on calling for an action to resolve a crisis. An essay may even end with a thought-provoking question or short series of questions (Langan, 2005, p. 90).

2.6.7.1 Closing to Avoid

The ending of a composition should not contain the following weaknesses:

- Students should not simply restate their introduction—statement of the subject, thesis sentence, and all;
- Not start off in a new direction with a subject different from the one the essay has been about;
- Not concluding in a way more than a student reasonably can from the evidence he has presented;
- Not to apologise for the essay or otherwise that may cast doubt on it.

2.6.8 Importance of Purpose and Audience

The appropriateness of writing to its purpose and intended audience is enormously significant. Langan (2005, p.165) maintains that the three most common purposes of writing are to inform, to persuade, and to entertain.

2.6.8.1 Audience

The most important question in any writing situation is the intended audience. It is highly important to know 'Who are the readers'. It directs choice of language, about style, about tone, about organisation, about supporting examples. Educated adult readers expect ideas in a clear, direct and organised way (Langan, p. 166). Writing for teachers of the college varies from writing for editorial for college paper.

In less clear-cut writing situations, however, answering a set of basic questions can help anticipate the readers' needs and expectations. According to Hairston and Keene (2004, p. 36) if the following questions are answered, the writer will have a feeling for the readers he wants to reach.

- Who are the readers?
- Why will they be reading this piece?
- What kind of evidence will interest them?
- How much do they know about the topic?
- What additional information will they need?
- What questions will they want answered?

2.6.8.2 Purpose

According to Hairston and Keene (2004, p. 37) writing answers to the following questions will help decide what a writer wants to accomplish with his writing.

- Do you want primarily to inform, entertain, or persuade?
- What major points do you want to make?
- How do you want your readers to respond?
- What changes do you want to bring about?

2.6.9 Grammar

Ur (1991, p. 87) maintains that grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language. Grammar helps one to learn a language accurately and effectively. But it should be taught consistently as a means to improving mastery of the language, not as an end in itself. Learners cannot produce real-life discourse only by knowing how to construct grammatically correct sentences. They must learn how to create meaning within practical situations and how to produce longer units of language. Grammatical accuracy alone is of no use, unless it is used to produce purposeful meanings in real-life contexts. Though the usefulness of grammar in effective language learning cannot be denied, there is strong reaction against traditional prescriptive rule teaching. Ur (1991, pp. 82-83) provides some guidelines on presenting and explaining a new grammatical structure:

- 1) *The structure itself*: In general, a good presentation should include both oral and written forms, and both form and meaning.
- 2) *Example*: Enough examples of a structure in a meaningful context (contextualised examples) should be provided, and the teacher must ensure that the students understand their meanings.

- 3) *Terminology*: Whether a structure should be called by its grammar-book depends on the situation and the learners. Analytically minded learners will benefit from the use of terminology.
- 4) *Language*: Whether the structure should be explained in the students' mother tongue, or in the target language, or in a combination of the two, depend on the individual teacher's situation and judgement.
- 5) *Explanation*: The teacher should maintain a right balance between accuracy and simplicity in the presentation of the information about a new structure. It should be reasonably accurate but not too detailed. As a rule, a simple generalisation, even if not entirely accurate, is more helpful to learners than a detailed grammar-book information.
- 6) *Delivery*: The teacher must speak (and write) clearly and at an appropriate speed.
- 7) *Rules*: The teacher will have to fix whether a rule would be helpful for his students or not. Explicit rules are helpful to analytically-minded students. Besides, if the learners can perceive and define the rules on the basis of examples, the teacher should let them do so (inductive method). If the learners find it difficult, then it is better to provide the rules and invite them to produce examples (deductive method). The teacher himself will have to decide which method is likely to prove more effective in his particular situation.

The chief purpose of grammar practice should be to help students acquire the structures so perfectly that they are able to produce them accurately on their own. Sometimes it is found that a student produces correct samples of a structure when he is being tested on it, but he makes mistakes in the same structures in free speech or writing, which proves that the student has not mastered the structure thoroughly. The teacher's job is to help students make the 'leap' from form-focused accuracy work to fluent, but acceptable, production, by providing a 'bridge': a variety of practice activities that familiarise them with the structures in context, giving practice both in form and communicative meaning (Ur, 1991, p. 83).

In general, the lessons should include a representative selection of activities that give both form-focused and meaning-focused practice. Ur (1991, p. 84) gives descriptions of a few practice activities for different English structures. They are arranged in sequence: from a rigidly controlled and accuracy-oriented exercise in the initial stages to a fluency activity, which provides opportunities for the free and contextualised use of the grammar towards the end.

Type 1—**Awareness:** After the introduction of the structure, learners are made to encounter it within some kind of discourse, and do a task that focuses their attention on its form and/or meaning.

Type 2—**Controlled drills:** The students give examples of the structure. These examples are predetermined by the textbook or the teacher, and have to conform to very clear, close-ended clues.

Type 3—**Meaningful drills:** Here also the responses are rigidly controlled, but learners have a scope to make a limited choice.

Type 4—**Guided meaningful practice:** Learners construct their own sentences according to a set pattern but they can freely pick up their own vocabulary.

Type 5—**(Structure-based) free sentence composition:** Learners are asked to make their own responses based on a visual or structural cue. They are told to use the structure.

Type 6—**(Structure-based) discourse composition:** Learners become involved in a discussion or write a passage following a given task. They are instructed to use a few examples of the structure within the discourse.

Type 7—**Free discourse:** Here also hold a discussion or write a passage according to a given task, but they are not given any particular direction to use the structure. Nevertheless, the situation is designed in such a way that examples of the structure occur frequently.

If new structures are presented carefully and students are given plenty of varied practice in using them, it can be hoped that they will make relatively few mistakes. Grammatical mistakes should not be seen as a sign of inadequacy on the students' or on the teacher's part rather it should be considered a means to advance teaching and learning. It is better to correct only those mistakes, which are detrimental to comprehensibility and lead to misunderstanding. If the students have difficulty to produce a particular structure without mistake, the teacher should give more time and effort next time he presents it. If a certain structure proves particularly problematic for the students, the teacher should give a review and extra practice of the structure.

2.6.10 Vocabulary

Vocabulary refers to the words that are taught in the foreign language. The term also covers compound words and multi-word idioms. Ur (1991, pp. 41-52) suggests the following things to be kept in mind while teaching vocabulary:

- The teacher must ensure that both pronunciation and spelling of a particular word are properly presented and learned;
- Those items which have unpredictable change of form in particular grammatical contexts or some peculiar mode of joining with other words in the sentences have to be taught accurately along with the base form;
- The collocations which are typical of certain items should be known to the learner;
- Both the denotative (what it refers to in the real world) and connotative (associative meaning) use of a particular word should be taught. Other than this, it needs to be taught whether a specific item is suitable to use in a particular context or not;
- Meaning relationships among vocabulary items (synonyms, antonyms, hyponyms, co-hyponyms or co-ordinates, super ordinates) are necessary to know for students. Furthermore, presenting words or expressions in the learners' mother tongue that are equivalent in meaning to a particular item in the target language may prove useful,
- Information should be given about the method in which component parts of an item combine to form a meaningful word. This concerns the information about the prefixes/suffixes and compound words.

Ur (1991, p. 63) maintains that the meaning of new items can be presented in the following ways:

- Concise definition (as in a dictionary),
- Detailed description (of appearance, quality),
- Examples (hyponyms),
- Illustration (picture, object),
- Demonstration (acting, mime),
- Context (story or sentence in which the item occurs),
- Synonyms,
- Opposites (antonyms),
- Translation,
- Associated ideas (collocations).

Students are able to remember better those words which have clear and easily comprehensible meanings. It is better if the new items can be linked with those which are already known, through meaning or similarity of sound. The teacher is likely to get better results if he teaches vocabulary in separated, spaced sessions. It will be helpful for students if new items are presented at the start of a lesson, revised afterwards in that very lesson, and reviewed once more in the next lesson. Furthermore, while presenting new words in a list, important words should be presented towards the beginning as words at the beginning of a list are usually remembered better. Generally we remember those words which have personal or emotive significance. We tend to connect items together in sense units, or discover some clues for associating them, or search for our individual significance. All these characteristics should be properly utilised in teaching vocabulary. Moreover, different students use a great variety of methods or devices. It is the duty of the teacher to encourage each student to find out which strategy is effective for him.

Ur (1991, pp. 68-69) presents two ideas for vocabulary activities:

- 1) *Brainstorming round an idea*: The teacher may write a word on the board and ask students to brainstorm all the words they can remember that are somehow associated with it.
- 2) *Identifying words we know*: Students may be given a new reading passage and asked to mark those words that are known to them. Then they should be asked to guess the meaning of the remaining unmarked items. And finally, the teacher is supposed to check the guesses and teach new items where necessary.

Ur (1991, pp. 70-73) also gives some examples of vocabulary-testing techniques:

- Multiple-choice: Choosing an item that is synonymous to a given word,
- Matching: Connecting the pairs of opposite words, or matching prefixes with suitable word,
- Odd one out: Marking a word from among a few items,
- Making sentences: Writing sentences with given words,
- Dictation: Writing down dictated words,
- Dictation-translation: Writing down target language equivalents of dictated mother-tongue words,
- Gap-filling: Filling in gaps that are left in an extract,
- Gap-filling with given items: Filling in gaps with appropriate words from a set of given items,

- Translation: Translating sentences in the mother tongue of the students into the target language, or vice versa,
- Sentence completion: Finishing incomplete parts of sentences.

2.6.11 Spelling

Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment (Harmer, 2001, p. 256). All too often, bad spelling is perceived as a lack of education or care.

One of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound (more correctly, a single phoneme) may have many different spellings (poor, pour, pore), and the same spelling may have many different sounds (or, word, worry etc.). When students work on different phonemes, teachers need to draw their attentions to the common spellings of those phonemes. Teachers should also get them to look at different ways of pronouncing the same letters or have them do exercises to discover spelling rules. When students come across new words, teachers can ask them what other words they know with the same kinds of spelling or sounds (Harmer, 2001, p. 256).

Moreover, not all varieties of English spell the same words in the same way. It becomes tough to decide between the use of s and z in words like *apologise* and *customize*. Students should concentrate on a particular variety of English (British or American English, for example) as a spelling model for them to aspire (Harmer, p. 256). But teachers should also make them aware of other spelling varieties, drawing their attention to dictionary entries which show such differences.

Students can improve their spelling through extensive reading. Teachers can also draw their attention to spelling problems and explain why they occur. Copying from written models is one way to do this; when students see and reflect on their copying mistakes, their spelling 'consciousness' is raised (Harmer, 2001, p. 256).

2.6.12 Punctuation

Different writing communities (both between and within cultures) obey different punctuation and layout conventions in communications such as letters, reports, and publicity. These are frequently non-transferable from one community or language to another. Such

differences are easily seen in the different punctuation conventions for the quotation of direct speech which different languages use, or the way in which commas are used in stead of full stops in certain languages, while comma 'overuse' is frowned on by many writers and editors of English. Some punctuation convention such as the capitalisation of names, months, and the pronoun *I*, are specific to only one or a few languages. Though punctuation is a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers (Harmer, 2001, pp. 256-257).

Different genres of writing are laid out differently; business and personal letters are different from each other, and e-mails have conventions all of their own. Newspaper articles are laid out in quite specific ways, and certain kinds of 'small ads' in magazines follow conventional formats. To be successful as writers in our own or another language, we need to be aware of these layouts and modify them when appropriate to get our message across as clearly as we can (Harmer, 2001, p. 257).

2.6.13 Handwriting

Many students whose native language orthography is very different from English have difficulty forming English letters. Handwriting is a personal issue. All students should not be expected to use exactly the same style. Nevertheless, badly-formed letters may influence the reader against the writer; something which is undesirable whether the work is the product of some creative task or, more seriously, work that is going to be assessed in a test or examination. Students with problematic handwriting should be encouraged to improve it. Intelligibility of handwriting impresses the evaluator and draws his attention towards the piece of writing.

Though more and more written communication takes place from a computer keyboard, handwriting is still important for personal letters, written assignments and most examinations.

2.7 Writing Activities

People write for different reasons, ranging from personal to institutional. Institutional writing includes business correspondence, textbooks, regulations, reports etc. and personal writing includes personal letters and creative writing. Traditional writing activities have been listed under three headings: controlled sentence construction, free

composition, and the homework function. It is said that earlier the emphasis was on accuracy in judging the product. However, these days there are different views in judging the final product, and the ‘notion’ of correctness has a broader view that includes components such as syntax, grammar, mechanics (hand writing, spelling, punctuation and so on), organisation (paraphrasing, cohesion), word choice, purpose, audience and content. The advent of ‘communicative approach’ has far-reaching implications and the size of language stretches from sentence to discourse level.

Ur (1991, pp. 164-166) lists some writing activities for writing tasks which are book report, book review, instruction sheet, narrative, personal story, describing a view, describing someone, describing people, answering a letter, job application, news report, ideal school, describing process, film music.

2.8 Writing Tasks

Lindsay (2000, p. 179) holds that writing tasks should help students practise:

- *Transitions*: Students learn to connect the language and make smooth transitions between words. Students learn to write smoother sentences by combining sentences using words like *and*, *but*, *although*, *if*, *when*, *so*, and *before*.
- *Punctuation*: Being able to use punctuation correctly is mandatory for writing well.
- *Spelling*: Writing helps to improve spelling. *Dictation* is a useful technique for making the students aware of English spelling and pronunciation.
- *Organisation*: Organisation is vital for the development of a topic. The more powerful and creative the writer, the more advanced his or her organisation skills are.
- *Form*: Through writing students practise various forms and styles—from writing letters to stories.

2.8.1 Guided Writing

Guided writing is useful for helping students to build confidence in their writing ability. It is done through the use of clues, information, or guidelines. Lindsay (2000, p. 179) Guided writing tasks may be done in the following ways:

- The teacher may give students items or clues to form sentences.
- He/She may use a substitution table and ask students to form some correct sentences from it.

- The teacher may give students a short reading text to use it as a model for connecting words in similar fashion.
- He may give students a short letter to write a reply.
- A questionnaire is a useful activity which can be developed from magazine quizzes, news events and so on.
- The teacher can create scramble sentences and ask students (in pairs or in small groups) to put the sentences in order.
- The students may be asked to write a simple narrative based on a sequence of pictures.

There are various other tasks that are helpful for certain levels. The teacher may do the following things for a beginning or high beginning level:

- Ask students to copy a paragraph which they have already studied,
- Ask students to complete forms or applications,
- Use dictation,
- Ask students to write short descriptions of subjects they can easily relate to,
- Provide the beginning of a message and ask students to complete it,
- Ask students to combine sentences and form sentences from a substitution table.

For the intermediate level the teacher may ask the students to perform the tasks of letter writing, writing instructions, writing a review, comparing and contrasting two photographs, taking notes from an announcement or writing the biography of a celebrity based on some facts supplied in advance. For advanced level students, the teacher should provide context for writing and be their resource person. He should advise them about preparing and organising ideas for extended writing projects. They too may be involved in writing letters of complaint or editorial letters to a newspaper, writing biography, group writing projects (publishing a class newsletter or magazine), note-taking (from mini lectures or radio talks) and the like.

2.8.2 Creative Writing

Terming ‘Creative writing’ a journey of self-discovery, Harmer says that in creative writing the end result is often felt to be some kind of achievement. Harmer stresses the importance of creating an appropriate audience. However, he also relates the danger that creative writing includes, that students may find the imaginative writing difficult and they may deduce it to be a ‘painful and de-motivating experience’, which

may bring a sense of frustration and failure (Harmer, 2001, p. 259). So, it is better to advance slowly without expecting whole compositions from the very first.

In order to become fluent and confident writers of English, students ultimately have to perform tasks that encourage creative or free writing. The students must practise writing spontaneously, creatively or naturally. Lindsey provides some tips for helping students with free or creative writing. According to Lindsay (2000, p. 190) the teachers may do the following things:

- Give students a choice of topics that relate to their knowledge and experience.
- Put students in groups to brainstorm a topic and develop it.
- Give students time to think and make notes.
- When students are asked to write extended pieces (compositions), make sure they prepare notes on the opening paragraph, the development paragraphs, and the conclusion.
- Give example of texts that deal with similar topics to the ones the students have chosen to write about.

For encouraging free writing, each of the students may be given a postcard and asked to compose a small message. In this case necessary vocabulary and structures must be introduced in advance. Besides, students may be given an interesting and familiar topic and asked to write on it. In this case also, the necessary vocabulary associated with the topic will have to be elicited first. Students can also be asked to write detective stories or an updated version of an original fable or folklore. Furthermore, they may be asked to find advertisements in the personal columns of a newspaper, to select one and write ads based on the common needs expressed in the ads. They may also be advised to write down their daily experiences in a notebook or keep a record of their language learning.

2.9 Product, Process and Genre Approach

Nunan (1989) thinks that product-oriented approach is more favourable for classroom activities, and he suggests that writing class should be devoted in the first instance to sentence formation and grammar exercises. At the same time, he identifies the positive aspects of process writing. However, Nunan also mentions that process approach confines children largely to narrative forms and it limits their ability to master text types, such as reports, expositions and arguments which are essential for academic success at school and beyond. He

finally suggests integration of both process and product approaches in the writing classroom. Nunan argues that learners get few opportunities to write. Teachers tend to view the resulting texts as final products to evaluate, which convey to students the message that the function of writing is to produce texts for teachers to evaluate, not to communicate meaningfully with another person. Writing skill can develop rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write, and when they are encouraged to become participants in a community of writers. Teachers should investigate their own practices to bridge the gap between theory and practice (Nunan, 1989, p. 36).

The students are language learners rather than writers and that is why it would not be helpful for them to spend their time writing alone. Students should be allowed space and time to operate their own preferred individual strategies; the classroom can be instructed in such a way as to provide positive intervention and support in the development of writing skills. The classroom can provide an environment for writing at each of the three main stages: gathering ideas; pre-writing and planning, working on drafts, preparing the final version. However, the necessity of final product cannot be denied. Sometimes teachers may arrange 'peer-correction' and advise the students to make a personal checklist to evaluate themselves (McDonough and Shaw, 1993, p. 69).

Harmer (2001) upholds the view that in product approach the interest is in the aim of a task and in the end product. On the other hand, in the process approach, the attention is paid to the various stages that any piece of writing goes through. A process approach aims to get to the heart of the various skills that should be employed when writing carries on. Harmer also lists the activities of process writing in the following way: Checking language use, checking punctuation, checking spelling, checking writing for unnecessary repetition of words and/or information, deciding on the information for each paragraph, and the order paragraphs should go in, noting down various ideas, selecting the best ideas for inclusion, writing a clean copy of the corrected version, and writing out a rough version (Harmer, 2001, pp. 257-258).

In reality, the writing process is more complex and the various stages of drafting, reviewing, redrafting, and writing, etc. are done in a recursive way. Harmer (2001) identifies the recursive stages that include:

- Drafting,
- Structuring (Ordering information, experimenting with arrangements, etc.)
- Reviewing (checking contexts, connections, assessing impact, editing)
- Focusing (making sure that you are getting the message across you want to get across)
- Generating ideas and evaluation (assessing the draft)

One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before changing the focus, generating more ideas, redrafting, re-editing and so on (Harmer, 2001, pp. 257-258). This cannot be done in fifteen minutes. The various stages of process writing involve discussion, research, language study, and a considerable amount of interaction between teacher and students and between the students themselves so that when process writing is handled appropriately, it stretches across the whole curriculum. However, there are times when process writing is simply not appropriate, either because classroom time is limited, or because the students are expected to write quickly as part of a communication game, or when working alone, we want them to compose a letter or brief story on the spot (Harmer, 2001, p.258).

Ur (1991) provides some implications for teaching the writing process: instead of recommending any 'right' system of writing, the teacher should suggest and make available various possible strategies encouraging individual students to experiment and search for the system that is personally effective. The teacher may advise students not to worry too much about spelling and grammar in the beginning. One of the main tasks of the teacher is to get the students write a lot.

In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing. Thus, if we want them to write business letters of various kinds we let them look at typical model of such letters before starting to compose their own. If we want them to write newspaper articles we have them study real examples to discover facts about construction and specific language use which is common in that genre (Harmer, 2001, pp. 258-259).

Harmer (2001) suggests a 'data collection' procedure as a prelude to the writing of letters to newspapers. Students are asked to spend some time every day, for a week,

looking at letters to the newspaper. They are asked to make notes of particular vocabulary and grammar constructions in the letters; for example to find any language which expresses approval or disapproval, or to note down sentences if they come across. They can use dictionary or any other resources they need to check understanding. At the end of a week they bring the results of their research to the class and make a list of commonly occurring lexis or grammar patterns. The teacher now gets the students to read controversial articles in the day's paper and plan letters (using language they have come across in the data collection phase) in response to those articles. Where possible they should actually send their letters in the hope that they will be published.

A genre approach is especially appropriate for students of English for specific purposes. Students who are writing within a certain genre need to have knowledge of the topic, the conventions and the style of genre as well as the context in which their writing will be read, and by whom, considering writing not as imitation but as reproduction. Many of our students writing tasks do not have an audience other than the teacher, of course, but that does not stop them and us working as if they did.

2.10 Feedbacks and Error Correction in Teaching Writing Skills in ELT

Feedback is information given to the learner about how successful his/her performance of a learning task has been with the objective of improving this performance. It has two chief components: assessment and correction. In assessment the student is only informed how well or bad his/her performance has been. In correction the learner gets some definite advice or instruction on his performance. Feedback cannot be meaningful without judgment, but the attitude to this should be positive. When the teacher gives feedback on learners' performance, the purpose should be to help and promote learning with the implied message that 'getting it wrong' is not 'bad', but rather a way into 'getting it right' (Ur, 1991, p. 243).

In pre-communicative activities, the feedback should be provided relating to linguistic form. Conversely, in communicative activities, communicative feedback should be provided. However, these two are not mutually exclusive. It is possible for a teacher to comment on the meanings of the learners' responses as well as on their formal accuracy. In communicative activities the teacher will have to remember that excessive correction may lead the learners to shift their attention from meanings to form. In some activities the

feedback is intrinsic to the task: finishing a task successfully implies that the communication has been effective (Littlewood, 1981, p. 90).

Feedback plays a vital role in the success of the teaching-learning process. Basu (2006, pp. 164–180) maintains that the most prominently used methods of feedback fall into two common categories: feedback on form or surface features and feedback on content and organisation. The most common methods of feedback on form include correction of surface errors, indicating the place and type of error but without correction, and underlining to indicate only the presence of error (Basu, 2006, pp. 164–165). The best way would be to indicate the place not the error; this indirect feedback will prove more fruitful than the direct one. In case of feedback on content, the students have different kinds of reactions. The students may not read the annotations at all; they may read and may not understand and finally may understand them but may not know how to respond to those. Feedback can be given in different phases; teacher feedback on grammar, peer feedback on the organisation of the mid-draft, and then teacher feedback on the content and organisation on the final draft (Basu, 2006, pp. 164–180).

In some cases teachers are found to focus mainly on language forms in their feedback. But they should be aware of the fact that the most important thing in a piece of writing is its content. Since the purpose of writing is the expression of ideas and the conveying of a message to the reader, the ideas should be considered the most significant aspect of writing (Ur, 1991, p. 163). But the formal aspects are equally important. Careful constructions, precise and varied vocabulary and correctness of expression in general are expected in writing. Next comes the organisation or presentation. And finally comes the question of language forms—whether the grammar, vocabulary, spelling and punctuation are acceptable or not. The teacher must maintain a fair balance between content and form when he defines the requirements and assessing. He will have to be aware that content and organisation are important, and must not convey the tacit message that language forms are the only important things. Consequently, language mistakes should be corrected without bearing the message that these are the only things that matter.

Making mistakes is a normal part of the learning process and correcting of mistakes are an inevitable part of language teaching. Too much correction can interfere with the learner's development and become discouraging. Excessive negative feedback can prove

harmful (Lindsay, 2000, p. 199). The teacher should correct simply the basic or serious mistakes in order to soften the disheartening effect of too many corrections. He should only correct those mistakes that in fact alter or affect meaning. Moreover, the teacher should not write down the correct form where s/he feels that it is possible for the student to find out the correction. He should only point out the error. The students themselves must study their mistakes and find out what is correct. Importantly, the teacher should encourage free writing, even if it is full of mistakes. In the feedback session, the teacher should draw students' attention to the things they have got right besides the things they have got wrong. And he should make it clear that writing-with-mistakes is an important stage in learning.

In an accuracy-based activity, the error should be pointed out as soon as it is made, but in a fluency-based activity the student should not be stopped in the middle of his/her speech. The teacher should make a note of the errors and come back to them when the activity is over. But this should not be established as a rigid rule. When the speaker is obviously floundering, gentle and supportive intervention by the teacher can be helpful. Conversely, even when the teacher is conducting an accuracy-based activity, s/he may not always choose to correct. On the whole, when the learner got most of the structures correct, s/he may avoid pointing out a comparatively minor mistake. The teacher should carefully note the errors and give remedial practice at an appropriate time. According to Lindsay (2000, p. 199) there are three types of correction:

- 1) *Self-correction*: The student makes his/her own corrections.
- 2) *Student to student correction*: Students correct one another.
- 3) *Teacher to student correction*: The teacher corrects the students.

Self-correcting leads to non-reliance on the teacher and enhances motivation when the students become able to make the correction. In student-to-student correction the learner who corrects another student gains self-confidence. But here the student who makes the error may lose his/her confidence because his/her classmate scores at his/her expense. In teacher to student correction the error is detected quickly and the right form is provided reliably. But it may lead to over-dependence on the teacher. The teacher needs to exercise his/her common sense and sensibility to decide which method will be proper in a particular situation.

The teacher must make the corrections in a supportive manner and create an environment in which corrections are seen as an inevitable part of language learning.

He/She must not injure the self-esteem of the learner. Only the error should be highlighted, not the person, because learners are usually sensitive to being corrected. If a particular error is a common one in a group, the teacher should treat it publicly. It will be ultimately helpful for the learners if the teacher minimizes error correction and maximizes opportunities for practice (Lindsay, 2000, p. 199). The teacher should not only tell the students what was wrong. S/He must acknowledge what is right and particularly praise-worthy. Drawing attention to learners' success will boost their morale and reinforce learning. However, the most important kind of feedback is some kind of informative feedback other than mistake correction and overall assessment, intended to assist students to improve. It is especially helpful if the teacher imparts knowledge that particularly helps the students to solve specific problems. In the case of written feedback, the teacher writing down the full correct form may sometimes prove useful because then the student gets the acceptable form quickly and clearly. Furthermore, rewriting corrected work like long compositions or essays may help the learners to eliminate errors when they deal with the same structures next time.

Ur (1991) makes six worth-mentioning statements about feedback:

- 1) A power hierarchy in the classroom, with the teacher in charge and students subordinate, is evident. Underlying and offsetting this apparent dominance is the teacher's role as server and supporter of the learners. These two roles are complementary and essential for healthy classroom relationships.
- 2) Assessment is potentially humiliating. The teacher must ensure that the potential is not realised.
- 3) Negative feedback, if given supportively and warmly, will be recognised as constructive.
- 4) Frank and friendly criticism contributes to the strengthening of the relationship between the teacher and the students.
- 5) Giving of praise can be devalued through overuse. Students may not be encouraged by it. Overused, uncritical praise can be irritating.
- 6) Peer-correction may cause conflict and tension between individuals when relationships are not particularly warm or trusting between them.

At the advent of process approach, student-revision and teacher-response have become important in all stages of the writing process. In such cases, feedback can be given in six different ways: self-monitoring, peer feedback, conferences, teachers' comment, error correction and evaluation by teachers (Chaudhury, 2001, pp. 51–60).

2.11 Role of a Teacher

William Littlewood identifies the roles of a teacher in a communicative classroom. The teacher should act in the classroom as a facilitator of the process of communication between the learners. However, the teacher joins in without dominating the scene. The teacher may initiate the proceedings of language activities, but once the activity is in progress, he will leave it to 'his students' spontaneous learning process'. Moreover, he must suppress or subdue any desire or impulse to intervene at every instance of faltering or doubt or at every false start. The teacher may need to assume a variety of roles which he summarises in the following way: as general overseer of students' learning, as classroom manager, more traditional role of language instructor, consultant or adviser, and co-communicator (Littlewood, 1984, p. 43).

In CLT, teachers are supposed to assume different roles from those taken by traditional teachers who follow the conventional lecture mode of teaching. The teacher is not supposed to dominate the teaching process as one who delivers lecture, which the students are required to listen to silently; his role is less dominant and he must sacrifice direct control over the learners, which may sometimes cause them to withdraw completely from an activity when it is in progress. The teacher has to play the role of an informant, a guide, a monitor, a stimulator, a manager, advisor or consultant. As an informant, his job is to put in new language and making sure that the class as a whole has more or less got it right. His role as a monitor requires the teacher to create opportunities for practice and to check selectively. When he acts as a stimulator, the teacher interacts with the class as a whole for a variety of purposes in a linguistically flexible way; and as a manager, an advisor or a consultant, the teacher is available for consultation, having set up activities which give the learners opportunities to draw on their language resources. An important role assumed by the teacher is that of a participant in the discussion, yet more often he is required to establish situations that promote communication among and between students.

Harmer (2001, pp. 200-204) offers a number of ways of labelling the language teacher's potential roles:

- 1) The teacher as *controller* of everything that goes on in the classroom,

- 2) The teacher as *organiser* (classroom manager) of a range of activities,
- 3) The teacher as *assessor*. Obviously the ‘examiner’ role is one of our traditional functions, but Harmer extends it to include the importance of giving regular feedback, as well just correction and grading,
- 4) The teacher as *participant* (co-communicator) in an organised activity such as debate or role play,
- 5) The teacher as *resource* (consultant, advisor), most obviously as a language informant.

Littlewood points out that these various roles can be put together under the ‘umbrella’ idea of the teacher as *facilitator* of learning.

Teachers essentially have two major roles in the classroom:

- 1) To create the conditions under which learning can take place: the social side of teaching;
- 2) To impart, by a variety of means, knowledge to their learners: the task-oriented side of learning.

The first he terms the ‘enabling’ or *management* function and the second the *instructional* function. One function of teacher’s management role is to motivate the demotivated learners and to nurture the motivated ones to the task of learning a foreign language. Harmer (2001, pp. 200-204) suggests that the teacher can achieve these in the following ways:

- 1) Adopting a positive attitude towards the learners. Praise and encouragement for positive efforts by the learners will help to keep motivation up,
- 2) Giving pupils meaningful, relevant and interesting tasks to do,
- 3) Maintaining discipline to the extent that a reasonable working atmosphere (an atmosphere of calm and organization) is established,
- 4) Being motivated and interested themselves,
- 5) Involving the learners more actively in the classroom process in activities that demand inter-student communication and co-operative efforts on their part (i.e. group work and simulations),
- 6) Introducing learners to the concept of self-appraisal and self-evaluation through reports and discussions,
- 7) Giving positive feedback on written assignments,
- 8) Encouraging pride in achievement.

The teacher needs to give more responsibility to the learners for deciding the agenda for learning and the best way to go about it. Barnes distinguishes between two basic types of teachers: Transmission teachers and Interpretation teachers. The latter comes close to the idea of teacher presumed in CLT. An interpretation teacher disperses responsibility for learning among the learners, and maintains control by persuasion and appeal to the better judgement of the learners. Learners develop their knowledge and skill of the subject and at the same time refine their personality. Here understanding is considered the criterion of the teacher's success. Barnes mentions some more roles of a teacher:

- The teacher is an evaluator of learners' efforts and contributions to the teaching-learning process,
- The teacher is a guide in the classroom,
- The teacher is a resource of knowledge and how to acquire it.
- The teacher is an organizer of classroom activities. He sets up learning tasks and assists the learners in doing these activities.

The methods of what Wright calls 'enquiry-centred learning' can also be applied by the teacher in the CLT classroom. In this approach the process of learning is considered to be equally important as the content of learning. The fundamental idea is that students will learn more when they are provided with opportunities to participate in discovering ideas for themselves. This approach implies new roles for the teacher. S/He is primarily a facilitator. S/He sets up activities and acts as a guide to the process of discovery and understanding. The teacher is also an assessor, but in this respect his duty is only helping to clarify concepts and knowledge where it seems to be appropriate. In this approach learners' own ideas and beliefs are taken into consideration and the teacher tries to refashion it when necessary.

The teacher should act in the classroom as a facilitator of the process of communication between the learners, their tasks, and the data to which the various tasks are directed. In fact, the teacher is pushed into the background. Nonetheless, the teacher's potential has to be utilized to the full extent. The teacher joins in without dominating the scene. The teacher may initiate the proceedings of language activities, but once the activity is in progress, he will not intervene in it (Littlewood, 1981, p. 19).

Byrnes offered four-stage diagram presenting teachers' and learners' contributions. In the A and B stages of the diagram, the teacher provides accuracy focused linguistic knowledge, but in stages C and D, teachers and learners share knowledge and experience etc. Byrne proposes five approaches to classroom learning, which take into account aspects of autonomous learning. They are:

1. *Exploiting the classroom as a social setting in its own right:*
 - a) establishing and developing inter-personal relationships within the class;
 - b) discussing and exchanging ideas and information across the class (formally or informally as the occasion demands). This is one of the areas where the teacher can play an invaluable role as a facilitator and participant.
2. *Bringing the outside world into the classroom. There are many things one does outside the classroom in one's daily life, which can be done naturally with great profit in the classroom. One great advantage of it is that the learners immediately recognize it as 'real'. The outside world is brought into the classroom by:*
 - a) planning games of different types that unobtrusively generate enough language,
 - b) doing tasks that involve some kind of problem solving;
 - c) discussing and investigating topics of real educational value.
3. *Stimulating the outside world in the classroom in two ways. The ways are:*
 - a) role-play activities;
 - b) simulations.
4. *Escaping from the classroom on an imaginative level through such activities as :*
 - a) story telling;
 - b) using speculative activities, that is, activities that set the learners to give their own ideas about, for example, situations presented visually or verbally;
 - c) using dramatic activities i.e. activities which involve some form of extended role play and require the learners to develop the settings themselves (and therefore use language in the process).
5. *Getting out of the classroom into the outside world through activities generated and linked together by a project, such as producing a class newspaper or magazine:*

Not all these activities will take place outside the classroom, but they do provide opportunities for interviewing and investigation in real life settings. Importantly activities may be inter-linguistic; cross-culture and of a kind that integrates all four skills. Project work is an interesting activity; it provides opportunities for combining all five approaches.

The teacher has two main roles. The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within

the teaching-learning group (Littlewood, 1981, p. 19). These roles imply a set of secondary roles for the teacher; *first*, as an organiser of resources and as a resource himself, *second*, as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organisational capacities.

According to Richards and Rodgers (1986, p. 69) other roles assumed for teachers are needs analyst, counsellor and group process manager.

- i) Needs Analyst: CLT requires the teacher to determine and respond to the language needs of the learners. The teacher may do it formally through administering a needs assessment instrument or personally through one to one sessions with students. Such needs assessments allow the teacher to plan group and individual instruction that responds to the learners needs.
- ii) *Counsellor*: In the role of a counsellor, the teacher is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback (Richards and Rodgers, 1986, p. 69).
- iii) *Group Process manager*: CLT procedures encourage student-centred classroom and therefore often require teachers to acquire less teacher-centred classroom management skills. The teacher assumes responsibility to organize the classroom as a setting for communication and communicative activities. At the end of group activities, the teacher conducts the debriefing of the activity, shows other options and extensions and helps groups in self-correction discussion.

The teacher must provide the pupils with sufficient exposure to the target language, and he must motivate and encourage them to communicate through it. When learners fail to meet the demands of a situation, the teacher can offer suggestions and recommendations, and supply the requisite vocabulary or grammatical item. He settles any kind of disagreement among the learners. He is a constant source of guidance in the classroom, and the students can consult him when they face any kind of difficulty. His unthreatening and friendly presence in the classroom may be an important psychological support for those learners who find it hard to develop independence. At the initial stages errors of form are tolerated, and seen as a natural outcome of the development of communicative skills. While learners are performing, the teacher can monitor their efficiency and deficiency. He can take their weaknesses as signs of learning needs which he must return to for later commentary and drill. He may do it through more controlled pre-communicative activities.

In some cases the teacher may decide to exercise immediate influence over the language used. Littlewood (1981, p. 19) maintains that a teacher should "...discourage learners from resorting to their mother tongue in moments of difficulty". Furthermore, a particular error may be so crucial that the teacher may need to interrupt the learner and correct it immediately; otherwise it may get fixed in the learner's memory. However, in only one of these roles the teacher is the traditional dominator of the classroom interaction. Substantially the teacher has no direct role in the activity. He can act as a 'co-communicator' without being dominant which allows him to provide guidance and stimuli from inside the activity. Moreover, he must suppress or subdue any desire or impulse to intervene at every moment of faltering or doubt or at every false start. These are necessary outcome of the students' urge and effort to express meaning which never before they may have come across in the target language.

CLT ensures more active learner contribution and participation to the learning process. It discards the conventional role of the teacher and encourages him to act as a facilitator of the learning process. He may need to assume a variety of specific roles, individually or at the same time. Littlewood (1981, p. 19) summarises these under six points:

- 1) As general overseer of students' learning, his/her aim should be to coordinate the activities in such a way that they form a systematic and consistent progression, leading towards more efficient communicative competency and skill.
- 2) As classroom manager, his responsibility is to group activities into 'lessons' and to make sure that these are properly organised at the practical level. Here s/he decides on his/her own role within each particular activity
- 3) Sometimes he may have to perform the formal and more traditional role of language instructor. S/He will provide new language items, directly control the learners' performance, evaluate and correct it immediately, and so on.
- 4) Generally he will not interpose or intrude after initiating an activity, and will allow students to learn through independent activity.
- 5) While an independent activity is in progress, he should make himself available as consultant or adviser, and help where necessary. He may also walk about the classroom in order to monitor the strengths and weaknesses of the learners, and plan future learning activities on the basis of his observation.

Sometimes he needs to participate in an activity as 'co-communicator' with the learners. In this role, he can stimulate and present new language, but must not take the main initiative for learning away from the learners.

2.12 Conclusion

This chapter describes the different sub skills of Writing, teaching techniques of Writing, writing activities, approach of writing in ELT. It also discusses the nature of feedback and the mode of error correction in ELT. ELT fosters systematic training and practice in all the four major language skills and their sub-skills. It advocates for the teaching of grammar and vocabulary in context rather than in isolation. Teachers need to provide feedback on students' performance in ELT and it asks teachers to stay lenient to students' errors at least in initial stages.

The next chapter deals with literature review.

Chapter 3

Literature Review

3.1 Introduction

The researcher studied a number of books, articles, reports, journals, and searched websites for relevant materials in relation to his research's respective field.

Language teaching methodology has always been searching for more effective ways of teaching second or foreign languages. The language teaching profession has constantly been examining the effectiveness of various instructional strategies and methods in the classroom. A number of new approaches and methods of ELT were introduced throughout the 20th century. Writing, being one of the most important skill, has been given due emphasis in each method and approach.

3.2 Review of Literature

Littlewood (1981) has suggested different activities through which teachers can help learners go beyond the mastery of structures, so that the learners can communicate meanings in real life situations. The main focus is on the development of oral skills, though many of the activities discussed can be adapted to provide practice in writing or reading. Littlewood (1981) identifies the roles of a teacher in a communicative classroom. The teacher should act in the classroom as a facilitator of the process of communication between the learners. The teacher may initiate the proceedings of language activities, but once the activity is in progress, he will leave it to his students' spontaneous learning process. Moreover, he must suppress or subdue any desire or impulse to intervene at every instance of faltering or doubt or at every false start. The teacher may need to assume a variety of roles such as general overseer of students' learning, as classroom manager, consultant or adviser, and co-communicator.

Jayanthi (1982) observes the classroom interaction of the higher secondary students in Punjab of India. Her study reveals that the factors like smartness of the students, shyness, evaluative capacity, commitment, psychological conditions, observation of world knowledge, time factors, interactional awareness, interaction with text, etc., play a very important role over the effective and efficient performance of the students.

Walberg (1984) gives a theory of educational productivity. According to the theory there are nine factors to increase students' achievement of cognitive and affective outcomes. These factors are (a) student aptitude variables or prior achievement, (b) Age, (c) Motivation or self-concept as on learning a task; (d) Quality of instruction (e) Quality of instructional experience (f) Home environment (g) Classroom or school environment (h) Peer group environment, and (I) Mass media (especially Television).

Gardner (1985) proposes that second language acquisition is 'truly a socio-psychological phenomenon'. It is concerned with the development of communication skills between an individual and members of another cultural community. Gardner and Lambert (1972) have emphasized the significance of studying each language-learning setting in its own right, and thereby suggested that the configuration of variables obtained from one setting will not be necessarily valid in another setting.

Nunan (1989) discusses various areas of language teaching; learning tasks and language curriculum, skills, task components, roles and settings of language class, task and teacher development. While developing appropriate classroom activities and procedures for teaching writing skills, Nunan (1989) suggests awareness of the differences between spoken and written language. He focuses on the different characteristics of written English, and he uses some texts to show the difference. He points out the range of functions that 'writing' plays in everyday action, information and entertainment. He believes that spoken and written languages exist as a continuum and the characteristics of different forms separate them. Some spoken texts may look more like written texts and some written texts look more like spoken texts. He authenticates his idea by using some examples. Nunan (1989) thinks that product-oriented approach is more favourable for classroom activities. He suggests that writing class should be devoted in the first instance to sentence formation and grammar exercises. At the same time, he identifies positive aspects of process writing. However, Nunan (1989) also mentions that process approach confines children largely to narrative forms, and it limits their ability to master text types, such as reports, expositions and arguments which are essential for academic success at school and beyond. He finally suggests integration of both process and product approaches in the classroom. Writing skill can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write, and when they are encouraged to become participants in a community of writers. Nunan (1989) makes a distinction between skilled and unskilled writer; an unskilled writer tends to focus on the mechanics of writing and is

concerned about the formal correctness, while a skilled writer considers writing a recursive activity and spends time planning the text. An unskilled writer spends little time for planning the task while skilled writers write quietly and fluently, and spend time reviewing what they write. Skilled writers revise at all levels, while unskilled writers focus primarily on grammar, spelling, punctuation and vocabulary.

McDonough and Shaw (1993) point out the reasons for writing, and emphasise on a number of approaches to teaching writing, classroom environment, methods of error correction and the role of teachers. They maintain that people write for different reasons, ranging from personal to institutional. Institutional writing includes business correspondence, textbooks, regulations, reports etc. and personal writing includes personal letters and creative writing. Traditional writing activities have been listed under three headings: controlled sentence construction, free composition, and the homework function. It is said that earlier the emphasis was on accuracy in judging the product. However, they state that there are different views in judging the final product and the 'notion' of correctness has a broader view that includes components such as syntax, grammar, mechanics (hand writing, spelling, punctuation and so on), organisation (paraphrasing, cohesion), word choice, purpose, audience and content. Later McDonough and Shaw (1993) admit the reality that the advent of 'communicative approach' has far-reaching implications, and the size of language stretches from sentence to discourse level. McDonough and Shaw (1993) emphasise the changing trend of focus in materials and methods for English language teaching. They show how different approaches have gained prominence at different times. Writing is often considered as an 'individual, solitary activity'. According to the authors, the students are language learners rather than writers, and that is why it would not be helpful for them to spend their time in writing alone. They suggest that the students should be allowed space and time to operate their own preferred individual strategies. The classroom can be instructed in such a way as to provide positive intervention and support in the development of writing skills. The classroom can provide an environment for writing at each of the three main stages: gathering ideas; pre-writing and planning, working on drafts and preparing the final version. However, McDonough and Shaw (1993) don't deny the necessity of final product. They state that grammar is not the only important thing. The appropriateness of writing to its purpose and intended audience is also significant. They stress on the necessity of 'peer correction' and advise the students to make a personal checklist to evaluate themselves.

Ellis (1994) maintains that error analysis is closely linked with contrastive analysis having its two aspects – psychological and linguistic. Psychological aspect is based on behaviorist learning theory and linguistics aspect is, in the first place at least, on structuralist linguistics. However, this psychological rationale takes the form of the Contrastive Analysis Hypothesis which exists in strong and weak form (Wardhaugh 1970). The strong form claims that all L2 errors can be predicted by identifying the difference between the target language and the learner's first language. Here Lee's (1968, p.180) remark is also considerable; "the prime cause, or even the sole cause, of difficulty and error in foreign language learning is interference coming from the learner's native language." Therefore, contrastive analysis appears to be important tool for at least, identifying the errors which are the result of interference. On the other hand, linguistic aspect of Contrastive Analysis, in most cases, has been based on surface structure characteristics, such as those described by the structuralists.

Snow (1994) advocates that students of any age and in any culture will differ from one another in various intellectual and psychometric abilities. This is noticed in both general and specialized prior knowledge, in interest and motives and in personal styles of thought and work during learning. Furthermore, these differences often relate directly to differences in students' learning progress.

Ur (1996) focuses on teaching pronunciation, vocabulary, grammar, different skills of language. While discussing writing component, he classified writing activities in three ways: writing as an end in itself, writing as means and end, and writing as a means. While commenting on the issue of form or content, Ur (1996) says that in some cases teachers are found to focus mainly on language forms in their feedback, but they should be aware of the fact that the most important thing in a piece of writing is its content. Since the purpose of writing is the expression of ideas and the conveying of a message to the reader, the ideas should be considered as the most significant aspect of writing. But Ur (1996) admits that the formal aspects are equally important. Careful constructions, precise and varied vocabulary and correctness of expression in general are expected in writing. The teacher must maintain a fair balance between content and form when he defines the requirements and assessment. Ur (1996) maintains that making mistakes is a normal part of the learning process, and correcting mistakes is an inevitable part of language teaching. Correcting all the errors may discourage and demoralise students. Teachers should only correct those mistakes that in fact alter or affect meaning. They should only point out the

error. The students themselves must study their mistakes and find out what is correct. Importantly, the teacher should encourage free writing, even if it is full of mistakes. And he should make it clear that writing-with-mistakes is an important stage in learning. Ur (1996) lists some writing activities for writing tasks: book report, book review, instruction sheet, narrative, personal story, describing a view, describing someone, describing people, answering a letter, job application, news report, ideal school, describing process and film music. Ur (1996) provides some implications for teaching the writing process; instead of recommending any 'right' system of writing, the teacher should suggest and make available various possible strategies encouraging individual students to experiment and search for the system that is personally effective. The teacher may advise students not to worry too much about spelling and grammar in the beginning. One of the main tasks of the teacher is to get the students write a lot.

Schulz (1996) conducted a study on English as a foreign language students and teachers in Colombia. Results indicated that Colombian students also had a strong belief in the positive role of grammar study and corrective feedback in foreign language learning. Besides, both teachers and students agreed that grammar study was not sufficient, and they felt that real-life communication was also important.

Khan (1999) conducted a study among Bangladeshi higher secondary college learners. In this study, 30 'writing tasks' and 10 'examination compositions' of the higher secondary college learners were marked according to the analytic marking scheme. A banding scale was also prepared for the purpose of this study. After completing her study and analyzing the results, she revealed that an analytic marking scheme provided more detailed information compared to the holistic scheme. Students performed well on content in both writing samples. Their scores were low in grammar, vocabulary and cohesion in the 'writing tasks'. Weaknesses in the 'examination compositions' were reflected in the areas of mechanics, grammar, organization and cohesion. Finally, Khan (1999) recommended the analytic marking for teachers in classroom contexts as it can serve as an effective tool for providing constructive feedback. A comparative scenario has been portrayed through the analysis of students' performance in writing tasks and composition. However, the study was confined to a specific level (HSC), and the sample size was too little. The study was basically focused on the aptness of analytic marking compared to holistic marking scheme in assessing writing.

Ahmed (1999), for example, in his study of students' grammatical proficiency, found out that Bangladeshi students are seriously prone to making mistakes in English articles. He ascribes such mistakes to the differences of Bangla and English in terms of the use of articles and emphasizes the importance of explicit instruction on grammar.

Harmer (2001) emphasised various aspects of writing skills. He states the difference between speaking and writing. The most significant difference between speaking and writing, he says, is the need for accuracy. It is generally expected that writing should be 'correct'. Consequently, students should be trained in the techniques of organising sentences into paragraphs; in the ways paragraphs are joined together, and in the general organisation of ideas into a coherent piece of discourse. Harmer (2001) maintains that in product approach the interest is in the aim of a task and in the end product. On the other hand, in the process approach, the attention is paid to the various stages that any piece of writing goes through. A process approach aims to get to the heart of the various skills that should be employed when writing carries on. Harmer (2001) also lists the activities of process writing in the following way: checking language use, checking punctuation, checking spelling, checking writing for unnecessary repetition of words and/or information, deciding on the information for each paragraph, and the order paragraphs should go in, noting down various ideas, selecting the best ideas for inclusion, writing a clean copy of the corrected version, and writing out a rough version. Harmer (2001) identifies the recursive stages that include drafting, reviewing, focusing, generating ideas and evaluation. Nevertheless, Harmer does not forget to mention that process approach is time consuming. While commenting on genre approach, Harmer (2001) mentions that it is especially appropriate for students of English for specific purposes. Students who are writing within a certain genre need to have knowledge of the topic, the conventions and the style of genre as well as the context in which their writing will be read, and by whom, considering writing not as imitation but as reproduction. Terming 'Creative writing' a journey of self-discovery, Harmer (2001) says that in creative writing the end result is often felt to be some kind of achievement. He stresses the importance of creating an appropriate audience. However, he also relates the danger that in creative writing the students may find the writing difficult and they may deduce it to be a 'painful and demotivating experience', which may bring a sense of frustration and failure. So, it is better to advance slowly without expecting whole compositions from the very first. In language

classes, teachers and students can take the advantage of the presence of others to make writing a cooperative activity. Harmer (2001) thinks that cooperative writing works well with both process and genre-based approaches. In a writing class, the teacher will work as a motivator, resource and feedback provider.

Chaudhury (2001) stresses that importance should be attached to teaching effective writing as the systems in Bangladesh are exam-oriented. She states that despite spending enough time and energy, the result is poor. She stresses on process approach and expects more involvement on the teacher's part. She also focuses on the changing contexts in teaching writing and alternate feedback technique. She states that because of the advent of process approach, student-revision and teacher-response have become important in all stages of the writing process. Chaudhury (2001) thinks that feedback can be given in six different ways: self-monitoring, peer feedback, conferences, teachers' comment, error correction and evaluation by teachers. Teachers need to be more open and explicit about procedures in the class. Both teachers and students need to familiarise and adapt themselves to the process approach of writing. The author has only focused on the importance of process approach, and the article is based on secondary sources only. Moreover, the article is not intended for any specific level in Bangladesh. It gives a general idea of writing scenario in Bangladesh, without any statistical data.

Another survey shows that the trained teachers are more efficient than non-trained teachers at the secondary level of the English language in Ukraine (Johnson, 2001). Moreover, Krashen (2002) hypothesizes the 'affective filter' that consists of various psychological factors, such as anxiety, motivation, and self-confidence which can strongly enhance or inhibit second language acquisition. Malaka (2001) has explored the motivational problems in teaching-learning English as a secondary language at high school level with a particular reference to 9th, 10th, 11th standards in Brazil. Krashen (1982) contends that learners with high motivation, self-confidence, self-efficacy, a good self-image, and a low level of anxiety are well equipped for success in second language acquisition.

Nada (2002) made an empirical study on error analysis of ESL learners of Arabic L1 background that encompasses a broad based scenario of Arabic learners' tendency, categories and frequency of errors making in ESL learning. In another study Izzo (2002) revealed an elaborate study on common English writing errors of Japanese university students that showed a more investigative report based on huge number of data (391

writings containing 88,000 words). Corder (1981) reveals a criterion. It is the self-correctibility criterion. A mistake can be self corrected but an error cannot be. Errors are systematic; i.e. likely to occur repeatedly and not recognised by the learners which means they have not learnt it. In analyzing learners' errors, Brooks (1964) mentions four reasons (1) learner does not know the structural pattern and so makes a random response (2) the correct model has been insufficiently practiced (3) distinction may be induced by the first language (4) the student may follow a general rule which is not applicable in a particular instance. However, these four causes of errors may not account for all errors. Dulay and Burt (1974) pointed out four kinds of errors with their psychological origins;

1. Interference like errors, i.e. those errors that reflect native language structures and are not found in first language acquisition data.
2. First language developmental errors, i.e. those do not reflect native language structure but are found in the first language acquisition data.
3. Ambiguous errors, i.e. those that cannot be categorized as either interference like or developmental.
4. Unique errors, i.e. those do not reflect first language structure and also are not found in first language acquisition data.

Huda (2003) attempted to design some units of culture sensitive ELT materials for classes nine and ten in Bangladesh. The arguments have been developed for culture sensitive materials which must match with the teaching-learning culture and the situational realities of a context. The researcher claims that for designing culture sensitive materials, it is necessary to properly investigate and analyse the teaching-learning culture and the situational practicability of that context. It has also been argued that the culture of a context can properly be analysed through interpretations of the experiences, beliefs, expectations, and learning or teaching style preferences of the learners and the teaching of the context regarding various aspects of language teaching and learning. An empirical investigation to analyse the teaching-learning culture and the situational conditions in Bangladesh was made. The results of the empirical investigation show that in many respects, the teaching-learning culture in Bangladesh is composed of the elements of both the traditional and progressive modes of teaching and learning. A checklist was prepared and four books—one locally produced textbook and three foreign course books—were evaluated with it. None of these books was found to be fully culture sensitive. Seven sample units of culture sensitive materials have been designed for ELT in classes nine and ten.

Piller and Skillings (2005) investigated teacher behaviour, lesson delivery and sequence of content and learning expectations used by K-5 teachers at one school in New Delhi, India. This research brings broader understanding of strategies for teaching reading and writing skills to those students whose first language is not English. Results reflect analysis of classroom observation, field notes, face-to-face interviews with thirty-three teachers and administrators and digital photo journaling. Emerging from the data are nine effective teaching strategies that teachers of English learners can add to their repertoire. As the study was confined to primary school, equal emphasis was given on reading and writing; writing skill was not analysed separately and critically. Moreover, no comparative scenario has been portrayed that could reveal whether all the teachers are using the similar kind of strategies, and how much relation is there between the strategies of teaching writing and development of writing skill.

Ahmad (2005) discusses how discourse analysis can facilitate the goal of teaching effective writing. She presents a brief discussion on product and process approach of writing. She also emphasises the importance of viewing writing as culturally and socially situated. She states the necessity of discourse analysis as it examines the relationship between language and the textual and social context where it is used. She concentrates on written texts and the two major points related to teaching writing: cohesion and text pattern. She briefly describes the importance of cohesion in a text, as cohesion is the relation of meaning within a text. Cohesive devices are crucial in writing as they separate clauses, sentences and paragraphs into connected prose. The article also discusses the grammatical and lexical cohesive ties that link texts together. Ahmed (2005) states that written discourse is an important part of discourse analysis as it illustrates the grammatical correlations within a text and also explains how structures in a text build links between sentences and paragraphs. Discourse analysis can be a useful means for teaching 'writing' in English, especially in our country, where students are principally judged by their writing skill. Most of the students of our country undergo stress while creating texts. They pay more attention to selecting appropriate grammar and lexis, and thus overall planning of textual patterns escape their notice. She stresses the fact that students have different cultural background, and they need to be shown how English texts are organised for effective writing. She believes that text patterns can help students construct paragraphs or texts logically. She suggests that different text patterns can prove to be useful guidelines for outlining essays, academic texts, reports, assignments, and also

research papers. Therefore, teachers have been advised to construct exercises based on these devices so that students can become aware of them. Students should also be encouraged to write texts following the text patterns and ‘use appropriate discourse signalling vocabulary’. These tools of discourse analysis can therefore prove to be positive support for teaching written English. Ahmed (2005) continues that in Bangladesh from secondary to the tertiary level, writing paragraphs and essays are given much importance. The text patterns can therefore work as useful guides to show students how to organize, outline and order their writing. In this article, the writer comments on the overall situation of writing in Bangladesh and prescribes some tools of discourse analysis in a bid to improve the situation. The author did not use any data to reveal the real scenario of classroom teaching, nor did she mention anything about the condition of writing in O level schools. The article is based on secondary sources, and the writer used some books only to explain the theory and its importance without giving any reference to research work conducted on ‘language teaching’ in Bangladesh.

Chidabaram (2005) carries out a study among the Higher Secondary students in India and identifies some weaknesses of learners in English language skills. His study reveals that 75% students dislike the practice of speaking skill; whereas 77% learners prefer writing practice in the class. 66% students disclose the fact that they do not practise listening. Uzpaline's (2004) study reveals that more than 80% under graduate students are either weak or very weak in listening and speaking in Kamal Atatürk University in Turkey. Pande (2005) carries out a study among the teachers teaching English with the higher secondary students in the Tamil Nadu state and finds that 72% teachers teach English language through the medium of Tamil. 76 % teachers disclose that they emphasize on the writing practice only. The study supports the investigation of Katayoon and Tahririan (2006) who carried out a research on the students of 1st year Social Studies studying at Sheikhabaee University in Iran and found that 59% students blame the teachers for not encouraging them in speaking English in the class or out side of the class.

Rashid (2005) carries out research on the strategies to overcome communication difficulties in the target language situation of Bangladeshis in New Zealand. He found that some distinctive new features have emerged as to the difficulties and the possible use of strategies in the communication of target language. The majority of the interviewees (85%) admit that a great deal of anxiety; hesitation and inhibition, play a negative role among those who are not relatively fluent in English conversation.

Hasan (2005) conducts a linguistic study on the English language curriculum at the secondary level in Bangladesh. He discovers 82% of rural and urban secondary school students complain that English is not sufficiently used in the class. 68% teachers admit that they do not arrange the practice of the four skills (reading, writing, listening and speaking) of English language in the classroom.

Basu (2006) claims that feedback plays a vital role in the teaching-learning process. The most prominently used methods of feedback fall into two common categories: feedback on form or surface features and feedback on content and organisation. He comments that the most common methods of feedback on form includes correction of surface errors, indicating the place and type of error but without correction, and underlining to indicate only the presence of error. While discussing the issue on form he cites some debates of eminent authors, bearing the opposite views regarding grammar correction. He concludes the debate by supporting the view that students find it beneficial and its absence may be harmful. He suggests that the best way would be to indicate the place not the error; this indirect feedback will prove more fruitful than the direct one. While discussing the feedback on content, Basu indicates that the students have different kinds of reactions. The students may not read the annotations at all, they may read and may not understand and finally may understand them but may not know how to respond to those. Basu (2006) compares the effectiveness of the teacher feedback and peer feedback, and deduces that feedback should be given in different phases; teacher feedback on grammar, peer feedback on the organisation of the mid-draft, and then teacher feedback on the content and organisation on the final draft. Basu (2006) comments on the various types of feedback also: written feedback, elaborated feedback/conferencing, peer feedback. He suggests that students have to be taught on how to give feedback, how to respond to peer drafts. He states that it is very important to prioritise the areas of feedback and he sets some guidelines: praise the work, use clear direct words, experiment with diverse means, identify the type, save time, peer response groups, use a standard set of symbols, evaluation and grading.

Haque (2006) attempted to analyse English language needs at the tertiary level in Bangladesh. The purpose of the study was to find out the amount and level of listening, reading, speaking and writing skills of English required for a meaningful tertiary education in Bangladesh, and also states present level of proficiency of learners when they are admitted into a programme in a university. The study seeks to find out a gap

between students' required level and their present level of proficiency. It gives an overall picture of higher education and needs of English for it in Bangladesh. Proficiency of students was tested by paragraph writing skills on topics given in the first year (Hons.) admission test for the session 2003-04 in different subjects. The yardstick of evaluating the test was the TEEP (the test of English for Educational Purposes) scale. It was a four point scale (0–4) with relevance and adequacy of content, compositional organisation, cohesion, adequacy of vocabulary for purposes, grammar, mechanical accuracy (Punctuation), and mechanical accuracy (spelling). The study attempted to evaluate the proficiency of learners, willing to seek admission at the tertiary level courses.

Hamid (2007) identifies different levels of errors made by students arguing that teachers' feedback is not always plausible with the learners' intended meaning. He suggests that there should be more effective ways of correcting students' writing with plausible feedback. Practicing writing in the classroom and its problems can be a practical area for assessment and for writing skill development.

Farooqui (2007) in her essay claims that students of public and private universities have the same level of proficiency when they start but, at the end of four years of study, the students of private universities acquire a higher level of proficiency in English. With observation, document analysis and a series of interviews with teachers who are teaching English language in these private universities, this study investigates how these private universities are helping the students to develop English language skills. It explores teachers' perceptions of the problems, students encounter while speaking English and the factors that help these learners to develop their speaking skills.

Hoque (2008) conducted a study to identify the level of performance of Alim students in the four skills of English language. It presents an approximate picture of the knowledge and the performance level of learners and finds out some of the learning problems that are usually encountered while learning English. 250 secondary students were randomly selected from 20 High Schools for the study. The learners had already received English instruction for 10 years. 25 English teachers teaching English with the same students were also interviewed through questionnaire. The data for the study were collected through 2 item questionnaires. The investigation displays that 80% students answer negatively with regard to listening practice in the class; while 20% students reply in the affirmative. As found in the study 69% students reply that they do not practise

speaking; whereas 31% students tick 'yes'. From the above statistics, it is noticed that 55% students disclose that reading practice is neglected in the class, though 45% students disagree with them. It is found that 71% students come up with the positive reply with regard to writing practice; on the other hand 29 % students comment that practice of writing skill is avoided in the class. 64% teachers admit that they do not practise listening in the class; while 36% teachers claim of practising listening while teaching. This study finds that 54% teachers reply in the negative regarding speaking practices; whereas 46% teachers confirm of practising speaking exercises in the class. 65% teachers answer that reading exercises are done in the class; and also 90% teachers affirm of doing practice of writing in the class. A large number of teachers (64%) and students (80%) comment that listening practice is neglected in the class. Maximum teachers (54%) and students (69%) disclose that speaking practice is avoided in the class. The study further displays that priority is given on the reading and writing in the classroom. The teachers agree to the opinion of the students to a large extent with regard to reading and writing practice. A grim reality of learning a foreign language is revealed by the students themselves. The findings sketch picture of English language teaching and learning at the Alim level in the madras of Bangladesh. On the basis of the findings the following remedies are recommended which can remove or at least minimize the problems encountered by the learners in the process of learning English as a foreign language. Students should be given sufficient task to practise in communicative way of teaching. Different types of conversational discourse may be taught, and the students should be given enough time for the development of conversational discourse in the school hours. To avoid errors in writings, students may practice of writing stories, and the errors in the written items may be indicated to the students. Easy and simple vocabulary items should be used in reading materials. Further, the hard and unknown vocabulary should be introduced in familiar contexts of the students. Watching TV programs and films and listening to radio programs will certainly help the students understand how the native and non-native speakers use English language.

Shahidullah (2008) points out some problems in implementing CLT in Afro-Asian and Latin-American Contexts. The author examines the causes in relation to cultural aspects. Brief background of CLT has been given along with its key aspects. While commenting on pedagogic mode of CLT, he emphasises on learner strategies, learning style, attitude and motivation. The article focuses on the role of teachers and learners too.

The writer briefly discusses the problems that are hindering implementation of CLT citing the examples of India, Pakistan, Cambodia, China and Brazil. It is observed that CLT did not prove to be fruitful as a method in those countries as well. What has been identified as the main obstacle is that it does not seem to take account of learner's socio-cultural variables. CLT originated in the western culture and cultural differences are creating immense impact on the implementation of CLT. This is why, the result is not so effective in the non-western context. This article encompasses the teaching-learning culture of Asian contexts, the Middle East, South-East and East Asia, African teaching-learning culture and Latin American teaching-learning culture. The article is replete with various aspects of CLT. The writer has used examples of many authors as well as different contexts.

Khan (2008) explored the common mistakes and errors that occurred in students' writing in an EFL classroom of undergraduate level at East West University, Dhaka. The writer delineates the present situation of teaching writing, basically at the SSC and HSC levels, in brief. He holds that 'writing' is not taught in process approach. Teachers check copies without providing any constructive comments. He maintains that errors are systematic and are repeated frequently without being noticed by the learners. A mistake can be self corrected, but an error cannot be. This study was conducted on 28 students present in an English class who were asked to write a paragraph. The author focused on the sentence level problems that fell mainly into grammar, vocabulary, and mechanics areas. The author did not put any emphasis on organisation, cohesion, and coherence. Content was fully ignored in this study. Some suggestions have been incorporated in the end for improving writing in English, which do not portray the general condition of Bangladesh for not having sufficient data.

Chowdhury (2009) in her article attempts to identify the reasons why the examinees find reading module a tough one in IELTS test. She concludes that even with limited resources, the teachers and trainers can follow a number of simple procedures to substantially improve readings skills of students leading to better scores. For the purpose of the article, questionnaires were distributed randomly among students of eleven coaching and training centers to ascertain which module seemed most difficult to the students. Out of the 106 responses that were received, 65% found the reading module most difficult. In accordance with difficulty, the other modules that followed were writing, speaking and listening. Students find the reading section of IELTS a difficult

exercise. This is a fact that our Secondary School Certificate and Higher Secondary Certificate examinations emphasise on reading and writing while listening and speaking are relatively neglected skills. The researcher concludes that IELTS is a type of testing system of language proficiency which is different from our school certificate examinations. The students are familiar with essay type and multiple-choice questions. The analytical type of questions that this test uses to ascertain the level of comprehension is quite unfamiliar to our students.

Fahmida (2010) in her MA thesis investigates Bangladeshi tertiary level students' common errors in academic writing. It also reveals the writing problems through error analysis in students' academic essay writing. This study tends to find out some effective and necessary solution to this problem, so that both the teachers and the students can be benefited to achieve their goals regarding writing skill development. From the data collected from different private universities it is seen, that though the students were in tertiary level they continued to have major difficulties in writing sentences. The majority of the students could not properly generate sentence, as they were weak in the target language. Students faced serious problems in developing sentences while expressing thoughts. Some syntactic errors were so unique that it became difficult to comprehend. Firstly, the sentences did not make any sense. Students were making literal translations from Bangla. It is a kind of mother tongue interference. It also says that their vocabulary is very weak. Students think in Bangla but show inability while searching for the required words in English. While writing in other language, students overgeneralise the language patterns with their mother tongue. The researcher's analysis reveals different sources of error in writing. The main sources are: a) Interference of Bangla which is their LI b) transfer of LI knowledge c) incomplete application of rules d) ignorance of rule restrictions e) overgeneralisations f) lack of enough exposure and overall lack of knowledge in L2. The investigation of students' writings reveals that students continue to make mistakes in pronouns and plurals. Though students are learning the structure of essay and paragraph from their primary level, they have problem in developing essay properly. Majority of the students could not write topic sentence or thesis statement properly and there was a lack of coherence throughout their writing. Regarding concluding part, majority of the students could not come up with a standard conclusion with recommendation. From the teachers' view on evaluation of errors, it is discovered

that they deduct most marks for syntactic and grammatical errors and after that they cut marks for organisational/structural error. In case of giving feedback, it is seen that making remarks and using codes are most effective existing methods for error identification. Majority of the teachers do not believe that these techniques are adequate enough to highlight the errors of the students. A few teachers gave suggestion that counseling could be an effective method. Majority of the teachers believe that fossilisation is one of the main reasons to make errors at the tertiary level. Teachers also believe that through positive feedback it is possible to overcome errors of fossilised learners. Teachers' questionnaire discloses that teachers are more tolerant of language error than structural flaws. Majority of the teachers respond that they deduct 40% to 60% marks for structural errors. From the document analysis it is revealed that teachers gave more marks to those essays which were completely developed in spite of having linguistic errors. It proves that teachers give more importance to fluency rather than accuracy. Teachers expect students to be able to write a coherent well developed essay which unfortunately the students are unable to do. So, students are making numerous errors in spelling, grammar, punctuation but at the tertiary level teachers regard these errors as less problematic or significant than structural errors. At the tertiary level, teachers believe that students should be more concerned about organization of writing. The researcher's view on this issue is that the teachers are giving less importance to the language. As students continue making mistakes in the use of language at the tertiary level, teachers are giving less importance to the linguistic error. Their basic grammar platform is very weak. The researcher recommends that grammatical errors and syntactic errors should be given priority. Amongst other common errors are spelling, punctuation, organizational/structure errors and so on.

Khan and Akter (2011) conducted a study aimed at looking at a general standard of paragraph writing focusing on a very simple topic which is commonly practised in the junior secondary level. For the study, 300 sample writings were collected from tertiary level students of 10 different institutions of the country. The findings reveal rather a bleak picture of students' writing showing serious weaknesses in several areas from spelling mistakes as the highest number (*n*-573) to pronoun (*n*-19). In addition, sentence level mistakes also indicate a poor command of syntactic accuracy. Therefore, from this study, word and sentence level mistakes appear to be quite alarming underpinning innovative

means of teaching to improve current state of student writing in English at their primary and secondary level. The study focuses on the common mistakes and errors that learners make in their writing in English. It gives specific focus on sentence level problems alongside vocabulary and mechanics. A descriptive analysis is presented focusing on what kind of problems occur in learners' writing. The study includes 300 students' writing samples to identify the categories of mistakes and errors that the students made. In obtaining the data, consideration was given on ensuring acceptable representation from male-female, private university, public university, tertiary level colleges and urban-semi urban groups of students. These 300 students were selected from 10 different tertiary level institutions from seven major locations of the country. 50% samples were collected from two big cities such as Dhaka and Chittagong. All these students were either in their 1st or 2nd year of 4 year Bachelor programmes in various subjects. However, it is important to note that all these students already had 12 years of learning experience of English as a compulsory subject from their primary, secondary and higher secondary levels of schooling. After collecting writing samples, some of the experienced teachers ($n= 10$) in the English Department assessed the copies. Of all the mistakes and errors, they mainly present and analyze those that they found most frequently to have occurred. They divided such mistakes and errors into the following categories: use of words, tense, number, preposition, missing words, redundancy, capitalization, subject-verb agreement, article, syntax, punctuation, incomplete sentences, number, pronoun, spelling, and coherence. The number of spelling mistakes made by the students record the highest ($n= 573$) showing an alarming situation of writing standard. The number of total mistakes made with regard to the use of words stood at 261. The total number of mistakes that occurred in relation to subject-verb agreement was 97. They comment that teachers are not trained for teaching writing as a process which appears to be the most challenging task for them. Gaining the liberty and courage of making mistakes could be one of ways of reducing mistakes for a student. Teachers should change their traditional attitudes towards students' mistakes. They should focus on why students make mistakes and what methodology or technique could help them reduce their mistakes at a reasonable standard. Students can maintain portfolio writing, writing wall magazines, poetry competition, vocabulary contest, annual writing symposium, email writing could be some of the useful measures to be organized by the teachers who are teaching writing.

Rasheed (2012) examined the nature and effectiveness of current English language teaching and learning in Bangladesh. Findings show the limitations of Communicative Language Teaching (CLT) approach in schools and its limitations within the Bangladeshi context. In reading, writing and speaking tests carried out with 20 students in four schools, there was a clear difference between the achievement of oral and written skill tasks. The level of written achievement was nearly double than that of oral achievement in each school. Rasheed's (2012) study of the four schools (20 students, 12 parents and 8 teacher participants) also indicated concern about a lack of English practice environments and resources, a shortage of time, a vast syllabus, lack of awareness on the part of parents and teachers about the importance of practising English, the examination system, an attitude of aiming only to pass, lack of proper motivation, shortage of time and class load. Rasheed (2012) recommended that it would be easier to achieve linguistic skills, if the examination system is changed to reflect the goals of the curriculum. He stressed that any change should be designed in a way which will give students sufficient time to adjust. Regarding the challenges of large classes, Rasheed recommended a reduction in the number of subjects / sessions (from 7 or 8 sessions to 4 sessions) a day, thus leading to increased class (session) time and allowing two teachers in each class. This would enhance practice through decreasing the class loads for the teachers, thereby increasing communicative opportunities. He also suggested that using multimedia in teaching would bring positive outcomes.

Sapkota (2012) conducted a research that is concerned with the development of writing skills through peer and teacher correction technique. As an action research the study aimed at testing test the progress of the students while writing an essay. After the analysis of data collected through test items, improvement was observed in students' writing skills in post test than in pre-test. The students were found using the suitable words in an increased order and writing grammatically correct sentences in the post test. They committed less grammatical errors in post test than in pre and progress test. Regarding mechanics of writing, their writing was found systematic in case of punctuation and spelling. The peer correction and teacher correction technique proved to be effective in teaching writing through action research as a whole.

Maros, Stapa & Yasin (2012) conducted a study on the language proficiency levels and needs among postgraduate students in Universiti Kebangsaan Malaysia (UKM), Malaysia to develop a course suitable to the levels and needs of the students based on the findings of this study. The study employed a self-report needs analysis questionnaire administered to newly enrolled 171 postgraduate international students. These students were largely from the middle-eastern countries aged between 22 to 45 years old from various disciplines. Data were analyzed quantitatively and findings were presented in the form of descriptive statistics. The findings revealed that majority of the students' proficiency at the entry level were below the university's requirement. The results of needs analysis showed that the most crucial language skills needed by the students were listening and speaking. The researchers recommended Language enhancement programmes such as International English Language Week where students could be involved in activities such as drama, debate, public speaking, forums, community involvement with local English-based educational institutions. The study also recommended pre-sessional language and cultural programmes where students would be introduced to all four skills (reading, writing, speaking, listening) and knowledge on Malaysian academic culture.

Azam (2012) in his MA thesis tries to explore the factors affecting students' English achievement at the secondary level in Narayanganj and Bhola districts of Bangladesh. To identify these factors, data were collected from both primary and secondary sources. First-hand evidence was assembled from the 10th grade secondary school students, English teachers, principals, guardians, community members and Upazilla Education Officers of Narayanganj Sadar Upazilla (sub-urban area) and Bhola Sadar Upazilla (rural part), following different research instruments such as observation, questionnaires and interviews. Eight secondary-level schools were chosen purposefully for collecting the oral and documentary evidence from two regions. Secondary data were collected by reviewing related existing literature. The study reveals that the schools do not have adequate teaching-learning materials and aids, standard salary and social status, in particular. It was recommended that each school, public and private, should appoint at least a couple of English teachers who are capable enough to teach English to all secondary-level students meticulously. The researcher recommended teacher-student ratio to be 1:35.

EFL has been seen as consisting of two broad types: focus on forms and focus on meaning. Focus on meaning is marked by “division of the language according to lexis, structures, notions or functions, which are selected and sequenced for students to learn in a uniform and incremental way” (Klapper & Rees 2003). On the other hand, focus on form constitutes attention to linguistic structures within the context of meaning-focused, communicative activities (Ellis, 2001). Regarding the form focused instruction, few studies have specifically examined L2 learners’ beliefs about grammar instruction. For example, Schulz (1996) studied the beliefs of US postsecondary foreign language students and teachers for a number of languages classes regarding the role of grammar instruction and error correction in language learning. Of the students, 90% thought it imperative to be corrected while speaking in class, whereas, only 34% of the teachers thought this to be so, showing some discrepancies between student and teacher beliefs about oral error correction. However, in spite of the disagreement between teachers and students regarding oral correction, around 90% of teachers and students agreed that errors should be explicitly corrected in written work.

3.3 Conclusion

Reviewing literature suggests that there are books on writing skill as well as language teaching and learning. Those books basically emphasise the method, approaches, techniques and other language components. Books based on theory helped the researcher form ideas about language teaching and writing component. They were of immense help to formulate the questionnaire and these books were used in different ways and at different phases as the study progressed. However, articles and theses available in Bangladesh and retrieved from websites, and reviewed here, gave the impression that there was a knowledge gap in the field, where the researcher intended to conduct his study.

The next chapter discusses research methodology.

Chapter 4

Methodology

4.1 Introduction

This chapter illustrates various methods of data collection applied in this study. The general objective of the study was to find out the effectiveness of strategies used in teaching writing skills in English at the SSC level and O level. This chapter also presents the logic behind selecting the methods that are used in the study. The researcher used research methodology and instruments that appeared appropriate for his purpose. The present research required an empirical investigation into the effectiveness of current English language teaching and learning practices at the SSC and O Levels in Bangladesh. Therefore, the focus of the empirical investigation of the study was on the strategies—that included materials, syllabus as well as techniques of teaching—used in our SSC and O level English classrooms. This chapter contains design and construction of the research instruments, the sampling plan of the empirical survey, the procedure of administration of the empirical study and the plan for processing and analysing the collected data. This chapter sheds some light on the ‘Assessment Test’ and ‘Experiment’ conducted in this study.

4.2 Research Approach

This comparative study is descriptive and experimental in nature. It tends to answer questions like who, what, where and how of teaching English. It deals with the education system, events, learning situation and the reality, for which it belongs to the tradition of descriptive research. Again, it is a comparative study and the research questions and objectives demanded that there should be an experiment through which the effectiveness of teaching strategies could be measured. From this point of view, it is an experimental research as well.

An extensive library research was conducted in order to explain the techniques, methods, approaches, procedures of writing—its major characteristics, the role of the teacher and learners, classroom procedure, the teaching of grammar and vocabulary, the nature of feedback and the mode of error correction etc. An empirical investigation, assessment test and experiment at an SSC level school were conducted in order to collect

information about the current situation in teaching writing at both the levels in Bangladesh—to examine how far the strategies of teaching writing were effective in the classrooms of SSC and O levels, and how much effective the strategies of O level would be, had they been implemented at the SSC level.

4.3 Sources of Data

Both primary and secondary data were used in this study.

4.3.1 Primary Sources of Data

Primary data were collected from sixteen schools (eight SSC level Schools and eight O level Schools). Qualitative data were collected from the teachers and principals/headmasters of the selected schools through interview. Key Informants were also interviewed to obtain necessary qualitative data. Students of class nine and ten of those schools, and English teachers were surveyed with questionnaires. Classroom observation was carried out using observation checklist for observing the procedure and techniques of teaching writing at the classroom. The effectiveness of teaching writing was measured through an ‘Assessment Test’. The strategies followed in O level schools were implemented in an SSC Level school to find out their effectiveness.

4.3.2 Secondary Source of Data

The secondary sources included published books, articles, statements, documents, periodicals, newspapers, theses, dissertations etc. Websites were also used as sources of data.

4.4 Data Collection Techniques

4.4.1 Techniques of Secondary Data Collection

Qualitative and quantitative data from secondary sources were collected through library research. Literature survey technique was used in order to collect secondary data. This technique was used as a continuous process for developing the study’s conceptual and theoretical aspect as well as to help primary data collection and supplement the primary data. In order to ensure systematic collection of secondary data, the researcher made a list of available literature that included books, recognised journals, electronic journal, and published and unpublished theses. After listing of literature related to the

proposed study, the researcher had taken notes in the note-cards accordingly. The researcher discussed and evaluated the literatures with experts and the supervisor, and he had developed a checklist to collect data from secondary sources systematically.

4.4.2 Techniques of Primary Data Collection

The survey method for empirical study was applied for collecting primary data. Moreover, relevant methods and procedures were followed for ‘Assessment Test’ and ‘Experiment’. Depending on the objectives and nature of the study, six major techniques were adopted. These are:

- a. Students’ questionnaire survey;
- b. Teachers’ Questionnaire survey;
- c. Principal’s /Headmaster’s interview;
- d. Teachers' interview;
- e. Classroom observation;
- f. Key Informant;
- g. Assessment test (of learners’ written English);
- h. Experiment on a group at an SSC level school (Case Study).

4.4.2.1 Questionnaire Survey

Two sets of questionnaires were developed for eliciting primary data from students and teachers. In this method questionnaire was prepared with relevant questions or statements to fulfil the set objectives. The form of questions was of different types for students, and most of them were close-ended. Questionnaires for teachers also contained items with diverse type of options; teachers' questionnaires were basically dominated by close-ended questions. Questionnaire survey was conducted in order to find out what kind of activities the students usually perform in the classroom, the size of the classroom, language of the classroom, information about class work, home work, class test, mode of teaching, practice of the micro skills/sub skills of writing, the existing situation of teaching writing, socio-economic background, expenditure, teacher’s salary, educational qualification, training etc.

A professor of Statistics Department of a public university was requested to check and evaluate the questionnaire in terms of face and content validity, practicality, reliability,

wording and the clarity of the items. Most of the items of the questionnaires of teachers and students were built on a five point Likert scale having the options of (i) Not at all (ii) Rarely (iii) Sometimes (iv) Very Often (v) Always. A pilot study was conducted before administering the questionnaire survey to improve the instruments and make the items comprehensible to the respondents. Thus reliability of the questionnaire was ensured.

4.4.2.2 Interview

Required qualitative data were collected through unstructured interview. Heads of the institutions as well as English teachers of the schools were approached separately. In this technique, the researcher made verbal queries and recorded responses on papers. The questions encompassed academic aspects, classroom procedure and issues that could not be addressed through questionnaire. The information collected from the heads of the institutions encompassed academic, infrastructural, social, cultural and financial aspects. The advantage of this technique was that the researcher succeeded in collecting more in-depth information, and he had the scope of extracting the respondent's personal information related to the survey.

The interview was pertinent to collect essential data as it was focused on eliciting qualitative data. Moreover, it was a comparative study and this tool was used for eliciting such data that might have been overlooked or missed in questionnaire survey. 'Interview' helped the researcher to reach the heart of the issue.

4.4.2.3 Observation

Observation checklist was used to elicit data through direct observation and cross check the data extracted through questionnaires. Data were collected by the researcher's direct observation of the classroom procedure where both the teachers and students were involved. Here the researcher got the chance to observe practical situation of the classroom. Observation helped the researcher compare the validity and reliability of data collected through questionnaire survey and interview, and to gather supplementary data that might qualify or interpret findings obtained by other techniques. Teacher-student interaction, group work, classroom environment, technical aids and materials, class organization, digression, eliciting techniques, mode of error correction, and feedback were observed.

A professor of Statistics Department of a public university was requested to check and evaluate the observation checklist in terms of face and content validity, practicality, reliability, wording and the clarity of the items. Most of the items of the observation checklist were built on a five point Likert scale having the options of (i) Not at all (ii) Rarely (iii) Sometimes (iv) Very Often (v) Always. Before administering the observation checklist, two classes were observed to improve the instrument and make the items comprehensible to the respondents. Thus reliability of the questionnaire was ensured.

4.4.2.4 Key Informants

Reputed and experienced persons were consulted and interviewed to have their ideas, views and suggestions regarding improvement of the present scenario in the field of English language teaching. They were academics, ELT experts and officials of SSC and O levels Examination Committee. Questions were not formulated earlier to interview them; it was like an unstructured interview.

Academics and ELT experts were at first briefed the issue and then their opinions were sought. Questionnaire survey was conducted on students and teachers. Teachers were interviewed as well. This is why they were not accepted as key informants. The purpose of considering academics, ELT experts and officials of SSC and O level examinations as key informants was to have some suggestions and policy guidelines from them.

4.4.2.5 Assessment Test

A special test was designed for the students, and they were provided with three tasks, which were devised conforming to the writing components of the respective syllabuses. The main purpose was to assess the effectiveness of teaching writing; strengths and weaknesses. Analytic marking scheme was used for checking the scripts, considering that it would provide more information about the nature of weaknesses in writing. Three raters were involved; the researcher himself, and two others, who were experienced in the field of ELT. The marking scheme included internationally recognised criteria. A banding scale, tested in international examinations, was also used for assessing the scripts.

The selection of tasks largely depended on the analysis of the syllabuses and texts of the two levels. When the tasks were selected, the marking scheme was prepared stressing importance on the sub-skills of writing and the areas where emphasis were laid in the syllabuses of SSC and O levels. This was followed by the formation of a banding scale.

In this assessment test, the instrument to collect data on students writing skills contained three subjective writing tasks which required students to produce language, and a scoring scale was designed to measure the quality of the students' texts; three types of tasks and the presence of a scoring scale ensured that the data obtained had construct validity. No option was given and the tasks were focused on language production. If options were given, it would measure knowledge of the participants instead of skills and thus it would destroy the construct validity of the test. Another source of validity evidence from the instrument was the coverage of the tasks. The tasks (three in numbers) covered the samples of all contents of the domain of the variable to be assessed, and the data obtained could be claimed to have content validity evidence.

In order to attain reliability of the Test it is always suggested that there should be at least two raters for marking the scripts. In this study three raters were appointed to ensure reliability. Reliability of the scores of writing refers also to the preciseness of the writing scores in representing the actual level of the students' writing skills. The writing scores have high reliability as the scores precisely represent the true level of the students' writing skill. Consistency in attaining the same type of scores indicates reliability from one point of view, while consistency of marking the same scripts by different raters signifies inter-rater reliability. Marks of two tests were counted and the inter-rater reliability was tested with coefficient of variance.

4.4.2.6 Experiment

After comparing SSC with O level, and taking an assessment test, the researcher was able to find out the strategies for teaching writing skills at the two levels. The researcher then formed a group of students in an SSC level school with the students of class 10 and took classes following the strategies used in O level. Materials of O level were used during the course. Both Pre-test and Post-test were taken during the experiment to explore the effectiveness of the course.

The designing and implementation have been explained in details in chapter 9.

4.5 Sampling Plan, Sample Size and Study Area

As the research was a comparative study, sixteen schools were selected from Dhaka and Rajshahi cities (Six O level Schools and Six SSC Level schools were selected from Dhaka, and two O level schools and, two SSC Level schools from Rajshahi). O level schools are mostly situated in Dhaka and divisional cities, with some exceptions in some districts where the schools run usually up to standard 5. This is why, these two divisional cities were selected purposively as study areas. The O level schools are private while SSC level schools are both private and public. However, in O Levels there are two streams: one follows the Cambridge system and the other follows London style. While selecting SSC schools, attention was paid to the effect that four were government-run and the other four were non-government, and in case of selecting O level schools, four were EDEXCEL GCE O level and the other four were Cambridge O level. The four categories are: a) Government-run mainstream schools b) Non-Government mainstream schools c) EDEXCEL GCE O Level d) Cambridge O Level schools. Schools of each category—both at Rajshahi and Dhaka—were first grouped according to pass percentage and number of A+ grade achievers in 2008 and 2009, and in case of O level schools the criteria was the percentage of students who got more than 6 A's. One school under each category was selected from Rajshahi through simple randomisation and then the rest 12 schools were selected from Dhaka (three schools under each category mentioned above) through randomisation. Ensuring symmetry in standard between the schools was important, as difference in standard would allow unsought variables interfering the research work and create obstacles in attaining the set objectives.

Table 4.1
List of Schools

| | Dhaka | Rajshahi |
|-----------------|--------------------------------------|--|
| SSC (Govt.) | Dhanmondi Govt. Boys' High School | Govt. Collegiate School |
| | Govt. Laboratory High School | |
| | Tejgaon Govt. Girls' High School | |
| SSC (Non Govt.) | Viquarunnisa Noon School and College | Rajshahi University School and College |
| | Udayan School and College | |
| | Motijheel Model High School | |
| EDEXCEL | South Breeze School | Blue Bell School |
| | Sunbeams | |
| | Willes Little Flower School | |
| Cambridge | Sunnydale | Paramount School |
| | Scholastica | |
| | Green Herald | |

A total of 629 samples were taken into consideration for this research. 240 students (15 students from each school) were taken into consideration for questionnaire survey. 32 English teachers (2 from each school) were surveyed with questionnaire. 16 English language (One from each school) teachers were interviewed to have their opinion about the existing syllabus, the suitability of the syllabus and texts in the local context, the standard of teaching writing English in their institutes, as well as their views about the procedures and techniques they use in the classroom, the challenges they face and their attitude towards teaching writing. The heads of the institutions were interviewed to have their opinion about the present situation of language study in their institution, results, teaching environment, activities to enhance writing skill development and their suggestions. 6 key informants were interviewed to have their views on this issue. Writing skills of 240 students were assessed to study the effectiveness of classroom teaching of written English. For ‘experiment’ two groups were formed. The method of forming groups and other procedures has been described elaborately in chapter 9. The total samples of Experimental design stood at 79 with experimental group containing 40 and the control group containing 39.

Table 4.2
Sampling Design

| Category of study respondents | Number of sample | Sampling Technique |
|---|-------------------------|--|
| Students for questionnaire survey | 15x16=240 | Simple Random Sampling |
| English teachers for questionnaire survey | 2X16=32 | Simple Random Sampling (from selected schools) |
| Respondents (head of the institution) for interview | 1x16=16 | (From the selected 16 schools) |
| Respondents (English teachers) for interview | 1x16=16 | Simple Random Sampling (one from each school.) |
| Key Informants (University teachers, Principals, eminent educationist, Chief of O level Exam) | 6 | Purposive |
| Assessment script | 15x16=240 | Simple Random Sampling |
| Experiment (Pre and Post-test) | 79 | — |

For the questionnaire survey of the students, students from both class 9 and 10 were selected as respondents from science, arts and commerce groups. For assessment test students of only class 10 were selected and it was cautiously maintained to fix the date of examination as close as possible to the public examination i.e. SSC or O Level examinations. Random sampling was used for teachers’ questionnaire survey and interviewing them.

4.5.1 Sampling Plan for Students' Questionnaire Survey

The questionnaire survey was conducted on 240 students of the selected schools. The selections of the students were done randomly. A detailed list of the total number of schools selected for the study and the number of students for students' questionnaire survey are presented in the table below.

Table 4.3
A Detailed List of the Schools and Number of Students
Selected for Students' Questionnaire Survey

| Category of the School | Sl No. | Name of the School | District | Total number of students in the class | Number of students surveyed with questionnaire |
|--|--------|--|----------|---------------------------------------|--|
| Category 1: SSC level Govt. School | 1 | Dhanmondi Govt. Boys School | Dhaka | 59 | 15 |
| | 2 | Govt.Laboratory High School | Dhaka | 63 | 15 |
| | 3 | Tejgaon Govt. Girls High School | Dhaka | 57 | 15 |
| | 4 | Govt. Collegiate School | Rajshahi | 56 | 15 |
| Category 2: SSC level non-Government | 5 | Viquarunnisa Noon School and College | Dhaka | 86 | 15 |
| | 6 | Udayan School and College | Dhaka | 69 | 15 |
| | 7 | Motijheel Model High School | Dhaka | 62 | 15 |
| | 8 | Rajshahi University School and College | Rajshahi | 81 | 15 |
| Category 3: Edexcel GCE O level | 9 | South Breeze school | Dhaka | 22 | 15 |
| | 10 | Sunbeams | Dhaka | 24 | 15 |
| | 11 | Willes Little Flower School | Dhaka | 41 | 15 |
| | 12 | Blue Bell | Rajshahi | 15 | 15 |
| Category 4: Cambridge O Level | 13 | Sunnydale | Dhaka | 27 | 15 |
| | 14 | Scholastica | Dhaka | 32 | 15 |
| | 15 | Green Herald | Dhaka | 30 | 15 |
| | 16 | Paramount | Rajshahi | 17 | 15 |
| Total | | 16 schools | | | 240 |

4.5.2 Sampling Plan for Teachers' Questionnaire Survey and Interview

Questionnaire survey was conducted on 32 teachers of 16 schools. A detailed list of the schools selected and the number of teachers selected for the teachers' questionnaire survey and interview is presented in the table below.

Table 4.4
A Detailed List of the Schools and Number of Teachers Selected for Questionnaire Survey and Interview

| Category of the School | Sl No. | Name of the School | District | Total number of SSC/O level ELT teachers in the institution | Number of teachers surveyed with questionnaire | Number of teachers interviewed (unstructured) |
|--------------------------------------|--------|--|----------|---|--|---|
| Category 1: SSC level Govt. School | 1 | Dhanmondi Govt. Boys School | Dhaka | 5 | 2 | 1 |
| | 2 | Govt.Laboratory High School | Dhaka | 5 | 2 | 1 |
| | 3 | Tejgaon Govt. Girls High School | Dhaka | 4 | 2 | 1 |
| | 4 | Govt. Collegiate School | Rajshahi | 3 | 2 | 1 |
| Category 2: SSC level non-Government | 5 | Viqarunnisa Noon School and College | Dhaka | 9 | 2 | 1 |
| | 6 | Udayan School and College | Dhaka | 4 | 2 | 1 |
| | 7 | Motijheel Model High School | Dhaka | 4 | 2 | 1 |
| | 8 | Rajshahi University School and College | Rajshahi | 3 | 2 | 1 |
| Category 3: Edexcel GCE O level | 9 | South Breeze school | Dhaka | 4 | 2 | 1 |
| | 10 | Sunbeams | Dhaka | 4 | 2 | 1 |
| | 11 | Willes Little Flower School | Dhaka | 5 | 2 | 1 |
| | 12 | Blue Bell | Rajshahi | 2 | 2 | 1 |
| Category 4: Cambridge O Level | 13 | Sunnydale | Dhaka | 4 | 2 | 1 |
| | 14 | Scholastica | Dhaka | 9 | 2 | 1 |
| | 15 | Green Herald | Dhaka | 4 | 2 | 1 |
| | 16 | Paramount | Rajshahi | 2 | 2 | 1 |
| Total | | 16 schools | | | 32 | 16 |

4.5.3 Sampling Plan for Classroom Observation

Classroom observation was done in the 16 schools where the students' questionnaire survey and interview were conducted. A total of 32 lessons (two from each school) were observed from the selected schools.

4.5.4 Sampling Plan for Assessment test

15 students were selected from each class of the selected schools. The total number of samples for assessment test was 240. Only class 10 was considered as the test aimed at exploring the effectiveness of teaching writing. Simple random sampling was used.

4.5.5 Sampling Plan for Experimental Design

Two sections were selected from class 10: one experimental group and one control group. Simple random sampling was used for selecting the section.

4.6 Construction of the Instruments for Questionnaire Survey

Instruments used for the empirical survey were constructed and designed in accordance with the nature and purpose of the study. The instruments were constructed focusing on the objectives and research questions of the study. For designing instruments several books by Kothari (1990), Langan (2005), Lindsay (2000), Hughes (1988), Ur (1991), McDonough and Shaw (1993), Harmer (2001) and Hughes (1989) were consulted. Researchers and experts in the field of ELT were consulted for designing the instruments. Moreover, help was taken from several instruments used for empirical survey in other studies in the related fields.

At first all possible questions related to teaching writing, were noted down. Questions which were exclusively included either in the teachers' or in the students' questionnaire were relevant to that particular group only, or they could be answered properly by the group. The purpose of setting the same questions in both the teachers' and students' questionnaire was to compare the assessment of the teachers' with students' on the issues under investigation. Instrument for students' questionnaire survey contained 43 questions, while instrument for teachers' questionnaire survey had 77 questions.

The items were mixed up in order to avoid any kind of biased answer on the part of the respondents. However, adequate attention was paid to the question-sequence while preparing the questionnaire. Questions were arranged in such a sequence that the relation of one question to the next became clear to the respondent. The questions that were easiest to answer were set in the beginning while relatively difficult questions were set towards the end. The questions were arranged in such a way that they moved from general to the more specific.

There are five types of questions in students' questionnaire while four types in teachers' questionnaire. Section 4 of students' questionnaire and section 3 of teachers' questionnaire contain a grid consisting of five columns: 'Not at all', 'Rarely', 'Sometimes', 'Very often', and 'Always'; each column has particular, which are assigned, values: 1, 2, 3, 4, 5 respectively. Respondents were asked to tick the appropriate box, to indicate how far or to what extent the procedure embodied in each item was implemented in the classroom. It was decided that a high score on the scale would imply a favourable attitude. Thus, favourable statements (i.e. statements consonant with principles of the writing skills) would be scored 5 for 'Always' down to 1 for 'Not at all'. In order to elicit the correct information, unfavourable statements were also included in the questionnaire. These were particularly helpful when the respondents were unwilling to give the true information. For the scoring of unfavourable items the values were arranged in such a way that the result would mean, 'the higher the score, the lower the writing practice'.

The respondents' level of linguistic proficiency was taken into consideration while designing items on the instruments for the questionnaire survey and interview. In order to make the questions accessible and comprehensible to the respondents, the easiest possible language was used. Familiar words were used instead of difficult ones, and words with ambiguous meanings were carefully avoided. The use of technical terms was reduced to a minimum level and where it was not possible to avoid, it was explained in easy language.

4.6.1 Detailed Description of the Instrument for Students' Questionnaire Survey

The students' instrument is divided into five sections. The first section titled 'Personal Details' is a brief one containing five items about the personal details of the respondents. The personal details include name, age, sex, name of the institution and

class. The second section titled 'family background' contains 3 items about the parents' educational, occupational and financial status. Section three contains 10 questions that are focused on the infrastructure of the institution, materials used in the classroom and the attitude of the students in some specific issues. Section 4 contains 30 questions. This section was designed to collect information about the classroom procedure of teaching writing in Bangladesh, to see how far it conforms to classroom practices suggested in ELT and as embodied in the syllabus, methods and selected materials. They were also meant to collect information about the preference of method, practice of higher and lower order writing skills, approach and methods of teaching etc.

In the questionnaire, question nos. 11, 12, 13 are concerned with the homework, class work and class test. Item no 14 is purely focused on the preference to pair/group work and item 15 is focused on the use of technology in preparing assignment. Items 16, 17, 18, 19 and 20 are focused on teaching vocabulary. Question 22 is about activities and tasks. Question nos. 21, 23, 24, 25, 26 and 27 are concerned about teaching and learning of mechanics. Question nos. 28, 29 and 30 are designed to obtain information about the techniques of teaching sentence level structures adopted in the classroom. Question nos. 31 and 34 are devised in order to collect information about the ways of starting an essay or paragraph. Question no 32 and 33 deal with the concept of maintaining cohesion and coherence in a piece of writing, while question no. 35 deals with the development of an essay. Question no. 36 is concerned about the provision of model presentation. Question no. 37 is focused the importance of situation and audience, while question no. 38 is concerned with the content. Question no. 39 focuses on grammar, while 40 deals with feedback.

Section 5 of students' questionnaire contains only 3 open-ended questions. The first question deals with the level of satisfaction with the way English is being taught in the classroom. The 2nd question is concerned with the expectations of the students from the teachers, and the last question seeks students' opinion about developing proficiency in writing skills. (For the instrument, see Appendix 1).

4.6.2 Detailed Description of the Instrument for Teachers' Questionnaire Survey

The teachers' questionnaire consists of four parts. The first part contains personal details of the respondents: their names, designations, names of the institutions, experience, academic background etc. The second section contains 21 questions. The items of this

section were meant to collect general information about the size of the classroom, number of classes held in a single day, medium of language, problems encountered by the teachers and students in the classroom, teaching aids, stock of ELT books, importance of teachers' guide, holding tutorial classes, use of materials, training of teachers the nature of classroom procedure presently used in Bangladesh etc. They were designed to find out some general aspects on teaching writing in the classroom. Questions in Section 3 were designed to collect information about the teachers' predisposition and preferences, concerning the teaching and learning of English. Actually this section focused on the aspects of writing skills being taught in the classroom. The questions were basically focused on lower order writing skills and practice of those aspects in the classroom.

Third section of Teachers' questionnaire contains 29 questions. From question 32 to 60, five options were given and they were scored according to scaling. Question no 32 focuses on the mode of teaching in the classroom. Question no 33 is concerned with pair/group work, and 34 focuses on task. Question no. 35 deals with content, while 36 is focused on model presentation of different genres. Question nos. 37, 38, 39 and 40 are concerned with directed writing, while 41, 42, 43 and 44 focus on the teaching of higher order writing skills like starting and developing paragraphs in an essay. Question nos. 45, 46, 47, 48, 50 and 51 are focused process and product approach of writing. Question no. 49 is about brevity or precision of writing. Question 52 deals with teaching of vocabulary, while 53 and 54 are concerned with sentence writing. Question nos. 55, 56, 57, 58, 59 and 60 deal with feedback.

Question nos. 61 to 73 deal with how the different aspects of writing are taught in the classroom. Here the options are different from those of the previous section since the teaching of every sub-skill may vary from one to another. Question no.61 focuses on how grammar is being taught in the classroom, while 62 is about the way of teaching preposition. Question 63 is concerned about teaching tense, and 64 is about spelling. Question no. 65 deals with vocabulary, while 66 and 67 are focused on diction. Question nos. 68 and 69 are concerned with cohesive ties while 70 and 71 are concerned about mechanics. Question 72 is about the starting of an essay, while 73 is about the awareness of purpose and audience. 74 to 80 are purely open-ended questions focused on the challenges faced by the teachers in the classroom and their suggestions to improve the situation. (For the instrument, see Appendix 2).

The results of section three were intended to demonstrate what aspects of writing skills were being taught in the classroom and to what extent they were taught. The results of section four were intended to demonstrate how English was being taught in these two streams.

4.6.3 Description of the Instrument for Teachers' Interview

In the interview, questions were asked orally to the respondents and the answers were written on papers. Audio tape recorder was also used. The questions were not formulated earlier. The interview was focused on eliciting qualitative data. The questions that emerged during those sessions have been presented in an organised order in the appendix. The information that were collected from the teachers included: suitability of the syllabus in the local context, barriers in implementing the syllabus, availability of materials, scope of teaching writing in the syllabus, syllabus designing, importance of literature in language teaching, opinion about process and product approach of writing, approach followed in checking the scripts, feedback, teaching sub skills etc. (for the Instrument, see Appendix 4).

4.6.4 Description of the Instrument for Principal's Interview

The questions were asked orally to the respondents and the answers were written on papers. Audio tape recorder was used also. The questions were not formulated earlier and the interview stressed on eliciting qualitative data. The questions that emerged during those sessions have been presented in an organised order in the appendix (See Appendix 5). The information collected from the heads of the institutions encompassed: the recruitment procedure of teachers, provision of monitoring teachers, teachers' evaluation by the students, initiatives taken by the school authority for the training of teachers, the present situation of English language study in the institution, results of English language in comparison with other subjects, special measures for writing skill development, evaluation system, social and financial status of the teachers, provision of ACR , teaching environment, challenges etc.

4.6.5 Description of the Instrument for Interviewing Key Informants

The same procedure adopted in teachers' and principals' Interview has been followed here. Issues that emerged during the interview with teachers and Principals, more or less dominated the interview with key informants as well. This is why, the questions have not been presented in the appendix.

4.7 Construction of the Instrument for Classroom Observation

The observation scheme prepared for the classroom observation has two sections. The first section contains information about the institution and the class observed. It includes name of the school, name of the teacher, and name of the class, total students, students present, and date and time/period of the observation. The second part contains 49 questions that have been designed to collect information about the classroom procedure that teachers use at the SSC and O levels English classrooms (for the instrument, see Appendix 3).

The classroom observation scheme contains items that are common to either students' or teachers' questionnaire. It was used to cross check data collected through questionnaire.

4.8 Constructions of Instrument for Assessment Test

The construction of instrument for assessment test required necessary theoretical knowledge described in chapter 7. An analytic marking scheme with 9 point banding scale was formulated for assessing the copies of students. Writing prompt was also formulated conforming to the established theories of testing and evaluation. These aspects have been elaborately discussed in chapter 7.

4.9 Construction of Instrument for the Experimental Design

Writing prompt for pre-test and post-test was formulated in line with theories enshrined in ELT books. The marking scheme and banding scale used in 'Assesment Test' was used in the case study. However, theoretical aspects regarding experimental design have been elaborated in chapter 9 where the results of pre-test and post-test have been analysed as well.

4.10 Pre-testing of Questionnaire

A pilot study was conducted before administering the questionnaire survey to improve the instruments and make the items comprehensible to the respondents. The researcher himself visited with the first draft of both the students' and the teachers' questionnaire to Dhaka Laboratory School, and Sunnydale of Dhaka city, and Paramount school and University School of Rajshahi. Both groups of the respondents were requested to answer the questions. When they finished answering, they were allowed to talk about the difficulties they faced in answering the questions. The researcher closely examined those opinions, and some questions were modified afterwards.

4.11 Pre-testing of Writing Prompts for Assessment Test, Pre-test and Post-test

Pre-testing of writing prompt was done in different phases of the study. The entire procedure has been described in chapter 7 and chapter 9.

4.12 Administration of the Empirical Study

The success of a research work depends largely on the administration of the empirical study. So it was carefully done according to the sampling plan of the study. In order to get honest and better responses from the respondents they were told that the information given by them would be highly confidential and used only for the purpose of the study. They were also convinced that their co-operation was essential for the study and would be highly appreciated. A short description of the process of the administration of the empirical survey is given below.

4.12.1 Administration of the Students' Questionnaire Survey

The permission of the Headmasters/Principals was sought to conduct the survey. In consultation with the authority of a particular school, date and time was fixed for the students' questionnaire survey. The convenience and expediency of the school authority and the availability of the teachers and the class schedule was taken into consideration in this regard. Then the selected schools were visited according to the schedule. With the help of the English teachers, the students were approached and they were told about the

purpose and process of the study and the importance of their response for the study. After this preparatory talk, the questionnaires were distributed among the selected students. The questions in the questionnaire were read and explained to them for the sake of their better understanding. Then the students were asked to tick the suitable option against each question in the questionnaire. Finally, the questionnaires were collected from the students and the students were thanked for their co-operation.

4.12.2 Administration of the Teachers' Questionnaire Survey

Teachers' questionnaire survey was administered through personal contact. According to the sampling plan, English language teachers of the selected schools were contacted personally. They were told about the purpose and system of the study. When they finished answering, the forms were collected from them. In a number of instances, the teacher took the questionnaire home, and returned later.

4.12.3 Administration of Teachers' and Principal's/Headmaster's Interview

The researcher tried to build up personal intimacy with the teachers and Principals in order to elicit true responses. The researcher had to spend enough time for these sessions as the English teachers as well as the principals were very busy. Where it was apprehended that respondents were casual and tried to evade things, the researcher tried to explore facts by readjusting focus from some other angle. Sometimes the same question was asked from different angles.

4.12.4 Process of Classroom Observation

The classroom observation was done in all 16 schools where the students' questionnaire survey was conducted. The principals of these schools were contacted earlier for permission. The teachers concerned were also requested for permission to observe their classes. Arrangements were made for exact date and time for observing their classes in consultation with them. As per schedule, the researcher went to the institutions. The researcher entered the class with a teacher who introduced the researcher to the students and explained the purpose of his observation. Then the researcher took his seat at the back of the class and recorded what happened in the classroom. A structured

instrument (see Appendix) was used for recording different aspects of the classroom teaching and learning to unveil the teaching strategies.

4.12.5 Administration of Assessment Test

Described in details in chapter 7

4.12.6 Administration of Experiment

Described in details in chapter 9

4.13 Data Analysis

Both qualitative and quantitative data were collected from primary and secondary sources. Quantitative data were analysed through frequency distribution, percentage, mean and standard deviation as well as in tabular and graphical form. Qualitative data were analysed through reasoning process. Qualitative data from the primary and secondary sources were presented in the narrative form through text presentation.

4.14 Conclusion

This chapter presents a detailed description of the design and administration of the empirical study. It presents the description and explanation of the methodology used in the empirical investigation, and gives a detailed description of the adopted processes. It also contains description of the sampling plan and construction of the questionnaires, interviews and the classroom observation scheme. In addition to that it describes the process of administrating the questionnaire, interview and classroom observation. And finally, it presents a brief description of the method of processing and analysing the collected data.

However, methods regarding assessment test and experimental design have been briefly discussed here as they would be more elaborately discussed in chapter 7 and 9.

The next chapter (chapter 5) evaluates and conducts a comparative analysis between SSC and O level English language syllabuses and texts.

Chapter 5

Evaluation and Comparative Analysis of SSC and O Level English Language Syllabuses and Texts

5.1 Introduction

This chapter attempts to evaluate English language syllabuses for O level and SSC level in the light of existing theories on syllabus design in ELT arena. It brings under its purview different aspects of English language syllabuses: types of English language syllabuses, the type under which the specific syllabus falls, aims and objectives of the syllabuses and available materials. It also examines the textbooks and recommended books with reference to the theory of learning underpinning the syllabus, the activities and tasks these texts incorporate, lesson planning, the presentation of the four language skills, and the presentation of grammar and vocabulary.

5.2 Syllabus

Language experts have defined syllabus in different ways. It has been defined as a statement of what is to be learnt or a summary of the content to which learners will be exposed. Yalden (1987, p. 87) states that a language-teaching syllabus involves the combination of subject matter (what to teach) and linguistic matter (how to teach). In spite of diversity in the actual form of document, there appears to be a consensus as to what a syllabus is, and this has been summarised by Brumfit (1984);

- A syllabus is the specification of the work of a particular department in a school or college, organised in subsections defining the work of a particular group or class;
- It is often linked to time, and will specify a starting point and ultimate goal;
- It will specify some kind of sequence based on
 - a) Sequencing intrinsic to a theory of language learning or to the structure of specified material relatable to language acquisition;
 - b) Sequencing constrained by administrative needs, e.g. materials
- It is document of administrative convenience and will only be partly justified on theoretical grounds and so is negotiable and adjustable;
- It can specify what is being taught; it cannot organise what is learnt;
- It is a public document and an expression of accountability.

It actually performs as a guide for both teachers and learners by providing some goals to be accomplished. Syllabus, in fact, deals with linguistic theory and theories of language learning and how they are utilized in the classroom.

Syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum (Nunan, 2001, p. 8). Traditional approaches to syllabus, however, run counter to this definition, as they are concerned with selecting lists of linguistic features such as grammar, vocabulary, and pronunciation, as well as experiential content, such as topics and themes. Over the last couple of decades, a wide range of alternative syllabus models has been put forward, including a task-based approach.

White (1988, p. 46) fixes some salient characteristics of two types of syllabuses called 'Type A' and 'type B', based on two main approaches: process and product. In relation to language teaching syllabuses, these two types can be summarised in terms of distinction between an interventionist approach which gives priority to the pre-specification of linguistic or other content or skill objectives on the one hand, and a non interventionist, experiential 'natural growth' approach on the other. The approach found in 'type A' gives rise to syllabuses which may appear to have little in common simply because of differences in content. A structural syllabus will specify rather different content to that in a functional syllabus, which is defined in terms of categories of communicative language use, while skills syllabus will list those skills which are characteristic of the proficient language user. The selection of content depends on the priorities of the syllabus designer so that a structurally based syllabus will tend to give more importance to the artful selection and organisation of structures. A functionally based syllabus however, will take communicative functions as the leading element. In practice syllabus designers will tend to balance structural control and functional requirements, and a typical 'Type A' syllabus will consist of a combination of both. Whether the focus is form, function or skills, the basis for such syllabuses remain essentially the same; the objectives to be achieved, and content to be learned. Such syllabus will be based on lists of items to be learnt, whether these are grammatical structures, categories of communication function, topics, themes or communicative or cognitive skills.

By contrast in 'Type B' syllabus content is subordinate to learning process and pedagogical procedure. The concern of syllabus designer is with 'How' rather than 'What' and the basis for such syllabus is psychological and pedagogical rather than linguistic, the

view being either a learner centred or learning centred one. Accordingly, in such syllabus, there is little or no attempt to intervene in the language process through the selection, ordering and presentation of content by the syllabus designer or teacher.

White (1988, p. 46.) mentions the bases for language syllabus in the following way

| Bases for language syllabus | | | | | | | |
|-------------------------------|------------------------------------|-----------------------------------|--|--|---|---|--|
| Content | | | | Skill | | Method | |
| Form (Structural focus) | Situation (Contextual focus) | Topic (Informational focus) | Functional (Notional/ Functional focus) | Language (Receptive/ productive) | Learning (skill acquisition focus) | Process (Learning focus, learner led) | Procedural (Cognitive focus, Task based) |

It should be noted that, to a greater or lesser extent, every language teacher is supposed to act as a syllabus designer, since part of his or her job is to prepare materials and, most importantly, to critically evaluate the books and materials he is called on to use. Syllabuses are not totally distinct from one another. All actual language-teaching syllabuses are integrated product of two or more of the types of syllabi. In other words, although different language teaching syllabuses are there, these syllabuses rarely occur independently of each other. For a particular course, one type of syllabus usually dominates, while other types of content might be integrated with it. The characteristics, advantages, and disadvantages of individual syllabuses are examined here in brief.

5.2.1 Structural or Formal Syllabus

Historically, the most prevalent of syllabus type is perhaps the grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The focus is on the outcomes or the product. The most rigid grammatical syllabuses introduce one item at a time and require mastery of that item before moving onto the next (Nunan, 1988, pp. 28-29).

This is recognised as the traditional syllabus, organised along grammatical lines, giving primacy to language form. The assumption behind most grammatical syllabuses seems to be that language consists of a finite set of rules, which can be combined in various ways to make meaning. It is further assumed that these rules can be learned one by one, in an additive fashion, each item being mastered on its own before being incorporated the learners' pre-existing stock of knowledge (Nunan, 1988, p. 29). In other words, it specifies structural patterns as the basic units of learning, and organises these

according to such criteria as structural complexity, difficulty, regularity, utility and frequency. The learner is expected to master each structural step and add it to his/her grammar collection. The transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next (Nunan, 1988, p. 21). It makes ample use of highly controlled, tightly structured and sequenced pattern practice drills.

However, structurally graded syllabus incurs criticism as it has allegedly misrepresented the nature of the complex phenomenon, language. A more fundamental criticism is that the grammatical syllabus focuses on only one aspect of language, namely grammar, whereas in truth there exist numerous aspects to language.

5.2.2 Situational Syllabus

It refers to the contexts in which language and behaviour occur in the 'real world', outside the classroom. White (1988, p. 63) maintains that the syllabus is concerned with the setting (where), the participants (who), and relevant objects within the setting (what). A series of situation form the main organising principle. Typically, a restricted range of language is covered, the emphasis being on getting things done rather than learning the language system. Some attention may also be paid to grammar. The designer of a situational syllabus tries to predict those situations in which the learner will find him/herself, and applies these situations, for instance; seeing the dentist, going to the cinema and meeting a new student, as a basis for selecting and presenting language content. The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually includes several participants who are involved in some activities in a particular setting. The language used in the situation comprises a number of functions combined into a plausible part of available discourse. The main principle of a situational language-teaching syllabus is to teach the language that occurs in the situations. In this syllabus, situational needs are important rather than grammatical units. The major organising feature is a list of situations which reflects the way language and behaviour are used everyday outside the classroom. Thus, by connecting structural theory to situations the learner is able to induce the meaning from a relevant context.

However, it is not easy to take situations as the main element of syllabus planning because there are difficulties with the very category itself. A situation can be defined with varied degree of precision or generality and the more broadly the category is, the less useful it is likely to be.

5.2.3 Content-based/Topic-based Syllabus

This syllabus is intended to design a type of instruction in which the crucial goal is to teach specific information and content using the language that the learners are also learning. Although the subject matter is of primary and vital importance, language learning occurs concurrently with the content learning (Nunan, 1988, pp. 49-50). The learners are at the same time language students and learners of whatever content and information is being taught. As compared with the task-based approach of language teaching that is connected with communicative and cognitive processes, content-based/topic-based language teaching deals with information. Moreover, with content-based instruction learners are helped to acquire language through the study of a series of relevant topics, each topic exploited in systematic ways and from different angles (Nunan, 1988, pp. 49-50).

Nevertheless, there are number of difficulties with the topic based syllabus. There are no formal characteristics, which enable any particular topic to be defined unambiguously. Unlike grammatical categories, topics are defined by meaning, not form, and meaning is a confusing concept to deal with (White, 1988, p. 65). Again, there are number of ways of expressing 'the topic' and each different way effectively represents a different judgement of what is being written. Moreover, topics can be thought of in varying degrees of generality, some so general as to be meaningless. By contrast topics can be limited to things, which are so minutely particular that it becomes difficult to decide whether the focus is topic or vocabulary.

However, there are some justifications for a topic focus for the language syllabus; one is broadly educational and the other is purely motivational (White, 1988, p. 65).

5.2.4 Notional/Functional Syllabus

According to White (1988, p. 65) the chief emphasis of this syllabus is upon the communicative purpose and conceptual meaning of language i.e. notions and functions. In other words, the content of the language teaching is a number of functions that are performed on using the language, or of the notions that language is utilised to express. Functions can be exemplified by instances such as inviting, requesting, agreeing, apologising; and notions embrace age, colour, size, comparison, time, etc. As opposed to the hypothesis of structural and situational syllabuses which lies in the fact that it is most often in search of 'how' or 'when' and 'where' of language, the functional/notional syllabus seeks for 'what is a learner communicates through language'.

Accordingly, needs analysis is central to the design of notional-functional syllabuses. Needs analysis should be taken into account so as to establish the necessary objectives. Apart from needs analysis it has an implicit focus on the learner, and this type of syllabus proposes a new list consisting of notions and functions that become the main focus in a syllabus (Nunan, 1988, p. 35).

White (1988) argues that language functions do not usually occur in isolation and there are also difficulties of selecting and grading function and form. Moreover, there are problems in defining and specifying such a syllabus—due to the enormous complexity of the task of planning the conceptual content of language syllabuses in this way. Nunan (1988, pp. 36-37) maintains that the notional/functional syllabus, like the grammatical syllabus, also risks becoming exhausted at a relatively early stage, and likewise succumbing to bankruptcy. Another problem with the notional functional syllabus is that it is often taught using a phrase-book approach, which, in itself, is not generative. If you know the phrase for the situation you are in, you are ok, but for anything more complex, if you do not have structural proficiency to generate new meanings, you are at a loss.

5.2.5 Skill-based Syllabus

Skills are abilities that people must be able to attain to be competent enough in a language, rather independently of the situation or context in which the language use can occur. In this syllabus, the content of the language teaching involves a collection of particular skills that may play a role in using language. Although situational syllabuses combine functions together into specific settings of language use, skill-based syllabi merge linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalised types of behaviour, such as listening to spoken language for the main idea, writing well-formed paragraphs, delivering effective lectures, and so forth. The chief rationale behind skill-based instruction is to learn the specific language skill. Another less important objective might be to develop more general competence in the language, learning only incidentally any information that may be available while utilising the language skills.

But it is difficult to depend on a syllabus, which is merely a list of skills. And, more importantly, teachers will not be satisfied with such a syllabus. After all, in order to infer meaning from context, or to understand discourse signals and clause relations, there

are linguistic operations to be made, and words to be learnt, not just skills to be performed. More or less any text could potentially be used for any skill, and when reading or speaking we do not normally use only one skill at a time. Speaking is also given due importance even though reading and writing will have been used as a means of presenting and practising the language. Significance has been attached to speaking and listening as examinable skills now a days. In spite of the greater awareness and importance of specific language skills, less attention has been given to designing skills syllabuses than to structural or functional syllabuses. There are, however, signs of change, partly, because of the growth of interest in these skills, and partly because work in applied linguistics, psychology and education are providing interesting new insights into the skills of reading and writing. One result of these new insights is that views on the very nature of reading and writing are changing.

5.2.6 Process Syllabus

The process syllabus is a method-based syllabus; it is learning focused and learner led. Candlin (1988) clarified that the joint planning between teacher and learners concerns 'everyday decision making', which leads to three kinds of syllabus: (1) Language learning, (2) Content and (3) actions- 'of what was explored and how that was accomplished'. Breen takes such proposals a step further in a model, which moves away from knowledge of abilities and skills for communication and from ends towards means. He suggests that, in addition to a content syllabus, there should be a second kind of syllabus, co-existing and supporting the first. This second kind of syllabus 'would be a plan relating to the teaching and learning process made available by the classroom'. White (1988) suggested a framework within which either a pre-designed content syllabus could be publicly analysed and evaluated by the classroom group, or a developing content syllabus could be designed in an on-going way. It supports a frame for decisions and alternative procedures, activities and tasks for the classroom group. It explicitly attends to teaching and learning and particularly the possible interrelationships between subject matter, learning and the potential contributions of a classroom.

The term can be applied to any type of syllabus that is largely based on project work, tasks or activities and can be, to some extent, negotiated by the learners. But the problem lies in the fact that individually they do not receive an adequately balanced

exposure to the language. Drawing up a standardised test that will be fair to all students is another problem. Although the process model does not advocate ignoring aims, the emphasis on process and procedures rather than on outcomes may lead to an aimless journey. So process syllabus risks criticism when the criteria of coverage and accountability are applied.

5.2.7 Procedural Syllabus

The procedural syllabus is also a method-based syllabus. The syllabus focuses on cognitive aspect of language learning, and it is basically task-based. Prabhu's (1979) 'Bangalore Project' is a classic example of a procedural syllabus. Here, the question concerning 'what' becomes subordinate to the question concerning 'how'. Prabhu developed a learning-centred approach to language teaching. While working at the regional institute of English in Bangalore, Prabhu evolved an approach based on the principle that learning of form is best carried out when attention is concentrated on meaning. The focus shifts from the linguistic aspect to the pedagogical one focusing on learning or the learner. The tasks and activities are designed and planned in advance but not the linguistic content. In this syllabus tasks are graded conceptually and grouped by similarity. Within such a framework the selection, ordering and grading of content is not so much considerable for the syllabus designer. Arranging the course around tasks such as information-and opinion-gap activities helps the learner perceive the language subconsciously while consciously focusing on solving the meaning behind the tasks (White, 1988, p.103).

5.2.8 Task-based Syllabus

A task-based syllabus supports using tasks and activities to encourage learners to utilise the language communicatively so as to achieve a purpose. The most important point is that tasks must be relevant to the real world language needs of the learner. It should be a meaningful task so as to enhance learning. The content of the teaching is a series of multifaceted and focused tasks that the students want or need to perform with the aid of the language they are learning. Tasks combine language and other skills in specific contexts of language use. Since language learning is considered subordinate to task performance and language teaching also occurs just as the need arises during the performance of a particular task, the tasks are best defined as activities with a purpose other than language learning so as to develop second language ability. Examples of tasks

include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation...In other words, by “task” is meant the hundred and one things people do in everyday life (Nunan, 1988, p. 45).

A task-based syllabus represents a particular realisation of communicative language teaching. In other words, it is the need to act as an interface between purely pedagogical goals and real-world activities. So, instead of making lists of grammatical, notional-functional, and other items, the designer should conduct a needs analysis, which is instrumental in yielding a list of the target tasks that learners will need to carry out in the real world outside the classroom. Such target tasks include: taking part in a job interview, filling in a credit card application, finding one’s way from a hotel to a subway station, checking into a hotel, returning a faulty item etc. (Nunan, 1988, p. 45).

Furthermore, Nunan distinguishes between real world target tasks, which are communicative acts achieved through language in the world outside the classroom, and pedagogical tasks, which are carried out in the classroom.

5.2.9 Lexical Syllabus

Specifically speaking, lexical syllabus is firmly based on real language. It provides an analysis of a corpus of natural language of twenty million words. The corpus provides the content of the lexical syllabus, the commonest words and phrases in English and their meanings. It also provides some insights into that content which modifies and shapes the way syllabus designers treat the language in the course books. In fact, intuition on its own cannot identify the most frequent words and phrases of the language, or even recognise their importance. Previously the course writer’s reliance on intuition has resulted in misrepresentations in the handling with the language.

One of the most significant features of designing such a syllabus is the shift of responsibility for learning onto the learner. Instead of offering discrete patterns to the learner, the learners are supposed to experience a corpus of language, which is in many ways typical of the language as a whole, and to learn from examining and analysing this corpus. By exposing learners to carefully selected language, and by arming them with analysing that language for themselves, the syllabus helps the learners successfully achieve their goals.

A lexical syllabus can be derived from a detailed analysis (normally these days done mainly by computer) of a carefully selected corpus of language that reflects—as far as possible—the language of the target discourse community. This could of course be a specialist or general corpus. The analysis can offer the syllabus designer lists of the most frequent words, their meanings and information about their typical grammatical and lexical environments, i.e. the collocations and patterns that words occur in. So a lexical syllabus includes grammar, (which is identified through the common words that make up common patterning), expressions of notions and functions but the organising principle is lexical, and as such it can account for a far higher proportion of text and offer a more thorough coverage of the language of the target discourse situation than other syllabus types. Another benefit of a lexical syllabus—with its inventory of words with their collocations, meanings and typical patterns—is that it is clear, unambiguous and accessible – everybody can recognise what a word is, and its phrases and patterns are fairly easily identifiable.

But there is one big problem - if properly exemplified, a lexical syllabus would run to at least half a page per word, indeed far more for the common words with their many uses.

5.2.10 Communicative Syllabus

Communicative language teaching developed as a reaction to traditional form focused language teaching and learning. CLT began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticism of structural theories of language (Munby, 1978, pp. 7–9). It is partly based on the theories of British functional linguists, such as Firth and Halliday, as well as American sociolinguists such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts.

In Communicative Syllabus, meaning is paramount. CLT fosters learner-centred and activity-oriented language teaching and learning. It acknowledges that individual learners possess unique interests, styles, needs and goals and that these factors should be meaningfully utilised in the design of syllabus and instructional materials and methods.

CLT makes use of real-life situations that necessitates communication. The teacher sets up a situation that students are likely to encounter in real-life. The communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The major characteristics of CLT Syllabus can be summarised in the following way:

- Teaching is learner-centred and responsive to learners' needs and interests.
- The target language is acquired through interactive communicative use that encourages the negotiation of meaning.
- Genuinely meaningful language use is emphasised along with unpredictability, risk-taking and choice making.
- There is exposure to examples of authentic language from the target language community.
- The formal properties of language are never treated in isolation from use, language forms are always addressed within a communicative context.
- Learners are encouraged to discover the forms and structures of language for themselves.

5.3 Curriculum, Syllabus, Course and Methodology

Some confusion exists over the distinction between syllabus and curriculum. In a distinction that is commonly used in Britain, 'syllabus' refers to the content or subject matter of an individual subject, whereas curriculum refers to the totality of content to be taught and aims to be realised within the school or educational system. However, in the USA, 'curriculum' tends to be synonymous with 'syllabus' in the British sense. Curriculum should not be seen simply as a kind of super syllabus, since there is a qualitative difference between the two. Curriculum can be viewed as the programme of activities. It can be defined as all the learning, which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (White, 1988, p. 4). A syllabus is an outline of a specific course prepared by the instructor. It includes the topics to be covered, their order, often the required and suggested reading material, and any other relevant information. "Curriculum" refers either to all of the courses offered by an educational institution or to the courses offered in a specific programme. Curriculum is a very general concept, which involves consideration of the whole complex of

philosophical, social and administrative factors, which contribute to the planning of an educational programme. Syllabus, on the other hand, refers to that sub part of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter of methodology (Nunan, 1988, p. 6).

Syllabus is also confused with methodology. Syllabus design can be seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. Those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching the distinction between content and tasks is difficult to sustain (Nunan, 1988, p. 6). Some people, however, get mired down in the task of differentiating between Syllabus Design and Methodology. Some opine that Syllabus Design is concerned with the content of what gets taught and the organisation of this (into bits of grammar, or functions, or what have you), while Methodology is concerned with the 'how'. The concept of "what" of teaching without reference to the "how" do not seem realistic either as contemporary syllabuses are almost always designed with a particular—generally broadly communicative—methodology in mind.

Syllabuses are different from courses. A "course" might be taken to mean a real series of lessons while a "syllabus" can be taken to be something rather more abstract, with fewer details. Thus different courses may emerge, with different materials, but based on the same syllabus. White (1988, p. 97) defines that a syllabus will be defined narrowly as the specification and ordering of content of a course or courses. So, one may start with the demand for a course, for a specific group of learners over a specific length of time, and then you design a syllabus for it (White, p. 98). The question arises that how much design should go into a particular course, that is, how much should be negotiated with the learners, how much predetermined by the teacher, and how much left to chance and the mood of the participants on the day. This notion is bound up with the idea of the "focus on the learner", to repeat the title of a well-known book, and more recently with ideas of control and initiative in the classroom.

There are many essential points while considering a syllabus to be designed and implemented. It is uncommon for one type of syllabus to be utilised fully in actual teaching settings. Syllabuses are frequently combined in more or less integrated ways

with one type as the organising starting point around which the others are arranged and connected. To put it another way, in arguing about syllabus choice and design, it should be kept in mind that the question is not which type to choose but which types and how to connect them with each other. Nowadays, it is quite unlikely to find a course book or indeed a course that uses only one of these forms of specification. But more often than not, even in the “Multi-syllabus” Course books, there will be one or two major organising factors, such as grammar and/or functions, with topics selected to illustrate the grammatical or functional items.

It is of great importance to note that no single type of syllabus is appropriate for all teaching settings. This is due to the fact that the needs and conditions of each setting are so characteristic and idiosyncratic that particular proposals for integration are not easily possible. The possibility and practicality aspects of a particular syllabus to be developed and implemented are of great significance while processing the issue. However, it demanded a detailed analysis of the syllabuses and the textbooks of SSC and O levels to identify what type of syllabus has been suggested in the two Levels.

5.4 Aims and Objectives of the Syllabuses

Every syllabus has got some aims and objectives. The success of a syllabus depends on how far these objectives are implementable, and to what extent they are implemented in reality. The aims and objectives are the targets set that the learners are supposed to attain after completing the syllabus. However, in fulfilling the aims and objectives, there are certain factors that are at work; availability of materials, teachers' qualification, classroom teaching and the scope of implementation of the syllabus. The context where the syllabus is being implemented is also important. An analysis of the syllabus reflects where it intends to emphasise, and how much effective the syllabuses are in the real life situation.

5.4.1 Aims and Objectives of Cambridge O Level English Language Syllabus

Cambridge O Level sets four aims and objectives that are as follows:

- (a) *Communicative competence*: the ability to communicate with clarity, relevance, accuracy, and variety;

- (b) *Creativity*: the ability to use language, experience, and imagination to respond to new situations, create original ideas and make positive impact;
- (c) *Critical skills*: the ability to scan, filter and analyse different forms of information;
- (d) *Cross-cultural awareness*: the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar.

5.4.2 Aims and Objectives of EDEXCEL GCE O Level English Language Syllabus

EDEXCEL GCE O Level includes three aims and objectives that students are expected to attain at the end of the course:

- (a) Read a range of material from a variety of sources, including literary material, non-literary material and media;
- (b) Read for a variety of purposes with understanding and enjoyment;
- (c) Use the standard forms of written English for a variety of purposes, such as narration, argument, giving instruction and information, imaginative writing, making reports, demonstrating understanding of content, appropriateness and quality of written expression.

5.4.3 Aims and Objectives of SSC English Language Syllabus

SSC syllabus suggests two courses for English language teaching. Aims and objectives of both the courses are set below:

Communicative language learning is the sole objective of 1st paper. Ability to understand the passage is another objective. 2nd paper aims to bring about a change in teaching and learning English grammar and composition – a change that will enable the learning to use grammar in context and also to learn necessary grammar rules. This will be a departure from just knowing the grammar rules by the learners to using grammar appropriately with considerable fluency in their oral and written communication. Practice in composition tasks will help develop the learners' writing skills. In other words, the tasks will encourage and enable them to express in writing their own thoughts, ideas and feelings. This will free them from memorizing composition for regurgitation in their examinations. However, to make this beneficial change happen in and outside the classrooms, properly trained English teachers and suitable teaching materials will be needed.

Apparently, it is observed that emphasis has been attached to communicative competence of the learners in the syllabuses of SSC and Cambridge. The essence of CLT is also present in EDEXCEL GCE O level syllabus, albeit it is not clearly mentioned; it is

rather implied. While targeting reading skill, Cambridge stresses the micro-skills of reading i.e. ability to filter, scan and analyse different forms of information, but EDEXCEL emphasises reading a variety of material for understanding and enjoyment. 'Understanding' and awareness of micro skills are treated with due emphasis at the SSC Level, albeit they are not visible in the aims and objectives of the syllabus. Responding to situation, and writing according to purpose and audience have been highlighted in both the syllabuses of EDEXCEL GCE O Level and Cambridge. It is not mentioned in the aims and objectives of the SSC syllabus, but there are references to guided writing. It can be deduced that this aspect is common in all three syllabuses. Achieving cross-cultural awareness is an important objective of Cambridge syllabus. It is mentioned indirectly in the GCE O Level syllabus (Read a range of material from a variety of sources, including literary material, non-literary material and media). There are some lessons (Unit-3, Schools of the world), Unit-12 (Sparkling Stars) in the 1st paper SSC text, which indicates that the syllabus partially emphasises the cross-cultural awareness also. SSC stresses the necessity of trained teachers and suitable teaching materials for the fulfilment of the aims and objectives. An analysis of textbooks/recommended books and opinion of the teachers how far the objectives are addressed in reality.

5.5 The Presentation of the Skills in the Syllabuses, Textbooks and Recommended Books

The Syllabuses of SSC and O Levels have the scope to evaluate two skills only: reading and writing. Nevertheless, distribution of marks, according to skills, varies from one stream to another, indicating where the syllabus intends to stress. It becomes clear from the figures of the following table, and from the analyses of the four skills as presented in the respective syllabuses and books.

Table 5.1
Distribution of Marks, according to Skills, in the Syllabuses

| Skills | SSC | EDEXCEL | Cambridge |
|------------------------|------------|----------------|------------------|
| Writing | 50% | 70% | 50% |
| Reading | 20% | 30% | 50% |
| Speaking | – | – | – |
| Listening | – | – | – |
| Vocabulary and grammar | 30% | – | – |
| Total | 100% | 100% | 100% |

Source: Compiled, based on SSC, EDEXCEL and Cambridge syllabuses

5.5.1 Writing

Fifty percent (50%) marks have been allotted for writing test at SSC level, while the percentage is 50% in Cambridge and 70% in EDEXCEL GCE O Level. SSC textbook provides quite a good scope for writing skills practice. In every lesson the students are asked to do some writing tasks—on the basis of the reading passage that is given in that lesson—pertaining to different aspects. These tasks include writing both formal and informal letters, writing paragraphs according to instructions, writing job applications, writing essays on specific topics etc. The students are also asked to describe people or things and argue for or against a topic. Writing tasks enable students to connect the sentences and make smooth transitions between words. They also come to know about the skills of organisations and cohesive devices.

In Chapter 4 of *GCE English Language*, the students are asked to do some writing tasks—on the basis of the reading passage. This chapter basically stresses the directed writing practice. It focuses on selecting the main facts and related ideas from texts. There are plenty of tasks in this chapter. The title of chapter 5 is 'Writing in Different Ways for Different Audiences'. It presents writing in both formal and casual styles, organising work in a suitable way, and presenting work appropriately. The tasks in this chapter are designed targeting different kinds of audience. Chapter 6 deals with creative writing, and the students are asked to practise 'Describing Places', 'Describing People', 'Writing Narrative', 'Writing Personally', and 'Writing Discursively'. Along with instructions on how to write these aspects as well as examples, there is at least one task in each lesson to be fulfilled by the learners. There are guidelines on how to solve the task.

General Certificate English is divided into 6 parts; Part 2 deals with directed writing apart from comprehension and summary, and Part 3 deals with 'Comprehension, in Writing: Composition'. There is discussion on general and specific skills in part 3; length of composition, handwriting, topic selection, how to make a plan before writing a composition, ways of starting composition, linking of paragraphs, developing ideas, and finishing a composition. Then there are instructions on different types of compositions: descriptive, argumentative, narrative, situational, writing about pictures etc. There are instructions on formal and informal letters along with specimens. There are some scopes for practising directed writing and reading comprehension in Part 2.

Most of the chapters of Morel's *Secondary Certificate English* deal with writing skills. The first four are fully focused on writing: writing purposes, plain writing for everyday, Imagination in writing, Essays and magazine articles. 'Writing purposes' gives ideas about words, sentences and the essential features of the paragraphs. Along with guidelines and specimens, there is scope for exercises also. 'Plain writing for everyday' includes telegrams, advertisements, postcards, reports, business letters, applying for a job etc. Apart from definitions of the components, there are examples of each type, which is then followed by exercises. Chapter 3 deals with imagination in writing items, while the prime focus of Chapter 4 is to develop essays and magazine articles. All the chapters are developed almost in the same way; guidelines, examples followed by exercises.

5.5.2 Reading

Twenty percent (20%) marks have been allotted for reading skills test in the SSC syllabus, while the percentage is 30 in EDEXCEL GCE O Level and 50 in Cambridge. At the SSC level reading skill is tested through a passage chosen from the 1st paper text (with little or no changes from the original). In EDEXCEL GCE O Level usually two unseen passages are extracted from the sources mentioned in the syllabus, while in Cambridge it is one, and of course unseen.

In the SSC 1st paper textbook—in almost all the lessons—the students are given a reading task. They are given passages on different familiar topics. Before reading the passage there is an effort to activate the students' schemata. The book covers a good number of micro-skills of reading, for example skimming, scanning, reading for details etc. Reading passages are usually followed by warm-up activities. The topic of the reading passages is related to the personal life of the learners.

The second chapter of *GCE English Language*, focuses on 'Reading a variety of texts for explicit meaning' that includes 'instruction texts for precise meaning,' 'instruction texts for comparing,' 'argument texts for summarizing,' and 'literary texts for comprehension'. Each lesson is followed by at least one task. Chapter two deals with 'Reading variety of texts for implied meaning' that includes 'reading report texts,' 'reading persuasive texts,' 'reading literary texts,' 'sample exam questions and answers'. This book, like the one in SSC, covers micro-skills of reading also: skimming and scanning. Here, the students are asked to answer the questions that follow every text.

Etherton's *General Certificate English* has 6 parts. Part two basically deals with reading comprehension. Unlike SSC textbook, this text moves forward focusing on individual skills separately. The contents of this book are based on the syllabuses and past papers of the University of Cambridge and the University of London. The second part of the book shows students the techniques required while giving accurate answers to comprehension questions. Students are taken step by step through a wide variety of questions from past papers, and are then required to answer questions on other past papers or on passages of a similar standard. The importance of understanding the question is stressed. Students may at first find some of the work challenging but past results show that the examiners are looking for something more than superficial understanding of the facts.

There are 12 Chapters in Morel's *Secondary certificate English*, where Chapter 5 (Understanding) and Chapter 10 (To Help You in Reading) deal with reading skill. Practice passages are compiled in chapter 5, which in each case are followed by some questions. Before moving onto the exercises, there are some sub-chapters where some instructions are given for understanding a reading text as well as how to summarise texts. Chapter 10 reflects on the issues like 'what to look for in literature,' 'how to judge quality' and 'how to write about what we read' etc.

Comparison of reading skill practice shows that SSC textbook is more systematic than the textbooks of O level.

5.5.3 Speaking

The syllabuses suggest that the language of the classroom should be English, and the teachers are expected to impart their instructions in English. No mark has been allotted for speaking skill test at the SSC level, not in EDEXCEL GCE O Level and Cambridge either.

There is a significant difference between the textbook of SSC and O levels in terms of speaking skill practice, as the O level books do not provide tasks on speaking skills. Though no provision of speaking test is there at the SSC level, the learners are provided with ample opportunities for developing speaking skills. In most of the chapters students are asked to discuss a particular topic based on the passage they have just read and that relates to their personal experience. Activities are designed to help develop

fluency in the learner. There are a lot variety of practice opportunities in the shape of describing, simplifying, generalising etc. The activities are communication based. The tasks in the SSC first paper book are designed to be used in pairs or in small groups. The teacher is supposed to engage students in activities; monitor the activities and provide feedback.

5.5.4 Listening

Listening is one of the four major skills. Significantly, there is no provision for testing this skill in either of the streams. The absence of a test has left a negative impact on the practice of this skill. In some lessons of SSC textbook, listening tasks are provided, but they are not enough. In fact, none of the textbooks and recommended books provides enough practice for listening skills.

It is significant that the teachers of both the mediums hold the opinion that the absence of test is the main barrier to listening skill practice. Another important factor is the absence of necessary equipments in the institutions.

5.5.5 Integration of Skills

The lessons of SSC first paper textbook engage students in at least three skills: writing, reading and speaking. In most of the cases the skills are treated in an integrated way. Most of the lessons are based on the principle of pair and group work. It creates an obvious link between the classroom and the real world outside the classroom. In most of the lessons students are asked to read a passage first, and then they are asked to discuss some points of the passage in groups or pairs. Next, they are asked to perform some tasks based on the reading passage, but these are extended from the text to the learners' own world. Finally, they are asked to write something focusing on the reading passage. In a number of lessons they are given a letter and asked to write replies to the letters. In Unit 1 lesson 1, students are asked to write a short article of about 100 words based on the answers for the school magazine. In lesson 2 of the same unit students are asked to write a letter to mother about their experiences and feelings after visiting friend's family. In unit 3 lesson-2, students are asked to write about their profile for school magazine. In the same unit of lesson 2, students are asked to prepare a debate speech on the motion 'More time should be spent for extra curricular activities at school.' In Unit 4, lesson 6 the students are asked to write a composition on their favourite Bangladeshi foods.

Integration of skill is presented in a better style in the SSC texts than they are in the texts of O levels. In EDEXCEL GCE O Level, integration of skills is practised when students are asked to prepare directed writing taking points from the ‘reading texts’. Arrangements of chapters in Morel's *Secondary Certificate English* clearly indicates that the chapters are distributed according to individual skill; not integrating the skills together. The first four chapters have been spent for ‘writing’, chapter 5 deals with understanding i.e. reading, chapter 6 for vocabulary, chapter 7 for picturesque language, chapter 8 for punctuation, chapter 9 for common errors and chapter 10 for reading. However, there is one chapter in *GCE English Language* titled 'From Reading to Writing' that contains both ‘reading’ and ‘writing’ skills practice. Here some tasks have been suggested for directed writing by taking information from the reading comprehension. Here, integration of writing and reading skill is present but integration of other skills is not suggested directly. ‘Writing’ and ‘reading’ skills have been integrated like that of SSC text in part 2 (Comprehension, summary and directed writing) and part 3 (Comprehension, in writing: composition) of *General Certificate English*, a book still very popular at the O levels.

5.6 Presentation of Grammar and Vocabulary

Thirty percent (30%) marks (see table 1) have been preserved for grammar and vocabulary in the syllabus of SSC. There is no scope for testing grammar and vocabulary in IGCSE and CIE, the way it is done in the SSC level.

Table 5.2
Teachers' Opinion on Grammar and Vocabulary in the Syllabuses and Texts

N=16

| Opinion of teachers | SSC level | EDEXCEL GCE O Level | Cambridge O Level |
|--|------------------|----------------------------|--------------------------|
| Plenty of scope | 67.5% | – | 25% |
| Average scope | 25% | 25% | 25% |
| Not much scope | 12.5% | – | – |
| Grammar is done in the previous classes and it is taught while giving feedback | – | 75% | 50% |
| Total | 100% | 100% | 100% |

Source: Field Survey, 2010

Most of the SSC level teachers think that there is plenty of scope for teaching grammar and vocabulary. Some opined that there was average scope in teaching those components in the SSC syllabus. The scenario in O level was quite opposite, as majority

of the teachers made comments that grammar was being taught in the pre-O level classes, and in O levels it was taught while giving feedback, and of course contextually. However, some opined that though grammar is not included in the syllabus, they have the provision of taking some classes on grammar in O level but in a small scale. The opinion of the teachers warrants an enquiry into the syllabus on this issue.

5.6.1 Scope for Teaching Grammar

Grammar contains 10% (20 marks out of 200 in two papers) at SSC level. Grammar is not tested at O level, the way it is done at the SSC level. SSC textbooks contain sufficient grammar items. Book one contains some structures, which are contextual and related to different situation (in units and lessons). Those structures are enshrined in the syllabuses along with examples. The 1st paper textbook adopts the inductive method of teaching grammar. It never presents grammar rules as isolated items; the rules are always presented in context. It teaches grammar in a comprehensive and systematic way, starting from the easiest and moving gradually towards the more complex. Grammatical rules are taught in order to improve mastery of the language, never as an end in itself. Adequate examples of a particular structure are provided in meaningful contexts. It encompasses fill-in-the-gaps with appropriate forms of words, changing the narration of speech, identifying sentences and other tasks to aid learners getting used to the rules of grammar. The way grammar is presented appears to be meaningful and representative of the underlying rules. Sometimes, the rules that are taught through the inductive method are later on reinforced by the deductive method. Important grammatical items and vocabulary are recycled throughout the book. Second paper also contains grammatical components which include right form of verbs, appropriate prepositions, articles, linking words, changing form of speech, transformation of sentences, making tag questions, completing structure parts and cloze passages. Grammar is taught rather explicitly in the second paper.

On the other hand explicit grammar is not incorporated in the syllabuses of either EDEXCEL GCE O Level or Cambridge O Level. Nevertheless, in the aims and objectives of O level syllabuses, it has been mentioned that students have to be skilled in grammar also.

When the teachers of SSC were asked about the approach/ techniques of teaching grammar, they opined that grammar should be taught both contextually and explicitly. They hold the view that grammar is the most important part of a language, and unless the students attain proficiency in structures, they fail to produce flawless sentences. They are quite happy with the inclusion of grammar part in 2nd paper (see table 4.2). There is sufficient scope of teaching grammar in the existing syllabus, they maintain (see table4.2). While making comments on grammar, some teachers held a different view and commented that there was more scope in teaching grammar in the previous syllabus, as it had kept some provision for doing translation also (see table4.2).

Opinions of O level teachers offered almost an opposite picture. Majority of the teachers were of opinion that grammar teaching in isolation did not leave any positive impact on the writing skill proficiency of the students. The students of O level schools learn grammar from class 1 to class 8 (along with other texts), but no special emphasis is given on grammar separately in class 9 and 10 (table 4.2). Nevertheless, it does not mean that grammatical mistakes are overlooked. Students are expected to possess a good level of grammar skill when they are promoted to class 9.

It appears from the views of teachers of these two mediums that grammar is still considered as one of the most vital aspects of learning a language at the SSC level, and the teachers believe that grammar should be taught and tested at SSC examination also. On the other hand, O level English language teachers opine that grammar is an important aspect of a language but it should be taught and tested contextually.

5.6.2 Scope for Teaching Vocabulary

10% marks have been allotted for Vocabulary learning in the SSC syllabus. There are questions on vocabulary in the form of cloze passages with clues, and cloze passages without clues. Vocabulary is usually tested through the writing tasks at the O level examinations. It has been mentioned in aims and objectives of the O level syllabuses that suitable vocabulary in writing task is treated as a quality of the students. Even in the assessment objectives, it is mentioned that a range of vocabulary is required to get good grade in the examination.

Learners of SSC level are supposed to learn vocabulary in context. The new lexis is presented in a meaningful context. They are encouraged to guess the meaning of words from the context in which the word is used. The SSC English Language Text (first paper) read, “Word meaning should be defined in relation to use within specific contexts. Students attention should, therefore, be focused more on actual meaning within particular contexts, rather than on potential meanings as provided in dictionaries.” Syllabus of 1st paper SSC English language continues, “Word meaning should be given in English. Translation should be the exception, rather than the rule and only resorted to as a checking device, ensuring that meaning has been correctly understood.”

Teachers of both the levels expressed their views in favour of learning vocabulary contextually quite unequivocally. All 16 teachers have opined that using unfamiliar words become detrimental to the performance of the students, and they suggest students to use appropriate and exact word. One teacher of an English medium school said that the repetition of the same word in a written text appears to be boring; that’s why he advises his students to use the synonyms of words if they need to use the same expression over and again. Two teachers of O level schools maintained that they teach their students *Use of Words book* in the pre-O level classes where antonyms, synonyms, homonym, homophones, onomatopoeia and portmanteau words are also discussed. It has been observed that the book *New English* by Jones, a book which is popular in O level schools, contains these items of vocabulary practice.

The correlation between syllabus and examination system at the O level is tangible in terms of vocabulary learning; the item is tested through writing tasks. Unlike O level, the link between the syllabus and evaluation system at the SSC level appears to be absent in vocabulary testing, since the skill is tested basically through ‘fill-in-the-gaps’ type tasks.

5.7 Scope for Teaching Directed Writing and Creative Writing in the Syllabuses

All three syllabuses render the highest emphasis on ‘writing’ skills. In all of them directed writing and creative writing are the areas where students are expected to attain desired proficiency. The following table reveals it quite clearly;

Table 5.3
Distribution of Marks in Directed Writing and Creative Writing

| Level | Directed Writing | Creative Writing | Reading Comprehension (seen) | Reading comprehension (unseen) | Grammar and vocabulary |
|----------------------------|------------------|---------------------------------------|---|--------------------------------|------------------------|
| SSC | 20% | 30% (semi guided to creative writing) | 20% One (from compulsory text) (With slight changes from the text) | – | 30% |
| EDEXCEL GCE O Level | 35% | 35% | – | 30% (Two/three) | – |
| Cambridge O Level | 25% | 25% | – | 50% (two) | – |

Source: Compiled, based on the syllabuses of SSC, EDEXCEL and Cambridge

If allocation of marks is considered as an indicator for measuring the importance of writing components, it is quite clear from the table that directed writing has been given the highest priority in EDEXCEL GCE O Level, and lowest in SSC level, while the situation of Cambridge O level is in between the two. In case of creative writing, it is observed that 35% marks have been preserved for creative writing in EDEXCEL GCE O Level, 30% marks have been kept in SSC and 25% in Cambridge.

Nevertheless, distribution of marks can not be the only indicator to evaluate the emphasis, the reason why a table has been formed containing the aspects that come under the criteria of ‘directed writing’ and ‘creative writing’:

Table 5.4
Components of Guided Writing and Creative Writing in the Syllabuses

| | Guided/Directed writing | Creative Writing/more free writing |
|----------------------------|--|---|
| SSC | Producing sentences from substitution tables, reordering/rearranging sentences, answering questions in a paragraph | <ol style="list-style-type: none"> 1. paragraph from a model, answering questions, and an information table, 2. short composition about ceremonies, festivals, visits, travels, shopping, experiences, arguments, opinions, 3. writing a dialogue from a given situation, 4. completing a story/ an imaginary situation 5. writing a summary writing a report on a situation, event, incident 6. writing formal letter/CV |
| EDEXCEL GCE O Level | Any type of guided writing taking information from reading comprehensions. e.g. Report, letter, debate speech, article, leaflet writing etc. | Story writing, Compositions: descriptive, informative, evaluative, analytic, argumentative etc. |
| Cambridge O level | Any type of guided writing. (Report, letter, speech, article fit for purpose and relevant to the world of study, work or community) Points and guidelines are given in the question paper, according to which it has to be shaped. | Narrative, descriptive, argumentative, essays |

Source: Compiled, based on the Syllabuses of SSC, Edexcel and Cambridge

In GCE O Level and Cambridge the difference between directed writing and creative writing is beautifully balanced. At the SSC level, even in the category of free writing, most of the components look like focused on directed writing practice. There is scope to prove creativity only in the ‘short composition’ and ‘completing a story section’. In question no 11 of ‘directed writing’ portion of SSC level, the students are asked to form some meaningful sentences from a substitution table, and in question no.14 the students are asked to rearrange some sentences to form a story. These items can hardly be passed as ‘directed writing’ for not having the scope of writing even a single sentence by the learners. In EDEXCEL and Cambridge, different formats of ‘guided writing’ are taught in the classroom, and the students do not have the least idea what kind of ‘guided writing’ they are likely to face in the examination. The reality is also reflected in the opinion of the teachers:

Table 5.5
Teachers' Opinion on Directed and Creative Writing in the Syllabuses

N=32 (Multiple Responses)

| Teachers Opinion | SSC level | EDEXCEL GCE O Level | Cambridge O Level |
|--|------------------|----------------------------|--------------------------|
| Plenty of Scope | 35.29% | 100% | 80% |
| Scope is there but the classroom is big | 29.41% | – | – |
| More scope for directed writing, less for creative writing | 17.64% | – | 20 |
| The quality of the students is a barrier | 17.64% | – | – |
| Total | 100% | 100% | 100% |

Source: Field Survey, 2010

35.29% teachers of SSC level think that there is plenty of scope for teaching writing in the syllabus but the effectiveness depends highly on the practice of these items in the classroom. One of the reasons that hinders achieving the desired goal is the class size, complain some teachers of SSC level, while the teachers of O level hardly made any comment on this issue, except saying that the syllabus contains huge scope of teaching ‘writing’ and ‘reading’.

5.8 Theory of Learning

It is observed that the SSC syllabus as well as the book largely encourages a learner-centred classroom. The learners are to be given adequate opportunity for using the language, and the tasks in the syllabus make cognitive demands upon the students. The students are supposed to be actively involved in the learning process and are allowed to express their own opinions, experiences and feelings. They are supposed to work in group or pair while doing real or realistic activities. Learners at first should be provided with an

interesting text, and gradually confidence is being built among the students. The activities must ensure cognitive, analytic and emotional involvement of the learners. Since language is a participatory activity, a successful language teacher should have a close personal rapport with the students, both as a group and as individuals. Good classroom relationships are of particular importance. Consequently every language teacher should know the names of all the students as soon as possible after taking a new class. The students should know and use each other's names.

No specific method of teaching or learning has been suggested in O level syllabuses, though there are sufficient references to effective classroom teaching. Group work or pair work is not mentioned in the Syllabuses of GCE and Cambridge O levels, but it can be assumed from the objectives and assessment objectives that O level classrooms are supposed to be student-centred also. It should be kept in mind that communicative competence is one of the main objectives in Cambridge syllabus, and it shares similarity with the SSC syllabus on this aspect. However, O level syllabuses are rather skills based and that's why communicative competence may be an important objective, but the sole objective is to attain over all proficiency in the skills of language.

5.9 Materials

GCE O Level and Cambridge O level do not impose any specific book as study material for practicing English Language in the classroom and beyond. They recommend some books and they suggest some probable sources. The syllabus of Cambridge mentions some source materials for classroom practice. Unlike SSC, GCE O level suggests sources emphasising literary texts, newspaper, essays etc. These sources include fiction (novels, short stories, radio or television scripts), literary non fiction (biography, autobiography, travel accounts, diaries/letters), advertising material (leaflets, brochures, display advertisements), Informational material (encyclopaedia, instructions, pamphlets, reports, summary accounts, text books, blogs and other web pages, newspaper articles, online information, text of speeches, transcript of conversations), opinions/ personal writing (newspaper editorials, letter e.g. job application, newspaper leading articles, persuasive speeches or pamphlets). Cambridge does not even prescribe source materials, leaving the responsibility to the teachers of ELT to design the materials. Two books have been prescribed for language practice in the SSC classroom. Passages for reading comprehension

are selected from the 1st paper textbook. It has been observed that SSC 1st paper textbook is replete with tasks, and there are available guidebooks in the market; this reality eases the work of the teachers to a large extent. Second paper offers some structures and it provides scope for creative writing practice as well. O levels do not have specific textbook, and materials are not developed and designed systematically in those books.

Table 5.6
Opinion of Teachers about Textbooks and Recommended Books

N=32 (Multiple Responses)

| Opinion of Teachers | Teachers SSC level | Teachers O level |
|---|-------------------------------|-----------------------------|
| We use only textbook/recommended book in the class | 53.33% | 6.25% |
| We use guidebook | 6.66% | – |
| We get to develop materials ourselves | 13.33% | 50% |
| We follow the question papers of the previous years | 26.66% | 43.75% |
| Total | 100% | 100% |

Source: Field survey, 2010.

53.33% of the SSC level teachers opined that they use only textbook in the class. However, 6.66% opined that despite having textbook, they use guidebook. 50% percent O level English language teachers comment that they need to prepare materials themselves for not having any specific text for practising in the classroom, though they get some help from the recommended books. The O level teachers also consider question papers of the previous years as a great source of materials, and the tradition of using question papers of different boards and test examinations is also reflected in the responses of SSC level teachers.

5.10 Presence of Literary Components in the Syllabus

Many of the teachers of O level schools observe that literature is obviously one of the significant mediums through which language can be taught well. It has been observed that the students learn different literary texts from class 5 to 8 in the O level schools. The common texts, which have been taught in the pre-O level classes over the last couple of decades, include *Tales from Shakespeare*, and abridged version of different novels suitable for the teenagers. It has also been observed that the original text of some plays by Shakespeare like *Midsummer's Night Dream*, *The Merchant of Venice*, *As you Like It*, *Hamlet*, *Macbeth* are also included in the syllabus of the O level schools. Those schools teach poetry also; they have either compiled the poems of different poets in the form of a book—Scholastica and Willes Little Flower School have their own selections in the form

of a book—or they select poems from an anthology, and include them in the school syllabus. Moreover, the O level schools teach English novels in original texts; mainly novels of *The Victorian Age* are selected for the students of class 7 and 8. Again, in O level schools, there is scope to read English literature as a different course, which signifies that, if willing, students have still scope to study literature. Again in the syllabus of EDEXCEL GCE O Level, literary pieces have been suggested as the possible source for practising ‘reading comprehension’.

While taking interview, the researcher observed that the teachers of mainstream schools also prefer the inclusion of poetry and literary components. It has to be remembered that there are some poems in the 1st paper textbook of SSC level, but they lack lustre for not having the tradition of being selected in the examination, which leads to form a kind of indifference among the students and teachers towards it. In the syllabus of 1st paper English language, the instruction goes, “Poems should be dealt with mainly for enjoyment, understanding and practice of rhythm and stress. This is also an area where memorising can be both useful and valid. It should be borne in mind, however, that since poems do not involve communication in the sense of responsive interchange, their employment in the language classroom should be limited.” The teachers went on saying that nowhere in the syllabuses of class 5 to 10, emphasis has been attached to reading literature. The researcher got to know that there is *Rapid Readers* (A collection of abridged version stories or novels and biographies of great personalities) from class 6 to 8 in the secondary classes, but it is merged with *Paper I*, and hardly any question is selected from here other than rearranging sentences to form a story. Neither the students nor the teachers take it seriously.

Analysis of the presence of literary components in the syllabuses of O and SSC levels suggest that compared to SSC level, O level puts due emphasis on literature, albeit the students are doing tasks that are largely focused on developing skills.

5.11 Real-life Tasks

SSC syllabus leaves scopes for creating simulated situations in the classroom corresponding to those of the real world. The textbook has been designed in that way. SSC textbook stresses learner interest by relating tasks to the outside world. The students

learn English not only for the sake of the language, but also for learning it to carry out meaningful tasks in their practical life. They are motivated to perform tasks they are likely to face in real life situations. The tasks, having a ‘real-life’ flavour, involve things like reading for comprehension, discussion on a particular topic, writing for specific real-life purposes and sometimes listening for understanding; all having communicative potential. The book primarily presents simulated-authentic language, probably because the learners may face difficulty in coping with authentic materials. But in some places examples of authentic language are provided in order to prepare learners for real communication in the world outside. There are a number of dialogues in the book that embody the characteristics of authentic conversation (U 8, L 2). Book 2 deals with grammar and composition. Part 1 of Book 2 deals with grammar, and Part two deals with composition. There are fourteen units in part one, each having several lessons. Each lesson has a passage for specific grammar items. The effort is to teach grammar contextually. Every lesson is followed by some exercises. These are not the same kind of tasks as observed in Book 1, albeit effort is there to give it a real life flavour. In the part of composition writing, some specimens are given which are subsequently followed by some exercises.

EDEXCEL GCE O level syllabus and textbook leave some scopes for creating simulated situations in the classroom corresponding to those of the real world. *GCE English Language* has been designed that way. This book also stresses learner interest by relating tasks to the outside world. The students are motivated to perform tasks they are likely to face in real life situations. The tasks involve things like reading for precise meaning, reading for implied meaning, reading for explicit meaning, summarising, writing for specific real-life purposes and sometimes listening for understanding. Like SSC textbook, this book also preserves realistic essence and practicability. The situations and settings used in the book are sufficiently close to practical life. Conventions of script writing are given in page number 147. The task asks students to write a narrative just through dialogue, without speech verbs.

General Certificate English has plenty of exercises on grammar, vocabulary, reading comprehension and creative writing. But the tasks lack real life taste for the passages are mainly selected for teaching language items only. Tasks have not been given that much importance in this text.

5.12 Lesson Planning

SSC 1st paper textbook is devised around reading tasks, the lessons are divided into three steps of a reading lesson—pre-reading, reading and post reading. But the lessons provide opportunities for integrated skills development also. Grammar focused activities are less in 1st paper textbook, but each unit of 2nd paper textbook deals with separate grammar items; units have been shaped according to the characteristics of grammar/structural syllabus, moving onto the next only after attaining mastery on one item. The composition part hardly contains instructions about how to prepare creative writing; it is replete with specimens and examples in stead.

Three types of lesson planning are observed in *GCE English Language*; those are reading tasks, writing tasks and reading-writing tasks. The reading tasks are designed in terms of micro-skills; basically scanning, skimming. Then there are some lessons where there is scope for both reading and writing tasks (answering questions as well as preparing directed writing) and finally there are some tasks entirely focused on writing. Grammar-focused lessons are presented separately under the heading of a chapter 'Writing accurately in Standard English'. Grammar is presented rather explicitly, not contextually.

General Certificate English by Alan Etherton is divided in six parts and each part has got its distinctive characteristics. Part one deals with summary, and there are practice passages for students. It is followed by 'reading tasks' and 'writing tasks'. Part 2 deals with comprehension, summary and directed writing. In this part, most of the practice passages are followed by both reading and writing tasks. Part 3 is focused on composition.

5.13 Teaching Specific Functions in the Texts

Each lesson of SSC 1st paper textbook stresses a number of functions. All these functions, having communicative flavour and value, are necessary for practical life of the students. These functions include greeting, introducing, exchanging personal information, describing, talking about the past, expressing requests and offers, talking about the present, arguing, advising, describing food habits, expressing inconveniences, describing houses, sympathising, giving complements, expressing wishes, describing personalities, expressing opinion, describing, comparing, applying for leave, making inquiries, polite requests, filling

in forms, showing purposes, describing experiences, information about food habits, expressing likes and dislikes, filling in a report form, comparing, talking about cause and effect, describing events, advertising, describing vehicles, making a list, giving instructions, ordering food, matching, persuading, developing news stories, describing things, describing events sequentially, comparing and contrasting, expressing obligation, giving opinions, reporting, describing experience, giving information, expressing opinions, expressing wishes, giving personal information, evaluating, asking for and offering help, categorising, giving instructions, describing people, talking about customers, talking about the rights and principles of elderly people, describing a place, narrating a story, applying for jobs, preparing CVs, interviewing, protesting, campaigning etc.

In *GCE English language*, each chapter stresses some functions which include understanding facts and details, comparing texts, summarising texts, expressing things in own words, comparing and contrasting texts on a similar theme, writing notes on texts, presenting information in own words. *General Certificate English* and *Secondary Certificate English* have hardly incorporated functional items in the texts.

5.14 Topics/ Themes

The SSC syllabus states that “the purpose of learning English is to acquire language skills, not to learn about any particular topic. Unlike most of the other subjects on the curriculum, English is a skill-based subject, not content-based one. The topics and themes therefore are not introduced for their own sake but rather, as vehicles for practising those four skills of listening, speaking, reading and writing with particular emphasis on writing. Topics and themes should be introduced, therefore, with the purpose of recreating situations and contexts as genuinely as possible within the classroom.” The topics and themes should be appropriate for students in both rural and urban settings. The topic and themes should be selected for two main reasons: appeal to the students of that age and educative value. It has been also suggested that successful language learning can only take place within a learner-centred environment, more important than the topic themselves. The student should start from what is familiar to them – their own environment and experience before going on to other things. The 1st paper is organised around topics, for example, ‘Pahela Baishakh’ (U-1, L-4), ‘A school in town’ (U-3, L-3),

‘Wheels’ (U-5, L-1), ‘Power of the media’ (U-7, L-3), ‘Thinking Machines’ (U-8, L-1), ‘Space Technology’ (U-8, L-3), ‘Women at Work’ (U-9, L-4), ‘The facts of life’ (U-10, L-2), ‘Sparkling Stars’ (U-12, L-1). The first paper has plenty of topics and even in the second paper, which is basically grammar and composition focused, still has suggested some topics to be used in the classroom for exchanging personal information; family, home and friends, etc.

Topic is not given any importance in the syllabus of O level. Moreover, the absence of specific textbooks also negates the necessity and importance of topics. However, in the recommended books the practice passages are often presented under some heading, but the main purpose is to learn language. Again, the sources of O level are quite indefinite, and passages are selected from a wide range of area, rather than confining it to a certain boundary.

5.15 Motivational Activities, Topics and Passages

Activities in the book positively encourage personal involvement of the students in the learning process. The activities have problem-solving elements in them and they ask the learners to invest their time, energy and attention in the learning process where the role of a teacher is minimal. In order to engage the attention of the learners the book contains informative and revealing passages on topics that are of immediate interest to the learners. The subject matters are attractive and useful. For example, it contains extracts on 'Jobs for All,' 'Friends,' 'Tidy up Your Room,' 'A New Experience,' 'Eating Out,' 'Lets Cook,' 'Today's News,' 'Eid Mubarak,' 'Ups and Downs of Life,' 'An Icon of the 20th Century,' 'Exploring Mars,' etc. 2nd paper deals with grammar and composition.

Some of the subject matters involve learners in active speculation because they are related to their personal lives, and others inspire and motivate them. The nature of interaction provided in the book is modelled on real communication. Students are encouraged to use English to express their thoughts and feelings about all these things in the world around them. Students are asked to talk about themselves and other real people and to discuss real topics of immediate interest. There are some activities on dialogues in the book that are realistic. The book is written in a language that fit the practical world outside.

There are some passages in the recommended texts of O level that are inspiring and motivating. Whether these passages are relevant to our real life situation remains a question. Since the syllabuses and textbooks are designed for learners of different cultures, they tend to focus rather on global issues than local.

5.16 Recognisable Characters, Cultures and Situations

The 1st paper SSC textbook deals with people and incidents from mostly our local culture and situations that the learners can easily recognise. There are very few issues on people and incidents from foreign culture, considering that they can hardly appeal to the learners because of their being unfamiliar. Here aspects from the native culture become meaningful to the students as they can personally relate to the characters and incidents of the book.

All the books of O level deal with people and incidents from different cultures. However, in selecting the topics, a universal outlook is maintained and the personalities chosen have worldwide acceptability. Passages which are selected in the O level examinations often deal with incidents having international dimension; an analysis of O level question paper shows that passages were selected on a famous athlete like Gebrselassie (January, 2004, GCE O Level), or Olympic games. These types of passages are also incorporated in the *GCE English Language*. Attention has been paid to selecting passages from different cultures of the world ('Red Fort Spectacular in Delhi' in page 97, 'Pizza', 'Malta's carnival', and 'the glory of the Moguls in page 99') in the book *GCE English Language*.

General certificate English selects some passages on some global issues like 'We need more trees'. Basically this book is replete with practice passages and many of the passages are taken from the exam questions of O level.

Morel's *Secondary Certificate English* possesses many extracts, but they don't focus on any character rather they stress on different issues like 'Schoolmasters and parents', 'Windy day', 'scientific progress' etc.

5.17 Teaching Aids

SSC syllabus suggests that a stimulating atmosphere for language teaching can be created by displaying posters, advertisements, maps, charts, timetables, signs etc together with works produced by the students themselves, in the classroom. It is important that teachers appreciate the ways in which these simple aids can help them in their teaching. The students and the objects in or outside the classroom can also provide a lot of useful material for language learning, thus enabling students to appreciate its relevance to real life. Other aids that teachers can use are also simple and readily available: pictures in the textbook, from magazines or drawn /copied by themselves/their students.

There is no direct instruction in the O level syllabuses on teaching aids, but the teachers have expressed their views in favour of using different sorts of teaching aids in the classroom. They maintain that they present model of various writing genres in the class.

5.18 Teacher's Guide

In order to ensure an appropriate teaching methodology, a separate teacher's guide is strongly recommended. Teachers in their schools should use this regularly as an aid to lesson preparation. It has been observed from the opinion of the teachers that they hardly take help from the 'Teachers' Guide'. O level has got Teachers' Guide also, containing instructions about how to teach English in the classroom, and how the teachers should mark the scripts. Apparently, the teachers of O level consult with the guide more than the teachers of SSC level do.

5.19 Standard English

EDEXCEL GCE O level syllabus assesses reading and writing in the internationally recognised forms of Standard English: either British or American standard forms are accepted in the candidate's writing. Spelling must be consistent, whether it follows British or American usage. Nothing has been said about standard English in the syllabuses of SSC and Cambridge O level.

5.20 The Syllabus Type and Overall Evaluation of the Textbooks

Communicative competence is given the highest priority in the syllabus of SSC level. In the light of the aims and objectives of the syllabus/curriculum, textbook has been shaped to help develop the communicative competence of the students. In the preface of SSC 1st paper textbook the chairman of NCTB claims “the book follows the communicative approach to teaching and learning English in Bangladesh situations. 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 language skills: listening, speaking, reading, and writing. As a result classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work.” Similar emphasis has been laid on communicative competence in the 2nd paper. It is expected that the textbook should conform to the ideas enshrined in the syllabus. The syllabus and the prescribed books apparently prove that the syllabus is communicative. Nevertheless, a close look at the book map of 1st paper offers a different idea. It can also be called a topic syllabus, which is organised around topics, for example, ‘Pahela Baishakh’ (U-1, L-4), ‘A School in Town’ (U-3, L-3), ‘Wheels’ (U-5, L-1), ‘Power of the Media’ (U-7, L-3), ‘Thinking Machines’ (U-8, L-1), ‘Space Technology’ (U-8, L-3), ‘Women at Work’ (U-9, L-4), ‘The facts of life’ (U-10, L-2), and ‘Sparkling Stars’ (U-12, L-1). Again, there are different functions in each lesson of the units that students are supposed to learn. From this point of view it can be termed as a functional syllabus also. The book is replete with tasks on all four skills with major focus on reading and writing. Though there is huge emphasis on classroom teaching, the syllabus cannot be termed as process or procedural syllabus as the tasks are prepared beforehand, and the syllabus is rather product oriented. Moreover, task fulfilment is not the sole goal; the learners are expected to be efficient in language use also. SSC syllabus can be better termed as a multidimensional communicative syllabus as it appears that the characteristics of different syllabuses have merged and fused together, with communicative principles playing the central role. It can be termed as multidimensional syllabus also. It can be said that the syllabus has got an eclectic approach in selecting the items.

It's difficult to band a syllabus with a specific type, for each syllabus to some extent bears the essence of different types. However, the existing syllabus of GCE and Cambridge can be best termed as skills based syllabus, though there is no scope for evaluating listening and speaking skills. Neither GCE O level nor Cambridge has any specific text for learning/teaching English Language; the questions are not selected from any specific book. Nevertheless, there are some recommended books, common in both the streams. *GCE English Language* by Cripps and Footman is specially recommended for GCE O level. Instead of going topic by topic, the book basically deals with two skills; i.e. reading and writing. In the first chapter it discusses reading skill by providing different variety of reading texts along with some tasks and activities. However, the text is in no way can be termed topic oriented. Then it proceeds to writing skills that includes writing in different ways for different audience, writing creatively in a range of styles, writing accurately on Standard English. This book does not contain any task on speaking or listening skill.

Secondary certificate by Morel is not as systematically designed as the previous one as far as the syllabus and question papers of O level Examinations are concerned. However, this is also a very good textbook containing different chapters on different skills.

Etherton's *General Certificate English* is another book that has huge popularity among the students and teachers of O level. Alongside providing guidelines about different skills of writing, it has got exercises on grammar, vocabulary also. It has got a chapter on oral English also.

New English by Jones is a series—it is not recommended in the O level syllabuses but many schools at Dhaka include this book in their syllabus—of 1 to 4 books, and if it is included in the syllabus of a school, the series is usually completed; otherwise the target remains unfulfilled. Interestingly there is a similarity between this text and the SSC level 1st paper English text. There are units in the book and each unit contains activities on vocabulary, grammar, spelling and language, apart from reading and comprehending text. In the *New English* book there are few texts in each unit, which are extracted from classic novels or short stories of English Literature. To some extent the text may appear

as topic based or content based, but the way it has been designed proves that the main object is to teach language in an interesting way. But the popularity and effectiveness of the book are on the wane for its alleged failure in conforming to the changes that have taken place over the years in the field of language, target, and competence, commented most of the O Level English Language teachers. Extracts now a day are hardly selected from literary classics, rather the question setters have opted for newspaper reports, articles, and modern day's literary items. There is no instruction of pair work or group work in the book; it is not mentioned in the syllabus either. The reason for not having communicative characteristic and objective may be attributed to the publication year of the book—the book was first published in 1980—the time when Communicative English teaching had yet to gain momentum in the arena of ELT.

Nowhere in O level syllabus and the recommended texts, pair work or group work has been suggested. No emphasis on notions and functions is given in the syllabus and the texts. The syllabus as well as the books focuses on grammar and vocabulary also. There are tasks in the recommended books conforming to objectives of the syllabus, but the syllabus cannot be termed as task based for similar emphasis has been attached to language. There are topics in the recommended books but it has been already mentioned that they have no value, as those extracts are incorporated in the text for the purpose of practising language, not to appreciate them.

5.21 Evaluation

The syllabus of SSC suggests that continuous assessment throughout the academic year is central to any proper evaluation system. Essentially, this means that students should only move on to a new item, when the previous one has been sufficiently understood, bearing in mind that every new item will be subsequently recycled. In order to effect this properly, it is vital that teachers know all their students and their capabilities well. Continuous assessment should be based on students' regular class performance.

In addition to continuous assessment, internal school examinations should be held every year. It is recommended that these examinations be recommended to two. The first one should serve the purpose of a progress test, enabling teachers and students to assess

how they are doing. It is recommended that student' final evaluation be based on a combination of monthly assessment and examination scores. The annual examination should serve the purpose of an achievement test. There are three functions of these tests

- a) To ascertain the extent to which students have attained the stated learning outcomes;
- b) To identify students' strength and weaknesses for the purpose of guiding subsequent teaching and learning;
- c) To motivate students by giving them a regular sense of achievement and to make parents aware of their progress.

It has been strongly suggested that it is necessary to test students' language skills rather than their ability to memorise the contents.

In reality it has been observed that the SSC level schools are basically confined to three examinations, and marks of each examination are averaged for final results. The teachers opine that it is difficult to give feedback for large class size. Class test is hardly taken in any mainstream school, but class work and homework are there, though teachers hardly mark those copies. An opposite picture has been observed in the O level schools. There is provision for class tests in each subject and the marks are added to the marks of final examination. However, some schools, where the class size is big, have the provision for quarterly test. Moreover, the homework and class work copies are marked in most of the O level schools and a percentage of marks are also added to the final examination.

5.22 Grade Descriptions /Assessment Objectives

At the SSC level the highest grade A is awarded for marks above 80. In EDEXCEL GCE O Level grades are awarded according to the performance of students in each subject. In EDEXCEL GCE O Level there is no fixed grade boundary, rather it changes every year. Grades are A*, A, B, C, D, E, N and U. In Cambridge O Level, the grades are A*, A, B, C, D, E and U. Here U stands for Ungraded in the subject, which means the candidate has failed to meet the minimum scores to pass in the paper. The grade awarded depends in practice on the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others. Only writing skill assessment objectives are included here.

Table 5.7
Marks Distribution according to Assessment Objectives in EDEXCEL

Section B (Directed writing)

| | | |
|--|--|----------|
| Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. | <ul style="list-style-type: none"> • Covered all THREE bullet points as mentioned in the instruction sheet • Offered a wide range of relevant points, such as those listed in the instruction sheet • Paid strong regard to climatic conditions/ situations presented well-focused suggestions • Supported their points strongly with apt and well-chosen examples | 10 marks |
| Adapt forms and types of writing for specific purposes and audiences using appropriate styles. | <ul style="list-style-type: none"> • Style and structure very successful and highly appropriate to the piece of writing (eg attention-grabbing first sentence) • Successful and consistent adoption of apt tone • Choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly • Engages audience with sympathy, flair and assured language control • An excellent, perceptive awareness of format | 20 marks |
| Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. | <ul style="list-style-type: none"> • Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation) • Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning • Spelling of a wide and ambitious vocabulary is consistently accurate | 5 marks |

Source: EDEXCEL English Language Syllabus

Section C (Creative Writing)

| | | |
|--|---|----------|
| Adapt forms and types of writing for specific purposes and audiences using appropriate styles. | <ul style="list-style-type: none"> • General Characteristics : Purpose and Audience, Communicative Effectiveness, Organisation • The writing achieves precision and clarity in presenting • compelling and fully developed ideas • There is strong, consistent fulfilment of the writing task, • sharply focused on the writer's purpose • The writing has an extensive vocabulary and mature control in the construction of varied sentence forms • Organisation of material is assured, with sophisticated control of text structure, • skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion | 25 marks |
|--|---|----------|

| | | |
|--|---|----------|
| Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. | <ul style="list-style-type: none"> • Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation) • Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning • Spelling of a wide and ambitious vocabulary is consistently accurate | 10 marks |
|--|---|----------|

Source: EDEXCEL English Language Syllabus.

However, in Cambridge system, the grades are like SSC level. Grades and marks are fixed. The followings are the assessment objectives for both directed and creative writing:

1. Communicate appropriately, with a clear awareness of purpose, audience and register;
2. Communicate clearly and develop ideas coherently, at word level, sentence level and whole text level;
3. Use accurate spelling, punctuation and grammar;
4. Communicate creatively, using varied range of vocabulary, sentence structures and linguistic devices.

In SSC syllabus, communicative competence is given the highest priority. Assessment objectives are not clearly stated in the syllabus of SSC level. The absence of assessment objectives creates difficulty in checking directed writing and creative writing. Some of the SSC level teachers who check the scripts of Board examinations expressed their dissatisfaction over the comments of the board authority while distributing scripts. There are some assessments criteria in the instructions supplied by the board authority that lack sufficient guidelines. About paragraph writing the instruction sheet goes, “A coherent, relevant and good expression on the topic answering the given questions should be awarded full marks.” About composition the instruction sheet goes, “A composition within 250 words on topic should be credited full marks. Otherwise awarding marks depends on the personal judgment of the examiner.” About story writing it goes, “a story with a suitable title following the outlines should be awarded 80% marks.” The term 'communicative competence' is wrongly interpreted and the authority asks teachers verbally to award marks even ignoring grammatical and spelling mistakes. The teachers of SSC level complain that there is a huge gap between the syllabus, textbook, and the way evaluation is being done. The question papers are prepared often violating the

instructions of the syllabus. Some of the teachers held their opinion that memorising is still in vogue, though the syllabus suggests that there is no scope for memorising in CLT system. The question setters—in most cases they are the senior teachers teaching English for a long time—are using the traditional system, and a close look at the question papers of different boards reveal that similar kind of compositions, letters, surface in the question papers quite frequently, and both the teachers and students are busy preparing suggestions before the examination. An analysis of the question papers of SSC level Board Examinations and O level Examinations offers an opposite picture. It has been detected that in many occasions the same tasks surface in the SSC question papers in different Boards of Bangladesh. ‘Paragraph writing’ on the topic ‘Traffic Jam’ surfaced in the question paper for at least four times since 2009 (Dhaka Board 2011, Rajshahi Board 2011, Sylhet Board 2010, Barishal Board 2009), while another topic ‘Load Shedding’ seemed very popular to the question setters (Barishal Board 2011, Dinajpur Board 2011, Rajshahi Board 2008, 2010, Cumilla Board 2007, Jessore Board 2007, Sylhet Board 2007). Composition writing on the topic “The Duties of Students’ was selected at the SSC examinations frequently over the last couple of years (Dinajpur Board 2011, Jessore Board 2009, Dhaka Board 2009, Chittagong Board 2010, Cumilla Board 2011), while ‘Population Problem in Bangladesh’ was also selected in a number of occasions (Dhaka Board 2009, 2011, Rajshahi Board 2008, 2010, Cumilla Board 2008, Jessore Board 2007, 2011). The provision of having similar topics in the examinations is so common in Bangladesh that even tasks on story writing are repeated quite frequently. Here are the first few lines of a well known story that was selected in several occasions: “There were two friends. They lived in a certain village.....One day they were passing through a deep forest.....Suddenly a bear came in front of them. Both of them were afraid...” (Sylhet Board 2011, Rajshahi Board 2008, Barishal Board 2010, Dinajpur Board 2011). At the SSC level, ‘passages’ and ‘extracts’, for reading skills test, are selected from the text book, which means that these are known passages to the students, and hence they can easily answer the questions. Since passages are selected from the text, repetition is a common scenario. A passage that starts with “The memorial at Savar....” (Unit 14, lesson 1) has been selected in a number of occasions (Dinajpur Board 2010, Rajshahi Board 2004, 2008, Jessore Board 2004, Cumilla Board 2006, 2008 Chittagong Board 2006, Sylhet Board 2009). Report writing is there in the syllabus but the question setters never opt for it. A flawed evaluation and testing system is largely responsible for which the

syllabus and the textbook appear to be ineffective, think many of the SSC level teachers. An analysis of the question papers of the previous few years showed that the tradition of using same topics and selecting same tasks is absent at the O level.

The scripts of O level examinations are sent to the respective universities, and panel teachers selected by the authority of the university, check the scripts. The university often arranges training through the British Council where the teachers get ideas how copies should be marked, and they try to follow it in the school examination. Whether the O level examiners or SSC level teachers are more lenient is a different issue, but no SSC level teacher said that he/she has attended any workshop that completely focuses on the techniques of checking scripts. On the other hand, the O level English language teachers attended such workshop where they were offered some O level scripts to mark. Such workshop is usually conducted by a head examiner, who himself/herself checks the scripts and finally they compare those scripts and analyse that whose marking was exact, and who did over or under marking. The teachers are asked to mark the copies of school examination in the same way.

5.23 Question paper

For writing skills test EDEXCEL GCE O level assign two tasks: one directed writing and the other is composition. Cambridge O level provides also two tasks of the same type. The basic difference lies in the task of guided writing; in EDEXCEL the students are supposed to write answers taking points from the comprehension set for reading skills test, while the Cambridge style gives some clues to write the task. However, in both the systems the students are tested through subjective type assessment. Unlike O levels, the students of SSC perform a number of objective type writing tasks. Moreover, the number of writing tasks is more at the SSC level question paper. Another striking difference is the provision of surfacing the same task in the question paper is a common scenario at the SSC level, which is not at all found in the O level question papers.

5.24 Values

The English language syllabus of SSC level seeks to realise the larger goals that are envisaged in the national educational system and reinforce the social, cultural, and moral values of the country as a whole. It aims doing things in two ways: Firstly, language is presented within contexts that are appropriate to the society and culture of

Bangladesh, and secondly it embodies moral and spiritual values. Secondly, a communicative teaching and learning methodology should contribute materially towards the realisation of values essential to the development of society within a learner centred, context, where teachers and students work closely together, and where students work together in pairs and groups, a practical sense of cooperation, responsibility and independence is nurtured.

Some SSC level teachers held the opinion that the syllabus is partially suitable for our local context. The instructions of the syllabus as well as of the textbook are difficult to implement, as we are yet to develop the culture of using English in the classroom. The activities and tasks enshrined in the syllabus sometimes seem much easier to the good students, and they lack interest basically in the 'reading comprehension'. Some teachers complained that the book failed to impose challenges upon the students as there is immense scope for memorisation. This is why the present syllabus failed to explore creativity and originality of the students. It was also difficult to make students perform their group work and pair works as they showed more interest in doing tasks individually. Sometimes the guardians put pressure on teachers and the school authority to select paragraph, essays, letters, report writing etc, that ran contrary to the philosophy following which the syllabuses and courses of classes 6 to 12 were developed. It was noticed that EDEXCEL GCE O Level has a guide for students and guardians also. Most of the teachers of O level and SSC level were of opinion that there was nothing sensitive to religious and social values in the syllabuses.

5.25 Opinion of Teachers about the Designing of the Syllabus

The teachers of both the streams made some remarks about their assessment of the syllabus which are presented in following two tables:

Table 5.8
Opinion of Teachers about the Designing of the Syllabus

N=32 (Multiple Responses)

| Statements | SSC level teachers | O level teachers |
|---|--------------------|------------------|
| Well designed | 6.66% | 62.50% |
| Well designed in terms of writing and reading portion | 6.66% | 25% |
| Include some texts of literature | 46.47% | – |
| Listening and speaking should be tested in the exam | 40% | 12.5% |
| Total | 100% | 100% |

Source: Field Survey, 2010.

62.50% teachers of O level thought that the syllabus was well designed, while 25% percent thought that the syllabus was well designed in terms of writing and reading items. 'Writing' covers both directed and creative writing where the students have got scope for practising a huge variety of tasks, and in reading part the students are tested in terms of skimming, and scanning. They felt the urgency of testing speaking and listening skills also. 6.66 percent teachers of SSC level thought that the syllabus was well designed and another 6.66 percent teachers thought that it was well designed in terms of reading and writing skills practice. 40% teachers thought that the inclusion of listening and speaking tasks had hardly brought any benefit to the development of the language proficiency of the learners, as those skills were not tested in the examinations. 12.5% teachers of O level thought that listening and speaking should be tested through examination. No teacher of O level suggested any inclusion of literary pieces in the syllabus; one of the reasons might be the presence of literature as a separate subject both in Cambridge and EDEXCEL GCE O Level. On the other hand, 46.47% teachers of SSC level suggested the inclusion of some literary components in the syllabus.

There is huge dearth of trained English language teachers as well, commented the Principals of both O level and Mainstream schools. The teachers of O level maintained that the syllabus of both Cambridge and EDEXCEL do not contain grammar and vocabulary as these aspects are supposed to be completed in the pre-O level classes. Some of them said that implementing the syllabus of EDEXCEL is a bit more difficult than the syllabus of Cambridge as EDEXCEL syllabus demands more creativity and imagination. It has to be noted here that EDEXCEL has offered a syllabus titled ESL where all four skills are tested, but the syllabus is not yet implemented in Bangladesh; the syllabus has been introduced in some European countries. None of the teachers of O level made any adverse comment on the syllabus but some of the SSC level teachers thought that the syllabus was ineffective, and the quality of English language learning deteriorated at the Secondary level. Nevertheless, there are teachers of SSC level who thought that the syllabus was quite effective in teaching English language, while the percentage was significantly high among the O level teachers.

5.26 Conclusion

A complete syllabus specification usually includes five aspects: structure, function, situation, topic, and skills. The difference between syllabuses lies in the priority given to each of these aspects. Eclecticism is a common feature of the majority of course books under the communicative banner currently on offer.

Spelling has been given due emphasis in the syllabuses of EDEXCEL and Cambridge, not so much importance has been attached to spelling in the syllabus of SSC. Vocabulary is said to be tested in context in all three syllabuses, but at the SSC level it is tested through cloze passages (fill-in-the-gaps), and in O levels vocabulary is tested through creative writing and directed writing. Reading comprehension is unseen in both EDEXCEL and Cambridge, but in SSC 1st paper it is seen. Directed writing is supposed to be prepared with points taken from the reading passages in EDEXCEL, but at SSC and Cambridge it is shaped according to the directions provided in the question paper. In EDEXCEL and Cambridge marks are distributed (for directed writing) for task fulfilment and language, no such distribution is observed in the SSC syllabus. Considering all the aspects of the syllabuses and the textbooks, it can be deduced that each syllabus has got some positive aspects, despite having some limitations. SSC syllabus and Textbook, is no less well organised than the syllabuses of EDEXCEL and Cambridge, but the teachers do not appear to be at ease with the syllabus, and a massive difference has been detected in the methods of evaluating students' language proficiency.

The next chapter (chapter 6) deals with the analysis of primary data regarding the practice of writing skills at the SSC and O levels.

Chapter 6

Practice of Writing Skills in the Classroom

6.1 Introduction

This chapter encompasses what aspects of writing skills are being taught and how those skills are imparted to the learners in the classrooms of SSC and O levels. The data obtained through the questionnaire, interview and observation checklist have been presented in three different ways according to the appropriateness of presentation techniques. Data that focus on how writing skills are being taught have been presented mainly in tabular form with frequency and percentage, and at times using charts, while items focusing on what writing skills are taught have been presented in terms of ‘Mean’ and ‘Standard Deviation’ as well as frequency count. Actually Observation checklist, Section 4 of students' questionnaire and section 3 of teachers' questionnaire contain questions with 5 options: ‘not at all’, ‘rarely’, ‘sometimes’, ‘very often’ and ‘always’. Frequency against each option was in turn transformed to numerical figure using a five point scale (the numbers of the scale have been presented in bold to avert confusion between the scale and frequency against each point of the scale) in which **1** was awarded for ‘not at all’, **2** for ‘rarely’, **3** for ‘sometimes’, **4** for ‘very often’ and **5** for ‘always’, and then mean and standard deviation against each item were extracted. The following interpretation keys were used in order to classify the results into ‘Very High’, ‘High’, ‘Low’ and ‘Very Low’ categories:

- 1.0 to 2.0 = (*Very Low*) Not practised at all
- 2.1 to 3.0 = (*Low*) A little bit practice in the classroom
- 3.1 to 4.0 = (*High*) Quite a good practice
- 4.1 to 5.0 = (*Very High*) High level of practice

The scaling was used to interpret some of the items of the three tools of empirical survey in order to portray more accurate and realistic picture, as frequency and percentage do not always reflect the actual scenario of the classroom. Difference of mean (DOM) between the two levels were also counted accepting O level as standard.

Data of EDEXCEL and Cambridge O level have been shown separately only in the first few tables. This style has not been followed elsewhere in the chapter as the data of EDEXCEL and Cambridge are not different at any significant level. However, if willing, anyone can see the separate data of the two streams of O level in the appendix.

6.2 Pair Work and Group Work

CLT suggests that tasks and activities should be practised in pairs and groups. The teachers of O level do not follow the teaching techniques of CLT directly as their syllabus is not designed that way, but the classrooms of SSC are supposed to follow the procedures suggested by CLT. However, the following table reflects that pair work and group work are not popular with the students of either of the levels.

Table 6.1
Formation of Pair and Group in the Classroom

| Verifiable indicator | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|--------------------------|-----------------------------------|-----------------|-----------|----|----|----|---|------------------------|-------|-----|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Pair work and Group work | Students' Questionnaire (item 14) | SSC, N=120 | 13 | 32 | 47 | 19 | 8 | 2.83 | 1.066 | 1 |
| | | O Level, N=120 | 55 | 38 | 23 | 1 | 3 | 1.83 | .941 | |
| | | Cambridge, N=60 | 26 | 15 | 16 | 1 | 2 | 1.97 | 1.041 | |
| | | Edexcel=60 | 29 | 23 | 7 | 0 | 1 | 1.68 | .813 | |
| | Teachers' Questionnaire (item 33) | SSC, N=16 | 0 | 0 | 11 | 5 | 0 | 3.31 | .479 | .75 |
| | | O Level, N=16 | 5 | 0 | 8 | 3 | 0 | 2.56 | 1.153 | |
| | | Cambridge, N=8 | 3 | 0 | 5 | 0 | 0 | 2.25 | 1.035 | |
| | | Edexcel=8 | 2 | 0 | 3 | 3 | 0 | 2.88 | 1.246 | |
| | Observation Checklist (item 30) | SSC, N=16 | 4 | 4 | 6 | 2 | 0 | 2.37 | 1.024 | .50 |
| | | O Level, N=16 | 3 | 12 | 1 | 0 | 0 | 1.87 | .50 | |
| | | CIE, N=8 | 2 | 6 | 0 | 0 | 0 | 1.75 | .462 | |
| | | Edexcel=8 | 1 | 6 | 1 | 0 | 0 | 2.00 | .534 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

Information about the formation of pair and group work was collected through three tools, questionnaire of students as well as of teachers, and observation checklist. The low mean score in all three types reveal that there is hardly any tradition of forming group or pair in the O level classrooms. The mean score is very low in the results elicited through Observation checklist (1.87) and students' questionnaire (1.83), and low in teachers' questionnaire (2.56). SSC level, where the formation of group and pair is more desirable, offers the same bleak state of classroom procedure as the mean score is low in students' questionnaire (2.83) and observation checklist (2.37), though it appears high in teachers' questionnaire survey (3.31).

The following table, however, shows the attitude of students towards their preference for pair work, group work and individual effort.

Table 6.2
Attitude of Students towards Formation of Pairs and Groups in Solving Writing Tasks

N=240

| Option | SSC | | O Level | | Cambridge | | Edexcel | |
|--------------|-----|------|---------|------|-----------|------|---------|------|
| | f | % | f | % | F | % | f | % |
| In pairs | 29 | 24.2 | 12 | 10.0 | 8 | 13.3 | 4 | 6.7 |
| In groups | 46 | 38.3 | 31 | 25.8 | 13 | 21.7 | 18 | 30.0 |
| Individually | 45 | 37.5 | 77 | 64.2 | 39 | 65.0 | 38 | 63.3 |

Source: Field Survey, 2010 (item 5 of Students' Questionnaire)

24.2 percent students of SSC level thought that tasks and activities should be practised in pairs while the percentage in O level was only 10. The students of O level appeared to be comfortable with individual work as 64.2 percent expressed their opinion in favour of it. 25.8 percent students preferred group work. It is significant that none students of both levels expressed no inclination towards pair work. The students of both the levels seemed to be more comfortable working either individually or in groups.

6.3 Role of Teachers

A language teacher has to play a number of roles in the classroom. The following tables reflect that how far the teachers of SSC and O levels perform their responsibilities as language teachers.

6.3.1 Monitoring the Activities of Students

'Monitoring' is one of the major functions of a language teacher. S/he is supposed to monitor the ongoing task the students perform in the classroom. The following table reflects to what extent the language teacher performs his/her duties.

Table 6.3
Monitoring the Activities of Students

| Verifiable indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|----|----|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Monitoring | Observation Checklist (Item 16) | SSC Level, N=16 | 0 | 4 | 10 | 2 | 0 | 3.00 | .894 |
| | | O Levels, N=16 | 0 | 1 | 1 | 10 | 4 | 4.06 | .771 |
| | | CIE, N=8 | 0 | 1 | 0 | 5 | 2 | 4.00 | .925 |
| | | Edexcel, N=8 | 0 | 0 | 1 | 5 | 2 | 4.12 | .64 |
| Difference of Mean between SSC and O levels | | -1.06 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

Though the mean score is comparatively low (3.00) at the SSC level, a positive trend towards monitoring of students' work is observed; the score is just on the verge of touching high. The very high mean score (4.06) of O level is suggestive of teachers' constant vigilance of students' work. In communicative language teaching, monitoring is highly important for the successful completion of a task (similar to Littlewood, 1981).

6.3.2 Creating Fun in the Classroom

A teacher has to enliven students in the classroom so that they may feel at ease while doing a task. He has to elicit different techniques to make the lesson effective, and creating fun can be an option.

Table 6.4
Creating Fun in the Classroom

| Verifiable Indicator | Respondents | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|----|---|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Good humoured class | Observation Checklist (Item 20) | SSC Level, N=16 | 0 | 8 | 4 | 2 | 2 | 2.87 | 1.087 |
| | | O Levels, N=16 | 0 | 2 | 4 | 10 | 0 | 3.50 | .73 |
| | | Cambridge, N=8 | 0 | 1 | 2 | 5 | 0 | 3.50 | .756 |
| | | Edexcel, N=8 | 0 | 1 | 2 | 5 | 0 | 3.50 | .756 |
| Difference of Mean between SSC and O levels | | -. 63 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The score suggests that the teachers of O level are more good-humoured compared to the teachers of SSC level. One possible reason, detected during the classroom observation, might be the timidity and shyness of SSC level students. They enjoy humour passively and there is a gap in relationship between the teachers and students. Unlike SSC, the students of O level were discovered creating humour quite spontaneously in the classroom.

6.3.3 Helping Students in Difficulties

A language teacher is expected to be available for supervising the students when a task carries on. He plays a number of roles of which one is to emerge as a resource person to stay always ready with suggestions and information to answer queries of the students (Harmer, 2001).

Table 6.5
Helping Students in Difficulties

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|---|---|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Helping students in difficulties | Observation Checklist (Item 22) | SSC Level, N=16 | 2 | 6 | 4 | 4 | 0 | 2.62 | 1.024 |
| | | O Levels, N=16 | 0 | 0 | 4 | 8 | 4 | 4.00 | .73 |
| Difference of Mean between SSC and O levels | | -1.38 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

It is evident from the table that the teachers of SSC level are unavailable when the students face any difficulty. Instead of being a constant source of knowledge and information, s/he stays away and rather adopts an indifferent attitude. The low mean score of SSC level is contrasted with the relatively high mean score of O level. The teachers of O level are ready to assist students if they face any difficulty, and they have developed a culture in which students hardly hesitate to ask their teachers for help.

6.3.4 Allowing Students to Ask Questions when Writing Carries on

A language teacher is expected to be a facilitator and resource person in the classroom, and it is his duty to be always ready with answers for the queries of students (Harmer, 2001).

Table 6.6
Allowing Students to Ask Questions when Writing Carries on

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|----|----|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Allowing students to ask question | Observation Checklist (Item 18) | SSC Level, N=16 | 2 | 12 | 2 | 0 | 0 | 2.00 | .516 |
| | | O Levels, N=16 | 0 | 1 | 11 | 4 | 0 | 3.18 | .543 |
| Difference of Mean between SSC and O levels | | -1.18 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The table above shows that the teachers of O level are more lenient towards students than the teachers of SSC level. The teachers of SSC level are unwilling to allow students to ask questions in the classroom when 'writing' carries on. This is evident in the high mean score (3.18) of O level against the low mean score (2.00) of the SSC level.

6.3.5 Opportunity for Students to Express Personal Ideas and Opinions

The students are expected to play some major roles as active participants in the classroom under the supervision and guidance of the teachers. It is expected in CLT that the teachers should allow students to express themselves freely in the classroom, but in reality the students are often ignored and the teachers do not encourage them to express their ideas.

Table 6.7
Opportunity for Students to Express Personal Ideas and Opinions

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|---------------------------------|-----------------|-----------|---|---|---|---|------------------------|-------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Scope of expressing personal ideas and opinions of students | Observation Checklist (Item 19) | SSC Level, N=16 | 4 | 2 | 6 | 4 | 0 | 2.62 | 1.147 | |
| | | O Level, N=16 | 0 | 0 | 5 | 8 | 3 | 3.87 | .718 | |
| Difference of Mean between SSC and O levels | | -1.25 | | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The mean score of SSC is 2.62. The mean score of O level (3.87) is comparatively high. The statistics are suggestive of O level teachers' tendency to allow students more freedom in the classroom.

6.4 Teaching Writing through Task

Learners create language through different tasks and activities. Doing tasks in the classroom is vital to enhancing competence of language learners. The following table reflects whether the classroom is task based or not. A task based classroom makes the situation learner-centred.

Table 6.8
Task-based Classroom

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|--------------------------------|-----------------|-----------|---|----|---|---|------------------------|------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Accomplishing task | Observation Checklist (Item 5) | SSC Level, N=16 | 1 | 2 | 10 | 2 | 1 | 3.00 | .894 | |
| | | O Levels, N=16 | 0 | 0 | 4 | 4 | 8 | 4.25 | .856 | |
| Difference of Mean between SSC and O levels | | -1.25 | | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The low mean score of the SSC level indicates that the classrooms are not task-oriented. Unlike SSC, the O level classrooms are rather task-oriented. It was observed that the teachers of the SSC level read the passages themselves very often and told the meaning in Bangla. The mean score against SSC is 3.00, which indicates that they do tasks in the class but the practice is not up to the standard. SSC level classes are rather busy with reading skill practice, and activity on writing tasks is hardly done in the classroom.

The following table reflects whether the teachers prepare tasks themselves or not:

Table 6.9
Preparing Task for Students

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|--------------------------------|-----------------|-----------|---|---|---|---|------------------------|------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Designing tasks by teachers | Observation Checklist (Item 7) | SSC Level, N=16 | 12 | 2 | 2 | 0 | 0 | 1.37 | .718 | |
| | | O Levels, N=16 | 0 | 2 | 6 | 5 | 3 | 3.56 | .963 | |
| Difference of Mean between SSC and O levels | | -2.19 | | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

Teachers of SSC level usually do not prepare tasks themselves; they are quite happy with the tasks available in the text or in guidebooks. Moreover, practising writing through task is hardly done in the SSC classroom. On the other hand, the teachers of O level were found preparing tasks conforming to the O level question types. They do not stick to one specific book for the selection of tasks.

6.4.1 Bringing Variety in Tasks and Activities

Variety in tasks is also important so that the learners never get bored. The teachers of O level are very concerned in assigning tasks of diverse types to the learners.

Table 6.10
Variety in Tasks and Activities

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|--------------------------------|-----------------|-----------|---|---|---|---|------------------------|------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Variety in tasks and activities | Observation Checklist (Item 8) | SSC Level, N=16 | 3 | 8 | 4 | 1 | 0 | 2.25 | 1.00 | |
| | | O Levels, N=16 | 0 | 0 | 7 | 4 | 5 | 3.87 | .885 | |
| Difference of Mean between SSC and O levels | | -1.62 | | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The students of O level get ample opportunities to practise different types of writing tasks in the classroom. While assigning directed writing or creative writing, the teachers select task of different types in different classes. Intention to bring variation was hardly observed at the SSC classroom. The materials used in O level classes are extracted from different sources: Journals, newspapers, novels as well as essays, and these materials reflect different cultures as well. Thus they bring variety and supplement the textbook/prescribed book with other materials and tasks by using diverse sources, without staying confined to the selected books only. The teachers of SSC do not use any supplementary material. They use guidebook, which is written and published mainly on commercial purposes. The difference is quite clear in the following table.

Table 6.11
Supplementing Text books with other Materials and Tasks

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|--------------------------------|-----------------|-----------|---|---|---|---|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Supplementing materials and tasks | Observation Checklist (Item 9) | SSC Level, N=16 | 14 | 2 | 0 | 0 | 0 | 1.12 | .341 |
| | | O Levels, N=16 | 0 | 1 | 8 | 2 | 5 | 3.68 | 1.024 |
| Difference of Mean between SSC and O levels | | -2.56 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

3.68 mean score signifies that the teachers of O levels sometimes supplement textbooks with other materials and tasks. 1.12 mean score against the SSC level signifies teachers' reluctance to using supplementary materials.

6.5 Teaching Directed/Guided Writing

Guided writing is useful for helping students to build confidence in their writing ability. It is done through the use of clues, information, or guidelines. Guided writing tasks may be done in a number of ways and the following table illustrates the extent to which guided writing practice is done in the classroom.

Table 6.12
Guided Writing Practice

| SL | Verifiable indicators | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|----|---|-----------------------------------|---------------|-----------|---|----|---|---|------------------------|-------|-----|
| | | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| a | Framing sentences with items or clues | Teachers' questionnaire (Item 37) | SSC, N=16 | 0 | 2 | 3 | 3 | 8 | 4.06 | 1.124 | 1 |
| | | | O Level, N=16 | 3 | 2 | 4 | 5 | 2 | 3.06 | 1.34 | |
| b | Framing sentences from substitution table | Teachers' questionnaire (Item 39) | SSC, N=16 | 0 | 3 | 11 | 0 | 2 | 3.06 | .854 | .56 |
| | | | O Level, N=16 | 2 | 6 | 6 | 2 | 0 | 2.50 | .894 | |
| c | Writing narrative based on a sequence of pictures | Teachers' questionnaire (Item 40) | SSC, N=16 | 1 | 4 | 7 | 4 | 0 | 2.88 | .885 | .82 |
| | | | O Level, N=16 | 10 | 0 | 1 | 5 | 0 | 2.06 | 1.436 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The table reflects that the SSC classrooms are more guided-writing-oriented than O level classrooms. The mean score against the indicator 'framing sentences with items or clues' is very high at the SSC level schools (4.06), while the score is only high (3.06) at the O level. The second indicator in the table to verify guided writing practice offers similar results. The mean score of the SSC level is 3.06, while the score is 2.50 at the O level. The statistics reflect that framing correct sentences from substitution table is hardly done in the O level classrooms though the practice is quite high in the SSC classrooms. The third indicator, that measures 'practice of writing based on sequence of pictures', does not claim much attention from either of the groups. The mean score at the SSC level is 2.88 while the score is 2.06 at the O level.

However, the table above cannot solely reflect the standard of 'Guided Writing Practice'. A close look at the indicators set in the table above reveals that these types of tasks are usually designed for comparatively young language learners. The SSC classrooms are still very busy with these minor and initial guided writing practices. It is quite surprising that despite having scope for standard guided writing practice—item 13 of SSC English first paper syllabus/question paper asks students to write a paragraph from given hints or by answering questions, item 14 of the same paper asks students to write a letter on a given situation, item number 10 of 2nd paper asks students to prepare a personal report on a given situation, items 12, 13 and 14 of 2nd paper are also concerned with guided writing practice—the teachers and students of SSC are busy with those initial

guided writing practice. It has been discovered during the interview with teachers that both students and teachers are reluctant to practising anything in the classroom that demands language production. Subsequently their attention is drawn to items, which can offer at best sentence level grammar, not the discourse at all. Moreover, the tradition of having familiar topics in the public examination inspires both teachers and students to be tricky, and dissuade them from writing practice in the classroom. The picture of O level is quite opposite as the entire emphasis of directed writing is focused on language practice; the students practise report writing, debate speech, application, letter, dialogue writing, article writing etc.

The teachers are expected to give ideas about the importance of situation, purpose and audience while teaching directed/guided writing in the classroom. Nevertheless, the teachers of O level appear to be more concerned here:

Table 6.13
Giving Ideas about the Importance of Situation, Purpose and Audience while Teaching Directed Writing

| Indicator | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|---|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| stress on situation, purpose and audience | Students' Questionnaire (item 37) | SSC, N=120 | 21 | 32 | 21 | 30 | 16 | 2.90 | 1.325 | -.63 |
| | | O Level, N=120 | 8 | 12 | 34 | 41 | 25 | 3.53 | 1.13 | |
| | Teachers' Questionnaire (item 38) | SSC, N=16 | 0 | 0 | 7 | 7 | 2 | 3.69 | .704 | -.44 |
| | | O Levels, N=16 | 0 | 1 | 5 | 1 | 9 | 4.13 | 1.88 | |
| | Observation Checklist (item 39) | SSC, N=16 | 12 | 4 | 0 | 0 | 0 | 1.25 | .447 | -2.56 |
| | | O Levels, N=16 | 0 | 1 | 3 | 10 | 2 | 3.81 | .75 | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

Being aware of situation and audience is vital to making someone's writing look original and attractive. The tone varies according to the difference of subject matter and genre. The language which is used in report writing is not desirable in informal letter writing. Data in the table above reflect that the teachers of the SSC level hardly bother about it as the mean score is low in all three tools. Moreover, the high SD is suggestive of huge discrepancies among teachers of the two levels in this area. The situation at the O level appears to be better, but the SD is also high over there which indicates that the teachers are divided, with some emphasising these aspects, while others do not. The

following figure shows how the students are made aware of situation, purpose and audience at the two levels:

Figure 6.1
Figure: Techniques of Teaching Awareness of Purpose, Situation and Audience

Most of the teachers of O level ask students to imagine themselves in the situation while teaching awareness of purpose, situation and audience. The practice is quite popular among SSC level teachers as well, but they prefer model presentation more in teaching these aspects which is evident in the figure above. However, the practice of displaying models is not up to expectation at the SSC level as evidenced by the table below. It offers a contradictory scenario.

Table 6.14
Model Presentation

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|--------------------|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Model Presentation | Students' Questionnaire (item 36) | SSC, N=120 | 23 | 37 | 30 | 19 | 11 | 2.65 | 1.221 | -.17 |
| | | O Level, N=120 | 23 | 30 | 31 | 18 | 18 | 2.82 | 1.322 | |
| | Teachers' questionnaire (item 36) | SSC, N=16 | 0 | 0 | 8 | 3 | 5 | 3.81 | .911 | -.44 |
| | | O Level, N=16 | 0 | 0 | 3 | 6 | 7 | 4.25 | .775 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

It has been observed that there are some models of CV, essay and letter in the books of SSC level. However, the teachers of SSC level hardly introduce any written item beyond the text. The reply of the students reveals that the tendency to present model is low among the teachers of both the levels. Though the mean and SD are very high in the reply of teachers, the reply of students' invalidate the claim of teachers.

6.6 Teaching Composition Writing/Free Writing

There are different types of writing that falls under this criterion. Creative writing is an inseparable part of writing skills practice. While practising creative writing, the students are often asked to write on topics related to their knowledge and experience.

Table 6.15
Practice of Topics Relating to Students' Knowledge and Experience

| Verifiable Indicator | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|----------------------|-----------------------------------|---------------|-----------|----|---|---|---|------------------------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Life like topics | Teachers' Questionnaire (item 41) | SSC, N=16 | 0 | 7 | 4 | 1 | 4 | 3.13 | 1.258 | -.87 |
| | | O Level, N=16 | 0 | 3 | 1 | 5 | 7 | 4.00 | 1.155 | |
| | Observation Checklist (item 29) | SSC, N=16 | 4 | 10 | 2 | 0 | 0 | 1.87 | .619 | -1.69 |
| | | O Level, N=16 | 0 | 0 | 9 | 5 | 2 | 3.56 | .727 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

According to the table above the teachers of both O level and SSC level assign topics relating to the students' knowledge and experience. The practice is little higher in the O level classrooms.

Another way of teaching creative writing is to provide the beginning of story and asking students to complete it. In such tasks the learners can show their creativity in producing language.

Table 6.16
Providing the Beginning of Story and Asking Students to Complete It

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|-----------------|-----------|---|----|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Story writing | Teachers' questionnaire (Item 42) | SSC Level, N=16 | 0 | 0 | 12 | 4 | 0 | 3.25 | .447 |
| | | O Level, N=16 | 0 | 0 | 10 | 6 | 0 | 3.38 | .50 |
| Difference of Mean between SSC and O levels | | -.13 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

This practice is high in both the streams. This is evident in the mean score of O level (3.38) and SSC level (3.25).

6.7 Teaching Higher Order Sub Skills of Writing

Higher order writing skills include argumentation, position and place, attitude, mode, style, awareness of purpose and audience, organisation and cohesion while lower order writing skills include spelling, punctuation, grammar, mechanics etc.

Table 6.17
Asking Students to Prepare Notes on the Opening Paragraph, Development Paragraph and Conclusion

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|-----------------------------------|-----------------|-----------|---|---|----|---|------------------------|------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Teaching extended piece of Writing | Teachers' questionnaire (Item 44) | SSC Level, N=16 | 0 | 5 | 5 | 6 | 0 | 3.06 | .854 | |
| | | O Level, N=16 | 0 | 3 | 3 | 10 | 0 | 3.44 | .814 | |
| Difference of Mean between SSC and O levels | | -.38 | | | | | | | | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The mean score of O level is 3.44 and SSC level is 3.06. The data presented in the table above is suggestive of teachers' concern about how to prepare students and make them skilled in writing 'opening paragraphs', 'development paragraphs' and 'conclusion'.

6.7.1 Teaching Coherence and Cohesion

Maintaining coherence and cohesion is highly important in the extended piece of writing. The following table gives a picture about the teaching of coherence and cohesion.

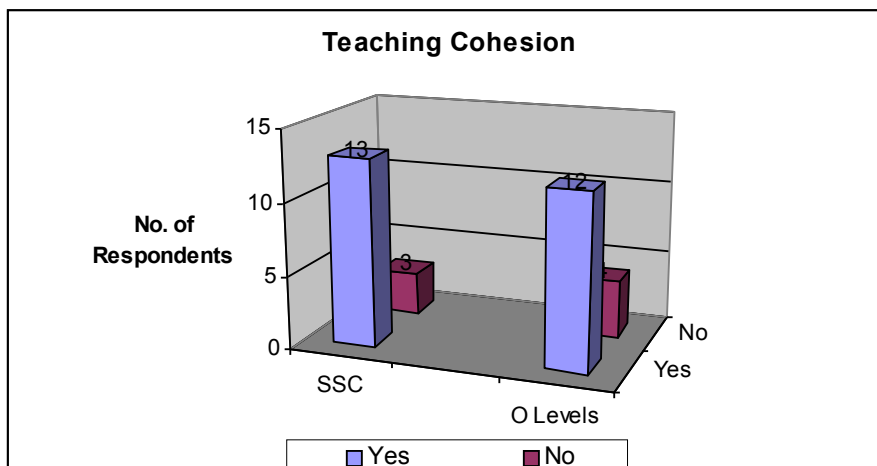
Table 6.18
Providing Ideas about the Cohesive Ties

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|-----------------------------------|------------------|-----------|----|----|----|----|------------------------|-------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Cohesion | Students' questionnaire (Item 32) | SSC Level, N=120 | 0 | 34 | 48 | 27 | 10 | 3.09 | .935 | |
| | | O Level, N=120 | 12 | 16 | 44 | 30 | 18 | 3.22 | 1.161 | |
| Difference of Mean between SSC and O levels | | -.13 | | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The mean scores of O level and SSC level are high in this aspect, though the state of teaching cohesive ties appears to be slightly better in the O level classrooms. It has been explored in the interviews with teachers that the students of SSC level also learn linkers in the classroom frequently. The teachers of both the levels opined that they taught cohesion in the classroom which is evident in the following figure:

Figure 6.2
Teaching Cohesion



Nevertheless, the techniques of teaching cohesion are not same in the two levels which are reflected in the following table:

Table 6.19
Techniques Applied in Teaching Cohesion in the Classroom

N=25 (Multiple Responses)

| Options | | SSC | | O levels | |
|---------|--|-----|-------|----------|-------|
| | | f | % | F | % |
| i) | You don't follow specific techniques for teaching cohesion | 2 | 12.5 | 5 | 29.41 |
| ii) | Guiding students by indicating the place where linkers are missing in their copies | 1 | 6.25 | 8 | 47.05 |
| iii) | You teach them at the outset the importance of maintaining cohesion | 4 | 25 | 4 | 23.52 |
| iv) | Showing some models and pointing out how cohesive ties were maintained in those writings | 9 | 56.25 | | |

According to the data presented in the table above, the SSC level teachers teach cohesion through model presentation, while the teachers of O level said that they guided students by drawing their notice to the use of cohesive ties while checking the copies of the students. But it was not observed in the SSC classrooms.

6.7.2 Starting Essays in an Attractive Way

The introduction of any extended piece of writing is very important. There are different ways to start an essay. The following table reveals whether the teachers guide students to learn how to start an essay in an attractive way.

Table 6.20
Giving Ideas to Start an Essay in an Attractive Way

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|---------------------------------|-----------------------------------|----------------|-----------|----|----|----|---|------------------------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Attractive starting of an essay | Students Questionnaire (item 33) | SSC, N=120 | 18 | 35 | 46 | 16 | 5 | 2.63 | 1.03 | -. 11 |
| | | O Level, N=120 | 21 | 26 | 41 | 31 | 1 | 2.74 | 1.064 | |
| | Teachers' questionnaire (item 50) | SSC, N=16 | 0 | 0 | 0 | 7 | 9 | 4.56 | .512 | -. 12 |
| | | O Level, N=16 | 0 | 0 | 2 | 5 | 9 | 4.44 | .727 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The data were collected from the responses of students and teachers. An incongruity was detected in their responses. The teachers of both the streams claimed that they taught how to start essay, but responses of the students negated the claim of the teachers as the mean scores of the SSC and O levels were 2.63 and 2.74 respectively.

Table 6.21
Techniques of Teaching to Start an Essay

N=32 (Multiple Responses)

| Options | | SSC | | O levels | |
|---------|--|-----|-------|----------|-------|
| | | f | % | f | % |
| i) | You teach them to start an essay with a point or thesis sentence | | | 2 | 11.76 |
| ii) | You teach students to start essay with a point or thesis and then support the thesis or point with arguments | 5 | 26.31 | 8 | 47.05 |
| iii) | You teach them to start with a quotation from literary pieces | 3 | 15.78 | | |
| iv) | You teach them to start with an exceptional expression to grab the attention of readers | 11 | 57.89 | 7 | 41.17 |

Source: Field Survey, 2010 (Teachers' Questionnaire)

Majority of the teachers of O level have opined that they asked students to start an essay with a point or thesis and then supported it with arguments. Almost the same numbers of teachers have replied that they ask students to start with an exceptional expression to grab the attention of readers. On the other hand, majority of the teachers of the SSC level are in favour of starting essay with an exceptional expression.

6.7.3 Providing Ideas about Developing an Essay

The following table illustrates reality about the extent to which teachers provide ideas about developing an essay.

Table 6.22
Providing Ideas about Developing an Essay

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|------------------|-----------|----|----|----|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Developing Essays | Students' questionnaire (Item 34) | SSC Level, N=120 | 14 | 6 | 17 | 23 | 60 | 3.91 | 1.378 |
| | | O Level, N=120 | 2 | 16 | 31 | 34 | 37 | 3.65 | 1.248 |
| Difference of Mean between SSC and O levels | | .26 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

It is reflected in the table above that teachers of both the levels are concerned about the development of essay. The mean scores of both levels are high. The mean score of SSC is 3.91 while the mean score of O level is 3.65.

6.7.4 Teaching Students Techniques of Maintaining Paragraph Unity

Maintaining paragraph unity is highly required in any extended piece of writing. If paragraphs are not organised and sequenced well, the task appears to be disjointed.

Table 6.23
Teaching Students Paragraph Unity

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|-----------------------------|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|-------|-----|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Maintaining paragraph unity | Students' Questionnaire (item 31) | SSC, N=120 | 15 | 10 | 18 | 24 | 33 | 3.75 | 1.416 | .32 |
| | | O Level, N=120 | 14 | 14 | 31 | 29 | 32 | 3.43 | 1.314 | |
| | Teachers' questionnaire (item 51) | SSC, N=16 | 0 | 0 | 0 | 5 | 11 | 4.69 | .479 | .19 |
| | | O Levels, N=16 | 0 | 0 | 0 | 8 | 8 | 4.50 | .516 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

Mean scores are high in both the streams as evidenced by the table above. One of the probable reasons for the high mean score of the SSC level is the presence of several tasks on paragraph writing. While interviewing, the teachers of the SSC level opined that they taught students to develop a single idea in a single paragraph. The students of O level usually did not practise paragraph writing separately but they did it while writing essay and composition.

6.8 Lower Order Writing Skills

6.8.1 Teaching Grammar

There are different approaches and techniques of teaching grammar, and it has been given immense importance in both the mediums which is evident in the data presented in the table below:

Table 6.24
Emphasis on Grammar

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|-------------------|---------------------------------|----------------|-----------|---|----|----|----|------------------------|------|-----|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Stress on Grammar | Student Questionnaire (item 39) | SSC, N=120 | 0 | 7 | 29 | 22 | 62 | 4.16 | .987 | .24 |
| | | O Level, N=120 | 2 | 8 | 24 | 50 | 36 | 3.92 | .958 | |
| | Observation Checklist (item 35) | SSC, N=16 | 0 | 0 | 2 | 4 | 10 | 4.50 | .730 | .25 |
| | | O Level, N=16 | 0 | 0 | 2 | 8 | 6 | 4.25 | .683 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

This is one of the rare areas where data of both the streams are quite similar. The teachers, irrespective of the levels, put huge emphasis on grammar in the classrooms. The mean score of students' questionnaire indicate that grammar is given more importance at the SSC level than it is at the O level schools. The score in observation checklist is even higher at both the levels. However, it has been detected that the teachers of the SSC level are rather concerned with the accuracy of grammar, while the O level teachers emphasise both fluency and accuracy of grammar.

Grammatical range is as important as grammatical accuracy. The students often practise sentence structures in the classrooms. However, the practice of sentence level grammar decreases gradually giving way to discourse type of writing. The following table suggests how much emphasis is given on teaching sentence structure in both the streams.

Table 6.25
Making Students Practise to Write Sentences with Varied Length and Structure

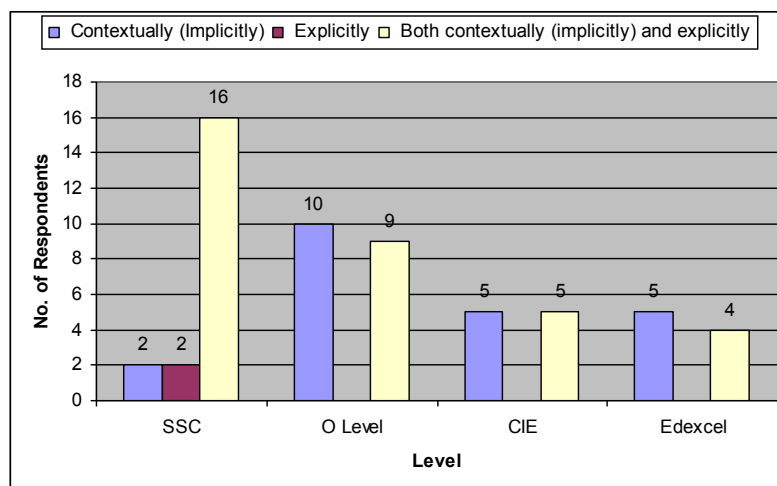
| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|------------------------------|-----------------------------------|-----------------|-----------|----|----|----|----|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Teaching Sentence structures | Students' Questionnaire (item 30) | SSC, N=120 | 47 | 23 | 25 | 16 | 9 | 2.31 | 1.314 | -.42 |
| | | O Levels, N=120 | 25 | 26 | 39 | 17 | 13 | 2.73 | 1.25 | |
| | Teachers' questionnaire (item 54) | SSC, N=16 | 5 | 0 | 0 | 7 | 4 | 3.31 | 1.662 | -.43 |
| | | O Levels, N=16 | 3 | 0 | 3 | 7 | 3 | 3.44 | 1.365 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The mean score of the SSC level against this criterion, according to students' questionnaire survey, is 2.31, while it is 3.31 in teachers' questionnaire survey. At the O level, the mean score is 2.73 in students' questionnaire and 3.44 in teachers' questionnaire. All these data suggest that the teachers of both the levels make students practise sentence level grammar in the classrooms.

However, there are differences in the methods of teaching grammar. It has been observed that grammar is taught in three different ways in these two streams: implicitly, explicitly and by mingling both the types. The figure that follows gives a clear idea about this aspect:

Figure 6.3
Methods of Teaching Grammar



Most of the teachers of the SSC level teach grammar in a mixed method by mingling both implicit and explicit approach, while majority of the teachers of O level say that they teach grammar contextually. This opinion is closely followed by the mixed approach, i.e. mingling of both implicit and explicit approach (same as Schulz, 1996).

6.8.2 Teaching Vocabulary

Range and appropriateness of vocabulary are also important for the achievement of high score in any written test. Learning vocabulary is a continuous process and it cannot be acquired overnight. There are different techniques that teachers apply in teaching vocabulary in the classroom:

Table 6.26
Learning Vocabulary within Contexts

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|---|---|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Teaching Vocabulary | Observation Checklist (Item 45) | SSC Level, N=16 | 1 | 2 | 8 | 3 | 2 | 3.18 | 1.046 |
| | | O Level, N=16 | 0 | 0 | 5 | 8 | 3 | 3.87 | .718 |
| Difference of Mean between SSC and O levels | | -.69 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

Students are expected to learn vocabulary in context at least in class 9 and 10 at both the levels. They pass a considerable number of years before appearing at the SSC and O level examinations. It is desirable that they have learnt a considerable number of words by this time and they can use those words in extended piece of writing. The mean scores of both the SSC and O levels signify that students learn vocabulary in context. Again, the table below shows the extent to which students learn appropriate and exact words.

Table 6.27
Teaching the Use of Appropriate and Exact Words

| Verifiable indicator | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|----------------------|-----------------------------------|-----------------|-----------|----|----|----|----|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Vocabulary teaching | Students' Questionnaire (item 16) | SSC, N=120 | 2 | 12 | 28 | 39 | 39 | 3.84 | 1.045 | .97 |
| | | O Levels, N=120 | 19 | 22 | 47 | 20 | 12 | 2.87 | 1.173 | |
| | Teachers' questionnaire (item 52) | SSC, N=16 | 1 | 4 | 3 | 0 | 4 | 3.88 | 1.025 | -.06 |
| | | O Levels, N=16 | 3 | 0 | 0 | 5 | 8 | 3.94 | 1.526 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The mean score of the table above shows that the use of appropriate words is practised more in the SSC classrooms. One of the reasons that might be responsible for the comparatively high score of SSC in this criterion is the provision of ‘fill-in-the-gaps’ type question pattern.

While teaching vocabulary, teachers are often observed asking students to use new words. This is illustrated in the table below.

Table 6.28
Teachers' Suggestions to Use New Words

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|-----------------|-----------|----|----|----|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Vocabulary teaching | Students' questionnaire (Item 18) | SSC Level, N=16 | 8 | 9 | 27 | 24 | 52 | 3.86 | 1.245 |
| | | O Level, N=16 | 11 | 18 | 37 | 31 | 23 | 2.93 | 1.245 |
| Difference of Mean between SSC and O levels | | .93 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

The students of SSC level said that their teachers had inspired them to use new words in their writing. The mean score of O level is low in this aspect, and it suggests that the students of O level are not in a situation that warrants attention to vocabulary. The O level teachers think that the students are quite fluent in using words appropriately in their writings, and they do not need any instruction.

Again, the teachers of SSC level do not put emphasis on the formation of words using hyphen; such formation becomes important in places where the exact word for expressing ideas is not easily available.

Table 6.29
Formations of Words Using Hyphen

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|------------------|-----------|----|----|----|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Vocabulary teaching | Students' questionnaire (Item 20) | SSC Level, N=120 | 46 | 22 | 23 | 14 | 15 | 2.44 | 1.418 |
| | | O Level, N=120 | 52 | 33 | 26 | 9 | 0 | 3.07 | 1.448 |
| Difference of Mean between SSC and O levels | | -. 63 | | | | | | | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The table above reflects that the practice of forming words using hyphen is more prominent in the O level classrooms as evidenced by the high mean score (3.07) against the low mean score of SSC (2.44).

6.8.2.1 Techniques of Teaching Vocabulary

The following table shows the techniques of teaching vocabulary adopted at the SSC and O levels.

Table 6.30
Techniques of Teaching Vocabulary

N=32 (Multiple Responses)

| Options | | SSC | | O levels | |
|---------|---|-----|-------|----------|-------|
| | | f | % | F | % |
| i) | Teaching vocabulary in context | 11 | 22.44 | 10 | 35.71 |
| ii) | Giving a single word and teach students how to use it in different ways | 9 | 18.36 | | |
| iii) | Teaching students how different parts of speech are formed from the same word and their usage as well | 9 | 18.36 | 3 | 10.71 |
| iv) | Teaching vocabulary offering synonyms and antonyms | 10 | 20.40 | 5 | 17.85 |
| v) | Asking students to write the meaning of a word as used in a sentence (contextually) | 5 | 10.20 | 7 | 25 |
| vi) | Matching words/expressions from one column | 5 | 10.20 | 3 | 10.71 |

Source: Field Survey

Majority of teachers of both the levels opined that they had taught vocabulary in context. The percentage of SSC level is 22.44 while it is 35.71 at the O level. 20.40 percent teachers of SSC level, however, opined that they had taught vocabulary by providing synonyms and antonyms.

6.8.3 Mechanics

Mechanics are the technical aspects of writing; spelling, punctuation, italics, and abbreviation of words come under this criterion. Along with these aspects some other items of mechanics have been discussed here also.

Table 6.31
Tasks and Activities on Spelling

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|------------------|-----------|----|----|----|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Spelling Practice | Students' questionnaire (Item 22) | SSC Level, N=120 | 16 | 17 | 39 | 32 | 16 | 3.13 | 1.213 |
| | | O Levels, N=120 | 39 | 24 | 31 | 22 | 4 | 3.03 | 1.353 |
| Difference of Mean between SSC and O levels | | .10 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The mean score of spelling practice at the SSC level is 3.13, and it is higher than the score of O level. It can be deduced from the data presented in the table above that teachers of both the streams give ideas about spelling, but it is not given at a significant level.

6.8.3.1 Techniques of Teaching Spelling

The table below reflects the techniques of teaching spelling in the classroom.

Table 6.32
Techniques of Teaching Spelling

N=32 (Multiple Responses)

| Options | | SSC | | O level | |
|---------|--|-----|-------|---------|-------|
| | | f | % | F | % |
| i) | Asking students to form the habit of using dictionary | 13 | 34.21 | 6 | 20.68 |
| ii) | Teaching spelling only contextually | 5 | 13.15 | 8 | 27.58 |
| iii) | Teaching students some basic rules of spelling available in books | 1 | 2.63 | 2 | 6.89 |
| iv) | Providing words along with misspelled words and ask students to choose the right option. | 8 | 21.05 | 5 | 17.24 |
| v) | Teaching spelling through dictation | 6 | 15.78 | | |
| vi) | Teaching them to keep a personal spelling list they usually misspell | | | 4 | 13.79 |
| vii) | Asking them to master the commonly confused words | 5 | 13.15 | 4 | 13.79 |

Source: Field Survey, 2010

34.21 percent teachers of SSC level said that they had asked students to form the habit of using dictionary when they had been confused with spelling. 21.05 percent replied that they made students practise tasks that contained correct words with misspelled words. 27.58 percent teachers of O level taught spelling only contextually. Nevertheless, this aspect did not draw any uniformed result.

6.8.3.2 Teaching Apostrophe, Quotation Marks, and Capitalisation

Apostrophe, quotation marks and capitalisation belong to 'Mechanics'. At both the SSC and O level classes, these items are not expected to be taught separately. The following table suggests how much emphasis is given on these items in the classroom.

Table 6.33
Teaching Apostrophe, Quotation Marks, and Capitalisation

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|--------------------------|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Teaching Apostrophe | Students' Questionnaire (item 23) | SSC, N=120 | 35 | 14 | 28 | 16 | 27 | 2.88 | 1.524 | .36 |
| | | O Level, N=120 | 36 | 27 | 36 | 12 | 9 | 2.52 | 1.145 | |
| Teaching quotation marks | Students' Questionnaire (item 24) | SSC, N=120 | 23 | 17 | 32 | 23 | 25 | 3.08 | 1.394 | .49 |
| | | O Level, N=120 | 21 | 36 | 43 | 11 | 9 | 2.59 | 1.111 | |
| Teaching Capitalisation | Students' questionnaire (item 27) | SSC, N=120 | 8 | 8 | 14 | 2 | 88 | 4.28 | 1.285 | 1.47 |
| | | O Level, N=120 | 33 | 22 | 27 | 11 | 27 | 2.81 | 1.502 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The mean score of SSC in teaching apostrophe is higher than O level. Similar trend was observed in teaching quotations and capitalisation with SSC scoring 3.08 and 4.28 while O level scoring 2.59 and 2.81 respectively. The table is suggestive of SSC level teachers' laying more emphasis on 'Mechanics' items.

6.8.3.3 Practising Punctuation Marks like Comma, Semicolon, and Parenthesis

Accuracy and range of punctuation marks are required to attain good scores in the tests.

Table 6.34
Practising Punctuation Marks like Comma, Semicolon, and Parenthesis

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|------------------|-----------|----|----|----|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Practice of Punctuation Marks | Students' questionnaire (Item 25) | SSC Level, N=120 | 10 | 29 | 38 | 11 | 32 | 3.22 | 1.304 |
| | | O Level, N=120 | 35 | 25 | 31 | 19 | 10 | 2.53 | 1.289 |
| Difference of Mean between SSC and O levels | | .69 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The table above illustrates the extent to which punctuation marks are practised in the classroom. The mean score of SSC is high (3.22), while the mean score of O level is low (2.53). It signifies that the SSC level teachers put more emphasis on punctuation practice.

6.8.3.4 Techniques of Teaching Punctuation

The table below illustrates the techniques that teachers adopt in teaching punctuation in the classroom.

Table 6.35
Techniques of Teaching Punctuation

N=32 (Multiple Responses)

| Options | | SSC | | O levels | |
|---------|--|-----|-------|----------|-------|
| | | f | % | f | % |
| i) | Through task fulfilment | 8 | 38.09 | 7 | 31.81 |
| ii) | Giving examples of different punctuation marks followed by exercises | 5 | 23.80 | 8 | 36.36 |
| iii) | No specific technique is being used | 5 | 23.80 | 4 | 18.18 |
| iv) | Commonly used punctuation marks are practised repeatedly while less familiar are done occasionally | 3 | 14.28 | 3 | 13.63 |

Source: Field Survey, 2010

38.09 percent teachers of SSC and 31.81 percent teachers of O level were of the view that they had taught punctuation contextually. However, practising some objective type tasks is also evident as 23.80 percent teachers of SSC and 36.36 percent teachers of O level said that they had made students practise some exercises on punctuation.

6.9 Evaluation

Evaluation is an important part in the learning process. A continuous evaluation process helps students understand their existing proficiency level, and subsequently they can take initiatives to enhance it.

6.9.1 Homework and Class work

The teachers are expected to make students perform task in the classroom, and give them some homework and class work. If those copies are marked, the learners get clear ideas about their performance.

Table 6.36
Marking of Home Work and Class Work Copies

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|------------------------|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Homework and Classwork | Students' Questionnaire (Item 11) | SSC, N=120 | 7 | 52 | 24 | 13 | 14 | 3.21 | .98 | -.60 |
| | | O Level, N=120 | 1 | 13 | 36 | 28 | 42 | 3.81 | 1.06 | |
| | Observation Checklist (item 34) | SSC, N=16 | 2 | 12 | 2 | 0 | 0 | 2.00 | .516 | -2.75 |
| | | O Level, N=16 | 0 | 0 | 1 | 2 | 13 | 4.75 | .577 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The mean score of students' questionnaire suggests that teachers of both the levels are habituated in marking the class work and homework copies. However, the observation checklist gives a different idea as the mean score is very high at the O level and low at the SSC level. According to the mean score of observation checklist, it can be deduced that the practice of marking class work and homework copies is yet to be developed in the SSC classrooms.

6.9.2 Provision for Class Test and Tutorial

Class tests and tutorial are frequently conducted at the O level schools, while the practice is comparatively low at the SSC level.

Table 6.37
Provision for Class test and Tutorial

| Verifiable Indicator | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|-----------------------------------|------------------|-----------|----|----|----|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Class Test and Tutorial | Students' questionnaire (Item 12) | SSC Level, N=120 | 9 | 16 | 60 | 14 | 21 | 3.18 | 1.108 |
| | | O Levels, N=120 | 0 | 7 | 16 | 39 | 58 | 4.23 | .89 |
| Difference of Mean between SSC and O levels | | -1.05 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The mean score of SSC level is 3.18 and the mean score of O level is 4.38. The mean score indicates that the teachers of O level arrange these tests frequently. The high standard division of SSC level signifies that in some schools the teachers take class test while it is absent in other institutions.

6.10 Process and Product Approach

It has been observed that most of the classes of both the levels are product oriented, and process approach does not always seem suitable in the classroom considering time constraint and resources.

6.10.1 Intervening in the Process and Helping Students

Process approach involves intervening in the process when the task carries on. The table below reflects to what extent process approach is followed in the classroom.

Table 6.38
Intervening in the Process and Helping Students

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|--------------------------------------|-----------------------------------|---------------|-----------|---|---|---|---|------------------------|------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Intervention when writing carries on | Teachers' Questionnaire (item 45) | SSC, N=16 | 0 | 2 | 9 | 3 | 2 | 3.31 | .873 | -. 57 |
| | | O Level, N=16 | 0 | 0 | 0 | 8 | 3 | 3.88 | .719 | |
| | Observation Checklist (item 23) | SSC, N=16 | 6 | 8 | 2 | 0 | 0 | 1.75 | .683 | -. 43 |
| | | O Level, N=16 | 3 | 8 | 4 | 1 | 0 | 2.18 | .834 | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

Teachers' reply suggests that process approach is quite popular with both the levels, but observation checklist gives an opposite scenario, according to which the provision is low at the O level while it is very low at the SSC.

6.10.2 Correcting Errors when the Product is Ready

The table below shows that how these approaches are maintained at the SSC and O levels.

Table 6.39
Correcting Errors when the Product is Ready

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|--|-----------------------------------|---------------|-----------|---|---|---|----|------------------------|------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Product approach in correction of errors | Teachers' Questionnaire (item 47) | SSC, N=16 | 0 | 0 | 1 | 0 | 15 | 4.88 | .50 | -. 12 |
| | | O Level, N=16 | 0 | 0 | 0 | 0 | 16 | 5.00 | .00 | |
| | Observation Checklist (item 27) | SSC, N=16 | 0 | 0 | 0 | 4 | 12 | 4.75 | .447 | -. 18 |
| | | O Level, N=16 | 0 | 0 | 0 | 1 | 15 | 4.93 | .25 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The table reflects that both the teachers of SSC and O levels prefer Product approach; they collect the copies when the task is done, and then correct the errors. Correction of errors is one of the areas that indicate whether the class is product oriented or process oriented. According to the data portrayed in the table above, both SSC and O level classrooms are focused on product approach. However, there are other indicators to

define whether the students ever practised anything pertaining to process approach. Though the teachers of O level have demonstrated a profound keenness for product approach, they follow process approach in specific cases. The table below gives an inclining tendency of O level teachers towards process approach:

6.10.3 Following the Process of Drafting, Revising and Editing while Practising Writing

Conflicting data have been observed here. The questionnaire of teachers as well as students, and observation checklist offer different scenario about adherence to process and product approach.

Table 6.40
Following the Process of Drafting, Revising and Editing while Practising 'Writing'

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|------------------|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Process approach | Students' Questionnaire (item 28) | SSC, N=120 | 11 | 50 | 26 | 21 | 12 | 2.78 | 1.148 | -.42 |
| | | O Level, N=120 | 12 | 33 | 24 | 21 | 30 | 3.20 | 1.351 | |
| | Teachers' Questionnaire (item 48) | SSC, N=16 | 2 | × | 3 | 4 | 7 | 3.19 | 1.047 | -.69 |
| | | O Level, N=16 | | 5 | 5 | 4 | 2 | 3.88 | 1.36 | |
| | Observation Checklist (item 38) | SSC, N=16 | 14 | 2 | 0 | 0 | 0 | 1.12 | .341 | -2.13 |
| | | O Level, N=16 | 0 | 2 | 8 | 6 | 0 | 3.25 | .707 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The data of SSC level conform to the data of the previous table but the data of O level do not, which signifies that the teachers of O level follow process approach also. While observing the classroom and interviewing the teachers of O level, the researcher came to know that despite having profound inclination towards product approach, the teachers of O level made the students practise drafting, revising and editing basically in the homework copies, and it was observed that the students were asked to rewrite their homework unless it satisfied the teacher. Moreover, the teachers made the students practise the same approach in the term paper writing. Data on the same issue were collected through a different question with options 'yes' and 'no' to have more in depth results on this aspect:

Table 6.41
Sometimes Following the Process of Drafting, Revising and Editing while Practising 'Writing'

N=240

| Option | Result | | | |
|--------|--------|------|---------|------|
| | SSC | | O Level | |
| | F | % | f | % |
| Yes | 20 | 16.7 | 74 | 61.7 |
| No | 100 | 83.3 | 46 | 38.3 |

Source: Field Survey, 2010

The students were asked whether they ever practised the process approach, and the reply shows that the students of O level sometimes did it, while the percentage of SSC level is very low. Only 20 students of SSC level replied that they sometimes practised the approach. The immediate question that followed was focused on the time and occasion of following process approach, and the answers are given in the following table:

Table 6.42
Techniques of Practising Process Approach

N=94

| Option | SSC | | O level | |
|--|-----|-----|---------|-------|
| | f | % | f | % |
| We practise it at home when we do homework | 14 | 70% | 11 | 14.86 |
| We perform a single writing assignment in a number of classes at school | 5 | 25% | 6 | 8.10 |
| We start a writing task in the class, incomplete portion is done at home | 1 | 5% | 5 | 6.75 |
| We do it while performing a project work/assignment | 0 | 0 | 52 | 70.27 |

Source: Field Survey, 2010

It has been already noticed that the practice of process approach is higher at the O level than it is at the SSC level. Again out of 74 students of O level, 70.27 percent opined that they did drafting and editing basically when they were given a project work or assignment. It means that the teachers of O level sometimes make the students rewrite different writing tasks, while the practice is almost absent at the SSC level.

6.10.4 Attitude of Students towards Error Correction

The students of both the streams quite unanimously supported the provision that teachers should check the copies only when the product was fully ready. However, the students of SSC level expressed their strong support for product approach, while the students of O level seemed a bit more flexible in their attitude as the percentage of

students who strongly supported the statement was lower than that who simply agreed to it. The picture was little different among the students of SSC level where 60.8 percent students strongly extended their support for the statement.

Table 6.43
Correction of the Errors when the Writing Task is Fully Complete, N=240

| Option | SSC | | O Level | |
|----------------------------|-----|------|---------|------|
| | F | % | F | % |
| Strongly agree | 73 | 60.8 | 49 | 40.8 |
| agree | 35 | 29.2 | 57 | 47.5 |
| neither agree nor disagree | 12 | 10.0 | 11 | 9.2 |
| disagree | X | X | 3 | 2.5 |
| strongly disagree | X | X | X | X |

Source: Field Survey, 2010

6.11 Feedback

Feedback is an integral part of language learning process. The teachers can provide feedback in different ways based on the suitability of the task and situation.

6.11.1 Giving Written Feedback

Written feedback, the most common type of feedback, may be given on content and other sub skills of writing. It requires immense effort from the teachers since such feedback demands adequate time and vigour from them. The following table suggests the level of feedback at both the levels:

Table 6.44
Level of Written Feedback

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | | |
|---|---------------------------------|-----------------|-----------|---|---|----|---|------------------------|------|--|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Written Feedback | Observation Checklist (Item 41) | SSC Level, N=16 | 0 | 6 | 8 | 2 | 0 | 2.75 | .683 | |
| | | O Level, N=16 | 0 | 0 | 2 | 11 | 3 | 4.06 | .573 | |
| Difference of Mean between SSC and O levels | | -1.31 | | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The mean score of SSC level is much lower than that of O level. The very high (4.06) mean score of O level suggests that the teachers give written feedback frequently in the copies of students while the comparatively low mean score at the SSC level is suggestive of the low level of written feedback.

6.11.2 Giving Elaborated Feedback /Conferencing in the ‘Writing’ Classes.

Teachers select the common mistakes of students and then discuss them in the classroom to make all students to be aware of them.

Table 6.45
Giving Elaborated Feedback /Conferencing in the Writing Classes

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|---------------------|-----------------------------------|---------------|-----------|---|---|---|----|------------------------|------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Elaborated Feedback | Teachers' Questionnaire (item 58) | SSC, N=16 | 0 | 2 | 7 | 4 | 3 | 3.5 | .966 | -1.13 |
| | | O Level, N=16 | 0 | 0 | 3 | 0 | 13 | 4.63 | .806 | |
| | Observation Checklist (item 43) | SSC, N=16 | 4 | 8 | 2 | 2 | 0 | 2.12 | .957 | -1.96 |
| | | O Level, N=16 | 0 | 0 | 3 | 9 | 4 | 4.06 | .68 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

Response of teachers suggests that teachers of both the levels give elaborated feedback in the classroom. However, the mean score of observation checklist signifies that the teachers of SSC level hardly do it in the classroom compared to the high level of practice in O level classrooms where the mean score is 4.06.

6.11.3 Giving some Specific Praise in Feedback along with Suggestions for Improvement

Positive feedback enhances the motivation of the learners. If the suggestions are accompanied by praises, the students get inspired and become enthusiastic in their tasks.

Table 6.46
Giving Some Specific Praise in Feedback along with Suggestions for Improvement

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|-------------------|-----------------------------------|----------------|-----------|----|----|----|----|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Positive Feedback | Students' Questionnaire (item 40) | SSC, N=120 | 21 | 8 | 39 | 32 | 20 | 3.18 | 1.296 | .17 |
| | | O Level, N=120 | 8 | 22 | 47 | 29 | 14 | 3.01 | 1.081 | |
| | Teachers' Questionnaire (item 59) | SSC, N=16 | 0 | 2 | 3 | 7 | 4 | 3.81 | .981 | -.69 |
| | | O Levels, N=16 | 0 | 0 | 2 | 4 | 10 | 4.50 | .73 | |
| | Observation Checklist (item 42) | SSC, N=16 | 2 | 4 | 6 | 4 | 0 | 2.75 | 1.00 | -.87 |
| | | O Level, N=16 | 0 | 1 | 6 | 7 | 2 | 3.62 | .806 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

Teachers' and students' questionnaire suggest that teachers of both the levels award specific praises in the copies to boost up the students. However, the data of observation checklist offers slightly different picture. According to observation checklist, the practice is higher at the O level than that of the SSC level.

6.11.4 Arranging Peer Feedback in the Classroom

Sometimes teachers arrange peer feedback in the classroom where the students check one another's copy. The table below shows the extent to which peer feedback is done in SSC and O level classes.

Table 6.47
Arranging Peer Feedback in the Classroom

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|---------------|-----------------------------------|----------------|-----------|---|---|---|---|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Peer feedback | Teachers' Questionnaire (item 60) | SSC, N=120 | 3 | 4 | 7 | 2 | 0 | 2.50 | .966 | .44 |
| | | O Level, N=120 | 8 | 1 | 5 | 2 | 0 | 2.06 | 1.181 | |
| | Observation Checklist (item 45) | SSC, N=16 | 1 | 2 | 8 | 3 | 2 | 1.00 | .00 | -.93 |
| | | O Levels, N=16 | 0 | 0 | 5 | 8 | 3 | 1.93 | .573 | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The mean scores of both the levels in Teachers' questionnaire and Observation checklist suggest that there is hardly any provision of peer feedback in the classroom. In the 'interview' with teachers, it was revealed that the students did not like to be exposed to their classmates, and they felt at ease when the copies were checked by the teachers.

6.12 Mode of Error Correction

While giving feedback, the teachers follow different modes of error correction so that the learners may correct themselves from the mistakes detected by the teachers.

6.12.1 Using a Standard Set of Symbols to Indicate Place and Type of Error

If teachers use a standard set of symbols to indicate place and types of error, it becomes easier for the students to follow the feedback.

Table 6.48
Using a standard set of symbols to indicate place and type of error

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|------------------|-----------------------------------|---------------|-----------|---|---|---|---|------------------------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Error correction | Teachers' Questionnaire (item 55) | SSC, N=16 | 2 | 3 | 5 | 0 | 6 | 3.31 | 1.493 | -.82 |
| | | O Level, N=16 | 0 | 3 | 0 | 5 | 8 | 4.13 | 1.147 | |
| | Observation Checklist (item 48) | SSC, N=16 | 2 | 8 | 4 | 2 | 0 | 2.37 | .885 | -1.12 |
| | | O Level, N=16 | 0 | 2 | 4 | 5 | 5 | 3.81 | 1.046 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The mean score of O level is very high (4.13) in Teachers' questionnaire and high (3.81) in Observation checklist. On the other hand, the mean score at the SSC level is 3.31 in 'Teachers questionnaire' and 2.37 in observation checklist, which suggest that the teachers of SSC are well behind the O level teachers in using such standard symbols.

6.12.2 Taking Account of All the Errors

In CLT teachers are not supposed to take all the errors seriously in the initial stages. However, SSC level could not be termed as initial stage as the students were getting acquainted with CLT syllabuses from earlier classes.

Table 6.49
Taking Account of All the Errors

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|----|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Error correction | Observation Checklist (Item 25) | SSC Level, N=16 | 0 | 0 | 4 | 4 | 8 | 4.25 | .856 |
| | | O Level, N=16 | 0 | 0 | 4 | 10 | 2 | 3.87 | .619 |
| Difference of Mean between SSC and O levels | | .38 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation;)

It can be deduced from the mean score that the teachers of SSC level take account of all the errors the students make. The tendency is comparatively low among the O level teachers though the score is 3.87.

However, the SSC level teachers account errors, but they do not give correct answers against the errors. The tradition is supported in CLT but the reality is that they do not get time to give right answers. On the other hand, there is synchronisation between the score of the previous table with the following table in terms of O level teachers' technique of error correction as they usually give right answers against the errors.

Table 6.50
Giving Right Answers against All Errors

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|------------------|-----------------------------------|---|-----------|---|---|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Error correction | Teachers' Questionnaire (Item 46) | SSC Level, N=16 | 0 | 0 | 9 | 1 | 6 | 2.50 | .894 |
| | | O Level, N=16 | 5 | 3 | 0 | 8 | 0 | 4.06 | .68 |
| | | Difference of Mean between SSC and O levels | -1.56 | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The mean score of SSC is 2.50 while the score of O level is 4.06. The scores suggest that if detected, the O level teachers prefer giving correct answers against the errors, while the teachers of SSC do not follow it.

6.12.3 Explanation of All the Grammatical Rules in the Classroom

This reply shows the attitude of the students about their expectation from teachers regarding correction of grammar. 73.3 percents students of SSC level are strongly agreed that language teachers should explain all the rules of grammar in the classroom while the percentage of O level students is 52. 42 percent students choose the option 'agree'.

Table 6.51
Explanation of All the Grammatical Rules in the Classroom

N=240

| Option | SSC | | O Level | |
|----------------------------|-----|------|---------|------|
| | f | % | F | % |
| Strongly agree | 88 | 73.3 | 52 | 43.3 |
| agree | 26 | 21.7 | 42 | 35.0 |
| neither agree nor disagree | 2 | 1.7 | 23 | 19.2 |
| disagree | 3 | 2.5 | 2 | 1.7 |
| strongly disagree | 1 | .8 | 1 | .8 |

Source: Field Survey, 2010

It is clear from the table that students of both the streams are either strongly agreed or agreed with the statement that all grammatical rules should be explained in the classroom.

6.12.4 Accuracy over Fluency

Both fluency and accuracy are required in attaining language proficiency. However, in CLT, fluency is rated above accuracy at least in the initial stages. The table below reflects that the teachers of SSC level are more concerned about accuracy than fluency.

Table 6.52
Accuracy over Fluency

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|---|---|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Accuracy ranked over fluency | Observation Checklist (Item 49) | SSC Level, N=16 | 0 | 0 | 2 | 6 | 8 | 4.37 | .718 |
| | | O Level, N=16 | 5 | 5 | 4 | 2 | 0 | 2.18 | 1.046 |
| Difference of Mean between SSC and O levels | | 2.19 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The very high mean score of SSC level is suggestive of teachers' excessive emphasis on accuracy. On the other hand, the teachers of O level allow students to attain fluency as evidenced by the low mean score. The teachers of O level allow students to produce language in the classroom without imposing on them the concern for accuracy all the time. It does not mean that the teachers of O level do not ask students to be accurate, in stead, they give feedback on accuracy while checking copies and arranging conferencing in the classroom. But, they do not destroy the students' fluency by restricting their spontaneity.

6.13 Conclusion

Techniques applied in teaching writing skills at the SSC and O Levels are presented and discussed in this chapter. The results show that the O level classrooms are more learner centred and task oriented than the SSC classrooms. Moreover, there is difference in the range of giving feedbacks and techniques of error correction.

The next chapter (chapter 7) discusses effectiveness of classroom teaching of writing skills.

Chapter 7

Effectiveness of Classroom Teaching of Writing Skills

7.1 Introduction

This chapter encompasses a brief detail about the procedure of an ‘Assessment Test’ conducted in both the SSC and O Level schools, and the results of that test have been analysed using various statistical tools to explore the effectiveness of teaching writing skills in the classroom. Since, this study includes a proficiency test and experiment, the existing theories in this field have been minutely observed. An analysis of different types of tests, their strengths and weaknesses, formation of marking scheme and banding scale has helped to form ideas about the major aspects we need to concentrate in assessing the scripts intended for this research. Designing of the test was formulated in such a way that it might conform to the existing theories of testing and evaluation available in the ELT arena. The test results reflect the performance of students in different sub-skills of writing. Apart from inter-medium comparison, intra-medium performance has been analysed also to indicate the weaknesses and strength of the students of the respective streams. Despite offering a comparative picture, this chapter portrays a detailed performance of students in different tasks of writing.

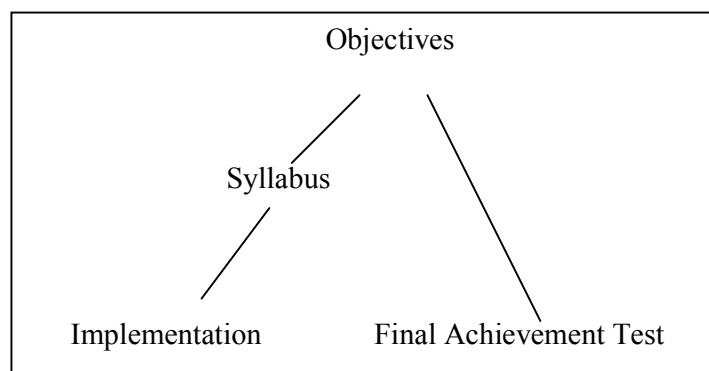
7.2 Purpose of the Assessment

The purpose of a test must be clear in order for valid interpretations to be made on the basis of the test scores. Tests have different purposes; it may focus on the issue that how far the learners have achieved skills after completing a specific course which is widely known as ‘Achievement Test’ or how far they are eligible for getting an entry to a higher level of study or fit for professional life in an English-speaking country, which is known as ‘Proficiency Test’.

The distinction between ‘Achievement Test’ and ‘Proficiency Test’ is a generally useful one. Apparently successful performance on a course, as measured by an achievement test based directly on that course, does not necessarily imply the acquisition of a certain proficiency, even when the course is intended to develop that proficiency: the course itself may be deficient.

Usually two quite different procedures for deciding test content are recommended: one for achievement tests and one for proficiency tests (Huges, 1988, pp. 37-38). Deciding on the content of an achievement test, if not easy, is at least straightforward. The content is to be based on syllabus, which is not the tester's responsibility (Alderson, 1988, pp. 16-28). However, Arthur Hughes does not agree with the concept that the content of an 'Achievement Test' should fully depend on syllabus and textbooks. He rather raises a question that should 'Achievement Test' content be decided exclusively by reference to the course syllabus or the textbooks used? In order to answer this question he went on distinguishing between two kinds of achievement tests: those at the end of a course, are referred as 'Final Achievement Tests'; and those which are administered during a course are known as 'Progress Achievement Test'

The final achievement test is intended to discover how successful they have been. Since the proficiency test is itself based directly on the needs analysis, it is only to be expected that the two tests might have the same content and structure (Huges, 1988, p. 38). Every course has its objectives, and surely final achievement tests should be concerned with the attainment or non-attainment of these objectives. The purpose of a final achievement test is to decide in individual cases whether that end has been achieved regardless of the means used to reach it. The syllabus is simply a plan for achieving objectives; the course itself, including books and other materials, represents the implementation of that plan. The syllabus and course are means to an end (Huges, 1988, p. 40).



It can be seen from this diagram that the final achievement test can also contribute to the evaluation of the course itself.

On this view, final achievement tests are like proficiency tests in that their content is not to be based on the syllabus or textbooks. Indeed, if the objectives of a course are

expressed in terms of what a student is expected to be able to do at the end of the course, then it is hard to see any difference between achievement tests and proficiency tests in the procedure for deciding their content. This is not syllabus-content approach; rather it is goal-oriented approach. It is true that in an ideal world, where course objectives are always precisely specified and provide the basis for test content, there might not be any need to distinguish between final achievement tests and proficiency tests. However, in the real world the distinction remains useful (Huges, 1988, p. 41).

Writers on Language testing have distinguished between achievement tests and proficiency tests not only in terms of their function but also in terms of their procedure for deciding their content. There may be differences in function but the procedures for both kinds of tests should be same (Huges, 1988, p. 42).

It has been already mentioned that the test was intended for measuring the effectiveness of teaching 'writing' in the classroom. The two streams have differences in syllabus type and content, and the materials are also different. But every course has got its objectives that the students are expected to attain at the end. Naturally the objectives enshrined in the syllabus of Cambridge and EDEXCEL are not entirely similar to those of SSC. For not having the exclusively similar objectives, it was difficult to design a writing prompt focusing on the objectives of these different courses and it was also tough to claim that the test results would reflect the effectiveness of all the courses. So, necessary measures were adopted to avert such controversy by footing on a common ground where neither of the level could be facilitated against other, and subsequently content of the courses was also taken into account.

Moreover, in its purest form, a proficiency test is meant for measuring the proficiency level of learners' willingness to have an entry into a course; it does not evaluate effectiveness of the course. So, it was not an easy task for the researcher to term the test with a specific name. The test intended to measure competency of students in English Language. The course objectives as well as content of the syllabuses used in the two streams were analysed. Finally, the researcher selected three types of tasks conforming to those course objectives and syllabus-content of the two levels. From this point of view, it can be termed an 'Academic Proficiency Test'; an assessment that indicates the level of language proficiency the learners achieved after attending a course.

It is neither a proficiency test nor an achievement test, if viewed in the light of rigid theoretical principles; rather it is a fusion of the both, the reason why the researcher terms it 'Academic Proficiency Test' or 'Assessment Test'.

7.3 Selection of Assessment Method

'Subjective/Direct Assessment' was selected for evaluating the proficiency level of the students. The indirect approach focuses mainly on technicalities of writing, and is mostly employed in testing beginners. The people who use indirect writing assessment believe that if the students have developed the skill in choosing correct words, in applying the right use of grammar, in ordering the ideas in the sentences and the paragraphs, in using the right cohesive devices, they can be predicted to have a good writing skill. From the scores of the mastery of the writing components, students' writing skill is predicted. However, if testing of writing ability is conducted indirectly, it is not possible to make inferences on the candidate's ability to produce language. Consequently, it suffers from low validity.

Direct Assessment requires language production in which candidates produce texts on a given topic, which often involves defined situation for a particular audience. Performing such writing tasks, the candidates can give account of their communicative ability in real-life writing (Weir, 1988, p. 39). Despite some shortcomings like each scorer's personal errors, errors the scorers may make because of the influence of length and neatness of hand writing, errors in judgment due to the influence of the judgment given to the immediately preceding essays, it is quite obvious that through subjective assessment the learners' real proficiency level can be explored, as it involves language production. In order to make judgements objective, rating scales are often used as measurement instruments to arrive at a score. This is why, direct assessment was adopted for measuring the writing skills of learners.

7.4 Defining Construct

The assessment test conducted in this research was designed to measure the effectiveness of teaching writing skills in the classroom. The objectives of the courses were considered as standard, along with the course content. The attainment of those objectives would reflect to what extent the teaching had been fruitful. The researcher

wanted to explore the proficiency level of the students in different sub skills of writing. The test was designed in such a way so that the previous knowledge and information would not work in favour of escalating marks, since the main purpose of the test was to find out the learners' fluency and accuracy in language production.

7.5 Formation of Writing Prompt

Three tasks were selected for the 'Assessment Test' in line with the task type of SSC and O level syllabuses. The duration was 1 hour 30 minutes. Usually three types of compositions are practised in the SSC classroom: argumentative, narrative and descriptive. Similar types of compositions are there in the O level syllabuses also. Conforming both to the SSC and O level models, the first task was designed on argumentative pattern, where the learners were expected to create ideas and arguments in favour or against the statement, and justify their choice. The second task was based on narrative style, and it was expected that the students would narrate their personal experience in a fascinating and convincing way. The third task was an informal letter directed to a friend in order to evaluate students' awareness of format of the letter as well as their skill in describing something—here it was describing the physical features of the school—to display their descriptive skill. Attention was attached to the fact that memorisation did not work to increase the marks of the students. At the same time, the wording of the tasks was very simple so that the students could comprehend the tasks easily. An extra precaution was taken before selecting the tasks so that dearth of information might not be detrimental to the performance of the students. For writing prompt, see appendix 6.

7.5.1 Evaluation of Tasks through Try Outs

'Try Outs' were conducted during the development of the test. It was like a small-scale pilot test. The writing prompt was prepared earlier and a test of five students of each medium—O and SSC Levels—was taken in order to prepare the writing prompt of the 'Assessment Test'. After the test, the students were sought for their opinion about the writing prompt. All ten students were happy with the type of tasks selected in the writing prompt and they opined that they did not lack any information about the type of tasks set for the test. The wording of the tasks was also clear to them.

The researcher also talked to some teachers about their opinion regarding the tasks and all of them came up with positive opinion. Nevertheless, some teachers raised a question of cultural biasness regarding task 3 which asked students to write a letter to one of his friends describing the residence where he had recently shifted. The allegation was considered seriously, and a change was duly brought in the content of the task and in the final prompt the students were asked to write a letter describing their school.

Other types of tryouts were not tried due to time and resource constraints.

7.6 Selection of Marking Scheme and Banding Scale

‘Analytic Marking Scheme’ appeared more suitable in this study than ‘Holistic Marking Scheme’. An analytic scoring offers diagnostic results of students' writing performance. Moreover, it is easier to mark in an analytic marking scheme, especially in a situation where examiners are not habituated in using marking scheme and banding scale. Moreover, this research contains an experiment, which demands a scheme with diagnostic characteristics. An analytic marking scheme offers greater opportunity for providing feedback. The researcher conducted an intervention for three months and offered feedback according to the individual needs or weaknesses of the students. These are the reasons why Analytic marking scheme was selected for the study.

Khan (1995, p. 224) maintains that in an analytic marking scheme there are several criteria for evaluating the scripts of the students. Jacobs et al (1981) used five criteria: content, organisation, vocabulary, language and Mechanics (Hughes, 1989, p. 104). Raime (1983), Brown and Bailey (1984) used five criteria in their study. They had organisation, logical development of ideas, grammar, mechanics and style. McGovern (1984) also suggested the use of the same criteria as an evaluation checklist for assessing writing. Khan (1995, p. 220) in her study used six criteria: grammar, mechanics, vocabulary, organisation, cohesion and content. IELTS assesses ‘writing’ on four criteria: Coherence and Cohesion, Grammatical Range and Accuracy, Lexical features and Task Achievement. They have nine bands against each criterion with descriptors against each band.

Based on the theoretical orientation on various types of marking schemes, the researcher prepared one that comprised seven broad criteria: content, style, organisation, cohesion, grammar, mechanics, and vocabulary. Initially, the researcher had started with 10

sub skills. Other than the above-mentioned seven sub skills, three more were considered as separate sub skills: spelling, punctuation and wording. When the tryouts for constructing the writing prompt were being conducted, the marking scheme was also analysed. The researcher and the supervisor held a session where all the findings regarding the tryouts and marking scheme were discussed. Both of them agreed that spelling and punctuation should be merged with Mechanics, as the total band score might be immensely affected by these two, even when the performance of the student was very low in content, organisation or even in grammar and thus there was a possibility of offering a wrong idea about the proficiency of the students. Moreover, Mechanics that contained only capitalisation, italics, abbreviations, numerals, dates and handwriting would look bare and less significant. So, spelling and punctuation were merged with Mechanics to avert the possibility of a comparatively less important criteria escalating the total band score to a false status, and giving misconception of the students' writing skill proficiency. Again, 'wording' was often getting confused with 'vocabulary', and it was subsequently dropped from the list, and thus the number of criteria reduced to seven from ten.

IELTS banding scale was followed in the formulation of scale for this research. Each criteria/sub skill contains 9 bands and there are several descriptors against each band. In stating the descriptors of bands for this research, the researcher tried to conform the descriptors of the band to the descriptors of IELTS as close as possible, considering the fact that IELTS must have constructed and standardised the scale through research. Some modifications were brought in order to fulfil the necessity the tasks of the writing prompt demanded. The reason for selecting IELTS model was to have maximum number of bands in the scale. This is a comparative study and a scale having 9 bands was expected to offer more authentic results than scales having fewer numbers of bands. Again, it is suggested that an analytic scale should contain relatively higher number of bands than a holistic one. Another reason for selecting IELTS band was to go for a rating scale that would facilitate neither of the levels. It has to be mentioned here that O level has well designed rubrics for evaluating the scripts of the students.

The examiners were given freedom to award any band from 1 to 9. '9' was the highest band, which was awarded only when the students had demonstrated the highest possible standard of the sub skill. '0' was awarded if the student had not attempted the test; otherwise at least band 1 was given. If the examiner thought that a student's standard

stood between two bands (e.g. between band 6 and 7), he had the freedom to give fraction marks i.e. 6.5. The simple logic behind this scope was that a student might fulfil few conditions of one band and few of the lower or higher bands. In order to make marking more exact this provision was maintained throughout the process. For marking scheme and banding scale, see appendix 10.

7.7 Administration of the Test

The researcher had to render immense effort and time for conducting the test. At first, he thought of taking test of the whole class in all schools under survey in this study, but he refrained from doing it considering that the number of samples would be too high, and would thereby claim more time and effort. The second option was to take tests of students in half of the total number of schools but it looked irrational from methodological point of view. Subsequently, the researcher opted for the similar type of methods he followed in questionnaire survey i.e. simple random sampling. It was not an easy task to conduct the test by separating 15 students from the rest. Nevertheless, the Principals of the schools came up with cordial support. Then necessary formalities were done. The date was fixed conforming to the school hour and availability of students. On the due date, the researcher reached the institution, took the attendance of the students of class 10 and randomly selected 15 students. But the method did not work in three schools where the researcher was bound to take test of the whole class as the authority declined to separate 15 students from the rest. However, the students were not informed about whose copies would be accepted as samples. After the test, only the sampled copies were considered and examined for this research.

Class 10 was selected for the collection of samples of ‘assessment test’ as the test was designed to explore the effectiveness of teaching strategies. The simple logic behind taking samples from class 10 was that unless the duration of course was almost over, assessment of the students in terms of attainment of course objectives could not be conducted. Naturally the test was taken at the time of year—September and October—when the students were getting ready for SSC examination. In O level schools, the samples were collected from students of January session. Thus the administration of tests claimed almost three months.

7.8 Number of Raters and Training the Rater

Three raters were involved in marking the scripts. The researcher conducted a number of training sessions. The researcher and the two other raters marked 10 copies following the rating scale prepared for this research. A session was held afterwards where the researcher discussed the anomalies among the raters and gave instructions accordingly. Three sessions were conducted; the first one on the different sub skills of marking scheme, the second one on the special features of this specific marking scheme and banding scale, and the third one on the feedback after checking 10 copies.

7.9 Marking of the Scripts

Three raters were involved in the whole process; one the researcher himself, another is an Assistant Professor of English, who is experienced in teaching CLT syllabus and Honours level students and was involved in the Project called ELTIP, a project that formulated the English Language texts for the SSC level. The third one is also an Assistant Professor of Rajshahi Govt. College, and she is experienced in teaching CLT as well as Honours and Masters level students for the last 8 years.

The three raters evaluated 240 copies separately and then the marks were averaged. Each copy was read several times and it took around two months to evaluate those copies. There were three tasks and each task was marked separately on the seven criteria following the banding scale. After marking all three tasks separately, scores on the different sub skills were averaged and accepted as valid band score for the specific criteria. The other raters followed similar method and then the mean of specific criteria of the three raters was averaged. By averaging the averaged mean scores of seven sub skills the final band score was drawn. For more clarification see appendix 26.

7.10 Performance of SSC Level Students in Different Sub-skills of Writing

The table below shows the difference of performance of SSC level students in different sub skills of writing.

Table 7.1
Performance of SSC Level Students in Different Sub-skills of Writing

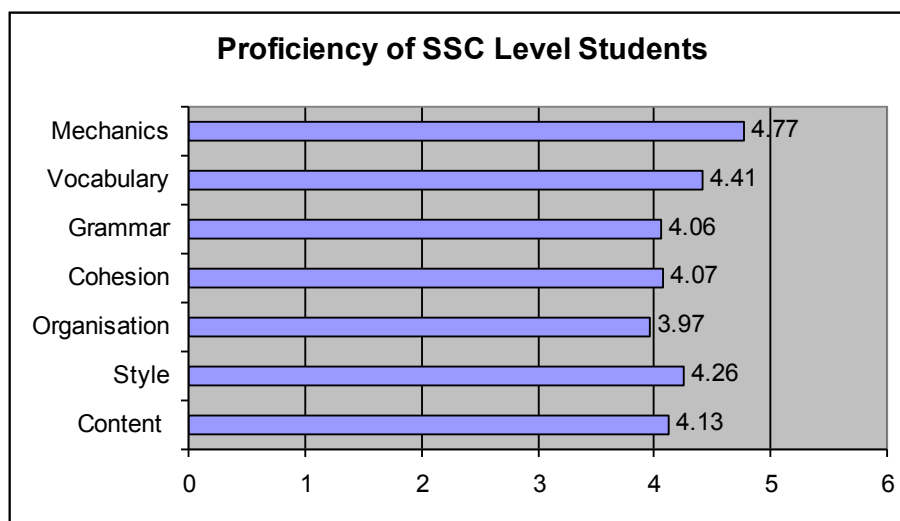
N=120

| Raters | SSC | | | | | | |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Content | Style | Org | Cohesion | Gra | Vocab | Mechanics |
| Rater 1 | 4.01 | 4.23 | 3.87 | 4.12 | 3.97 | 4.36 | 4.88 |
| Rater 2 | 4.26 | 4.31 | 4.09 | 4.06 | 4.19 | 4.53 | 4.69 |
| Rater 3 | 4.10 | 4.26 | 3.94 | 4.03 | 4.03 | 4.34 | 4.75 |
| Average | 4.13 | 4.26 | 3.97 | 4.07 | 4.06 | 4.41 | 4.77 |

Source: Assessment Test, 2010-11

The table above shows the performance of SSC level students on different aspects of writing on a scale from 1 to 9. The areas of ‘Mechanics’ and ‘style’ as evidenced by the table are relatively high, while ‘organisation’, ‘cohesion’ and ‘grammar’ are the weakest areas. ‘Content’ is in between these two groups and it was frustrating to notice that the students appeared quite at a loss while generating and developing ideas. It is also surprising that the score in ‘vocabulary’ is second highest in the ranking. For further clarification, the performance is displayed through the following figure.

Figure 7.1
Performance of SSC Level Students in Different Sub-skills of Writing



The figure reflects the difference of proficiency level in seven sub-skills in a more comprehensive way. It reflects that performance in ‘organisation’, ‘cohesion’ and ‘grammar’ is very close to band four, while the performance in ‘mechanics’ is very close to band five. It is also very significant that the difference between the score of the lowest

area i.e. ‘organisation’ and the highest area i.e. ‘Mechanics’ is .80. It signifies that the SSC level students are extremely weak in most of the higher order sub-skills while their performance in lower order sub skills is comparatively good. The finding is also similar to Ahmed (1999) who found out that Bangladeshi students are prone to making mistakes in grammar. The finding is partially similar to Khan (1999) who revealed in her study that content was the weakest area.

7.11 Performance of O Level Students in Different Sub-skills of Writing

The table below shows the performance of O level students in different sub-skills of writing. It gives a clear picture of the areas of strengths and weaknesses of O level students in writing sub skills.

Table 7.2
O Level Students' Performance in Different Sub-skills of Writing

N=120

| Raters | O level | | | | | | |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Content | Style | Org | Cohesion | Grammar | Vocab | Mechanics |
| Rater 1 | 6.67 | 6.80 | 6.65 | 6.77 | 6.72 | 6.85 | 6.75 |
| Rater 2 | 6.65 | 6.73 | 6.66 | 6.63 | 6.83 | 6.90 | 6.46 |
| Rater 3 | 6.70 | 6.75 | 6.70 | 6.66 | 6.81 | 6.91 | 6.63 |
| Average | 6.68 | 6.76 | 6.67 | 6.69 | 6.79 | 6.88 | 6.61 |

Source: Assessment Test, 2010-11

The table above shows O level students' performance in different aspects of writing on a scale from 1 to 9. They achieved high score in all areas of writing sub-skills. They performed best in ‘vocabulary’; while the second sturdy area was ‘grammar’ followed by ‘style’ with 6.76 mean score. The proficiency of the learners in the areas of ‘content’, ‘organisation’ and ‘cohesion’ is significantly close. The mean score of learners in ‘cohesion’ is 6.69, in ‘content’ 6.68 and in ‘organisation’ 6.67. Performance in ‘Mechanics’ is at the lowest. Comparatively low performance of the students in ‘organisation’ can be attributed to the paragraphing; sometimes paragraphs were not formed, though new idea was introduced. Relatively poor handwriting of the students was responsible for decreasing the mean score of ‘Mechanics’. Sometimes, it caused tremendous strain for the rater and the script demanded several intensive reading to explore the alphabets and words. The following figure illustrates the performance of O level students more clearly.

Figure 7.2
O Level Students' Performance in Different Sub-skills of Writing

According to the figure above, the weakest area of O level students is 'mechanics' and the strongest area is 'vocabulary'. Unlike SSC, the students of O level have uniformity in their performance in different sub skills of writing.

7.12 Sub-skill Wise Comparison between SSC and O Level

7.12.1 Content

Content of writing usually refers to the response of writers and relevance to the topic/task. It signifies that how successfully the writer communicates with the readers. An efficient writer skilfully develops topic and theme in his writing. The content of an essay or composition is considered greater, when there is wide range of ideas and arguments. Originality of ideas is always desired and appreciated, and depth of analysis and knowledge of the subject should be good if a writer aspires to improve content of his writing. The following table shows the performance of students in content:

Table 7.3
Performance of Students in Content

N= 240

| Content | | | | |
|----------------|-------------|-------------|----------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 4.01 | 1.25 | 6.67 | .80 |
| Rater 2 | 4.26 | 1.28 | 6.65 | .70 |
| Rater 3 | 4.10 | 1.23 | 6.70 | .70 |
| Average | 4.13 | 1.21 | 6.68 | .68 |

Source: Assessment Test, 2010-2011

The table shows a significant difference between the students of SSC and O levels. The result seemed frustrating to some extent as it was expected that the students of SSC level might do well in generating ideas and arguments in ‘content’. However, the performance was beneath the acceptable line i.e. modest user. The students of O level, however, demonstrated quite outstanding performance in this area. Some factors were considered responsible for plummeting the performance of SSC level students; firstly minimum number of relevant ideas generated, secondly, failure of the students to maintain relevance to the topic, and thirdly, the students' common tendency to go for unnecessary details. The standard deviation of the SSC level is 1.21, which is high and indicates that there is less uniformity in the performance of SSC level students than the students of O level, where the SD is only .68.

7.12.2 Style

‘Style’ in this research includes the way figures of speech are used, point of view, appropriateness of tone and register, awareness of purpose, situation and audience and appropriateness of format.

Table 7.4
Performance of Students in Style

N= 240

| | Style | | | |
|----------------|-------------|-------------|-------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 4.23 | 1.35 | 6.80 | .79 |
| Rater 2 | 4.31 | 1.35 | 6.73 | .73 |
| Rater 3 | 4.26 | 1.30 | 6.75 | .74 |
| Average | 4.26 | 1.33 | 6.76 | .70 |

Source: Assessment Test, 2010-2011

The performance of O level students in ‘style’ was higher than that of the students of SSC level, like other sub-skills of ‘writing’. Nevertheless, most of the students irrespective of levels chose the right format of task three, where they were asked to write to their friends a letter describing the school where they had been studying. But a number of students encountered difficulties in task one, and got confused about the format, with some following the format of formal application and others going for the format usually used in debate speech. The students of SSC level hardly used figures of speech in their writing and their tone as well as register often went wayward, and purpose was unclear.

The students of O level, on the other hand, displayed mastery in these areas. Their way of expressing details was fascinating, and it was quite clear to the examiners that they had practised these types of tasks quite frequently in the classroom. Comparatively high SD indicates the less uniformed performance of SSC students in 'Style' than the students of O level. The skill of O level students in maintaining 'Style' of their writing is one of the prominent areas of their strength.

7.12.3 Organisation

In this research, 'Organisation' encompasses accuracy of paragraphing, clarity of overall organisation, development of ideas, overall physical and conceptual structure, introduction and conclusion.

Table 7.5
Performance of Students in Organisation

N= 240

| Organisation | | | | |
|---------------------|-------------|-------------|----------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 3.87 | 1.20 | 6.65 | .78 |
| Rater 2 | 4.09 | 1.30 | 6.66 | .80 |
| Rater 3 | 3.94 | 1.22 | 6.70 | .75 |
| Average | 3.97 | 1.20 | 6.67 | .71 |

Source: Assessment Test, 2010-2011

A significant difference was detected between the students of O level and SSC level in the sub-skill, 'organisation'. The mean score of SSC was 3.97, while it was 6.67 at the O level. The students of O level exhibited mastery in this sub skill, though it was not the area where their performance reached the zenith. It has to be remembered that this is one of the toughest sub skills of writing. Had the students of O level not committed some flaws in paragraphing, the mean score might have increased. On the other hand, this is the area where the students of SSC level were at the bottom in their performance. Their problem ranged from digression to paragraphing. Weaknesses persisted both in physical and conceptual structure. The majority of SSC level students failed to organise ideas and arguments logically, and they had not succeeded in maintaining a logical sequence between those ideas and arguments either. Clear overall progression was absent in most cases. On the other hand, the students of O level displayed good command in the field of overall progression of organisational features and in developing and sequencing the ideas

and arguments in a logical manner. Generating relevant number of ideas is a characteristic trait of 'content', while developing those ideas and sequencing them logically are traits belonging to the sub skill 'organisation'. The students of SSC level performed pitifully in both the areas.

7.12.4 Cohesion

'Cohesion' refers to the accurate use of conjunctions and interjections, pronoun and pronoun referents, using the right connective for the level of formality, range of connectives, linking ideas within and between sentences.

Table 7.6
Performance of Students in Cohesion

N= 240

| | Cohesion | | | |
|----------------|-------------|-------------|-------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 4.12 | 1.30 | 6.77 | .80 |
| Rater 2 | 4.06 | 1.33 | 6.63 | .88 |
| Rater 3 | 4.03 | 1.24 | 6.66 | .79 |
| Average | 4.07 | 1.25 | 6.69 | .75 |

Source: Assessment Test, 2010-2011

The difference of mean score between the students of O level (6.69) and SSC level (4.07) in 'Cohesion' is significant. The students of O level used wide range of linkers within and beyond sentences. They successfully connected the paragraphs in the tasks with appropriate linkers. On the other hand, the mean score of the students of SSC level implies that their skill is significantly weak in this sub skill. In many cases, the students of SSC level failed to use appropriate linkers in the appropriate places. Moreover, repeated use of the same linkers made their writing mundane. Cohesion between sentences was often absent due to insufficient number of linkers. Paragraph level cohesion was frequently disrupted. The standard deviation of SSC level signifies that there is a lack of uniformity in their performance while the scenario is quite opposite at the O level.

7.12.5 Grammar

'Grammar' encompasses both range of structures and accuracy in this research, and hence includes sentence construction, use of tenses, use of subject-verb agreement, use of plurals, use of articles and prepositions, complexity of sentence structure, range in the use of structure, and sentence construction and level of formality.

Table 7.7
Performance of Students in Grammar

N= 240

| | Grammar | | | |
|---------|-------------|-------------|-------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 3.97 | 1.17 | 6.72 | .77 |
| Rater 2 | 4.19 | 1.21 | 6.83 | .70 |
| Rater 3 | 4.03 | 1.20 | 6.81 | .74 |
| Average | 4.06 | 1.16 | 6.79 | .68 |

Source: Assessment Test, 2010-2011

According to the table, the mean score of SSC level student is 4.06, while it is 6.79 at the O level. The students of SSC Level seemed more inclined to writing sentences accurately. They were more concerned with accuracy than fluency, which is why complex sentences were very few in number in their writing. However, it does not mean that all the sentences were accurate, in stead, the tasks were often replete with mistakes. On the other hand, the students of O level looked very skilled in forming wide range of sentences, though occasionally they made some errors while trying uncommon structures. Subsequently, the fluency of O level students in writing complex structures appeared to be much higher than those of the students of SSC level. The excessive concern of the students of SSC over grammatical accuracy left negative impact on their performance in two ways: firstly they were not devoid of those errors even after paying attention, and secondly, this preoccupation about grammatical accuracy restricted them from trying complex structures.

7.12.6 Vocabulary

Vocabulary encompasses correct and appropriate use of words, wide range of words (originality, variety and choice of words), and skilful use of lexical cohesion e.g. using synonyms and antonyms. It entails clear meaning of words as well.

Table 7.8
Performance of Students in Vocabulary

N= 240

| | Vocabulary | | | |
|---------|-------------|-------------|-------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 4.36 | 1.24 | 6.85 | .69 |
| Rater 2 | 4.53 | 1.20 | 6.90 | .59 |
| Rater 3 | 4.34 | 1.22 | 6.91 | .62 |
| Average | 4.41 | 1.18 | 6.88 | .58 |

Source: Assessment Test, 2010-2011

The performance of SSC level students in the criteria ‘vocabulary’ is much below than that of O level students. It has been detected that the vocabulary of SSC level students is very often beneath the desired standard. Inappropriate use of words and lack of variety were often proved detrimental to their performance. On the other hand, the students of O level showed an appreciable skill in using wide variety of words. Moreover, they used the words in appropriate places. The range of vocabulary of the O level students seemed significantly high as their copies were replete with wide range of appropriate and exact words, and their performance hardly decreased due to dearth of vocabulary, a trait very common to the SSC level students. The standard deviation of the O level students is very low and it signifies that more or less all the students are equally skilled in using vocabulary for accomplishing the writing tasks.

7.12.7 Mechanics

‘Mechanics’ includes punctuation, spelling, handwriting, capitalisation, italics, inverted comma, abbreviations, numerals, dates etc. Accuracy of conventions of the items is very important in writing. Apart from accuracy of Mechanics items, variety in the use of punctuation and legibility of handwriting are also important.

Table 7.9
Performance of Students in Mechanics

N= 240

| | Mechanics | | | |
|----------------|-------------|-------------|-------------|------------|
| | SSC | | O Level | |
| | Mean | SD | Mean | SD |
| Rater 1 | 4.88 | 1.30 | 6.75 | .68 |
| Rater 2 | 4.69 | 1.32 | 6.46 | .75 |
| Rater 3 | 4.75 | 1.25 | 6.63 | .66 |
| Average | 4.77 | 1.17 | 6.61 | .54 |

Source: Assessment Test, 2010-2011

The performance of O level students, as portrayed in the table above, is well above the students of SSC in ‘Mechanics’ as well. However, poor handwriting diminished the performance of O level students in ‘Mechanics’. It had often put the raters in troubles. In some cases, the students were found mixing British and US spelling. Moreover, their performance in spelling appeared to be quite low compared to their performance in other sub skills. The performance of SSC level students was comparatively good in ‘Mechanics’ but it did not reach the satisfactory level. The students of SSC level appeared to be more conscious of the technical aspects of writing, and yet they made mistakes. Again, they hardly used any punctuation mark other than ‘comma’ and ‘full stop’.

7.13 Difference of Mean between the Students of Two Levels in Different Sub Skills

The mean score of SSC level students in different sub skills has been put against the score of O level students to expose the difference of proficiency in sub-skill level. The following table shows that the proficiency level of SSC level students is much below than that of the students of O level. The column at the extreme right shows the difference in mean score.

Table 7.10
Difference of Mean between the Students of Two Levels in Different Sub Skills

N=240

| | SSC | O level | Difference |
|--------------|------|---------|----------------|
| Content | 4.13 | 6.68 | -2.55 |
| Style | 4.26 | 6.76 | -2.50 |
| Organisation | 3.97 | 6.67 | -2.70 |
| Cohesion | 4.07 | 6.69 | -2.62 |
| Grammar | 4.06 | 6.79 | -2.73(highest) |
| Vocabulary | 4.41 | 6.88 | -2.47 |
| Mechanics | 4.77 | 6.61 | -1.84 (lowest) |

Source: Assessment Test, 2010-2011

The chart shows that the difference of proficiency level between the students of these two levels is very significant in all seven sub skills tested in this research. The difference of mean score is at least 2.47 in six sub skills other than 'Mechanics'. The students of SSC level lag behind with a difference of 2.73 in mean score in the sub skill 'Grammar'. According to the data presented in the table above, grammar is one of the strongest areas of the O level students, while it is one of the weakest at the SSC level, though the common conception of SSC students is that if one excels in grammatical accuracy, he can claim to have mastered the language. The lowest difference is counted in 'Mechanics'. It is the highest performing area of the SSC level students and the lowest performing area of the O level students. It can be deduced from the table above that the difference of proficiency level between these two streams is significantly high with O level students outperforming the SSC students in all sub skills of writing. The difference of proficiency level between these two streams is displayed in graphical form in the following figure.

Figure 7.3
Difference of Mean between the Students of Two Levels in Different Sub-skills

7.14 Task Wise Comparison

7.14.1 Performance of SSC Level Students in Three Different Tasks

The writing prompt demanded students to produce sufficient language and thus the issue of writing assessment of too short paragraphs was averted. The tasks were neither too difficult nor too easy. A comfortable place and time for ‘writing assessment’ was also ensured.

Table 7.11
Performance of SSC Level Students in Three Different Tasks

N= 120

| Rater | SSC | | |
|---------|-------------|-------------|-------------|
| | Task 1 | Task 2 | Task 3 |
| Rater 1 | 4.37 | 3.83 | 4.42 |
| Rater 2 | 4.52 | 3.81 | 4.59 |
| Rater 3 | 4.39 | 3.82 | 4.41 |
| Average | 4.42 | 3.82 | 4.47 |

Source: Assessment Test, 2010-2011

Three tasks were selected for students. The table above shows that the performance of SSC level students in task three is better than task one and two. One probable reason behind this comparatively high score in task three might be attributed to the reality that students practised formal and informal letter in the classroom quite regularly. So, the format of task three was right in most cases. Moreover, it was

descriptive type of writing in which the students were asked to write a letter to their friends describing their school. The topic was quite familiar and they might have memorised these details earlier in order to face the test they sit for either at school or in the public examination. The lowest performance was observed in task two that asked students to narrate the most memorable incident of school life. They faced enormous problems in areas like organisation, cohesion and content. Many of the students selected the first day at school as the most memorable day of their school life. It indicates their weaknesses in selecting appropriate incident and it also signifies dearth of practice of narrative writing in the classroom. Their ability in producing language is poor and they lack fluency as well.

7.14.2 Performance of O level Students in Three Different Tasks

The following table illustrates the difference of O level students' performance in three different tasks.

Table 7.12
Performance of O level Students in Three Different Tasks

N= 120

| Rater | O level | | |
|---------|-------------|-------------|-------------|
| | Task 1 | Task 2 | Task 3 |
| Rater 1 | 6.68 | 6.77 | 6.80 |
| Rater 2 | 6.63 | 6.70 | 6.77 |
| Rater 3 | 6.66 | 6.75 | 6.79 |
| Average | 6.55 | 6.74 | 6.78 |

Source: Assessment Test, 2010-2011

The performance of O level students in all three tasks was very good. They displayed a commendable skill in all three tasks. They argued in a very logical manner in task one, and offered number of points and arguments in establishing their choice. In task two they were very fluent and their selection of memorable incident varied widely, which signifies that they can produce language quite comfortably. In task three the students described the school in fascinating details, and they portrayed the picture in such a vivid manner that any one could visualise it from the description. The format of the letter was right in most cases.

7.15 Overall Writing Performance of the Students

The following table reflects the overall writing performance of the students of SSC and O levels.

Table 7.13
Overall Writing Performance of the Students

N=240

| Scale/Band | Range | SSC Level | | O level | | Cambridge | | EDEXCEL | |
|----------------------------|----------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|
| | | No of students | Percentage | No of students | Percentage | No of students | Percentage | No of students | Percentage |
| Expert User (9) | 8- above | 0 | | 0 | | 0 | | 0 | |
| Very Good User (8) | 7- 7.99 | 1 | .83 | 44 | 36.66 | 21 | 35 | 23 | 38.33 |
| Good User (7) | 6-6.99 | 5 | 4.16 | 64 | 53.33 | 37 | 61.66 | 27 | 45 |
| Competent User (6) | 5- 5.99 | 22 | 18.33 | 9 | 7.5 | 2 | 3.33 | 7 | 11.66 |
| Modest User (5) | 4- 4.99 | 53 | 44.16 | 2 | 1.66 | | | 2 | 3.33 |
| Limited User (4) | 3-3.99 | 20 | 16.66 | 1 | .83 | | | 1 | 1.66 |
| Extremely Limited user (3) | 2- 2.99 | 12 | 10 | | | | | | |
| Intermittent User (2) | 1- 1.99 | 6 | 5 | | | | | | |
| Non user (1) | 0- .99 | 1 | .83 | | | | | | |

Source: Assessment Test

Most of the students of O level as evidenced by the table are either good or very good user of English language, while the students of SSC level are mostly 'Modest user'. According to the results of 'assessment test' 22 students of SSC level are 'competent user', 53 are 'modest user', and 20 students are 'limited user'. On the other hand, most of the students of O level belong to the band of 'very good' and 'good' which is suggestive of their expertise in using the language fluently. 64 students out of 120 of O level are 'good user' and 44 are 'very good user'.

7.16 Validity

In this assessment test, the instrument to collect data on students writing skills contained three subjective writing tasks which required students to produce language, and a scoring scale was designed to measure the quality of the students' texts; three types of tasks and the presence of a scoring scale ensured that the data obtained had construct validity. No option was given and the tasks were focused on language production. If options were given, it would measure knowledge of the participants instead of skills and thus it would destroy the construct validity of the test.

Another source of validity evidence from the instrument was the coverage of the tasks. The tasks (three in numbers) covered the samples of all contents of the domain of the variable to be assessed, and the data obtained could be claimed to have content validity evidence.

7.17 Reliability

The writing prompt demanded students to produce sufficient language and thus the issue of writing assessment of too short paragraphs was averted. The tasks were neither too difficult nor too easy. A comfortable place and time for ‘writing assessment’ was also ensured.

In order to attain reliability of the Test it is always suggested that there should be at least two raters for marking the scripts. In this study three raters were appointed to ensure reliability.

Reliability of the scores of writing refers also to the preciseness of the writing scores in representing the actual level of the students’ writing skills. The writing scores have high reliability as the scores precisely represent the true level of the students’ writing skill. Consistency in attaining the same type of scores indicates reliability from one point of view, while consistency of marking the same scripts by different raters signifies inter-rater reliability. The inter-rater reliability was tested with coefficient of variance. The coefficient of variance of the three raters is given below:

Table 7.14
Coefficient of Variance

| Criteria/Sub skills | Coefficient of Variance | | |
|---------------------|-------------------------|-------|----------|
| | | SSC | O Levels |
| Content | Rater 1 | 31.17 | 11.99 |
| | Rater 2 | 30.04 | 10.52 |
| | Rater 3 | 30 | 10.44 |
| Style | Rater 1 | 31.91 | 11.61 |
| | Rater 2 | 31.32 | 10.84 |
| | Rater 3 | 30.51 | 10.96 |
| Organisation | Rater 1 | 31 | 11.72 |
| | Rater 2 | 31.78 | 12.01 |
| | Rater 3 | 30.96 | 11.19 |
| Cohesion | Rater 1 | 31.55 | 11.81 |
| | Rater 2 | 32.75 | 13.27 |
| | Rater 3 | 30.76 | 11.86 |
| Grammar | Rater 1 | 29.47 | 11.45 |
| | Rater 2 | 28.87 | 10.24 |
| | Rater 3 | 29.77 | 10.86 |
| Vocabulary | Rater 1 | 28.44 | 10.07 |
| | Rater 2 | 26.49 | 8.55 |
| | Rater 3 | 28.11 | 8.97 |
| Mechanics | Rater 1 | 26.63 | 10.07 |
| | Rater 2 | 28.14 | 11.60 |
| | Rater 3 | 26.31 | 9.95 |

Source: Assessment Test, 2010-2011

The CV of three raters in all seven sub skills reflects that there is a very good consistency in marking. There is a sharp difference of CV between the two levels, not among raters, which can be attributed to the difference of proficiency level and the difference in average standard of students.

7.18 Conclusion

The students of EDEXCEL and Cambridge O Level have shown significant expertise in all the sub skills of writing. This can be a reflection of the incompetent strategies of teaching English in the classroom. O level system has been pretty successful in fulfilling the objectives of the syllabuses, while SSC Level syllabus, although a well organised one, appears to have failed in attaining its goal. O level system has been proved effective in teaching writing skills in the classroom.

The next chapter discusses challenges of teaching writing skills of English at the SSC and O levels.

Chapter 8

Challenges of Teaching Writing Skills of English at the SSC and O Levels

8.1 Introduction

This chapter attempts to explore the challenges that SSC and O levels face in teaching writing. It has brought under its purview different aspects of challenges: academic, infrastructural, attitudinal and others. Data obtained through the questionnaire, interview and observation checklist have been presented in three different ways according to appropriateness of presentation techniques; in tabular form with frequency and percentage, using charts, and in terms of ‘Mean’ and ‘Standard Deviation’. Actually Observation checklist, Section 4 of students' questionnaire and section 3 of teachers' questionnaire contained questions with 5 options: ‘not at all’, ‘rarely’, ‘sometimes’, ‘frequently’ and ‘always’. Frequency against each option was in turn transformed to numerical figure using a five point scale (the numbers of the scale have been presented in bold to avert confusion between the scale and frequency against each point of the scale) in which **1** was awarded for ‘not at all’, **2** for ‘rarely’, **3** for ‘sometimes’, **4** for ‘very often’ and **5** for ‘always’, and then mean and standard deviation against each item were extracted. The following interpretation keys have been used in order to classify the results into ‘Very High’, ‘High’, ‘Low’ and ‘Very Low’ categories:

- 1.0 to 2.0 = (*Very Low*) Not practiced at all
- 2.1 to 3.0 = (*Low*) A little bit practice in the classroom
- 3.1 to 4.0 = (*High*) Quite a good practice
- 4.1 to 5.0 = (*Very High*) High Level of Practice

8.2 Teaching Environment

It has been explored during the interview with the teachers and principals of the schools that many of the O level schools do not have their own buildings, they run their school in rented houses and they face tremendous pressure in ensuring a favourable teaching ambience. On the other hand, most of the SSC level schools have their own buildings and they can furnish it according to their needs. However, the replies of students of both the streams reflect that they are unhappy with the existing situation. Those O level

schools that have their own buildings, equip them with modern facilities, while the SSC level schools have failed to furnish their classrooms despite having own buildings.

Table 8.1
Well Furnished, Spacious and Clean Classrooms

N=240

| Option | Result | | | |
|--------------------|--------|------|---------|------|
| | SSC | | O Level | |
| | f | % | F | % |
| Yes | 34 | 28.3 | 38 | 31.7 |
| yes but not enough | 59 | 49.2 | 43 | 35.8 |
| No | 27 | 22.5 | 39 | 32.5 |

Source: Field survey, 2010-11

The table shows that quite a handful number of students of both the streams are dissatisfied with the standard. Only 28.3 percent students of SSC and 31.7 percent students of O level expressed their positive comments about the classrooms, while rest of the students were dissatisfied. 59 students (almost 50 percent) of SSC level thought that the classrooms were well furnished, spacious and clean and yet it was not up to the standard and this reality could easily be attributed to the huge number of students assembling in the room. Similar replies emerged from the students of O level, and it was comprehensible that the schools, run in rented buildings, could not ensure congenial classroom environment.

8.3 Resources

A school is expected to house a huge number of ELT books so that the students might get ideas on theoretical knowledge, if required. The following table gives a picture about the stock of ELT books in the institutions surveyed in this study.

Table 8.2
Stock of ELT Books in School Library

N=240

| Option | Result | | | |
|--------------------|--------|------|---------|------|
| | SSC | | O Level | |
| | F | % | f | % |
| Yes | 19 | 15.8 | 54 | 45.0 |
| yes but not enough | 73 | 60.8 | 55 | 45.8 |
| No | 28 | 23.3 | 11 | 9.2 |

Source: Field Survey, 2010-2011 (item I of section 3 of students' questionnaire)

60.8 percent students of SSC level school said that the stock of ELT book was good but not enough. The percentage of O level students under this option is 45.8. Again, 45 percent students of O level said that the stock of ELT books in their institution was good, while the percentage was only 15.8 at SSC level. 9.2 percent students of O level thought that the stock was not satisfactory while the percentage against this option at the SSC was 23.3.

While surveying the schools, the researcher observed that the situation of library basically at the SSC level schools was bleak. Some libraries of SSC level school contained guidebooks too. The researcher hardly found any book on ELT in the libraries. The libraries preserved some books of English language but they were basically grammar books. Libraries of O level schools offered an opposite picture. Apart from grammar books, they contained quite a handsome number of ELT books.

8.4 Class Size

An ideal English classroom should not accommodate more than 40 students, and it is always suggested that the number should be manageable for the teachers. A class, teeming with students, impedes the implementation of a language syllabus; more significantly it hinders courses that are designed according to CLT method as it demands direct interaction between teachers and students, which is often conducted through group work, pair work, simulation, role play etc. The following figure shows the discrepancies in terms of class size between SSC and O levels.

Figure 8.1
Class Size



Class size is one of the greatest challenges the SSC schools have been facing. The problem is acute in the capital as well as in the divisional cities where the number of students is higher compared to the institutions available. There is always huge pressure on the authority of the school during the admission test and recently they have opted for lottery system for smooth admission process. However, it is very tough for them to reduce the number of students though the class size is not feasible. The O level schools are very serious in handling this issue. The figure above shows the difference between these two streams. Most of the O level classes house 21 to 30 students while the number rises as high as 71 to 80 in some cases at the SSC level. It impedes the proper classroom teaching as the teacher finds it difficult to pay attention to such a huge class. The picture is quite similar in both the rural and urban areas of Bangladesh and large class size obstructs teachers from completing the syllabus (similar to Hossain, 2010).

8.5 Number of English Language Classes in a Single Day

Sufficient number of English language classes is necessary for the proper implementation of the syllabus. The following figure reveals the state of the two levels in terms of number of classes.

Figure 8.2
Number of English Language Classes in a Single Day

The figure reflects that the SSC level schools usually have only one English class in a day. In some schools the number is 2. On the flip side, O level schools usually hold two English classes in a day though the learners study all the subjects in English. The

SSC level schools, surveyed in this study, have sufficient number of Language teachers, but the tradition of having more than one language class is yet to be introduced there. More English classes would probably ensure more classroom practice.

8.6 Duration of Each Class

The duration of a class is also very important for ensuring practice for all the students. The following figure reflects the duration of classes.

Figure 8.3
Duration of Class

The duration of classes in both the streams is alike, and it ranges between 40 to 45 minutes. No discrepancy or incongruity was detected in this sphere. The total number of classes, the students had in a single day, as explored in Interview was 7 or 8, and the duration of class was fixed according to the number of classes held in a single day. In some of the schools, it was observed that the school reduced the duration to 35 minutes after the Tiffin period; however, they ensured that English language classes would usually be held at the beginning of the school hours, and were allocated the highest possible time.

8.7 Medium of Instruction, Conversation and Interaction

In a Language classroom, the teachers are expected to speak in the target language. The teachers of the SSC were often found violating the norm. The students of SSC level hardly get chance to interact in English beyond the classroom and their scope gets contracted if the classroom is devoid of the essence of the target language.

Figure 8.4
Medium of Instruction

Language stands as a barrier to interaction between the teachers and students of SSC level. Most of the teachers of SSC level conduct the class in a mixed approach where they speak partially in English and partially in Bengali. This practice stands as an impediment to ensure an environment conducive to holding an effective English language class. CLT allows mother tongue at the initial stage, but not at a pretty advanced stage like SSC. At the SSC level both teachers and students are supposed to interact in English. However, it has been observed that the teachers are also not at ease in speaking English. They have huge problems in pronunciation, and fluency. Cent percent English teachers of O level use English as medium of instruction, conversation and interaction.

While observing the classroom, the researcher witnessed a sharp contrast between the teachers of SSC and O level. Many of the SSC level teachers were found using mother tongue frequently in the classroom.

Table 8.3
Medium of Instruction in the Classroom

| Variable | Respondents | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|---|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Medium of instruction | Observation Checklist (Item 12) | SSC Level, N=16 | 0 | 6 | 7 | 3 | 0 | 3.00 | 1.095 |
| | | O Level, N=16 | 0 | 0 | 2 | 0 | 14 | 4.75 | .683 |
| Difference of Mean between SSC and O levels | | - 1.75 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The table shows that the use of English of the O level teachers falls under ‘very high’ category while it is ‘low’ at the SSC level. It has to be noticed that the data have been elicited from schools that are reputed for imparting high standard of education in Bangladesh, and it can be deduced from this picture what might be the quality of classroom teaching in the rural areas of Bangladesh. However, the following table reflects the extent to which English is used in the classroom as means of communication.

Table 8.4
Use of English as Means of Communication in the Classroom

| Variable | Respondents | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|---|----|------------------------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Use of English as Medium of Communication | Observation Checklist (Item 13) | SSC Level, N=16 | 2 | 6 | 6 | 2 | 0 | 2.62 | 1.147 |
| | | O Level, N=16 | 0 | 0 | 0 | 1 | 15 | 4.93 | .25 |
| Difference of Mean between SSC and O levels | | -2.31 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The use of English as medium of interaction among the students of O level is ‘very high’ while the scenario is very bleak at the SSC level where the mean score is only 2.62. The students of SSC level speak in Bengali in the classroom and beyond. They have developed a tendency to use mother tongue in English language classes also.

8.8 Students' Ability in Following Lecture if Delivered in English

The effectiveness of classroom teaching largely depends on adaptability and ability of students to follow the lectures of teachers delivered in English.

Figure 8.5
Students' Ability in Following Lecture in English

The teachers of SSC level replied that the ability of students in following the lecture in English was ‘tolerably well’. The results reflect that the teachers could also be held responsible for not being able to enhance fluency of the students. The teachers of O level expressed their satisfaction over the comprehension skill of the students.

8.9 Adequate Practice of Writing Skills in the Classroom

It has been observed that the students of SSC level do not practise adequately in the classroom as opposed to O level students who get plenty of opportunity for practice. The mean score of O level is 4.12 which is highly contrasted with the mean score of SSC level which is only 2.12.

Table 8.5
Adequate Practice of Writing Skills in the Classroom

| Variable | Respondents | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|----|---|----|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Adequate practice in the classroom | Observation Checklist (Item 14) | SSC Level, N=16 | 2 | 10 | 4 | 0 | 0 | 2.12 | .619 |
| | | O Levels, N=16 | 0 | 0 | 1 | 12 | 3 | 4.12 | 0.5 |
| Difference of Mean between SSC and O levels | | -2 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

When the researcher surveyed the classes with a structured checklist, he observed that the students of SSC level did not get due attention from the teachers. The low mean score (2.12) indicates that reality. There are many reasons that have been discussed elsewhere in this dissertation. It is worth mentioning here that the students of SSC level hardly practise free writing in the classroom. Even if they do, the teachers hardly check the copies. The picture is quiet opposite in the O level classes. They are very systematic in maintaining their homework and class work copies, and the teachers appear to be very concerned about their duty.

The following table shows the scope of paying attention to the students during the classroom procedure.

Table 8.6
Scope for Paying Attention to All Students while Teaching Writing Skills

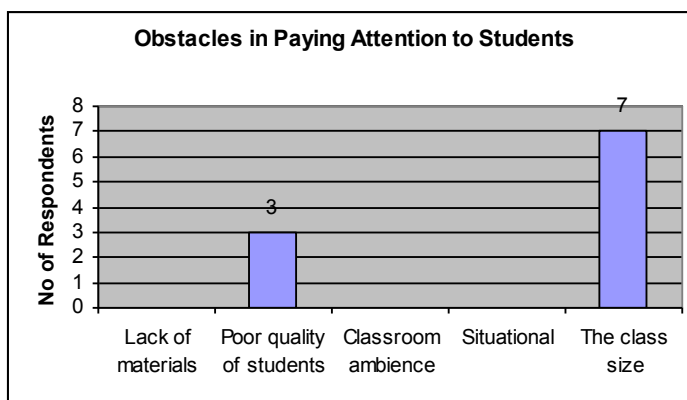
N=32

| Options | Levels | | | |
|---------|--------|---------|-----|---------|
| | SSC | O level | CIE | EDEXCEL |
| Yes | 6 | 16 | 8 | 8 |
| No | 10 | | | |

Source: Field Survey, 2010 (item 16 of teacher questionnaire)

The reply reveals that the teachers of O level think that they can pay attention to all the students while teaching writing skills in the classroom. The teachers of SSC level, on the other hand, stated that they did not get scope for paying attention to all the students of the class. The reasons behind this failure are portrayed below:

Figure 8.6
Obstacles in Paying Attention to Students' Work



Seven teachers out of ten thought that the class size was the greatest barrier to paying attention to all of the students of a class. At the time of unstructured interview, they opined that the situation might have been improved had the class size been smaller in terms of number of students. However, three of the teachers thought that the poor quality of students was the main factor behind the miserable state of language proficiency.

8.10 Encouraging Students to Memorise Paragraphs and Essays

Memorizing is discouraged in any language-teaching syllabus as it destroys students' creativity and ability to produce language. The table below shows the discrepancy in attitude between the teachers of SSC and O levels:

Table 8.7
Encouraging Students to Memorise Paragraphs and Essays

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|--------------------------------|-----------------|-----------|---|---|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Tradition of Memorizing | Observation Checklist (Item 4) | SSC Level, N=16 | 0 | 3 | 4 | 6 | 3 | 3.56 | 1.03 |
| | | O Level, N=16 | 15 | 1 | 0 | 0 | 0 | 1.06 | .25 |
| Difference of Mean between SSC and O levels | | 2.50 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The mean score in the table above shows SSC level teachers' preference for encouraging students to memorise different pieces of writing, which the students are supposed to write creatively. The tradition of memorizing composition has allegedly been detrimental to the creative faculty as well as fluency of students. Subsequently the students have become dependent on the prepared notes intended for achieving good marks in the examination. The teachers of O level, however, have not shown any such inclination to inspire students for memorization.

8.10.1 Use of Audio-visual Aids in the Classroom

Use of different technological aids enhances classroom teaching. Moreover, audio-visual aids play a significant role in implementing a CLT syllabus. The following table illustrates the practice of using audio-visual aids in the two streams.

Table 8.8
Use of Audio-visual Aids in the Classroom

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|---|---|------------------------|-----|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Use of audio visual aids | Observation Checklist (Item 10) | SSC Level, N=16 | 16 | 0 | 0 | 0 | 0 | 1.00 | .00 |
| | | O Level, N=16 | 6 | 7 | 3 | 0 | 0 | 1.81 | .75 |
| Difference of Mean between SSC and O levels | | -.81 | | | | | | | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

Hardly anything like audio-visual aids is used in the classroom of SSC level. However, in some O level schools there are scopes for audio-visual equipments, but they do not use it unless it is a special occasion.

8.10.2 Use of Teachers' Guide (TG)

Teachers' Guide contains guidelines about the syllabus implementation, and it sheds lights on the issues that how a lesson has to be taught. It gives ideas about techniques and approaches for the proper implementation of syllabus. TG emphasises time management also so that every minute can be used effectively. It guides teachers to prepare themselves for the class. Teachers of SSC level hardly bother about following the TG, while the teachers of O levels are quite aware of the contents of the TG. Moreover, the Cambridge University publishes a booklet for guardians also. Such initiative is absent at the SSC level. The following table illustrates the scenario more clearly.

Table 8.9
Use of Teachers' Guide

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|----|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Use of Teacher's guide | Observation Checklist (Item 11) | SSC Level, N=16 | 12 | 2 | 2 | 0 | 0 | 1.37 | .718 |
| | | O Level, N=16 | 0 | 1 | 11 | 3 | 1 | 3.25 | .683 |
| Difference of Mean between SSC and O levels | | -1.92 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The tradition of using these TG is still very low at the SSC level compared to O level. The mean score of SSC level is 1.37, while the mean score of O level is 3.25.

8.11 Promoting Genuine Interaction among Students

A language teacher is expected to ensure the practice of all the major sub-skills in the classroom. Sometimes the teacher may raise an issue and involve students in an open discussion. It can be done through debate or by involving the students in pair and group work. The table below shows how much initiative the teacher takes in promoting genuine interaction in the classroom.

Table 8.10
Promoting Genuine Interaction among Students

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|----|---|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Role of Teacher | Observation Checklist (Item 31) | SSC Level, N=16 | 4 | 10 | 2 | 0 | 0 | 1.71 | .487 |
| | | O Level, N=16 | 0 | 0 | 4 | 8 | 4 | 4.00 | .73 |
| Difference of Mean between SSC and O levels | | -.29 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

According to the table the teachers of O level promote interaction in the classroom, as the mean score is 4.00. On the other hand, the teachers of SSC level are reluctant to introduce such practice which is evident in the low mean score.

8.12 Digression from the Task

Sometimes, teachers assign a task to the students but they digress from it as it carries on. The problem may be attributed to various factors like class size, lack of commitment and dearth of vision of the teachers, lack of accountability and the tradition of not following a systematic lesson plan.

Table 8.11
Digression from the task

| Variable | Tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|----|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Digression | Observation Checklist (Item 17) | SSC Level, N=16 | 0 | 4 | 10 | 2 | 0 | 3.00 | .894 |
| | | O Level, N=16 | 8 | 4 | 3 | 1 | 0 | 1.81 | .981 |
| Difference of Mean between SSC and O levels | | | | | | | | | |

Source: Field Survey (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

The high mean score (3.00) of SSC level in this item reflects the disorganised state of the classroom. The unplanned lesson plan and large class size may be responsible for this. The mean score (1.81) of O level is much below the score of SSC, and it indicates that the teachers of O level usually do not digress.

8.13 Organisation of the Class

Organising the class is one of the major responsibilities of the teachers. The effectiveness of lessons largely depends on the successful organisation of a class.

Table 8.12
Organisation of the Class

| Variable | Respondents | Levels | Responses | | | | | Descriptive Statistics | |
|---|---------------------------------|-----------------|-----------|---|---|----|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Classroom organisation | Observation Checklist (Item 21) | SSC Level, N=16 | 4 | 8 | 2 | 2 | 0 | 2.12 | .957 |
| | | O Level, N=16 | 0 | 0 | 2 | 10 | 4 | 4.12 | .619 |
| Difference of Mean between SSC and O levels | | -2 | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

It is a great challenge for the teachers of Bengali medium to organise a class since it is always overcrowded. All the SSC level schools surveyed in this study, offered a miserable picture, and it was natural that the teachers were often at a loss what to do in the class. They often failed to implement the lesson plan in such situations. It was difficult for them to pay heed to the problems of the students in a 40/45 minute's class. They often opted for written assignments that stayed in most cases unchecked. On the other hand, it was much easier for the teachers of O level to organise the class. The tasks were performed in a more uniformed way, according to the mean score of observation checklist.

8.14 Teachers' Preference for Lecture Mode/Method of Teaching

One-way lecture method is always discouraged in a learner-centred classroom. However, the teachers of SSC level have a great fascination for lecture method.

Table 8.13
Teachers' Preference for Lecture Mode/Method of Teaching

| Variable | Tools Used | Levels | Responses | | | | | Descriptive Statistics | | DOM |
|---|-----------------------------------|---------------|-----------|----|---|---|---|------------------------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD | |
| Preference for lecture mode of Teaching | Teachers' Questionnaire (item 32) | SSC, N=16 | 1 | 6 | 0 | 6 | 3 | 3.25 | 1.342 | 2.13 |
| | | O Level, N=16 | 0 | 9 | 0 | 1 | 6 | 3.25 | 1.483 | |
| | Observation Checklist (item 2) | SSC, N=16 | 0 | 0 | 4 | 8 | 4 | 4.00 | .73 | |
| | | O Level, N=16 | 4 | 10 | 2 | 0 | 0 | 1.87 | .619 | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation, DOM=Difference of Mean between SSC and O Levels)

The table above reflects SSC level teachers' zeal for lecture method, though CLT renounces it as an obsolete method for teaching a language. The teachers of SSC level often read the passages from the text and explained them in the classroom, which was occasionally followed by class work. On the other hand, the teachers of O level were never found explaining any passage for reading skill test of the students in the classroom. This practice of one-way lecture often made the classroom teacher-centred.

The contradictory mean score of O level in teachers' questionnaire and observation checklist indicate that the teachers of O level are also prone to lecture method but the system does not allow them to do so.

Table 8.14
Teacher-centred Classroom

| Variable | Respondents/tools used | Levels | Responses | | | | | Descriptive Statistics | |
|---------------------------|--------------------------------|---|-----------|---|---|---|---|------------------------|------|
| | | | 1 | 2 | 3 | 4 | 5 | Mean | SD |
| Teacher centred classroom | Observation Checklist (Item 3) | SSC Level, N=16 | 0 | 1 | 4 | 9 | 2 | 3.75 | .774 |
| | | O Level, N=16 | 4 | 8 | 4 | 0 | 0 | 2.00 | .73 |
| | | Difference of Mean between SSC and O levels | | | | | | | |

Source: Field Survey, 2010 (Scaling: 1= Not at all; 2= Rarely; 3= Sometimes; 4= Very Often; 5= Always; SD= Standard Deviation)

Observation checklist shows that the SSC classrooms are teacher-centred while the O level classrooms are learner-centred. It signifies that the O level classrooms are rather activity and task oriented.

8.14.1 Role of Learners

The learners have got some roles to make the classes learner-centred. Classes being almost teacher-centred at the SSC level, the students are usually passive listeners. Students do not actively participate in the learning process, and they are completely dependent on their teachers for learning. On the other hand, the learners of O levels are more active in the classroom and they frequently ask questions when necessary.

8.15 Teaching Staff

Teaching staff is vital for imparting lessons to the students. If a school lacks sufficient number of quality teachers, it becomes tough for the institution to ensure quality education. Nevertheless, the number of teachers does not ensure quality alone unless the teachers are motivated, devoted and well trained.

8.15.1 Qualification of teachers

Qualification of teachers is another area that should be addressed seriously. A syllabus cannot be implemented unless the teachers are qualified.

Figure 8.7
Qualification of Teachers

As far as educational background is concerned the SSC level teachers are no less qualified than the O level teachers. 13 out of 16 teachers of SSC level completed their MA in English. On the other hand 10 out of 16 in O level were MA while 3 were graduates and 3 had only 'A' level certificates. Some of the schools awarded classes to teachers with Economics background. It has to be noted here that the posts allocated for English teachers at the govt. schools were filled up, and the teachers of other disciplines were awarded English classes to reduce burden of the English teachers.

8.15.2 Educational Background of Teachers

Data were elicited about the background of the teachers; here background indicates whether the teachers themselves had O or SSC level background.

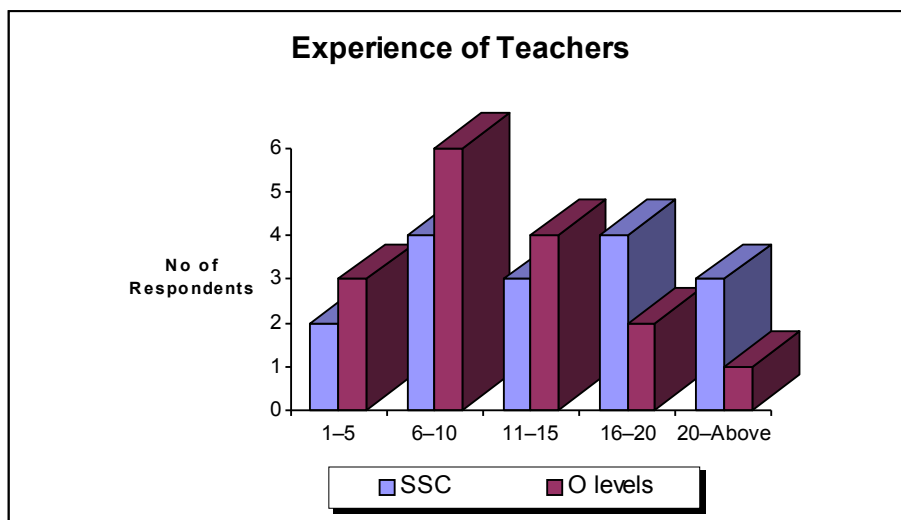
Figure 8.8
Educational Background of Teachers

Data about the educational background also reflect that 50 percent teachers of O level have English Medium background. They had their own education at the O level schools. On the other hand only one teacher of SSC level school had O level background. The tradition reflects that the O level schools are more inclined towards recruiting teachers having O level background.

8.15.3 Experience of Teachers

Sometimes teachers' experience is given immense importance in implementing syllabus and enhancing the quality of classroom teaching. The following figure reflects the experience of teachers in both the streams.

Figure 8.9
Experience of Teachers



The table above reveals that the teachers of SSC level are more experienced than the teachers of O level if length of service is counted, as the frequency against the last two rows—that indicates the longest tenure at service—are higher at the SSC level than O level. It is found that the highest frequency/percentage of teachers of O level belong to the length between 6 to 10 years. On the other hand, at the SSC level around 50 percent teachers' experience is above 15 yrs.

8.15.4 Type of Jobs

The English teachers, being very scanty in numbers are often involved in teaching at several institutions at the same time. The tradition is familiar at the O level, which is clear in the figure below;

Figure 8.10
Type of Jobs

The availability of teachers is essential for the smooth running of an institution. However, the table above shows that cent percent teachers of SSC level schools are full timer. A sharp contrast is observed at the O level where more than 50 percent English language teachers are part timers. The statistics reflect that there is huge dearth of O level English language teachers, which is why the schools opt for part timers. This is a great challenge for the O level schools.

8.15.5 Training of Teachers

Some of the SSC level teachers received training from ELTIP, NAEM and TTC, but the duration of those trainings was very short and no follow up training was conducted. More importantly ELTIP has been proved almost dysfunctional.

However, mere training does not bring the positive outcome unless the essence of the training is imparted to the learners in the classroom. The following table shows the percentage of trained teachers at the two streams:

Table 8.15
Training of Teachers on ELT

N=32

| Options | Levels | |
|---------|--------|---------|
| | SSC | O level |
| Yes | 14 | 13 |
| No | 2 | 3 |
| | | |

Source: Field Survey, 2010 (item 25 of teacher questionnaire)

Most of the teachers surveyed in these schools are trained but the question rises how much fruitful these trainings are. 14 out of 16 teachers of the SSC level are trained, while 13 out of 16 at the O level are trained. The following table reflects whether the teachers got ideas about writing skill development from these training sessions.

Table 8.16
Ideas about Writing Skill Development from the Training

N=27

| Options | Levels | | | |
|---------|--------|---------|-----|---------|
| | SSC | O level | CIE | Edexcel |
| Yes | 9 | 9 | 4 | 5 |
| No | 5 | 4 | 2 | 2 |
| | | | | |

Source: Field Survey, 2010 (Teachers' questionnaire 27)

Out of 14 teachers surveyed at the SSC level, 9 said that they had received ideas about writing skill development from the training. The number was same at the O level where 9 out of 13 said that the training, they attended, had focused on some aspects of writing skills. Nevertheless, it is more important to know whether they were able to implement these ideas in the classroom or not. The following figure shows whether the techniques acquired in the training could be applied in the classroom or not.

Table 8.17
Applying the Techniques in Classroom Teaching

N=18

| Options | Levels | | | |
|--------------|--------|---------|-----|---------|
| | SSC | O level | CIE | EDEXCEL |
| Yes | 3 | 8 | 4 | 4 |
| No | 4 | | | |
| Not properly | 2 | 1 | | 1 |

Source: Field Survey, 2010 (Teachers' questionnaire 29)

Out of 9 teachers of SSC level—who received training on writing skill development— only 3 said that they could implement the training outcomes in the classroom, while 4 said that they were unable and 2 said that they could not implement their acquired knowledge properly. On the flip side, 8 out of 9 teachers of O level replied that they were successful in implementing those acquired ideas in the classroom.

It can be deduced from the responses of the teachers that the techniques and ideas bring positive results in the performance of the learners if they are implemented properly. The following table reflects the opinion of teachers about the positive results achieved through the implementation of these ideas.

Table 8.18
The Techniques, Bringing Positive Results in Classroom Teaching

N=11

| Options | Levels | | | |
|--------------|--------|---------|-----|---------|
| | SSC | O level | CIE | EDEXCEL |
| Yes | 3 | 8 | 4 | 4 |
| No | | | | |
| Not properly | | | | |

Source: Field Survey, 2010 (Teachers' questionnaire 30)

All three teachers of SSC level who were able to implement their acquired knowledge replied that their teaching brought positive changes in the proficiency of the learners. Cent percent teachers, who were successful in implementing those techniques, were of the same opinion in case of O level.

8.16 Monitoring and Accountability of Teachers

Monitoring of teachers is vital for ensuring congenial atmosphere at the institution. Monitoring of teachers is almost absent in the government-run SSC schools, and the headmasters are busy with official duties. Nobody is there to supervise whether the teachers are performing their duties properly or not. On the other hand, the situation appears to be a bit better at the non-govt. SSC schools.

A sharp contrast is detected at the O level as the teachers of O level are always under scrutiny of the authority. They have developed their own system to maintain the academic calendar, and the teachers are closely monitored. O level schools usually appoint a lead teacher whose responsibility is to ensure the service of the subject teacher, and the lead teacher usually rechecks the homework and class work copies checked by the subject teachers before distributing them to the students.

Devotion and commitment are also required, apart from proficiency, training, and skill, to implement a syllabus. Supervision is taken rather casually in the govt. SSC level schools, while an improved atmosphere is observed at the non-govt. SSC level schools, where the authority appears to be a bit more concerned. The situation is far more developed at the O level schools where the teachers are always accountable to the lead teachers and principal.

Evaluation of teachers by the students is a sensitive issue, but it is sometimes done at the O level schools. It was not observed at any of the SSC level school. Some Principals of O level schools opined that they collected information about the teachers in such a way so that the teachers did not feel embarrassed. The principals also prepared ‘Annual Confidential Report’ on the basis of the teachers’ acceptability to the students, the report given by the lead teacher and the teacher’s co-operation with the authority in running the institution successfully. There is provision for ACR at the SSC level also, but it is rather taken casually both by the teachers and the authority.

8.17 Teachers' Eagerness for Coaching

Private Coaching has emerged almost as a social disease in Bangladesh. The tradition of going to coaching centres is equally popular with the students of both the streams. There is huge allegation from different corners that teachers at the SSC level are rather concerned with the performance of their private students. All the teachers interviewed, except one who is female and whose age is above 55, are involved in coaching regardless of the medium; a handful of them are females as well.

Nevertheless, the principals of O level have unveiled the truth that the students of O level schools usually go to the coaching centres for attending mock test—a kind of test similar in nature to O level examinations—for a limited period of time ahead of O level examinations. The schools also arrange mock test, but considering the duration of a test—

three hours—they cannot hold such test frequently. Moreover, they are supposed to hold other classes also. Basically, the students go for regular practice in an exam-like environment. On the other hand, the situation is even bleaker at the SSC level where the students, opined most of the headmasters, go for private tutors through out the year. The principals of some SSC level schools have expressed their dissatisfaction over the recent reality that students of even class three and four are going to coaching centres these days.

This tradition of private coaching is detrimental to the national psyche as it leads students to a sick competition.

8.18 School Managing Committee

A non-govt. SSC level school is run by managing committee A tradition is already observed that the members of managing committee have political affiliation. The govt. SSC level schools are free from such impediments. In case of O level, the schools are generally self governed and have hardly any political affiliations.

8.19 Students' Eagerness for Learning (Attitude of Students)

A sharp contrast has been observed between the students of SSC and O levels in their attitude towards learning English. The teachers of SSC have opined that the students are basically concerned with their final results at the SSC examination. The entire concentration is focused on the possibility of getting things 'common' in the examination. They prefer attending coaching centres more to attending classes at school. Tradition of going to the coaching centres is also present among the O level students, but the tendency of memorising topics is almost absent.

8.20 Family Background of the Students

Most of the students of O level are from well off families; the parents of the students are businessmen, doctors, engineers, corporate and senior Govt. officials. On the other hand, the SSC level schools rather offer a cosmopolitan feature as guardians of all walks of life send their children here. The researcher got to know from the principals and teachers that many of the guardians of SSC level school could not provide an English speaking atmosphere at home; in most cases the guardians themselves were unable to speak in English. Subsequently, the scope of practising English has shrunk for the SSC level students.

8.21 Attitudes of the Guardians

This was a new phenomenon detected during the interview with teachers. Some teachers of SSC level made complain against the guardians. The guardians were allegedly interfering and pressurizing the authority in formulating syllabus of different classes leading to SSC level. They preferred that the syllabus of English Language should contain specific tasks of writing—paragraph, reports, and letters—which ran contrary to the theories of CLT. According to teachers, the guardians are rather concerned with the marks and grade of the students, not with quality, and in meeting the demands of the guardians the school authority is compromising with quality. This is a new phenomenon in the society of Bangladesh. The headmasters echoed the same complain. While interviewing the teachers and principals of O level, an opposite scenario was unveiled; the guardians were rather concerned about quality of the students, and they hardly questioned the merit and quality of the school syllabus.

8.22 Parents-teachers Meeting

The O level schools have been retaining this provision over the years. Some of the SSC level schools have also introduced it. Such meetings or interactions are meant for establishing coordination between the family and the school. Usually in such meetings the academic performance of the students is discussed. Most of the teachers opined that such meetings were proved to be highly fruitful as it bridged the gap between school and home. The guardians get to know what their children are doing at school and the teachers come to know about the lifestyle of the students at home. There is also the scope for dealing with the individual problems of students in such meetings. The researcher got information from the principal of an O level school that she appointed a clinical psychiatrist to address the problems of students.

The tradition of parents-teachers meeting appears to be very solid at the O level schools where they count it as an inseparable part of the curriculum. The SSC level schools, those located at Dhaka and the divisional cities, have introduced the tradition but it appears that neither the teachers nor the guardians have been adapted to it. The practice seems higher at the non-govt SSC schools than govt. schools. The SSC level schools are yet to reach the satisfactory level.

8.23 Projects for Monitoring the Curriculum (ELTIP)

Language is changing frequently, and with the changes of social, political and economical realities the use and focus of language also change. ELTIP had played a pivotal role in formulating the CLT syllabus and preparing materials for both SSC and HSC levels in Bangladesh. However, the material has remained unchanged over the years due to the dearth of vigilance. Unlike SSC, both Cambridge University and University of London are involved in continuous surveillance on the syllabus, materials and evaluation procedure.

8.24 Evaluation system

Evaluation system appears to have left an immense impact on the attitude of learners towards language learning. It became clear from the interview with teachers and heads of the institutions. Many of the SSC level teachers and headmasters viewed the present evaluation system to be faulty as it failed to assess the true level of language proficiency of the learners. The absence of marking scheme has put both teachers and students into troubles since they do not know the objectives to be fulfilled for achieving the highest grade. Moreover, there is dissatisfaction over the standard of the text book of SSC as some of the teachers and key informants think that comparatively good students do not find the task and activities challenging enough. On the other hand, the teachers and students of O levels are rather fortunate for having a well designed course objectives and Marking Scheme.

8.25 Conclusion

Teaching a language to students in any version of academic arena is always a challenging task. However, the English language teachers in O level have shown a sign of expertise in their task so far, and they seem to be well ahead of the SSC level teachers. There are some common areas that impede implementation of the syllabus in both the levels, but challenges, the SSC level schools face, are all pervasive.

The next chapter discusses a case study conducted at an SSC level school.

Chapter 9

Experiment (Case Study) at an SSC Level School

9.1 Introduction

This chapter contains details about an experiment conducted in an SSC level school. This was the last stage of this research. The experiment intended to explore how effective it would be if the materials of O level syllabus were adopted in the mainstream education system of Bangladesh and implemented following the strategies the teachers of O level maintain.

9.2 Selection of the School and Groups

At first, a school of Rajshahi city, B. B. Hindu Academy was selected for the purpose. The school was selected purposively based on different aspects. Standard of the school, co-education provision, and co-operation of the school authority were considered for conducting the study in an environment which is conducive to holding such experiment.

A medium standard SSC Level school was selected for the experiment to ensure an atmosphere that largely conformed to the average standard of our mainstream educational system. The school was selected on the basis of SSC results and it was ensured that the SSC results of the school were in line with the average SSC results of Bangladesh. Moreover, attention was paid to the fact that the researcher would get support from the school authority, since such experiment always demands logistic, infrastructural and academic support of the institution.

9.3 Designing of the Experiment

Internationally accepted design was followed in designing the experiment. It was decided that the experiment would span three months. It started with a pre-test and ended with a post-test, while the intervening period was spent on imparting lessons to a specific group of students.

According to Bailey (1982, p. 229) the simplest experimental design includes a single experimental group and is called a before and after experiment with no control group. Since this design lacks a control group with which to measure extraneous variation, it could be used only when the experimenter assumes that the extraneous variation is minimal, so that virtually all recorded changes in pre and post test scores are caused by test stimulus. This design includes the following steps:

1. Select subjects
2. Select experimental environment
3. Pretest
4. Administer experimental stimulus (test factor)
5. Posttest

This design without control group did not seem suitable for this study. Since total variation in pre and post-test scores was being attributed to the causal factor, the formula for this cause was: $\text{Cause}_{\text{exp}} = \text{Posttest}_{\text{exp}} - \text{Pretest}_{\text{exp}}$. However, there was a chance of influence by extraneous factors, apart from test stimuli, on the scores. A question arose regarding how much to attribute to the test stimuli and how much to the extraneous factors. This problem could be solved by adding a control group with the pre and post-test, but no causal stimulus.

The control group is unnecessary in experiments of short duration in which the subjects are not permitted to leave the experimental laboratory. It is suggested that if the experiment is conducted over a longer period of time, such as a few weeks, months, or even years, with subjects leading normal lives during the interim, any number of extraneous factors can be encountered during the course of everyday living over which the investigator has no control. Even maturational effects can have an impact. In case of such extraneous effects, pre and post test scores in the control group are likely to be significantly different from zero ($\text{Posttest}_{\text{control}} - \text{pretest}_{\text{control}} = \text{Difference}_{\text{Control}}$, not equal to 0) and the difference in the pre and post test scores for the experimental group cannot be attributed entirely to the test stimulus. So, the experimental difference in this study contained the effect of the causal test stimulus plus the effect of the extraneous or uncontrolled factors. Without a control group, there was no way to tell how much of the overall effect in the experimental group was true cause and how much was extraneous effect. With both a control and experimental group, it was a simple matter to subtract the

extraneous effects from the overall experimental group difference; the remainder was assumed to be the causal effect of the test stimulus. The control difference would be equal to the experimental difference in cases where the causal effect of the test stimulus was zero. However, the control difference should not generally exceed the experimental difference, as the latter contained the same difference as the former (extraneous) plus the causal difference. If the experimental difference was smaller than the control difference that would indicate that the effect of the causal stimulus was negative (or was in opposite direction of the extraneous effect).

Bailey (1982, p. 230) suggests a classical experimental design in the following way;

Classical Experimental Design (One experimental group, One control group)

Experimental Group

1. Select Subjects
2. Select Experimental Environment
3. Pre-test
4. Administer Experimental Stimuli
5. Post-test

$$\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}} = \text{Diff}$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

Control Group

1. Select Subjects
2. Select Experimental Environment
3. Pre-test
4. Post-test

$$\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}} = \text{Diff}$$

9.4 Formation of Groups for the Experiment

Class 10 was selected for implementing the experimental design of the study. The class comprised two sections with one having 47 and the other 55 students. These sections were formed after the announcement of final results of class 9 maintaining the maximum limit of homogeneity between them in terms of quality and group (science, arts, and business studies); it is a common scenario in Bangladesh that each class consists of several sections for accommodating learners. A date for pre-test was scheduled in line with the timetable of the school. The students were told earlier what type of test they were going to attend—the type of tasks, duration of the test and how the copies would be evaluated—so that they were not forced into any embarrassing situation. Ninety-one students were present on the test date out of one hundred and two. All of them were supplied the answer scripts and the test went on for one hour thirty minutes. It was surprising that not a single student submitted his or her copy prior to ringing of the final bell. Of the two sections one was selected as experimental and the other was chosen as control group by using simple random sampling.

9.5 Type of Tasks for Pre-test

Three tasks were selected for pre-test of the experiment (for writing Prompt, see appendix 7). These tasks were similar in nature and type to the tasks used in assessing proficiency of the students of SSC and O Levels. These tasks were selected in line with the task type of SSC syllabus, as the study intended to recommend suggestions for SSC curriculum. Usually, three types of compositions are practised in the SSC classroom. They are argumentative, narrative and descriptive types. Similarly, the same types of tasks were used in the pre-test. The first task was based on argumentative pattern where the learners were expected to generate ideas and arguments in favour or against the statement and justify their choice. The second task was based on narrative style and it was expected that the students would narrate their personal experience in a fascinating and convincing way. The third task was a formal letter addressed to the Principal of the school in order to evaluate the students' awareness of format of application as well as their skill in describing something; here it was describing the condition of the school library. Attention was attached to the fact that memorisation did not work or increase the marks of the students. At the same time, the wording of the tasks was very simple so that the students could understand them easily. An extra precaution was taken while selecting the tasks, so that lack of information could not be detrimental to the performance of the students. Nothing was included in the writing where information was required.

9.6 Intervention for Three Months

The duration for this case study or experiment was three months—the researcher had to negotiate with this minimum period of time for experiment, as he had to conduct the questionnaire survey, interview, classroom observation and an Assessment Test of 240 students. It was done in order to explore the effectiveness of materials and strategies used in O level schools.

9.6.1 Duration, Timing and Number of Classes

The duration of each class was 60 minutes and the researcher took only one class in a single day. The researcher took classes before or after the school timing, conforming to the availabilities and convenience of the students and school authority. The researcher took classes on every alternative day and the total number of classes was three in a week. The researcher gave regular feedback to the students; both written feedback and conferencing were given. The total number of classes was 34.

9.6.2 Ensuring Classroom Ambience

Ensuring classroom ambience is vital for the smooth running of any course. Necessary measures were taken to make the classroom ambience conducive to holding effective classes, which included task fulfilment, discussion and model presentation.

9.6.3 Instruments Used During the Intervention

The researcher had to use some tools and instruments to ensure the effectiveness of the session. There were some common instruments used in the class, such as marker, white board, and long art papers for displaying some models. Since there was no scope of using multimedia projector, the researcher had to depend on photocopies of the necessary materials.

9.6.4 Materials Used in the Intervention

It was already decided that materials used in O level schools would be used in this experiment. The tasks were selected from the books of O levels, which were popular in both CIE and in Edexcel streams. The researcher did not lay much effort on designing the tasks, or sequencing the materials. He extracted the tasks and activities the way they were sequenced in the O level books considering that those books were shaped systematically following necessary methods.

It should be mentioned here that two streams of O Level run in Bangladesh. Despite some differences of syllabus type and evaluation system, the materials—here materials refer to the prescribed and recommended books of O Levels—the two streams of O Level use in the classroom are similar. Their selection pattern is also alike. In order to remove further controversy, the books which are equally important for both streams and has been treated as the best systematically written, were followed during the experiment, though special focus was given on EDEXCEL GCE O Level. The books are

1. GCSE New English Fourth by Rhodri Jones
2. GCE English Language by Elizabeth A. Cripps and Caroline Footman
3. General Certificate English by Alan Etherton
4. O level English language question paper- EDEXCEL

9.6.5 Techniques of Conducting the Class

It is not the syllabus and materials only that are held responsible for the positive impact on the students; the person who takes the class and the techniques applied in conducting those classes are equally important. The researcher adopted the role of a language teacher who worked basically as a classroom organiser and facilitator, as he withdrew himself from the traditional role the teachers of Bangladesh play even today—controlling the class and making it teacher centred—for conforming his role closer to the teachers of O level who were less authoritative in the classroom than the teachers of SSC level. For implementing the techniques that O level teachers use in the classroom, survey and interview were conducted in order to find out the difference in techniques used in the classroom in teaching English Language, in making the students do tasks, give feedback and correct errors during this experimental study.

9.6.6 Designing Tasks for the Intervention

The tasks were generally selected from the materials of O level, except a few cases where the researcher included some tasks apart from those that already existed in the books of O level. A lesson plan was also prepared (see appendix 9).

9.6.7 Teaching Methods

The classroom was organised in such a way that it became learner-centred. It was observed during the survey that the classrooms of O level were more learner-centred than those of SSC level. So it was designed in such a way that the students could feel at ease in the classroom. Usually an SSC classroom is teacher-dominated and the students do not interact either with the teacher or among themselves.

9.6.8 Language of Interaction

At the initial classes, the students were allowed to mix Bangla with English, but as the course advanced they were suggested not to use mother tongue in the classroom. It was observed that they could understand what the researcher used to explain in English but they preferred to remain silent. In order to break the ice, some ice-breaking sessions were also included in which some interesting debating motions were placed for arguing openly. It worked and many students participated spontaneously. They made mistakes frequently but they were not stopped since it would have disrupted the practice. Gradually some of the students developed the tendency to interact in English.

9.6.9 Mixing of Process and Product Approach

The approach in conducting this experimental study was a mixed one. During the questionnaire survey, observation and interview teachers of both the levels opined that they were comfortable with product approach. The O level teachers in some special cases implemented process approach as well. Conforming to these realities and tradition, the classroom procedure was maintained by focusing on the product approach except some special cases discussed below.

9.6.9.1 Inclusion of One Term Paper (Process Approach)

The students were given a term paper on *Describe your city in such a way that any reader can get a clear picture of it from reading your essay*. They were given one month and after submission every student was briefed separately about the problems they had in their writing; they were returned the copies and asked to edit and rewrite the essay. At the time of briefing, they were given suggestions and specific guidelines on different sub-skill. They were asked to consult relevant books available on the topic but were discouraged against direct copying. Some students did a fantastic job while some were rather eager to copy despite repeated discouragement. Some students went for copying others. However, the practice proved to be effective for those who were willing to learn the language, but some students often exhibited indifference to the process as well, which might be attributed to the flawed evaluation system which convinced them that proficiency was not much required for passing the examination. However, the process approach of writing was ensured thorough this term paper and the outcomes were quite satisfactory as majority of the students were inclined to do this. It enthused them to edit their writing after first draft which they had never done earlier in their student life.

9.6.9.2 Product Approach

It has been already discussed that mainly product approach was followed in the classroom with teachers correcting the copies at the end of the task; the end product became more important instead of the stages that led to the production. It was also observed in chapter 2 that most of the ELT experts are in favour of a mixed approach. Implementing process approach involves some difficulties as well; the teachers are supposed to complete the syllabus which, if process approach was followed, might linger beyond stipulated time. So, product approach was mainly followed in the experimental study.

9.6.10 Homework and Class Work

Homework and class work were conducted frequently to make the students get involved in the practice of writing skills. These copies were checked and returned to the students with necessary corrections and suggestions.

9.6.11 Method of Teaching

Since the materials used in the classroom were largely extracted from the textbooks of O level directly, no specific language teaching method was followed. Mere materials cannot bring out positive changes among the learners; therefore techniques used by the O Level teachers were duly considered during the intervention. The techniques that the teachers of O level follow in teaching English Language—extracted through questionnaire survey, interview and classroom observation—were followed during the experiment. Actually, the mean score was the indicator and trends having very high or high (positive trend) mean scores were considered as standard (except some special cases where the high mean score indicates low practice level) in this experiment.

9.6.12 Feedback and Error Correction

Feedback was given regularly to the students. It was given in such a way so that the participants did not get frustrated. Peer feedback was introduced only once after a class test but the students were not at ease with this type of feedback. Basically, written feedback and conferencing were arranged. In conferencing, the common mistakes surfacing in the copies were discussed.

9.7 Post Test

Three tasks were selected for post-test of the experimentation. These tasks were similar in nature and type—argumentative, narrative and descriptive—to the tasks used in the pre-test (For writing Prompt, see appendix 8).

In the post-test, the number of students dropped to 79 from 91. In the experimental group four students out of 44 dropped during the course and thus the group ultimately contained 40 participants, while 39 students figured in the post-test of control group which was 47 in the pre-test. Thus the analysis of results was confined to 79, with experimental group containing 40 and control group 39.

9.8 Marking Scheme and Banding Scale Used for Evaluation

The same marking scheme and banding scale used in assessing the proficiency of the students of two mediums were applied here (See appendix 10). Each task of the students' writing scripts was marked separately by three raters and then averaged.

9.9 Change of Proficiency Level in the Experimental Group

Causal effect refers to the change in the proficiency level of the learners of experimental group. A simple mathematical formula was used here to see the changes in the overall performances of the participants:

Causal Effect

$$\begin{aligned} (\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) &= \text{Diff} \\ (3.49 - 3.08) &= .41 \end{aligned}$$

$$\begin{aligned} (\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) &= \text{Diff} \\ (3.37 - 3.31) &= .06 \end{aligned}$$

$$\begin{aligned} \text{Causal Effect} &= \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}} \\ &= (.41 - .06) = .35 \end{aligned}$$

The overall causal effect was measured as .35 on a 9 point scale in three months. The proficiency level of Control group increased from 3.31 to 3.37 while the performance of experimental group increased from 3.08 to 3.49. The changes that took place in the control group might be attributed to the regular classes the students attended at school. The change in the control group was deducted from the change in the experimental group and it stood at .35. This was the causal effect of the stimuli used during the experimental study.

9.10 Sub-skill wise Analysis of Causal Effect

The proficiency of the students of both experimental and control group has been portrayed here on sub-skill basis. It gives a clear idea about the causal effect the stimuli left on the performance of the learners.

9.10.1 Content

The participants of experimental group slightly improved in this criterion, content that focused on the ability of generating ideas and arguments on the task given. However, improvement was also observed in the control group:

Table 9.1
Causal Effect on Content

N=79

| Content | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 2.86 | 1.27 | 3.16 | 1.36 | 3.16 | 1.30 | 3.24 | 1.20 |
| Rater 2 | 2.84 | 1.23 | 3.70 | 1.50 | 3.17 | 1.23 | 3.45 | 1.31 |
| Rater 3 | 3.17 | 1.49 | 3.62 | 1.45 | 3.08 | 1.23 | 3.47 | 1.31 |
| Average | 2.96 | 1.19 | 3.49 | 1.38 | 3.14 | 1.24 | 3.39 | 1.22 |

Source: Pre and posttest of the experiment, 2011

Causal Effect

$$\begin{aligned} (\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) &= \text{Diff} \\ (3.49 - 2.96) &= .53 \end{aligned}$$

$$\begin{aligned} (\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) &= \text{Diff} \\ (3.39 - 3.14) &= .25 \end{aligned}$$

$$\begin{aligned} \text{Causal Effect} &= \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}} \\ &= (.53 - .25) = .28 \end{aligned}$$

The causal effect indicated that the performance of students improved in the sub-skill, 'content'. Actually it was observed that the students were rather prone to going for unnecessary details of very limited number of ideas. They ignored the fact that sufficient numbers of ideas were required in order to attain good marks. Moreover, the theme was often unimpressive; for example, many of the students in the pre test mentioned first day at school as their most memorable day. During the intervention, these aspects were brought into their notice. The causal effect was .28 in the criterion of content.

9.10.2 Style

Style in this research has been defined as awareness of situation and purpose, tone, register, format etc. The comparative performance witnessed a sharp rise in this sub-skill with the mean score of experimental group escalating to 3.78 in post-test from its previous calculation of 3.27 in the pre-test.

Table 9.2
Causal Effect on Style

N=79

| Style | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 3.20 | 1.35 | 3.54 | 1.32 | 3.59 | 1.42 | 3.64 | 1.27 |
| Rater 2 | 3.15 | 1.20 | 3.92 | 1.36 | 3.59 | 1.43 | 3.57 | 1.32 |
| Rater 3 | 3.47 | 1.46 | 3.87 | 1.35 | 3.56 | 1.34 | 3.59 | 1.36 |
| Average | 3.27 | 1.24 | 3.78 | 1.31 | 3.58 | 1.39 | 3.60 | 1.28 |

Source: Pre and post-test of the experiment, 2011

Causal Effect

$$(\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) = \text{Diff}$$

$$(3.78 - 3.27) = .51$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

$$= (.51 - .02) = .49$$

$$(\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) = \text{Diff}$$

$$(3.60 - 3.58) = .02$$

It was observed in the pre-test and during the case study that the students did not lay much importance on aspects like tone, register, awareness of purpose and situation and as a result their language used in different tasks was alike without any variation in tone and register. The change in the experimental group was .51 while it was .02 in the control group. During the course, the participants were given some ideas on how the tone changes from one task to another. They made some mistakes in using appropriate format in the pre test, and the frequency of errors decreased in the post-test.

9.10.3 Organisation

The learners were given some ideas in the conferencing sessions during the course on how organisational features could be maintained properly. Flaws in paragraphing and lack of development of ideas and arguments were brought to their notice in the conferencing session and in the homework and class work sessions as well.

Table 9.3
Causal Effect on Organisation

N=79

| Organisation | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 2.81 | 1.18 | 3.00 | 1.16 | 3.15 | 1.32 | 3.12 | 1.17 |
| Rater 2 | 2.82 | 1.15 | 3.59 | 1.50 | 3.17 | 1.26 | 3.33 | 1.37 |
| Rater 3 | 3.18 | 1.32 | 3.48 | 1.46 | 3.07 | 1.19 | 3.28 | 1.30 |
| Average | 2.94 | 1.12 | 3.35 | 1.32 | 3.13 | 1.24 | 3.24 | 1.23 |

Source: Pre and post-test of the experiment, 2011

Causal Effect

$$(\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) = \text{Diff}$$

$$(3.35 - 2.94) = .41$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

$$= (.41 - .11) = .30$$

$$(\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) = \text{Diff}$$

$$(3.24 - 3.13) = .11$$

Organisation is one of the toughest sub-skills of writing and it is not an easy task to improve it within a short period of time. It was encouraging that there were positive changes even in organisation. The change in the experimental group was .41 while it was .11 in the control group. The copies of the participants showed some improvements in their paragraphing. However, they were yet to develop skills in maintaining coherence in the sentence and paragraph level. The ideas were yet to be developed fully.

9.10.4 Cohesion

The students had huge problem in using linkers to combine sentences and paragraphs. Moreover, the participants were often at a loss on how to maintain sentence and paragraph level cohesion in their writing. Very often the paragraphs looked bare for not having the right connectives.

Table 9.4
Causal Effect on Cohesion

N=79

| Cohesion | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 2.81 | 1.23 | 2.99 | 1.26 | 3.14 | 1.28 | 3.08 | 1.14 |
| Rater 2 | 2.80 | 1.26 | 3.51 | 1.51 | 3.19 | 1.27 | 3.29 | 1.29 |
| Rater 3 | 3.20 | 1.35 | 3.44 | 1.48 | 3.17 | 1.22 | 3.22 | 1.26 |
| Average | 2.94 | 1.20 | 3.31 | 1.36 | 3.17 | 1.25 | 3.20 | 1.18 |

Source: Pre and post-test of the experiment, 2011

Causal Effect

$$(\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) = \text{Diff}$$

$$(3.31 - 2.94) = .37$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

$$= (.37 - .03) = .34$$

$$(\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) = \text{Diff}$$

$$(3.20 - 3.17) = .03$$

The change in the experimental group was .37 while it was .03 in the control group. During the course the participants were given some ideas on how the linkers could be used appropriately. The range of connectives in the pre-test was significantly small in number and they were often repeated. The proficiency in this sub-skill increased slightly mainly for the tendency to use wider range of linkers. However, while doing so, the students made some wrong choices.

9.10.5 Grammar

The students of SSC being very concerned with accuracy are not inclined to experiment with language. The use of complex structures is significantly meagre. The trend of using complex structures in writing has slightly improved in the posttest.

Table 9.5
Causal Effect on Grammar

N=79

| Grammar | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 2.78 | 1.18 | 2.92 | 1.22 | 3.03 | 1.29 | 2.98 | 1.12 |
| Rater 2 | 2.77 | 1.17 | 3.59 | 1.56 | 3.06 | 1.29 | 3.32 | 1.37 |
| Rater 3 | 3.15 | 1.27 | 3.49 | 1.49 | 3.06 | 1.26 | 3.27 | 1.31 |
| Average | 2.90 | 1.13 | 3.33 | 1.37 | 3.05 | 1.26 | 3.19 | 1.20 |

Source: Pre and post-test of the experiment, 2011

Causal Effect

$$(\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) = \text{Diff}$$

$$(3.33 - 2.90) = .43$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

$$= (.43 - .14) = .29$$

$$(\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) = \text{Diff}$$

$$(3.19 - 3.05) = .14$$

The change in the experimental group was .43, while it was .14 in the control group. Apart from emphasising accuracy in writing structures, the range was also given due importance during the course. The students showed a growing tendency to use complex structures although they were making mistakes while doing so.

9.10.6 Vocabulary

The performance of vocabulary was considered in terms of range, appropriateness and accuracy. The weakest part was the range in the pre-test and it improved in the post-test. The change might be attributed to appropriate and accurate use of words.

Table 9.6
Causal Effect on Vocabulary

N=79

| Vocabulary | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 3.09 | 1.28 | 3.30 | 1.30 | 3.46 | 1.39 | 3.47 | 1.22 |
| Rater 2 | 3.07 | 1.28 | 3.61 | 1.39 | 3.53 | 1.38 | 3.44 | 1.32 |
| Rater 3 | 3.29 | 1.35 | 3.55 | 1.41 | 3.43 | 1.31 | 3.44 | 1.32 |
| Average | 3.15 | 1.26 | 3.49 | 1.33 | 3.47 | 1.35 | 3.45 | 1.24 |

Source: Pre and post-test of the experiment, 2011

Causal Effect

$$(\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) = \text{Diff}$$

$$(3.49 - 3.15) = .34$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

$$= (.34 - (-.02))$$

$$= (.34 + .02)$$

$$= .36$$

$$(\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) = \text{Diff}$$

$$(3.45 - 3.47) = -.02$$

The change in the experimental group was .34 while it was -.02 in the control group. The proficiency of the participants in this sub-skill has increased slightly mainly for the tendency to use wider range of words. This led to some errors as they made some inaccurate and inappropriate choices of words.

9.10.7 Mechanics

Mechanics items were not practised separately, rather they were practised in subjective writing.

Table 9.7
Causal Effect on Mechanics

N=79

| Mechanics | | | | | | | | |
|----------------|--------------------|------|-----------|------|---------------|------|-----------|------|
| Raters | Experimental Group | | | | Control Group | | | |
| | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Rater 1 | 3.51 | 1.74 | 3.58 | 1.47 | 3.72 | 1.49 | 3.67 | 1.37 |
| Rater 2 | 3.28 | 1.48 | 3.66 | 1.35 | 3.70 | 1.40 | 3.41 | 1.26 |
| Rater 3 | 3.48 | 1.37 | 3.78 | 1.38 | 3.48 | 1.30 | 3.41 | 1.23 |
| Average | 3.42 | 1.39 | 3.67 | 1.37 | 3.64 | 1.38 | 3.50 | 1.23 |

Source: Pre and post-test of the experiment, 2011

Causal Effect

$$(\text{Post-test}_{\text{exp}} - \text{Pre-test}_{\text{exp}}) = \text{Diff}$$

$$(3.67 - 3.42) = .25$$

$$\text{Causal Effect} = \text{Diff}_{\text{exp}} - \text{Diff}_{\text{control}}$$

$$= (.25 - (-.14))$$

$$= (.25 + .14)$$

$$= .39$$

$$(\text{Post-test}_{\text{control}} - \text{Pre-test}_{\text{control}}) = \text{Diff}$$

$$(3.50 - 3.64) = -.14$$

The change was .34 in the experimental group, while it was $-.14$ in the control group. This was the sub-skill where the proficiency of the control group decreased most. The change in the experiment group was also minimal. This surprising result could be attributed to the difference of tasks used in pre-test and post-test. Moreover inconsistent marking of the raters might have been responsible for this.

9.10.8 Changes in the Overall Writing Performance of Students

Table 9.8
Changes in the overall Writing Performance of Students (In Bands)

| Scale/Band | Range | Experimental | | | | Control | | | |
|----------------------------|----------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|
| | | Pre-test | | Post-test | | Pre-test | | Post-test | |
| | | No of students | Percentage | No of students | Percentage | No of students | Percentage | No of students | Percentage |
| Expert User (9) | 8— above | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Very Good User (8) | 7-7.99 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Good User (7) | 6-6.99 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Competent User (6) | 5-5.99 | 2 | 5 | 8 | 20 | 3 | 7.69 | 2 | 5.12 |
| Modest User (5) | 4-4.99 | 8 | 20 | 6 | 15 | 8 | 20.51 | 11 | 28.20 |
| Limited user (4) | 3-3.99 | 7 | 17.5 | 10 | 25 | 12 | 30.76 | 12 | 30.76 |
| Extremely Limited User (3) | 2-2.99 | 18 | 45 | 8 | 20 | 10 | 25.64 | 8 | 20.51 |
| Intermittent user (2) | 1-1.99 | 5 | 12.5 | 8 | 20 | 4 | 10.25 | 6 | 15.38 |
| Non User (1) | 0-. 99 | 0 | 0 | 0 | 0 | 2 | 5.12 | 0 | 0 |

Source: Pre and post-test of the experiment, 2011 (Experimental group having 40 students while control group having 39 students)

Most of the students of Experimental group in pre-test as evidenced by the table were extremely limited user of English language. The percentage of extremely limited user students rose as high as 45 followed by the percentage of modest user (20%) and limited user (17.5). The percentage of competent user was 5 while the percentage of

intermittent user was 12.5. The percentage of competent users went up from 5% in the pre-test to 20 percent in the post test. The total percentage of competent user, modest user and limited user in pre-test was 42.5 (5%+20%+17.5%) while in the post-test it leaped to 60 (20%+15%+25%). The percentage of extremely limited user was reduced from 45 to 20, while the percentage of intermittent user leaped from 12.5 to 20 percent.

On the other hand, most of the students of control group in pre-test as evidenced by the table were either extremely limited user (25.64%) or limited user (30.76%) of English language. The percentage of modest user was (20.51%). The percentage of competent user was (7.69%) while the percentage of intermittent user was (10.25%). The percentage of competent users declined from (7.69%) in the pre-test to (5.12%) percent in the post-test. The total percentage of competent user, modest user and limited user in pre-test was (58.96%) while in the post-test it stood at (64.08%). The percentage of extremely limited user dropped, but the percentage of intermittent user leaped.

It is observed from the table that there were shifts even in the percentage of specific band achievers. The change was more tangible in the experimental group than in the control group, which is suggestive of the effectiveness of the course that ran for three months.

9.11 Validity and Reliability of the Tests

Validity and Reliability are important factors in any test and due emphasis was given to these two aspects in the whole procedure of the experiment.

9.11.1 Validity

The data on students' writing skills are valid if they correctly reflect the writing skills of the students, correctly predict the way students would perform on another writing assessment conducted for the same purpose, and correctly predict similar writing performance in a different situation.

In this experiment, the instrument to collect data on students' writing skills contained three subjective writing tasks which required students to produce language, and a scoring scale which was designed to measure the quality of the students' texts ensured that the data obtained had construct validity evidence. No options were given and the tasks were subjective. If options were given, it would have measured knowledge of the participants instead of skills and thus would have destroyed the construct validity of the test.

Another source of validity evidence from the instrument was the coverage of the tasks. The tasks here (three in number) covered the samples of all contents of the domain of variables assessed, and the data obtained could be claimed to have content validity evidence.

9.11.2 Reliability

The writing prompt demanded students to produce sufficient language and thus the possibility of writing assessment of too short paragraphs was averted. The tasks were neither too difficult nor too easy. A comfortable place and time for writing assessment was also ensured.

In order to ensure reliability of the Test, it was always suggested that there should be at least two raters for marking the scripts and another more experienced person should be there to explore the discrepancy of scores awarded by the two raters, and, if necessary, he would intervene in the scoring and make corrections. In this study, three raters were appointed to ensure reliability.

Reliability of the scores of writing refers to the preciseness of the writing scores in representing the actual level of the students writing skills. The writing scores have high reliability if the scores precisely represent (very close to, or not too far away from, or give good estimate of, or do not overestimate or underestimate) the true level of the students' writing skill. So, Consistency is an important indicator for reliability. Consistency in attaining the same type of scores indicates reliability from one point of view, while consistency of marking the same scripts by different raters signifies inter rater reliability. Only marks of two tests were counted and the scope for comparing one sets of score with another was absent; but the inter rater reliability was tested with the coefficient of variance. The coefficient of variance of the three raters is given below:

Table 9.9
CV of Three Raters in Experiment Group

N=40

| Raters | Coefficient of Variance | |
|---------|-------------------------|-----------|
| | Pre-test | Post-test |
| Rater 1 | 43.85 | 40.49 |
| Rater 2 | 42.22 | 39.72 |
| Rater 3 | 41.76 | 39.73 |

Source: pre and post-test

Table 9.10
Control Group CV of Three Raters in Experiment Group

N=39

| Raters | Coefficient of Variance | |
|----------------|-------------------------|--------------|
| | Pre-test | Post-test |
| Rater 1 | 40.96 | 36.55 |
| Rater 2 | 39.52 | 38.82 |
| Rater 3 | 38.53 | 38.46 |

Source: Pre and Post test, 2011

The CVs in the tables above reflect the high level of consistency among the raters. However, consistency is not reliability; it is only an indicator of reliability. The meaning of reliability (for a language skill assessment test) is preciseness.

9.12 Conclusion

The experiment showed that the O level system was partially working at the SSC level as the performance of students of the experimental group increased in all seven sub-skills tested in this study. Nevertheless, only materials cannot attain good output. The person who is teaching is as important as what is being taught and how it is taught. The improvements of the participants can be attributed to the materials, tasks, effort of the teacher as well as effort of the students. The presence of control group widened the scope to comment that the O level system adopted for these three months had partial positive impact on the participants.

The next chapter (chapter 10) summarises the findings of the present study, puts recommendations and also suggests further research.

Chapter 10

Summary of the Findings, Recommendations and Conclusion

10.1 Introduction

This chapter presents a summary of the major findings of the study, discusses the implications of the findings and makes some recommendations in order to improve the current strategies of teaching English writing skills in the SSC classrooms of Bangladesh. The major focus of the study was to observe how much effective the strategies for teaching writing skills had been at the SSC level compared to O level. The final objective was to experiment the O level system at the SSC level and explore how much effective they might be if implemented in mainstream schools.

A detailed literature review of the major features of writing skills, and its theoretical development has been presented in the second and third chapters of the study. An evaluation of the present textbook for class 10 as well as O level was presented in the fifth chapter. Techniques of teaching writing were described in chapter six. Chapter seven focused on the effectiveness of teaching writing skills through results obtained from an assessment test taken in the schools were analysed in this chapter. Chapter eight focused on the challenges faced by the schools in the field of teaching writing skills. Chapter nine examined the results of the experimental case study conducted in an SSC level school. The experiment was done in order to deduce a conclusion on whether O level system would be effective here or not. The study showed that the techniques of teaching writing skills at the SSC level were ineffective since the performance of the students was not up to the standard.

The whole study may be classified into several major areas: (i) theoretical development of Writing Skills, Marking Scheme and Banding Scale, (ii) Comparison between SSC and O levels on different issues like classroom teaching, materials used in the classroom, techniques of teaching and evaluating the effectiveness of classroom teaching, and (iii) Experimenting the outcomes if O level system is implemented at the SSC level. The major findings of the classroom studies have been summarised below under several headings.

10.2 Summary of the Findings

Important findings about the real picture of English classrooms of SSC and O levels in Bangladesh are summarised below.

10.2.1 Syllabus

- The Syllabus of SSC is formulated in the light of CLT. However it is safer to term it multi-strand communicative or eclectic syllabus while the syllabuses of O level are Skills based.

10.2.2 Examination System

- The students of SSC sit for the Exam once in a year, while the students of O levels have the opportunity to sit for the examination twice in a year and they can also take some subjects for one session and others for the next session, or they can attempt all subjects at a time.
- The number of subjects for SSC students is fixed for all, while the number varies at O level according to the choice of the learners and it usually varies from 6 to 10.
- The examination of SSC is conducted by different Boards of Bangladesh while the O level examinations are arranged by either the University of Cambridge or London.
- The marks grid for SSC level is fixed while it varies in Edexcel every year. The system of Cambridge is quite similar to SSC level.

10.2.3 Findings about Materials

- The first paper of SSC level is based on PPP format and designed purely in line with CLT method, while O level is not so rigid about selecting methods and materials and subsequently it does not have any compulsory book.
- No book of literature is taught at the SSC level, not even in preceding classes that lead to SSC level. One book titled Rapid Reader is taught in classes 6 and 7, but it is taken rather casually both by the teachers and students. On the other hand the students of English medium schools read plenty of books on literature in classes 6, 7 and 8.
- It has been observed that the SSC level follows only two books for preparing the students and attaining the set objectives of the course, while the teachers of O level use a number of books.

- The teachers of SSC level largely depend on the popular guidebooks available in the market, while the teachers of O level often opt for articles, newspapers, short stories for selecting materials and preparing tasks other than those in the recommended books.

10.2.4 Findings about Testing, Evaluation and Question Pattern

- Both Cambridge and London University have well designed rating scale to evaluate the scripts of the students. Surprisingly, no such scheme is used at the SSC level, and during interview it was revealed that most of the SSC level teachers did not have any knowledge about marking scheme and banding scale.
- The students of O level run through a continuous evaluation process. Their class works and home works are marked. This provision is minimal at the SSC level schools. Moreover, O level schools conduct frequent class tests, which are hardly done at the SSC level.

10.2.4.1 Reading Skills Test

- Reading Comprehension is ‘seen’ in the SSC question paper, while it is ‘unseen’ at the O level.

10.2.4.2 Testing of Guided and Free Writing

- Guided writing practice at the SSC and O levels are given immense stress, but some of the tasks and activities on guided writing practice at the SSC level do not require language production and hence appear to be less challenging as opposed to O level.
- Report writing is there in the syllabus of SSC but it has never surfaced in the question paper of SSC level till 2011, except only once in Chittagong Board, while at the O level the students never know in advance which type of directed writing would be assigned in the exam.
- There is type of task in the SSC question pattern which asks students to place jumbled sentences in a sequential order so that it becomes a story. It can hardly be called writing skill practice.

10.2.4.3 Vocabulary Testing

- Vocabulary is tested through Subjective Assessment at the O level while it is tested through Objective type Assessment at the SSC level.

10.2.4.4 Grammar Testing

- Grammar Testing at the SSC level is usually done objectively in 2nd paper, while it is tested through subjective writing practice in the O level.

10.2.5 Classroom Procedure and Eliciting Techniques by Teachers

- Provision of pair work and group work do not exist in either of the streams.
- Teachers of O level are more concerned about monitoring the students' activities.
- Practice of writing skills is poor at the SSC level.
- Most of the O level teachers are good-humoured and friendly.
- The teachers of SSC are more conservative in allowing students freedom in expressing ideas and opinions.
- O level classes are more tasks and activity-oriented than SSC classrooms.
- Variety is quite absent in selecting tasks and activities in the SSC classrooms.
- Tasks on guided writing practice at the SSC level is less challenging compared to O levels.
- O level classrooms are more focused on higher order writing skills while SSC classrooms are focused on lower order writing skills.
- Grammar in both streams is taught both explicitly and implicitly.
- SSC classrooms are more concerned with explicit teaching of vocabulary and mechanics items.
- Homework and class work are taken very seriously at the O level, while these are accepted very casually at the SSC level.
- Students are hardly asked to write unseen paragraph in the classroom of SSC level, while composition practice is a very common phenomenon in the O level classroom.
- Students prefer to work individually in both the levels.
- Model presentation is not popular in either of the streams.
- Use of audio-visuals is not present.
- The tradition of using TG among the teachers of O level is higher than SSC level.
- Teachers of SSC level sometimes digress from the task while the teachers of O level do not.
- The teachers of O level are more skilled in organising the classes.

10.2.6 Findings about the Classroom

- The class size of SSC level is much bigger than O level and teachers can not pay attention to the students properly.
- The number of English language classes at the O level is more than the SSC level.

10.2.7 Educational Background and Training of Teachers

- Most of the teachers of both the mediums are well educated.
- Most of the teachers of SSC level are from Bengali Medium background, while around 50% of the teachers of O level have English medium background.
- The teachers of SSC cannot implement their acquired knowledge of Training Programmes in the classroom.

10.2.8 Method of Teaching

- The teachers of SSC level are more inclined to the Lecture Method even though CLT discourages it vehemently.
- Unlike the teachers of O level, teachers of SSC level are often found reading passages for the students and explaining them in Bangla or mixing English with Bangla in the classroom.
- The deductive methods of explaining grammatical rules for the teaching of grammar and vocabulary are still followed in the SSC classrooms unlike O levels.
- Memorisation of the answers of some selected writing items are significantly encouraged in the SSC classrooms. Memorisation is not inspired at the O level.

10.2.9 Approach of Teaching

- Both the teachers and students of O and SSC levels prefer Product Approach to Process Approach.
- Process approach is partially followed in O level classrooms.

10.2.10 Teachers' Role

- Unlike O level, teachers generally follow the lecture mode of teaching and learning in the classrooms of SSC level.
- The teachers of SSC as opposed to O level stick to their role of formal language instructor or transmitter of knowledge in the classroom; they do not assume other roles (i.e. monitor, overseer etc.) that are recommended by CLT.
- Teachers of SSC do not try to promote genuine interaction among students in the classroom.

10.2.11 Learners' role

- Students are usually passive in the SSC classrooms, unlike O level.
- SSC level students do not actively participate in the learning process.
- The students of SSC level are more dependent on their teachers for learning.
- Unlike O level, students of SSC level are often unable to comprehend properly if lecture is delivered in English.

10.2.12 Nature of Feedback and Mode of Error Correction

- Teachers do not provide regular feedback on students' performance at the SSC level, while the practice is much higher at the O level.
- Teachers of SSC level are very concerned with students' errors and it is always rated over fluency. In O level it has been observed that the teachers put emphasis on fluency as well as accuracy.
- Teachers of both the streams generally provide positive feedback in the classroom if students' performance is good.
- Conferencing is practised in both the streams but it is higher at the O level classes, while peer feedback is almost absent and equally disliked in both the levels.
- Teachers and students of both the streams prefer that errors should be corrected at the end of the task.
- Most of the students of both the streams expect explanations of all grammatical rules in the classroom.

10.2.13 Medium of Instruction

- Teachers of SSC level generally use Bangla or mix it with English, while the teachers of O level usually do not speak Bangla in the classroom.

10.2.14 Medium of Interaction

- Students of SSC level partially use English while conversing among themselves, but the students of O level use English as the medium of interaction.

10.2.15 Attitude of the Learners

- There is difference even in the attitude of the learners. The students of SSC level have inhibitions in learning English. On the other hand, the students of O level are more enthusiastic in learning the language.

10.2.16 Accuracy vs. Fluency

- In most of the cases, grammatical accuracy of language production is given more importance than fluency at the SSC level, while at the O levels both fluency and accuracy are valued equally.

10.2.17 Findings about the Assessment Test

- The writing skills proficiency of O level students was significantly higher than the students of SSC level.
- The O level students displayed their best performance in the criteria of ‘Vocabulary’, while the students of SSC level showed their best performance in ‘Mechanics’.
- The lowest performing sub-skill of the SSC students was ‘Organisation’, while the lowest performing sub-skill of O level students was ‘Mechanics’.
- The students of SSC level performed best in task 3, which was descriptive writing in letter format.

10.2.18 Findings about the Experiment

- An improvement in the proficiency level was observed in the experimental group after implementing the course for 3 months.
- Performance of experimental group students increased in the post-test from pre-test in all 7 sub-skills measured in this study, while the performance of control group students increased in 5 criteria and decreased in 2.
- Causal effect was positive in all 7 sub skills in the experimental group.

10.3 Implications

Implications of the findings indicate that attention should be paid to a number of issues at the SSC level.

10.3.1 Implication for Syllabus Designing

There are diverse types of syllabus, but in reality the syllabus formulated for a specific group of students is the mingling of several types. The SSC syllabus is one that combines the essence of several types. Nevertheless, the main purpose of a syllabus is to attain the desired objectives. A syllabus which is not worth implementing does not bring any result. Syllabus should be designed in such a way that it addresses the needs of

students and the local and global reality. The chief aim of any type of syllabus is to enhance the proficiency of learners in different skills of language.

10.3.2 Implication for Methods

Astonishingly, the teachers of SSC are continuing still with lecture method. If skills based teaching and learning ambience could be ensured, the control of the teacher would eventually decline. Students are supposed to practise language through tasks and activities.

10.3.3 Implication for Materials Designing

Materials should be designed in a way that they aim at imparting language skills. Topic and theme should be equally challenging and enjoyable for all types of learners.

It has been observed that very few students at O level take literature, but all O level schools keep the provision of teaching literature up to class 8. Inclusion of some literary texts in classes 6, 7 and 8 at the SSC level should be given serious consideration.

10.3.4 Implication for Evaluation

A discrepancy has been detected between teaching and testing methods at the SSC level, unlike O level. Introduction of CLT could not stop the provision of memorising answers at the SSC level, while at the O level the students never resort to memorisation. The flawed evaluation system has destroyed the minimum possibility of implementing the syllabus currently on offer. Reading comprehensions are ‘seen’ in the examination and a close look at the writing tasks in the Board examinations authenticates the allegation that there is immense scope to memorise answers since similar tasks surface in the question papers over and over again. In order to avert such problems, class test, tutorials and class performance may be tried.

Moreover, there is hardly any training on testing and evaluation for the teachers of SSC level. The absence of scoring rubric has made the evaluation entirely impressionistic and leads to misconceptions about the proficiency of students.

10.3.5 Implication for training

Teachers at the SSC level undertake trainings most of which focuses on CLT, but they have hardly any idea on how skills can be developed and what exactly communicative competence means. Training materials should be designed considering the fact that the learning outcomes are worth implementing. Mere theory cannot bring about any change.

10.4 Recommendations

Considering the effectiveness and differences in materials and strategies between SSC and O level a number of recommendations have been placed for SSC Level classes:

10.4.1 Recommendations Regarding Teachers' Role

- Learner involvement has to be ensured in the learning process of SSC level students.
- Teachers of SSC level should predominantly use English as the medium of instruction, but may occasionally use Bangla when they feel it will be more beneficial to students.
- Teachers should encourage students to communicate among themselves in English and participate in occasional discussions with them.
- Teachers should develop the habit of providing regular feedback on students' performance in the classroom.
- Teachers should adopt a friendly and supportive attitude.
- Teachers should apply different techniques and strategies to make the lessons effective.

10.4.2 Recommendations Regarding the Method of Teaching

- Teachers of SSC level must make students read the reading passages themselves and find out the meaning.
- Memorisation must be discouraged and students should be encouraged to practice and develop the four major language skills and their sub-skills.

- Both process and product approach should be introduced.
- Bangladesh should develop teaching and learning methods that are suitable for its own context. So a research body should be formed and ELT specialists and classroom teachers should be encouraged to develop language teaching methods stressing the political, economic, social and cultural factors and the EFL situation in Bangladesh.

10.4.3 Recommendations Regarding Students' Role

- Students should be prepared to learn through activities and tasks.
- Students should actively participate in the learning process.

10.4.4 Recommendations Regarding Teachers' Training

- Teachers should be properly trained in the techniques and procedures of teaching writing skills in the classroom.
- Training outcomes should be implemented in the classroom.

10.4.5 Recommendations Regarding Classroom Procedure and Activities

- Activities and tasks that demand language production should be selected.
- Tasks and activities should be equally challenging for all learners.
- The classroom has to be learner oriented and activity-oriented.
- Provision of pair work and group work can be introduced.
- Monitoring of the students' activities should be enhanced.
- Practice of writing skills has to be enhanced at the SSC level.
- Practice of all four skills has to be ensured as one affects another.
- Students should be allowed freedom in expressing ideas and opinions.
- Both higher order and lower order writing skills should be addressed.
- Grammar and vocabulary should be taught implicitly.
- Homework and class work have to be rigorously maintained.
- Subjective writing practice should be enhanced.
- Model presentation, PowerPoint presentation and modern technologies should be introduced to make the classroom lively.

10.4.6 Recommendations Regarding Nature of Feedback and Mode of Error Correction

- Teachers should provide regular feedback on students' performance.
- Feedback should be given in a positive manner.
- Conferencing should be practised in the classroom.

10.4.7 Recommendations Regarding Syllabus and Materials/Texts

- Some books of English literature should be included in the secondary level classes in order that the students learn how English is written in creative writing. Reading literature will enhance their reading and writing skill proficiency.
- Some abridged version texts of famous literary works, selected English poems, and short stories may be included in the classes leading to SSC. This practice is likely to stir the creative faculty of learners.
- NCTB should take steps to synchronize among teaching materials, methods and evaluation system at the SSC level.
- Materials should fulfill the needs of the learners.
- Materials should be kept under constant scrutiny for necessary reforms and modification. Project like ELTIP can be given such responsibility.

10.4.8 Recommendation Regarding Class Size

- A large class size is not suitable for teaching and learning a skill-based subject like English. Class size has to be smaller and confined to 35 to 40 pupils.

10.4.9 Recommendations Regarding Evaluation System and Question Pattern

- A scoring rubric has to be formulated for evaluating the writing skills of SSC students.
- Questions should be formulated in a way that discourages memorisation.
- Reading comprehensions should be 'unseen' in the examination.
- All sub skills should be tested through subjective writing practice.

10.5 Recommendation for Further Studies

This thesis focused on the writing skills of students of SSC and O levels. Several relevant issues exist for further exploration, which could be beneficial to the enhancement of English teaching and learning system of our country.

- The study was limited to schools having good reputation and the institutions were mainly situated in divisional cities. So, a study may be undertaken stressing on the standard of writing skills of students studying in the schools of rural areas of Bangladesh.
- Only writing skills were considered here; there is scope to conduct a study on other skills of English language.
- The experiment was conducted for three months in this study. A study can be undertaken which is longer in duration.
- O level system was introduced in an SSC class in the present study to see changes in proficiency level of the students. An opposite procedure can be applied to see whether the SSC system works well at the O level stream or not.

10.6 Conclusion

The study reviewed the theoretical development of writing skills in ELT and examined how far the classrooms conform to them. A comparative analysis of the teaching strategies followed at the SSC and O level schools was conducted to find out the effectiveness of classroom procedure. An assessment test was also taken in order to find out the effectiveness of strategies used in teaching English language in the classroom. Finally, an experiment was conducted at an SSC level school; O level system of teaching was introduced to find out the difference in performance of the learners.

While analysing the data, it was observed that the classrooms of O level are more task and activity-oriented. The results of the assessment test showed an appalling performance by SSC students, unlike the students of O level who displayed mastery in all sub skills of writing. Moreover, proficiency of the students of experimental group slightly increased after doing a course for three months, where the materials of O level were used. It is clear from the data that CLT has not produced positive results in enhancing writing skills of learners at SSC level. The reason may be that it has not been properly implemented in the classrooms or it is not suitable to the context of Bangladesh. The matter deserves serious attention of policy-makers in the education sector.

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9. Do you ever follow the process of drafting, revising and editing while practising 'writing' (e.g. essay, story, letter, report)?
i) Yes ii) no
10. If yes, how do you practise?
i) you practise it at home when you do homework
ii) you perform a single writing assignment in a number of classes at school
iii) you start a writing task in the class, incomplete portion is done at home
iv) Others (please mention)

Section-4

Please read the following statements and tick (✓) the option that you think correct against each of the statements. Here i) = Always, ii) = very often, iii) = sometimes, iv) = rarely, v) = not at all.

11. Does the teacher mark your homework and class work copies?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
12. Does the teacher take class test/tutorial?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
13. Does your teacher add marks of the class test in the final exam?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
14. Does the teacher arrange group work and pair work in the classroom?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always
15. Are you asked to use computer while preparing any assignment?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
16. Does the teacher make you practise how to choose and use appropriate and exact words?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
17. Does the teacher suggest you to consult dictionary when you face problems with words?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
18. Are you inspired by your teacher to use new words?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
19. Does the teacher encourage you to learn the composition of words?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
20. Does the teacher make you practise how to form new words using hyphen?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
21. Does your teacher teach how to form abbreviation of words?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
22. Do you practise different tasks and activities in the classroom to develop your spelling skill?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
23. Do you learn in the classroom how to use apostrophe?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
24. Does the teacher give ideas about how to use quotation marks in different ways in different places?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
25. Does the teacher make you practise punctuation marks like comma, semicolon, and parenthesis?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
26. Does the teacher teach you where sentences, or words should be bold, and italicized?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
27. Does your teacher help you learn where word should start with capital letter?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
28. Does the teacher make you edit and revise sentences while practising 'writing'?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
29. Are you advised by the teacher to emphasise ideas in forming effective sentences?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
30. Does the teacher make you practise to write sentences with varied length and structure?

- i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
31. Does your teacher give guidelines about how a piece of writing can be started in an attractive way?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
32. While teaching 'writing' does the teacher give you ideas about how to maintain paragraph unity?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
33. Does the teacher provide you ideas about the cohesive ties (Cohesive ties are links within sentence, between sentences, and between paragraphs)?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
34. Does the teacher provide you ideas about how to start an essay?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
35. Are you taught in the classroom how to develop an essay?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
36. Does the teacher teach summary, business letters, report writing and job application (guided/directed writing) through model presentation?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
37. Does the teacher give any idea about the importance of situation, purpose and audience while teaching directed/guided writing?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
38. Are you asked/advised by your teacher to enrich the content of your writing?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
39. Does your teacher put emphasis on grammar?
i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
40. While giving feedback, does the teacher give some specific praise in your copy along with suggestions for improvement?

Section 5 (Please give your opinion on the following aspects)

1. Are you satisfied the way English writing skills are being taught in the classroom?
2. What do you expect from teachers to improve your writing skills?
3. Do you think that proficiency in writing skills can be attained through efforts? or, it is rather an inherent quality.

Appendix 2: Questionnaire for Teachers

Dear Sir/ Madam

I am carrying out a Ph.D. research on “**Strategies and Effectiveness of Teaching Writing Skills in English at SSC and O levels: A Comparative Study**”. This questionnaire is designed for eliciting data for my research work. Your reply to the items of this questionnaire is highly important for my research. Your answers will be kept confidential and data obtained from the survey will be used for the purpose of this research only. Your co-operation is appreciated in advance.

Yours sincerely,

Samyasathee Bhowmik

Section 1 Personal Details

1. Name:
2. Age:
3. Female/Male (put tick mark).
4. Designation: Assistant Teacher/Senior Teacher (Put tick mark).
5. Name of the Institution/ School:
6. Academic Qualifications:
7. You have Bengali medium /O level background (put tick mark).
8. You hail from urban/rural area (put tick mark).
9. How long have you been teaching English at the Secondary Level/O Level?

10. Type of job: Full time/part time. (put tick mark)

Section 2 General Information (put tick marks where options are given)

11. What is the size (number of students) of the class (Class 9/10)? _____
12. What is the number of English Language classes the students of O levels/SSC level have in a single day? _____
13. What is the duration of each class? _____
14. What is the medium of instruction, conversation and interaction?
i) Bengali iii) English iii) Mixed
15. If English, Can all the students follow your lecture?
i) Not at all ii) tolerably well iii) well
16. Can you pay attention to all the students while teaching writing skills in the classroom?
i) Yes ii) no
17. If the answer is no, what problems do you face?
i) Lack of materials
ii) Poor quality of students
iii) Classroom ambience:
iv) Situational:
v) The class size (number of students) is big
vi) Others (please specify)
18. Do you follow any lesson /work plan book?
i) Yes ii) no

19. What type of teaching aids do you use in the classroom? (You can tick more than one)
 i) White/Black board ii) graphs iii) maps iv) audio-visuals v) Teacher's Guide vi) Others (please specify)
20. Do you have a good stock of ELT books in your school library?
 i) Yes ii) yes but not enough iii) no
21. Do you find any guideline on teaching writing in Teachers' Guide?
 i) Yes ii) no
22. Do you hold any special class/tutorial class on writing skill practice?
 i) Yes ii) no
23. Do you think that language-teaching materials should be enjoyable; they need not be necessarily didactic?
 i) Strongly agree ii) agree iii) neither agree nor disagree iv) disagree v) strongly disagree
24. Do you expect that language-teaching materials should include some literary works?
 i) Strongly agree ii) agree iii) neither agree nor disagree iv) disagree v) strongly disagree
25. Did you receive any training on ELT?
 i) Yes ii) no
26. If 'yes' please specify the name, venue and duration of the training?

27. If the answer of 25 is 'yes' did you get any new idea about writing skill development from the training?
 i) Yes ii) no
28. If yes, what type of idea did you get?

29. Did you apply the techniques, acquired from the training, in your classroom teaching?
 i) Yes ii) no iii) not properly
30. If the answer of 29 is 'yes' did the techniques, bring some positive results in your classroom teaching?
 i) Yes ii) no iii) not properly
31. Are you satisfied with the writing skill proficiency of the students?
 i) Yes ii) no iii) partially

Section 3

Please read the following statements and tick (✓) the option that you think correct against each of the statements/questions. Here i) = Always, ii) = very often, iii) = sometimes, iv) = rarely, v) = not at all

32. Do you follow lecture mode while teaching English language in the classroom?
 i) Not at all ii) Rarely iii) Sometimes iv) Very often v) Always
33. Do you arrange group work and pair work in the classroom?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
34. Do you teach writing through task?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
35. Do you put emphasis on contents while teaching writing?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
36. Do you teach how to write summary, business letters, report writing and job application (directed/guided writing) through model presentation?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
37. Do you give items or clues to form sentences while teaching directed/guided writing?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.

38. Do you teach the importance of situation, purpose and audience while teaching directed /guided writing?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
39. Do you offer any substitution table and ask students to form some correct sentences from it?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
40. Do you ask students to write a simple narrative based on a sequence of pictures while teaching directed/guided writing?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
41. While teaching creative writing do you give students choice of topics that relate to their knowledge and experience?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
42. Do you sometimes provide the beginning of story and ask students to complete it?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
43. Do you put students in groups to brainstorm a topic and develop it while teaching directed and creative writing?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
44. Do you suggest students to prepare notes on the opening paragraph, development paragraph and conclusion when you ask them to write extended piece of writing (composition)?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
45. Do you intervene in the process and help students when 'writing' carries on?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
46. Do you correct errors during the process?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
47. Do you correct errors when the product is ready?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
48. Do you make students follow the process of drafting, revising and editing while practising writing?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
49. Do you teach your student to maintain brevity and make writing precise?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
50. Do you give your students ideas about how a piece of writing could be started in an attractive way?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
51. Do you teach students how to maintain paragraph unity?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
52. Do you teach students how to choose appropriate and exact words?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
53. Do you teach how to emphasise ideas in forming effective sentences?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
54. Do you make students practise to write sentences with varied length and structure?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
55. Do you use a standard set of symbols to indicate place and type of error?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
56. Do you give explanations to all the grammatical errors you point out in the scripts?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
57. Do you give written feedback on contents?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
58. Do you give elaborated feedback /conferencing (selecting errors of students committed in the script and then discuss generally) in the writing classes?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
59. Do you give some specific praise in your feedback along with your suggestions for improvement?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.
60. Do you arrange peer feedback (students checking and evaluating the copies of one another) in the classroom?
 i) Not at all ii) Rarely iii) Sometimes iv) Very Often v) Always.

Section 4
(Techniques of Teaching)

61. How do you teach grammar in the classroom?
 i) Contextually (Implicitly) ii) Explicitly iii) Both contextually (implicitly) and explicitly iv) Others (please mention)
62. How do you teach preposition in the classroom?
 i) You teach through examples
 ii) You teach preposition in context
 iii) you ask students to memorise them
 iv) others (please specify)
63. How do you teach tense?
 i) You teach students the rules of tense
 ii) you teach students rules of different tenses and give examples how they should be used, where and when.
 iii) you teach them how different tenses can be used in a single piece of writing
 iv) Others (please specify)
64. How do you teach spelling? (you may choose more than one)
 i) You ask students to form the habit of using dictionary
 ii) you teach spelling only contextually
 iii) you teach students some basic rules of spelling available in books
 iv) you provide words along with misspelled words and ask students to choose the right option.
 v) You teach spelling through dictation
 vi) you teach them to keep a personal spelling list they usually misspell
 viii) you ask them to master the commonly confused words
 viii) Others (please mention)
65. How do you teach vocabulary? (you may choose more than one)
 i) You teach vocabulary in context
 ii) you give a single word and teach students how to use it in different ways
 iii) you teach students how different parts of speech are formed from the same word and their usage as well
 iv) you teach vocabulary offering synonyms and antonyms
 v) you ask students to write the meaning of a word as used in a sentence (contextually)
 vi) by matching words/expressions from one column
 vi) Others (please specify)
66. Do you give ideas about diction to your students?
 i) yes ii) no
67. If 'yes' how do you teach diction?
 i) You ask them to follow the writings of great authors
 ii) you offer students different texts and make them understand the standard they should aspire
 iii) you ask them to make experiments with writing
 iv) Others (please mention)
68. Do you teach the students how to maintain cohesion in writing?
 i) yes ii) no
69. If the answer is 'yes' then how do you teach students to maintain cohesive ties in their writing?
 i) You don't follow specific techniques for teaching cohesion
 ii) you guide them when writing carries on
 iii) you teach them at the outset the importance of maintaining cohesion
 iv) you show them some models and point out that how cohesive ties were maintained in those writings.
 v) Others (please mention)

70. How do you teach punctuation marks?
- i) Through task fulfillment
 - ii) Giving examples of different punctuation marks followed by exercises
 - iii) No specific technique is being used
 - iv) Commonly used punctuation marks are practised repeatedly while less familiar are done occasionally
 - v) Others (please specify)
71. How do you teach mechanics (capitalisation, numbering, abbreviations, bold and italics, quotation marks)?
- i) By offering checklist where students should indicate the mistakes and correct them
 - ii) Providing different types of activities on different aspects of mechanics
 - iii) Not separately but along with creative writing practice
 - iv) You teach students the basics and then prepare activities/tasks for them
 - v) Others (please specify)
72. How do you teach your students to start an essay?
- i) you teach them to start an essay with a point or thesis sentence
 - ii) you teach students to start essay with a point or thesis and then support the thesis or point with arguments
 - iii) You teach them to start with a quotation from literary pieces.
 - iv) You teach them to start with an exceptional expression to grab the attention of readers
 - iv) others (please mention)
73. How do you teach your student awareness of purpose and situation?
- i) you ask students to imagine themselves in that situation
 - ii) you show them some models
 - iii) you don't follow any specific technique
 - iv) others (please mention)
74. Do you think that grammar is the most important sub skill to acquire a language?
75. What challenges do you face in implementing syllabus?
76. What materials do you use in the classroom other than text book?
77. How do you implement syllabus? Do you have any specific textbook? (Do you design materials and tasks or you take help from other books?)
78. How much scope is there in the syllabus for teaching (directed and creative) writing? (Advantages as well as limitations).
79. How much scope is there for teaching grammar, vocabulary, mechanics etc in the syllabus?
80. What specific suggestions do you have for writing skills development of the students?

Appendix 3: Classroom Observation Scheme/Checklist

Name of the School :

Name of the Teacher :

Name of the Class :

Total Students :

Students Present :

Date and Time :

| No | Questions | <i>Not at all</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Very often</i> | <i>Always</i> | Remarks |
|----|--|-------------------|---------------|------------------|-------------------|---------------|---------|
| 1 | Is the classroom well furnished, spacious and clean? | | | | | | |
| 2 | Does the teacher follow lecture mode of teaching in the classroom? | | | | | | |
| 3 | Is the classroom teacher- centred? | | | | | | |
| 4 | Does the teacher encourage students to memorize paragraphs, essays? | | | | | | |
| 5 | Is the class task based? | | | | | | |
| 6 | Does the teacher do the tasks himself/herself for students? | | | | | | |
| 7 | Does the teacher prepare task himself to teach writing skill in the classroom? | | | | | | |
| 8 | Does the teacher bring variety in tasks and activities? | | | | | | |
| 9 | Does the teacher supplement the textbook/prescribed book with other materials and tasks? | | | | | | |
| 10 | Do the teachers use audio-visual aids in the classroom? | | | | | | |
| 11 | Do the Teachers use Teachers' Guide (TG)? | | | | | | |
| 12 | Does the teacher use English as the medium of instruction in the classroom? | | | | | | |
| 13 | Do the students communicate in English in the classroom? | | | | | | |
| 14 | Do all the students get adequate practice in the classroom? | | | | | | |
| 15 | Are the students provided with ample opportunities for developing co-operative relations among themselves? | | | | | | |
| 16 | Does the teacher monitor the activities of the students? | | | | | | |
| 17 | Does the teacher digress from the task? | | | | | | |
| 18 | Does the teacher allow students to ask questions when writing carries on? | | | | | | |
| 19 | Does the teacher give students opportunity to express their personal ideas and opinions? | | | | | | |
| 20 | Does the teacher create fun in the classroom? (Is the teacher good humoured?) | | | | | | |
| 21 | Does the teacher successfully organise the class? | | | | | | |
| 22 | Does the teacher help students if they face any difficulty while doing a task? | | | | | | |
| 23 | Do the teachers intervene in the process when writing carries on? | | | | | | |
| 24 | Do the teachers correct errors during the process? | | | | | | |
| 25 | Does the teacher take account of all the errors students make? | | | | | | |
| 26 | Are students' errors tolerated and seen as a natural part of the development of writing skills? | | | | | | |

| <i>No</i> | <i>Questions</i> | <i>Not at all</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Very often</i> | <i>Always</i> | <i>Remarks</i> |
|-----------|--|-------------------|---------------|------------------|-------------------|---------------|----------------|
| 27 | Do the teachers correct errors when the product is ready? | | | | | | |
| 28 | Does the teacher encourage students to generate new language? | | | | | | |
| 29 | Does the teacher give students a choice of topics that relate to their | | | | | | |
| 30 | Does the teacher involve students in pair work and group work in the classroom? | | | | | | |
| 31 | Does the teacher try to promote genuine interaction among students in the classroom? | | | | | | |
| 32 | Are the students provided with ample opportunities for developing co-operative relations among themselves? | | | | | | |
| 33 | Is the classroom learner-centred? | | | | | | |
| 34 | Do the teachers mark homework and class work copies of the students? | | | | | | |
| 35 | Does he put emphasis on teaching grammar? | | | | | | |
| 36 | Does he present model before the students while teaching directed writing? | | | | | | |
| 37 | Do the students imagine themselves in various situations and write something accordingly in the class? | | | | | | |
| 38 | Do the students ever follow the process of drafting, revising and editing while practising writing? | | | | | | |
| 39 | Does the teacher ask students to focus on the aspect of situation purpose and audience while teaching writing? | | | | | | |
| 40 | Does the teacher give feedback on students' performance in the classroom? | | | | | | |
| 41 | Does the teacher give written feedback? | | | | | | |
| 42 | Do the teachers give some specific praise in feedback along with suggestions for improvement? | | | | | | |
| 43 | Does the teacher give elaborated feedback /conferencing in the writing classes? | | | | | | |
| 44 | Does the teacher arrange peer correction in the classroom? | | | | | | |
| 45 | Do students learn vocabulary within contexts? | | | | | | |
| 46 | Does the teacher give right answer against all errors? | | | | | | |
| 47 | Does the teacher give explanation to all grammatical errors they point out in the script? | | | | | | |
| 48 | Do the teachers use a standard set of symbols to indicate place and type of errors? | | | | | | |
| 49 | Is accuracy in language production given more prominence than fluency (at least in the initial stages)? | | | | | | |

Appendix 4: Interview of Teachers

The following questions (not prepared earlier but the issues came into discussion while the Interview was in progress, and they have been organised systematically after interviewing all the sampled teachers) were put forth while **Unstructured Interview** was being conducted with the teachers of both O and SSC levels.

Name:

Date:

Institution:

1. Do you think that the syllabus, you follow at your school, is effective for teaching English Language?
2. Do you consider this syllabus suitable for our local context?
3. How do you implement syllabus? Do you have any specific textbook? (Do you design materials and tasks or you take help from other books?)
4. What challenges do you face in implementing syllabus?
5. How much scope is there in the syllabus for teaching (directed and creative) writing? (Advantages as well as limitations).
6. How much scope is there for teaching grammar, vocabulary, mechanics etc?
7. Is the syllabus well designed? If not, suggest some recommendations to develop the syllabus?
8. How much important are class work and homework for the improvement of writing skill proficiency? (Do you mark homework and class work copies? Why?)
9. How do you mark the scripts? Holistic or Analytic? Why?
10. What special initiatives do you take to inspire students for the improvement of their writing skill? (Any competition on creative writing)
11. Do you think that project work/term paper plays an important role for writing skill development?
12. What special measures do you take for the weak students to develop their writing skill?
13. Do you think that teaching literature is also important for writing skill development?
14. While teaching writing where do you put emphasis; process or product approach? Which one do you think more effective? Why?
15. How do you teach vocabulary?
16. Do you think that proficiency in writing is an inherent quality and it is not a skill to be achieved through practice?
17. How do you give feedback?
18. Do you arrange peer correction (feedback)? Is it effective?
19. How is the performance of students in English at the SSC/O Level Examination in comparison with other subjects?
20. Do you teach your students to start an essay with a point or thesis (thesis is placed in the introductory paragraph of an essay)? Do you teach students how to support the thesis or point?
21. How do you teach students to maintain sentence level and paragraph level cohesion?
22. What are the different types of composition your students do at class? (Descriptive, narrative, argumentative, imaginative, Informative). Paragraph /essay.
23. What type of formal letter you ask your students to write? (Application relating to own life, job application with CV). Do you present model?
24. How do you teach grammar? (memorization or contextualized). How much emphasis do you put on grammar? Do you think that teaching grammatical rules is very important for teaching a language?
25. Do you think that model presentation is very important for teaching writing? Do you present model before the students while teaching job application, report writing, business letters and summary?. (purpose and audience)

Appendix 5: Interview of Principals/Headmasters

The following questions (not prepared earlier but the issues came into discussion while the Interview was in progress, and they have been organised systematically after interviewing all the sampled principals) were put forth while **Unstructured Interview** was being conducted with the principals of both O Level and SSC level schools.

Name:

Date:

Institution:

1. What qualifications do you look for when you appoint an English teacher for O level classes? (Do they have O level background or they did masters in English). What about their experience?
2. Do you have part time teachers for teaching English language? Why?
3. Is there any provision of monitoring teachers?
4. Is there any provision of teachers' evaluation by the students?
5. Does your school have the provision of rechecking the copies?
6. Is there any annual confidential report (performance appraisal system) to evaluate the performance of teachers? Do you give incentives/reward to the teachers if they perform well?
7. Do you inspire your teachers to have training? Do you think that training plays an important role in building up language proficiency of teachers? (on the job and other professional training).
8. How is the performance of students in English in comparison with other subjects?
9. What special techniques do you apply for which the students of your institution are doing well in English? (Do you hold seminars or arrange workshop?)
10. What, do you think, is the reason that the students require coaching despite your efforts to improve their language proficiency at school? Do you arrange extra coaching classes for students?
11. What is the evaluation system that board / university maintain? Do you think it leaves an impact on the skill development?
12. Do you think that parents' educational background is also important to learn English well?
13. Who (social and financial status) usually send their children to your school?
14. What special considerations/facilities do the students get for studying abroad if they study in O level Schools/ SSC level students?
15. Do you think that the teachers of your school enjoy same status as the teachers of SSC/O Level do?

Appendix 6: Question paper used in the Assessment Test**Duration: 1 hour 30 minutes Marks: 60****Instruction:** Write answers in the blank spaces.

Name:

Class:

Section:

Name of the institution:

Date:

1. Your school has received a donation of TK. 15 lakhs. The school authority is given two options to spend that money:
 - a) Buying computers
 - b) Buying books for library

The Principal/Headmaster of your school asked for students' opinion. Now, write which one you would prefer? Why do you prefer one to another? Give reasons for your choice.

2. School days are full of experiences. Narrate the most memorable incident that ever happened to you in school. Narrate it in such a way that your reader understands what happened, how it happened and why it is memorable.
3. Write a letter to your friend describing your school in such a way that he/she gets a clear picture of it. Your letter should include:
 - The location where it is situated
 - Physical features (External look as well as Interior description.)
 - General information (Resources, teachers, students, performance of students in the public examinations).

Appendix 7: Question Paper used in the Pre-test of Experimental Study

Duration: 1 hour 30 minutes Marks: 60

Instruction: Write answers in the blank spaces. No extra page will be supplied.

Name:

Class:

Section:

Name of the institution

1. "Good results are impossible at the SSC Examination without Private Coaching."

Now, write whether you support this statement or not. Give reasons for your choice.

2. Narrate the most memorable incident of your life. Narrate it in such a way that your reader understands what happened, how it happened and why it is memorable.
3. Suppose the condition of your school library is very poor (seating arrangement, shelf, tables, space, accommodation, ventilation, management of books etc). Now write an application to the headmaster of your school describing the bad condition of your school library and requesting him to take steps in order to repair and renovate it with modern facilities.

Appendix 8: Question Paper used in the Post-test of Experimental Study

Duration: 1 hour 30 minutes Marks: 60

Instruction: Write answers in the blank spaces. No extra page will be supplied.

Name:

Class:

Section:

Name of the institution

1. "Foreign TV channels are threats to our local culture."— Do you support this statement or not? State reasons for your choice.
2. You have recently enjoyed a movie that has fascinated you greatly. Narrate the movie in an attractive way. It can be Bangla, Hindi or any movie, but you will narrate in English.
3. A Few of your classmates have hurt themselves recently in the washroom and playground of your school. You think that these minor accidents happened because the washrooms are slippery while the ground is uneven. Write a formal letter to the headmaster/principal describing the pitiable condition of these places and request him to take steps to avert further accidents. Your description should include details that will give a clear picture of the pitiable condition.

Appendix 9: Lesson Plan Designed for the Experimental Group

The tasks were generally selected from the texts and question papers of O level, except few cases in which the researcher included some tasks beyond the O level materials.

Books:

1. *GCSE New English Fourth* by Rhodri Jones
2. *GCE English Language* by Elizabeth A. Cripps and Caroline Footman
3. *General Certificate English* by Alan Etherton
4. *O level English language question paper- EDEXCEL*

Day 1

Task: writing a narrative essay. Title of the essay: Give an account of the first day at school.

Day 2

Lecture on essay writing basic formats. Book: *General Certificate English*, page numbers: 115-119. Points discussed: Rough work, find a clear theme for topic, different types, attitudes, reasons or factors, advantages and disadvantages of a topic, factual account, time or historical approach to a topic, importance of a topic in the life of a man.

and,

Conferencing on the essay 'First Day at School'.

Day 3

GCSE New English Fourth, Unit 1- Passage "Father's Gift".

Task : Answering questions based on the passage after reading is done.

Day 4

GCSE New English Fourth, Unit 1: Language section, part A and B, Page numbers: 11-15.

Points discussed: Sentences and variety of sentence structures, synonyms, clichés, the possessive, homophones.

Day 5

General Certificate English, page numbers: 115-129.

Lecture on Composition: basic points, making a plan, starting a composition, paragraphing and developing ideas, finishing a composition.

Day 6

Task- writing a narrative essay. Title: Narrate the Last Prize Giving Ceremony at Your School.

Day 7

General Certificate English, page numbers: 133-144

Lecture on types of compositions: factual, narrative, argumentative, descriptive, situational, and on dialogue writing.

and,

Conferencing on the essay 'The last Prize Giving Ceremony of Your School'.

Day 8

Task: writing an argumentative essay. Title: 'Examinations should be abolished because they put too much pressure on students'— Discuss this point of view. (Task selected from *General Certificate English*, Page, 138.)

Day 9

General Certificate English, page numbers: 282-287, uses of punctuation marks.

Task : Exercise 1: Punctuating sentences correctly and using capital letters where necessary. page: 283 and Exercise 4: Punctuating sentences where some are direct and some are indirect speeches. page: 287.

Day 10

General Certificate English, lecture on vocabulary development, page numbers: 172- 199.

Points discussed: Guessing the meaning, more than one meaning, antonyms, synonyms and homonyms, negatives and antonyms, making negatives, similarity and difference, problem words, phrasal verbs.

Day 11

General Certificate English.

Task 1: Giving antonyms for words used in sentences, Exercise 1, Page: 174.

Task 2: Using the right part of speech and right tense or form of a verb. Exercise 3, page 187.

Day 12

Descriptive Essay Writing Practice

Task: Describe some of the typical people you see every day on your way to school or work and explain where you see them. (Task selected from *General Certificate English*, page 137.)

Day 13

General Certificate English, lecture on language practices 1, page numbers: 212- 225.

Items discussed: The parts of speech, plural forms, Adjectives: position and order, phrases and clauses, agreement of verb with the subject, article use.

Day 14

General Certificate English, solving the language practice exercises.

Task: Exercise 1, page 218: Finding errors in adjective use and correcting them.
and, exercise 3: Correcting errors in sentence use.

Day 15

General Certificate English, lecture on language practices 2, pg 232-249.

Items: Forms of adjectives and adverbs, conditionals and 'if', connectives, future action, indirect speech.

Day 16

General Certificate English, solving the language practice exercises.

Exercise 2, page 235: put in less, more, the most, or the least.

Exercise 2, page 244: Using connectives in blank spaces.

Exercise 1, page 248: Using gerunds.

Day 17

General Certificate English, lecture on language practice 3, pages: 249- 276.

Items: Direct and indirect speech, commands, orders and requests, word order, infinitives, participles, prepositions.

Day 18

Solving the language practice exercises.

General Certificate English

Task 1: page 260. exercise 4: completing sentences by putting sensible infinitives.

Task 2: Page 263: Completing sentences using present or past participle.

Task 3: page 266: Correct errors in sentences.

Day 19

Descriptive essay writing.

Task: Give an account of the room in which you are sitting now. (*General Certificate English*, page 137, exercise 2 no.3).

Day 20

GCE English Language, Lecture on directed writing and its various formats.

Writing letters, report, brochures, dialogues, debate speech etc with special focus on purpose and audience.

Day 21

New English Fourth, unit 4, page 60, passage "The Agency at Work"- reading and understanding.

Task: writing a brochure to advertise a particular product, taking ideas from the passage "The Agency at Work".

Day 22

GCE English Language, Page: 134.

Task: Directed Writing practice by taking ideas from a passage. The title of the reading passages: Now the Tombs are in Trouble, River Nile.

Imagine that you are a tourist, taking visitors around some of the ancient sites in Egypt. In not more than 200 words, your own as far as possible, write your speech of welcome and advice to the group. Choose one of the sites mentioned. Your speech should include

- Some introductory information about the chosen site
- Some information about the local transport to reach there
- Advice about how to behave so that the place is not damaged during your visit.

Day 23

Task 1: writing an essay from O level question paper.

Task: What is your ultimate ambition? Explain your choice, what inspired it, and how you hope to achieve it. (May 2004, London Examinations).

Day 24

Conferencing: focused on day 22 and 23.

Day 25

Lecture on comprehension from *GCE English Language*

- a) Reading techniques
- b) Attempting the vocabulary questions
- c) Attempting the short questions
- d) Attempting the comparison questions

Page: 3-10, 32-40.

Day 26

General Certificate English,

Task: practice passage 1. page 43.

Day 27

General Certificate English

Practice passage 3, page 52.

Day 28

General Certificate English

Practice passage 4, page 59.

Day 29

GCE English Language, Page: 99.

Directed Writing taking ideas from a passage. The title of the reading passage: The Glory of the Mughals.

Task: Imagine that you are a guide, taking visitors around the Red Fort and the palace. In not more than 200 words, your own as far as possible, write your introductory speech. The speech should include material from both extracts and cover the following.

- Some brief welcoming remarks
- Information about the Mughal emperors
- Information about the flourishing arts of painting and decoration in Mughal time.

Day 30

Practicing reading comprehension from O level question paper.

Year: May 2004, London Examinations

Tasks: Questions that followed the passages “Welcome to the Ethiopia News” and “Sporting Legends”.

Day 31

Practicing directed writing from the passage done on day 30.

Year: May 2004, London Examinations.

Task: Haile Gebrselassie, the world famous athlete from Ethiopia, is coming to your school to present prizes to young sportsmen and women.

You have been chosen to introduce him to the audience. Using information and ideas from both the passages, write the text of your speech, which should include

- Background information about Ethiopia
- Facts about Gebrselassie
- Description of his character and personality
- An outline of his plans for the future
- Why he is such a good role model for young people, whether or not they are interested in sport.

Use your own words as far as possible as direct copying will be penalised.

Day 32

Composition practice from O level question paper.

Year: May 2004, London Examinations

Title : “Sports bring people together, but it divides them too.” – Do you agree?

Day 33

Composition practice from O level question paper.

Year: May 2004, London Examinations

Title : Write about someone you really admire. This might be a person from history, someone alive today, a member of your family, or a friend.

Day 34

Review of day 31, 32 and 33 (Conferencing).

Appendix 10: Marking Scheme and Banding Scale used in this Research

1. **Content:** Response to the topic, relevant to the topic/task, communication, development of topic and thematic content, number and range of ideas and arguments discussed, originality of ideas, depth of analysis, knowledge of the subject.

| | Content | Score |
|----------|--|--------------|
| 9 | <ul style="list-style-type: none"> • Clearly presents a fully developed response • Skillfully maintains relevance to the topic • Communication fully built up • Skillful development of topic and thematic content • Skillfully discusses wide range of ideas and arguments (originality of ideas present) • Depth of analysis is excellent • Excellent knowledge of the subject • Length (neither too little nor over length) | |
| 8 | <ul style="list-style-type: none"> • Clearly and appropriately responds to the topic and task • Fully relevant to the topic • Builds up communication successfully • Full development of topic and thematic content • Wide range of ideas and arguments discussed • Very good analysis of the topic and very good knowledge of the subject | |
| 7 | <ul style="list-style-type: none"> • Clearly responds but could be more fully extended • Relevant to the topic • Good communication is built up but could be more clearly communicated • Development of topic and thematic content done successfully • Sufficient ideas and arguments discussed • Shows good analysis | |
| 6 | <ul style="list-style-type: none"> • Responds but it may be partially irrelevant, inappropriate or inaccurate • Relevant to the topic but there may be some inconsistencies • Average communication built up • Topic and thematic content developed but there may be some lapses • Number of ideas and arguments discussed | |
| 5 | <ul style="list-style-type: none"> • Inadequate response and often fails to maintain relevance, appropriacy and accuracy • Inadequately communicates • Inadequate development of topic and thematic content • Inadequately discusses ideas and arguments | |
| 4 | <ul style="list-style-type: none"> • May be unclear, irrelevant, repetitive or inaccurate • Fails to establish communication clearly • Inadequate and faulty development of topic and thematic content • Presents limited ideas and arguments which may be largely irrelevant/repetitive | |
| 3 | <ul style="list-style-type: none"> • Hardly responds to the topic and development of topic and thematic content almost absent • Ideas and arguments almost absent and hardly any communication built up | |
| 2 | <ul style="list-style-type: none"> • Touches some aspects of content but fails almost in every respect to develop it • Fails to communicate | |
| 1 | <ul style="list-style-type: none"> • Fails completely in every respect to develop content | |

2. **Style:** The way figures of speech being used, Point of view, appropriacy of tone and register, awareness of purpose, appropriate format.

| | Style | Score |
|---|---|--------------|
| 9 | <ul style="list-style-type: none"> • Craftsmanship shown through witty expressions and simplicity • Awareness of purpose is clear; appropriate tone and register • Skillful use of quotations and allusions, parallelism, figures of speech etc. | |
| 8 | <ul style="list-style-type: none"> • Presents a clear purpose, with the tone and register consistent and appropriate; the format is appropriate | |
| 7 | <ul style="list-style-type: none"> • Presents a clear purpose, with the tone and register mostly consistent and appropriate • The format is appropriate | |
| 6 | <ul style="list-style-type: none"> • Presents a purpose that is generally clear; there may be inconsistencies in tone and register • The format is appropriate | |
| 5 | <ul style="list-style-type: none"> • The format may be inappropriate in places • May present a purpose that is unclear at times; the tone and register may be variable and sometimes inappropriate | |
| 4 | <ul style="list-style-type: none"> • Fails to explain the purpose clearly, tone and register may be inappropriate, and the format may be inappropriate | |
| 3 | <ul style="list-style-type: none"> • Format is flawed, tone and register inappropriate and purpose unclear | |
| 2 | <ul style="list-style-type: none"> • Touches some aspects but fails | |
| 1 | <ul style="list-style-type: none"> • No ability found | |

3. **Organisation:** Accuracy of paragraphing, clarity of overall organisation, development of ideas, overall physical and conceptual structure, introduction, and conclusion.

| | Organisation | Score |
|---|---|--------------|
| 9 | <ul style="list-style-type: none"> • Skillfully manages paragraphing • Skillfully develops ideas and arguments and no digression at all • Skillfully sequences information and ideas | |
| 8 | <ul style="list-style-type: none"> • Sequences information and ideas logically • Develops ideas and arguments well without digression • Uses paragraphing sufficiently and appropriately | |
| 7 | <ul style="list-style-type: none"> • Logically organises information and ideas; there is clear progression throughout with occasional flaws in paragraphing and sequencing • Hardly digresses | |
| 6 | <ul style="list-style-type: none"> • Arranges information and ideas coherently and there is a clear overall progression with a few flaws in paragraphing and sequencing • Sometimes digress but it does not destroy the overall organisation much | |
| 5 | <ul style="list-style-type: none"> • Presents information with some organisation but there may be a lack of overall progression • Digression may destroy the overall organisation | |
| 4 | <ul style="list-style-type: none"> • Presents information and ideas but these are not arranged coherently and there is no clear progression in the response • Digresses frequently | |
| 3 | <ul style="list-style-type: none"> • Does not organise ideas logically and fails to indicate logical relationship between ideas | |
| 2 | <ul style="list-style-type: none"> • Has very little control of organisational feature | |
| 1 | <ul style="list-style-type: none"> • Fails to communicate any message | |

4. **Cohesion/Cohesive devices:** Accurate use of conjunctions and interjections, accurate use of pronoun and pronoun referents, using the right connective for the level of formality, range of connectives, linking ideas within and between sentences.

| | Cohesion/Cohesive devices | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Uses cohesion/cohesive devices in such a skilled way that it attracts no attention (Very smooth and flawless) | |
| 8 | <ul style="list-style-type: none"> • Manages all aspects of cohesion/cohesive devices well | |
| 7 | <ul style="list-style-type: none"> • Uses a range of cohesive devices appropriately and accurately although there may be some under-/over-use • Cohesion within or between sentences is satisfactory | |
| 6 | <ul style="list-style-type: none"> • Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • May not always use referencing clearly or appropriately | |
| 5 | <ul style="list-style-type: none"> • Makes inadequate, inaccurate or over-use of cohesive devices • May be repetitive because of lack of referencing and substitution | |
| 4 | <ul style="list-style-type: none"> • Uses some basic cohesive devices but these may be inaccurate, inappropriate and repetitive | |
| 3 | <ul style="list-style-type: none"> • May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas | |
| 2 | <ul style="list-style-type: none"> • Has very little control of cohesive devices | |
| 1 | <ul style="list-style-type: none"> • Fails completely to show control over cohesive devices | |

5. **Grammar:** Sentence construction, use of tenses, use of subject verb agreement, use of plurals, use of articles and prepositions, complexity of sentence structure, range in the use of structure and sentence construction, level of formality

| | Grammar | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips' | |
| 8 | <ul style="list-style-type: none"> • Uses a wide range of structures • The majority of sentences are error-free • Makes only very occasional errors or inappropriacies | |
| 7 | <ul style="list-style-type: none"> • Uses a variety of complex structures apart from simple sentences • Produces frequent error-free sentences • Has good control of grammar but may make a few errors | |
| 6 | <ul style="list-style-type: none"> • Uses a mix of simple and complex sentence forms • Makes some errors in grammar but they rarely reduce communication | |
| 5 | <ul style="list-style-type: none"> • Uses only a limited range of structures • Attempts complex sentences but these tend to be less accurate than simple sentences • May make frequent grammatical errors that can cause some difficulty for the reader | |
| 4 | <ul style="list-style-type: none"> • Uses only a very limited range of structures with only rare use of subordinate clauses • Some structures are accurate but errors predominate, and often faulty | |
| 3 | <ul style="list-style-type: none"> • Attempts sentence forms but errors in grammar predominate and distort the meaning | |
| 2 | <ul style="list-style-type: none"> • Cannot use sentence forms except in memorised phrases | |
| 1 | <ul style="list-style-type: none"> • Cannot use sentence forms at all | |

6. **Vocabulary:** Correct and appropriate use of words, wide range of vocabulary (originality, variety and choice of words), using lexical cohesion e.g. using synonyms and antonyms, and meaning is clear.

| | Vocabulary | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' | |
| 8 | <ul style="list-style-type: none"> • Uses a wide range of vocabulary fluently and flexibly to convey precise meanings • Skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • Produces rare errors in word formation | |
| 7 | <ul style="list-style-type: none"> • Uses a sufficient range of vocabulary to allow some flexibility and precision • Uses less common lexical items with some awareness of collocation • May produce occasional errors in word choice, and word formation | |
| 6 | <ul style="list-style-type: none"> • Uses an adequate range of vocabulary for the task • Attempts to use less common vocabulary but with some inaccuracy • Makes some errors in word formation, but they do not impede communication | |
| 5 | <ul style="list-style-type: none"> • Uses a limited range of vocabulary, but this is minimally adequate for the task • May make noticeable errors in word formation that may cause some difficulty for the reader | |
| 4 | <ul style="list-style-type: none"> • Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • Has limited control of word formation; • Errors may cause strain for the reader | |
| 3 | <ul style="list-style-type: none"> • Uses only a very limited range of words and expressions with very limited control of word formation • Errors may severely distort the message | |
| 2 | <ul style="list-style-type: none"> • Uses an extremely limited range of vocabulary; essentially no control of word formation | |
| 1 | <ul style="list-style-type: none"> • Can only use a few isolated words | |

7. **Mechanics:** Accuracy of conventions of punctuation, exact use of punctuation in the appropriate places, Accuracy of spelling and adherence to either British or American style (mix up not encouraged), accuracy of conventions of capitalization, italics, inverted comma, abbreviations, numerals, dates etc. Intelligibility of handwriting.

| | Mechanics | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Demonstrates mastery of conventions with full flexibility and accuracy; • Rare minor errors of spelling, punctuation and other Mechanics items occur only as 'slips' | |
| 8 | <ul style="list-style-type: none"> • Makes only very occasional errors or inappropriacies in punctuation use • Produces rare errors in spelling, capitalisation, underlining/italics, abbreviations, numerals, dates etc. | |
| 7 | <ul style="list-style-type: none"> • Has good control of punctuation but may make a few errors • May produce occasional errors in spelling, capitalisation, underlining/italics, abbreviations, numerals, dates etc. | |
| 6 | <ul style="list-style-type: none"> • Makes some errors in punctuation and spelling but they rarely reduce communication and meaning not obscured • Makes some errors in capitalisation, underlining/italics, abbreviations, numerals, dates etc. | |

| | |
|---|---|
| 5 | <ul style="list-style-type: none"> • Punctuation may be faulty; errors can cause some difficulty for the reader • May make noticeable errors in spelling that may cause difficulty for the reader • May make noticeable errors in capitalisation, underlining/italics, abbreviations, numerals, dates etc. |
| 4 | <ul style="list-style-type: none"> • Punctuation is often faulty • Has limited control of spelling and other Mechanics items • Errors may cause strain for the reader and meaning is obscured |
| 3 | <ul style="list-style-type: none"> • Errors in punctuation predominate and distort the meaning • Limited control of spelling even in the limited number of words used and errors may severely distort the meaning • Very limited control in all items of Mechanics • Poor handwriting |
| 2 | <ul style="list-style-type: none"> • Virtually no control of punctuation • No control of spelling even in the extremely limited number of words used • Virtually no control observed in capitalisation, underlining/italics, abbreviations, numerals, dates etc. • Very poor handwriting |
| 1 | <ul style="list-style-type: none"> • Fails completely to show control of punctuation and spelling and other Mechanics items • Handwriting illegible |

The nine bands and their descriptive statements are as follows

9 Expert User — *Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.*

- Uses cohesion/cohesive devices in a skilled way
- Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
- Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
- Rare minor errors of spelling, punctuation and other mechanics items occur only as 'slips'
- Skillfully manages paragraphing, sequences information and ideas, develops ideas and arguments and no digression at all
- Communication fully built up
- Craftsmanship shown through witty expressions and simplicity
- Fully satisfies all the requirements of the task including length (neither too little nor over length),
- Awareness of purpose is clear and appropriate tone
- Skillful use of quotations and allusions, parallelism, figures of speech etc.
- Clearly presents a fully developed response
- Skillfully maintains relevance to the topic/task
- Skillful development of topic and thematic content
- Skillfully discusses wide range of ideas and arguments
- Depth of analysis and knowledge of the subject is excellent

8 Very Good User — *Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Handles complex detailed argumentation well.*

- Manages all aspects of cohesion/cohesive devices well
- Uses a wide range of structures where the majority of sentences are error-free
- Makes only very occasional grammatical errors or inappropriacies

- Uses a wide range of vocabulary fluently and flexibly to convey precise meanings
- Skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation
- Produces rare errors in word formation
- Makes only very occasional errors or inappropriacies in punctuation use
- Produces rare errors in spelling, capitalisation, underlining/italics, abbreviations, numerals, dates etc.
- Sequences information and ideas logically
- Uses paragraphing sufficiently and appropriately
- Does not digress
- Builds up communication successfully
- Covers all requirements of the task sufficiently
- Presents a clear purpose, with the tone consistent and appropriate
- Clearly and appropriately responds to the topic
- Fully relevant to the topic and full development of topic and thematic content
- Wide range of ideas and arguments discussed
- Very good analytical ability

7 Good User — *Has operational command of the language, though with occasional inaccuracies, inappropriacies. Generally handles complex language well*

- Uses a range of cohesive devices appropriately and accurately although there may be some under-/over-use and Cohesion within or between sentences is satisfactory
- Uses a variety of complex structures and produces frequent error-free sentences
- Has good control of grammar but may make a few errors
- Uses a sufficient range of vocabulary to allow some flexibility and precision though there may be occasional errors in word choice and word formation
- Uses less common lexical items with some awareness of style and collocation
- Has good control of punctuation but may make a few errors
- May produce occasional errors in spelling, capitalisation, underlining/italics, abbreviations, numerals, dates etc.
- Logically organises information and ideas; there is clear progression throughout and hardly digresses
- Standard communication is built up
- Covers requirements of the task
- Presents a clear purpose, with the tone consistent and appropriate
- Relevant to the topic and clearly responds to the topic but could be more fully extended
- Development of topic and thematic content done successfully
- Sufficient ideas and arguments discussed
- Shows good analytical skill

6 Competent User — *Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use fairly complex language, particularly.*

- Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical
- May not always use referencing clearly or appropriately
- Uses a mix of simple and complex sentence forms and makes some errors in grammar but they rarely reduce communication
- Uses an adequate range of vocabulary for the task
- Attempts to use less common vocabulary but with some inaccuracy
- Makes some errors in word formation, but they do not impede communication

- Makes some errors in punctuation and spelling but they rarely reduce communication and meaning not obscured
- Makes some errors in capitalisation, underlining/italics, abbreviations, numerals, dates etc.
- Arranges information and ideas coherently and there is a clear overall progression
- Sometimes digress but it does not destroy the overall organisation much
- Satisfactory communication is built up
- Addresses the requirements of the task; the format is appropriate
- Presents a purpose that is generally clear; there may be inconsistencies in tone
- Relevant to the topic but there may be some inconsistencies
- Topic and thematic content developed but there may be some lapses
- Number of ideas and arguments discussed

5 Modest User — *Has partial command of the language, though is likely to make many mistakes.*

- Makes inadequate, inaccurate or over-use of cohesive devices and may be repetitive because of lack of referencing and substitution
- Uses only a limited range of structures; attempts complex sentences but these tend to be less accurate than simple sentences
- May make frequent grammatical errors that can cause some difficulty for the reader
- Uses a limited range of vocabulary, but this is minimally adequate for the task
- May make noticeable errors in word formation that may cause some difficulty for the reader
- May make noticeable errors in mechanics items that may cause difficulty for the reader
- Presents information with some organisation but there may be a lack of overall progression
- Digression may destroy the overall organisation
- Efforts shown in building communication but not satisfactory
- Generally addresses the task; the format may be inappropriate in places
- May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate
- Inadequate response and often fails to maintain relevance, appropriacy and accuracy
- Inadequate development of topic and thematic content and inadequately discusses ideas and arguments

4 Limited User — *Has frequent problems in understanding and expressions. Is not able to use complex language.*

- Uses some basic cohesive devices but these may be inaccurate, inappropriate and repetitive
- Uses only a very limited range of structures with only rare use of subordinate clauses; some structures are accurate but errors predominate, and often faulty
- Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task
- Has limited control of word formation and errors may cause strain for the reader
- Mechanics items are often faulty and errors may cause strain for the reader and meaning is obscured
- Presents information and ideas but these are not arranged coherently and there is no clear progression in the response and digresses frequently
- Attempts to address the task and topic but fails to establish communication clearly
- Fails to explain the purpose clearly, tone may be inappropriate, and the format may be inappropriate
- Inadequate and faulty development of topic and thematic content
- Presents limited ideas and arguments which may be largely irrelevant/repetitive

3 Extremely Limited User — *Frequent breakdowns in communication occur.*

- May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas
- Attempts sentence forms but errors in grammar predominate and distort the meaning
- Uses only a very limited range of words and expressions with very limited control of word formation and errors may severely distort the message
- Errors in punctuation and spelling may severely distort the meaning and poor handwriting
- Ideas and arguments almost absent
- Hardly responds to the topic and task and hardly any communication is built up
- Format is flawed, tone inappropriate and purpose unclear

2 Intermittent User — *No real communication is possible except for the most basic information.*

- Has very little control of cohesive devices and organisational feature
- Cannot use sentence forms except in memorised phrases
- Uses an extremely limited range of vocabulary; essentially no control of word formation
- Virtually no control of Mechanics items and very poor handwriting
- Fails to communicate; touches some aspects of content but fails almost in every respect to develop it

1 Non User — *Essentially has no ability to use the language beyond possibly a few isolated words*

- Fails completely to show control over cohesive devices
- Cannot use sentence forms at all and at best use a few isolated words
- Fails completely to show control of punctuation, spelling and other Mechanics items, and handwriting is illegible
- Fails to communicate any message and no ability to use the language

0 Did not attempt the test — *No assessable information provided*

Appendix 11: IELTS Marking Scheme and Banding Scale

| | Coherence and Cohesion | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Uses cohesion in such a way that it attracts no attention • Skillfully manages paragraphing | |
| 8 | <ul style="list-style-type: none"> • Sequences information and ideas logically • Manages all aspects of cohesion well • Uses paragraphing sufficiently and appropriately | |
| 7 | <ul style="list-style-type: none"> • Logically organises information and ideas; there is clear progression throughout • Uses a range of cohesive devices appropriately although there may be some under-/over-use | |
| 6 | <ul style="list-style-type: none"> • Arranges information and ideas coherently and there is a clear overall progression • Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • May not always use referencing clearly or appropriately | |
| 5 | <ul style="list-style-type: none"> • presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution | |
| 4 | <ul style="list-style-type: none"> • Presents information and ideas but these are not arranged coherently and there is no clear progression in the response • Uses some basic cohesive devices but these may be inaccurate or repetitive | |
| 3 | <ul style="list-style-type: none"> • does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas | |
| 2 | <ul style="list-style-type: none"> • has very little control of organisational feature | |
| 1 | <ul style="list-style-type: none"> • Fails to communicate any message | |

| | Grammatical Range and Accuracy | Score |
|---|---|--------------|
| 9 | <ul style="list-style-type: none"> • Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips' | |
| 8 | <ul style="list-style-type: none"> • Uses a wide range of structures • the majority of sentences are error-free • Makes only very occasional errors or inappropriacies | |
| 7 | <ul style="list-style-type: none"> • Uses a variety of complex structures • Produces frequent error-free sentences • Has good control of grammar and punctuation but may make a few errors | |
| 6 | <ul style="list-style-type: none"> • Uses a mix of simple and complex sentence forms • Makes some errors in grammar and punctuation but they rarely reduce communication | |
| 5 | <ul style="list-style-type: none"> • Uses only a limited range of structures • Attempts complex sentences but these tend to be less accurate than simple sentences • May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader | |
| 4 | <ul style="list-style-type: none"> • Uses only a very limited range of structures with only rare use of subordinate clauses • Some structures are accurate but errors predominate, and punctuation is often faulty | |
| 3 | <ul style="list-style-type: none"> • Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning | |
| 2 | <ul style="list-style-type: none"> • Cannot use sentence forms except in memorised phrases | |
| 1 | <ul style="list-style-type: none"> • Cannot use sentence forms at all | |

| | Lexical Resource | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' | |
| 8 | <ul style="list-style-type: none"> • Uses a wide range of vocabulary fluently and flexibly to convey precise meanings • Skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • Produces rare errors in spelling and/or word formation | |
| 7 | <ul style="list-style-type: none"> • Uses a sufficient range of vocabulary to allow some flexibility and precision • Uses less common lexical items with some awareness of style and collocation • May produce occasional errors in word choice, spelling and/or word formation | |
| 6 | <ul style="list-style-type: none"> • Uses an adequate range of vocabulary for the task • Attempts to use less common vocabulary but with some inaccuracy • Makes some errors in spelling and/or word formation, but they do not impede communication | |
| 5 | <ul style="list-style-type: none"> • Uses a limited range of vocabulary, but this is minimally adequate for the task • May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader | |
| 4 | <ul style="list-style-type: none"> • Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • Has limited control of word formation and/or spelling; • Errors may cause strain for the reader | |
| 3 | <ul style="list-style-type: none"> • Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • Errors may severely distort the message | |
| 2 | <ul style="list-style-type: none"> • Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling | |
| 1 | <ul style="list-style-type: none"> • Can only use a few isolated words | |

| | Task Achievement | Score |
|---|--|--------------|
| 9 | <ul style="list-style-type: none"> • Fully satisfies all the requirements of the task • Clearly presents a fully developed response | |
| 8 | <ul style="list-style-type: none"> • Covers all requirements of the task sufficiently • Presents, highlights and illustrates key features / bullet points clearly and appropriately | |
| 7 | <ul style="list-style-type: none"> • Covers the requirements of the task • (Academic) presents a clear overview of main trends, differences or stages • (General Training) presents a clear purpose, with the tone consistent and appropriate • Clearly presents and highlights key features / bullet points but could be more fully extended | |
| 6 | <ul style="list-style-type: none"> • Addresses the requirements of the task • (Academic) presents an overview with information appropriately selected • (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone • Presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate | |

| | |
|---|--|
| 5 | <ul style="list-style-type: none"> • Generally addresses the task; the format may be inappropriate in places • (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description • (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • Presents, but inadequately covers, key features / bullet points; there may be a tendency to focus on details |
| 4 | <ul style="list-style-type: none"> • Attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate • (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate • May confuse key features / bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate |
| 3 | <ul style="list-style-type: none"> • Fails to address the task, which may have been completely misunderstood • Presents limited ideas which may be largely irrelevant/repetitive |
| 2 | <ul style="list-style-type: none"> • Answer is barely related to the task |
| 1 | <ul style="list-style-type: none"> • Answer is completely unrelated to the task |

Banding Scale

9 Expert User — Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8 Very Good User — Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Handles complex detailed argumentation well.

7 Good User — Has operational command of the language, though with occasional inaccuracies, inappropriacies. Generally handles complex language well

6 Competent User — Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use fairly complex language, particularly.

5 Modest User — Has partial command of the language, though is likely to make many mistakes.

4 Limited User — Has frequent problems in understanding and expressions. Is not able to use complex language.

3 Extremely Limited User — Frequent breakdowns in communication occur.

2 Intermittent User — No real communication is possible except for the most basic information.

1 Non User — Essentially has no ability to use the language beyond possibly a few isolated words

0 Did not attempt the test — No assessable information provided

Appendix 12: Scoring Rubrics for TOEFL iBT Writing Prompts (2004)

5 An essay at this level accomplishes all of the following:

- effectively addresses the topic and task
- is well organized and well developed using clearly appropriate explanations, exemplifications, and/or details
- displays unity, progression, and coherence
- displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors

4 An essay at this level largely accomplishes all of the following

- addresses the topic and task well, though some points may not be fully elaborated
- is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details
- displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections
- displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning

3 An essay at this level is marked by one or more of the following:

- Address the topic and task using somewhat developed explanations, exemplifications, and/or details
- displays unity, progression and coherence, though connection of ideas may be occasionally obscured
- may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning
- may display accurate but limited range of syntactic structures and vocabulary

2 An essay at this level may reveal one or more of the following weaknesses

- Limited development in response to the topic and task
- Inadequate organization or connection of ideas
- Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalisation in response to the task
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and usage

1 An essay at this level is seriously flawed by one or more of the following weaknesses

- Serious disorganization or under development
- Little or no detail or irrelevant specifics or questionable responses to the task
- Serious or frequent errors in sentence structure or usage.

0 An essay at this level merely copies word from the topic, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters or is blank.

Appendix 13: SSC English Language Syllabus (1st Paper)

Syllabus & Distribution of Marks

English 1st Paper

Classes 9-10

1. Introduction

This syllabus aims to provide clear comprehensive guideline for teachers, students and all those who are concerned with the teaching and learning of English in classes 9-10. In itself, however, a syllabus cannot ensure that communicative language teaching and learning takes place in the classroom. It can only provide a set of criteria which, if properly implemented, would give the best possible change for that to happen.

2. The structures previously introduced in the Junior Secondary syllabus should be revised. These should include the following:

| | | |
|----|---|--|
| a) | Use of have to Function: for obligation/necessity. | Example: To maintain your health, you have to do certain things. |
| b) | Use of (in order) to Function: expressing purpose | Example: To do well, Tareq worked very hard. |
| c) | 1st conditional: if+ present tense + will. With the function of specifying future conditions and consequences. | Example: If you learn to type, you will have a useful skill. |
| d) | 2nd conditional: If + past tense + would/could/might. With the function of speculating about imaginary improbable future conditions. | Example: 1. If I had a lot of money, I would/could/might buy a lot of books. 2. What would you do if you had a lot of money. |
| e) | The passive mode Function: to describe actions done to something (particularly when not wishing to specify the agent). | Example: 1. Tareq's air ticket was bought for him. 2. The Sears Towers were built by a famous Bangladeshi architect. |
| f) | Use of 'it' With the function of 'empty' subject. | Example: It is true that Tareq went to New York. |
| g) | Use of must/mustn't. Function: expressing obligation. | Example: Students must always work hard. They mustn't be lazy. |
| h) | Present Continuous With the function of talking about future events. | Example: Tareq is returning to Bangladesh from New York next week. |

The following items should be introduced:

| | | |
|---|--|--|
| 1 | Use of present perfect with <i>after/ when</i> . With the function of predicting a cause & effect sequence of events in the future. | Example: 1. After Tareq has landed in New York, he will meet his friends. 2. When you have passed the SSC, you will be happy. |
| 2 | Use of the past perfect tense + <i>with + before/after</i> . With the function of describing a sequence of events. | Example: 1. Tareq's father had worked in Jamalpur for ten years before he was transferred to Sonapur. 2. When I met him, he had worked in Sonapur for three years. |
| 3 | Use of <i>-ing</i> clause + <i>by without</i> . With the function of defining cause & effect relations. | Example: 1. You cannot learn a foreign language without practising it regularly. 2. By smoking cigarettes, you can spoil your health. |
| 4 | Use of <i>-ing/-ed</i> within a clause. With the function of qualifying the subject. | Example: 1. Sunlight falling on the pond can heat the brine. 2. Heat absorbed from the sunlight is trapped in the bottom layer. |
| 5 | Use of <i>can could + see/hear/ understand</i> . With the function of describing ability. | Example: 1. Tareq couldn't see any rickshaws in New York. 2. Tareq's friends could understand American English very easily. |
| 6 | Further uses of <i>may/might/should & ought to</i> . With the function of expressing possibility or obligation. | Example: 1. You might like to learn French. 2. If you do, you ought to buy a good dictionary. |
| 7 | Use of <i>though/although + clause</i> . With the function of talking about contrasting, but related, circumstances. | Example: 1. Although the sea is calm, it might become rough. 2. Even though the sea was calm, nobody wanted to swim in it. |
| 8 | Use of question tags: <i>can/can't they? do they/don't they?</i> With the function of checking or confirming. | Example: 1. Tareq can't fly a plane, can he? 2. You do want to eat spaghetti, don't you? |

| | | |
|-----|--|--|
| 9 | Use of be + adj. + phrase. With the function of describing capabilities and characteristics. | Example: 1. Shanti is good at swimming. 2. Abdul is afraid of spiders. |
| 10 | use of be + adj. + to + verb. With the function of describing feelings in relation to circumstances. | Example 1. Tareq was happy to see his friend in New York.. 2. He was surprised to see such high buildings there. |
| 11 | Use of NP + verb + NP + infinitive. With the function of expressing desires/making polite requests. | Example: 1. The headmaster wanted the students to visit different offices. 2. He was surprised to see such high building there. |
| 12 | Use of NP + verb + NP + adj./ adv. With function of describing manner. | Example: 1. Tareq ate his breakfast quickly. 2. Teacher should make their lessons interesting. |
| 13 | Use of verb + object + -ing. With the function of describing present events. | Example: 1. Tareq saw Samira talking to the other students. 2. The students saw the train coming. |
| 14. | Use of when/after/while + future clause. With the function of describing a future event in the future. | Example: 1. When Tareq arrives in New York, he will see his friends. 2. While Tareq is in New York, he will eat many different kinds of food. |
| 15. | Use of verb with how to. With the function of expressing manner. | Example: Tareq's friends showed him how to eat spaghetti because he didn't know how to eat it. |
| 16. | Use of the phrases: the place where/ the time when. With the function of indicating either place or time. | Example: 1. The place where the students lived was called Malahati. 2. The time when the students returned to their hostel, was past midnight. |

Topics/Themes

- (a) The purpose of learning English is to acquire language skills, not to learn about any particular topic or study literature.

- (b) Unlike most of the other subjects on the curriculum, English is skills-based subject, not a content-based subject. The topics and themes, therefore, are not introduced for their own sake, but, rather, as vehicles for practising the four skills of listening, speaking, reading and writing.
- (c) Communicative language learning requires that language be practised for a recognised purpose within realistic, situations and contexts. Topics and themes should be introduced, therefore, with the purpose of recreating such situations and contexts as genuinely as possible within the classroom.

4. Vocabulary

- (a) Word meaning should be defined in relation to use within specific contexts. Students' attention should, therefore, be focused more on actual meaning within particular contexts, rather than on potential meaning (s) as provided in dictionaries.
- (b) Word meaning should be given in English. Translation should be the exception, rather than the rule and only resorted to as a checking device, ensuring that meaning has been correctly understood.

5. Poetry

Poems should be dealt with mainly for enjoyment, understanding and practice of rhythm and stress. This is also an area where memorising can be both useful and valid. It should be borne in mind, however, that since poems don't involve communication in the sense of responsive interchange, their employment in the language classroom should be limited.

6. Dialogues & Drama

Dialogues and Drama provided in natural informal speech are mainly for pair practice. Again, a certain amount of memorising might be useful and valid here, especially as acting out these dialogues should be encouraged. This is also one of the most natural and effective ways of practising spoken language within meaningful contexts.

7. Examination

Section 1 Seen Comprehension (having 20% of the total marks: 40 out of 200)

There will be a seen comprehension passage followed by a choice of questions. Where there is a choice of comprehension passages, there should be a mixture of literary/fictional and non-literary/fictional types. The-comprehension questions should be equally divided between objective and more free/open. Comprehension questions types should include the following:

- (a) **Objective:** (i) multiple choice, (ii) true/ false, (iii) filling in gaps with clues, (iv) information transfer, (v) making sentences from substitution-table (s), (vi) matching phrases, words/pictures, etc.
- (b) **More free:** (vii) open-ended, (iii) filling in gaps without clues, (ix) rewriting in a different form and (x) summarising

All the questions should test the students' ability to understand the passage as a whole, rather than their ability to copy sections from it. Although the seen comprehension passage will be taken from a set textbook, it will not encourage memorisation because (i) the passage will be reproduced on the question paper, and (ii) the questions will not come from the textbook, but rather, will be new.

Section 2 Unseen Comprehension (having 20% of the total marks: 40 out of 200)

There will be an unseen comprehension passage followed by a choice of questions. The questions types will be as for the seen comprehension. The comprehension passage will be a different type that used in Section (i.e Paper I) Where more than one unseen comprehension is given, the passages should also be of contrasting types.

Section 3 Vocabulary & Grammar (having 20% of the total marks: 20 + 20 out of 200)

There will be questions on vocabulary (Paper -1) and grammatical items (Paper- II) contextualised in the form of cloze passages with clues (50%), and cloze passages without clues (50%). There will not be any questions on explicit grammatical knowledge. Neither will explicit grammatical terms be used in the paper. Rather, questions will test the use of grammatical items within specific meaningful contexts.

Section 4 Writing (having 40% of the total marks: 40 + 40 out of 200)

There will be a number of writing tasks. These will be divided into two types:

- (a) guided (paper-I) and (b) more free (Paper- II), The following types of exercise should be given:
- (a) **For guided free writing:** (i) producing sentences from substitution tables, (ii) reordering sentences, and (iii) answering questions in a paragraph.
- (b) **For more free writing:** (iv) answering questions about themselves, (v) continuing passage, (vi) writing from a model (provided in the paper), (vii) writing creatively from their own experience and/or imagination.

Students will not be required to memorise composition from any textbook.

Distribution of papers and marks

Paper I: Total Marks = 100

| | | |
|--------------------------|----|----------|
| (a) Seen comprehension: | | 40 marks |
| Objective questions | 20 | |
| More free/open questions | 20 | |
| (b) Vocabulary | | 20 marks |
| *Cloze test with clues | 10 | |
| Cloze test without clues | 10 | |
| (c) Guided writing | | 40 marks |

Appendix 14: SSC English Language Syllabus (2nd Paper)

Curriculum for Classes 9-10 English : Paper - 2

[Prepared by : National Curriculum and Textbook Board]

1. Introduction

This document provides a curriculum and syllabuses for English Paper 2 for C1 Classes 9-10. The paper includes the teaching and learning of English grammar and composition at this stage.

2. Objectives

The aim of this curriculum is to bring about a change in teaching and learning English grammar and composition—a change that will enable the learning to use grammar in context and also to learn necessary grammar rules. This will be a departure from just knowing the grammar rules by the learners to using grammar appropriately with considerable fluency in their oral and written communication.

Practice in composition tasks will help develop the learners' writing skills. In other words, the tasks will encourage and enable them to express in writing their own thoughts, ideas and feelings. This will free them from memorising composition for regurgitation in their examinations. However, to make this beneficial change happen in and outside the classrooms, properly trained English teachers and suitable teaching materials will be needed.

3. Syllabus for Classes 9-10

3.1 Learning outcomes

Learning outcomes are spelt out in terms of competencies attainable through practice in language skills.

3.2 Competencies for Classes 9-10

Students should be able to :

- (a) Write (i) instructions, (ii) summaries, (iii) clear arguments, (iv) narratives, (v) descriptions, (vi) dialogues, (vii) formal and informal letters, job applications and (viii) reports.
- (b) Demonstrate imagination and creativity in appropriate written forms.
- (c) Fill in forms (i.e. job applications, etc.) and write a curriculum vitae (CV).
- (d) Plan and organize the above tasks efficiently so as to communicate ideas and facts clearly, accurately and with relevance to the topic.
- (e) Use such cohesive devices as linking words and reference words appropriately.
- (f) Use different punctuation and graphological devices appropriately.

4. Content

A. Grammar

(Note : Grammar items introduced previously may be used, if needed.)

- 1) Sentences—Classifications (e.g. Simple, Compound, Complex)
- 2) Clauses
- 3) Infinitives
- 4) Participles and Gerunds
- 5) Further use of Pronouns (e.g. Relative Clauses, Emphatic Clauses, etc)
- 6) Tenses : Past Perfect, Past Perfect Continuous, Future Perfect
- 7) Direct and Reported Speech
- 8) Tag Questions
- 9) Linking words
- 10) Introductory **It/There**
- 11) Simple Idioms and Phrases
- 12) Prepositions
- 13) Modals
- 14) 2nd Conditions

B. Composition

(Note : Focus should be on the practice of the grammar points introduced in Section A above, as far as possible.

Composition will be of about 200 words.)

- 1) Writing instructions
- 2) Writing summaries
- 3) Writing compositions about ceremonies, festivals, visits, travels, shopping, experiences, etc
- 4) Completing a story/passage
- 5) Writing a composition from a model
- 6) Writing a dialogue on a given situation
- 7) Writing a composition expressing opinions for/against given situations/topics
- 8) Writing a composition on an imaginary situation
- 9) Writing informal/formal letters including job applications, filling in forms, CV and e-mail.
- 10) Introducing and writing simple reports about students' personal experience

5. Topics/Themes

- (a) The purpose of learning English is to acquire language skills, not to learn about any particular topic.
- (b) Unlike most of the other subjects on the curriculum, English is a skill-based subject, not a content-based one. The topics and themes, therefore, are not introduced for their own sake but rather, as vehicles for practising the four skills of listening, speaking, reading and writing with particular emphasis on writing.
- (c) Communicative language learning requires that language be practised for a recognised purpose within realistic situations and contexts. Topics and themes should be introduced, therefore, with the purpose of recreating situations and contexts as genuinely as possible within the classroom.
- (d) The topics and themes should be appropriate for students in both rural and urban settings.
- (e) The topics and themes should be selected for two main reasons: because they (1) appeal to students of that age and (2) are of educative value.
- (f) Successful language learning can only take place within a learner-centred environment. More important than the topics themselves, therefore is the principle underlying their selection. Namely, that students should start from what is familiar to them—their own environment and experience before going on to other things.
- (g) The following topics/themes are suggestive rather than exhaustive :
Exchanging personal information; family, home and friends; natural scenery; plants and flowers; pastimes and hobbies; weather; school, finding their way about town; simple shopping; food and drink; daily routines; sickness and health; town and village life; holidays and festivals; traditional stories and fables; sports and sporting activities; foreign countries and people of different countries—their culture, religion and way of life; travelling; letters to/from and visiting friends; other people and their different jobs; animals, domesticated and wild; working life especially of young people in urban and rural areas; population awareness, environmental issues, such as pollution and de/ reforestation.

6. Vocabulary

The difficulty level of words in the Grammar and Composition book will be of, more or less, the same as in the English for Today book.

7. Values

The English language syllabus seeks to realize the larger goals that are envisaged in the national educational system and reinforce the social, cultural and moral values of the country as a whole. It aims to do it in two ways :

Firstly, language is presented within contexts that are appropriate to the society and culture of Bangladesh and which embody its moral and spiritual values.

Secondly, a communicative teaching and learning methodology should contribute materially towards the realization of values essential to the development of society within a learner-centred, as opposed to a teacher-centred, context. Where teachers and students work closely together, and where students work together in pairs and groups, a practical sense of cooperation, responsibility and independence is nurtured.

8. Teaching Aids

A stimulating atmosphere for language teaching can be created by displaying posters, advertisements, maps, charts, timetables, signs, etc. together with work produced by the students themselves, in the classroom. It is important that teachers appreciate the ways in which these simple aids can help them in their teaching. The students and the objects in or just outside the classroom can also provide a lot of useful material for language learning, thus enabling students to appreciate its relevance to real life. Other aids that teachers can use are also simple and readily available: pictures in the textbook, from magazines or drawn/copied by themselves/their students, objects brought to the classroom/seen from it, etc.

9. Teacher's Guide

In order to ensure an appropriate teaching methodology, a separate teacher's guide is strongly recommended as an accompaniment to the textbook. This should be used regularly by teachers in their schools as an aid to lesson preparation, as well as a resource at the Teachers Training Colleges.

10. Students Workbook

A supplementary workbook with appropriate exercises may be produced to accompany the Grammar and Composition book in order to give students further opportunities for language practice.

11. Teaching Methodology

Successful teaching and learning of English ultimately depends on an effective teaching methodology. The chief aim of such a methodology must be to give learners as much practice as possible in the use of English. Since language is a participatory activity, a successful language teacher will have a close personal rapport with her/his students, both as a group and as individuals. In language learning based on communication, therefore, good classroom relationships are of particular importance. Consequently, every language teacher should know the names of all the students as soon as possible after taking a new class. The students should know and use each other's names as well.

11.1 Following things, among others, are considered essential for effective teaching and learning :

- 1) Each lesson should contain a variety of activities with maximum student involvement.
- 2) The teacher should try to present the new language items (e.g Grammar points and structures, clearly and meaningfully in English and to provide ample opportunities for the students to practise them, using the activities in the book.
- 3) The language of classroom management, such as any instructions that teachers give to their students, should be in English. Bengali may only be used as a checking device where the teacher feels it appropriate to ensure that the English has been correctly understood.
- 4) Practice is essential for learning a language, and in nearly all lessons, the students should spend more time in practising than the teacher in talking.
- 5) The students should be trained to work in pairs and groups for some of the writing activities in the book. Even a tightly-packed traditional classroom with rows of heavy desks can be utilised for pair work. This increases the amount of practice individual students get in any lesson and also promotes cooperation among the class. During these activities the teacher should go round the class, checking and assisting as necessary.
- 6) Writing is important for consolidating learning, especially at this level and the teacher should ensure that the writing exercises in the book are completed either in class time or at home. Students' written work should be kept neat and tidy and should be regularly checked by the teacher.

- 7) Teachers should help, praise and encourage their students to improve and should not be fussy about minute points of grammatical accuracy. They should remember that their main goal is to create and sustain the students' motivation and interest in learning English.

12. Evaluation

12.1 Continuous Assessment

Continuous assessment throughout the academic year is central to any proper evaluation system. Essentially, this means that students should only move on to a new item, when the previous one has been sufficiently understood, bearing in mind that every new item will be subsequently recycled. In order to effect this properly, it is vital that teachers know all their students and their capabilities well.

Continuous assessment will be based on students' regular class performance.

12.2 Internal Examinations

In addition to continuous assessment, internal school examinations will be held every year. In order to ensure that the maximum amount of time is made available for teaching and learning, it is recommended that these examinations be limited to two. The first one should serve the purpose of a progress test, enabling teachers and students to assess how they are doing. The final annual examination, however, should serve the purpose of an achievement test; enabling teachers to sort students out in relation to the prescribed standard. The three main functions of tests and examinations, then, may be summarised as follows :

- (a) To ascertain the extent to which students have attained the stated learning outcomes;
- (b) To identify students' strengths and weaknesses for the purpose of guiding subsequent teaching and learning;
- (c) To motivate students by giving them a regular sense of achievement and to make parents aware of their progress.

In order to carry out these functions properly, it is necessary to test students' language skills, rather than their ability to memorize the contents of the book. Consequently, examinations should not be based on passages and exercises from the book but rather they should test the learning outcomes specified in the syllabus. In addition, teachers should ensure that examinations are based solely on the skills and language that have been taught up to that point in the academic year.

Examples of communicative language testing should be made available in the form of sample examination papers containing a variety of valid and reliable questions types. It is important that teachers understand what it is being tested in any particular question so that they can set/mark their own questions accordingly. In general, examinations should be based on writing skills and grammar. It is recommended that students' final evaluation be based on a combination of monthly assessment and examination scores.

12.3 Examination Format

The format of examinations as exemplified in the sample examination papers should approximate to the guidelines set out below.

Types of Test Items

A. Grammar

Marks : 40

- 1) Fill in gaps (with/without clues) with right form of verbs
- 2) Fill in gaps (with/without clues) with appropriate prepositions
- 3) Fill in gaps with articles where necessary
- 4) Fill in gaps (with/without clues) with linking words, phrases and idioms
- 5) Changing the form of speech
- 6) Transformation of underlined sentences in a given passage
- 7) Making tag questions from the given sentences
- 8) Completing sentence parts (complex sentences)
- 9) Cloze test with/without clues

B. Composition**Marks : 60**

1. Writing a paragraph from a model/answering questions and an information table
2. Writing a short composition about ceremonies / festivals / visits / travels / shopping/ experiences / arguments / opinions
3. Writing a dialogue from a given situation
4. Completing a story/an imaginary situation
5. Writing a summary
6. Writing a report on a situation/event/incident
7. Writing a formal letter/CV

Distribution of marks**A. Grammar : 40**

Each type of test item carries 5 marks
Any 8 items out of 9 will be tested in
an examination

$$5 \times 8 = 40$$

40**B. Composition : 60**

| | |
|----------------------------|----|
| Paragraph/Report | 10 |
| Short composition | 15 |
| Completing a story | 15 |
| Writing a summary/dialogue | 10 |
| Formal letter | 10 |

60

Note : No question from the text will be used in the annual/final examinations.

13. Guidelines for the Writers of English Paper 2 Textbook**13.1 General Specifications**

There will be a single textbook titled
English Grammar and Composition.

**Book Two
(For Class 9 -10)**

- * Number of pages : 250
- Number of class periods : 150 (approximate). However individual schools may allocate more classes if their students need.
- The language of the book will be English

13.2 Grammar

- 1) Grammatical terms should be used.
- 2) Communicative approach to teaching and learning grammar will be used. That is, grammatical points will be treated in context/situation-not in isolated sentences.
- 3) Necessary grammar rules/points should be briefly explained through examples from the situations.
- 4) Tasks for practice in using the grammar points should be provided contextually.
- 5) Main items like Nouns, Tenses, etc. will each form a Unit subdivided by lessons on parts of the items, such as Unit 1 : Parts of speech, Lesson 1 : Proper Nouns, Lesson 2 : Common Nouns, etc.

13.3 Composition

- 1) Model compositions (e.g. paragraphs, letters, etc.) should be given first.
- 2) The organization, format, etc. should be briefly explained.
- 3) Semi-guided and free compositions should be based on situations.
- 4) Main divisions of composition will each form a Unit subdivided by lessons, e.g.

Unit 1 : Writing paragraphs**Lesson 1 : Writing paragraphs by answering questions.**

Appendix 15: SSC English Language Questions Papers

DHAKA BOARD-2011

ENGLISH (COMPULSORY)

First Paper

Time- 3 hours

Full marks- 100

[N.B.- The figures in the right margin indicate full marks.]

Part A – Reading Test

Read the passage carefully and answer the following questions :

The Maghs build their houses on high platforms, about six to eight feet above the ground so that their houses do not become damp. The reason to build houses on high platforms is also to protect them from different types of insects and animals. Moreover they can use the empty space below their houses to keep things such as agricultural tools and looms. Timber or bamboo posts support the platforms. The walls are made of bamboo slates and the roof is thatched.

The main food of the 'Marmas' and 'Rakhaines' is boiled rice with vegetables. A kind of soup made from boiled green leaves seasoned with chillies and salt is one of their most favourite items. Another popular food item is tender bamboo shoots. The shoots are first cut into small pieces and then dried in the sun. Different types of foods are then prepared from these. The bamboo shoots are also eaten in a different way. At first the shoots are crushed and then put inside a bamboo tube and kept for eight to ten days till fermentation takes place. The Maghs have two major meals a day, one in the early morning and the other before sunset.

On festivals they prepare different types of cakes using rice, flour, coconut, sugar, milk and other ingredients. The most popular of all is sticky rice.

1. Choose the best answer from the alternatives : 1×5 = 5
 - (a) The Maghs live in — houses.

| | |
|--------------|-------------|
| (i) thatched | (ii) bamboo |
| (iii) tin | (iv) timber |
 - (b) The most popular food of the Maghs is —.

| | |
|-------------------|----------------------|
| (i) boiled rice | (ii) flour rice |
| (iii) sticky rice | (iv) vegetable soups |
 - (c) The number of major meals a day is —.

| | |
|-----------|------------|
| (i) four | (ii) three |
| (iii) two | (iv) one |
 - (d) The Maghs build their houses on high platforms so that it does not become —.

| | |
|-----------|--------------|
| (i) cold | (ii) flooded |
| (iii) hot | (iv) damp |
 - (e) The platforms are supported by —.

| | |
|--------------------|-------------------|
| (i) iron pillars | (ii) timber posts |
| (iii) bamboo posts | (iv) ii and iii |
2. Write whether the statements are true or false. If false, give the correct answer : 1×5 = 5
 - (a) The Maghs do the work of hunting.
 - (b) The empty space below their houses is used to keep their domestic animals.
 - (c) They eat bamboo shoots in a different way.
 - (d) The staple food of the Rakhaines consists of tender bamboo shoots.
 - (e) Houses on high platforms help the Maghs to remain safe.
3. Fill in each gap in the following passage with a suitable word from the box . There are more words than necessary : $\frac{1}{2} \times 10 = 5$

| | | | | | |
|--------|---------|----------|-------|-------|---------|
| used | make | weaving | walls | being | been |
| timber | protect | thatched | saves | safe | various |

The Maghs build their houses on high platforms for (a) — reasons. They want to (b) — the houses from (c) — damp and they want to keep themselves (d) — from different types of animals and insects. The empty space is (e) — to keep things such as tools and looms which are used in agriculture and (f) —. They (g) — their platforms with (h) — or bamboo posts. The roof is (i) — and bamboo slates are used to make the (j) —.

Read the text in 'A' again. Now, write a paragraph based on the information about the way of life of the Maghs. Use the clues in the box below. Write the information in a logical sequence as it appears in the text. The paragraph should not exceed 70 words. 5

| | | | |
|--------|-------|-----------|-------------|
| house | tools | food | making food |
| bamboo | meals | festivals | cakes |

Read the passage in 'A' again. Now, answer the following questions in your own words : 1×5 = 5

- (a) How do the Maghs eat the bamboo shoots?
- (b) What type of houses do the Maghs live in?
- (c) How is the soup made?
- (d) Where do the Maghs keep their tools?
- (e) How do the Maghs prepare their food from tender bamboo shoots?

Fill in each gap with a suitable word of your own based on the information from the text in 'A' : $\frac{1}{2} \times 10 = 5$

The Maghs (a) — a different kind of life from (b) —. They build the houses (c) — high platforms (d) — is about six to eight feet high (e) — the ground. They feel (f) —, living on the platform because insects and wild animals cannot do any (g) — to them. The other advantages that they can (h) — the empty space below their houses as a (i) — room for keeping (j) — tools and looms.

Read the passage in 'A' again. Imagine, you are a member of a Magh family. Now, write a paragraph in about 70 – 80 words about the way of living of the Maghs. 5

Read the passage in 'A' again. Now, write the main ideas of the text in your own words in not more than five sentences. 5

Part B – Vocabulary Test

Fill in each gap with a suitable word from the box. There are more words than necessary : 1×10 = 10

| | | | | | |
|------|-----------|--------|------|---------|------------|
| food | destroyed | crisis | rise | habitat | unsuitable |
| turn | rain | live | cut | be | effect |

If we (a) — trees at random, one day our country will (b) — into a desert. All living animals and birds will not find any (c) — or shelter to (d) — in. They will be (e) —. There will be no (f) — and as a result our agriculture will face a great (g) —. The temperature will (h) — and it will cause green house (i) —. The country will be (j) — for living.

Fill in each gap with suitable words. Use only one word for each gap : 1×10 = 10

An early (a) — can enjoy the fresh air and Oxygen of the morning (b) — refresh both his body and mind. Moreover, he can (c) — his work early and as such he (d) — enough time to perform his work (e) —. On the other hand too much sleep (f) — a man dull and lazy. A man who gets up late (g) — a lot of time in sleep and idleness. He doesn't (h) — time for (i) — his work properly. So, every should make the (j) — of early rising.

Part C – Writing Test

Read the following table and make ten meaningful sentences : 1×10 = 10

| | | |
|---|--|--|
| It She Nobody Her father Mina Her mother | will keep is knows has bought wants is giving | a lovely dress. having a birthday party in the afternoon. wondering about it. expecting some of her friends to come. blue and white. it a secret until the party has started. what it is. her a present too. to give her daughter a pleasant surprise. fifteen today. |
|---|--|--|

Re-arrange the following sentences according to the sequences and re-write them in a paragraph : 1×10 = 10

- (a) Soon he gave up medicine for literature.
- (b) This brought for him a good name.
- (c) He was born in 1874 in Paris.
- (d) It is a realistic study on the life of low neighbourhood in London.
- (e) He wrote a few other novels as well.
- (f) William Somerset Maugham is one of the greatest short story writers of modern time.
- (g) Then he started writing novels.
- (h) He qualified as a doctor but this life had no charm for him.
- (i) Some of his well-known plays are Mrs. Cardiac, Lady Frederick etc.
- (j) He made his first appearance in literature by writing Liza of Lambeth, his first novel.

13. Imagine that a school magazine is important for any school. It helps a student to develop his latent talent in writing. Now, read the following questions and write a paragraph by answering them : 10

- (a) What is a school magazine?
- (b) Why is it important?
- (c) What does it contain?
- (d) How is a school magazine published?
- (e) How can a school magazine develop a student's talent in writing?

14. Suppose, you are Sumon/Sumona of 107, Station Road, Comilla, your friend Rakib/Rakiba lives at 502, College Road, Chittagong. He/She wants to know what you intend to do after your SSC Examination. Now, write a letter to your friend telling him/her about what you intend to do after your SSC Examination.

Or, Write a composition in about 200 words on the 'Annual Prize Giving Ceremony of Your School'.

Use the following clues :

- time and place of the ceremony.
- preparation and decoration.
- chief guest.
- the role you performed.

ENGLISH SECOND PAPER

DHAKA BOARD-2011

English Second Paper

Time—3 hours; Full marks—100

[N.B.—The figures in the right margin indicate full marks.]

A—Grammar : Marks—40

1. Complete the following passage with suitable verbs from the list. Put them in correct tenses. Use negatives where necessary:— 1×5=5

| | | | | | | |
|------|-------|------|---------|-------|----|------|
| work | avail | come | receive | think | be | play |
|------|-------|------|---------|-------|----|------|

Today women (a) ----- important role in all spheres of life. They (b) ----- no longer confined within the four walls of their parents' or husbands' house. They have (c) ----- out of the kitchens and are (d) ----- hand in hand with men in all the development programmes of the government. By (e) ----- higher education they are becoming pilots, doctors, engineers, teachers, administrators etc.

2. Use articles where necessary. Put a cross (×) where an article is not needed : $\frac{1}{2} \times 10 = 5$

The prize giving ceremony is (a) ----- occasion of joy. Almost every school holds (b) ----- prize giving ceremony. The last prize giving ceremony of our (c) ----- school was held on 2 March in (d) ----- school compound. We decorated (e) ----- school building very tastefully. (f) ----- big pandal was erected to hold the function. There were two tables neatly decorated on which (g) ----- prizes were kept. On one side was (h) ----- platform from where the speeches were delivered. There was also a victory stand from where (i) ----- recipients received their (j) ----- prizes.

3. Put in suitable prepositions in the blanks:— 1×5=5

The moon is a very familiar figure (a) ----- all of us. She awakens a feeling (b) ----- love and tenderness in our hearts. Even the infant in arms stretches (c) ----- its hands to grasp this beautiful object. Nor is her appeal confined (d) ----- only children. Ever since the stirring of the poetic faculty in man, she has furnished a theme (e) ----- poets and artists.

4. Complete the following sentences with the phrases or idioms from the list given in the box below :— 1×5=5

| |
|--|
| in the guise of, sine die, safe and sound, find fault with, get the sack, to the backbone, well up |
|--|

- (a) We reached home -----.
 (b) The boy is wicked -----.
 (c) It is not good to ----- others.
 (d) The classes have been suspended -----.
 (e) He came ----- a friend.

5. Re-write the following sentences in the reported speech:— 5

I said to the old man, "What are you doing?" "I'm watching the boys swimming in the pond," he said. "How happy they are! May Allah bless them." "Let me sit by you and enjoy the scene," I said.

6. Read the following passage and transform the underlined sentences as directed in brackets :— 1×5=5

Corruption is a great curse to our nation, (a) No other problem is so dreadful as corruption. (comparative) (b) It prevails in every walk of our life. (interrogative) It destroys everything, (c) We fail to enjoy the real progress as corruption devours every good fruit of our efforts. (compound). It can be compared to cancer, (d) It paralyses the whole nation. (passive) (e) We must realise the fact and come forward against corruption. (negative)

7. Add tag questions to the following sentences :— 1×5=5

- (a) He says that time is money, -----?
 (b) I'm the monarch of all I survey, -----?
 (c) Everybody respects him, -----?
 (d) Let us do something, -----?
 (e) She hardly comes here, ----- ?

8. Complete the following sentences:—**1×5=5**

- (a) The load is so heavy that -----.
 (b) As soon as we saw him -----.
 (c) ----- is not gold.
 (d) If I were you, -----.
 (e) Walk fast lest -----.

B—Composition : Marks—60**9. Write a paragraph on "Traffic Jam". Your paragraph must include the answer to the following questions :—****10**

- (a) What is traffic jam? (b) By whom or how is this problem created? (c) At which places of a city or a town does it occur? (d) What things happen for it? (e) How can this problem be solved?

10. Write a composition in about 200 words on any one of the following topics : —**15**

- (a) The Population Problem in Bangladesh; (b) The game you like most.

11. Imagine, you are Shimul of Nilgiri Ideal High School. There is no canteen in your school. As a result the students suffer much.**10**

Now, write an application to the Headmaster / Headmistress of your school for setting up a canteen in the school compound.

12. Illiteracy is a great problem in Bangladesh. It badly hampers all our development programmes. It is considered as a curse for the nation.**10**

Now, write a dialogue between yourself and your friend, Rumi about how to eradicate illiteracy from the country.

Or, Write the summary of the following passage. Give a suitable title to it:—

Man is mortal. To every man death must come sooner or later. But it matters little if a man lives a few years more or less than another. Our life is not measured by months or years. It is truly measured by our deeds and actions. The people who live only for their own interest die unhonoured and are not remembered after their death. But who sacrifice their lives to the service of mankind live in the hearts of men even after their death. Though they do not live in the midst of living men, they are remembered forever by all. So, we should do deeds for the benefit of mankind.

13. Read the beginning of the following story. It is not complete. Use your imagination to complete it and give it a suitable title :—**15**

There were two friends. They lived in a certain village. They promised that they would help each other at the time of danger. One day they were passing through a deep forest. Suddenly a bear came in front of them. So both of them were afraid and-----

Appendix 16: Syllabus and Scoring Rubrics for Cambridge O Level Examinations (2011)

Syllabus code 1123

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Developed for an international audience

International O Levels have been designed specially for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The curriculum also allows teaching to be placed in a localised context, making it relevant in varying regions.

Recognition

Cambridge O Levels are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. CIE is accredited by the UK Government regulator, the Office of the Qualifications and Examinations Regulator (Ofqual). Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1.2 Why choose Cambridge O Level English Language?

International O Levels are established qualifications that keep pace with educational developments and trends. The International O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge. Cambridge O Level English Language is accepted by universities and employers as proof of linguistic ability and understanding. The Cambridge O Level English Language syllabus encourages students to develop lifelong skills, including:

- the ability to communicate clearly, accurately and effectively
- using a wide range of vocabulary and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge O Level English Language study also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. Students may also study for a Cambridge O Level in Literature in English. In addition to Cambridge O Levels, CIE also offers Cambridge IGCSE and International A & AS Levels for further study in both English as well as other languages. See www.cie.org.uk for a full list of the qualifications you can take.

1.3 How can I find out more?

If you are already a Cambridge CentreYou can make entries for this qualification through your usual channels, e.g. your regional representative, the British Council or CIE Direct. If you have any queries, please contact us at international@cie.org.uk. If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email either your local British Council representative or CIE at international@cie.org.uk. Learn more about the benefits of becoming a Cambridge Centre at www.cie.org.uk.

The Cambridge O Level English Language syllabus has been developed in response to customer feedback. 2011 was the first year of examination of the revised syllabus.

All candidates take **two** papers.

| | Paper 1 Writing, 1 hour 30 minutes | | Paper 2: Reading, 1 hour 45 minutes | |
|--|--|--|--|-------------------------|
| Marks | 60 weighted to 50 | | 50 | |
| Weighting | 50 | | 50 | |
| Candidate Response | On separate answer sheet | | On the question paper | |
| Focus | Task | Language | Task | Language |
| Section Title | Directed writing | Creative Writing | Reading for Ideas | Reading for Meaning |
| Mark Allocation | 30 marks (15 marks for task fulfilment, of which 6 marks weighted to 5 are for reading, and 15 marks for language) | 30 marks (combined language and content) | 25 marks (15 marks for content points of notes, 5 marks for language of summary; 5 marks for main ideas questions) | 25 marks (content only) |
| Weighting for writing skills: 50% | 20% | 25% | 5% | |
| Weighting for reading skills: 50% | 5% | | 20% | 25% |
| Assessment objectives | W1, W2, W3, W4 | W1, W2, W3, W4 | R3, R4 | R1, R2 |

3.1 Aims

A qualification in this syllabus demonstrates to universities and employers that candidates can communicate effectively in Standard English through:

- **communicative competence:** the ability to communicate with clarity, relevance, accuracy and variety
- **creativity:** the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact
- **critical skills:** the ability to scan, filter and analyse different forms of information
- **cross-cultural awareness:** the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar. (This is not an assessment objective but forms the context of writing tasks and reading passages.)

| | Writing to | Reading to |
|--------------------------|---|---|
| Communicative Competence | Communicate precisely and appropriately | Understand exact and implied meaning |
| Creativity | Develop ideas effectively | |
| Critical Skills | | Identify and respond to main ideas |
| Cross cultural awareness | Reflect on the familiar | Have strategies to deal with the unfamiliar |

Speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum.

Reflecting the communication demands facing candidates in the real world, the syllabus distinguishes between **task** and **language** as the focus of Section 1 and Section 2 respectively in each paper:

| Section | Focus | Writing | Reading |
|---------|----------|------------------|---------------------|
| 1 | Task | Directed Writing | Reading for Ideas |
| 2 | Language | Creative Writing | Reading for Meaning |

The **Task** aspect of Paper 1 is **Directed Writing**, where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. **Language** (as well as content) is tested in the **Creative Writing** section, where candidates have an opportunity to display their English language skills in order to express their opinion, experience or imagination.

The **Task** aspect of Paper 2 is **Reading for Ideas**, where, for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text. **Language** is tested in the **Reading for Meaning** section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text. In this way, it is hoped that candidates will develop strategies to be able to transfer these communication skills to other subjects and to their future careers/studies as they encounter a variety of texts and are required to make a positive impact through the written word.

3.2 Assessment Objectives

READING

R1 Understand **explicit** meanings, through literal and vocabulary questions.

R2 Understand **implicit** meanings and nuances of language, through inferential questions and questions on writer's craft.

R3 **Scan and analyse text**, by identifying and summarising required information, such as similarities and differences, or advantages and disadvantages, or problems and solutions, or causes and effects, or actions and consequences.

R4 Identify and respond to **main ideas** of a text, such as follow a sequence or argument, identify conclusion, distinguish fact from opinion, and give a personal response to a theme in a text.

WRITING

W1 Communicate **appropriately**, with a clear awareness of purpose, audience and register.

W2 Communicate **clearly** and develop ideas coherently, at word level, at sentence level and at whole text level.

W3 Use **accurate** spelling, punctuation and grammar.

W4 Communicate **creatively**, using a varied range of vocabulary, sentence structures and linguistic devices.

4.1 Paper 1: Writing

1 hour 30 minutes, 60 marks

This paper has two sections and candidates **answer on a separate answer sheet**.

Section 1: Directed Writing (30 marks)

- Candidates are presented with a **task**, e.g. write a letter, speech, report, article, fit for purpose and relevant to the world of study, work or community.
- Candidates should write 200–300 words to inform or persuade a particular audience.
- 15 marks are allocated for task fulfilment and 15 marks for language.

Section 2: Creative Writing (30 marks)

- This is an essay, testing language and content combined.
- Candidates answer **one** question from a choice of 5 narrative/descriptive/argumentative essay titles and should write 350–500 words. Both sections test Assessment Objectives W1, W2, W3, W4.

4.2 Paper 2: Reading

1 hour 45 minutes, 50 marks

This paper has two sections and candidates **answer on the question paper**.

Section 1: Reading for Ideas (25 marks)

- Candidates scan a **factual** communication (or communications) of approximately 700 words – e.g. report(s), article(s), advertisement(s), email(s), letter(s).

- They **identify and note down required information** – e.g. similarities and differences, or causes and effects, or advantages and disadvantages, or problems and solutions, or actions and consequences. Only **one** example content point will be given as guidance to candidates.
- 15 marks are allocated for content points.
- Candidates use these notes to **write a summary** of 160 words. 5 marks are allocated for language.

This task tests Assessment Objective R3 (also implicitly R1, R2).

Candidates then answer questions on the **main ideas** in the communication(s) – e.g. follow an argument/sequence or identify a conclusion, distinguish fact from opinion, give personal response to a theme in the passage.

- These will be **short answer** questions worth 5 marks.

This task tests Assessment Objective R4 (also implicitly R1, R2).

Section 2: Reading for Meaning (25 marks)

- Candidates read a **narrative** passage (e.g. report, article, story) of approximately 700 words.
- They then answer **short answer** questions testing their ability to understand the language (both explicit and implicit meanings). This section tests Assessment Objectives R1, R2.

Task Fulfillment (Task 1, Paper 1)

Band 1 (15–13 marks)

- Good understanding of purpose.
- Clear awareness of situation and audience.
- Format entirely appropriate.
- All required points developed in detail, fully amplified and well organised.
- Given information well used to justify personal opinion and interpretation.
- Tone and register entirely appropriate.

Band 2 (12–10 marks)

- An understanding of purpose.
- An awareness of situation and audience.
- Format appropriate.
- All required points addressed but not always developed in detail.
- Given information organised to support personal opinion.
- Tone and register appropriate.

Band 3 (9–7 marks)

- Some understanding of purpose.
- Some awareness of situation and audience.
- Format generally appropriate.
- At least two required points addressed (and partially/fully developed).
- Given information may not be logically used to support opinion.
- Tone usually appropriate, although there may be slips of register.

Band 4 (6–4 marks)

- Only partial understanding of purpose
- Some confusion as to situation and audience.
- Format may be inappropriate.
- At least one of the required points addressed (and partially/fully developed).
- Given information may be used irrelevantly.
- Tone may be uneven.

Band 5 (3–1 marks)

- Misunderstanding of purpose.
- Confusion as to situation and audience.

- Little evidence of a specific format.
- None of the required points addressed.
- Given information misunderstood or irrelevant.
- Tone may be inappropriate.

A mark of 0

- should be given only when:
- the response is totally incomprehensible or
- the candidate has merely copied out the question or parts of it at random or
- the question is not attempted at all.

(Task 1, Paper I, Language)

Band 1 (15–14 marks)

- Highly accurate, apart from very occasional slips.
- Sentence structures varied for particular effects.
- Verb forms largely correct and appropriate tenses consistently used.
- Vocabulary wide and precise.
- Punctuation accurate and helpful.
- Spelling accurate, apart from very occasional slips.
- Paragraphs have unity, are linked, and show evidence of planning.

Band 2 (13–12 marks)

- Accurate; occasional errors are either slips or caused by ambition.
- Sentence structures show some variation to create some natural fluency.
- Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout.
- Vocabulary precise enough to convey intended shades of meaning.
- Punctuation accurate and generally helpful.
- Spelling nearly always accurate.
- Paragraphs have unity, are usually linked and show some evidence of planning.

Band 3 (11–10 marks)

- Mostly accurate; errors from ambition do not mar clarity of communication.
- Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas.
- Simple vocabulary mainly correct; errors may occur with more ambitious words.
- Spelling of simple vocabulary accurate; some errors in more ambitious words.
- Punctuation generally accurate and sentence separation correctly marked, but errors may occur e.g. with direct speech.
- Paragraphs may show some unity, although links may be absent or inappropriate.

Band 4 (9–8 marks)

- Sufficiently accurate to communicate meaning, with patches of clear, accurate language.
- Some variety of sentence length and structure, not always for particular purpose.
- Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication.
- Vocabulary usually adequate to convey intended meaning; idiom may be uncertain.
- Spelling of simple vocabulary accurate, errors in more difficult words.
- Punctuation used but not always helpful; occasional sentence separation errors.
- Paragraphs used but may lack unity or coherence.

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Band 5 (7–6 marks)

- Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.
- Some simple structures accurate but script unlikely to sustain accuracy for long.
- Errors in verb forms and tenses will sometimes confuse sequence of events.
- Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely.
- Spelling of simple vocabulary accurate, frequent errors in more difficult words.
- Simple punctuation usually accurate, but there may be frequent sentence separation errors.
- Paragraphs used haphazardly.

Band 6 (5–4 marks)

- Many serious errors of various kinds of ‘single-word’ type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some ‘blurring’.
- Sentences probably simple and repetitive in structure.
- Frequent errors in verb forms and haphazard changes of tense confuse meaning.
- Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors
- Spelling may be inconsistent.
- Punctuation and paragraphing may be haphazard or non-existent.

Band 7 (3–2 marks)

- Sense usually decipherable but some error will be ‘multiple’ (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- Unlikely to be more than a few accurate sentences, however simple, in the whole composition.

Band 8 (1–0 mark)

- Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 1 mark should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

Band 1 of Task 2 , Paper I (30–27 marks)

- **Highly accurate**, apart from very occasional slips.
- **Sentence structure varied** for particular effects.
- **Verb forms largely correct and appropriate tenses consistently used.**
- **Vocabulary wide and precise.**
- **Punctuation accurate** and helpful.
- **Spelling accurate** apart from very occasional slips.
- **Paragraphs have unity**, are linked, and show evidence of planning.
- Consistently **relevant. Interest aroused and sustained.**
- Tone and register entirely appropriate.**
- Discursive** essays are well developed, logical, even complex, in argument.
- Descriptive** essays have well-developed images helping to create complex atmospheres.
- Narratives** are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.

Band 2 (26–23 marks)

- **Accurate: occasional errors** are either slips or caused by ambition.
- **Sentence structures show some variation to create some natural fluency.**
- **Occasional slips in verb forms or tense formation but sequence consistent and clear** throughout.
- **Vocabulary wide and precise enough** to convey intended shades of meaning.
- **Punctuation accurate** and generally helpful.
- **Spelling nearly always accurate.**
- **Paragraphs have unity**, are usually **linked** and show some evidence of **planning**.

- Relevant. Interest aroused and mostly sustained.**
- Tone and register appropriate.**
- Discursive** essays have clearly-defined, cohesive, logical stages in their argument.
- Descriptive** essays have interesting images and range of detail, helping to create effective atmospheres.
- Narratives** have effective detail creating character or setting, and may contain some sense of climax.

Band 3 (22–19 marks)

- **Mostly accurate**; errors from ambition do not mar clarity of communication.
- **Some variety of sentence structures**, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but **control of tense sequence sufficient to sustain clear progression** of events or ideas.
- **Simple vocabulary mainly correct**; errors may occur with more ambitious words.
- **Punctuation generally accurate and sentence separation correctly marked**, but errors may occur e.g. with direct speech.
- **Spelling of simple vocabulary accurate**; some errors in more ambitious words.
- **Paragraphs may show some unity**, although links may be absent or inappropriate.
- Relevant. Some interest aroused**, although there may be some lack of originality and/or planning.
- Tone usually appropriate**, although there may be slips of register.
- Discursive** essays make a series of relevant points, with some being developed; linking of ideas may be insecure.
- Descriptive** essays have satisfactory images, ideas and details which help to create atmosphere
- Narratives** are straightforward with proper sequencing of sentences

Band 4 (18–15 marks)

- **Sufficiently accurate to communicate meaning**, with **patches** of clear, accurate language.
- **Some variety of sentence length and structure**, not always for particular purpose.
- **Errors in verb forms and tense consistency** may cause uncertainty in sequence of events or disturb ease of communication.
- **Vocabulary usually adequate to convey intended meaning**; idiom may be uncertain.
- **Punctuation used but not always helpful**; occasional sentence separation errors.
- **Spelling of simple vocabulary accurate**; errors in more difficult words.
- **Paragraphs used but may lack unity or coherence.**
- Attempt to address topic** but there may be digressions or failures of logic. May lack liveliness and interest.
- Tone may be uneven.**
- Discursive** essays have mainly relevant points but may be only partially developed, with some repetition.
- Descriptive** essays have some detail but may rely too much on narrative.
- Narratives** are largely a series of events with only occasional details of character and setting.

Band 5 (14–11)

- **Overall meaning never in doubt**, but errors sufficiently frequent and serious to **hamper precision** and distract reader from content.
- **Some simple sentence structures accurate but script unlikely to sustain accuracy for long.**
- **Errors in verb forms and tenses** will sometimes confuse sequence of events.
- **Vocabulary limited**, either too simple or imperfectly understood; some idiomatic errors likely.
- **Simple punctuation usually accurate**, but there may be frequent sentence separation errors.
- **Spelling of simple vocabulary accurate**, frequent errors in more difficult words.
- Paragraphs used haphazardly.**
- Some relevance. Some interest.**
- Tone may be inconsistent.**

- Discursive** essays make a few points but development is simple and not always logical; some obvious repetition of ideas.
- Descriptive** essays are relevant but lack scope or variety.
- Narratives** are simple, everyday or immature.

Band 6 (10–7)

- **Many serious errors of various kinds of ‘single-word’ type** (i.e. they could be corrected without re-writing the sentence); **communication established**, although weight of error may cause **some ‘blurring’**.
- **Sentences probably simple and repetitive** in structure.
- **Frequent errors in verb forms** and haphazard changes of tense confuse meaning.
- **Vocabulary conveys meaning but likely to be simple and imprecise**; significant idiomatic errors.
- **Punctuation and paragraphing may be haphazard or non-existent**.
- **Spelling may be inconsistent**.
- A little relevance. A little interest.**
- Some recognition of appropriate tone.**
- In **Discursive** essays only a few points are discernable and the argument progresses only here and there.
- In **Descriptive** essays the overall picture is unclear.
- Narratives** are very simple and may narrate events indiscriminately.

Band 7 (6–3)

- **Sense usually decipherable** but **some error will be ‘multiple’** (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.
- **Unlikely to be more than a few accurate sentences**, however simple, in the whole composition.
- Little relevance or interest.**
- Tone may be inappropriate.**
- In **Discursive** essays only a very few points are discernable and the argument barely progresses.
- In **Descriptive** essays the overall picture is very unclear.
- Narratives** are extremely simple and may narrate events indiscriminately.

Band 8 (2–0)

- **Scripts almost entirely or entirely impossible to recognise as pieces of English writing**; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 2 or 1 mark(s) should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.
- Discursive** essays are rarely relevant and may well be disordered, as are **Descriptive** essays and **Narratives**.

6.1 Guided learning hours

O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. (‘Guided learning hours’ include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.) However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates’ prior experience of the subject.

6.2 Recommended prior learning

We recommend that candidates who are beginning this course should have sufficient competence in English to be able to achieve a level of English equivalent to First Language competence during the course.

6.3 Progression

O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in O Level English Language are well prepared to follow courses leading to AS and A Level English Language, or the equivalent.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

6.5 Grading and reporting

Ordinary Level (O Level) results are shown by one of the grades A*, A, B, C, D or E indicating the standard

achieved, Grade A* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade E. 'Ungraded' will be reported on the statement of results but not on the certificate.

6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year. Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource

Appendix 17: Cambridge O level English Language Question Paper

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

General Certificate of Education Ordinary Level

ENGLISH LANGUAGE 1123/11

Paper 1 Writing October/November 2011

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet. Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen. Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer both **Section One** and **Section Two**.

At the end of the examination, fasten all your work securely together.

Section 1: Directed Writing

You are advised to write between 200 and 300 words. Total marks for this part: 30.

Task

Recently you witnessed a major disturbance at a railway station when many people were injured. You are asked by the local police to write an **account** of what you saw.

Write your **account**. You must include the following:

- when and where the incident happened **and** how close you were to the scene
- the cause of the disturbance **and** what exactly happened
- some of the ways in which people tried to help.

Cover all three points above **in detail**. You should make your account informative and helpful for the police to show you are a reliable witness. Start your account ‘To the Police...’ and remember to add your signature and the date.

Section 2: Creative Writing

Write on one of the following topics.

At the head of your essay put the number of the topic you have chosen.

You are advised to write between 350 and 500 words. Total marks for this part: 30.

1. Describe a time when you prefer to be alone **and** a time when you like to be part of a crowd. (Remember that you are describing the atmosphere and your feelings, not telling a story.)
2. What are the advantages **and** disadvantages of attending **either** a small school with few students **or** a large school with many students?
3. Write a story which includes the sentence: ‘As we entered the building, the other people smiled as if they knew something we did not.’
4. Bullies.
5. Write a story about someone who returned to a village or town after a long time away. (You should include full details of why the person went away to show that it is an important part of your story.)

Paper 2 Reading **October/November 2011**

INSERT

1 hour 45 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains the two reading passages.

Passage 1 – Mobile Phones

1. One of the most obvious results of our exciting technological age has been the invention of the mobile phone. Many people – even children as young as seven or eight – have one. But are mobile phones necessarily beneficial to society?
2. Mobiles can be seen as a way for young people to keep in touch with their parents if they are out with friends and, as newspapers make increasing reports of violence, particularly in innercity areas, this must be an advantage. If students are on a school outing and have to be met by parents on their return to school, they can phone at short notice from, say, the bus to give details of exact timings. Mobiles encourage friendships and some students speak to their friends several times a day. Parents may be happy that their children are not using the house telephone and incurring charges which they, as parents, have to meet – an issue which, in the past, was often a source of family conflict. Most young people have ‘pay as you go’ mobiles, and this encourages budgeting, surely a useful skill to have in later life.
3. Because a mobile is the personal property of its owner, direct contact can be made, and there is less risk of disturbing an entire household engaged in some family activity, such as having dinner. Another obvious advantage is that people can be contacted wherever they are, clearly a benefit if a friend or spouse wishes to communicate that he is stuck in traffic, or that the train is running late. In situations where it is impossible for either the caller or the recipient to speak, mobiles can be used to send short text messages, which are both convenient and relatively cheap. Many mobiles are also able to take photographs; this multi-tasking means that there is no need to purchase a camera, and thus a saving is made. Sophisticated mobiles even allow their owners to send and receive e-mails, thus providing an alternative means of communication. Small businesses flourish because of mobile phones. A plumber, for example, can receive bookings for future work while he is working on another job; there is no need to sit at home waiting for phone calls or to employ a secretary in an office.
4. However, there are downsides to mobile phones. People are discouraged from planning ahead. It is a rather pathetic sight to see a wife phoning from the supermarket to ask her husband what he would like for dinner. People might also stop making simple decisions for themselves with, say, a teenager phoning his mother to ask if he may take a drink out of the fridge. Then there is the general disturbance which can be caused: there is nothing worse than people on public transport conducting loud and animated conversations on their mobiles with scant regard for their fellow passengers. Some countries, for example France, have tackled this problem by insisting that mobiles are switched off on trains; all countries should follow this example. Unfortunately, owning a mobile phone prevents some people from concentrating on the present moment. Picture the scene: a young couple are dining in a fine restaurant but, instead of being absorbed in each other’s company, each of them is speaking to someone else via a mobile phone.
5. In schools, there can be regrettable competition among students to have the most up-to-date mobile. Some students are distracted into texting friends in class, which clearly hinders their education. In cases where mobiles are confiscated because of such misuse, there are security issues for teachers – who is responsible for this expensive equipment once it has been confiscated? And, of course, teachers complain vociferously about text message spelling and grammar which, they say, encourage sloppy use of language: ‘CU’ is enough to raise the blood pressure of an English teacher to dangerous levels. Furthermore, they complain that mobile phones, along with e-mails, have destroyed the art of letter writing. Parents complain that their children contact their friends – with whom they have been all day in school – several times during the evening via text or call instead of doing their homework. ‘What do they have to talk about?’ is the perceived mystery.
6. Is the mobile phone a blessing or a curse? Perhaps there is no clear cut answer to this and, as with many issues, moderation is essential.

Passage 2 – An Otter in the Air

(The writer describes his experience of taking an animal with him on a plane in the days when this was permitted.)

1. The plane was waiting to take off; as I rushed through the airport, carrying the box which was Mij’s temporary home, my mind boggled at the thought of the next few hours. I was trying to hold down the lid of the box with one hand and, with the other, to force back the screw into the splintered wood.
2. The other passengers stared at me inquisitively as I struggled onto the plane with my horrifyingly vocal box. I was anxious to see who would be my immediate neighbour and was dismayed to find an elegantly dressed middle-aged woman. Such a person, I thought, would have little tolerance and certainly no

sympathy for the scruffy otter cub that would so soon be her travelling companion. For the moment the lid held, and there was a brief silence from within the box.

3. Worried about how I would keep Mij under control throughout the flight, I had brought a bottle of water and a parcel of fish, and with these scant resources I prepared to withstand a siege. Aware of the fact that I could not keep Mij's presence a secret for long, and of the need to keep the fish in a cool place, I spoke to the stewardess; I daresay I was not too coherent but she took it all in her graceful stride and received the mundane parcel of fish as though I were traveling royalty depositing a jewel case into her safe keeping. When the stewardess suggested I remove my pet from its box and have it on my knee, my neighbour, surprisingly, had no objection.
4. For the first hour or so Mij slept in my lap. However, otters are extremely bad at doing nothing. There is, I am convinced, something positively provoking to an otter about order in any form and, the greater the state of confusion they can create, the more contented they feel. A room is not properly habitable until they have turned everything in it upside down. One of these moods descended on Mij. It began comparatively innocuously when he jumped down from my lap – inertia was not for him. Then he turned his attention to the box, which was on the floor, filled with wood shavings for him to sleep on. He put his head into the box and began to throw the wood shavings out backwards at enormous speed; then he got in bodily and lay on his back, using all four feet in a pedalling motion to hoist out the remainder. With his teeth, he yanked back the zip on my neighbour's bag and was in head first, throwing out all the personal paraphernalia of air travel. But there was worse to come.
5. With a rebellious and eel-like wriggle, Mij disappeared at high speed. I could follow his progress by the wave of disturbance down the passageway. There were squawks and shrieks; then a woman halfway down the plane stood up on her seat screaming, 'A rat! A rat!' The stewardess reached her and, within a matter of seconds, the woman was seated again, smiling benignly. That goddess, I believe, could have controlled a panic-stricken crowd single-handedly.
6. By now I was in the passageway myself and, catching sight of Mij's tail disappearing beneath the legs of a portly gentleman, I tried a flying tackle, landing flat on my face. I missed Mij's tail, but found myself grasping the foot of the gentleman's female companion. The gentleman gave me a long silent stare. I staggered up, babbling my apology; the man was so utterly expressionless that even in my hypersensitive mood I could deduce no meaning from him whatsoever.
7. The stewardess came to my assistance once again. 'Perhaps,' she said with her charming smile, 'you should return to your seat and I will bring the animal to you.' I heard the ripple of flight and pursuit passing up and down the body of the plane, but I could see little. I was craning my neck trying to follow the hunt when suddenly I heard from my feet a distressed chitter of recognition and welcome. In all the strange world of the aircraft I was the only familiar thing to be found, and in that spontaneous return was sown the seed of the absolute trust that Mij accorded me for the rest of his life.

Section 1: Reading for Ideas

Read **Passage 1** in the insert and answer **all** the questions below in the order set.

1. (a) Notes [15 marks]

Identify and write down the advantages and disadvantages of mobile phones, as described in the passage.

USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 5 INCLUSIVE.

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

MAIN POINTS

Advantages

- *Young people can keep in touch with their parents*.....

Disadvantages

- *People don't plan ahead*.....

(b) Summary [5 marks]

Now use your notes to write a summary of the advantages and disadvantages of mobile phones, as described in the passage.

This time, you will be awarded up to 5 marks **for using your own words** wherever possible and for **accurate use of language**.

Your summary, which must be in continuous writing (not note form), must be no longer

than **160** words, including the 10 words given below. Begin your summary as follows:

It is clear that mobile phones are useful devices because

.....

2. From paragraph 4, select and write down **two** opinions.

One opinion is

[1]

Another opinion is

(1)

3. From the whole passage, which of the following statements is correct? Tick the box you have chosen.

The writer is totally against mobile phones.

The writer thinks mobile phones can be useful.

The writer is in favour of mobile phones.

4. From your **own** knowledge or experience, suggest **two** advantages of mobile phones **OR two** disadvantages, **OR one** advantage and **one** disadvantage. Do **not** refer to specific examples from the passage in your answer.

One advantage/disadvantage is(1)

.....

One advantage/disadvantage is.....(1)

.....

Total for Section [25]

Section 2: Reading for Meaning

Read **Passage 2** in the insert and answer **all** the questions below in the order set.

From paragraph 1

5. (a) Why did the writer rush through the airport?

[1]

(b) Why do you think the writer was trying ‘to hold down the lid of the box’?

[1]

From paragraph 2

6. (a) Give **two** reasons why, according to the writer, Mij would not be considered an attractive travelling companion.

(i)

(ii)[2]

(b) What, according to the writer, would be the woman’s attitude to Mij? Answer **in your own words**.

.....

.....

[2]

From paragraph 3

7. (a) **The** writer ‘spoke to the stewardess’. Explain what he told her and what he asked her to do.

[2]

(b) **Without using the words of the passage**, explain fully what was unusual about the way the stewardess reacted to the writer’s request.

[2]

From paragraph 4

8. (a) ‘Otters are extremely bad at doing nothing’. Pick out and write down the single word used later in the paragraph which continues the idea of ‘doing nothing’.

[1]

(b) ‘One of these moods descended on Mij’. What kind of ‘mood’ was this?
 [1]

(c) Why did Mij climb into the box?
 [1]

From paragraph 5

9. **(a)** There was a ‘wave of disturbance’ down the passageway. Explain fully what was happening here.
 [2]

(b) Why does the writer describe the stewardess as a ‘goddess’?
 [1]

From paragraph 6

10. Give **two** reasons why the writer ‘could deduce no meaning’ from the gentleman who stared at him.

(i)
(ii) [2]

From paragraph 7

11. **(a)** How was the writer eventually re-united with Mij?
 [1]

(b) How did his re-union with Mij affect the writer’s relationship with him in the future?
 (1)

From the whole passage

12. Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

- (a)** inquisitively (line 5) **(e)** order (line 19)
- (b)** scant (line 12) **(f)** hoist (line 26)
- (c)** coherent (line 14) **(g)** paraphernalia (line 28)
- (d)** provoking (line 19) **(h)** craning (line 42)

Word chosen Answer

- () [1]
- () [1]
- () [1]
- () [1]
- () [1]

Total for Section 2 [25]

Appendix 18: Syllabus and Scoring Rubrics for EDEXCEL GCE O Level/IGCSE English Language (2011)

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide. EDEXCEL deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

Acknowledgements

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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in English Language (Specification B) is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel. Edexcel offers two IGCSEs in English Language – Specification A and Specification B. The Edexcel IGCSE in English Language (Specification B) is designed as a two-year course. This specification is based on the former GCE O Level in English Language and retains the requirement for a wide vocabulary and accuracy in the use of grammar, punctuation and spelling, whilst encouraging the student to acquire a range of skills through the study of lively and relevant source material.

Key subject aims

The Edexcel IGCSE in English Language (Specification B) enables students to:

- read a range of material from a variety of sources, including literary material, non-literary material and media
- read for a variety of purposes with understanding and enjoyment
- use written English for a variety of purposes such as narration, argument, giving instruction and information, imaginative writing, making reports and demonstrating understanding of content, paying due attention to the appropriateness and quality of written expression.

Key features and benefits of the specification

- Based on the former Edexcel GCE O Level in English Language.
- For all students for whom English is to be the language of education and employment.
- Intended for speakers of English as a first language and speakers of English as an additional language.
- Single assessment: 100% examination.

- Assessment opportunity in January and June examination series.
- Provides progression to AS and Advanced GCE in English Language, or equivalent qualifications.

Paper 1

Content overview

Section A

This section is designed to assess students' understanding and response to stimulus material. Students must be able to select information from this material and present it in short paragraphs or in sets of statements. Marks are given in this section primarily for the content and understanding shown. However, clarity and careful expression are expected in the answers.

Section B

This section is designed to assess students' ability to write according to specific guidelines in response to the given material. They are asked to select relevant information from the stimulus material and to present it for other readers and for other purposes. Students may be asked to inform or instruct, to advise or persuade or to express their attitudes; they will also be asked to use a recognised form of writing, such as a letter, a report or a newspaper article. The length required will depend on the nature of the task set and will be indicated in the question paper. The answers in this section will be assessed for relevant information, for appropriateness of style and approach and for quality and accuracy of expression.

Section C

Students will be asked to produce one piece of extended writing; this may be narrative, descriptive, personal, argumentative or discursive. There will be opportunities for students to respond imaginatively and personally to topics and themes related to the stimulus material.

Standard English

The specification assesses reading and writing in the internationally recognised forms of Standard English: either British or American standard forms are acceptable in the students' writing. Spelling must be consistent, whether it follows British or American usage.

Source material

The following are examples of possible texts used in the examination paper:

- fiction for example short stories, novel extracts
- biography/autobiography/speeches
- newspaper/magazine articles
- travel writing
- diaries/letters
- advertisements/leaflets/brochures
- web pages.

Sources used for the examination will be published in an extracts booklet distributed with the examination paper.

Assessment overview

Students take a single three-hour written paper. The question paper contains a selection of stimulus material, chosen from the range of sources listed on page 3, and a series of tasks. The texts used in the stimulus material could include reading or graphical materials, for example facsimiles of leaflets and other realistic material. The stimulus material set for the examination will be available in an extracts booklet distributed with the question paper. Students should spend about 15 minutes studying this material before answering the questions.

Section A (30%), assessed for Reading

This section sets questions about the language and content of the stimulus material. Students should spend about 40 minutes on these questions, **all of which should be answered**.

Section B (35%), assessed for Reading and Writing

In this section students are asked to produce directed writing, in terms of purpose, context and audience, based on the material set for the paper. They should spend about one hour on this section.

Section C (35%), assessed for Writing

In this section students are asked to complete a single task based on a choice of questions related to the stimulus material. They should spend about one hour on this section. At the end of the examination, students should spend about five minutes checking their work carefully and making any necessary corrections.

Assessment**Assessment summary**

Paper 1 is externally assessed through a three-hour examination paper.

Summary of table of assessment**Paper 1 Paper code: 4EB0/01**

- The assessment of this qualification is through a three-hour examination paper, set and marked by Edexcel
- There are three sections – A, B and C.
- Source material will be provided in an extracts booklet distributed with the examination paper.
- The total number of marks available is 100.

Assessment Objectives and weightings

AO1: Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. 40%

AO2: Adapt forms and types of writing for specific purposes and audiences using appropriate styles. 45%

AO3: Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. 15%

TOTAL 100%

| Assessment Objectives | | Examination Paper | | |
|-----------------------|--|-------------------|-----|-----|
| | | A | B | C |
| AO1 | Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. | Yes | Yes | No |
| AO2 | Adapt forms and types of writing for specific purposes and audiences using appropriate styles. | No | Yes | Yes |
| AO3 | Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. | No | Yes | Yes |

| Examination Paper | Assessment Objective | | | |
|-------------------|----------------------|-----|-----|-------------------------|
| | AO1 | AO2 | AO3 | Total for AO1, AO2, AO3 |
| Section A | 30% | 0% | 0% | 30% |
| Section B | 10% | 20% | 5% | 35% |
| Section C | 0 | 25% | 10% | 35% |
| | 40% | 45% | 15% | 100% |

Marks Distribution according to Assessment Objectives in EDEXCEL

Section B (Directed writing)

| | | |
|---|--|-----------------|
| <p>Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided.</p> | <ul style="list-style-type: none"> • Covered all THREE bullet points as mentioned in the instruction sheet • Offered a wide range of relevant points, such as those listed in the instruction sheet • Paid strong regard to climatic conditions/ situations presented well-focused suggestions • Supported their points strongly with apt and well-chosen examples | <p>10 marks</p> |
| <p>Adapt forms and types of writing for specific purposes and audiences using appropriate styles.</p> | <ul style="list-style-type: none"> • Style and structure very successful and highly appropriate to the piece of writing (eg attention-grabbing first sentence) • Successful and consistent adoption of apt tone • Choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly • Engages audience with sympathy, flair and assured language control • An excellent, perceptive awareness of format | <p>20 marks</p> |
| <p>Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.</p> | <ul style="list-style-type: none"> • Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation) • Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning • Spelling of a wide and ambitious vocabulary is consistently accurate | <p>5 marks</p> |

Section C (Creative Writing)

| | | |
|---|--|-----------------|
| <p>Adapt forms and types of writing for specific purposes and audiences using appropriate styles.</p> | <ul style="list-style-type: none"> • General Characteristics :Purpose and Audience, Communicative Effectiveness, Organisation • The writing achieves precision and clarity in presenting • compelling and fully developed ideas • There is strong, consistent fulfilment of the writing task, • sharply focused on the writer's purpose • The writing has an extensive vocabulary and mature control in the construction of varied sentence forms • Organisation of material is assured, with sophisticated control of text structure, • skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion | <p>25 marks</p> |
| <p>Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.</p> | <ul style="list-style-type: none"> • Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation) • Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning • Spelling of a wide and ambitious vocabulary is consistently accurate | <p>10 marks</p> |

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported. Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate. The first certification opportunity for the Edexcel IGCSE in English Language will be 2011. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to:

- GCE in English Literature and GCE in English Language.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade A

Candidates articulate and sustain their responses to texts, developing ideas fully and referring in detail and with insight to aspects of language, structure and presentation. They show an excellent understanding of the ideas within texts, and can identify and analyse argument, fact and opinion and different interpretations. Where appropriate, they make skilled and coherent comparisons within and between texts, supporting their points with well-chosen examples. Candidates' writing is assured and controlled, showing the capacity to adapt to a range of styles. They communicate effectively and lucidly with the intended audience, constructing ideas and arguments which are well developed, fully sustained and show clarity of thought and expression. Candidates show a high level of control in their construction of a range of sentence structures, handling complex subordination with assurance. Their punctuation and spelling of even complex or rarer words shows a high level of accuracy and grasp of English idioms. Paragraphs are well constructed and linked, showing effective use of logical connectives.

Grade C

Candidates demonstrate a secure understanding of texts, with a grasp of different ways in which meaning and information are conveyed. They respond personally and appropriately to texts,

making reference to language in support of their views. They are capable of summarising and presenting key points of a range of information. Candidates write in a way which maintains focus and engages the reader's interest. They adapt their writing style and register to suit the requirement of the task, and can respond to different audiences' needs appropriately. Their writing has sound ideas, developed into a reasonably sustained argument and show some capacity to distinguish between fact and opinion. The writing shows the ability to control simple and more complex sentences. Spelling is mostly accurate, except for more unusual or complex words. They mostly grasp the force and purpose of different punctuation marks, and they use a range of marks with some flexibility.

Grade F

In responding to texts, candidates show a basic understanding of key ideas, events and characters. They make some reference to the texts when expressing their views. They demonstrate a limited ability to locate and retrieve ideas and information. Candidates' writing communicates meaning and has a basic grasp of organisation and purpose. The writing begins to show adaptation to the needs of different readers. There is an attempt to present ideas, but this is not sustained. The grammatical structure of simple sentences is usually correct. Spelling of less complex words is mostly reasonably accurate. There is some appropriate use of punctuation, especially of full stops and commas.

Scoring Rubrics for 2011 (January)

SECTION B: Summary and Directed Writing (35)

Word limit: count to 220 words.

SECTION B

Assessment Objectives:

AO1 - read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks) AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks) AO3 (QWC) – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Note: In section B the 3 bands are usually formed which is analytic in nature. But in 2011 January mark scheme they were merged to one.

| Level | Mark range | Descriptor | | |
|------------------|--------------------|---|--|---|
| Relevant content | Style and approach | Quality and accuracy of expression | | |
| Level 5 | 1-7 | <ul style="list-style-type: none"> ▪ Offers a limited amount of relevant information from passages | <ul style="list-style-type: none"> ▪ Mainly a series of points ▪ Limited attempt to address audience | <ul style="list-style-type: none"> ▪ Understandable English ▪ Simple sentences ▪ Limited use of own vocabulary |
| Level 4 | 8-14 | <ul style="list-style-type: none"> ▪ Main emphasis on bare facts of passages | <ul style="list-style-type: none"> ▪ Mainly a list of points ▪ Some sense of audience | <ul style="list-style-type: none"> ▪ Understandable Standard English ▪ Simple sentence structures ▪ Attempt to use own words |
| Level 3 | 15-21 | <ul style="list-style-type: none"> ▪ Presents reasonable amount of material from list above | <ul style="list-style-type: none"> ▪ Style and structure appropriate to task ▪ Some awareness of audience ▪ Attempt to engage audience | <ul style="list-style-type: none"> ▪ Clear Standard English but with some errors of grammar and agreement ▪ Own words and phrases ▪ Spells some complex and apt vocabulary accurately ▪ Clear attempt to structure ▪ Uses some appropriate rhetorical devices |
| Level 2 | 22-2 | <ul style="list-style-type: none"> ▪ Offers substantial and appropriate material from list above ▪ Shows appreciation of issues involved | <ul style="list-style-type: none"> ▪ Style and structure appropriate to task ▪ Fairly successful adoption of appropriate tone ▪ Clear awareness of audience ▪ Engages audience with some success | <ul style="list-style-type: none"> ▪ Clear Standard English ▪ Variety of sentence structures ▪ Material skilfully structured ▪ Mostly accurate SPG ▪ Own words and phrases ▪ Apt and varied vocabulary ▪ Uses wide range of apt rhetorical devices |
| Level 1 | 29-35 | <ul style="list-style-type: none"> ▪ Re-works well-chosen and relevant material from all passages ▪ Shows full understanding of passages and issues involved ▪ Includes most of details listed above | <ul style="list-style-type: none"> ▪ Style and structure appropriate to task ▪ Successful and consistent adoption of appropriate tone ▪ Clear and consistent awareness of audience ▪ Engages audience successfully | <ul style="list-style-type: none"> ▪ Confident use of Standard English ▪ Controlled and effective use of rhetorical devices ▪ Wide range of sentence structures and vocabulary ▪ SPG used accurately to create nuances of meaning ▪ Lucid and precise ▪ Own words and phrases ▪ Controlled, sustained and structured |

Section C: Essay

Assessment Objectives:

AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)

AO3 (QWC) – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Write between 350 and 400 words on ONE of the following

Mark range

Candidate should be able to:

35 – 30

- Write a lively, relevant and engaging essay, clearly constructed, fluently and accurately presented.
- Show the ability to develop and sustain ideas.
- Demonstrate all those qualities listed in 24-29 band.

29 – 24

- Communicate with some originality ideas related to the topic
- Write confidently in a form appropriate for selected title
- Use some rhetorical devices in an appropriate way
- Offer a wide variety of sentence structures
- Use some sophisticated grammatical structures
- Punctuate with accuracy
- Spell with accuracy
- Use a range of vocabulary
- Use Standard English with accuracy

23 – 18

- Communicate ideas clearly and successfully
- Write in a form appropriate for topic chosen
- Show successful organisation in writing
- Show control of paragraphing and punctuation which enhances meaning
- Use some variety of sentence structure
- Spell some complex words correctly
- Have a wide vocabulary

17 – 12

- Communicate ideas with success
- Structure ideas with some clarity
- Show control in a generally organised and accurate piece of writing
- Use correct punctuation and paragraphing to enhance meaning
- Try to use some variety of sentence structure and links
- Spell mainly accurately

11 – 6

- Communicate ideas with some success
- Show some use of paragraphs
- Show some accuracy and control of agreement, punctuation and sentence construction
- Employ a limited range of sentence forms
- Spell with some accuracy

5 – 0

- Communicate ideas with limited success
- Show limited control in organising written language
- Write simple sentences
- Show limited accuracy in punctuation, sentence construction and agreement
- Spell some commonly used words accurately

Appendix 19: Question Paper of EDEXCEL GCE O Level English Language

7161/01

London Examinations

GCE

English Language

Ordinary Level

Friday 7 January 2011 – Morning

Time: 3 hours

Materials required for examination Items included with question papers

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initial(s) and signature. Check that you have the correct question paper. Answer ALL the questions in Section A and Section B. Answer ONE question in Section C. Write your answers in the spaces provided in this question paper. Do not use pencil. Use blue or black ink. Indicate which question you are answering by marking the box (). If you change your mind, put a line through the box () and then indicate your new question with a cross ().

Do not return the Source Booklet with the question paper.

Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2).

There are 10 questions in this question paper. The total mark for this paper is 100.

There are 16 pages in this question paper. Any blank pages are indicated.

The questions in this paper are based on the three passages in the enclosed booklet. You should spend

15 minutes reading these passages before answering the questions.

Advice to Candidates

Write your answers neatly and in good English.

SECTION A

The following questions are based on Passages One, Two and Three in the Source Booklet.

You should spend about 45 minutes answering the questions in this section.

First, read Passage One, an extract from a short story.

1. Say what Rita does for a living and give **one** piece of evidence from the passage which tells us this. **(Total 2 marks)**
2. **In your own words**, explain the **two** ways Rita gets shopkeepers or market traders to correct their spelling. **(Total 2 marks)**
3. **In your own words**, give the reasons why, according to the passage, Rita's husband wants to leave her. **(Total 5 marks)**

Now read Passage Two, an article from an English online newspaper.

4. **In your own words**, explain what Jo Clarke means when she says 'I like to think of myself as a bit of a free spirit'.
-

Q4**(Total 2 marks)**

5. Give two examples from the passage which show how some people react unfavourably to Jo Clarke's actions.

(i) _____

(ii) _____

Q5**(Total 2 marks)**

6. Describe in full what actions Jo Clarke has taken when she has seen an error on a public sign.

(Total 4 marks)

Now consider Passage Three, a series of contributions to a website which asks the question: 'Is spelling important?'

7. **In your own words**, give **five** examples why, in the views of the contributors, English spelling rules should be reformed or relaxed.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(Total 5 marks)

Now consider Passages One and Two again.

8. How do you feel Rita and Jo Clarke have been presented in the two passages? In your answer, you should refer to both language and expression, including any presentational devices, as well as the content of **each** passage.

(Total 8 marks)**TOTAL FOR SECTION A: 30 MARKS****SECTION B**

You should spend about one hour on this section.

Use ideas from all three passages in the Source Booklet to answer this question.

9. Imagine that your school or college has organised a debate about the correct use of English. You have been asked to give a speech to your fellow pupils **in favour** of the motion: "Correct spelling, punctuation and grammar really matter." Write the full text of your speech.

You must include:

- the reasons why spelling, punctuation and grammar are important
- how modern developments and attitudes affect the correct use of English
- what people can do to ensure standards are maintained. Remember that, in a debate, you must provide a convincing case for a motion even if you do not agree with it.

Use your own words as far as possible.

Include relevant information from the three passages without copying directly from them.

You are advised to write approximately 300 words.

(Total 35 marks)

SECTION C

You should spend about one hour on this section.

10. Choose **one** of the following on which to write in an interesting and effective way. You should not base your answer directly on the content of any of the passages in the Source Booklet.

You are advised to write approximately 400 words.

Either:

a) If you were in charge of your school or college, what changes would you want to make, and why?

Or:

b) The one thing that really matters to me.

Or:

c) 'We can still be friends.'

Write a story with this title.

Indicate which question you are answering by marking the box (). If you change your mind about your answer, put a line through the box () and then indicate your new question with a cross ().

Chosen question number: **Question 10(a) Question 10(b) Question 10(c)**

Q10

(Total 35 marks)

TOTAL FOR SECTION C: 35 MARKS

TOTAL FOR PAPER: 100 MARKS

PASSAGE ONE

The following passage is taken from a short story called “Language” by Mary Scott.

Unlike many people, Rita did not write to the newspaper complaining about modern standards of English. She preferred to make corrections on the spot.

Sometimes she did this by offering an incentive. This afternoon in the market she negotiated the amendment of ‘Brokkoli’ on a hand-written sign by agreeing to buy two pounds of the vegetable – or to be precise, flower used as a vegetable. Tom would resent having broccoli for dinner again, she knew. But unfortunately it was misspelt far more often than ‘peas’ or ‘spring greens’ or even ‘aubergine’, although that, too, was a difficult word.

On other occasions Rita found, as she did with the children, that a certain sharp authority was more effective. Today she decided that ‘HOUSE CLEARANCES’ lettered on a junk shop window was intolerable. She went into the shop.

For a moment she stood in the doorway, allowing her eyes to adjust to the gloomy interior. On either side furniture was piled in high, precarious heaps. She could distinguish desks, torn chairs, filing cabinets and tables. Further away, in the dim recesses of the shop, the individual items merged together, with just a leg visible here, an upholstered arm protruding there. She stepped forward and discovered, sitting at a desk which stood the right way up, a small dark man.

“Your business can’t hope to succeed,” she announced, her voice booming in the narrow space. “First impressions count. The impression your shop gives will put off potential customers.” She pointed her finger at the lettering on the window. “The ‘E’ should be an ‘A’.”

Later that afternoon, when she had finished her shopping and passed the shop a second time, she found the E had been changed to an A. Just as, when she informed her class of noisy fourteen-year-olds that there was to be ‘no more of that’ there was no more.

When she arrived at the bus station she saw on the wall behind her bold, splashy writing in foreign characters, Arabic maybe or Urdu, and small, disordered scribbles around the glass faces of the timetables, which, although an irritation, caused Rita no real pain. ‘Fred was here’ and ‘Mandy loves Greg’ were inane, but neither the spelling nor the grammar could be faulted.

On the bus home she passed, as usual, the new industrial estate. Someone had painted an ‘I’ between the words ‘TO’ and ‘LET’ on the boarded up windows.

At home she found her husband looking serious. He blew his nose and said: “I stayed home so we’d have time this evening. I want to talk to you.”

“Can it wait till I’ve started dinner? And corrected 4b’s grammar?”

“Can’t you ever think about anything but correcting grammar?”

“The compositions are always so bad I can only face them if I do so right away.”

“This is important.”

“4b’s are the worst of all.”

35 “I’m seeing someone else.”

“Why do none of the children distinguish between ‘it’s’ and ‘its’? I’ve told them often enough.”

“I’ve fallen in love with someone.”

“They sprinkle commas around for absolutely no reason.”

“She wants me to move in with her. I told her I’d tell you today.”

40 “There is absolutely no excuse for writing ‘of’ instead of ‘have’.”

“She wants to have children and you never did. I want to marry her. I want a divorce.”

“Imagine putting two ‘ts’ in ‘writing’.”

“We can still be friends. You know you’ve not been interested in me for years.”

She picked up her bag that held a can of red spray paint and left the living room in silence.

45 She stepped out of the front door and closed it behind her.

She stood on the pavement and pointed the spray can at the low brick wall of their front garden. ‘Unclean’ she sprayed in bold script and below that ‘adulterer’.

PASSAGE TWO

This is an extract from an online newspaper article.

Spelling, punctuation and grammar – the vigilante approach

Jo Clarke explains why she's backing a new drive to improve the accuracy of signs.



I like to think of myself as a bit of a free spirit – liberal, non-judgmental and, apart from an insistence that no food is ever wasted, quite casual, indeed careless, about most things.

5 Except spelling, punctuation and grammar.

For years I've carried a correction kit comprising black and red indelible markers, Tippex and chalk. To the embarrassment of friends and family I've deleted or added apostrophes, corrected spellings and changed tenses. Then came a new mobile 'phone with a camera so I was able to take photos of offending signs – before and after my handiwork.

10 I've corrected menus, sent homework back to the school when the set work had mistakes in it and even had a headteacher put the 'phone down on me when I rang to point out that "classroom assistants" as a plural noun doesn't have an apostrophe.

I have changed "10 items or less" signs in my local supermarket to "10 items or fewer", sat on my husband's shoulders to alter an advertising hoarding (I waited until it was dark for that one) and I
15 admit to having photographed tombstones with mistakes on them.

My son, however, wouldn't allow me to take a picture of a grieving message written on a wall near where someone had died and generally I overlook graffiti.

No one has ever challenged me or threatened to beat me up (yet) and I'm the creator of a Facebook group called SPAG (Spelling, Punctuation and Grammar). We need more members – I know
20 you're out there. All you have to do is join and then send in your photos – there are opportunities everywhere.

I sit on the fence about split infinitives but can't help wincing every time I get that computer message asking me if I want "to permanently delete" a message. But where do you draw the line? In this piece I put an apostrophe before 'phone because of leaving out "tele" but not one in "photos" even though I left out the "graph".
25

And does it matter? Clearly not to hundreds of people as the photos on the SPAG pages show. But if you are one of those people who won't order a dish from a menu if it is misspelt (if they can't spell it properly, how can they cook it properly?) please join the SPAG group and keep me company.

PASSAGE THREE

The following extracts are contributions to a website which asks the question: ‘Is spelling important?’

‘As a student learning English I would find it impossible if there were no spelling rules.’
Pilar Montes, Spain

‘Surely it is acceptable to spell words phonetically, as they sound. All the rules of spelling are out of date and there shouldn’t be a problem as long as people know what you mean.’
5 *P.G. Mason, England*

‘I am a reporter and, for me, accurate spelling is important. It is not easy to communicate clearly in writing and bad spelling just makes everything worse.’
Pascal Joffre, France

‘When I learn English words, I do so by both pronunciation and spelling. Misspelt words confuse me and I can’t make sense of what I read.’
10 *Fatima Ashfaq, Thailand*

‘English spelling is archaic and is bound to change over time. Why should we have the letters g and h in the word night if we don’t pronounce them?’
Dawn Lee, England

15 ‘I am Head of Human Resources in a large company and I read letters of application every day. Poor spelling, in letters and in CVs, tells me that the candidates are sloppy and cannot maintain high standards. Good qualifications cannot make up for this.’
Jim Box, USA

20 ‘English is one of the world’s most widely spoken languages but has the most complicated spelling rules. People who printed the first books centuries ago decided how words would be spelt. It’s time that we, like other countries, reformed our spelling.’
Jamie Dockwra, Scotland

Appendix 20: Frequency Count of Students' Questionnaire Survey

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|---|-----------|------------|--------|-----------|------------|--------|
| 11 | Does the teacher mark your homework and class work copies? | SSC | 7 | 52 | 24 | 13 | 14 |
| | | O Level | 1 | 13 | 36 | 28 | 42 |
| | | Cambridge | 1 | 5 | 18 | 14 | 22 |
| | | Edexcel | - | 8 | 18 | 14 | 20 |
| 12 | Does the teacher take class test/tutorial? | SSC | 9 | 16 | 60 | 14 | 21 |
| | | O Level | - | 7 | 16 | 39 | 58 |
| | | Cambridge | - | 2 | 12 | 16 | 30 |
| | | Edexcel | - | 5 | 4 | 23 | 28 |
| 13 | Does your teacher add marks of the class test in the final exam? | SSC | 48 | 2 | 11 | 5 | 54 |
| | | O Level | 29 | 4 | 16 | 12 | 59 |
| | | Cambridge | 6 | 4 | 9 | 8 | 33 |
| | | Edexcel | 8 | - | 7 | 4 | 41 |
| 14 | Does the teacher arrange group work and pair work in the classroom? | SSC | 13 | 32 | 47 | 19 | 8 |
| | | O Level | 55 | 38 | 23 | 1 | 3 |
| | | Cambridge | 26 | 15 | 16 | 1 | 2 |
| | | Edexcel | 29 | 23 | 7 | - | 1 |
| 15 | Are you asked to use computer while preparing any assignment? | SSC | 82 | 17 | 13 | 8 | - |
| | | O Level | 64 | 29 | 19 | 4 | 4 |
| | | Cambridge | 28 | 17 | 10 | 1 | 4 |
| | | Edexcel | 36 | 12 | 9 | 3 | - |
| 16 | Does the teacher make you practise how to choose and use appropriate and exact words? | SSC | 2 | 12 | 28 | 39 | 39 |
| | | O Level | 19 | 22 | 47 | 20 | 12 |
| | | Cambridge | 10 | 8 | 25 | 13 | 4 |
| | | Edexcel | 9 | 14 | 22 | 7 | 8 |
| 17 | Does the teacher suggest you to consult dictionary when you face problems with words? | SSC | 7 | 8 | 23 | 11 | 21 |
| | | O Level | 19 | 21 | 2 | 15 | 33 |
| | | Cambridge | 4 | 9 | 18 | 8 | 14 |
| | | Edexcel | 8 | 12 | 14 | 7 | 19 |
| 18 | Are you inspired by your teacher to use new words? | SSC | 8 | 9 | 27 | 24 | 52 |
| | | O Level | 11 | 18 | 37 | 31 | 23 |
| | | Cambridge | 4 | 9 | 20 | 14 | 13 |
| | | Edexcel | 7 | 9 | 17 | 17 | 10 |
| 19 | Does the teacher encourage you to learn the composition of words? | SSC | 8 | 18 | 22 | 23 | 49 |
| | | O Level | 8 | 20 | 44 | 21 | 27 |
| | | Cambridge | 3 | 12 | 23 | 7 | 15 |
| | | Edexcel | 5 | 8 | 21 | 14 | 12 |
| 20 | Does the teacher make you practise how to form new words using hyphen? | SSC | 46 | 22 | 23 | 14 | 15 |
| | | O Level | 52 | 33 | 26 | 9 | - |
| | | Cambridge | 25 | 19 | 15 | 1 | - |
| | | Edexcel | 27 | 14 | 11 | 8 | - |
| 21 | Does your teacher teach how to form abbreviation of words? | SSC | 26 | 9 | 51 | 16 | 18 |
| | | O Level | 43 | 38 | 23 | 13 | 3 |
| | | Cambridge | 20 | 23 | 10 | 4 | 3 |
| | | Edexcel | 23 | 15 | 13 | 9 | - |
| 22 | Do you practise different tasks and activities in the classroom to develop your spelling skill? | SSC | 16 | 17 | 39 | 32 | 16 |
| | | O Level | 39 | 24 | 31 | 22 | 4 |
| | | Cambridge | 17 | 16 | 16 | 10 | 1 |
| | | Edexcel | 22 | 8 | 15 | 12 | 3 |
| 23 | Do you learn in the classroom how to use apostrophe? | SSC | 35 | 14 | 28 | 16 | 27 |
| | | O Level | 36 | 27 | 36 | 12 | 9 |
| | | Cambridge | 23 | 16 | 14 | 1 | 6 |
| | | Edexcel | 13 | 11 | 22 | 11 | 3 |
| 24 | Does the teacher give ideas about how to use quotation marks in different ways in different places? | SSC | 23 | 17 | 32 | 23 | 25 |
| | | O Level | 21 | 36 | 43 | 11 | 9 |
| | | Cambridge | 14 | 19 | 18 | 6 | 3 |
| | | Edexcel | 7 | 17 | 25 | 5 | 6 |
| 25 | Does the teacher make you practise punctuation marks like comma, semicolon, and parenthesis? | SSC | 10 | 29 | 38 | 11 | 32 |
| | | O Level | 35 | 25 | 31 | 19 | 10 |
| | | Cambridge | 19 | 12 | 17 | 7 | 5 |
| | | Edexcel | 16 | 13 | 14 | 12 | 5 |

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|--|-----------|------------|--------|-----------|------------|--------|
| 26 | Does the teacher teach you where sentences, or words should be bold, and italicized? | SSC | 31 | 13 | 20 | 21 | 35 |
| | | O Level | 68 | 29 | 12 | 8 | 3 |
| | | Cambridge | 41 | 12 | 4 | 1 | 2 |
| | | Edexcel | 27 | 17 | 8 | 7 | 1 |
| 27 | Does your teacher help you learn where word should start with capital letter? | SSC | 8 | 8 | 14 | 2 | 88 |
| | | O Level | 33 | 22 | 27 | 11 | 27 |
| | | Cambridge | 19 | 10 | 17 | 3 | 11 |
| | | Edexcel | 14 | 12 | 10 | 8 | 16 |
| 28 | Does the teacher make you edit and revise sentences while practising 'writing'? | SSC | 11 | 50 | 26 | 21 | 12 |
| | | O Level | 12 | 33 | 24 | 21 | 30 |
| | | Cambridge | 7 | 23 | 9 | 8 | 13 |
| | | Edexcel | 5 | 10 | 15 | 13 | 17 |
| 29 | Are you advised by the teacher to emphasise ideas in forming effective sentences? | SSC | 10 | 12 | 44 | 25 | 29 |
| | | O Level | 6 | 17 | 39 | 36 | 22 |
| | | Cambridge | 2 | 12 | 19 | 18 | 9 |
| | | Edexcel | 4 | 5 | 20 | 18 | 13 |
| 30 | Does the teacher make you practise to write sentences with varied length and structure? | SSC | 47 | 23 | 25 | 16 | 9 |
| | | O Level | 25 | 26 | 39 | 17 | 13 |
| | | Cambridge | 13 | 14 | 22 | 5 | 6 |
| | | Edexcel | 12 | 12 | 17 | 12 | 7 |
| 31 | Does your teacher give guidelines about how a piece of writing can be started in an attractive way? | SSC | 15 | 10 | 18 | 24 | 33 |
| | | O Level | 14 | 14 | 31 | 29 | 32 |
| | | Cambridge | 6 | 7 | 15 | 17 | 15 |
| | | Edexcel | 8 | 7 | 16 | 12 | 17 |
| 32 | While teaching 'writing' does the teacher give you ideas about how to maintain paragraph unity? | SSC | - | 34 | 48 | 27 | 10 |
| | | O Level | 12 | 16 | 44 | 30 | 18 |
| | | Cambridge | 8 | 8 | 21 | 14 | 9 |
| | | Edexcel | 4 | 8 | 23 | 16 | 9 |
| 33 | Does the teacher provide you ideas about the cohesive ties (Cohesive ties are links within sentence, between sentences, and between paragraphs)? | SSC | 18 | 35 | 46 | 16 | 5 |
| | | O Level | 21 | 26 | 41 | 31 | 1 |
| | | Cambridge | 13 | 12 | 18 | 17 | - |
| | | Edexcel | 8 | 14 | 23 | 14 | 1 |
| 34 | Does the teacher provide you ideas about how to start an essay? | SSC | 14 | 6 | 17 | 23 | 60 |
| | | O Level | 2 | 16 | 31 | 34 | 37 |
| | | Cambridge | - | 10 | 14 | 17 | 19 |
| | | Edexcel | 2 | 6 | 17 | 17 | 18 |
| 35 | Does the teacher provide you ideas about how to develop an essay? | SSC | 18 | 35 | 23 | 29 | 15 |
| | | O Level | 4 | 15 | 37 | 41 | 23 |
| | | Cambridge | 3 | 8 | 14 | 21 | 14 |
| | | Edexcel | 1 | 7 | 23 | 20 | 9 |
| 36 | Does the teacher teach summary, business letters, report writing and job application (guided/directed writing) through model presentation? | SSC | 23 | 37 | 30 | 19 | 11 |
| | | O Level | 23 | 30 | 31 | 18 | 18 |
| | | Cambridge | 13 | 13 | 17 | 6 | 11 |
| | | Edexcel | 10 | 17 | 14 | 12 | 7 |
| 37 | Does the teacher give any idea about the importance of situation, purpose and audience while teaching directed/guided writing? | SSC | 21 | 32 | 21 | 30 | 16 |
| | | O Level | 8 | 12 | 34 | 41 | 25 |
| | | Cambridge | 2 | 6 | 14 | 22 | 16 |
| | | Edexcel | 6 | 6 | 20 | 19 | 9 |
| 38 | Are you asked/advised by your teacher to enrich the content of your writing? | SSC | 5 | 16 | 28 | 27 | 44 |
| | | O Level | - | 4 | 27 | 39 | 50 |
| | | Cambridge | - | 3 | 13 | 20 | 24 |
| | | Edexcel | - | 1 | 14 | 19 | 26 |
| 39 | Does your teacher put emphasis on grammar? | SSC | - | 7 | 29 | 22 | 62 |
| | | O Level | 2 | 8 | 24 | 50 | 36 |
| | | Cambridge | - | 1 | 13 | 23 | 23 |
| | | Edexcel | 2 | 7 | 11 | 27 | 13 |
| 40 | While giving feedback, does the teacher give some specific praise in your copy along with suggestions for improvement? | SSC | 21 | 8 | 39 | 32 | 20 |
| | | O Level | 8 | 22 | 47 | 29 | 14 |
| | | Cambridge | 6 | 11 | 19 | 18 | 6 |
| | | Edexcel | 3 | 11 | 28 | 11 | 7 |

Appendix 21: Mean and Standard Deviation of Students' Questionnaire Survey

| No | Questions | Result | | | | | | | |
|----|---|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | SSC | | O Level | | Cambridge | | London | |
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 11 | Does the teacher mark your homework and class work copies? | 3.21 | .98 | 3.81 | 1.06 | 3.85 | 1.07 | 3.77 | 1.004 |
| 12 | Does the teacher take class test/tutorial? | 3.18 | 1.108 | 4.23 | .89 | 4.23 | .89 | 4.23 | .9 |
| 13 | Does your teacher add marks of the class test in the final exam? | 3.13 | 1.863 | 3.57 | 1.664 | 2.97 | 1.687 | 4.17 | 1.416 |
| 14 | Does the teacher arrange group work and pair work in the classroom? | 2.83 | 1.066 | 1.83 | .941 | 1.97 | 1.041 | 1.68 | .813 |
| 15 | Are you asked to use computer while preparing any assignment? | 1.56 | .933 | 1.79 | 1.044 | 1.93 | 1.148 | 1.65 | .917 |
| 16 | Does the teacher make you practise how to choose and use appropriate and exact words? | 3.84 | 1.045 | 2.87 | 1.173 | 2.88 | 1.138 | 2.85 | 1.219 |
| 17 | Does the teacher suggest you to consult dictionary when you face problems with words? | 4.09 | 1.257 | 3.18 | 1.420 | 3.08 | 1.408 | 3.28 | 1.439 |
| 18 | Are you inspired by your teacher to use new words? | 3.86 | 1.245 | 2.93 | 1.245 | 3.38 | 1.180 | 3.23 | 1.240 |
| 19 | Does the teacher encourage you to learn the composition of words? | 3.73 | 1.315 | 3.01 | 1.233 | 3.32 | 1.200 | 3.33 | 1.188 |
| 20 | Does the teacher make you practise how to form new words using hyphen? | 2.44 | 1.418 | 3.07 | 1.448 | 1.87 | .853 | 2.00 | 1.089 |
| 21 | Does your teacher teach how to form abbreviation of words? | 2.93 | 1.297 | 3.01 | 1.405 | 2.12 | 1.106 | 2.13 | 1.096 |
| 22 | Do you practise different tasks and activities in the classroom to develop your spelling skill? | 3.13 | 1.213 | 3.03 | 1.353 | 2.37 | 1.119 | 2.43 | 1.307 |
| 23 | Do you learn in the classroom how to use apostrophe? | 2.88 | 1.524 | 2.52 | 1.145 | 2.18 | 1.255 | 2.67 | 1.160 |
| 24 | Does the teacher give ideas about how to use quotation marks in different ways in different places? | 3.08 | 1.394 | 2.59 | 1.111 | 2.42 | 1.109 | 2.77 | 1.095 |
| 25 | Does the teacher make you practise punctuation marks like comma, semicolon, and parenthesis? | 3.22 | 1.304 | 2.53 | 1.289 | 2.45 | 1.281 | 2.62 | 1.303 |
| 26 | Does the teacher teach you where sentences, or words should be bold, and italicized? | 3.13 | 1.577 | 1.74 | 1.049 | 1.52 | .948 | 1.97 | 1.104 |
| 27 | Does your teacher help you learn where word should start with capital letter? | 4.28 | 1.285 | 2.81 | 1.502 | 2.62 | 1.451 | 3.00 | 1.540 |
| 28 | Does the teacher make you edit and revise sentences while practising 'writing'? | 2.78 | 1.148 | 3.20 | 1.351 | 2.95 | 1.371 | 3.45 | 1.294 |

| No | Questions | Result | | | | | | | |
|----|--|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | SSC | | O Level | | Cambridge | | London | |
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 29 | Are you advised by the teacher to emphasise ideas in forming effective sentences? | 3.43 | 1.200 | 3.43 | 1.097 | 3.33 | 1.068 | 3.52 | 1.127 |
| 30 | Does the teacher make you practise to write sentences with varied length and structure? | 2.31 | 1.314 | 2.73 | 1.250 | 2.62 | 1.209 | 2.83 | 1.291 |
| 31 | Does your teacher give guidelines about how a piece of writing can be started in an attractive way? | 3.75 | 1.416 | 3.43 | 1.314 | 3.47 | 1.268 | 3.38 | 1.367 |
| 32 | While teaching 'writing' does the teacher give you ideas about how to maintain paragraph unity? | 3.09 | .935 | 3.22 | 1.161 | 3.13 | 1.228 | 3.30 | 1.094 |
| 33 | Does the teacher provide you ideas about the cohesive ties (Cohesive ties are links within sentence, between sentences, and between paragraphs)? | 2.63 | 1.030 | 2.74 | 1.064 | 2.65 | 1.117 | 2.77 | 1.015 |
| 34 | Does the teacher provide you ideas about how to start an essay? | 3.91 | 1.378 | 3.65 | 1.248 | 3.58 | 1.381 | 3.72 | 1.106 |
| 35 | Does the teacher provide you ideas about how to develop an essay? | 2.90 | 1.279 | 3.53 | 1.045 | 3.58 | 1.139 | 3.48 | .948 |
| 36 | Does the teacher teach summary, business letters, report writing and job application (guided/directed writing) through model presentation? | 2.65 | 1.221 | 2.82 | 1.322 | 2.82 | 1.384 | 2.82 | 1.269 |
| 37 | Does the teacher give any idea about the importance of situation, purpose and audience while teaching directed/guided writing? | 2.90 | 1.325 | 3.53 | 1.130 | 3.73 | 1.071 | 3.32 | 1.157 |
| 38 | Are you asked/advised by your teacher to enrich the content of your writing? | 3.74 | 1.206 | 4.10 | .947 | 4.03 | 1.041 | 4.17 | .847 |
| 39 | Does your teacher put emphasis on grammar? | 4.16 | .987 | 3.92 | .958 | 4.13 | .812 | 3.70 | 1.046 |
| 40 | While giving feedback, does the teacher give some specific praise in your copy along with suggestions for improvement? | 3.18 | 1.296 | 3.01 | 1.081 | 2.88 | 1.136 | 3.13 | 1.016 |

Appendix 22: Frequency Count of Teachers' Questionnaire

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|---|-----------|------------|--------|-----------|------------|--------|
| 32 | Do you follow lecture mode while teaching English language in the classroom? | SSC | 1 | 6 | | 6 | 3 |
| | | O Level | | 9 | | 1 | 6 |
| | | Cambridge | | 5 | | | 3 |
| | | Edexcel | | 4 | | 1 | 3 |
| 33 | Do you arrange group work and pair work in the classroom? | SSC | | | 11 | 5 | |
| | | O Level | 5 | | 8 | 3 | |
| | | Cambridge | 3 | | 5 | | |
| | | Edexcel | 2 | | 3 | 3 | |
| 34 | Do you teach writing through task? | SSC | | | 4 | 11 | 1 |
| | | O Level | | | | 8 | 8 |
| | | Cambridge | | | | 4 | 4 |
| | | Edexcel | | | | 4 | 4 |
| 35 | Do you put emphasis on contents while teaching writing? | SSC | | | 5 | 6 | 5 |
| | | O Level | | | | 8 | 8 |
| | | Cambridge | | | | 3 | 5 |
| | | Edexcel | | | | 5 | 3 |
| 36 | Do you teach how to write summary, business letters, report writing and job application (directed/guided writing) through model presentation? | SSC | | | 8 | 3 | 5 |
| | | O Level | | | 3 | 6 | 7 |
| | | Cambridge | | | 2 | 2 | 4 |
| | | Edexcel | | | 1 | 3 | 4 |
| 37 | Do you give items or clues to form sentences while teaching directed/guided writing? | SSC | | 2 | 3 | 3 | 8 |
| | | O Level | 3 | 2 | 4 | 5 | 2 |
| | | Cambridge | 2 | 1 | 1 | 2 | 2 |
| | | Edexcel | 1 | 1 | 3 | 3 | |
| 38 | Do you teach the importance of situation, purpose and audience while teaching directed /guided writing? | SSC | | | 7 | 7 | 2 |
| | | O Level | | 1 | 5 | 1 | 9 |
| | | Cambridge | | | 1 | | 7 |
| | | Edexcel | | 1 | 4 | 1 | 2 |
| 39 | Do you offer any substitution table and ask students to form some correct sentences from it? | SSC | | 3 | 11 | | 2 |
| | | O Level | 2 | 6 | 6 | 2 | |
| | | Cambridge | 1 | 3 | 4 | | |
| | | Edexcel | 1 | 3 | 2 | 2 | |
| 40 | Do you ask students to write a simple narrative based on a sequence of pictures while teaching directed/guided writing? | SSC | 1 | 4 | 7 | 4 | |
| | | O Level | 10 | | 1 | 5 | |
| | | Cambridge | 6 | | | 2 | |
| | | Edexcel | 4 | | 1 | 3 | |

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|---|-----------|------------|--------|-----------|------------|--------|
| 41 | While teaching creative writing do you give students choice of topics that relate to their knowledge and experience? | SSC | | 7 | 4 | 1 | 4 |
| | | O Level | | 3 | 1 | 5 | 7 |
| | | Cambridge | | 1 | | 2 | 5 |
| | | Edexcel | | 2 | 1 | 3 | 2 |
| 42 | Do you sometimes provide the beginning of story and ask students to complete it? | SSC | | | 12 | 4 | |
| | | O Level | | | 10 | 6 | |
| | | Cambridge | | | 7 | 1 | |
| | | Edexcel | | | 3 | 5 | |
| 43 | Do you put students in groups to brainstorm a topic and develop it while teaching directed and creative writing? | SSC | | 3 | 11 | 2 | |
| | | O Level | 5 | 6 | 2 | 3 | |
| | | Cambridge | 3 | 3 | 2 | | |
| | | Edexcel | 2 | 3 | | 3 | |
| 44 | Do you suggest students to prepare notes on the opening paragraph, development paragraph and conclusion when you ask them to write extended piece of writing (composition)? | SSC | | 5 | 5 | 6 | |
| | | O Level | | 3 | 3 | 10 | |
| | | Cambridge | | 1 | 1 | 6 | |
| | | Edexcel | | 2 | 2 | 4 | |
| 45 | Do you intervene in the process and help students when 'writing' carries on? | SSC | | 2 | 9 | 3 | 2 |
| | | O Level | | | | 8 | 3 |
| | | Cambridge | | | 3 | 5 | |
| | | Edexcel | | | 2 | 3 | 3 |
| 46 | Do you correct errors during the process? | SSC | | | 9 | 1 | 6 |
| | | O Level | 5 | 3 | | 8 | |
| | | Cambridge | 3 | 2 | | 3 | |
| | | Edexcel | 2 | 1 | | 5 | |
| 47 | Do you correct errors when the product is ready? | SSC | | | 1 | | 15 |
| | | O Level | | | | | 16 |
| | | Cambridge | | | | | 8 |
| | | Edexcel | | | | | 8 |
| 48 | Do you make students follow the process of drafting, revising and editing while practising writing? | SSC | | 5 | 5 | 4 | 2 |
| | | O Level | 2 | | 3 | 4 | 7 |
| | | Cambridge | 1 | | 2 | 4 | 1 |
| | | Edexcel | 1 | | 1 | | 6 |
| 49 | Do you teach your student to maintain brevity and make writing precise? | SSC | | 2 | 3 | 6 | 5 |
| | | O Level | | | 3 | 3 | 10 |
| | | Cambridge | | | 2 | 1 | 5 |
| | | Edexcel | | | 1 | 2 | 5 |
| 50 | Do you give your students ideas about how a piece of writing could be started in an attractive way? | SSC | | | | 7 | 9 |
| | | O Level | | | 2 | 5 | 9 |
| | | Cambridge | | | 1 | 4 | 3 |
| | | Edexcel | | | 1 | 1 | 6 |

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|---|-----------|------------|--------|-----------|------------|--------|
| 51 | Do you teach students how to maintain paragraph unity? | SSC | | | | 5 | 11 |
| | | O Level | | | | 8 | 8 |
| | | Cambridge | | | | 5 | 3 |
| | | Edexcel | | | | 3 | 5 |
| 52 | Do you teach students how to choose appropriate and exact words? | SSC | 1 | 4 | 3 | | 4 |
| | | O Level | 3 | | | 5 | 8 |
| | | Cambridge | 1 | | | 3 | 4 |
| | | Edexcel | 2 | | | 2 | 4 |
| 53 | Do you teach how to emphasise ideas in forming effective sentences? | SSC | | 4 | 7 | 3 | 2 |
| | | O Level | | 3 | 7 | | 6 |
| | | Cambridge | | 1 | 5 | | 2 |
| | | Edexcel | | 2 | 2 | | 4 |
| 54 | Do you make students practise to write sentences with varied length and structure? | SSC | 5 | | | 7 | 4 |
| | | O Level | 3 | | 3 | 7 | 3 |
| | | Cambridge | 1 | | 2 | 5 | |
| | | Edexcel | | 2 | 1 | 2 | 3 |
| 55 | Do you use a standard set of symbols to indicate place and type of error? | SSC | 2 | 3 | 5 | | 6 |
| | | O Level | | 3 | | 5 | 8 |
| | | Cambridge | | 1 | | 2 | 5 |
| | | Edexcel | | 2 | | 3 | 3 |
| 56 | Do you give explanations to all the grammatical errors you point out in the scripts? | SSC | | | 3 | 3 | 10 |
| | | O Level | | | 2 | 8 | 6 |
| | | Cambridge | | | 2 | 4 | 2 |
| | | Edexcel | | | | 4 | 4 |
| 57 | Do you give written feedback on contents? | SSC | | 5 | 5 | 6 | |
| | | O Level | | 3 | 3 | 6 | 2 |
| | | Cambridge | | 1 | 1 | 4 | 2 |
| | | Edexcel | | 2 | 2 | 4 | |
| 58 | Do you give elaborated feedback /conferencing (selecting errors of students committed in the script and then discuss generally) in the writing classes? | SSC | | 2 | 7 | 4 | 3 |
| | | O Level | | | 3 | | 13 |
| | | Cambridge | | | 1 | | 7 |
| | | Edexcel | | | 2 | | 6 |
| 59 | Do you give some specific praise in your feedback along with your suggestions for improvement? | SSC | | 2 | 3 | 7 | 4 |
| | | O Level | | | 2 | 4 | 10 |
| | | Cambridge | | | 1 | 1 | 6 |
| | | Edexcel | | | 1 | 3 | 4 |
| 60 | Do you arrange peer feedback (students checking and evaluating the copies of one another) in the classroom? | SSC | 3 | 4 | 7 | 2 | |
| | | O Level | 8 | 1 | 5 | 2 | |
| | | Cambridge | 4 | | 4 | | |
| | | Edexcel | 4 | 1 | 1 | 2 | |

Appendix 23: Mean and Standard Deviation of Teachers' Questionnaire

| No | Questions | Result | | | | | | | |
|----|---|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | SSC | | O Level | | Cambridge | | London | |
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 32 | Do you follow lecture mode while teaching English language in the classroom? | 3.25 | 1.342 | 3.25 | 1.483 | 3.13 | 1.553 | 3.38 | 1.506 |
| 33 | Do you arrange group work and pair work in the classroom? | 3.31 | .479 | 2.56 | 1.153 | 2.25 | 1.035 | 2.88 | 1.246 |
| 34 | Do you teach writing through task? | 3.81 | .544 | 4.50 | .516 | 4.50 | .535 | 4.50 | .535 |
| 35 | Do you put emphasis on contents while teaching writing? | 4.00 | .816 | 4.50 | .516 | 4.63 | .518 | 4.38 | .518 |
| 36 | Do you teach how to write summary, business letters, report writing and job application (directed/guided writing) through model presentation? | 3.81 | .911 | 4.25 | .775 | 4.13 | .835 | 4.38 | .744 |
| 37 | Do you give items or clues to form sentences while teaching directed/guided writing? | 4.06 | 1.124 | 3.06 | 1.340 | 3.13 | 1.642 | 3.00 | 1.069 |
| 38 | Do you teach the importance of situation, purpose and audience while teaching directed /guided writing? | 3.69 | .704 | 4.13 | 1.088 | 4.75 | .707 | 3.50 | 1.069 |
| 39 | Do you offer any substitution table and ask students to form some correct sentences from it? | 3.06 | .854 | 2.50 | .894 | 2.38 | .744 | 2.62 | 1.061 |
| 40 | Do you ask students to write a simple narrative based on a sequence of pictures while teaching directed/guided writing? | 2.88 | .885 | 2.06 | 1.436 | 1.75 | 1.389 | 2.38 | 1.506 |
| 41 | While teaching creative writing do you give students choice of topics that relate to their knowledge and experience? | 3.13 | 1.258 | 4.00 | 1.155 | 4.38 | 1.061 | 3.63 | 1.188 |
| 42 | Do you sometimes provide the beginning of story and ask students to complete it? | 3.25 | .447 | 3.38 | .500 | 3.13 | .354 | 3.63 | .518 |
| 43 | Do you put students in groups to brainstorm a topic and develop it while teaching directed and creative writing? | 2.94 | .574 | 2.19 | 1.109 | 1.88 | .835 | 2.50 | 1.309 |
| 44 | Do you suggest students to prepare notes on the opening paragraph, development paragraph and conclusion when you ask them to write extended piece of writing (composition)? | 3.06 | .854 | 3.44 | .814 | 3.63 | .744 | 3.25 | .886 |
| 45 | Do you intervene in the process and help students when 'writing' carries on? | 3.31 | .873 | 3.88 | .719 | 3.63 | .518 | 4.13 | .835 |
| 46 | Do you correct errors during the process? | 3.81 | .981 | 2.69 | 1.401 | 2.38 | 1.408 | 3.00 | 1.414 |
| 47 | Do you correct errors when the product is ready? | 4.88 | .500 | 5.00 | .000 | 5.00 | .000 | 5.00 | .000 |
| 48 | Do you make students follow the process of drafting, revising and editing while practising writing? | 3.19 | 1.047 | 3.88 | 1.360 | 3.50 | 1.195 | 4.25 | 1.488 |
| 49 | Do you teach your student to maintain brevity and make writing precise? | 3.88 | 1.025 | 4.44 | .814 | 4.38 | .916 | 4.50 | .756 |

| No | Questions | Result | | | | | | | |
|----|---|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | SSC | | O Level | | Cambridge | | London | |
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 50 | Do you give your students ideas about how a piece of writing could be started in an attractive way? | 4.56 | .512 | 4.44 | .727 | 4.25 | .707 | 4.63 | .744 |
| 51 | Do you teach students how to maintain paragraph unity? | 4.69 | .479 | 4.50 | .516 | 4.38 | .517 | 4.63 | .517 |
| 52 | Do you teach students how to choose appropriate and exact words? | 3.88 | 1.025 | 3.94 | 1.526 | 4.13 | 1.356 | 3.75 | 1.753 |
| 53 | Do you teach how to emphasise ideas in forming effective sentences? | 3.19 | .981 | 3.56 | 1.209 | 3.38 | 1.061 | 3.75 | 1.389 |
| 54 | Do you make students practise to write sentences with varied length and structure? | 3.31 | 1.662 | 3.44 | 1.365 | 3.38 | 1.061 | 3.5 | 1.690 |
| 55 | Do you use a standard set of symbols to indicate place and type of error? | 3.31 | 1.493 | 4.13 | 1.147 | 4.38 | 1.06 | 3.87 | 1.246 |
| 56 | Do you give explanations to all the grammatical errors you point out in the scripts? | 4.44 | .814 | 4.25 | .683 | 4.00 | .756 | 4.50 | .535 |
| 57 | Do you give written feedback on contents? | 3.06 | .854 | 3.56 | .964 | 3.88 | .991 | 3.25 | .886 |
| 58 | Do you give elaborated feedback /conferencing (selecting errors of students committed in the script and then discuss generally) in the writing classes? | 3.50 | .966 | 4.63 | .806 | 4.75 | .707 | 4.50 | .926 |
| 59 | Do you give some specific praise in your feedback along with your suggestions for improvement? | 3.81 | .981 | 4.50 | .730 | 4.63 | .744 | 4.38 | .744 |
| 60 | Do you arrange peer feedback (students checking and evaluating the copies of one another) in the classroom? | 2.50 | .966 | 2.06 | 1.181 | 2.00 | 1.089 | 2.13 | 1.356 |

Appendix 24: Frequency Count of Observation Checklist

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|--|-----------|------------|--------|-----------|------------|--------|
| 1 | Is the classroom well furnished, spacious and clean? | SSC | 0 | 3 | 6 | 4 | 3 |
| | | O Level | 0 | 0 | 2 | 4 | 10 |
| | | Cambridge | 0 | 0 | 0 | 2 | 6 |
| | | Edexcel | 0 | 0 | 2 | 2 | 4 |
| 2 | Does the teacher follow lecture mode of teaching in the classroom? | SSC | 0 | 0 | 4 | 8 | 4 |
| | | O Level | 4 | 10 | 2 | 0 | 0 |
| | | Cambridge | 2 | 6 | 0 | 0 | 0 |
| | | Edexcel | 2 | 4 | 2 | 0 | 0 |
| 3 | Is the classroom teacher- centred? | SSC | 0 | 1 | 4 | 9 | 2 |
| | | O Level | 4 | 8 | 4 | 0 | 0 |
| | | Cambridge | 4 | 2 | 2 | 0 | 0 |
| | | Edexcel | 0 | 6 | 2 | 0 | 0 |
| 4 | Does the teacher encourage students to memorize paragraphs, essays? | SSC | 0 | 3 | 4 | 6 | 3 |
| | | O Level | 16 | 0 | 0 | 0 | 0 |
| | | Cambridge | 8 | 0 | 0 | 0 | 0 |
| | | Edexcel | 8 | 0 | 0 | 0 | 0 |
| 5 | Is the class task based? | SSC | 1 | 2 | 10 | 2 | 1 |
| | | O Level | 0 | 0 | 4 | 4 | 8 |
| | | Cambridge | 0 | 0 | 2 | 1 | 5 |
| | | Edexcel | 0 | 0 | 2 | 3 | 3 |
| 6 | Does the teacher do the tasks himself/herself for students? | SSC | 0 | 4 | 4 | 6 | 2 |
| | | O Level | 13 | 3 | 0 | 0 | 0 |
| | | Cambridge | 7 | 1 | 0 | 0 | 0 |
| | | Edexcel | 6 | 2 | 0 | 0 | 0 |
| 7 | Does the teacher prepare task himself to teach writing skill in the classroom? | SSC | 12 | 2 | 2 | 0 | 0 |
| | | O Level | 0 | 2 | 6 | 5 | 3 |
| | | Cambridge | 0 | 1 | 3 | 2 | 2 |
| | | Edexcel | 0 | 1 | 3 | 3 | 1 |
| 8 | Does the teacher bring variety in tasks and activities? | SSC | 3 | 8 | 4 | 1 | 0 |
| | | O Level | 0 | 0 | 7 | 4 | 5 |
| | | Cambridge | 0 | 0 | 3 | 3 | 2 |
| | | Edexcel | 0 | 0 | 4 | 1 | 3 |
| 9 | Does the teacher supplement the textbook/prescribed book with other materials and tasks? (guidebook) | SSC | 14 | 2 | 0 | 0 | 0 |
| | | O Level | 0 | 1 | 8 | 2 | 5 |
| | | Cambridge | 0 | 0 | 4 | 1 | 3 |
| | | Edexcel | 0 | 1 | 4 | 1 | 2 |
| 10 | Do the teachers use audio-visual aids in the classroom? | SSC | 16 | 0 | 0 | 0 | 0 |
| | | O Level | 6 | 7 | 3 | 0 | 0 |
| | | Cambridge | 3 | 4 | 1 | 0 | 0 |
| | | Edexcel | 3 | 3 | 2 | 0 | 0 |
| 11 | Do the Teachers use Teachers' Guide (TG)? | SSC | 12 | 2 | 2 | 0 | 0 |
| | | O Level | 0 | 1 | 11 | 3 | 1 |
| | | Cambridge | 0 | 0 | 6 | 2 | 0 |
| | | Edexcel | 0 | 1 | 5 | 1 | 1 |
| 12 | Does the teacher use English as the medium of instruction in the classroom? | SSC | 0 | 6 | 7 | 3 | 0 |
| | | O Level | 0 | 0 | 2 | 0 | 14 |
| | | Cambridge | 0 | 0 | 0 | 0 | 8 |
| | | Edexcel | 0 | 0 | 2 | 0 | 6 |

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|--|-----------|------------|--------|-----------|------------|--------|
| 13 | Do the students communicate in English in the classroom? | SSC | 2 | 6 | 6 | 2 | 0 |
| | | O Level | 0 | 0 | 0 | 1 | 15 |
| | | Cambridge | 0 | 0 | 0 | 1 | 7 |
| | | Edexcel | 0 | 0 | 0 | 0 | 8 |
| 14 | Do all the students get adequate practice in the classroom? | SSC | 2 | 10 | 4 | 0 | 0 |
| | | O Level | 0 | 0 | 1 | 12 | 3 |
| | | Cambridge | 0 | 0 | 0 | 7 | 1 |
| | | Edexcel | 0 | 0 | 1 | 5 | 2 |
| 15 | Are the students provided with ample opportunities for developing co-operative relations among themselves? | SSC | 2 | 4 | 6 | 4 | 0 |
| | | O Level | 0 | 0 | 0 | 8 | 8 |
| | | Cambridge | 0 | 0 | 0 | 5 | 3 |
| | | Edexcel | 0 | 0 | 0 | 3 | 5 |
| 16 | Does the teacher monitor the activities of the students? | SSC | 0 | 4 | 10 | 2 | 0 |
| | | O Level | 0 | 1 | 1 | 10 | 4 |
| | | Cambridge | 0 | 1 | 0 | 5 | 2 |
| | | Edexcel | 0 | 0 | 1 | 5 | 2 |
| 17 | Does the teacher digress from the task? | SSC | 0 | 4 | 10 | 2 | 0 |
| | | O Level | 8 | 4 | 3 | 1 | 0 |
| | | Cambridge | 5 | 1 | 1 | 1 | 0 |
| | | Edexcel | 3 | 3 | 2 | 0 | 0 |
| 18 | Does the teacher allow students to ask questions when writing carries on? | SSC | 2 | 12 | 2 | 0 | 0 |
| | | O Level | 0 | 1 | 11 | 4 | 0 |
| | | Cambridge | 0 | 1 | 5 | 2 | 0 |
| | | Edexcel | 0 | 0 | 6 | 2 | 0 |
| 19 | Does the teacher give students opportunity to express their personal ideas and opinions? | SSC | 4 | 2 | 6 | 4 | 0 |
| | | O Level | 0 | 0 | 5 | 8 | 3 |
| | | Cambridge | 0 | 0 | 2 | 4 | 2 |
| | | Edexcel | 0 | 0 | 3 | 4 | 1 |
| 20 | Does the teacher create fun in the classroom? (Is the teacher good humoured?) | SSC | 0 | 8 | 4 | 2 | 2 |
| | | O Level | 0 | 2 | 4 | 10 | 0 |
| | | Cambridge | 0 | 1 | 2 | 5 | 0 |
| | | Edexcel | 0 | 1 | 2 | 5 | 0 |
| 21 | Does the teacher successfully organise the class? | SSC | 4 | 8 | 2 | 2 | 0 |
| | | O Level | 0 | 0 | 2 | 10 | 4 |
| | | Cambridge | 0 | 0 | 0 | 6 | 2 |
| | | Edexcel | 0 | 0 | 2 | 4 | 2 |
| 22 | Does the teacher help students if they face any difficulty while doing a task? | SSC | 2 | 6 | 4 | 4 | 0 |
| | | O Level | 0 | 0 | 4 | 8 | 4 |
| | | Cambridge | 0 | 0 | 1 | 5 | 2 |
| | | Edexcel | 0 | 0 | 3 | 3 | 2 |
| 23 | Do the teachers intervene in the process when writing carries on? | SSC | 6 | 8 | 2 | 0 | 0 |
| | | O Level | 3 | 8 | 4 | 1 | 0 |
| | | Cambridge | 1 | 4 | 2 | 1 | 0 |
| | | Edexcel | 2 | 4 | 2 | 0 | 0 |
| 24 | Do the teachers correct errors during the process? | SSC | 8 | 6 | 2 | 0 | 0 |
| | | O Level | 14 | 1 | 1 | 0 | 0 |
| | | Cambridge | 7 | 1 | 0 | 0 | 0 |
| | | Edexcel | 7 | 0 | 1 | 0 | 0 |
| 25 | Does the teacher take account of all the errors students make? | SSC | 0 | 0 | 4 | 4 | 8 |
| | | O Level | 0 | 0 | 4 | 10 | 2 |
| | | Cambridge | 0 | 0 | 2 | 5 | 1 |
| | | Edexcel | 0 | 0 | 2 | 5 | 1 |

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|--|-----------|------------|--------|-----------|------------|--------|
| 26 | Are students' errors tolerated and seen as a natural part of the development of writing skills? | SSC | 8 | 8 | 0 | 0 | 0 |
| | | O Level | 5 | 5 | 5 | 1 | 0 |
| | | Cambridge | 3 | 2 | 3 | 0 | 0 |
| | | Edexcel | 2 | 3 | 2 | 1 | 0 |
| 27 | Do the teachers correct errors when the product is ready? | SSC | 0 | 0 | 0 | 4 | 12 |
| | | O Level | 0 | 0 | 0 | 1 | 15 |
| | | Cambridge | 0 | 0 | 0 | 0 | 8 |
| | | Edexcel | 0 | 0 | 0 | 1 | 7 |
| 28 | Does the teacher encourage students to generate new language? | SSC | 2 | 8 | 4 | 2 | 0 |
| | | O Level | 1 | 2 | 9 | 2 | 2 |
| | | Cambridge | 1 | 1 | 4 | 1 | 1 |
| | | Edexcel | 0 | 1 | 5 | 1 | 1 |
| 29 | Does the teacher give students a choice of topics that relate to their personal experience? | SSC | 4 | 10 | 2 | 0 | 0 |
| | | O Level | 0 | 0 | 9 | 5 | 2 |
| | | Cambridge | 0 | 0 | 5 | 2 | 1 |
| | | Edexcel | 0 | 0 | 4 | 3 | 1 |
| 30 | Does the teacher involve students in pair work and group work in the classroom? | SSC | 4 | 4 | 6 | 2 | 0 |
| | | O Level | 3 | 12 | 1 | 0 | 0 |
| | | Cambridge | 2 | 6 | 0 | 0 | 0 |
| | | Edexcel | 1 | 6 | 1 | 0 | 0 |
| 31 | Does the teacher try to promote genuine interaction among students in the classroom? | SSC | 4 | 10 | 2 | 0 | 0 |
| | | O Level | 0 | 0 | 4 | 8 | 4 |
| | | Cambridge | 0 | 0 | 2 | 3 | 3 |
| | | Edexcel | 0 | 0 | 2 | 5 | 1 |
| 32 | Are the students provided with ample opportunities for developing co-operative relations among themselves? | SSC | 10 | 6 | 0 | 0 | 0 |
| | | O Level | 2 | 3 | 10 | 1 | 0 |
| | | Cambridge | 1 | 2 | 5 | 0 | 0 |
| | | Edexcel | 1 | 1 | 5 | 1 | 0 |
| 33 | Is the classroom learner-centred? | SSC | 2 | 4 | 6 | 4 | 0 |
| | | O Level | 0 | 0 | 0 | 8 | 8 |
| | | Cambridge | 0 | 0 | 0 | 5 | 3 |
| | | Edexcel | 0 | 0 | 0 | 3 | 5 |
| 34 | Do the teachers mark homework and class work copies of the students? | SSC | 2 | 12 | 2 | 0 | 0 |
| | | O Level | 0 | 0 | 1 | 2 | 13 |
| | | Cambridge | 0 | 0 | 0 | 1 | 7 |
| | | Edexcel | 0 | 0 | 1 | 1 | 6 |
| 35 | Does he put emphasis on teaching grammar? | SSC | 0 | 0 | 2 | 4 | 10 |
| | | O Level | 0 | 0 | 2 | 8 | 6 |
| | | Cambridge | 0 | 0 | 1 | 4 | 3 |
| | | Edexcel | 0 | 0 | 1 | 4 | 3 |
| 36 | Does he present model before the students while teaching directed writing? | SSC | 0 | 12 | 4 | 0 | 0 |
| | | O Level | 0 | 1 | 4 | 7 | 4 |
| | | Cambridge | 0 | 0 | 2 | 4 | 2 |
| | | Edexcel | 0 | 1 | 2 | 3 | 2 |
| 37 | Do the students imagine themselves in various situations and write something accordingly in the class? | SSC | 9 | 2 | 5 | 0 | 0 |
| | | O Level | 0 | 0 | 4 | 9 | 3 |
| | | Cambridge | 0 | 0 | 2 | 5 | 1 |
| | | Edexcel | 0 | 0 | 2 | 4 | 2 |
| 38 | Do the students ever follow the process of drafting, revising and editing while practising writing? | SSC | 14 | 2 | 0 | 0 | 0 |
| | | O Level | 0 | 2 | 8 | 6 | 0 |
| | | Cambridge | 0 | 1 | 4 | 3 | 0 |
| | | Edexcel | 0 | 1 | 4 | 3 | 0 |

| No | Questions | | Not at all | Rarely | Sometimes | Very Often | Always |
|----|---|-----------|------------|--------|-----------|------------|--------|
| 39 | Does the teacher ask students to focus on the aspect of situation, purpose and audience while teaching writing? | SSC | 12 | 4 | 0 | 0 | 0 |
| | | O Level | 0 | 1 | 3 | 10 | 2 |
| | | Cambridge | 0 | 0 | 1 | 5 | 2 |
| | | Edexcel | 0 | 1 | 2 | 5 | 0 |
| 40 | Does the teacher give feedback on students' performance in the classroom? | SSC | 0 | 8 | 6 | 2 | 0 |
| | | O Level | 0 | 0 | 1 | 6 | 9 |
| | | Cambridge | 0 | 0 | 1 | 3 | 4 |
| | | Edexcel | 0 | 0 | 0 | 3 | 5 |
| 41 | Does the teacher give written feedback? | SSC | 0 | 6 | 8 | 2 | 0 |
| | | O Level | 0 | 0 | 2 | 11 | 3 |
| | | Cambridge | 0 | 0 | 1 | 5 | 2 |
| | | Edexcel | 0 | 0 | 1 | 6 | 1 |
| 42 | Do the teachers give some specific praise in feedback along with suggestions for improvement? | SSC | 2 | 4 | 6 | 4 | 0 |
| | | O Level | 0 | 1 | 6 | 7 | 2 |
| | | Cambridge | 0 | 1 | 3 | 3 | 1 |
| | | Edexcel | 0 | 0 | 3 | 4 | 1 |
| 43 | Does the teacher give elaborated feedback /conferencing in the writing classes? | SSC | 4 | 8 | 2 | 2 | 0 |
| | | O Level | 0 | 0 | 3 | 9 | 4 |
| | | Cambridge | 0 | 0 | 1 | 5 | 2 |
| | | Edexcel | 0 | 0 | 2 | 4 | 2 |
| 44 | Does the teacher arrange peer correction in the classroom? | SSC | 16 | 0 | 0 | 0 | 0 |
| | | O Level | 3 | 11 | 2 | 0 | 0 |
| | | Cambridge | 1 | 6 | 1 | 0 | 0 |
| | | Edexcel | 2 | 5 | 1 | 0 | 0 |
| 45 | Do students learn vocabulary within contexts? | SSC | 1 | 2 | 8 | 3 | 2 |
| | | O Level | 0 | 0 | 5 | 8 | 3 |
| | | Cambridge | 0 | 0 | 3 | 3 | 2 |
| | | Edexcel | 0 | 0 | 2 | 5 | 1 |
| 46 | Does the teacher give right answer against all errors? | SSC | 2 | 6 | 6 | 2 | 0 |
| | | O Level | 0 | 0 | 3 | 9 | 4 |
| | | Cambridge | 0 | 0 | 1 | 5 | 2 |
| | | Edexcel | 0 | 0 | 2 | 4 | 2 |
| 47 | Does the teacher give explanation to all grammatical errors they point out in the script? | SSC | 2 | 6 | 8 | 0 | 0 |
| | | O Level | 0 | 4 | 8 | 2 | 2 |
| | | Cambridge | 0 | 2 | 4 | 1 | 1 |
| | | Edexcel | 0 | 2 | 4 | 1 | 1 |
| 48 | Do the teachers use a standard set of symbols to indicate place and type of errors? | SSC | 2 | 8 | 4 | 2 | 0 |
| | | O Level | 0 | 2 | 4 | 5 | 5 |
| | | Cambridge | 0 | 1 | 2 | 3 | 2 |
| | | Edexcel | 0 | 1 | 2 | 2 | 3 |
| 49 | Is accuracy in language production given more prominence than fluency (at least in the initial stages)? | SSC | 0 | 0 | 2 | 6 | 8 |
| | | O Level | 5 | 5 | 4 | 2 | 0 |
| | | Cambridge | 2 | 3 | 2 | 1 | 0 |
| | | Edexcel | 3 | 2 | 2 | 1 | 0 |

Appendix 25: Mean and Standard Deviation of Observation Checklist

| No | Questions | Bangla | | O Level | | Cambridge | | London | |
|----|--|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | Mean | Std. | Mean | Std. | Mean | Std. | Mean | Std. |
| 1 | Is the classroom well furnished, spacious and clean? | 3.43 | 1.031 | 4.50 | 0.730 | 4.75 | 0.462 | 4.25 | 0.886 |
| 2 | Does the teacher follow lecture mode of teaching in the classroom? | 4.00 | 0.730 | 1.87 | 0.619 | 1.75 | 0.462 | 2.00 | 0.756 |
| 3 | Is the classroom teacher-centred? | 3.75 | 0.774 | 2.00 | 0.730 | 1.75 | 0.886 | 2.25 | 0.462 |
| 4 | Does the teacher encourage students to memorize paragraphs, essays? | 3.56 | 1.030 | 1.06 | 0.25 | 1.00 | 0.00 | 1.00 | 0.00 |
| 5 | Is the class task based? | 3.00 | 0.894 | 4.25 | 0.856 | 4.37 | 0.916 | 4.12 | .634 |
| 6 | Does the teacher do the tasks himself/herself for students? | 3.37 | 1.024 | 1.18 | 0.403 | 1.25 | 0.353 | 1.25 | 0.462 |
| 7 | Does the teacher prepare task himself to teach writing skill in the classroom? | 1.37 | 0.718 | 3.56 | 0.963 | 3.62 | 1.060 | 3.50 | 0.925 |
| 8 | Does the teacher bring variety in tasks and activities? | 2.25 | 1.00 | 3.87 | 0.885 | 3.67 | 0.834 | 3.87 | 0.991 |
| 9 | Does the teacher supplement the textbook/prescribed book with other materials and tasks? (guidebook) | 1.12 | 0.341 | 3.68 | 1.014 | 3.87 | 0.991 | 3.50 | 1.069 |
| 10 | Do the teachers use audio-visual aids in the classroom? | 1.00 | 0.0 | 1.81 | 0.75 | 1.75 | 0.707 | 1.87 | 0.834 |
| 11 | Do the Teachers use Teachers' Guide (TG)? | 1.37 | 0.718 | 3.25 | 0.683 | 3.25 | 0.462 | 3.25 | 0.886 |
| 12 | Does the teacher use English as the medium of instruction in the classroom? | 3.00 | 1.095 | 4.75 | 0.683 | 5.00 | 0.00 | 4.50 | 0.925 |
| 13 | Do the students communicate in English in the classroom? | 2.62 | 1.147 | 4.93 | 0.25 | 4.87 | 0.353 | 5.00 | 0.00 |
| 14 | Do all the students get adequate practice in the classroom? | 2.12 | 0.619 | 4.12 | 0.5 | 4.12 | 0.353 | 4.12 | 0.640 |
| 15 | Are the students provided with ample opportunities for developing co-operative relations among themselves? | 2.75 | 1.00 | 4.50 | 0.516 | 4.37 | 0.517 | 4.62 | 0.517 |
| 16 | Does the teacher monitor the activities of the students? | 3.00 | 0.894 | 4.06 | 0.771 | 4.00 | 0.925 | 4.12 | 0.640 |
| 17 | Does the teacher digress from the task? | 3.00 | 0.894 | 1.81 | 0.981 | 1.75 | 1.164 | 1.87 | 0.834 |
| 18 | Does the teacher allow students to ask questions when writing carries on? | 2.00 | 0.516 | 3.18 | 0.543 | 3.12 | 0.640 | 3.25 | 0.462 |

| No | Questions | Bangla | | O Level | | Cambridge | | London | |
|----|--|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | Mean | Std. | Mean | Std. | Mean | Std. | Mean | Std. |
| 19 | Does the teacher give students opportunity to express their personal ideas and opinions? | 2.62 | 1.147 | 3.87 | 0.718 | 4.00 | 0.756 | 3.75 | 0.707 |
| 20 | Does the teacher create fun in the classroom? (Is the teacher good humoured?) | 2.87 | 1.087 | 3.50 | 0.730 | 3.50 | 0.756 | 3.50 | 0.756 |
| 21 | Does the teacher successfully organise the class? | 2.12 | 0.957 | 4.12 | 0.619 | 4.25 | 0.462 | 4.00 | 0.756 |
| 22 | Does the teacher help students if they face any difficulty while doing a task? | 2.62 | 1.024 | 4.00 | 0.730 | 4.12 | 0.640 | 3.87 | 0.834 |
| 23 | Do the teachers intervene in the process when writing carries on? | 1.75 | 0.683 | 2.18 | 0.834 | 2.37 | 0.919 | 2.00 | 0.756 |
| 24 | Do the teachers correct errors during the process? | 1.62 | 0.718 | 1.18 | 0.543 | 1.12 | 0.353 | 1.25 | 0.707 |
| 25 | Does the teacher take account of all the errors students make? | 4.25 | 0.856 | 3.87 | 0.619 | 3.87 | 0.640 | 3.87 | 0.640 |
| 26 | Are students' errors tolerated and seen as a natural part of the development of writing skills? | 1.50 | 0.516 | 2.18 | 1.108 | 2.00 | 0.925 | 2.25 | 1.035 |
| 27 | Do the teachers correct errors when the product is ready? | 4.75 | 0.447 | 4.93 | 0.25 | 5.00 | 0.00 | 4.87 | 0.353 |
| 28 | Does the teacher encourage students to generate new language? | 2.37 | 0.885 | 3.12 | 1.024 | 3.00 | 1.195 | 3.25 | 0.886 |
| 29 | Does the teacher give students a choice of topics that relate to their personal experience? | 1.87 | 0.619 | 3.56 | 0.727 | 3.50 | 0.756 | 3.62 | 0.744 |
| 30 | Does the teacher involve students in pair work and group work in the classroom? | 2.37 | 1.024 | 1.87 | 0.5 | 1.75 | 0.462 | 2.00 | 0.534 |
| 31 | Does the teacher try to promote genuine interaction among students in the classroom? | 1.71 | 0.487 | 4.00 | 0.730 | 4.12 | 0.634 | 3.87 | 0.640 |
| 32 | Are the students provided with ample opportunities for developing co-operative relations among themselves? | 1.37 | 0.5 | 2.62 | 0.806 | 2.50 | 0.756 | 2.75 | 0.886 |
| 33 | Is the classroom learner-centred? | 2.75 | 1.00 | 4.50 | 0.516 | 4.37 | 0.517 | 4.62 | 0.517 |
| 34 | Do the teachers mark homework and class work copies of the students? | 2.00 | 0.516 | 4.75 | 0.577 | 4.87 | 0.353 | 4.25 | 0.707 |
| 35 | Does he put emphasis on teaching grammar? | 4.50 | 0.730 | 4.25 | 0.683 | 4.25 | 0.707 | 4.25 | 0.707 |
| 36 | Does he present model before the students while teaching directed writing? | 2.25 | 0.447 | 3.87 | 0.885 | 4.00 | 0.756 | 3.75 | 1.035 |

| No | Questions | Bangla | | O Level | | Cambridge | | London | |
|----|---|--------|-------|---------|-------|-----------|-------|--------|-------|
| | | Mean | Std. | Mean | Std. | Mean | Std. | Mean | Std. |
| 37 | Do the students imagine themselves in various situations and write something accordingly in the class? | 1.75 | 0.930 | 3.93 | 0.680 | 3.87 | 0.640 | 4.00 | 0.756 |
| 38 | Do the students ever follow the process of drafting, revising and editing while practising writing? | 1.12 | 0.341 | 3.25 | 3.25 | 3.25 | 0.707 | 3.25 | 0.707 |
| 39 | Does the teacher ask students to focus on the aspect of situation, purpose and audience while teaching writing? | 1.25 | 0.447 | 3.81 | 0.75 | 4.12 | 0.640 | 3.5 | 0.756 |
| 40 | Does the teacher give feedback on students' performance in the classroom? | 2.62 | 0.718 | 4.50 | 0.632 | 4.37 | 0.744 | 4.62 | 0.517 |
| 41 | Does the teacher give written feedback? | 2.75 | 0.683 | 4.06 | 0.573 | 4.12 | 0.640 | 4.00 | 0.534 |
| 42 | Do the teachers give some specific praise in feedback along with suggestions for improvement? | 2.75 | 1.00 | 3.62 | 0.806 | 3.50 | 0.925 | 3.75 | 0.707 |
| 43 | Does the teacher give elaborated feedback /conferencing in the writing classes? | 2.12 | 0.957 | 4.06 | 0.680 | 4.12 | 0.640 | 4.00 | 0.756 |
| 44 | Does the teacher arrange peer correction in the classroom? | 1.00 | 0.00 | 1.93 | 0.573 | 2.00 | 0.534 | 1.87 | 0.540 |
| 45 | Do students learn vocabulary within contexts? | 3.18 | 1.046 | 3.87 | 0.718 | 3.87 | 0.834 | 3.87 | 0.640 |
| 46 | Does the teacher give right answer against all errors? | 2.50 | 0.894 | 4.06 | 0.680 | 4.12 | 0.640 | 4.00 | 0.756 |
| 47 | Does the teacher give explanation to all grammatical errors they point out in the script? | 2.37 | 0.718 | 3.12 | 0.957 | 3.12 | 0.991 | 3.12 | 0.991 |
| 48 | Do the teachers use a standard set of symbols to indicate place and type of errors? | 2.37 | 0.885 | 3.81 | 1.046 | 3.75 | 1.035 | 3.87 | 1.125 |
| 49 | Is accuracy in language production given more prominence than fluency (at least in the initial stages)? | 4.37 | 0.718 | 2.18 | 1.046 | 2.37 | 1.302 | 2.12 | 1.125 |

Appendix 26: Results of Assessment Test

From Roll 1-120, SSC level; 121–240, O Level (121–180, Cambridge ; 181–240, EDEXCEL)

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|--------------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of R1,R2 & R3 |
| 1 | 4.50 | 4.5 | 5.00 | 4.67 | 4.67 | 3.83 | 4.67 | 4.39 | 4.5 | 4.33 | 4.67 | 4.50 | 4.5 | 4.67 | 5.00 | 4.72 | 4.33 | 5.00 | 4.83 | 4.72 | 4.83 | 5.17 | 4.33 | 4.78 | 5.67 | 5.50 | 5.83 | 5.67 | 4.65 |
| 2 | 2.67 | 2.33 | 2.50 | 2.50 | 2.83 | 2.33 | 2.67 | 2.61 | 2.33 | 2.17 | 2.67 | 2.39 | 2.5 | 2.67 | 2.33 | 2.50 | 2.83 | 2.67 | 2.17 | 2.56 | 3.17 | 2.17 | 2.67 | 2.67 | 3.50 | 2.33 | 2.83 | 2.89 | 2.59 |
| 3 | 3.17 | 2.83 | 3.00 | 3.00 | 2.83 | 3.00 | 2.83 | 2.89 | 2.83 | 2.83 | 3.00 | 2.89 | 2.67 | 2.33 | 2.83 | 2.61 | 3.00 | 2.67 | 2.67 | 2.78 | 3.17 | 3.00 | 2.83 | 3.00 | 3.67 | 3.00 | 3.67 | 3.44 | 2.94 |
| 4 | 5.17 | 4.67 | 4.67 | 4.83 | 5.17 | 5.00 | 4.50 | 4.89 | 4.5 | 5.33 | 4.33 | 4.72 | 4 | 4.50 | 4.17 | 4.22 | 4.33 | 4.17 | 4.00 | 4.17 | 4.67 | 4.00 | 4.00 | 4.22 | 4.83 | 4.00 | 4.67 | 4.50 | 4.51 |
| 5 | 4.67 | 5.33 | 4.17 | 4.72 | 5.00 | 5.33 | 4.33 | 4.89 | 4.33 | 4.83 | 4.67 | 4.61 | 4.5 | 5.17 | 4.50 | 4.72 | 4.50 | 5.33 | 4.33 | 4.72 | 5.17 | 5.83 | 4.67 | 5.22 | 5.83 | 6.00 | 5.00 | 5.61 | 4.93 |
| 6 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 1.00 | 0.67 | 0.78 | 0.67 | 0.67 | 0.67 | 0.67 | 0.83 | 1.00 | 0.67 | 0.83 | 0.83 | 1.33 | 0.67 | 0.94 | 1.33 | 1.00 | 1.17 | 1.17 | 0.82 |
| 7 | 3.33 | 4.67 | 3.17 | 3.72 | 3.67 | 4.67 | 3.00 | 3.78 | 3.67 | 5.00 | 3.00 | 3.89 | 3.67 | 5.17 | 3.67 | 4.17 | 3.33 | 5.00 | 3.33 | 3.89 | 3.83 | 5.67 | 3.67 | 4.39 | 4.50 | 5.67 | 4.17 | 4.78 | 4.09 |
| 8 | 2.50 | 3.50 | 2.17 | 2.72 | 2.33 | 2.83 | 2.17 | 2.44 | 2.33 | 3.00 | 2.17 | 2.50 | 2.00 | 2.50 | 2.17 | 2.22 | 2.33 | 3.00 | 2.33 | 2.56 | 2.50 | 2.67 | 2.33 | 2.50 | 2.50 | 2.67 | 2.33 | 2.50 | 2.49 |
| 9 | 2.83 | 3.67 | 2.67 | 3.06 | 3.00 | 3.67 | 2.33 | 3.00 | 2.67 | 3.67 | 2.50 | 2.94 | 2.33 | 3.50 | 2.50 | 2.78 | 3.33 | 3.67 | 2.83 | 3.28 | 3.50 | 3.83 | 3.00 | 3.44 | 2.83 | 3.67 | 2.83 | 3.11 | 3.09 |
| 10 | 1.50 | 2.00 | 1.33 | 1.61 | 1.50 | 1.67 | 1.50 | 1.56 | 1.17 | 1.83 | 1.17 | 1.39 | 1.50 | 2.17 | 1.50 | 1.72 | 1.17 | 2.00 | 1.50 | 1.56 | 1.33 | 1.33 | 1.33 | 1.33 | 2.17 | 1.33 | 2.00 | 1.83 | 1.57 |
| 11 | 3.17 | 3.33 | 3.50 | 3.33 | 3.33 | 3.33 | 3.50 | 3.39 | 3.33 | 3.33 | 3.50 | 3.39 | 3.50 | 4.00 | 3.67 | 3.72 | 3.67 | 4.00 | 3.83 | 3.83 | 3.67 | 3.83 | 4.00 | 3.83 | 4.33 | 4.33 | 4.50 | 4.39 | 3.70 |
| 12 | 3.17 | 3.00 | 3.00 | 3.06 | 3.30 | 3.50 | 3.33 | 3.44 | 3.33 | 3.50 | 3.17 | 3.33 | 3.33 | 3.00 | 3.17 | 3.17 | 3.33 | 3.50 | 3.33 | 3.44 | 3.67 | 3.83 | 3.50 | 3.67 | 4.67 | 4.00 | 4.50 | 4.39 | 3.50 |
| 13 | 4.50 | 4.67 | 4.17 | 4.44 | 5.33 | 4.67 | 5.33 | 5.11 | 5.00 | 5.50 | 5.17 | 5.22 | 4.83 | 5.67 | 5.00 | 5.17 | 5.00 | 6.00 | 4.83 | 5.28 | 5.50 | 5.83 | 5.33 | 5.56 | 5.83 | 5.33 | 5.50 | 5.56 | 5.19 |
| 14 | 3.33 | 3.50 | 3.17 | 3.33 | 3.33 | 3.00 | 3.50 | 3.28 | 3.00 | 2.83 | 2.83 | 2.89 | 3.17 | 3.00 | 3.00 | 3.06 | 3.00 | 3.50 | 3.17 | 3.22 | 3.00 | 3.67 | 3.17 | 3.28 | 3.00 | 3.67 | 3.17 | 3.28 | 3.19 |
| 15 | 4.67 | 5.17 | 4.67 | 4.83 | 5.33 | 5.00 | 5.17 | 5.17 | 4.83 | 5.33 | 5.00 | 5.06 | 5.17 | 5.67 | 5.33 | 5.39 | 5.17 | 5.17 | 5.33 | 5.22 | 5.17 | 4.83 | 5.00 | 5.00 | 6.00 | 5.00 | 6.00 | 5.67 | 5.19 |
| 16 | 5.67 | 5.50 | 5.50 | 5.56 | 6.33 | 5.83 | 6.50 | 6.22 | 5.33 | 5.33 | 5.17 | 5.28 | 6.33 | 5.50 | 6.50 | 6.11 | 5.83 | 5.83 | 5.67 | 5.78 | 5.83 | 6.17 | 6.00 | 6.00 | 6.50 | 6.00 | 6.33 | 6.28 | 5.89 |
| 17 | 6.00 | 6.50 | 6.17 | 6.22 | 6.17 | 7.00 | 6.33 | 6.50 | 6.00 | 7.00 | 5.83 | 6.28 | 6.67 | 6.50 | 6.33 | 6.50 | 5.83 | 6.33 | 6.00 | 6.06 | 6.50 | 6.67 | 6.33 | 6.50 | 7.17 | 6.67 | 7.00 | 6.94 | 6.43 |
| 18 | 4.17 | 5.33 | 4.00 | 4.50 | 4.33 | 5.50 | 4.17 | 4.67 | 4.00 | 5.00 | 4.17 | 4.39 | 4.83 | 5.17 | 5.00 | 5.00 | 4.33 | 5.33 | 4.17 | 4.61 | 5.00 | 5.33 | 5.17 | 5.17 | 5.17 | 5.67 | 5.33 | 5.39 | 4.82 |
| 19 | 1.00 | 1.00 | 1.17 | 1.06 | 1.17 | 1.00 | 1.33 | 1.17 | 1.00 | 1.33 | 1.00 | 1.11 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 1.00 | 1.22 | 1.50 | 1.33 | 1.33 | 1.39 | 1.23 |
| 20 | 5.00 | 5.33 | 4.83 | 5.06 | 5.33 | 5.50 | 5.50 | 5.44 | 4.50 | 5.67 | 4.67 | 4.94 | 4.67 | 5.33 | 4.50 | 4.83 | 4.33 | 5.50 | 4.17 | 4.67 | 5.00 | 5.50 | 4.67 | 5.06 | 5.33 | 6.00 | 5.00 | 5.44 | 5.06 |
| 21 | 3.67 | 4.50 | 3.50 | 3.89 | 3.67 | 4.00 | 3.50 | 3.72 | 3.33 | 3.83 | 3.50 | 3.56 | 4.00 | 4.50 | 4.00 | 4.17 | 3.67 | 4.50 | 3.50 | 3.89 | 4.00 | 4.67 | 3.33 | 4.00 | 5.00 | 4.33 | 5.17 | 4.83 | 4.01 |
| 22 | 3.50 | 3.83 | 3.33 | 3.56 | 3.67 | 3.67 | 3.83 | 3.72 | 4.17 | 3.50 | 4.00 | 3.89 | 4.17 | 3.50 | 4.00 | 3.89 | 3.83 | 3.83 | 4.00 | 3.89 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.85 |
| 23 | 2.50 | 2.33 | 2.67 | 2.50 | 2.67 | 2.33 | 2.83 | 2.61 | 2.50 | 2.33 | 2.50 | 2.44 | 2.83 | 2.17 | 3.00 | 2.67 | 2.67 | 2.50 | 2.50 | 2.56 | 3.00 | 3.00 | 2.67 | 2.89 | 4.00 | 3.33 | 3.83 | 3.72 | 2.77 |
| 24 | 5.33 | 5.50 | 5.00 | 5.28 | 5.17 | 5.33 | 5.33 | 5.28 | 5.00 | 5.67 | 4.83 | 5.17 | 5.33 | 6.00 | 5.17 | 5.50 | 5.00 | 5.50 | 5.17 | 5.22 | 5.50 | 6.00 | 5.33 | 5.61 | 6.00 | 6.00 | 6.17 | 6.06 | 5.44 |
| 25 | 4.17 | 4.50 | 4.50 | 4.39 | 4.17 | 4.67 | 4.00 | 4.28 | 4.00 | 3.67 | 3.83 | 3.83 | 4.17 | 4.33 | 4.33 | 4.28 | 3.83 | 3.67 | 3.67 | 3.72 | 4.67 | 4.33 | 4.33 | 4.44 | 5.33 | 5.17 | 5.17 | 5.22 | 4.31 |
| 26 | 4.00 | 5.00 | 4.17 | 4.39 | 4.17 | 4.50 | 4.33 | 4.33 | 4.00 | 5.17 | 4.17 | 4.44 | 4.00 | 5.00 | 3.83 | 4.28 | 4.00 | 4.50 | 4.17 | 4.22 | 4.50 | 4.50 | 4.33 | 4.44 | 5.00 | 4.17 | 5.17 | 4.78 | 4.41 |
| 27 | 5.17 | 5.83 | 5.00 | 5.33 | 5.17 | 6.33 | 5.17 | 5.56 | 5.00 | 6.33 | 5.17 | 5.50 | 5.67 | 6.17 | 5.33 | 5.72 | 5.17 | 6.33 | 5.00 | 5.50 | 5.67 | 6.33 | 5.33 | 5.78 | 6.33 | 6.83 | 6.00 | 6.39 | 5.68 |
| 28 | 3.50 | 4.50 | 3.17 | 3.72 | 3.67 | 4.50 | 3.50 | 3.89 | 3.50 | 4.83 | 3.33 | 3.89 | 4.33 | 5.00 | 3.67 | 4.33 | 3.67 | 4.33 | 3.83 | 3.94 | 4.00 | 4.67 | 3.67 | 4.11 | 4.83 | 4.00 | 5.00 | 4.61 | 4.07 |
| 29 | 3.50 | 4.50 | 3.83 | 3.94 | 3.83 | 4.50 | 4.00 | 4.11 | 3.67 | 4.33 | 3.67 | 3.89 | 4.67 | 4.50 | 4.33 | 4.50 | 3.50 | 4.50 | 3.33 | 3.78 | 4.33 | 5.00 | 4.33 | 4.56 | 4.83 | 5.00 | 5.00 | 4.94 | 4.25 |
| 30 | 4.67 | 5.17 | 4.50 | 4.78 | 5.17 | 5.50 | 5.00 | 5.22 | 4.67 | 5.33 | 4.50 | 4.83 | 5.00 | 5.50 | 4.67 | 5.06 | 4.67 | 5.67 | 5.00 | 5.11 | 5.00 | 6.00 | 4.83 | 5.28 | 6.17 | 5.00 | 6.00 | 5.72 | 5.14 |
| 31 | 4.83 | 4.17 | 4.33 | 4.44 | 4.83 | 4.50 | 4.33 | 4.56 | 4.50 | 3.83 | 4.00 | 4.11 | 5.00 | 4.00 | 4.33 | 4.44 | 4.67 | 4.17 | 4.00 | 4.28 | 5.33 | 4.33 | 4.17 | 4.61 | 6.00 | 4.33 | 4.67 | 5.00 | 4.49 |
| 32 | 4.83 | 4.50 | 4.67 | 4.67 | 5.00 | 4.67 | 4.83 | 4.83 | 4.33 | 3.83 | 3.67 | 3.94 | 5.67 | 3.67 | 3.83 | 4.39 | 5.33 | 4.67 | 4.83 | 4.94 | 5.33 | 4.83 | 4.67 | 4.94 | 5.33 | 4.50 | 4.33 | 4.72 | 4.63 |
| 33 | 5.33 | 5.33 | 5.17 | 5.28 | 6.17 | 5.00 | 4.67 | 5.28 | 4.83 | 4.50 | 4.33 | 4.56 | 5.67 | 4.67 | 4.50 | 4.94 | 5.33 | 5.00 | 5.17 | 5.17 | 5.50 | 5.00 | 5.17 | 5.22 | 6.33 | 5.67 | 5.50 | 5.83 | 5.18 |
| 34 | 2.83 | 2.83 | 2.67 | 2.78 | 2.67 | 2.67 | 3.00 | 2.78 | 2.67 | 2.67 | 2.33 | 2.56 | 3.33 | 2.67 | 2.50 | 2.83 | 2.83 | 2.83 | 2.67 | 2.78 | 3.17 | 3.17 | 3.33 | 3.22 | 3.50 | 3.50 | 3.33 | 3.44 | 2.91 |
| 35 | 4.17 | 5.00 | 5.17 | 4.78 | 4.33 | 4.17 | 4.00 | 4.17 | 4.17 | 3.17 | 3.33 | 3.56 | 4.67 | 4.17 | 4.00 | 4.28 | 3.83 | 3.50 | 3.67 | 3.67 | 4.00 | 3.17 | 3.33 | 3.50 | 4.50 | 3.83 | 4.00 | 4.11 | 4.01 |
| 36 | 6.83 | 6.67 | 6.83 | 6.78 | 6.67 | 6.33 | 6.17 | 6.39 | 6.67 | 6.50 | 6.67 | 6.61 | 6.83 | 6.67 | 6.50 | 6.67 | 6.67 | 6.17 | 6.00 | 6.28 | 6.67 | 6.33 | 6.50 | 7.00 | 6.00 | 5.83 | 6.28 | 6.50 | 6.50 |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score | |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|--------------------|------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of R1,R2 & R3 | |
| 37 | 5.00 | 5.67 | 5.67 | 5.44 | 4.83 | 5.33 | 5.17 | 5.11 | 4.33 | 5.33 | 5.67 | 5.33 | 5.11 | 5.33 | 5.17 | 5.33 | 5.28 | 5.00 | 5.33 | 5.50 | 5.28 | 5.50 | 6.00 | 5.83 | 5.78 | 6.33 | 6.00 | 5.83 | 6.06 | 5.44 |
| 38 | 5.00 | 5.33 | 5.17 | 5.17 | 4.83 | 5.00 | 5.00 | 4.94 | 5.00 | 5.17 | 5.33 | 5.17 | 5.33 | 4.83 | 5.00 | 5.06 | 4.33 | 5.17 | 5.00 | 4.83 | 5.17 | 5.00 | 4.83 | 5.00 | 6.33 | 5.67 | 5.83 | 5.94 | 5.16 | |
| 39 | 3.33 | 4.33 | 4.50 | 4.06 | 3.67 | 4.33 | 4.50 | 4.17 | 3.50 | 4.83 | 5.00 | 4.44 | 3.67 | 4.00 | 4.33 | 4.00 | 3.33 | 4.50 | 4.67 | 4.17 | 4.00 | 4.83 | 5.00 | 4.61 | 5.17 | 5.00 | 4.83 | 5.00 | 4.35 | |
| 40 | 3.50 | 4.67 | 4.50 | 4.22 | 4.67 | 5.00 | 4.83 | 4.83 | 3.83 | 4.33 | 4.50 | 4.22 | 4.17 | 4.67 | 4.50 | 4.44 | 4.00 | 4.33 | 4.17 | 4.17 | 4.33 | 5.00 | 5.17 | 4.83 | 5.00 | 5.00 | 5.17 | 5.06 | 4.54 | |
| 41 | 5.50 | 6.00 | 5.83 | 5.78 | 5.50 | 6.17 | 6.33 | 6.00 | 5.50 | 6.33 | 6.00 | 5.94 | 5.83 | 6.67 | 6.50 | 6.33 | 5.33 | 6.17 | 6.33 | 5.94 | 6.17 | 6.33 | 6.17 | 6.22 | 6.17 | 7.00 | 6.67 | 6.61 | 6.12 | |
| 42 | 4.50 | 5.33 | 5.17 | 5.00 | 5.50 | 6.17 | 6.00 | 5.89 | 4.33 | 5.33 | 5.50 | 5.06 | 5.00 | 5.00 | 5.33 | 5.11 | 5.00 | 5.00 | 4.83 | 4.94 | 5.50 | 5.67 | 5.83 | 5.67 | 6.00 | 5.33 | 5.00 | 5.44 | 5.30 | |
| 43 | 7.17 | 7.17 | 7.33 | 7.22 | 7.67 | 7.67 | 7.67 | 7.67 | 7.17 | 7.17 | 7.00 | 7.11 | 7.50 | 7.00 | 6.67 | 7.06 | 7.17 | 7.00 | 7.17 | 7.11 | 7.50 | 7.33 | 7.00 | 7.28 | 7.67 | 7.33 | 7.17 | 7.39 | 7.26 | |
| 44 | 4.67 | 4.33 | 4.50 | 4.50 | 4.67 | 4.00 | 3.83 | 4.17 | 4.83 | 5.00 | 5.17 | 5.00 | 4.67 | 4.33 | 4.50 | 4.50 | 4.33 | 4.50 | 4.33 | 4.39 | 4.83 | 4.67 | 4.83 | 4.78 | 5.67 | 4.33 | 4.17 | 4.72 | 4.58 | |
| 45 | 3.67 | 4.83 | 4.67 | 4.39 | 3.33 | 4.33 | 4.50 | 4.06 | 3.33 | 4.67 | 4.83 | 4.28 | 3.83 | 4.50 | 4.67 | 4.33 | 3.17 | 4.83 | 4.67 | 4.22 | 3.83 | 4.67 | 4.50 | 4.33 | 4.67 | 5.00 | 5.00 | 4.89 | 4.36 | |
| 46 | 5.67 | 5.67 | 6.00 | 5.78 | 5.17 | 5.67 | 5.83 | 5.56 | 4.83 | 5.50 | 5.33 | 5.22 | 5.50 | 5.33 | 5.00 | 5.28 | 5.17 | 5.50 | 5.67 | 5.44 | 5.67 | 6.67 | 6.50 | 6.28 | 6.00 | 6.00 | 6.17 | 6.06 | 5.66 | |
| 47 | 5.83 | 6.67 | 6.50 | 6.33 | 6.50 | 6.67 | 6.33 | 6.50 | 6.00 | 6.00 | 5.83 | 5.94 | 6.17 | 6.17 | 6.33 | 6.22 | 5.67 | 6.00 | 6.17 | 5.94 | 6.17 | 6.00 | 5.83 | 6.00 | 6.50 | 6.17 | 6.17 | 6.28 | 6.17 | |
| 48 | 4.17 | 4.83 | 5.00 | 4.67 | 4.83 | 4.33 | 4.50 | 4.56 | 4.00 | 4.50 | 4.67 | 4.39 | 4.00 | 3.83 | 4.00 | 3.94 | 4.00 | 4.33 | 4.50 | 4.28 | 4.50 | 5.00 | 4.83 | 4.78 | 5.17 | 4.33 | 4.17 | 4.56 | 4.45 | |
| 49 | 3.00 | 4.50 | 4.33 | 3.94 | 3.50 | 4.17 | 4.33 | 4.00 | 3.17 | 4.17 | 4.33 | 3.89 | 3.33 | 3.67 | 4.00 | 3.67 | 3.00 | 4.00 | 4.33 | 3.78 | 3.33 | 4.33 | 4.50 | 4.06 | 3.67 | 3.83 | 4.00 | 3.83 | 3.88 | |
| 50 | 3.67 | 4.00 | 4.17 | 3.94 | 4.00 | 4.33 | 4.50 | 4.28 | 3.67 | 4.17 | 4.00 | 3.94 | 4.00 | 4.17 | 4.00 | 4.06 | 3.83 | 4.17 | 3.83 | 3.94 | 4.33 | 4.83 | 4.67 | 4.61 | 4.67 | 4.33 | 4.17 | 4.39 | 4.17 | |
| 51 | 4.17 | 4.50 | 4.33 | 4.33 | 4.17 | 4.17 | 4.33 | 4.22 | 3.83 | 3.83 | 3.67 | 3.78 | 4.33 | 3.33 | 4.17 | 3.94 | 4.00 | 4.17 | 4.17 | 4.11 | 4.50 | 4.83 | 4.33 | 4.56 | 5.17 | 4.50 | 5.00 | 4.89 | 4.26 | |
| 52 | 4.17 | 5.33 | 4.33 | 4.61 | 4.33 | 5.17 | 4.17 | 4.56 | 4.17 | 4.67 | 4.33 | 4.39 | 4.33 | 4.50 | 4.50 | 4.44 | 4.00 | 4.17 | 4.17 | 4.11 | 4.67 | 5.50 | 4.50 | 4.89 | 6.17 | 6.00 | 6.00 | 6.06 | 4.72 | |
| 53 | 2.50 | 2.33 | 2.67 | 2.50 | 3.00 | 2.17 | 3.17 | 2.78 | 2.33 | 2.00 | 2.33 | 2.22 | 2.17 | 2.00 | 2.33 | 2.17 | 2.50 | 2.33 | 2.67 | 2.50 | 2.50 | 2.50 | 2.00 | 2.33 | 3.33 | 2.33 | 3.17 | 2.94 | 2.49 | |
| 54 | 4.17 | 5.00 | 4.33 | 4.50 | 4.00 | 5.00 | 4.33 | 4.44 | 3.83 | 4.50 | 3.67 | 4.00 | 3.83 | 4.50 | 3.67 | 4.00 | 3.83 | 4.33 | 3.67 | 3.94 | 4.17 | 4.67 | 4.00 | 4.28 | 4.83 | 5.33 | 4.67 | 4.94 | 4.30 | |
| 55 | 4.17 | 4.83 | 4.00 | 4.33 | 4.00 | 5.33 | 4.33 | 4.56 | 3.83 | 4.17 | 3.50 | 3.83 | 3.83 | 4.67 | 4.00 | 4.17 | 4.00 | 4.33 | 3.83 | 4.06 | 4.33 | 5.17 | 4.17 | 4.56 | 5.33 | 5.33 | 5.50 | 5.39 | 4.41 | |
| 56 | 3.33 | 3.83 | 3.50 | 3.56 | 3.00 | 3.83 | 3.17 | 3.33 | 2.83 | 3.50 | 2.67 | 3.00 | 2.67 | 3.50 | 2.50 | 2.89 | 3.17 | 3.83 | 3.00 | 3.33 | 3.17 | 4.00 | 3.33 | 3.50 | 3.67 | 3.67 | 3.83 | 3.72 | 3.33 | |
| 57 | 2.83 | 3.50 | 2.67 | 3.00 | 3.33 | 3.17 | 3.50 | 3.33 | 2.83 | 3.00 | 3.00 | 2.94 | 3.33 | 3.67 | 3.33 | 3.44 | 3.00 | 4.17 | 3.17 | 3.44 | 3.67 | 4.33 | 3.50 | 3.83 | 3.67 | 4.00 | 3.50 | 3.72 | 3.39 | |
| 58 | 1.17 | 3.50 | 1.33 | 2.00 | 1.17 | 1.00 | 1.00 | 1.06 | 1.00 | 1.00 | 1.00 | 1.00 | 1.33 | 1.00 | 1.00 | 1.11 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.17 | |
| 59 | 1.83 | 1.00 | 1.67 | 1.50 | 2.00 | 1.67 | 1.83 | 1.83 | 2.50 | 2.33 | 2.33 | 2.39 | 2.67 | 1.67 | 2.67 | 2.33 | 3.50 | 2.83 | 3.33 | 3.22 | 3.83 | 3.00 | 4.00 | 3.61 | 3.83 | 3.17 | 3.67 | 3.56 | 2.63 | |
| 60 | 3.50 | 1.33 | 3.33 | 2.72 | 3.83 | 3.67 | 4.00 | 3.83 | 3.67 | 3.67 | 3.33 | 3.56 | 3.33 | 3.83 | 3.00 | 3.39 | 3.83 | 3.67 | 3.67 | 3.72 | 4.17 | 4.33 | 4.00 | 4.17 | 4.83 | 4.67 | 4.67 | 4.72 | 3.73 | |
| 61 | 4.17 | 3.67 | 4.50 | 4.11 | 4.83 | 4.33 | 4.67 | 4.61 | 4.50 | 4.00 | 4.33 | 4.28 | 4.67 | 3.50 | 4.67 | 4.28 | 4.50 | 4.00 | 4.83 | 4.44 | 5.00 | 4.67 | 4.83 | 4.83 | 5.67 | 4.83 | 5.33 | 5.28 | 4.55 | |
| 62 | 4.17 | 4.00 | 4.33 | 4.17 | 4.67 | 3.50 | 4.50 | 4.22 | 4.50 | 3.67 | 4.33 | 4.17 | 4.67 | 4.00 | 4.00 | 4.22 | 4.50 | 3.83 | 4.50 | 4.28 | 4.83 | 4.00 | 5.00 | 4.61 | 5.50 | 4.67 | 5.67 | 5.28 | 4.42 | |
| 63 | 4.33 | 3.17 | 4.17 | 3.89 | 4.50 | 4.67 | 4.67 | 4.61 | 4.00 | 4.17 | 4.17 | 4.11 | 5.00 | 4.33 | 4.33 | 4.56 | 4.50 | 4.83 | 4.67 | 4.67 | 5.00 | 5.00 | 5.17 | 5.06 | 5.17 | 5.33 | 5.00 | 5.17 | 4.58 | |
| 64 | 4.33 | 4.83 | 4.50 | 4.56 | 4.50 | 4.00 | 4.67 | 4.39 | 4.33 | 3.67 | 4.50 | 4.17 | 4.67 | 4.17 | 4.50 | 4.44 | 4.17 | 3.33 | 4.17 | 3.89 | 4.67 | 4.67 | 4.50 | 4.61 | 4.83 | 4.67 | 4.83 | 4.78 | 4.40 | |
| 65 | 3.83 | 3.67 | 4.00 | 3.83 | 4.00 | 2.83 | 4.17 | 3.67 | 3.67 | 2.83 | 4.00 | 3.50 | 4.00 | 3.67 | 4.00 | 3.89 | 3.33 | 3.00 | 3.17 | 3.17 | 4.00 | 3.00 | 4.17 | 3.72 | 4.33 | 3.33 | 4.17 | 3.94 | 3.67 | |
| 66 | 4.00 | 3.33 | 3.83 | 3.72 | 3.67 | 4.67 | 3.50 | 3.94 | 3.50 | 4.33 | 3.67 | 3.83 | 4.00 | 4.33 | 3.67 | 4.00 | 3.33 | 4.33 | 3.50 | 3.72 | 3.83 | 5.50 | 3.67 | 4.33 | 4.83 | 5.33 | 4.67 | 4.94 | 4.07 | |
| 67 | 5.33 | 5.17 | 5.50 | 5.33 | 5.00 | 5.33 | 4.83 | 5.06 | 4.50 | 4.67 | 4.33 | 4.50 | 5.33 | 5.33 | 4.83 | 5.17 | 4.50 | 5.00 | 4.33 | 4.61 | 5.17 | 5.33 | 5.33 | 5.28 | 5.67 | 5.83 | 5.50 | 5.67 | 5.09 | |
| 68 | 4.00 | 5.00 | 4.17 | 4.39 | 4.17 | 3.33 | 4.00 | 3.83 | 3.67 | 3.00 | 3.83 | 3.50 | 3.67 | 3.00 | 3.50 | 3.39 | 3.67 | 3.00 | 3.83 | 3.50 | 4.00 | 3.00 | 3.83 | 3.61 | 4.83 | 4.00 | 4.83 | 4.56 | 3.83 | |
| 69 | 3.67 | 3.17 | 3.67 | 3.50 | 4.17 | 5.33 | 4.00 | 4.50 | 4.00 | 4.67 | 4.17 | 4.28 | 3.67 | 4.83 | 4.00 | 4.17 | 4.00 | 4.83 | 4.17 | 4.33 | 4.33 | 5.67 | 4.33 | 4.78 | 5.17 | 6.33 | 5.33 | 5.61 | 4.45 | |
| 70 | 4.00 | 5.00 | 4.17 | 4.39 | 4.83 | 4.50 | 5.00 | 4.78 | 4.33 | 4.50 | 4.50 | 4.44 | 4.67 | 4.33 | 4.50 | 4.50 | 4.67 | 5.17 | 4.50 | 4.78 | 5.33 | 5.50 | 5.17 | 5.33 | 5.67 | 6.00 | 5.50 | 5.72 | 4.85 | |
| 71 | 4.67 | 5.00 | 4.50 | 4.72 | 5.33 | 5.00 | 5.50 | 5.28 | 4.50 | 4.17 | 4.67 | 4.44 | 4.33 | 3.83 | 4.17 | 4.11 | 4.17 | 4.00 | 4.00 | 4.06 | 5.33 | 5.00 | 5.50 | 5.28 | 6.17 | 5.67 | 6.00 | 5.94 | 4.83 | |
| 72 | 3.50 | 4.17 | 3.67 | 3.78 | 3.50 | 4.67 | 3.67 | 3.94 | 3.17 | 3.83 | 3.33 | 3.44 | 3.50 | 4.00 | 3.67 | 3.72 | 3.33 | 3.83 | 3.50 | 3.56 | 4.00 | 4.00 | 3.83 | 3.94 | 4.50 | 4.67 | 4.67 | 4.61 | 3.86 | |
| 73 | 4.17 | 3.50 | 4.00 | 3.89 | 4.83 | 3.67 | 4.83 | 4.44 | 4.00 | 3.17 | 3.83 | 3.67 | 4.33 | 3.00 | 4.17 | 3.83 | 3.50 | 3.33 | 3.67 | 3.50 | 4.33 | 4.00 | 4.33 | 4.22 | 4.67 | 4.00 | 4.33 | 4.33 | 3.98 | |
| 74 | 4.83 | 3.33 | 5.00 | 4.39 | 5.33 | 5.50 | 5.17 | 5.33 | 5.17 | 5.50 | 5.33 | 5.33 | 5.00 | 6.00 | 5.17 | 5.39 | 5.17 | 5.50 | 5.33 | 5.33 | 5.50 | 5.50 | 5.33 | 5.44 | 5.83 | 6.33 | 5.67 | 5.94 | 5.31 | |
| 75 | 5.83 | 5.50 | 5.67 | 5.67 | 6.17 | 5.33 | 6.00 | 5.83 | 5.50 | 5.17 | 5.67 | 5.44 | 5.67 | 4.83 | 5.33 | 5.28 | 6.00 | 5.00 | 5.83 | 5.61 | 6.17 | 4.83 | 6.00 | 5.67 | 5.83 | 4.33 | 5.67 | 5.28 | 5.54 | |
| 76 | 4.67 | 5.50 | 4.83 | 5.00 | 4.67 | 4.67 | 4.50 | 4.61 | 4.83 | 4.50 | 4.67 | 4.67 | 4.67 | 5.00 | 4.50 | 4.72 | 4.83 | 4.00 | 4.67 | 4.50 | 5.00 | 4.67 | 4.83 | 4.83 | 5.17 | 5.00 | 5.33 | 5.17 | 4.79 | |
| 77 | 4.50 | 4.83 | 4.50 | 4.61 | 4.33 | 4.00 | 4.50 | 4.28 | 4.00 | 3.33 | 3.83 | 3.72 | 4.00 | 3.50 | 3.67 | 3.72 | 4.00 | 3.67 | 4.17 | 3.94 | 4.17 | 4.00 | 4.33 | 4.17 | 4.50 | 4.00 | 4.50 | 4.33 | 4.11 | |
| 78 | 4.50 | 4.00 | 4.67 | 4.39 | 4.83 | 4.33 | 5.00 | 4.72 | 4.00 | 3.67 | 4.00 | 3.89 | 4.33 | 3.83 | 4.50 | 4.22 | 3.00 | 4.17 | 3.17 | 3.44 | 4.50 | 4.83 | 4.33 | 4.56 | 4.83 | 4.50 | 4.67 | 4.67 | 4.27 | |
| 79 | 4.50 | 4.83 | 4.33 | 4.56 | 4.67 | 3.83 | 4.83 | 4.44 | 4.17 | 3.83 | 4.33 | 4.11 | 4.17 | 3.83 | 4.50 | 4.17 | 4.17 | 3.50 | 4.00 | 3.89 | 4.50 | 4.50 | 4.50 | 4.50 | 4.83 | 5.00 | 5.00 | 4.94 | 4.37 | |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|--------------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of R1,R2 & R3 |
| 80 | 5.50 | 4.00 | 5.33 | 4.94 | 6.00 | 5.67 | 5.83 | 5.83 | 5.00 | 4.50 | 4.83 | 4.78 | 4.67 | 4.67 | 4.67 | 4.67 | 4.33 | 4.83 | 4.61 | 4.83 | 4.83 | 5.00 | 4.89 | 4.83 | 5.00 | 4.67 | 4.83 | 4.94 | |
| 81 | 6.50 | 5.17 | 6.33 | 6.00 | 6.67 | 6.50 | 6.33 | 6.50 | 5.67 | 5.17 | 5.33 | 5.39 | 5.67 | 5.17 | 5.00 | 5.28 | 5.00 | 4.83 | 4.67 | 4.83 | 5.67 | 5.67 | 5.50 | 5.61 | 5.83 | 5.67 | 5.50 | 5.67 | 5.61 |
| 82 | 4.50 | 6.17 | 4.50 | 5.06 | 5.00 | 4.67 | 4.50 | 4.72 | 4.50 | 4.17 | 4.00 | 4.22 | 4.50 | 4.00 | 3.83 | 4.11 | 4.33 | 4.33 | 4.50 | 4.39 | 4.67 | 4.33 | 4.33 | 4.44 | 5.00 | 4.83 | 5.00 | 4.94 | 4.56 |
| 83 | 4.83 | 4.33 | 4.00 | 4.39 | 5.17 | 4.67 | 4.67 | 4.83 | 4.50 | 4.17 | 4.33 | 4.33 | 4.50 | 4.50 | 4.67 | 4.56 | 5.33 | 4.83 | 4.67 | 4.94 | 4.83 | 4.83 | 5.00 | 4.89 | 5.67 | 5.17 | 5.17 | 5.33 | 4.75 |
| 84 | 3.67 | 4.50 | 4.33 | 4.17 | 4.33 | 4.50 | 4.67 | 4.50 | 3.50 | 4.00 | 3.83 | 3.78 | 3.67 | 3.33 | 3.50 | 3.50 | 4.00 | 3.67 | 4.00 | 3.89 | 4.17 | 4.33 | 4.17 | 4.22 | 4.83 | 4.83 | 4.67 | 4.78 | 4.12 |
| 85 | 5.67 | 4.17 | 4.83 | 4.89 | 5.83 | 5.17 | 5.00 | 5.33 | 5.00 | 4.83 | 4.67 | 4.83 | 5.00 | 5.17 | 5.00 | 5.06 | 5.50 | 4.83 | 4.67 | 5.00 | 5.17 | 4.75 | 5.00 | 4.97 | 5.67 | 5.67 | 5.50 | 5.61 | 5.10 |
| 86 | 5.50 | 5.00 | 5.33 | 5.28 | 6.33 | 5.83 | 6.00 | 6.06 | 5.50 | 5.33 | 5.50 | 5.44 | 5.33 | 4.83 | 4.67 | 4.94 | 5.33 | 5.00 | 4.83 | 5.06 | 5.83 | 5.50 | 5.38 | 5.57 | 6.33 | 5.67 | 5.50 | 5.83 | 5.45 |
| 87 | 3.83 | 3.83 | 3.50 | 3.72 | 4.17 | 4.00 | 4.17 | 4.11 | 3.50 | 3.67 | 3.67 | 3.61 | 3.67 | 4.33 | 4.50 | 4.17 | 3.83 | 4.33 | 4.17 | 4.11 | 4.33 | 4.67 | 5.00 | 4.67 | 4.83 | 5.50 | 5.50 | 5.28 | 4.24 |
| 88 | 4.50 | 4.17 | 4.33 | 4.33 | 4.33 | 4.50 | 4.33 | 4.39 | 3.83 | 4.17 | 4.00 | 4.00 | 4.50 | 4.00 | 3.83 | 4.11 | 4.50 | 4.17 | 4.33 | 4.33 | 5.00 | 4.83 | 4.83 | 4.89 | 5.50 | 5.50 | 5.25 | 5.42 | 4.50 |
| 89 | 4.00 | 4.17 | 4.33 | 4.17 | 4.33 | 4.33 | 4.17 | 4.28 | 3.83 | 3.50 | 3.33 | 3.56 | 4.00 | 4.17 | 4.33 | 4.17 | 3.83 | 4.33 | 4.17 | 4.11 | 4.83 | 5.00 | 4.75 | 4.86 | 5.17 | 5.00 | 5.00 | 5.06 | 4.31 |
| 90 | 4.50 | 4.33 | 4.50 | 4.44 | 5.17 | 5.00 | 5.17 | 5.11 | 4.17 | 4.17 | 4.00 | 4.11 | 4.33 | 4.00 | 4.00 | 4.11 | 4.83 | 4.67 | 4.83 | 4.78 | 5.00 | 4.88 | 5.00 | 4.96 | 5.50 | 5.00 | 5.00 | 5.17 | 4.67 |
| 91 | 3.50 | 3.83 | 3.50 | 3.61 | 3.67 | 4.00 | 4.17 | 3.94 | 3.50 | 3.33 | 3.33 | 3.39 | 3.50 | 3.25 | 3.50 | 3.42 | 3.33 | 3.83 | 3.83 | 3.67 | 3.83 | 4.38 | 4.38 | 4.19 | 4.67 | 4.83 | 4.67 | 4.72 | 3.85 |
| 92 | 4.50 | 5.00 | 4.83 | 4.78 | 4.67 | 4.50 | 4.33 | 4.50 | 4.33 | 3.50 | 3.67 | 3.83 | 4.33 | 4.00 | 3.75 | 4.03 | 4.33 | 4.00 | 3.83 | 4.06 | 4.50 | 4.50 | 4.50 | 4.50 | 5.33 | 5.00 | 4.83 | 5.06 | 4.39 |
| 93 | 2.50 | 2.83 | 3.00 | 2.78 | 2.17 | 2.83 | 3.00 | 2.67 | 2.00 | 2.50 | 2.33 | 2.28 | 2.00 | 1.50 | 1.50 | 1.67 | 2.83 | 2.67 | 2.83 | 2.78 | 3.00 | 3.13 | 3.25 | 3.13 | 3.67 | 6.00 | 5.83 | 5.17 | 2.92 |
| 94 | 4.17 | 4.25 | 3.83 | 4.08 | 4.17 | 4.00 | 4.17 | 4.11 | 4.17 | 3.67 | 3.83 | 3.89 | 3.50 | 3.00 | 3.00 | 3.17 | 3.33 | 3.67 | 3.83 | 3.61 | 3.67 | 4.00 | 3.88 | 3.85 | 4.83 | 3.33 | 3.50 | 3.89 | 3.80 |
| 95 | 4.67 | 5.17 | 5.00 | 4.94 | 5.00 | 5.67 | 5.67 | 5.44 | 4.00 | 5.17 | 5.33 | 4.83 | 4.33 | 4.25 | 4.25 | 4.28 | 4.50 | 5.00 | 4.83 | 4.78 | 4.83 | 5.25 | 5.38 | 5.15 | 5.83 | 5.00 | 5.17 | 5.33 | 4.97 |
| 96 | 0.67 | 0.67 | 0.83 | 0.72 | 0.67 | 0.67 | 0.33 | 0.56 | 0.67 | 0.50 | 0.33 | 0.50 | 0.67 | 0.75 | 0.75 | 0.72 | 0.67 | 0.50 | 0.50 | 0.56 | 0.83 | 2.38 | 2.13 | 1.78 | 1.17 | 6.50 | 6.33 | 4.67 | 1.36 |
| 97 | 3.33 | 4.67 | 4.50 | 4.17 | 3.67 | 4.67 | 4.83 | 4.39 | 3.67 | 5.00 | 5.00 | 4.56 | 3.67 | 4.75 | 4.50 | 4.31 | 3.33 | 5.00 | 5.17 | 4.50 | 3.83 | 4.25 | 4.13 | 4.07 | 4.50 | 1.00 | 1.00 | 2.17 | 4.02 |
| 98 | 1.83 | 3.50 | 3.17 | 2.83 | 1.67 | 2.83 | 2.67 | 2.39 | 1.67 | 2.50 | 2.67 | 2.28 | 1.67 | 1.50 | 1.50 | 1.56 | 2.33 | 2.83 | 2.67 | 2.61 | 2.50 | 3.63 | 3.63 | 3.25 | 2.50 | 5.67 | 5.50 | 4.56 | 2.78 |
| 99 | 2.17 | 3.00 | 3.33 | 2.83 | 2.33 | 3.00 | 3.17 | 2.83 | 2.00 | 2.83 | 2.67 | 2.50 | 2.00 | 2.00 | 2.00 | 2.00 | 3.17 | 3.67 | 3.50 | 3.44 | 3.50 | 3.63 | 3.75 | 3.63 | 2.83 | 2.67 | 2.67 | 2.72 | 2.85 |
| 100 | 3.17 | 3.00 | 3.17 | 3.11 | 3.50 | 3.50 | 3.33 | 3.44 | 3.00 | 3.50 | 3.33 | 3.28 | 3.00 | 2.50 | 3.00 | 2.83 | 3.17 | 3.50 | 3.50 | 3.39 | 3.67 | 4.13 | 4.00 | 3.93 | 4.33 | 3.33 | 3.17 | 3.61 | 3.37 |
| 101 | 4.50 | 4.67 | 4.67 | 4.61 | 5.33 | 4.67 | 5.17 | 5.06 | 5.00 | 4.67 | 5.17 | 4.94 | 4.83 | 4.00 | 4.67 | 4.50 | 5.00 | 4.67 | 5.17 | 4.94 | 5.50 | 4.63 | 5.67 | 5.26 | 5.83 | 3.67 | 5.67 | 5.06 | 4.91 |
| 102 | 3.33 | 3.50 | 3.50 | 3.44 | 3.17 | 3.00 | 3.33 | 3.17 | 3.00 | 2.83 | 3.33 | 3.06 | 3.17 | 3.00 | 3.50 | 3.22 | 3.00 | 3.50 | 2.83 | 3.11 | 3.00 | 4.50 | 3.00 | 3.50 | 2.83 | 5.33 | 3.00 | 3.72 | 3.32 |
| 103 | 4.50 | 5.17 | 4.33 | 4.67 | 5.33 | 5.00 | 5.17 | 5.17 | 4.83 | 4.83 | 4.67 | 4.78 | 5.17 | 5.00 | 5.17 | 5.11 | 4.83 | 5.00 | 4.67 | 4.83 | 5.17 | 4.88 | 5.00 | 5.01 | 6.00 | 3.83 | 5.83 | 5.22 | 4.97 |
| 104 | 5.67 | 5.50 | 5.17 | 5.44 | 6.33 | 5.83 | 6.17 | 6.11 | 5.17 | 5.33 | 5.00 | 5.17 | 6.33 | 5.25 | 6.17 | 5.92 | 5.83 | 5.83 | 6.00 | 5.89 | 6.00 | 5.88 | 6.00 | 5.96 | 6.50 | 5.00 | 6.33 | 5.94 | 5.78 |
| 105 | 6.00 | 6.50 | 6.00 | 6.17 | 6.17 | 7.00 | 6.33 | 6.50 | 6.00 | 7.00 | 6.00 | 6.33 | 6.67 | 6.50 | 6.33 | 6.50 | 5.83 | 6.33 | 6.00 | 6.06 | 6.50 | 6.63 | 6.67 | 6.60 | 7.00 | 6.00 | 6.83 | 6.61 | 6.39 |
| 106 | 4.17 | 4.83 | 4.33 | 4.44 | 4.33 | 5.00 | 4.50 | 4.61 | 3.83 | 4.33 | 3.67 | 3.94 | 4.83 | 5.00 | 5.00 | 4.94 | 4.33 | 4.50 | 4.17 | 4.33 | 5.00 | 5.25 | 4.83 | 5.03 | 5.17 | 6.67 | 5.33 | 5.72 | 4.72 |
| 107 | 1.00 | 1.00 | 0.83 | 0.94 | 1.17 | 1.00 | 1.33 | 1.17 | 1.00 | 1.33 | 1.33 | 1.22 | 1.33 | 1.50 | 1.50 | 1.44 | 1.33 | 1.33 | 1.33 | 1.33 | 1.33 | 2.13 | 1.33 | 1.60 | 1.50 | 4.83 | 1.67 | 2.67 | 1.48 |
| 108 | 4.67 | 4.33 | 4.83 | 4.61 | 5.17 | 4.83 | 5.33 | 5.11 | 4.50 | 4.00 | 4.33 | 4.28 | 4.50 | 4.00 | 4.33 | 4.28 | 4.17 | 4.00 | 4.00 | 4.06 | 4.83 | 3.50 | 5.00 | 4.44 | 5.33 | 1.33 | 5.17 | 3.94 | 4.39 |
| 109 | 3.67 | 4.33 | 3.50 | 3.83 | 3.67 | 4.00 | 3.83 | 3.83 | 3.33 | 3.83 | 3.00 | 3.39 | 4.00 | 3.00 | 4.17 | 3.72 | 3.50 | 3.83 | 3.67 | 3.67 | 4.00 | 4.50 | 3.83 | 4.11 | 5.00 | 5.33 | 5.00 | 5.11 | 3.95 |
| 110 | 3.50 | 4.17 | 3.67 | 3.78 | 3.50 | 4.17 | 3.67 | 3.78 | 3.50 | 4.00 | 3.67 | 3.72 | 4.17 | 3.50 | 4.00 | 3.89 | 3.83 | 4.00 | 4.00 | 3.94 | 3.83 | 3.63 | 3.67 | 3.96 | 4.00 | 4.00 | 4.17 | 4.06 | 3.88 |
| 111 | 2.50 | 2.17 | 2.67 | 2.44 | 2.67 | 2.50 | 2.50 | 2.56 | 2.67 | 2.00 | 3.00 | 2.56 | 2.83 | 2.50 | 3.00 | 2.78 | 2.67 | 2.50 | 2.50 | 2.56 | 3.00 | 3.63 | 3.17 | 3.26 | 4.00 | 4.67 | 3.83 | 4.17 | 2.90 |
| 112 | 3.50 | 4.50 | 3.67 | 3.89 | 3.83 | 4.50 | 3.67 | 4.00 | 3.67 | 4.33 | 3.50 | 3.83 | 4.17 | 4.25 | 4.00 | 4.14 | 3.50 | 4.50 | 3.67 | 3.89 | 4.33 | 4.63 | 4.50 | 4.49 | 5.00 | 4.50 | 4.83 | 4.78 | 4.14 |
| 113 | 3.67 | 4.50 | 3.83 | 4.00 | 3.67 | 4.50 | 3.83 | 4.00 | 3.50 | 4.83 | 3.33 | 3.89 | 3.83 | 5.00 | 4.00 | 4.28 | 3.50 | 4.33 | 3.33 | 3.72 | 4.00 | 4.88 | 4.17 | 4.35 | 4.83 | 5.00 | 4.67 | 4.83 | 4.15 |
| 114 | 5.17 | 5.83 | 4.83 | 5.28 | 5.17 | 6.33 | 5.00 | 5.50 | 5.00 | 6.33 | 5.17 | 5.50 | 5.17 | 5.75 | 5.00 | 5.31 | 5.17 | 6.33 | 5.33 | 5.61 | 5.67 | 5.88 | 5.33 | 5.63 | 6.33 | 4.00 | 6.50 | 5.61 | 5.49 |
| 115 | 4.17 | 4.50 | 4.33 | 4.33 | 4.17 | 4.67 | 4.33 | 4.39 | 4.00 | 3.67 | 4.17 | 3.94 | 4.17 | 4.00 | 4.33 | 4.17 | 3.83 | 3.67 | 3.67 | 3.72 | 4.67 | 5.00 | 4.67 | 4.78 | 5.33 | 6.83 | 5.17 | 5.78 | 4.44 |
| 116 | 5.33 | 5.50 | 5.50 | 5.44 | 5.17 | 5.33 | 5.33 | 5.28 | 5.00 | 5.67 | 4.83 | 5.17 | 5.33 | 5.75 | 5.17 | 5.42 | 5.00 | 5.50 | 5.00 | 5.17 | 5.50 | 5.50 | 5.67 | 5.56 | 6.00 | 5.17 | 6.00 | 5.72 | 5.39 |
| 117 | 5.33 | 5.33 | 5.17 | 5.28 | 6.17 | 5.00 | 6.00 | 5.72 | 4.83 | 4.50 | 4.67 | 4.67 | 5.50 | 4.50 | 5.67 | 5.22 | 5.33 | 5.00 | 5.50 | 5.28 | 5.50 | 5.38 | 5.33 | 5.40 | 6.33 | 6.00 | 6.00 | 6.11 | 5.38 |
| 118 | 2.50 | 2.33 | 2.33 | 2.39 | 2.67 | 2.33 | 2.83 | 2.61 | 2.50 | 2.33 | 2.67 | 2.50 | 2.83 | 2.00 | 3.00 | 2.61 | 2.67 | 2.50 | 2.50 | 2.56 | 3.00 | 3.63 | 2.83 | 3.15 | 4.00 | 5.67 | 4.17 | 4.61 | 2.92 |
| 119 | 1.50 | 2.00 | 1.67 | 1.72 | 1.50 | 1.67 | 1.67 | 1.61 | 1.17 | 1.50 | 1.00 | 1.22 | 1.33 | 1.50 | 1.33 | 1.39 | 1.17 | 1.67 | 1.00 | 1.28 | 1.33 | 2.00 | 1.33 | 1.56 | 2.00 | 3.33 | 2.17 | 2.50 | 1.61 |
| 120 | 3.17 | 3.33 | 3.33 | 3.28 | 3.33 | 3.33 | 3.17 | 3.28 | 3.33 | 3.33 | 3.33 | 3.33 | 3.50 | 3.00 | 3.50 | 3.33 | 3.67 | 3.67 | 3.83 | 3.72 | 3.67 | 3.00 | 3.50 | 3.39 | 4.33 | 2.00 | 4.17 | 3.50 | 3.40 |
| M | 4.01 | 4.26 | 4.10 | 4.13 | 4.23 | 4.31 | 4.26 | 4.26 | 3.87 | 4.09 | 3.94 | 3.97 | 4.12 | 4.06 | 4.03 | 4.07 | 3.97 | 4.19 | 4.03 | 4.06 | 4.36 | 4.53 | 4.34 | 4.41 | 4.88 | 4.69 | 4.75 | 4.77 | |
| SD | 1.25 | 1.28 | 1.23 | 1.21 | 1.35 | 1.35 | 1.30 | 1.33 | 1.20 | 1.30 | 1.22 | 1.20 | 1.30 | 1.33 | 1.24 | 1.25 | 1.17 | 1.21 | 1.20 | 1.16 | 1.24 | 1.20 | 1.22 | 1.18 | 1.30 | 1.32 | 1.25 | 1.17 | |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|--------------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of R1,R2 & R3 |
| 121 | 7.67 | 7.33 | 7.67 | 7.56 | 7.67 | 7.67 | 7.50 | 7.61 | 7.50 | 7.83 | 7.50 | 7.61 | 7.67 | 7.75 | 7.67 | 7.69 | 7.50 | 7.17 | 7.50 | 7.39 | 7.67 | 6.63 | 7.67 | 7.32 | 7.67 | 4.17 | 7.67 | 6.50 | 7.38 |
| 122 | 7.00 | 7.00 | 6.50 | 6.83 | 6.67 | 6.67 | 6.33 | 6.56 | 6.50 | 6.67 | 6.67 | 6.61 | 6.83 | 7.00 | 6.67 | 6.83 | 7.17 | 7.00 | 6.83 | 7.00 | 7.00 | 7.13 | 7.00 | 7.04 | 7.00 | 6.67 | 7.33 | 7.00 | 6.84 |
| 123 | 7.33 | 6.00 | 8.17 | 7.17 | 6.83 | 6.33 | 7.67 | 6.94 | 7.33 | 6.83 | 8.00 | 7.39 | 7.83 | 7.00 | 7.83 | 7.56 | 7.83 | 7.17 | 8.00 | 7.67 | 7.67 | 7.13 | 8.27 | 7.69 | 7.00 | 6.67 | 7.50 | 7.06 | 7.35 |
| 124 | 8.17 | 7.33 | 8.17 | 7.89 | 7.83 | 7.83 | 7.83 | 7.83 | 8.00 | 8.00 | 8.00 | 8.00 | 8.17 | 8.00 | 8.17 | 8.11 | 8.00 | 8.00 | 7.83 | 7.94 | 7.77 | 7.63 | 8.00 | 7.80 | 8.17 | 6.50 | 8.17 | 7.61 | 7.88 |
| 125 | 7.00 | 7.33 | 6.67 | 7.00 | 6.00 | 6.33 | 6.17 | 6.17 | 6.33 | 6.83 | 6.00 | 6.39 | 6.17 | 7.25 | 6.00 | 6.47 | 6.67 | 7.17 | 6.50 | 6.78 | 6.83 | 7.50 | 6.50 | 6.94 | 5.83 | 7.83 | 6.00 | 6.56 | 6.62 |
| 126 | 7.33 | 6.33 | 7.17 | 6.94 | 6.83 | 6.00 | 7.50 | 6.78 | 6.33 | 6.67 | 6.67 | 6.56 | 7.33 | 7.00 | 7.25 | 7.19 | 7.17 | 6.83 | 7.33 | 7.11 | 7.33 | 7.13 | 6.88 | 7.11 | 7.50 | 6.67 | 6.00 | 6.72 | 6.92 |
| 127 | 7.83 | 7.50 | 8.00 | 7.78 | 7.83 | 7.83 | 8.00 | 7.89 | 7.50 | 7.83 | 7.83 | 7.72 | 7.83 | 7.75 | 7.75 | 7.78 | 7.67 | 7.17 | 7.83 | 7.56 | 7.67 | 7.13 | 7.75 | 7.51 | 7.67 | 6.17 | 7.17 | 7.00 | 7.61 |
| 128 | 7.67 | 7.00 | 7.17 | 7.28 | 7.33 | 7.00 | 7.00 | 7.11 | 7.33 | 7.50 | 7.00 | 7.28 | 7.83 | 7.75 | 7.50 | 7.69 | 7.50 | 7.17 | 7.33 | 7.33 | 7.33 | 7.00 | 7.38 | 7.24 | 7.17 | 7.33 | 8.00 | 7.50 | 7.35 |
| 129 | 7.33 | 7.17 | 7.17 | 7.22 | 7.67 | 7.17 | 7.50 | 7.44 | 7.67 | 7.00 | 7.50 | 7.39 | 7.67 | 7.25 | 7.50 | 7.47 | 7.33 | 6.83 | 7.17 | 7.11 | 7.50 | 7.00 | 7.13 | 7.21 | 7.00 | 6.50 | 7.17 | 6.89 | 7.25 |
| 130 | 7.00 | 6.17 | 6.33 | 6.50 | 7.67 | 6.83 | 6.83 | 7.11 | 7.67 | 7.00 | 7.00 | 7.22 | 7.50 | 7.00 | 6.75 | 7.08 | 7.17 | 6.50 | 6.50 | 6.72 | 7.17 | 7.25 | 7.38 | 7.26 | 7.50 | 6.17 | 7.00 | 6.89 | 6.97 |
| 131 | 7.33 | 7.17 | 7.33 | 7.28 | 7.83 | 7.17 | 7.33 | 7.44 | 7.33 | 7.00 | 7.17 | 7.17 | 7.67 | 7.00 | 7.25 | 7.31 | 7.33 | 7.17 | 7.00 | 7.17 | 7.67 | 7.25 | 7.13 | 7.35 | 6.00 | 7.00 | 7.00 | 6.67 | 7.20 |
| 132 | 7.17 | 6.67 | 6.50 | 6.78 | 6.83 | 6.50 | 6.33 | 6.56 | 7.00 | 6.67 | 6.50 | 6.72 | 7.33 | 6.50 | 6.25 | 6.69 | 7.00 | 6.83 | 7.00 | 6.94 | 7.00 | 7.13 | 7.25 | 7.13 | 6.00 | 7.00 | 6.83 | 6.61 | 6.78 |
| 133 | 6.00 | 5.83 | 5.83 | 5.89 | 6.67 | 6.00 | 5.67 | 6.11 | 6.17 | 5.50 | 5.67 | 5.78 | 6.67 | 6.00 | 6.00 | 6.22 | 6.50 | 6.67 | 6.83 | 6.67 | 6.83 | 6.50 | 6.38 | 6.57 | 5.67 | 6.00 | 6.00 | 5.89 | 6.16 |
| 134 | 6.17 | 6.33 | 6.50 | 6.33 | 6.33 | 6.33 | 6.50 | 6.39 | 6.17 | 6.17 | 6.33 | 6.22 | 6.33 | 7.00 | 7.00 | 6.78 | 6.00 | 6.67 | 6.50 | 6.39 | 6.67 | 6.50 | 6.63 | 6.60 | 7.00 | 5.00 | 5.17 | 5.72 | 6.35 |
| 135 | 7.83 | 7.00 | 7.33 | 7.39 | 7.83 | 7.00 | 6.83 | 7.22 | 7.67 | 7.00 | 6.83 | 7.17 | 7.67 | 6.00 | 5.75 | 6.47 | 7.50 | 6.50 | 6.67 | 6.89 | 7.67 | 6.63 | 6.50 | 6.93 | 7.00 | 5.67 | 5.83 | 6.17 | 6.89 |
| 136 | 6.67 | 5.83 | 6.00 | 6.17 | 7.00 | 6.33 | 6.50 | 6.61 | 6.67 | 6.00 | 6.17 | 6.28 | 6.67 | 6.00 | 5.25 | 5.64 | 6.67 | 6.33 | 6.50 | 6.83 | 7.00 | 6.75 | 6.86 | 6.67 | 5.50 | 5.67 | 5.94 | 6.29 | |
| 137 | 7.67 | 7.17 | 7.00 | 7.28 | 7.67 | 7.50 | 7.33 | 7.50 | 7.50 | 7.33 | 7.17 | 7.33 | 7.50 | 7.25 | 7.00 | 7.25 | 7.67 | 7.50 | 7.67 | 7.61 | 7.67 | 7.63 | 7.75 | 7.68 | 7.67 | 6.17 | 6.33 | 6.72 | 7.34 |
| 138 | 7.33 | 7.00 | 7.17 | 7.17 | 7.33 | 7.00 | 7.17 | 7.17 | 7.50 | 6.67 | 6.83 | 7.00 | 7.17 | 6.50 | 6.75 | 6.81 | 7.00 | 6.00 | 5.67 | 6.22 | 7.17 | 6.75 | 7.00 | 6.97 | 7.00 | 7.00 | 6.83 | 6.94 | 6.90 |
| 139 | 7.17 | 7.00 | 7.00 | 7.06 | 7.50 | 7.67 | 7.83 | 7.67 | 7.17 | 7.67 | 7.83 | 7.56 | 7.33 | 7.00 | 6.75 | 7.03 | 7.00 | 7.00 | 7.17 | 7.06 | 7.00 | 6.88 | 6.88 | 6.92 | 7.50 | 6.00 | 6.17 | 6.56 | 7.12 |
| 140 | 5.50 | 6.00 | 6.17 | 5.89 | 6.00 | 6.00 | 5.83 | 5.94 | 6.00 | 5.50 | 5.33 | 5.61 | 5.83 | 5.25 | 5.50 | 5.53 | 5.50 | 6.00 | 5.83 | 5.78 | 6.17 | 6.25 | 6.38 | 6.26 | 6.00 | 7.00 | 6.83 | 6.61 | 5.95 |
| 141 | 7.00 | 7.17 | 7.00 | 7.06 | 7.33 | 7.00 | 7.17 | 7.17 | 7.33 | 7.00 | 7.17 | 7.17 | 7.17 | 7.00 | 6.75 | 6.97 | 6.33 | 7.00 | 6.83 | 6.72 | 7.17 | 6.75 | 6.75 | 6.89 | 6.67 | 6.00 | 5.83 | 6.17 | 6.88 |
| 142 | 6.67 | 7.00 | 6.83 | 6.83 | 6.67 | 7.00 | 6.83 | 6.83 | 6.33 | 6.67 | 6.50 | 6.50 | 7.00 | 6.00 | 6.25 | 6.42 | 6.50 | 7.00 | 7.00 | 6.83 | 7.00 | 7.00 | 7.13 | 7.04 | 7.00 | 7.00 | 7.17 | 7.06 | 6.79 |
| 143 | 7.33 | 7.33 | 7.17 | 7.28 | 7.67 | 7.33 | 7.50 | 7.50 | 7.33 | 7.50 | 7.67 | 7.50 | 7.33 | 7.25 | 7.00 | 7.19 | 7.50 | 8.00 | 8.00 | 7.83 | 7.33 | 7.75 | 7.50 | 7.53 | 7.50 | 7.00 | 6.83 | 7.11 | 7.42 |
| 144 | 7.50 | 7.00 | 7.00 | 7.17 | 7.50 | 7.17 | 7.00 | 7.22 | 7.50 | 7.00 | 6.83 | 7.11 | 7.50 | 7.00 | 7.25 | 7.25 | 7.17 | 7.00 | 7.17 | 7.11 | 7.33 | 7.63 | 7.75 | 7.57 | 7.50 | 7.00 | 7.17 | 7.22 | 7.24 |
| 145 | 7.67 | 7.50 | 7.33 | 7.50 | 7.83 | 7.50 | 7.33 | 7.56 | 7.50 | 7.50 | 7.67 | 7.56 | 7.67 | 7.75 | 7.50 | 7.64 | 7.17 | 8.00 | 7.83 | 7.67 | 7.50 | 7.88 | 7.75 | 7.71 | 7.00 | 7.00 | 7.00 | 7.00 | 7.52 |
| 146 | 7.17 | 7.00 | 7.17 | 7.11 | 7.67 | 7.67 | 7.50 | 7.61 | 7.33 | 7.50 | 7.33 | 7.39 | 7.17 | 7.00 | 7.25 | 7.14 | 6.67 | 7.50 | 7.67 | 7.28 | 6.83 | 7.25 | 7.38 | 7.15 | 7.50 | 7.00 | 7.17 | 7.22 | 7.27 |
| 147 | 7.67 | 7.17 | 7.00 | 7.28 | 7.83 | 7.67 | 7.50 | 7.67 | 7.67 | 7.00 | 7.17 | 7.28 | 7.67 | 7.25 | 7.00 | 7.31 | 7.33 | 7.00 | 7.17 | 7.17 | 7.67 | 7.75 | 7.75 | 7.72 | 7.50 | 7.00 | 6.83 | 7.11 | 7.36 |
| 148 | 7.67 | 7.17 | 7.00 | 7.28 | 7.83 | 7.50 | 7.33 | 7.56 | 7.67 | 7.00 | 6.83 | 7.17 | 7.83 | 7.00 | 7.00 | 7.28 | 7.33 | 7.33 | 7.50 | 7.39 | 7.33 | 7.63 | 7.63 | 7.53 | 7.67 | 7.00 | 7.17 | 7.28 | 7.35 |
| 149 | 5.50 | 6.67 | 6.83 | 6.33 | 5.83 | 6.50 | 6.83 | 6.39 | 5.33 | 6.17 | 6.00 | 5.83 | 5.50 | 6.50 | 6.17 | 5.00 | 6.50 | 6.83 | 6.11 | 5.50 | 7.13 | 7.00 | 6.54 | 6.00 | 7.33 | 7.17 | 6.83 | 6.32 | |
| 150 | 7.17 | 7.00 | 6.83 | 7.00 | 7.00 | 7.00 | 6.83 | 6.94 | 7.00 | 7.00 | 7.17 | 7.06 | 7.50 | 7.50 | 7.25 | 7.42 | 6.67 | 7.00 | 6.83 | 6.83 | 7.17 | 7.00 | 7.00 | 7.06 | 7.50 | 6.50 | 6.67 | 6.89 | 7.03 |
| 151 | 7.00 | 7.00 | 7.17 | 7.06 | 7.50 | 7.33 | 7.33 | 7.39 | 7.33 | 7.00 | 7.50 | 7.28 | 7.17 | 7.00 | 7.33 | 7.17 | 6.83 | 6.50 | 6.67 | 6.67 | 7.00 | 6.75 | 7.17 | 6.97 | 7.33 | 6.33 | 7.17 | 6.94 | 7.07 |
| 152 | 7.67 | 7.00 | 7.50 | 7.39 | 8.00 | 8.00 | 7.83 | 7.94 | 8.00 | 8.00 | 7.67 | 7.89 | 7.67 | 8.00 | 7.50 | 7.72 | 7.67 | 8.00 | 7.67 | 7.78 | 7.67 | 7.63 | 7.67 | 7.65 | 7.67 | 6.50 | 7.50 | 7.22 | 7.66 |
| 153 | 7.50 | 6.00 | 7.67 | 7.06 | 7.50 | 6.17 | 7.33 | 7.00 | 7.67 | 6.00 | 7.83 | 7.17 | 7.00 | 5.75 | 7.17 | 6.64 | 7.00 | 6.33 | 7.00 | 6.78 | 7.50 | 6.75 | 7.33 | 7.19 | 6.50 | 7.33 | 6.67 | 6.83 | 6.95 |
| 154 | 7.50 | 7.00 | 7.17 | 7.22 | 7.50 | 7.00 | 7.67 | 7.39 | 7.67 | 7.00 | 7.50 | 7.39 | 7.50 | 7.00 | 7.17 | 7.22 | 7.50 | 6.00 | 7.33 | 6.94 | 7.50 | 6.38 | 7.33 | 7.07 | 7.00 | 5.67 | 7.00 | 6.56 | 7.11 |
| 155 | 7.00 | 7.00 | 7.17 | 7.06 | 6.50 | 6.50 | 6.67 | 6.56 | 7.00 | 7.00 | 7.17 | 7.06 | 6.50 | 6.50 | 6.67 | 6.56 | 6.83 | 6.83 | 7.00 | 6.89 | 7.00 | 6.88 | 7.17 | 7.01 | 7.00 | 6.00 | 6.83 | 6.61 | 6.82 |
| 156 | 7.00 | 6.67 | 6.83 | 6.83 | 7.50 | 6.83 | 7.33 | 7.22 | 7.50 | 7.00 | 7.33 | 7.28 | 8.00 | 7.25 | 7.83 | 7.69 | 8.00 | 7.33 | 8.00 | 7.78 | 7.00 | 7.00 | 6.83 | 6.94 | 7.50 | 7.00 | 7.67 | 7.39 | 7.31 |
| 157 | 6.67 | 6.00 | 6.83 | 6.50 | 7.00 | 6.17 | 6.83 | 6.67 | 7.00 | 6.00 | 7.17 | 6.72 | 7.00 | 6.00 | 7.17 | 6.72 | 6.67 | 6.67 | 6.83 | 6.72 | 7.00 | 6.63 | 7.00 | 6.88 | 6.50 | 7.00 | 6.33 | 6.61 | 6.69 |
| 158 | 7.00 | 7.00 | 6.83 | 6.94 | 6.00 | 6.50 | 6.17 | 6.22 | 7.50 | 7.00 | 7.33 | 7.28 | 7.00 | 6.50 | 7.17 | 6.89 | 6.50 | 6.50 | 6.33 | 6.44 | 6.50 | 6.88 | 6.33 | 6.57 | 6.83 | 6.00 | 7.00 | 6.61 | 6.71 |
| 159 | 6.00 | 6.00 | 6.17 | 6.06 | 6.00 | 6.00 | 6.17 | 6.06 | 6.00 | 6.00 | 6.17 | 6.06 | 6.00 | 6.00 | 6.17 | 6.06 | 6.00 | 6.00 | 6.17 | 6.06 | 6.50 | 6.63 | 6.67 | 6.60 | 6.50 | 6.00 | 6.33 | 6.28 | 6.16 |
| 160 | 7.33 | 7.00 | 7.17 | 7.33 | 7.50 | 7.50 | 7.33 | 7.44 | 7.00 | 8.00 | 6.83 | 7.28 | 7.00 | 8.00 | 6.83 | 7.28 | 6.50 | 8.00 | 7.33 | 7.61 | 7.33 | 7.63 | 7.50 | 7.49 | 7.00 | 6.50 | 6.83 | 6.78 | 7.32 |
| 161 | 6.00 | 6.00 | 6.17 | 6.06 | 5.67 | 5.50 | 5.83 | 5.67 | 6.00 | 6.00 | 6.17 | 6.06 | 6.50 | 5.75 | 6.33 | 6.19 | 6.00 | 6.17 | 6.17 | 6.11 | 6.00 | 6.50 | 5.83 | 6.11 | 6.00 | 7.00 | 6.17 | 6.39 | 6.08 |
| 162 | 6.50 | 7.00 | 6.33 | 6.61 | 6.67 | 7.00 | 6.50 | 6.72 | 6.50 | 7.00 | 6.67 | 6.72 | 6.00 | 7.00 | 6.00 | 6.33 | 7.00 | 7.50 | 7.17 | 7.22 | 6.50 | 6.75 | 6.67 | 6.64 | 7.00 | 5.00 | 6.83 | 6.28 | 6.65 |
| 163 | 6.50 | 6.67 | 6.33 | 6.50 | 6.50 | 6.50 | 6.67 | 6.56 | 6.50 | 6.00 | 6.33 | 6.28 | 6.50 | 7.00 | 6.67 | 6.72 | 7.00 | 6.50 | 7.17 | 6.89 | 7.00 | 6.63 | 6.83 | 6.82 | 6.00 | 7.00 | 6.17 | 6.39 | 6.59 |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|--------------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of R1,R2 & R3 |
| 164 | 6.17 | 7.00 | 6.33 | 6.50 | 5.67 | 7.00 | 5.50 | 6.06 | 6.00 | 7.00 | 6.17 | 6.39 | 6.00 | 6.50 | 6.00 | 6.17 | 6.00 | 5.83 | 6.28 | 6.00 | 6.50 | 6.00 | 6.17 | 6.00 | 6.00 | 5.83 | 5.94 | 6.21 | |
| 165 | 7.00 | 7.00 | 6.83 | 6.94 | 7.00 | 7.00 | 6.83 | 6.94 | 7.00 | 6.00 | 7.17 | 6.72 | 7.00 | 6.00 | 6.33 | 6.44 | 7.00 | 6.50 | 7.17 | 6.89 | 7.00 | 6.75 | 6.83 | 6.86 | 6.83 | 6.00 | 6.67 | 6.50 | 6.76 |
| 166 | 6.00 | 7.00 | 6.17 | 6.39 | 6.00 | 7.00 | 6.17 | 6.39 | 6.50 | 7.00 | 6.67 | 6.72 | 6.83 | 4.00 | 6.67 | 5.83 | 6.83 | 7.50 | 7.00 | 7.11 | 6.67 | 7.00 | 6.50 | 6.72 | 6.50 | 6.00 | 6.67 | 6.39 | 6.51 |
| 167 | 6.67 | 7.00 | 6.83 | 6.83 | 6.50 | 7.00 | 6.67 | 6.72 | 6.50 | 6.50 | 6.33 | 6.44 | 6.00 | 6.50 | 6.17 | 6.22 | 6.50 | 7.00 | 6.67 | 6.72 | 6.67 | 7.00 | 6.50 | 6.72 | 6.50 | 7.00 | 6.67 | 6.72 | 6.63 |
| 168 | 6.00 | 7.00 | 6.17 | 6.39 | 6.00 | 7.17 | 6.17 | 6.44 | 6.00 | 7.60 | 6.33 | 6.64 | 6.00 | 7.00 | 6.00 | 6.33 | 6.00 | 7.50 | 6.00 | 6.50 | 6.17 | 7.13 | 6.33 | 6.54 | 6.00 | 6.00 | 5.83 | 5.94 | 6.40 |
| 169 | 6.00 | 7.00 | 6.17 | 6.39 | 6.17 | 6.33 | 6.00 | 6.17 | 6.00 | 7.00 | 6.00 | 6.33 | 6.00 | 6.50 | 6.00 | 6.17 | 6.00 | 7.00 | 6.17 | 6.39 | 6.00 | 7.13 | 6.00 | 6.38 | 6.50 | 7.00 | 6.67 | 6.72 | 6.36 |
| 170 | 6.50 | 6.50 | 6.33 | 6.44 | 5.83 | 6.67 | 6.00 | 6.17 | 6.50 | 7.00 | 6.33 | 6.61 | 6.50 | 7.00 | 6.33 | 6.61 | 6.50 | 7.00 | 6.67 | 6.72 | 7.00 | 7.00 | 7.17 | 7.06 | 7.00 | 6.50 | 6.83 | 6.78 | 6.63 |
| 171 | 5.67 | 6.00 | 5.83 | 5.83 | 6.00 | 6.00 | 6.17 | 6.06 | 5.70 | 6.50 | 5.83 | 6.01 | 5.67 | 6.50 | 5.83 | 6.00 | 6.00 | 6.67 | 6.00 | 6.22 | 6.00 | 6.25 | 6.00 | 6.08 | 7.00 | 6.50 | 7.17 | 6.89 | 6.16 |
| 172 | 6.00 | 6.00 | 6.17 | 6.06 | 6.17 | 6.00 | 6.00 | 6.06 | 5.83 | 5.67 | 5.83 | 5.78 | 6.00 | 5.50 | 6.33 | 5.94 | 6.67 | 6.50 | 6.83 | 6.67 | 6.67 | 6.38 | 6.50 | 6.51 | 7.00 | 6.50 | 7.00 | 6.83 | 6.26 |
| 173 | 7.17 | 7.00 | 7.00 | 7.06 | 7.00 | 7.00 | 7.33 | 7.11 | 7.00 | 7.00 | 7.00 | 7.00 | 6.50 | 7.50 | 6.33 | 6.78 | 6.67 | 7.50 | 6.50 | 6.89 | 7.00 | 7.25 | 7.00 | 7.08 | 7.00 | 6.00 | 6.83 | 6.61 | 6.93 |
| 174 | 5.83 | 7.00 | 5.83 | 6.22 | 5.83 | 7.67 | 5.50 | 6.33 | 6.00 | 7.50 | 6.17 | 6.56 | 6.67 | 7.00 | 6.83 | 6.83 | 5.83 | 7.17 | 6.00 | 6.33 | 6.50 | 7.13 | 6.67 | 6.76 | 6.50 | 7.00 | 6.67 | 6.72 | 6.54 |
| 175 | 7.00 | 7.50 | 7.17 | 7.22 | 7.00 | 7.17 | 7.00 | 7.06 | 6.17 | 7.00 | 6.17 | 6.44 | 6.50 | 7.75 | 6.33 | 6.86 | 6.67 | 7.00 | 6.83 | 6.83 | 6.67 | 7.38 | 7.00 | 7.01 | 7.00 | 7.00 | 6.83 | 6.94 | 6.91 |
| 176 | 6.00 | 7.00 | 6.17 | 6.39 | 6.67 | 6.50 | 6.83 | 6.67 | 6.17 | 6.50 | 6.17 | 6.28 | 6.50 | 6.00 | 6.67 | 6.39 | 6.17 | 6.67 | 6.00 | 6.28 | 7.00 | 7.13 | 6.83 | 6.99 | 6.00 | 7.50 | 6.17 | 6.56 | 6.51 |
| 177 | 6.00 | 7.17 | 6.17 | 6.44 | 5.67 | 7.00 | 5.50 | 6.06 | 6.00 | 7.00 | 6.67 | 6.56 | 6.00 | 7.00 | 6.00 | 6.33 | 5.67 | 6.50 | 5.83 | 6.00 | 6.17 | 7.00 | 6.33 | 6.50 | 5.67 | 7.00 | 5.83 | 6.17 | 6.29 |
| 178 | 5.67 | 6.50 | 6.17 | 6.11 | 6.00 | 6.50 | 5.83 | 6.11 | 6.00 | 6.00 | 6.33 | 6.11 | 5.83 | 6.00 | 5.67 | 5.83 | 5.83 | 6.50 | 6.17 | 6.17 | 6.00 | 6.63 | 6.67 | 6.43 | 6.50 | 6.50 | 6.33 | 6.44 | 6.17 |
| 179 | 5.67 | 5.50 | 6.00 | 5.72 | 5.50 | 6.00 | 5.67 | 5.72 | 6.00 | 5.00 | 7.00 | 6.00 | 6.00 | 6.00 | 6.17 | 5.72 | 6.00 | 5.67 | 5.83 | 5.83 | 5.88 | 6.17 | 5.96 | 6.00 | 7.00 | 6.17 | 6.39 | 5.91 | 5.91 |
| 180 | 5.50 | 7.00 | 5.67 | 6.06 | 6.00 | 7.00 | 5.83 | 6.28 | 5.50 | 7.00 | 5.33 | 5.94 | 6.17 | 7.00 | 6.00 | 6.39 | 6.00 | 7.17 | 6.17 | 6.44 | 6.00 | 6.63 | 6.67 | 6.43 | 6.17 | 5.00 | 5.83 | 5.67 | 6.17 |
| 181 | 6.00 | 6.17 | 6.17 | 6.11 | 6.00 | 6.50 | 6.67 | 6.39 | 6.00 | 6.00 | 6.33 | 6.11 | 6.00 | 6.50 | 6.75 | 6.42 | 6.00 | 6.67 | 6.50 | 6.39 | 5.83 | 6.88 | 6.63 | 6.44 | 6.33 | 6.50 | 5.83 | 6.22 | 6.30 |
| 182 | 5.83 | 5.83 | 6.33 | 6.00 | 6.67 | 6.67 | 6.50 | 6.61 | 5.83 | 5.83 | 6.33 | 6.00 | 6.33 | 6.25 | 6.00 | 6.19 | 5.67 | 6.17 | 6.17 | 6.00 | 6.00 | 6.38 | 6.25 | 6.21 | 5.50 | 6.00 | 6.17 | 5.89 | 6.13 |
| 183 | 6.17 | 7.00 | 7.33 | 6.83 | 6.67 | 7.00 | 7.17 | 6.83 | 7.00 | 7.67 | 7.50 | 7.39 | 7.00 | 7.00 | 7.00 | 7.00 | 7.17 | 7.50 | 7.33 | 7.33 | 6.00 | 7.13 | 7.25 | 6.79 | 6.83 | 5.50 | 5.67 | 6.00 | 6.88 |
| 184 | 7.00 | 7.50 | 7.67 | 7.39 | 7.00 | 7.50 | 7.33 | 7.28 | 7.00 | 7.17 | 7.17 | 7.11 | 7.00 | 7.50 | 7.25 | 7.25 | 7.00 | 7.50 | 7.67 | 7.39 | 7.00 | 7.50 | 7.63 | 7.38 | 7.17 | 7.00 | 6.83 | 7.00 | 7.26 |
| 185 | 6.67 | 6.00 | 6.67 | 6.44 | 7.17 | 6.00 | 6.17 | 6.44 | 6.17 | 6.50 | 6.67 | 6.44 | 6.67 | 6.75 | 6.75 | 6.72 | 6.67 | 7.50 | 7.33 | 7.17 | 6.00 | 7.13 | 7.00 | 6.71 | 6.00 | 7.50 | 7.33 | 6.94 | 6.70 |
| 186 | 6.50 | 6.00 | 6.33 | 6.28 | 6.83 | 6.00 | 5.83 | 6.22 | 6.83 | 6.50 | 6.67 | 6.67 | 6.67 | 7.00 | 7.25 | 6.97 | 7.00 | 7.00 | 7.00 | 7.00 | 7.00 | 7.13 | 7.04 | 6.67 | 6.00 | 6.17 | 6.28 | 6.64 | 6.64 |
| 187 | 6.33 | 7.00 | 7.33 | 6.89 | 6.67 | 6.67 | 6.83 | 6.72 | 6.00 | 7.00 | 6.83 | 6.61 | 6.33 | 7.50 | 7.25 | 7.03 | 6.17 | 6.67 | 7.00 | 6.61 | 6.33 | 7.00 | 6.88 | 6.74 | 6.00 | 6.50 | 6.67 | 6.39 | 6.71 |
| 188 | 7.00 | 7.00 | 6.83 | 6.94 | 7.83 | 7.00 | 6.83 | 7.22 | 7.17 | 7.00 | 7.17 | 7.11 | 7.50 | 7.00 | 7.25 | 7.25 | 7.33 | 7.00 | 6.83 | 7.06 | 7.33 | 6.63 | 6.75 | 6.90 | 7.50 | 6.50 | 6.33 | 6.78 | 7.04 |
| 189 | 5.17 | 6.00 | 6.17 | 5.78 | 5.67 | 5.00 | 5.33 | 5.33 | 5.50 | 6.00 | 6.17 | 5.89 | 5.83 | 5.00 | 5.00 | 5.28 | 6.00 | 6.00 | 5.83 | 5.94 | 6.00 | 6.13 | 6.00 | 6.04 | 5.33 | 6.50 | 6.67 | 6.17 | 5.78 |
| 190 | 7.83 | 7.00 | 7.00 | 7.28 | 7.67 | 7.33 | 7.17 | 7.39 | 7.50 | 7.00 | 7.17 | 7.22 | 7.67 | 7.00 | 7.25 | 7.31 | 8.00 | 7.17 | 7.00 | 7.39 | 8.00 | 6.88 | 6.75 | 7.21 | 7.00 | 5.00 | 5.17 | 5.72 | 7.07 |
| 191 | 7.00 | 6.50 | 6.67 | 6.72 | 7.17 | 7.00 | 7.00 | 7.06 | 6.33 | 6.50 | 6.17 | 6.33 | 6.67 | 6.50 | 6.25 | 6.47 | 7.00 | 7.00 | 6.83 | 6.94 | 7.17 | 7.13 | 6.88 | 7.06 | 6.33 | 7.00 | 6.83 | 6.72 | 6.76 |
| 192 | 7.17 | 7.00 | 6.83 | 7.00 | 7.33 | 7.50 | 7.50 | 7.44 | 7.33 | 7.00 | 7.33 | 7.22 | 7.50 | 7.50 | 7.25 | 7.42 | 7.67 | 7.17 | 7.00 | 7.28 | 8.00 | 7.00 | 7.00 | 7.33 | 7.17 | 6.50 | 6.33 | 6.67 | 7.19 |
| 193 | 7.67 | 7.00 | 7.00 | 7.22 | 7.67 | 7.00 | 7.17 | 7.28 | 7.50 | 7.50 | 7.17 | 7.39 | 7.50 | 7.00 | 7.25 | 7.25 | 7.50 | 7.50 | 7.33 | 7.44 | 7.50 | 7.00 | 6.88 | 7.13 | 7.50 | 7.00 | 6.83 | 7.11 | 7.26 |
| 194 | 7.00 | 7.00 | 6.83 | 6.94 | 7.50 | 7.00 | 6.83 | 7.11 | 7.00 | 6.83 | 6.67 | 6.83 | 7.00 | 6.75 | 6.50 | 6.75 | 7.50 | 7.17 | 7.33 | 7.33 | 8.00 | 7.25 | 7.13 | 7.46 | 8.00 | 7.00 | 7.17 | 7.39 | 7.12 |
| 195 | 7.33 | 7.00 | 7.17 | 7.17 | 7.50 | 7.50 | 7.33 | 7.44 | 7.00 | 7.00 | 7.33 | 7.11 | 7.33 | 7.00 | 7.25 | 7.19 | 7.67 | 7.50 | 7.33 | 7.50 | 7.50 | 7.13 | 7.00 | 7.21 | 7.00 | 6.83 | 7.00 | 6.94 | 7.22 |
| 196 | 6.67 | 7.17 | 7.33 | 7.06 | 6.67 | 7.17 | 7.33 | 7.06 | 7.00 | 7.00 | 6.83 | 6.94 | 7.00 | 7.00 | 7.25 | 7.08 | 7.00 | 7.00 | 7.33 | 7.11 | 7.00 | 7.13 | 7.00 | 7.04 | 6.50 | 7.00 | 6.83 | 6.78 | 7.01 |
| 197 | 6.83 | 6.50 | 6.33 | 6.56 | 7.33 | 6.67 | 6.83 | 6.94 | 6.83 | 6.00 | 6.17 | 6.33 | 7.17 | 6.00 | 5.75 | 6.31 | 7.33 | 6.50 | 6.83 | 6.89 | 7.33 | 6.63 | 6.50 | 6.82 | 6.83 | 6.33 | 6.50 | 6.56 | 6.63 |
| 198 | 6.67 | 6.50 | 6.50 | 6.56 | 6.67 | 6.50 | 6.33 | 6.50 | 6.33 | 6.50 | 6.17 | 6.33 | 6.50 | 7.00 | 6.75 | 6.75 | 6.83 | 7.00 | 7.00 | 6.94 | 6.83 | 6.88 | 6.75 | 6.82 | 6.50 | 6.00 | 5.83 | 6.11 | 6.57 |
| 199 | 6.83 | 6.50 | 6.33 | 6.56 | 6.83 | 6.50 | 6.67 | 6.67 | 6.50 | 6.00 | 6.17 | 6.22 | 6.83 | 6.00 | 5.75 | 6.19 | 6.67 | 6.50 | 6.67 | 6.61 | 6.83 | 7.00 | 7.13 | 6.99 | 6.83 | 6.00 | 5.83 | 6.22 | 6.49 |
| 200 | 6.33 | 5.67 | 6.00 | 6.00 | 6.33 | 5.67 | 6.50 | 6.17 | 6.00 | 5.67 | 5.67 | 5.78 | 6.33 | 5.25 | 5.50 | 5.69 | 6.33 | 5.83 | 6.17 | 6.11 | 6.33 | 6.13 | 6.25 | 6.24 | 6.17 | 6.00 | 6.17 | 6.11 | 6.01 |
| 201 | 6.67 | 6.00 | 6.50 | 6.39 | 6.83 | 6.00 | 6.67 | 6.50 | 6.67 | 6.17 | 6.83 | 6.56 | 6.67 | 6.00 | 6.50 | 6.39 | 7.00 | 6.50 | 7.00 | 6.83 | 7.00 | 6.63 | 6.83 | 6.82 | 6.67 | 5.50 | 6.50 | 6.22 | 6.53 |
| 202 | 5.00 | 4.50 | 5.17 | 4.89 | 6.00 | 5.33 | 6.17 | 5.83 | 5.50 | 5.33 | 5.33 | 5.39 | 6.17 | 5.25 | 6.33 | 5.92 | 6.17 | 5.83 | 6.00 | 6.00 | 6.33 | 6.13 | 6.17 | 6.21 | 6.17 | 6.17 | 6.33 | 6.22 | 5.78 |
| 203 | 5.67 | 5.50 | 5.50 | 5.56 | 6.00 | 5.67 | 5.83 | 5.83 | 5.83 | 5.33 | 5.67 | 5.61 | 6.17 | 5.50 | 6.00 | 5.89 | 6.17 | 5.50 | 6.33 | 6.00 | 6.33 | 6.00 | 6.50 | 6.28 | 6.17 | 5.83 | 6.00 | 6.00 | 5.88 |
| 204 | 7.33 | 7.00 | 7.17 | 7.17 | 7.83 | 7.50 | 8.00 | 7.78 | 7.33 | 7.33 | 7.50 | 7.39 | 7.50 | 7.50 | 7.17 | 7.47 | 7.50 | 7.67 | 7.17 | 7.44 | 7.50 | 7.13 | 7.33 | 7.32 | 7.50 | 5.83 | 7.33 | 6.89 | 7.35 |
| 205 | 6.83 | 6.67 | 7.17 | 6.89 | 7.50 | 7.00 | 7.33 | 7.28 | 7.00 | 7.00 | 7.00 | 7.00 | 7.17 | 7.00 | 7.17 | 7.11 | 7.17 | 7.33 | 7.33 | 7.28 | 7.50 | 7.25 | 7.33 | 7.36 | 7.17 | 7.17 | 7.00 | 7.11 | 7.15 |
| 206 | 6.67 | 6.33 | 6.83 | 6.61 | 6.67 | 6.33 | 6.83 | 6.61 | 6.83 | 6.50 | 7.00 | 6.78 | 7.17 | 6.50 | 7.33 | 7.00 | 7.33 | 6.83 | 7.17 | 7.11 | 7.50 | 6.88 | 7.67 | 7.35 | 7.33 | 6.83 | 7.17 | 7.11 | 6.94 |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score | |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|--------------------|--|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of R1,R2 & R3 | |
| 207 | 6.17 | 6.33 | 6.00 | 6.17 | 6.33 | 6.33 | 6.17 | 6.28 | 6.33 | 6.17 | 6.50 | 6.33 | 6.67 | 6.50 | 6.50 | 6.56 | 6.67 | 6.50 | 6.83 | 6.67 | 7.00 | 6.75 | 7.17 | 6.97 | 6.50 | 6.67 | 6.67 | 6.61 | 6.51 | |
| 208 | 7.17 | 7.00 | 7.00 | 7.06 | 7.33 | 7.17 | 7.17 | 7.22 | 7.00 | 7.00 | 7.00 | 7.00 | 7.33 | 7.25 | 7.17 | 7.25 | 7.50 | 7.17 | 7.17 | 7.28 | 7.50 | 7.13 | 7.33 | 7.32 | 7.00 | 6.50 | 7.17 | 6.89 | 7.14 | |
| 209 | 7.17 | 7.00 | 7.33 | 7.17 | 7.50 | 7.00 | 7.67 | 7.39 | 7.00 | 6.83 | 7.33 | 7.06 | 7.33 | 7.00 | 7.50 | 7.28 | 7.33 | 7.00 | 7.50 | 7.28 | 7.17 | 7.00 | 7.33 | 7.17 | 7.00 | 7.00 | 6.83 | 6.94 | 7.18 | |
| 210 | 7.33 | 7.33 | 7.17 | 7.28 | 7.67 | 7.17 | 7.83 | 7.56 | 7.33 | 7.17 | 7.50 | 7.33 | 7.67 | 7.00 | 7.50 | 7.39 | 7.67 | 7.17 | 7.83 | 7.56 | 7.83 | 7.38 | 8.00 | 7.74 | 7.50 | 7.00 | 7.33 | 7.28 | 7.45 | |
| 211 | 7.00 | 6.83 | 7.17 | 7.00 | 7.17 | 7.33 | 7.00 | 7.17 | 7.00 | 6.67 | 6.67 | 6.78 | 7.17 | 7.00 | 7.33 | 7.17 | 7.00 | 6.83 | 6.83 | 6.89 | 7.50 | 7.50 | 7.67 | 7.56 | 7.33 | 7.00 | 7.50 | 7.28 | 7.12 | |
| 212 | 7.17 | 6.83 | 6.83 | 6.94 | 7.50 | 7.50 | 7.33 | 7.44 | 7.00 | 6.67 | 7.17 | 6.94 | 7.33 | 7.00 | 7.50 | 7.28 | 6.83 | 6.67 | 6.67 | 6.72 | 7.33 | 7.25 | 7.17 | 7.25 | 7.50 | 7.50 | 7.33 | 7.44 | 7.15 | |
| 213 | 7.00 | 6.83 | 7.17 | 7.00 | 7.33 | 6.83 | 7.50 | 7.22 | 6.67 | 6.50 | 6.67 | 6.61 | 7.00 | 6.75 | 6.83 | 6.86 | 6.67 | 6.50 | 6.83 | 6.67 | 7.00 | 7.25 | 7.17 | 7.14 | 7.17 | 7.33 | 7.33 | 7.28 | 6.97 | |
| 214 | 5.00 | 4.50 | 5.17 | 4.89 | 5.17 | 5.00 | 5.33 | 5.17 | 4.67 | 4.17 | 4.50 | 4.44 | 4.33 | 4.25 | 4.67 | 4.42 | 4.67 | 4.67 | 4.83 | 4.72 | 5.00 | 4.88 | 5.17 | 5.01 | 5.33 | 7.17 | 5.50 | 6.00 | 4.95 | |
| 215 | 6.50 | 6.00 | 6.33 | 6.28 | 7.00 | 6.67 | 7.17 | 6.94 | 6.67 | 6.17 | 6.83 | 6.56 | 6.33 | 6.50 | 6.00 | 6.28 | 6.33 | 6.00 | 6.17 | 6.17 | 7.00 | 6.00 | 7.00 | 6.67 | 7.00 | 4.50 | 6.83 | 6.11 | 6.43 | |
| 216 | 4.33 | 4.00 | 4.50 | 4.28 | 4.50 | 4.00 | 4.83 | 4.44 | 4.17 | 3.67 | 4.33 | 4.06 | 4.17 | 4.25 | 4.33 | 4.25 | 4.00 | 3.83 | 4.00 | 3.94 | 4.33 | 4.75 | 4.17 | 4.42 | 4.83 | 7.00 | 5.00 | 5.61 | 4.43 | |
| 217 | 3.83 | 3.83 | 4.00 | 3.89 | 4.33 | 4.17 | 4.50 | 4.33 | 3.83 | 3.33 | 3.67 | 3.61 | 3.33 | 3.00 | 3.17 | 3.17 | 3.83 | 4.00 | 3.67 | 3.83 | 4.83 | 4.13 | 5.00 | 4.65 | 4.33 | 4.00 | 4.17 | 4.17 | 3.95 | |
| 218 | 4.83 | 4.50 | 4.67 | 4.67 | 5.33 | 5.00 | 5.17 | 5.17 | 5.50 | 4.83 | 5.33 | 5.22 | 5.00 | 5.00 | 5.17 | 5.06 | 5.50 | 5.33 | 5.33 | 5.39 | 5.67 | 5.38 | 5.83 | 5.63 | 6.17 | 4.17 | 6.33 | 5.56 | 5.24 | |
| 219 | 6.83 | 6.67 | 6.67 | 6.72 | 6.83 | 6.83 | 6.67 | 6.78 | 6.50 | 7.00 | 6.67 | 6.72 | 7.00 | 7.00 | 6.83 | 6.94 | 7.17 | 7.17 | 7.17 | 7.17 | 7.17 | 6.75 | 7.00 | 6.97 | 7.17 | 6.00 | 7.00 | 6.72 | 6.86 | |
| 220 | 7.17 | 7.00 | 7.33 | 7.17 | 7.33 | 7.17 | 7.50 | 7.33 | 7.00 | 7.00 | 7.00 | 7.00 | 7.50 | 7.00 | 7.67 | 7.39 | 7.50 | 7.17 | 7.50 | 7.39 | 7.50 | 7.13 | 7.67 | 7.43 | 7.17 | 7.00 | 7.00 | 7.06 | 7.25 | |
| 221 | 7.33 | 7.17 | 7.17 | 7.22 | 7.83 | 7.17 | 7.67 | 7.56 | 7.33 | 7.00 | 7.17 | 7.17 | 7.67 | 7.00 | 7.50 | 7.39 | 7.33 | 7.17 | 7.17 | 7.22 | 7.67 | 7.33 | 7.50 | 7.50 | 6.00 | 7.00 | 6.17 | 6.39 | 7.21 | |
| 222 | 6.17 | 6.33 | 6.00 | 6.17 | 6.33 | 6.33 | 6.50 | 6.39 | 6.17 | 6.17 | 6.33 | 6.22 | 6.33 | 6.17 | 6.50 | 6.33 | 6.00 | 6.67 | 5.67 | 6.11 | 6.67 | 6.50 | 6.83 | 6.67 | 7.00 | 5.67 | 7.17 | 6.61 | 6.36 | |
| 223 | 7.83 | 7.00 | 8.00 | 7.61 | 7.83 | 7.00 | 7.67 | 7.50 | 7.67 | 7.00 | 7.83 | 7.50 | 7.67 | 6.33 | 7.33 | 7.11 | 7.50 | 6.50 | 7.33 | 7.11 | 7.67 | 6.67 | 7.50 | 7.28 | 7.00 | 5.50 | 6.83 | 6.44 | 7.22 | |
| 224 | 7.33 | 7.33 | 7.50 | 7.39 | 7.67 | 7.33 | 7.83 | 7.61 | 7.33 | 7.50 | 7.33 | 7.39 | 7.33 | 7.17 | 7.17 | 7.22 | 7.50 | 8.00 | 7.50 | 7.67 | 7.33 | 8.00 | 7.50 | 7.61 | 7.50 | 7.00 | 7.67 | 7.39 | 7.47 | |
| 225 | 7.50 | 7.00 | 7.33 | 7.28 | 7.50 | 7.17 | 7.17 | 7.28 | 7.50 | 7.00 | 7.33 | 7.28 | 7.50 | 7.00 | 7.33 | 7.28 | 7.17 | 7.00 | 7.33 | 7.17 | 7.00 | 7.50 | 7.17 | 7.22 | 7.50 | 7.00 | 7.33 | 7.28 | 7.25 | |
| 226 | 7.67 | 7.17 | 7.50 | 7.44 | 7.83 | 7.50 | 7.67 | 7.67 | 7.67 | 7.00 | 7.50 | 7.39 | 7.83 | 7.17 | 7.50 | 7.50 | 7.33 | 7.33 | 7.50 | 7.39 | 7.00 | 7.50 | 7.17 | 7.22 | 7.67 | 7.33 | 7.83 | 7.61 | 7.46 | |
| 227 | 5.50 | 6.67 | 5.67 | 5.94 | 5.83 | 6.50 | 6.00 | 6.11 | 5.33 | 6.17 | 5.17 | 5.56 | 5.50 | 6.50 | 5.83 | 5.94 | 5.00 | 6.50 | 4.83 | 5.44 | 5.33 | 7.00 | 5.67 | 6.00 | 6.00 | 6.50 | 5.83 | 6.11 | 5.87 | |
| 228 | 7.33 | 7.50 | 7.50 | 7.44 | 7.50 | 7.50 | 7.67 | 7.56 | 7.00 | 8.00 | 7.00 | 7.33 | 7.00 | 8.00 | 7.50 | 7.50 | 7.50 | 8.00 | 7.50 | 7.67 | 7.00 | 8.00 | 7.50 | 7.50 | 7.00 | 7.00 | 7.17 | 7.06 | 7.44 | |
| 229 | 6.00 | 6.00 | 6.17 | 6.06 | 5.67 | 5.50 | 5.83 | 5.67 | 6.00 | 6.00 | 6.33 | 6.11 | 6.50 | 5.67 | 6.50 | 6.22 | 6.00 | 6.17 | 6.00 | 6.06 | 6.00 | 6.00 | 5.83 | 5.94 | 6.00 | 5.00 | 5.83 | 5.61 | 5.95 | |
| 230 | 6.00 | 7.00 | 5.83 | 6.28 | 6.00 | 7.00 | 5.83 | 6.28 | 6.50 | 7.00 | 6.83 | 6.78 | 6.83 | 7.50 | 6.67 | 7.00 | 6.83 | 7.50 | 7.00 | 7.11 | 6.33 | 7.00 | 6.83 | 6.72 | 6.50 | 7.00 | 6.33 | 6.61 | 6.68 | |
| 231 | 6.67 | 7.00 | 7.17 | 6.94 | 6.67 | 7.00 | 6.67 | 6.78 | 6.33 | 6.67 | 6.50 | 6.50 | 7.00 | 6.50 | 6.33 | 6.61 | 6.50 | 7.00 | 7.17 | 6.89 | 6.33 | 7.00 | 7.00 | 6.78 | 7.00 | 7.00 | 6.83 | 6.94 | 6.78 | |
| 232 | 5.17 | 6.00 | 6.17 | 5.78 | 5.67 | 5.00 | 5.17 | 5.28 | 5.50 | 6.00 | 6.33 | 5.94 | 5.83 | 5.00 | 5.00 | 5.28 | 6.00 | 6.00 | 6.17 | 6.06 | 6.00 | 6.00 | 6.00 | 6.00 | 5.00 | 5.00 | 5.17 | 5.06 | 5.63 | |
| 233 | 6.67 | 7.00 | 6.83 | 6.83 | 6.50 | 7.00 | 6.83 | 6.78 | 6.50 | 6.50 | 6.33 | 6.44 | 6.00 | 6.50 | 6.33 | 6.28 | 6.50 | 7.00 | 6.83 | 6.78 | 6.67 | 7.00 | 6.83 | 6.83 | 6.50 | 6.00 | 5.83 | 6.11 | 6.58 | |
| 234 | 6.00 | 7.00 | 7.17 | 6.72 | 6.00 | 7.17 | 7.33 | 6.83 | 6.00 | 7.50 | 7.17 | 6.89 | 6.00 | 7.00 | 7.00 | 6.67 | 6.00 | 7.50 | 7.33 | 6.94 | 6.17 | 7.50 | 7.33 | 7.00 | 6.00 | 7.00 | 6.83 | 6.61 | 6.81 | |
| 235 | 6.00 | 7.00 | 6.83 | 6.61 | 6.17 | 6.33 | 6.17 | 6.22 | 6.00 | 7.00 | 7.00 | 6.67 | 6.00 | 6.50 | 6.33 | 6.28 | 6.00 | 7.00 | 7.00 | 6.67 | 6.00 | 7.00 | 7.00 | 6.67 | 6.50 | 6.50 | 6.33 | 6.44 | 6.51 | |
| 236 | 6.50 | 6.50 | 6.83 | 6.61 | 6.17 | 6.67 | 6.83 | 6.56 | 6.50 | 7.00 | 7.33 | 6.94 | 6.50 | 7.00 | 6.83 | 6.78 | 6.50 | 7.00 | 7.00 | 6.83 | 7.00 | 7.00 | 7.17 | 7.06 | 7.00 | 6.50 | 6.67 | 6.72 | 6.79 | |
| 237 | 7.00 | 7.50 | 7.17 | 7.22 | 7.00 | 7.17 | 7.00 | 7.06 | 6.17 | 7.00 | 7.00 | 6.72 | 6.50 | 7.50 | 7.33 | 7.11 | 6.67 | 7.00 | 7.17 | 6.94 | 7.00 | 7.50 | 7.17 | 7.22 | 7.00 | 7.50 | 7.33 | 7.28 | 7.08 | |
| 238 | 6.00 | 6.00 | 6.33 | 6.11 | 6.17 | 6.00 | 6.17 | 6.11 | 5.83 | 5.67 | 5.83 | 5.78 | 6.00 | 5.67 | 5.83 | 5.83 | 6.67 | 6.50 | 6.83 | 6.67 | 6.67 | 6.50 | 6.50 | 6.56 | 7.00 | 6.00 | 6.17 | 6.39 | 6.21 | |
| 239 | 7.17 | 7.00 | 7.00 | 7.06 | 7.00 | 7.00 | 6.83 | 6.94 | 7.00 | 7.00 | 6.83 | 6.94 | 6.50 | 7.50 | 7.17 | 7.06 | 6.67 | 7.50 | 7.67 | 7.28 | 7.00 | 7.50 | 7.50 | 7.33 | 7.00 | 7.00 | 7.17 | 7.06 | 7.10 | |
| 240 | 5.83 | 7.00 | 7.33 | 6.72 | 5.83 | 7.67 | 7.50 | 7.00 | 5.67 | 7.50 | 7.67 | 6.94 | 6.67 | 7.00 | 7.33 | 7.00 | 5.83 | 7.17 | 7.00 | 6.67 | 6.50 | 7.00 | 6.83 | 6.78 | 6.50 | 7.00 | 6.83 | 6.78 | 6.84 | |
| | 6.67 | 6.65 | 6.70 | 6.68 | 6.80 | 6.73 | 6.75 | 6.76 | 6.65 | 6.66 | 6.70 | 6.67 | 6.77 | 6.63 | 6.66 | 6.69 | 6.72 | 6.83 | 6.81 | 6.79 | 6.85 | 6.90 | 6.91 | 6.88 | 6.75 | 6.46 | 6.63 | 6.61 | | |
| | 0.80 | 0.70 | 0.70 | 0.68 | 0.79 | 0.73 | 0.74 | 0.70 | 0.78 | 0.80 | 0.75 | 0.71 | 0.80 | 0.88 | 0.79 | 0.75 | 0.77 | 0.70 | 0.74 | 0.68 | 0.69 | 0.59 | 0.62 | 0.58 | 0.68 | 0.75 | 0.66 | 0.54 | | |

R-1= Rater 1, R-2=Rater 2 and R-3=Rater3

Appendix 27: Band Score of Experimental Group

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|----------------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of three Raters |
| 1 | 3.00 | 3.00 | 3.50 | 3.17 | 3.67 | 3.33 | 3.83 | 3.61 | 3 | 3.17 | 3.83 | 3.33 | 3.17 | 3 | 3.50 | 3.22 | 3.17 | 3.33 | 3.67 | 3.39 | 3.50 | 3.33 | 3.00 | 3.28 | 3.67 | 4.00 | 3.50 | 3.72 | 3.31 |
| 2 | 4.33 | 4.00 | 4.33 | 4.22 | 5.50 | 5.00 | 5.17 | 5.22 | 4.50 | 4.67 | 4.67 | 4.61 | 5 | 5.17 | 5.00 | 5.06 | 4.67 | 4.50 | 5.00 | 4.72 | 5.33 | 5.17 | 5.33 | 5.28 | 5.67 | 5.33 | 5.67 | 5.56 | 4.95 |
| 3 | 4.67 | 5.00 | 4.67 | 4.78 | 5.33 | 5.00 | 5.00 | 5.11 | 4.83 | 4.67 | 5.00 | 4.83 | 4.83 | 5.00 | 5.00 | 4.94 | 5.00 | 4.67 | 4.00 | 4.56 | 5.50 | 5.00 | 5.00 | 5.17 | 6.00 | 5.67 | 5.17 | 5.61 | 5.00 |
| 4 | 4.00 | 4.17 | 5.00 | 4.39 | 4.83 | 4.50 | 5.00 | 4.78 | 4.17 | 4.67 | 5.00 | 4.61 | 5.17 | 5 | 5.00 | 5.06 | 4.00 | 4.33 | 4.00 | 4.11 | 4.50 | 4.67 | 5.00 | 4.72 | 4.67 | 5.00 | 5.00 | 4.89 | 4.65 |
| 5 | 1.17 | 1.00 | 4.00 | 2.06 | 1.67 | 1.67 | 4.00 | 2.44 | 1.17 | 1.33 | 3.67 | 2.06 | 1.17 | 1.33 | 3.00 | 1.83 | 1.33 | 1.50 | 3.00 | 1.94 | 1.67 | 2.00 | 3.33 | 2.33 | 1.83 | 2.00 | 3.67 | 2.50 | 2.17 |
| 6 | 4.00 | 3.67 | 5.00 | 4.22 | 4.00 | 4.00 | 5.33 | 4.44 | 3.33 | 3.00 | 5.00 | 3.78 | 3.00 | 3.00 | 5.00 | 3.67 | 3.00 | 3.33 | 3.00 | 3.11 | 3.67 | 4.00 | 5.00 | 4.22 | 4.00 | 4.33 | 5.00 | 4.44 | 3.98 |
| 7 | 2.00 | 2.00 | 4.33 | 2.78 | 2.00 | 2.00 | 4.00 | 2.67 | 1.67 | 1.67 | 4.00 | 2.44 | 1.67 | 1.67 | 4.17 | 2.50 | 1.67 | 1.33 | 4.33 | 2.44 | 1.67 | 2.00 | 3.83 | 2.50 | 1.83 | 1.67 | 3.83 | 2.44 | 2.54 |
| 8 | 1.50 | 1.67 | 4.67 | 2.61 | 1.83 | 1.83 | 4.67 | 2.78 | 1.67 | 1.67 | 4.33 | 2.56 | 1.67 | 1.50 | 4.33 | 2.50 | 1.67 | 1.33 | 4.33 | 2.44 | 1.67 | 2.00 | 4.00 | 2.56 | 1.67 | 1.50 | 3.83 | 2.33 | 2.54 |
| 9 | 2.50 | 2.67 | 4.00 | 3.06 | 3.17 | 3.00 | 4.00 | 3.39 | 2.67 | 2.50 | 3.83 | 3.00 | 2.00 | 2.00 | 3.50 | 2.50 | 2.00 | 2.33 | 3.50 | 2.61 | 3.00 | 3.00 | 3.17 | 3.06 | 3.00 | 3.17 | 3.50 | 3.22 | 2.98 |
| 10 | 5.00 | 4.67 | 4.00 | 4.56 | 5.67 | 5.00 | 5.00 | 5.22 | 5.00 | 4.83 | 3.67 | 4.50 | 5.00 | 4.67 | 5.00 | 4.89 | 4.67 | 5.00 | 5.00 | 4.89 | 4.83 | 5.00 | 5.00 | 4.94 | 5.33 | 5.00 | 5.00 | 5.11 | 4.87 |
| 11 | 1.33 | 1.00 | 2.67 | 1.67 | 1.67 | 1.67 | 3.33 | 2.22 | 1.17 | 1.33 | 2.67 | 1.72 | 1.17 | 1.33 | 3.00 | 1.83 | 1.17 | 1.33 | 3.33 | 1.94 | 1.83 | 2.00 | 3.00 | 2.28 | 2.00 | 1.67 | 3.33 | 2.33 | 2.00 |
| 12 | 5.67 | 5.33 | 5.00 | 5.33 | 5.33 | 5.17 | 5.00 | 5.17 | 5.00 | 4.83 | 4.00 | 4.61 | 5.17 | 5.00 | 5.00 | 5.06 | 5.33 | 5.00 | 5.00 | 5.11 | 5.50 | 5.33 | 5.00 | 5.28 | 7.00 | 6.67 | 5.00 | 6.22 | 5.25 |
| 13 | 4.67 | 5.00 | 5.33 | 5.00 | 5.00 | 4.67 | 5.33 | 5.00 | 4.17 | 4.00 | 5.33 | 4.50 | 3.50 | 3.67 | 5.33 | 4.17 | 4.00 | 4.00 | 5.33 | 4.44 | 4.67 | 4.67 | 5.33 | 4.89 | 5.33 | 5.00 | 5.50 | 5.28 | 4.75 |
| 14 | 2.50 | 2.17 | 5.00 | 3.22 | 3.50 | 3.67 | 5.00 | 4.06 | 2.83 | 2.67 | 5.00 | 3.50 | 2.83 | 2.67 | 4.17 | 3.22 | 3.17 | 3.00 | 4.50 | 3.56 | 3.50 | 3.67 | 4.50 | 3.89 | 4.33 | 4.67 | 5.00 | 4.67 | 3.73 |
| 15 | 3.00 | 2.67 | 4.00 | 3.22 | 3.33 | 3.50 | 4.00 | 3.61 | 2.67 | 2.83 | 4.00 | 3.17 | 2.67 | 3.00 | 4.00 | 3.22 | 2.67 | 3.00 | 3.33 | 3.00 | 3.33 | 3.33 | 3.50 | 3.39 | 3.67 | 4.00 | 3.50 | 3.72 | 3.33 |
| 16 | 2.33 | 2.50 | 4.33 | 3.06 | 3.00 | 2.67 | 4.33 | 3.33 | 2.67 | 2.83 | 4.17 | 3.22 | 2.67 | 3.00 | 4.33 | 3.33 | 2.67 | 2.33 | 4.00 | 3.00 | 3.00 | 2.83 | 4.00 | 3.28 | 3.33 | 3.00 | 3.67 | 3.33 | 3.22 |
| 17 | 4.50 | 4.33 | 4.50 | 4.44 | 4.33 | 4.67 | 4.33 | 4.44 | 4.00 | 4.17 | 3.17 | 3.78 | 4.00 | 4.17 | 3.17 | 3.78 | 4.00 | 4.17 | 3.67 | 3.94 | 4.67 | 4.33 | 4.33 | 4.44 | 4.83 | 5.00 | 5.00 | 4.94 | 4.25 |
| 18 | 4.33 | 4.33 | 4.00 | 4.22 | 5.33 | 5.00 | 5.00 | 5.11 | 4.33 | 4.00 | 4.00 | 4.11 | 4.33 | 4.17 | 4.33 | 4.28 | 4.33 | 4.00 | 4.33 | 4.22 | 4.50 | 4.67 | 4.33 | 4.50 | 4.83 | 5.00 | 5.00 | 4.94 | 4.48 |
| 19 | 3.00 | 3.00 | 6.00 | 4.00 | 3.50 | 3.67 | 5.83 | 4.33 | 2.67 | 2.83 | 4.83 | 3.44 | 2.67 | 2.83 | 5.00 | 3.50 | 2.67 | 3.00 | 5.00 | 3.56 | 3.50 | 3.67 | 5.00 | 4.06 | 4.00 | 4.17 | 5.33 | 4.50 | 3.91 |
| 20 | 5.00 | 4.67 | 4.67 | 4.78 | 5.33 | 5.00 | 5.00 | 5.11 | 4.33 | 4.17 | 4.33 | 4.28 | 4.00 | 4.00 | 4.17 | 4.06 | 4.67 | 4.33 | 4.67 | 4.56 | 5.00 | 5.00 | 4.67 | 4.89 | 5.00 | 5.00 | 4.83 | 4.94 | 4.66 |
| 21 | 5.00 | 5.00 | 4.00 | 4.67 | 5.00 | 4.67 | 5.00 | 4.89 | 5.00 | 4.83 | 4.67 | 4.83 | 5.00 | 4.83 | 4.50 | 4.78 | 4.67 | 4.50 | 4.67 | 4.61 | 5.00 | 5.00 | 5.00 | 5.00 | 5.33 | 5.00 | 4.67 | 5.00 | 4.83 |
| 22 | 2.00 | 1.83 | 2.00 | 1.94 | 2.00 | 2.00 | 2.50 | 2.17 | 2.00 | 2.00 | 2.17 | 2.06 | 2.00 | 2.00 | 2.17 | 2.06 | 2.00 | 2.00 | 2.17 | 2.06 | 2.00 | 1.67 | 2.17 | 1.94 | 2.00 | 2.33 | 2.17 | 2.17 | 2.06 |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|----------------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of three Raters |
| 23 | 2.00 | 2.17 | 1.67 | 1.94 | 2.17 | 2.33 | 2.00 | 2.17 | 2.00 | 2.00 | 2.00 | 2.17 | 2.33 | 2.00 | 2.17 | 2.17 | 2.00 | 2.00 | 2.06 | 2.17 | 2.00 | 2.00 | 2.06 | 2.33 | 2.00 | 3.00 | 2.44 | 2.12 | |
| 24 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.00 | 1.00 | 1.11 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.33 | 1.00 | 1.22 | 1.21 |
| 25 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.00 | 1.00 | 1.11 | 1.33 | 1.00 | 1.00 | 1.11 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.00 | 1.00 | 1.11 | 1.33 | 1.00 | 1.00 | 1.11 | 1.16 |
| 26 | 3.33 | 3.17 | 1.67 | 2.72 | 3.50 | 3.67 | 2.00 | 3.06 | 3.33 | 3.67 | 2.00 | 3.00 | 3.67 | 4.00 | 2.00 | 3.22 | 3.00 | 3.33 | 2.00 | 2.78 | 3.67 | 3.33 | 2.00 | 3.00 | 3.67 | 3.83 | 2.00 | 3.17 | 2.99 |
| 27 | 2.33 | 2.50 | 2.00 | 2.28 | 2.67 | 2.67 | 2.00 | 2.44 | 2.33 | 2.33 | 2.00 | 2.22 | 1.83 | 2.00 | 2.00 | 1.94 | 2.33 | 2.67 | 2.00 | 2.33 | 2.50 | 2.67 | 2.00 | 2.39 | 2.67 | 2.33 | 2.00 | 2.33 | 2.28 |
| 28 | 2.33 | 2.50 | 2.00 | 2.28 | 2.67 | 2.50 | 2.33 | 2.50 | 2.67 | 2.50 | 2.33 | 2.50 | 2.67 | 3.00 | 2.33 | 2.67 | 2.67 | 2.33 | 2.33 | 2.44 | 3.00 | 2.67 | 2.33 | 2.67 | 3.00 | 2.67 | 2.33 | 2.67 | 2.53 |
| 29 | 1.83 | 2.00 | 2.00 | 1.94 | 2.67 | 2.50 | 3.00 | 2.72 | 2.00 | 1.83 | 2.33 | 2.06 | 2.00 | 1.67 | 2.00 | 1.89 | 1.83 | 1.67 | 2.33 | 1.94 | 2.00 | 2.33 | 2.33 | 2.22 | 2.00 | 1.67 | 2.67 | 2.11 | 2.13 |
| 30 | 3.33 | 3.17 | 3.33 | 3.28 | 3.33 | 3.17 | 3.33 | 3.28 | 3.17 | 3.33 | 3.33 | 3.28 | 3.00 | 2.67 | 3.00 | 2.89 | 3.33 | 3.00 | 3.33 | 3.22 | 3.33 | 3.50 | 3.67 | 3.50 | 3.83 | 3.67 | 3.50 | 3.67 | 3.30 |
| 31 | 1.17 | 1.33 | 1.00 | 1.17 | 1.33 | 1.33 | 2.00 | 1.56 | 1.33 | 1.33 | 1.67 | 1.44 | 1.33 | 1.00 | 1.67 | 1.33 | 1.17 | 1.33 | 1.67 | 1.39 | 1.33 | 1.00 | 1.67 | 1.33 | 1.33 | 1.33 | 2.00 | 1.56 | 1.40 |
| 32 | 2.00 | 2.17 | 1.67 | 1.94 | 2.50 | 2.67 | 2.67 | 2.61 | 2.17 | 2.33 | 2.33 | 2.28 | 2.33 | 2.00 | 2.33 | 2.22 | 2.00 | 1.67 | 2.33 | 2.00 | 2.67 | 2.83 | 2.67 | 2.72 | 9.50 | 2.67 | 3.00 | 5.06 | 2.69 |
| 33 | 2.33 | 2.33 | 2.00 | 2.22 | 2.83 | 2.67 | 2.33 | 2.61 | 2.33 | 2.33 | 2.00 | 2.22 | 2.33 | 2.33 | 2.00 | 2.22 | 2.33 | 2.33 | 2.00 | 2.22 | 2.33 | 2.33 | 2.00 | 2.22 | 2.67 | 2.33 | 2.00 | 2.33 | 2.29 |
| 34 | 1.83 | 2.00 | 1.00 | 1.61 | 1.83 | 2.00 | 1.00 | 1.61 | 1.67 | 2.00 | 1.00 | 1.56 | 1.50 | 1.67 | 1.00 | 1.39 | 1.50 | 1.67 | 1.00 | 1.39 | 1.67 | 1.67 | 1.00 | 1.44 | 1.83 | 2.00 | 1.67 | 1.83 | 1.55 |
| 35 | 3.00 | 2.83 | 2.67 | 2.83 | 2.67 | 3.00 | 2.00 | 2.56 | 3.33 | 3.33 | 2.67 | 3.11 | 3.33 | 3.50 | 2.67 | 3.17 | 3.00 | 2.33 | 2.33 | 2.56 | 3.33 | 3.17 | 3.00 | 3.17 | 3.67 | 3.33 | 3.33 | 3.44 | 2.98 |
| 36 | 2.50 | 2.33 | 1.67 | 2.17 | 3.00 | 3.00 | 3.00 | 3.00 | 2.50 | 2.67 | 3.00 | 2.72 | 2.67 | 2.83 | 3.00 | 2.83 | 2.33 | 2.00 | 3.00 | 2.44 | 2.00 | 2.00 | 3.00 | 2.33 | 3.00 | 3.00 | 3.00 | 3.00 | 2.64 |
| 37 | 2.67 | 2.83 | 2.00 | 2.50 | 3.00 | 3.33 | 2.33 | 2.89 | 2.83 | 2.67 | 2.33 | 2.61 | 2.83 | 3.00 | 2.67 | 2.83 | 2.83 | 3.00 | 2.67 | 2.83 | 2.83 | 2.67 | 2.67 | 2.72 | 2.83 | 2.67 | 3.00 | 2.83 | 2.75 |
| 38 | 2.00 | 2.00 | 1.67 | 1.89 | 2.00 | 2.00 | 1.67 | 1.89 | 1.67 | 1.67 | 1.33 | 1.56 | 1.33 | 1.33 | 1.33 | 1.33 | 1.50 | 1.67 | 1.33 | 1.50 | 1.67 | 1.67 | 1.33 | 1.56 | 1.67 | 1.67 | 1.33 | 1.56 | 1.61 |
| 39 | 2.33 | 2.50 | 2.50 | 2.44 | 2.83 | 3.00 | 3.33 | 3.06 | 2.33 | 2.50 | 2.33 | 2.39 | 2.33 | 2.17 | 2.33 | 2.28 | 2.67 | 3.00 | 2.67 | 2.78 | 2.83 | 2.67 | 3.00 | 2.83 | 2.83 | 2.67 | 3.67 | 3.06 | 2.69 |
| 40 | 1.33 | 1.33 | 1.00 | 1.22 | 1.33 | 1.67 | 1.00 | 1.33 | 1.33 | 1.33 | 1.00 | 1.22 | 1.67 | 1.67 | 1.00 | 1.44 | 1.50 | 1.67 | 1.33 | 1.50 | 1.67 | 1.67 | 1.33 | 1.56 | 1.67 | 1.67 | 1.33 | 1.56 | 1.40 |
| Mean | 2.86 | 2.84 | 3.17 | 2.96 | 3.20 | 3.15 | 3.47 | 3.27 | 2.81 | 2.82 | 3.18 | 2.94 | 2.81 | 2.80 | 3.20 | 2.94 | 2.78 | 2.77 | 3.15 | 2.90 | 3.09 | 3.07 | 3.29 | 3.15 | 3.51 | 3.28 | 3.48 | 3.42 | 3.08 |
| Std. | 1.27 | 1.23 | 1.49 | 1.19 | 1.35 | 1.20 | 1.46 | 1.24 | 1.18 | 1.15 | 1.32 | 1.12 | 1.23 | 1.26 | 1.35 | 1.20 | 1.18 | 1.17 | 1.27 | 1.13 | 1.28 | 1.28 | 1.35 | 1.26 | 1.74 | 1.48 | 1.37 | 1.39 | 1.20 |

Appendix 28: Band Score of Control Group

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|----------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of Raters |
| 1 | 1.67 | 1.50 | 1.33 | 1.50 | 1.83 | 1.67 | 1.33 | 1.61 | 1.33 | 1.33 | 1.33 | 1.33 | 1.67 | 1.83 | 1.33 | 1.61 | 1.50 | 1.33 | 1.00 | 1.28 | 1.33 | 1.67 | 1.33 | 1.44 | 1.67 | 1.67 | 1.33 | 1.56 | 1.46 |
| 2 | 4.50 | 4.17 | 4.00 | 4.22 | 5.33 | 5.50 | 5.67 | 5.50 | 4.50 | 4.33 | 4.00 | 4.28 | 4.50 | 4.67 | 4.00 | 4.39 | 4.50 | 4.67 | 4.33 | 4.50 | 4.67 | 5.00 | 4.83 | 4.83 | 5.00 | 5.00 | 4.67 | 4.89 | 4.66 |
| 3 | 2.67 | 3.00 | 2.67 | 2.78 | 3.17 | 3.33 | 4.00 | 3.50 | 3.00 | 2.67 | 3.00 | 2.89 | 3.33 | 3.50 | 3.67 | 3.50 | 4.33 | 4.00 | 3.00 | 3.78 | 3.75 | 4.17 | 4.00 | 3.97 | 4.33 | 4.67 | 4.00 | 4.33 | 3.54 |
| 4 | 3.00 | 3.00 | 2.67 | 2.89 | 3.67 | 3.85 | 4.00 | 3.84 | 3.17 | 3.00 | 3.33 | 3.17 | 3.83 | 4.00 | 3.00 | 3.61 | 3.50 | 3.33 | 3.67 | 3.50 | 4.17 | 4.33 | 4.50 | 4.33 | 4.83 | 4.67 | 4.00 | 4.50 | 3.69 |
| 5 | 2.50 | 2.67 | 2.33 | 2.50 | 3.33 | 3.33 | 3.00 | 3.22 | 2.67 | 2.67 | 3.00 | 2.78 | 2.5 | 2.67 | 3.00 | 2.72 | 2.67 | 2.67 | 3.00 | 2.78 | 3.17 | 3.33 | 3.00 | 3.17 | 4.17 | 4.00 | 4.00 | 4.06 | 3.03 |
| 6 | 2.83 | 2.67 | 2.33 | 2.61 | 3.33 | 3.50 | 3.33 | 3.39 | 3.33 | 3.33 | 3.00 | 3.22 | 3.33 | 3.00 | 3.50 | 3.28 | 3.17 | 3.33 | 4.00 | 3.50 | 3.67 | 3.33 | 3.00 | 3.33 | 4.33 | 4.00 | 4.00 | 4.11 | 3.35 |
| 7 | 1.67 | 2.00 | 2.00 | 1.89 | 2.00 | 2.00 | 2.00 | 2.00 | 1.83 | 2.00 | 1.67 | 1.83 | 1.50 | 1.67 | 2.00 | 1.72 | 1.00 | 1.33 | 2.00 | 1.44 | 2.33 | 2.67 | 2.33 | 2.44 | 2.00 | 2.00 | 2.00 | 2.00 | 1.90 |
| 8 | 5.00 | 4.67 | 5.00 | 4.89 | 6.00 | 5.83 | 5.50 | 5.78 | 5.67 | 5.33 | 4.67 | 5.22 | 5.17 | 5.33 | 5.33 | 5.28 | 5.33 | 5.67 | 6.00 | 5.67 | 6.17 | 6.33 | 5.67 | 6.06 | 6.50 | 5.67 | 5.00 | 5.72 | 5.52 |
| 9 | 5.00 | 4.67 | 5.00 | 4.89 | 6.00 | 5.83 | 5.50 | 5.78 | 5.67 | 5.33 | 4.67 | 5.22 | 5.17 | 5.33 | 5.33 | 5.28 | 5.33 | 5.67 | 6.00 | 5.67 | 6.17 | 6.33 | 5.67 | 6.06 | 6.50 | 5.67 | 5.00 | 5.72 | 5.52 |
| 10 | 5.17 | 5.00 | 4.67 | 4.94 | 5.17 | 5.33 | 5.00 | 5.17 | 4.83 | 5.00 | 5.00 | 4.94 | 4.50 | 4.67 | 4.00 | 4.39 | 4.83 | 5.00 | 4.00 | 4.61 | 5.33 | 5.50 | 5.00 | 5.28 | 5.67 | 5.33 | 5.00 | 5.33 | 4.95 |
| 11 | 2.67 | 3.00 | 2.67 | 2.78 | 3.83 | 3.33 | 3.67 | 3.61 | 2.67 | 2.33 | 2.67 | 2.56 | 3.00 | 3.33 | 4.00 | 3.44 | 3.17 | 3.00 | 3.33 | 3.17 | 3.67 | 3.50 | 3.67 | 3.61 | 4.17 | 4.33 | 5.00 | 4.50 | 3.38 |
| 12 | 3.50 | 3.17 | 3.00 | 3.22 | 4.33 | 4.17 | 4.33 | 4.28 | 4.00 | 3.83 | 3.00 | 3.61 | 3.50 | 3.33 | 4.00 | 3.61 | 3.50 | 3.33 | 3.67 | 3.50 | 4.33 | 4.00 | 4.33 | 4.22 | 4.50 | 4.33 | 5.00 | 4.61 | 3.87 |
| 13 | 4.17 | 4.00 | 4.33 | 4.17 | 4.17 | 4.00 | 3.67 | 3.94 | 3.67 | 3.83 | 3.67 | 3.72 | 3.67 | 3.83 | 3.67 | 3.72 | 3.33 | 3.17 | 3.67 | 3.39 | 4.00 | 3.67 | 4.00 | 3.89 | 4.00 | 4.33 | 5.00 | 4.44 | 3.90 |
| 14 | 4.33 | 4.50 | 4.83 | 4.56 | 4.83 | 4.67 | 4.33 | 4.61 | 4.17 | 4.33 | 4.00 | 4.17 | 4.17 | 4.00 | 4.00 | 4.06 | 3.67 | 3.50 | 3.33 | 3.50 | 4.67 | 4.83 | 4.00 | 4.50 | 4.17 | 4.33 | 4.00 | 4.17 | 4.22 |
| 15 | 5.17 | 5.00 | 5.33 | 5.17 | 5.00 | 5.00 | 5.00 | 5.00 | 4.50 | 4.67 | 5.00 | 4.72 | 4.50 | 4.67 | 4.00 | 4.39 | 4.33 | 4.50 | 4.33 | 4.39 | 5.17 | 5.33 | 5.00 | 5.17 | 5.33 | 5.67 | 5.00 | 5.33 | 4.88 |
| 16 | 2.33 | 2.67 | 3.00 | 2.67 | 2.67 | 2.83 | 3.00 | 2.83 | 2.33 | 2.50 | 2.67 | 2.50 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 3.00 | 3.33 | 3.00 | 3.11 | 3.50 | 3.33 | 3.00 | 3.28 | 2.63 |
| 17 | 3.33 | 3.17 | 3.00 | 3.17 | 4.50 | 4.67 | 4.33 | 4.50 | 3.50 | 3.67 | 4.00 | 3.72 | 3.33 | 3.50 | 3.33 | 3.39 | 3.33 | 3.17 | 3.00 | 3.17 | 3.83 | 4.00 | 3.00 | 3.61 | 4.33 | 4.33 | 4.00 | 4.22 | 3.68 |
| 18 | 5.33 | 5.17 | 4.83 | 5.11 | 5.83 | 6.17 | 5.83 | 5.94 | 5.17 | 5.50 | 5.17 | 5.28 | 5.00 | 5.00 | 4.83 | 4.94 | 4.67 | 4.50 | 4.50 | 4.56 | 4.83 | 4.33 | 5.50 | 4.89 | 5.00 | 5.00 | 4.50 | 4.83 | 5.08 |
| 19 | 2.33 | 2.00 | 2.00 | 2.11 | 3.17 | 3.33 | 3.67 | 3.39 | 2.67 | 2.67 | 3.00 | 2.78 | 2.67 | 2.50 | 2.33 | 2.50 | 2.33 | 2.33 | 2.00 | 2.22 | 3.00 | 3.33 | 3.00 | 3.11 | 3.50 | 3.33 | 3.00 | 3.28 | 2.77 |
| 20 | 4.67 | 5.00 | 4.67 | 4.78 | 4.83 | 5.00 | 5.33 | 5.06 | 4.33 | 4.00 | 3.67 | 4.00 | 4.33 | 4.17 | 4.33 | 4.28 | 4.00 | 3.83 | 3.67 | 3.83 | 4.67 | 4.67 | 4.00 | 4.44 | 4.67 | 4.33 | 4.00 | 4.33 | 4.39 |
| 21 | 2.00 | 1.67 | 2.00 | 1.89 | 2.33 | 2.00 | 2.33 | 2.22 | 2.00 | 2.00 | 1.67 | 1.89 | 2.33 | 2.00 | 2.33 | 2.22 | 1.67 | 1.67 | 2.00 | 1.78 | 2.17 | 2.33 | 2.00 | 2.17 | 2.50 | 2.67 | 2.33 | 2.50 | 2.10 |

| Roll | Content | | | | Style | | | | Organisation | | | | Cohesion | | | | Grammar | | | | Vocabulary | | | | Mechanics | | | | Band Score |
|------|---------|------|------|------|-------|------|------|------|--------------|------|------|------|----------|------|------|------|---------|------|------|------|------------|------|------|------|-----------|------|------|------|----------------|
| | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | R-1 | R-2 | R-3 | Avg | Mean of Raters |
| 22 | 3.17 | 3.00 | 2.67 | 2.94 | 2.67 | 2.83 | 3.00 | 2.83 | 2.67 | 2.83 | 3.00 | 2.83 | 2.67 | 3.00 | 3.33 | 3.00 | 2.83 | 2.67 | 2.33 | 2.61 | 3.00 | 3.00 | 3.33 | 3.11 | 3.33 | 3.67 | 3.00 | 3.33 | 2.95 |
| 23 | 1.17 | 1.33 | 1.33 | 1.28 | 1.17 | 1.33 | 1.33 | 1.28 | 1.17 | 1.33 | 1.33 | 1.28 | 1.17 | 1.33 | 1.33 | 1.28 | 1.17 | 1.33 | 1.33 | 1.28 | 1.17 | 1.33 | 1.33 | 1.28 | 1.50 | 1.67 | 2.00 | 1.72 | 1.34 |
| 24 | 2.83 | 2.67 | 2.00 | 2.50 | 3.33 | 3.17 | 3.00 | 3.17 | 2.17 | 2.00 | 2.00 | 2.06 | 2.17 | 2.33 | 2.67 | 2.39 | 2.50 | 2.67 | 3.00 | 2.72 | 3.00 | 3.00 | 3.00 | 3.00 | 3.17 | 3.00 | 3.00 | 3.06 | 2.70 |
| 25 | 2.00 | 2.00 | 2.00 | 2.00 | 2.17 | 2.33 | 2.67 | 2.39 | 2.17 | 2.33 | 2.00 | 2.17 | 2.00 | 2.00 | 2.33 | 2.11 | 1.83 | 2.00 | 2.33 | 2.06 | 2.00 | 2.33 | 2.67 | 2.33 | 2.17 | 2.33 | 2.67 | 2.39 | 2.21 |
| 26 | 4.17 | 4.33 | 4.00 | 4.17 | 5.17 | 4.83 | 4.67 | 4.89 | 4.00 | 3.83 | 3.67 | 3.83 | 4.50 | 4.50 | 4.67 | 4.56 | 4.00 | 3.83 | 3.67 | 3.83 | 4.50 | 4.33 | 4.67 | 4.50 | 5.33 | 5.33 | 5.00 | 5.22 | 4.43 |
| 27 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 |
| 28 | 3.67 | 3.50 | 3.00 | 3.39 | 4.33 | 4.50 | 4.33 | 4.39 | 4.00 | 4.17 | 4.00 | 4.06 | 3.83 | 3.67 | 3.83 | 3.78 | 3.17 | 3.33 | 3.00 | 3.17 | 3.83 | 3.67 | 4.00 | 3.83 | 4.50 | 4.33 | 4.00 | 4.28 | 3.84 |
| 29 | 3.00 | 2.83 | 2.67 | 2.83 | 3.33 | 3.00 | 2.67 | 3.00 | 2.83 | 3.00 | 2.67 | 2.83 | 2.67 | 2.67 | 2.33 | 2.56 | 2.67 | 2.67 | 3.00 | 2.78 | 3.50 | 3.00 | 3.33 | 3.28 | 3.33 | 3.00 | 2.67 | 3.00 | 2.90 |
| 30 | 5.00 | 4.83 | 4.50 | 4.78 | 5.33 | 5.17 | 5.00 | 5.17 | 4.83 | 4.67 | 4.33 | 4.61 | 5.00 | 4.67 | 4.50 | 4.72 | 4.50 | 4.67 | 4.33 | 4.50 | 5.17 | 5.33 | 5.00 | 5.17 | 5.67 | 5.83 | 5.00 | 5.50 | 4.92 |
| 31 | 2.33 | 2.50 | 2.67 | 2.50 | 2.67 | 2.83 | 3.00 | 2.83 | 2.33 | 2.50 | 2.67 | 2.50 | 2.50 | 2.67 | 2.67 | 2.61 | 2.17 | 2.33 | 2.00 | 2.17 | 2.67 | 3.00 | 3.00 | 2.89 | 2.33 | 2.50 | 2.33 | 2.39 | 2.56 |
| 32 | 1.67 | 1.83 | 2.00 | 1.83 | 1.83 | 2.00 | 2.00 | 1.94 | 1.67 | 1.83 | 2.00 | 1.83 | 1.67 | 1.83 | 1.67 | 1.72 | 1.50 | 1.67 | 2.00 | 1.72 | 1.83 | 2.00 | 2.00 | 1.94 | 2.00 | 2.00 | 2.00 | 2.00 | 1.86 |
| 33 | 3.00 | 3.17 | 3.33 | 3.17 | 3.33 | 3.50 | 3.33 | 3.39 | 3.00 | 3.00 | 3.00 | 3.00 | 3.50 | 3.67 | 3.33 | 3.50 | 3.00 | 3.00 | 2.00 | 2.67 | 3.33 | 3.50 | 3.33 | 3.39 | 3.33 | 3.33 | 3.00 | 3.22 | 3.19 |
| 34 | 3.83 | 4.00 | 4.00 | 3.94 | 4.00 | 4.17 | 4.00 | 4.06 | 3.50 | 3.33 | 3.00 | 3.28 | 3.67 | 3.83 | 3.67 | 3.72 | 3.33 | 3.33 | 3.67 | 3.44 | 3.50 | 3.67 | 3.67 | 3.61 | 3.67 | 3.67 | 3.33 | 3.56 | 3.66 |
| 35 | 4.67 | 4.83 | 4.33 | 4.61 | 5.17 | 5.33 | 4.67 | 5.06 | 4.83 | 4.67 | 5.00 | 4.83 | 5.00 | 4.83 | 4.67 | 4.83 | 4.83 | 5.00 | 4.67 | 4.83 | 4.67 | 4.67 | 4.67 | 4.67 | 5.00 | 5.33 | 5.00 | 5.11 | 4.85 |
| 36 | 3.00 | 3.33 | 3.00 | 3.11 | 3.67 | 3.33 | 3.67 | 3.56 | 3.50 | 3.67 | 3.33 | 3.50 | 3.17 | 3.33 | 3.67 | 3.39 | 3.33 | 3.33 | 3.67 | 3.44 | 3.33 | 3.50 | 3.33 | 3.39 | 3.67 | 3.83 | 3.67 | 3.72 | 3.44 |
| 37 | 2.50 | 2.67 | 3.00 | 2.72 | 2.67 | 2.33 | 2.67 | 2.56 | 1.67 | 2.00 | 2.00 | 1.89 | 1.67 | 1.67 | 1.67 | 1.67 | 1.67 | 2.00 | 2.00 | 1.89 | 2.00 | 1.83 | 2.00 | 1.94 | 2.00 | 2.17 | 2.00 | 2.06 | 2.10 |
| 38 | 0.67 | 1.00 | 1.00 | 0.89 | 1.17 | 1.33 | 1.33 | 1.28 | 0.83 | 1.00 | 1.00 | 0.94 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.83 |
| 39 | 2.00 | 2.33 | 2.33 | 2.22 | 2.17 | 1.83 | 2.00 | 2.00 | 2.00 | 2.33 | 2.00 | 2.11 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.33 | 2.67 | 2.33 | 2.17 | 2.00 | 2.33 | 2.17 | 2.17 | 2.33 | 2.00 | 2.17 | 2.14 |
| Mean | 3.16 | 3.17 | 3.08 | 3.14 | 3.59 | 3.59 | 3.56 | 3.58 | 3.15 | 3.17 | 3.07 | 3.13 | 3.14 | 3.19 | 3.17 | 3.17 | 3.03 | 3.06 | 3.06 | 3.05 | 3.46 | 3.53 | 3.43 | 3.47 | 3.72 | 3.70 | 3.48 | 3.64 | 3.31 |
| Std. | 1.30 | 1.23 | 1.23 | 1.24 | 1.42 | 1.43 | 1.34 | 1.39 | 1.32 | 1.26 | 1.19 | 1.24 | 1.28 | 1.27 | 1.22 | 1.25 | 1.29 | 1.29 | 1.26 | 1.26 | 1.39 | 1.38 | 1.31 | 1.35 | 1.49 | 1.40 | 1.30 | 1.38 | 1.27 |

Appendix 29: Causal Effect (Change) Count in Experimental Group

| Roll | Content | | | Style | | | Organatisation | | | Cohesion | | | Grammar | | | Vocabulary | | | Mechanics | | | Progres | Mean of Post test | Mean of Pre test |
|------|-----------|---------|--------|-----------|---------|--------|----------------|---------|--------|-----------|---------|--------|-----------|---------|--------|------------|---------|--------|-----------|---------|--------|---------|-------------------|------------------|
| | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | | | |
| 1 | 3.89 | 3.17 | 0.72 | 4.17 | 3.61 | 0.56 | 3.83 | 3.33 | 0.50 | 3.89 | 3.22 | 0.67 | 3.89 | 3.39 | 0.50 | 3.39 | 3.28 | 0.11 | 3.78 | 3.72 | 0.06 | 0.44 | 3.83 | 3.39 |
| 2 | 5.17 | 4.22 | 0.94 | 5.67 | 5.22 | 0.44 | 5.06 | 4.61 | 0.44 | 5.39 | 5.06 | 0.33 | 5.28 | 4.72 | 0.56 | 5.56 | 5.28 | 0.28 | 5.78 | 5.56 | 0.22 | 0.46 | 5.41 | 4.95 |
| 3 | 5.22 | 4.78 | 0.44 | 5.50 | 5.11 | 0.39 | 5.11 | 4.83 | 0.28 | 4.94 | 4.94 | 0.00 | 5.17 | 4.56 | 0.61 | 5.44 | 5.17 | 0.28 | 5.67 | 5.61 | 0.06 | 0.29 | 5.29 | 5.00 |
| 4 | 5.00 | 4.39 | 0.61 | 5.17 | 4.78 | 0.39 | 5.17 | 4.61 | 0.56 | 5.28 | 5.06 | 0.22 | 4.89 | 4.11 | 0.78 | 5.11 | 4.72 | 0.39 | 5.00 | 4.89 | 0.11 | 0.44 | 5.09 | 4.65 |
| 5 | 2.94 | 2.06 | 0.89 | 2.89 | 2.44 | 0.44 | 2.83 | 2.06 | 0.78 | 2.61 | 1.83 | 0.78 | 2.89 | 1.94 | 0.95 | 2.89 | 2.33 | 0.56 | 2.94 | 2.50 | 0.44 | 0.69 | 2.86 | 2.17 |
| 6 | 5.00 | 4.22 | 0.78 | 5.17 | 4.44 | 0.72 | 4.56 | 3.78 | 0.78 | 4.56 | 3.67 | 0.89 | 4.67 | 3.11 | 1.56 | 4.83 | 4.22 | 0.61 | 5.00 | 4.44 | 0.56 | 0.84 | 4.83 | 3.98 |
| 7 | 3.22 | 2.78 | 0.44 | 3.28 | 2.67 | 0.61 | 2.89 | 2.44 | 0.44 | 3.00 | 2.50 | 0.50 | 3.50 | 2.44 | 1.06 | 3.06 | 2.50 | 0.56 | 3.00 | 2.44 | 0.56 | 0.60 | 3.13 | 2.54 |
| 8 | 3.61 | 2.61 | 1.00 | 3.89 | 2.78 | 1.11 | 3.50 | 2.56 | 0.94 | 3.50 | 2.50 | 1.00 | 3.56 | 2.44 | 1.11 | 3.22 | 2.56 | 0.67 | 3.06 | 2.33 | 0.72 | 0.94 | 3.48 | 2.54 |
| 9 | 4.00 | 3.06 | 0.94 | 4.11 | 3.39 | 0.72 | 3.83 | 3.00 | 0.83 | 3.61 | 2.50 | 1.11 | 3.44 | 2.61 | 0.83 | 3.39 | 3.06 | 0.33 | 3.67 | 3.22 | 0.44 | 0.75 | 3.72 | 2.98 |
| 10 | 5.56 | 4.56 | 1.00 | 5.83 | 5.22 | 0.61 | 5.39 | 4.50 | 0.89 | 5.56 | 4.89 | 0.67 | 5.50 | 4.89 | 0.61 | 5.61 | 4.94 | 0.67 | 5.61 | 5.11 | 0.50 | 0.71 | 5.58 | 4.87 |
| 11 | 3.78 | 1.67 | 2.11 | 3.94 | 2.22 | 1.72 | 3.72 | 1.72 | 2.00 | 3.72 | 1.83 | 1.89 | 4.00 | 1.94 | 2.06 | 3.83 | 2.28 | 1.55 | 4.28 | 2.33 | 1.95 | 1.90 | 3.90 | 2.00 |
| 12 | 5.50 | 5.33 | 0.17 | 5.83 | 5.17 | 0.66 | 5.28 | 4.61 | 0.67 | 5.39 | 5.06 | 0.33 | 5.44 | 5.11 | 0.33 | 5.28 | 5.28 | 0.00 | 5.78 | 6.22 | -0.44 | 0.25 | 5.50 | 5.25 |
| 13 | 5.67 | 5.00 | 0.67 | 5.72 | 5.00 | 0.72 | 5.44 | 4.50 | 0.94 | 5.28 | 4.17 | 1.11 | 5.39 | 4.44 | 0.94 | 5.33 | 4.89 | 0.44 | 5.72 | 5.28 | 0.44 | 0.75 | 5.51 | 4.75 |
| 14 | 4.56 | 3.22 | 1.33 | 4.89 | 4.06 | 0.83 | 4.67 | 3.50 | 1.17 | 4.11 | 3.22 | 0.89 | 4.44 | 3.56 | 0.89 | 4.56 | 3.89 | 0.67 | 4.89 | 4.67 | 0.22 | 0.86 | 4.59 | 3.73 |
| 15 | 4.06 | 3.22 | 0.83 | 3.89 | 3.61 | 0.28 | 3.78 | 3.17 | 0.61 | 4.00 | 3.22 | 0.78 | 3.44 | 3.00 | 0.44 | 3.67 | 3.39 | 0.28 | 3.61 | 3.72 | -0.11 | 0.44 | 3.78 | 3.33 |
| 16 | 4.39 | 3.06 | 1.33 | 4.39 | 3.33 | 1.06 | 4.22 | 3.22 | 1.00 | 4.28 | 3.33 | 0.94 | 4.06 | 3.00 | 1.06 | 3.94 | 3.28 | 0.67 | 3.89 | 3.33 | 0.56 | 0.94 | 4.17 | 3.22 |
| 17 | 5.17 | 4.44 | 0.72 | 4.78 | 4.44 | 0.33 | 3.72 | 3.78 | -0.06 | 3.72 | 3.78 | -0.06 | 3.94 | 3.94 | 0.00 | 4.72 | 4.44 | 0.28 | 5.00 | 4.94 | 0.06 | 0.18 | 4.44 | 4.25 |
| 18 | 4.39 | 4.22 | 0.17 | 5.39 | 5.11 | 0.28 | 4.50 | 4.11 | 0.39 | 4.61 | 4.28 | 0.33 | 4.61 | 4.22 | 0.39 | 4.61 | 4.50 | 0.11 | 5.11 | 4.94 | 0.17 | 0.26 | 4.75 | 4.48 |
| 19 | 4.50 | 4.00 | 0.50 | 4.78 | 4.33 | 0.44 | 4.17 | 3.44 | 0.72 | 4.28 | 3.50 | 0.78 | 4.44 | 3.56 | 0.89 | 4.33 | 4.06 | 0.28 | 4.56 | 4.50 | 0.06 | 0.52 | 4.44 | 3.91 |
| 20 | 5.22 | 4.78 | 0.44 | 5.39 | 5.11 | 0.28 | 4.72 | 4.28 | 0.44 | 4.56 | 4.06 | 0.50 | 5.00 | 4.56 | 0.44 | 5.17 | 4.89 | 0.28 | 5.33 | 4.94 | 0.39 | 0.40 | 5.06 | 4.66 |
| 21 | 5.39 | 4.67 | 0.72 | 5.44 | 4.89 | 0.56 | 5.11 | 4.83 | 0.28 | 5.06 | 4.78 | 0.28 | 5.17 | 4.61 | 0.56 | 5.17 | 5.00 | 0.17 | 5.22 | 5.00 | 0.22 | 0.40 | 5.22 | 4.83 |
| 22 | 1.56 | 1.94 | -0.39 | 1.89 | 2.17 | -0.28 | 1.22 | 2.06 | -0.83 | 1.28 | 2.06 | -0.78 | 1.33 | 2.06 | -0.72 | 1.28 | 1.94 | -0.67 | 1.39 | 2.17 | -0.78 | -0.63 | 1.42 | 2.06 |

| Roll | Content | | | Style | | | Organisation | | | Cohesion | | | Grammar | | | Vocabulary | | | Mechanics | | | Progres | Mean of Post test | Mean of Pre test |
|------|-----------|---------|--------|-----------|---------|--------|--------------|---------|--------|-----------|---------|--------|-----------|---------|--------|------------|---------|--------|-----------|---------|--------|---------|-------------------|------------------|
| | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | Post test | Pretest | Change | | | |
| 23 | 2.50 | 1.94 | 0.56 | 2.89 | 2.17 | 0.72 | 2.44 | 2.00 | 0.44 | 2.39 | 2.17 | 0.22 | 2.39 | 2.06 | 0.33 | 3.22 | 2.06 | 1.16 | 3.39 | 2.44 | 0.95 | 0.63 | 2.75 | 2.12 |
| 24 | 2.00 | 1.22 | 0.78 | 2.06 | 1.22 | 0.84 | 1.83 | 1.22 | 0.61 | 1.50 | 1.11 | 0.39 | 1.06 | 1.22 | -0.16 | 1.56 | 1.22 | 0.34 | 1.67 | 1.22 | 0.45 | 0.46 | 1.67 | 1.20 |
| 25 | 1.44 | 1.22 | 0.22 | 2.17 | 1.22 | 0.95 | 1.83 | 1.11 | 0.72 | 1.17 | 1.11 | 0.06 | 1.50 | 1.22 | 0.28 | 1.56 | 1.11 | 0.45 | 1.67 | 1.11 | 0.56 | 0.46 | 1.62 | 1.16 |
| 26 | 2.72 | 2.72 | 0.00 | 3.00 | 3.06 | -0.06 | 2.78 | 3.00 | -0.22 | 2.83 | 3.22 | -0.39 | 2.11 | 2.78 | -0.67 | 3.17 | 3.00 | 0.17 | 3.39 | 3.17 | 0.22 | -0.14 | 2.86 | 2.99 |
| 27 | 1.44 | 2.28 | -0.84 | 2.17 | 2.44 | -0.27 | 1.44 | 2.22 | -0.78 | 1.28 | 1.94 | -0.66 | 1.39 | 2.33 | -0.94 | 1.83 | 2.39 | -0.56 | 1.61 | 2.33 | -0.72 | -0.68 | 1.60 | 2.28 |
| 28 | 2.56 | 2.28 | 0.28 | 3.17 | 2.50 | 0.67 | 2.44 | 2.50 | -0.06 | 2.50 | 2.67 | -0.17 | 2.89 | 2.44 | 0.45 | 2.83 | 2.67 | 0.16 | 3.11 | 2.67 | 0.44 | 0.25 | 2.79 | 2.53 |
| 29 | 2.61 | 1.94 | 0.67 | 3.39 | 2.72 | 0.67 | 2.61 | 2.06 | 0.56 | 2.33 | 1.89 | 0.44 | 2.56 | 1.94 | 0.61 | 2.56 | 2.22 | 0.33 | 2.72 | 2.11 | 0.61 | 0.56 | 2.68 | 2.13 |
| 30 | 3.78 | 3.28 | 0.50 | 4.17 | 3.28 | 0.89 | 3.94 | 3.28 | 0.67 | 3.28 | 2.89 | 0.39 | 3.44 | 3.22 | 0.22 | 4.06 | 3.50 | 0.56 | 4.17 | 3.67 | 0.50 | 0.53 | 3.83 | 3.30 |
| 31 | 1.72 | 1.17 | 0.56 | 2.50 | 1.56 | 0.94 | 1.83 | 1.44 | 0.39 | 1.72 | 1.33 | 0.39 | 1.72 | 1.39 | 0.33 | 2.17 | 1.33 | 0.83 | 1.94 | 1.56 | 0.39 | 0.55 | 1.94 | 1.40 |
| 32 | 2.33 | 1.94 | 0.39 | 3.33 | 2.61 | 0.72 | 2.78 | 2.28 | 0.50 | 2.94 | 2.22 | 0.72 | 2.44 | 2.00 | 0.44 | 3.17 | 2.72 | 0.44 | 3.22 | 5.06 | -1.83 | 0.20 | 2.89 | 2.69 |
| 33 | 1.61 | 2.22 | -0.61 | 2.17 | 2.61 | -0.44 | 1.06 | 2.22 | -1.17 | 1.28 | 2.22 | -0.94 | 1.50 | 2.22 | -0.72 | 1.28 | 2.22 | -0.94 | 1.61 | 2.33 | -0.72 | -0.79 | 1.50 | 2.29 |
| 34 | 1.33 | 1.61 | -0.28 | 1.72 | 1.61 | 0.11 | 1.17 | 1.56 | -0.39 | 1.06 | 1.39 | -0.33 | 1.39 | 1.39 | 0.00 | 1.33 | 1.44 | -0.11 | 1.61 | 1.83 | -0.22 | -0.17 | 1.37 | 1.55 |
| 35 | 3.17 | 2.83 | 0.33 | 2.33 | 2.56 | -0.22 | 3.00 | 3.11 | -0.11 | 3.17 | 3.17 | 0.00 | 2.72 | 2.56 | 0.17 | 3.28 | 3.17 | 0.11 | 3.50 | 3.44 | 0.06 | 0.05 | 3.02 | 2.98 |
| 36 | 2.50 | 2.17 | 0.33 | 3.06 | 3.00 | 0.06 | 2.72 | 2.72 | 0.00 | 2.89 | 2.83 | 0.06 | 2.17 | 2.44 | -0.28 | 2.17 | 2.33 | -0.17 | 3.22 | 3.00 | 0.22 | 0.03 | 2.67 | 2.64 |
| 37 | 2.83 | 2.50 | 0.33 | 2.61 | 2.89 | -0.28 | 3.00 | 2.61 | 0.39 | 3.11 | 2.83 | 0.28 | 3.11 | 2.83 | 0.28 | 3.17 | 2.72 | 0.44 | 3.39 | 2.83 | 0.56 | 0.29 | 3.03 | 2.75 |
| 38 | 2.72 | 1.89 | 0.83 | 3.00 | 1.89 | 1.11 | 2.28 | 1.56 | 0.72 | 2.00 | 1.33 | 0.67 | 2.06 | 1.50 | 0.56 | 2.39 | 1.56 | 0.83 | 2.33 | 1.56 | 0.78 | 0.79 | 2.40 | 1.61 |
| 39 | 2.94 | 2.44 | 0.50 | 3.50 | 3.06 | 0.44 | 2.78 | 2.39 | 0.39 | 2.89 | 2.28 | 0.61 | 3.22 | 2.78 | 0.44 | 3.61 | 2.83 | 0.78 | 4.17 | 3.06 | 1.11 | 0.61 | 3.30 | 2.69 |
| 40 | 1.61 | 1.22 | 0.39 | 1.83 | 1.33 | 0.50 | 1.50 | 1.22 | 0.28 | 1.50 | 1.44 | 0.06 | 1.56 | 1.50 | 0.06 | 1.72 | 1.56 | 0.17 | 1.94 | 1.56 | 0.39 | 0.26 | 1.67 | 1.40 |
| Mean | 3.49 | 2.96 | 0.53 | 3.78 | 3.27 | 0.51 | 3.35 | 2.94 | 0.42 | 3.31 | 2.94 | 0.37 | 3.33 | 2.90 | 0.43 | 3.49 | 3.15 | 0.34 | 3.67 | 3.42 | 0.25 | 0.41 | 3.49 | 3.08 |
| SD | 1.38 | 1.19 | 0.52 | 1.31 | 1.24 | 0.44 | 1.32 | 1.12 | 0.56 | 1.36 | 1.20 | 0.55 | 1.37 | 1.13 | 0.59 | 1.33 | 1.26 | 0.44 | 1.37 | 1.39 | 0.59 | 0.47 | 1.33 | 1.20 |

Appendix 30: Causal Effect (Change) Count in Control Group

| Roll | Content | | | Style | | | Organisation | | | Cohesion | | | Grammar | | | Vocabulary | | | Mechanics | | | Progress | Mean Post test | Mean Pre test |
|------|-----------|----------|--------|-----------|----------|--------|--------------|----------|--------|-----------|----------|--------|-----------|----------|--------|------------|----------|--------|-----------|----------|--------|----------|----------------|---------------|
| | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | | | |
| 1 | 2.17 | 1.50 | 0.67 | 1.89 | 1.61 | 0.28 | 1.50 | 1.33 | 0.17 | 1.39 | 1.61 | -0.22 | 1.33 | 1.28 | 0.06 | 1.56 | 1.44 | 0.11 | 1.28 | 1.56 | -0.28 | 0.11 | 1.59 | 1.48 |
| 2 | 5.00 | 4.22 | 0.78 | 5.17 | 5.50 | -0.33 | 4.78 | 4.28 | 0.50 | 4.83 | 4.39 | 0.44 | 5.00 | 4.50 | 0.50 | 5.06 | 4.83 | 0.22 | 5.06 | 4.89 | 0.17 | 0.33 | 4.98 | 4.66 |
| 3 | 2.39 | 2.78 | -0.39 | 2.33 | 3.50 | -1.17 | 2.06 | 2.89 | -0.83 | 2.28 | 3.50 | -1.22 | 2.44 | 3.78 | -1.33 | 2.61 | 3.97 | -1.36 | 2.61 | 4.33 | -1.72 | -1.15 | 2.39 | 3.54 |
| 4 | 3.06 | 2.89 | 0.17 | 3.33 | 3.84 | -0.50 | 3.06 | 3.17 | -0.11 | 3.39 | 3.61 | -0.22 | 3.28 | 3.50 | -0.22 | 3.72 | 4.33 | -0.61 | 3.50 | 4.50 | -1.00 | -0.36 | 3.33 | 3.69 |
| 5 | 3.11 | 2.50 | 0.61 | 3.17 | 3.22 | -0.06 | 3.00 | 2.78 | 0.22 | 2.94 | 2.72 | 0.22 | 3.22 | 2.78 | 0.44 | 3.50 | 3.17 | 0.33 | 3.61 | 4.06 | -0.44 | 0.19 | 3.22 | 3.03 |
| 6 | 2.94 | 2.61 | 0.33 | 3.33 | 3.39 | -0.06 | 3.11 | 3.22 | -0.11 | 3.06 | 3.28 | -0.22 | 3.22 | 3.50 | -0.28 | 3.67 | 3.33 | 0.33 | 3.56 | 4.11 | -0.56 | -0.08 | 3.27 | 3.35 |
| 7 | 1.72 | 1.89 | -0.17 | 2.17 | 2.00 | 0.17 | 2.22 | 1.83 | 0.39 | 2.11 | 1.72 | 0.39 | 1.94 | 1.44 | 0.50 | 2.61 | 2.44 | 0.17 | 2.50 | 2.00 | 0.50 | 0.28 | 2.18 | 1.90 |
| 8 | 4.72 | 4.89 | -0.17 | 5.00 | 5.78 | -0.78 | 4.61 | 5.22 | -0.61 | 4.50 | 5.28 | -0.78 | 4.67 | 5.67 | -1.00 | 5.00 | 6.06 | -1.06 | 4.83 | 5.72 | -0.89 | -0.75 | 4.76 | 5.52 |
| 9 | 4.72 | 4.89 | -0.17 | 5.00 | 5.78 | -0.78 | 4.61 | 5.22 | -0.61 | 4.50 | 5.28 | -0.78 | 4.67 | 5.67 | -1.00 | 5.00 | 6.06 | -1.06 | 4.83 | 5.72 | -0.89 | -0.75 | 4.76 | 5.52 |
| 10 | 5.83 | 4.94 | 0.89 | 5.78 | 5.17 | 0.61 | 5.39 | 4.94 | 0.44 | 5.17 | 4.39 | 0.78 | 5.28 | 4.61 | 0.67 | 5.67 | 5.28 | 0.39 | 5.61 | 5.33 | 0.28 | 0.58 | 5.53 | 4.95 |
| 11 | 2.94 | 2.78 | 0.17 | 3.17 | 3.61 | -0.44 | 2.89 | 2.56 | 0.33 | 2.94 | 3.44 | -0.50 | 3.39 | 3.17 | 0.22 | 3.67 | 3.61 | 0.06 | 3.61 | 4.50 | -0.89 | -0.15 | 3.23 | 3.38 |
| 12 | 4.61 | 3.22 | 1.39 | 4.56 | 4.28 | 0.28 | 4.89 | 3.61 | 1.28 | 4.39 | 3.61 | 0.78 | 4.72 | 3.50 | 1.22 | 4.83 | 4.22 | 0.61 | 4.61 | 4.61 | 0.00 | 0.79 | 4.66 | 3.87 |
| 13 | 4.39 | 4.17 | 0.22 | 4.61 | 3.94 | 0.67 | 4.44 | 3.72 | 0.72 | 4.00 | 3.72 | 0.28 | 3.89 | 3.39 | 0.50 | 4.17 | 3.89 | 0.28 | 3.94 | 4.44 | -0.50 | 0.31 | 4.21 | 3.90 |
| 14 | 5.22 | 4.56 | 0.67 | 5.39 | 4.61 | 0.78 | 4.94 | 4.17 | 0.78 | 4.72 | 4.06 | 0.67 | 4.78 | 3.50 | 1.28 | 5.00 | 4.50 | 0.50 | 4.61 | 4.17 | 0.44 | 0.73 | 4.95 | 4.22 |
| 15 | 4.39 | 5.17 | -0.78 | 4.33 | 5.00 | -0.67 | 4.17 | 4.72 | -0.56 | 4.17 | 4.39 | -0.22 | 4.33 | 4.39 | -0.06 | 4.39 | 5.17 | -0.78 | 4.22 | 5.33 | -1.11 | -0.60 | 4.29 | 4.88 |
| 16 | 3.39 | 2.67 | 0.72 | 3.44 | 2.83 | 0.61 | 3.56 | 2.50 | 1.06 | 3.44 | 2.00 | 1.44 | 3.94 | 2.00 | 1.94 | 3.78 | 3.11 | 0.67 | 3.72 | 3.28 | 0.44 | 0.98 | 3.61 | 2.63 |
| 17 | 4.83 | 3.17 | 1.67 | 5.11 | 4.50 | 0.61 | 4.39 | 3.72 | 0.67 | 4.11 | 3.39 | 0.72 | 4.39 | 3.17 | 1.22 | 4.28 | 3.61 | 0.67 | 4.50 | 4.22 | 0.28 | 0.83 | 4.52 | 3.68 |
| 18 | 4.00 | 5.11 | -1.11 | 4.11 | 5.94 | -1.83 | 4.00 | 5.28 | -1.28 | 3.61 | 4.94 | -1.33 | 3.39 | 4.56 | -1.17 | 3.39 | 4.89 | -1.50 | 3.72 | 4.83 | -1.11 | -1.33 | 3.75 | 5.08 |
| 19 | 3.89 | 2.11 | 1.78 | 4.11 | 3.39 | 0.72 | 4.06 | 2.78 | 1.28 | 3.78 | 2.50 | 1.28 | 3.94 | 2.22 | 1.72 | 3.89 | 3.11 | 0.78 | 4.17 | 3.28 | 0.89 | 1.21 | 3.98 | 2.77 |
| 20 | 3.61 | 4.78 | -1.17 | 3.78 | 5.06 | -1.28 | 3.56 | 4.00 | -0.44 | 3.50 | 4.28 | -0.78 | 3.44 | 3.83 | -0.39 | 3.17 | 4.44 | -1.28 | 3.06 | 4.33 | -1.28 | -0.94 | 3.44 | 4.39 |
| 21 | 1.78 | 1.89 | -0.11 | 2.00 | 2.22 | -0.22 | 1.39 | 1.89 | -0.50 | 2.11 | 2.22 | -0.11 | 1.56 | 1.78 | -0.22 | 2.00 | 2.17 | -0.17 | 2.22 | 2.50 | -0.28 | -0.23 | 1.87 | 2.10 |

| Roll | Content | | | Style | | | Organisation | | | Cohesion | | | Grammar | | | Vocabulary | | | Mechanics | | | Progress | Mean Post test | Mean Pre test |
|------|-----------|----------|--------|-----------|----------|--------|--------------|----------|--------|-----------|----------|--------|-----------|----------|--------|------------|----------|--------|-----------|----------|--------|----------|----------------|---------------|
| | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | Post test | Pre test | Change | | | |
| 22 | 2.72 | 2.94 | -0.22 | 2.22 | 2.83 | -0.61 | 2.17 | 2.83 | -0.67 | 2.06 | 3.00 | -0.94 | 2.06 | 2.61 | -0.56 | 2.39 | 3.11 | -0.72 | 2.61 | 3.33 | -0.72 | -0.63 | 2.32 | 2.95 |
| 23 | 1.61 | 1.28 | 0.33 | 1.33 | 1.28 | 0.06 | 1.28 | 1.28 | 0.00 | 1.33 | 1.28 | 0.06 | 1.33 | 1.28 | 0.06 | 1.33 | 1.28 | 0.06 | 1.61 | 1.72 | -0.11 | 0.06 | 1.40 | 1.34 |
| 24 | 2.83 | 2.50 | 0.33 | 3.22 | 3.17 | 0.06 | 2.28 | 2.06 | 0.22 | 2.28 | 2.39 | -0.11 | 2.72 | 2.72 | 0.00 | 3.22 | 3.00 | 0.22 | 3.17 | 3.06 | 0.11 | 0.12 | 2.82 | 2.70 |
| 25 | 2.28 | 2.00 | 0.28 | 2.44 | 2.39 | 0.06 | 2.39 | 2.17 | 0.22 | 2.28 | 2.11 | 0.17 | 2.17 | 2.06 | 0.11 | 2.28 | 2.33 | -0.06 | 2.39 | 2.39 | 0.00 | 0.11 | 2.32 | 2.21 |
| 26 | 4.50 | 4.17 | 0.33 | 5.28 | 4.89 | 0.39 | 4.22 | 3.83 | 0.39 | 4.50 | 4.56 | -0.06 | 4.17 | 3.83 | 0.33 | 4.67 | 4.50 | 0.17 | 5.28 | 5.22 | 0.06 | 0.23 | 4.66 | 4.43 |
| 27 | 1.33 | 0.67 | 0.67 | 1.39 | 0.67 | 0.72 | 1.33 | 0.67 | 0.67 | 1.39 | 0.67 | 0.72 | 1.33 | 0.67 | 0.67 | 1.33 | 0.67 | 0.67 | 1.33 | 0.67 | 0.67 | 0.68 | 1.35 | 0.67 |
| 28 | 4.06 | 3.39 | 0.67 | 4.33 | 4.39 | -0.06 | 4.28 | 4.06 | 0.22 | 3.83 | 3.78 | 0.06 | 3.39 | 3.17 | 0.22 | 3.94 | 3.83 | 0.11 | 4.72 | 4.28 | 0.44 | 0.24 | 4.08 | 3.84 |
| 29 | 3.17 | 2.83 | 0.33 | 4.00 | 3.00 | 1.00 | 3.22 | 2.83 | 0.39 | 2.67 | 2.56 | 0.11 | 3.17 | 2.78 | 0.39 | 4.22 | 3.28 | 0.94 | 3.67 | 3.00 | 0.67 | 0.55 | 3.44 | 2.90 |
| 30 | 4.83 | 4.78 | 0.06 | 5.17 | 5.17 | 0.00 | 4.67 | 4.61 | 0.06 | 4.67 | 4.72 | -0.06 | 4.00 | 4.50 | -0.50 | 5.22 | 5.17 | 0.06 | 5.50 | 5.50 | 0.00 | -0.06 | 4.87 | 4.92 |
| 31 | 3.00 | 2.50 | 0.50 | 2.94 | 2.83 | 0.11 | 2.50 | 2.50 | 0.00 | 2.50 | 2.61 | -0.11 | 2.50 | 2.17 | 0.33 | 2.67 | 2.89 | -0.22 | 2.56 | 2.39 | 0.17 | 0.11 | 2.67 | 2.56 |
| 32 | 2.17 | 1.83 | 0.33 | 2.28 | 1.94 | 0.33 | 2.00 | 1.83 | 0.17 | 2.11 | 1.72 | 0.39 | 1.89 | 1.72 | 0.17 | 2.33 | 1.94 | 0.39 | 2.33 | 2.00 | 0.33 | 0.30 | 2.16 | 1.86 |
| 33 | 3.67 | 3.17 | 0.50 | 3.83 | 3.39 | 0.44 | 3.28 | 3.00 | 0.28 | 3.89 | 3.50 | 0.39 | 3.17 | 2.67 | 0.50 | 3.78 | 3.39 | 0.39 | 3.67 | 3.22 | 0.44 | 0.42 | 3.61 | 3.19 |
| 34 | 3.39 | 3.94 | -0.56 | 3.72 | 4.06 | -0.33 | 3.06 | 3.28 | -0.22 | 3.39 | 3.72 | -0.33 | 2.94 | 3.44 | -0.50 | 2.94 | 3.61 | -0.67 | 3.39 | 3.56 | -0.17 | -0.40 | 3.26 | 3.66 |
| 35 | 5.28 | 4.61 | 0.67 | 5.61 | 5.06 | 0.56 | 4.83 | 4.83 | 0.00 | 5.17 | 4.83 | 0.33 | 5.00 | 4.83 | 0.17 | 5.06 | 4.67 | 0.39 | 5.17 | 5.11 | 0.06 | 0.31 | 5.16 | 4.85 |
| 36 | 3.17 | 3.11 | 0.06 | 4.17 | 3.56 | 0.61 | 3.50 | 3.50 | 0.00 | 3.28 | 3.39 | -0.11 | 3.11 | 3.44 | -0.33 | 3.06 | 3.39 | -0.33 | 3.83 | 3.72 | 0.11 | 0.00 | 3.44 | 3.44 |
| 37 | 2.39 | 2.72 | -0.33 | 3.06 | 2.56 | 0.50 | 1.94 | 1.89 | 0.06 | 1.67 | 1.67 | 0.00 | 1.94 | 1.89 | 0.06 | 2.22 | 1.94 | 0.28 | 2.33 | 2.06 | 0.28 | 0.12 | 2.22 | 2.10 |
| 38 | 1.28 | 0.89 | 0.39 | 1.61 | 1.28 | 0.33 | 1.28 | 0.94 | 0.33 | 1.00 | 0.67 | 0.33 | 1.00 | 0.67 | 0.33 | 1.00 | 0.67 | 0.33 | 1.00 | 0.67 | 0.33 | 0.34 | 1.17 | 0.83 |
| 39 | 1.72 | 2.22 | -0.50 | 2.06 | 2.00 | 0.06 | 1.67 | 2.11 | -0.44 | 1.83 | 2.00 | -0.17 | 1.67 | 2.33 | -0.67 | 1.83 | 2.17 | -0.33 | 2.06 | 2.17 | -0.11 | -0.31 | 1.83 | 2.14 |
| Mean | 3.39 | 3.14 | 0.25 | 3.60 | 3.58 | 0.02 | 3.24 | 3.13 | 0.11 | 3.20 | 3.17 | 0.03 | 3.19 | 3.05 | 0.14 | 3.45 | 3.47 | -0.03 | 3.50 | 3.64 | -0.14 | 0.06 | 3.37 | 3.31 |
| Std. | 1.22 | 1.24 | 0.64 | 1.28 | 1.39 | 0.63 | 1.23 | 1.24 | 0.56 | 1.18 | 1.25 | 0.61 | 1.20 | 1.26 | 0.73 | 1.24 | 1.35 | 0.63 | 1.23 | 1.38 | 0.62 | 0.58 | 1.21 | 1.27 |