English Writing Proficiency of Bangladeshi Students: Insights from Higher Secondary Education

Md. Monayem Khan*

Department of TESOL, Institute of Education and Research, University of Dhaka, Bangladesh

***Corresponding author**

ABSTRACT

Writing, as a productive linguistic skill, has always been considered important for communication. With the amazing advancements in information technology, there have been significant changes in the global communication system, and to be successful in communication effectively, it has become essential for everyone to have good writing skills. There is ample scope for research on the writing skills of students in educational institutions in Bangladesh, especially at important levels such as the upper secondary level, as they enter higher education levels where English is a very important and useful medium of instruction. This study examines Bangladeshi higher secondary students' English writing abilities and identifies a crucial knowledge gap on the particular difficulties they encounter in spite of curricular improvement initiatives. Despite the fact that writing in English is essential for academic achievement, students still struggle because of inadequate writing practice and inefficient teaching methods. The researcher used a descriptive study design to describe the problem and to explain the problem-solving approaches. Writing samples from 120 upper secondary students at Hataykhari Public College in Gazipur, Bangladesh, were used to gather data. Significant weaknesses were found in the areas of grammar, vocabulary, coherence, and organization, which were the focus of the analysis. The results indicate that curriculum revisions, improved teaching techniques, and teacher training are crucial for closing the gap between policy and reality. By providing insights to enhance writing competency, improve teaching strategies, and create policies that better support students' academic development in English writing, this research is beneficial to students, educators, and policymakers.

Keywords: English writing skills, higher secondary students, Bangladesh, descriptive research design, curriculum reform

INTRODUCTION

Importance and Background of English Writing Skills

English is increasingly used across the world as an important language for communication, learning and advancing in a career. English is required as a main subject in Bangladesh from primary school through higher secondary classes and at some universities. Strong writing skills help achieve results in education, apply for university and succeed in one's career. Even so, a lot of students face problems with grammar, how well their writing comes together and its organization (Rahman, 2019).

Since the country gained independence in 1971, ELT has made important progress. To start, the grammar-translation method was used most and students mainly memorized things. In the following years, the Communicative Language Teaching (CLT) approach was used to help students use practical language more effectively (Hamid & Baldauf, 2008). Even with these reforms, acquiring good writing skills is still a problem because of large classes, not enough time devoted to writing and weak systems for giving feedback (Khan, 2021).

Problem Statement

English grammar, coherence and vocabulary continue to be major challenges for higher secondary students in Bangladesh. Although teachers are expected to help students much to improve their English skills, writing instruction usually lacks clear ways to measure and improve students' performance. Because research on the writing problems faced by higher secondary students is lacking, it is difficult to fully understand the main causes and solutions.

Research Gap

So far, research has mostly looked at general language learning issues, but not much has been studied about what stops higher secondary students from writing well. This study intends to solve this gap by studying students' writing abilities and stressing that both the curriculum and teaching approaches should improve.

Research Objectives

The study mainly aims to

1. Check how well higher secondary students can write in English.
2. Assess whether students can continue to use the most important parts of writing.
3. Notice the usual problems faced while learning how to write.
4. Discover and use teaching strategies that can improve writing skills.

Research Questions

Based on the objectives outlined, the present study seeks to address the following research questions:

1. What is the current proficiency level of higher secondary students in English writing?

2. How proficient are students in maintaining basic writing aspects such as grammar, coherence, and vocabulary?

3. What are the common difficulties students face in English writing?

4. What pedagogical interventions can improve students' writing skills?

LITERATURE REVIEW

Writing

Since writing is essential for expressing ideas, information, knowledge, or experiences, it is considered one of the four fundamental language skills. According to Dulay et al. (1982), writing is a demanding language ability that learners around the world need to hone. This is because writing requires a strong grasp of syntax, grammar, and vocabulary in order to produce accurate words, phrases, and sentences for effective text creation; deficiencies in these areas can result in writing mistakes. Persuasive, narrative, expository, and descriptive writing all present challenges, as the writing process involves organizing, structuring, and refining content to enhance the overall quality, as noted by Harmer (2003). There are distinct reasons that set narrative writing apart from other forms of writing.

Writing as a Cognitive Process

Research shows that writing is fundamentally a cognitive process that aids in language development. Harmer (2004) states that writing encourages children to focus on using language correctly while enhancing their problem-solving abilities as they interpret meaning. Nunan (2003) describes writing as a mental process that involves generating ideas, determining the most effective way to express them, and organizing these thoughts into clear sentences and paragraphs. Research conducted in Bangladesh (e.g., Rahman, 2018; Ahmed, 2017) similarly underscores the significance of honing writing skills for future professional and personal communication, as well as academic achievement.

Curriculum Requirements and Genre Awareness

In the realm of English Language Teaching (ELT), the curriculum requires students to be proficient in various text types, such as recounts, reports, discussions, explanations, expositions, anecdotes, narratives, procedures, descriptions, and reviews. This variety reflects a general agreement among scholars like Sarker (2015), who points out that genre awareness assists learners in tailoring their writing for different communicative purposes and audiences.

Nature and Process of Writing

Brown (2001) asserts that writing is fundamentally a thinking process that involves the discovery and organization of ideas on paper. Linse (2006) elaborates on this by characterizing writing as both a process and a product—where initial drafts go through several revisions to create a coherent final piece. Harmer (2004) highlights four essential stages in the writing process: planning, drafting, editing (reflecting and revising), and producing the final version. During the planning phase, writers must consider the goal, audience, and structure of their text. The drafting phase emphasizes fluency over immediate correctness, while the editing stage—enhanced by peer feedback (as noted by local researchers such as Karim, 2019)—refines both content and linguistic accuracy.

Elements of Writing

Writing is a multifaceted skill that requires attention to various interconnected components. Harris (1974) identifies five crucial elements of writing quality: grammar, organization (form), mechanics, vocabulary, and style. Each of these aspects is vital for creating writing that is clear, cohesive, and engaging.

Grammar

Grammar ensures that sentences are constructed correctly by employing syntactic patterns and grammatical rules. Proper language use facilitates clear communication by providing a consistent framework for expressing ideas. For instance, subject-verb agreement demonstrates this; "She runs every morning" is grammatically correct, while "She run every morning" is not. Mastering grammar enables authors to communicate efficiently and clearly.

Organization (Form)

The logical arrangement and coherence of ideas within a text are defined as organization. A well-structured piece guides the reader through a logical flow of ideas, enhancing understanding. This includes having an engaging introduction, a strong body, and a concise conclusion. For example, an argumentative essay becomes more accessible and appealing when the thesis statement is presented at the beginning, followed by logically organized supporting and counterarguments. Each paragraph transitions smoothly into the next when properly organized, keeping the reader engaged.

Mechanics

Mechanics encompass writing conventions like grammar, spelling, capitalization, and paragraphing. Attending to mechanics ensures that writing is both accurate and easy to read. For example, incorrect punctuation can alter the meaning of a sentence: "Let's eat, Grandma!" versus "Let's eat Grandma!" The former invites Grandma to join for dinner, while the latter conveys a much more sinister implication. Proper mechanics prevent such ambiguities and overall clarify the content.

Vocabulary

A rich and precise vocabulary enables writers to express their ideas with greater nuance and effectiveness. The choice of words can significantly influence a piece's tone and clarity. For example, referring to a situation as "challenging" versus "insurmountable" can shape the reader's understanding and indicate different levels of difficulty. Expanding one's vocabulary allows for more exact and imaginative expression, reduces the risk of repetition, and enhances the overall reading experience.

Style

Style refers to the author's unique voice and their ability to choose the right words and structure sentences to engage the reader. This involves selecting diction, tone, and rhythm that align with the writing's purpose and target audience. For instance, a personal story may adopt a more conversational and vivid style, while a technical report might employ formal and succinct language. By developing a distinctive style, writing can become more captivating and memorable.

Writing activities that incorporate these five components—grammar, organization, mechanics, vocabulary, and style—result in pieces that are not only grammatically accurate but also cohesive, engaging, and effective in conveying the intended message. These elements are essential for crafting texts that are not only correct but also compelling and easy to read.

Types of Writing Performance

Writing, being an advanced skill, progresses in stages that require varying degrees of ability and cognitive effort. According to Brown (2010), there are four levels of written performance, each reflecting a learner's advancing writing skills.

Imitative Writing

This initial stage centers on the fundamental mechanics of writing, including letter formation, spelling, punctuation, and sentence structure. It prioritizes accuracy and recognition over creativity or content generation. For instance, novice writers or young students might practice by tracing letters, copying phrases and sentences from textbooks, or completing simple dictation tasks. More intricate writing abilities are built upon this foundation.

Intensive (Controlled) Writing

At this phase, students begin to write in a structured and grammatically correct manner, moving beyond mere imitation. Emphasis is placed on grammatical accuracy, mastery of idiomatic expressions, and appropriate

vocabulary usage. Language conventions are often solidified through exercises like fill-in-the-blank tasks, transformation drills, and sentence completions. For example, a task may require a student to write sentences using specific vocabulary or to rephrase sentences in different tenses. This stage is crucial for ensuring a firm grasp of language structures before progressing to more independent writing assignments (Brown, 2010).

Response Writing

In this phase, students join sentences to create coherent paragraphs, often in response to set questions or guided prompts. The objective is to develop logical flow, consistency, and coherence in their writing. Common activities include writing brief answers to reading selections, summarizing key ideas, and composing paragraphs based on prompts. For example, a teacher might ask students to write a paragraph about their favorite holiday, ensuring that each sentence is logical and supports the main idea. Response writing serves as a bridge from structured exercises to more creative and autonomous writing (Brown, 2010; Chowdhury, 2016).

Extensive Writing

The final stage involves producing longer and more complex works, such as essays, reports, research papers, and creative writing. At this level, writers demonstrate their ability to organize arguments, skillfully use evidence, and clearly communicate ideas. For instance, a university student might write a research paper on climate change, which requires various sources, critical analysis, and adherence to a specified format. Extensive writing not only demands language proficiency but also relies on critical thinking and organizational skills (Brown, 2010).

For educators and language students, categorizing writing performance into imitative, intensive, responsive, and extended stages provides a valuable framework. By fully understanding these stages, teachers can devise effective pedagogical strategies that help students evolve into proficient writers. Furthermore, research underscores the importance of a structured writing curriculum in enhancing students' writing abilities in both academic and professional settings.

Significance of Progressive Writing Development

Studies show that writing skills must be developed progressively to meet the requirements of both real-world scenarios and classroom environments. A systematic approach to writing instruction, advancing from imitation to more substantial writing, enables students to acquire the necessary skills for success in academia and professional communication, as evidenced by research conducted in Bangladesh (Chowdhury, 2016). Effective writing education should integrate tasks and activities tailored to each stage to ensure that students gradually achieve writing proficiency.

Paragraph Writing: Structure and Principles

Paragraph writing is a crucial skill for effective written communication, serving as the foundation for essays, reports, and other writing forms. A well-organized paragraph ensures clarity and a logical progression of ideas, which enhances readers' understanding. Oshima and Hogue (2007) define a paragraph as a group of connected statements that collectively convey a single idea. To maintain cohesion and unity, this idea is typically introduced, elaborated on, and concluded within the paragraph.

According to Walters (2000), a well-developed paragraph consists of three key components:

Topic Sentence

The topic sentence presents the main idea of the paragraph and constructs its framework. It sets the context for the discussion and ensures that every subsequent line aligns with the central theme. A clear and concise topic sentence is essential, as it provides direction and focus for both the writer and the reader (Zemach and Islam, 2005). For instance, a topic sentence such as "Human activities significantly contribute to global warming through excessive carbon emissions" effectively sets the stage for the paragraph's primary idea in an academic

paper on climate change.

Supporting Sentences

These sentences elaborate on the main idea by providing explanations, details, and examples. They ensure a coherent flow and a comprehensive discussion by supporting the paragraph's central theme. Supporting details can include real-world examples, data, expert opinions, and factual information. For example, if the paragraph discusses climate change, references to scientific studies linking industrial emissions to rising global temperatures could serve as supporting sentences.

Concluding Sentence

The concluding sentence reinforces the main argument of the paragraph by either reiterating key points or offering a final thought. It ensures that the paragraph does not end abruptly and prepares the reader for the subsequent idea. Walters (2000) notes that an effective conclusion should reinforce the main idea without introducing new information. For instance, "Therefore, reducing carbon emissions through sustainable practices is crucial in mitigating the impact of climate change" serves as a powerful conclusion for a paragraph discussing the contribution of human activity to global warming.

Unity and coherence are two fundamental principles of paragraph writing that extend beyond mere structure. Unity ensures that every sentence within a paragraph supports the main idea, preventing off-topic statements that may perplex the reader (Walters, 2000). Conversely, the application of transition words (such as "furthermore," "in addition," and "however") along with consistent sentence structures facilitates a logical flow of ideas. These concepts are recognized in writing instruction both internationally and in Bangladesh (Hossain, 2018). Research on academic writing suggests that students who grasp unity and coherence tend to develop arguments that are clearer and persuasive, thereby enhancing their overall communication skills.

Regardless of whether the context is academic, professional, or artistic, writers can produce coherent paragraphs that effectively convey their intended message by adhering to certain structural elements and principles.

Teaching Writing to Higher Secondary Students

Incorporating writing into classroom assignments is essential. Littlejohn and Breen (2005) argue that writing should occupy a significant role in the curriculum, highlighting its numerous applications. Harmer (2004) notes that writing can take various forms, each serving a unique purpose in communication. To aid students in tailoring their writing to specific contexts, researchers like Kemper et al. (1995) have categorized several styles of paragraphs, including descriptive, narrative, persuasive, expository, and analytical exposition. Furthermore, Sudarwati and Grace (2007) state that analytical exposition involves presenting and persuading through well-structured arguments, a skill that is increasingly vital in both academic and professional settings.

METHODOLOGY

This study uses a single variable and follows a descriptive research design. As described by scholars like Noor (2012) and Williams (2007), descriptive research focuses on observing and analyzing current events or conditions to understand their characteristics. It may involve one or more variables and aims to present facts based on the existing context. According to Achmadi and Narbuko (2010), it also helps clarify problems through relevant data and practical insights. Therefore, the purpose of this research is to explore and describe the English writing proficiency of higher secondary students in Bangladesh.

The study involved a population of student participants of both genders—67 first-year students and 53 second-year students, aged 16-18, from the academic years 2023-2024 and 2024-2025 at Hataykhari Public College in Gazipur City, Bangladesh. The students were divided into six groups, resulting in a total of 120 participants. Because of the limited number of students, the author opted to include all the students in the research. A writing test served as the evaluation method. In creating the test, the author made certain that the students had already studied the pertinent material.
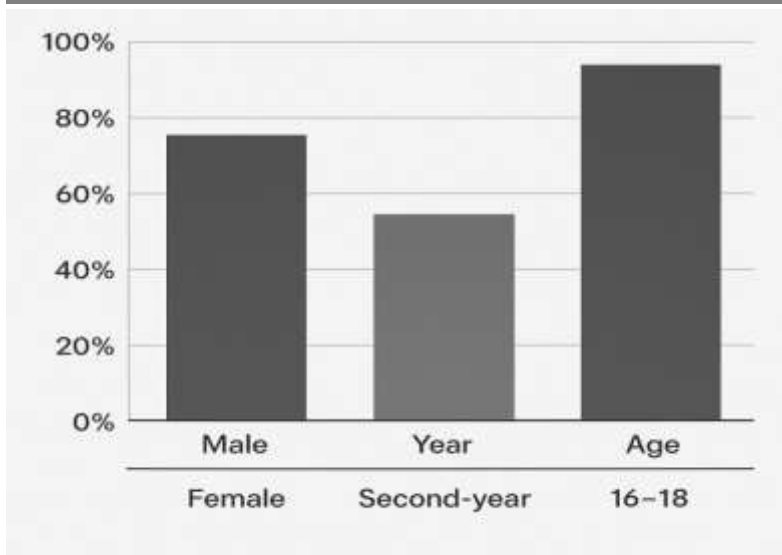
Figure: Participants' Demographics

The researcher evaluated the data and computed the score of each student's English writing utilizing the following formula established by Heaton (1991), the mean score of the students' writing proficiency for this study was calculated.

$$\bar{x} = \frac{\sum fx}{N}$$

Where:

$\bar{x}$	= the mean score
$\sum fx$	= the sum of the students' scores
N	= the number of the students

According to Christine (2014), the text will be assessed through the following criteria:

Criterion	Aspects of Evaluation	Points
Style	The choice of structure and vocabulary to convey a particular tone and character in the writing.	30
Mechanics	Attention to indentation, capitalization, margins, spacing, punctuation, spelling, and syllable division.	20
Organization	A well-organized and thoroughly crafted introduction, main body, conclusion, and supporting details.	20
Vocabulary	The incorporation of complex and suitable language in various phrases.	15
Grammar	The application of connectors, verb tenses, phrase construction, and other advanced language components to achieve a specific effect.	15
Total		**100**

The researcher subsequently utilized the Nurgiyantoro Classification Algorithm to assess students' rankings and the distribution of each level across the five writing components. According to Nurgiyantoro (2015), the best mean for data categorization is achieved. In other words, the mean (X) represents 60% of the maximum achievable score, while the standard deviation (SD) constitutes 25% of that mean. The following formula then employed the mean (X) and the SD.

Table 3.1 Classification Formula

Formula	Category
X + 1.5 (SD) – X + 3 (SD)	Very High
X + 0.5 (SD) – X + 1.5 (SD)	High
X – 0.5 (SD) – X + 0.5 (SD)	Average
X – 1.5 (SD) – X – 0.5 (SD)	Low
X – 3 (SD) – X – 1.5 (SD)	Very Low

Source: Nurgiyantoro Classification Algorithm (2015)

The researcher applied the following criteria to evaluate the English writing abilities of the students:

Table 3.2 Classification of Level Proficiency

No.	Score	Proficiency Level
1	80-100	Excellent
2	60-79	Good
3	50-59	Average
4	0-49	Poor

Source: Harris, 1974

FINDINGS AND DISCUSSION

1. Analysis of Students Scores in Writing Tests

The table below illustrates the descriptive statistics for the writing tests of students at Hataykhari Public College.

Table 4.1 Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Total Score	60	15	85	5689	47.41	17.10
Valid N	60					

Figure 4.1.1 Histogram of the Descriptive Statistics
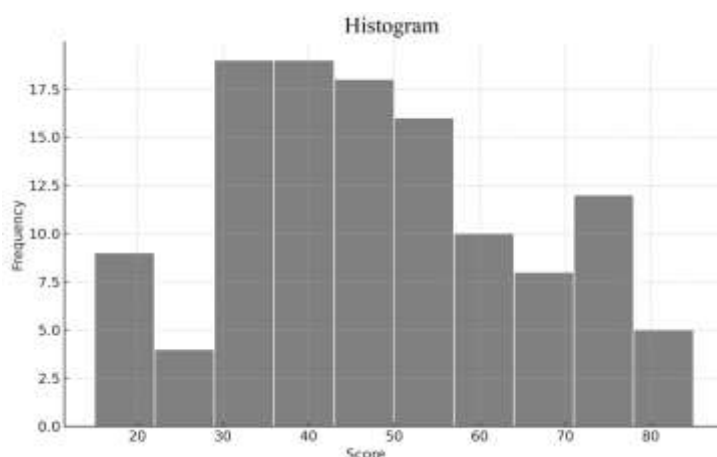
Table 4.2 Results of the Students' Writing Tests

No.	Score	Frequency	Percentage	Classification
1	80-100	3	2.50%	Excellent
2	60-79	30	25.00%	Good
3	50-59	18	15.00%	Average
4	0-49	59	57.50%	Poor

There are four different classifications for students' writing skill scores, as shown in table 4.2. A total of three students (2.50%) are labeled as Excellent, thirty students (25.00%) are designated as Good, eighteen students (15.00%) are categorized as Average, and fifty-nine students (57.00%) belong to the Poor category. It has been demonstrated that very few students succeed in achieving proficiency in the Excellent category for their English writing.

2. Analysis of the Writing Aspects

Table 4.3 Descriptive Statistics of Five Writing Aspects

		Style	Mechanics	Organisation	Vocabulary	Grammar
N	Valid	60	60	60	60	60
	Missing	0	0	0	0	0
Mean		17.54	8.25	8.10	7.25	6.20

The table indicates that the mean score for style is 17.54, the mean score for mechanics is 8.25, the mean score for Organisation is 8.10, the mean score for vocabulary is 7.25, and the mean score for grammar is 6.20.

Figure 4.3.1 Bar Graph of the Descriptive Statistics of Five Writing Aspects
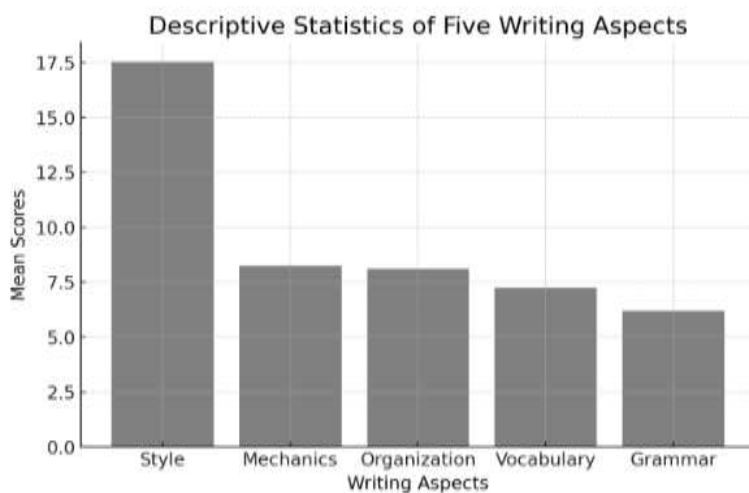
3. Analyses of Individual Scores in Five Writing Aspects

A. Style

Classification of Students' Scores (Out of 30) in Style

Score Interval	Number of Students	Percentage	Category
21.5 -30	9	7.5%	Very High

18 - 20	21	17.5%	High
14 – 17.5	34	28.3%	Average
9.5 – 13.5	29	24.2%	Low
5 – 8.5	27	22.5%	Very Low

The data displayed reveals that a significant portion of students is classified as "Average" (28.3%), "Low" (24.2%), and "Very Low" (22.5%), indicating that many encounter difficulties with style-related skills. A lesser percentage achieved high scores, with only 17.5% in the "High" category and 7.5% in the "Very High" category. This distribution suggests that most students demonstrate moderate to low ability in writing style, highlighting a potential need for targeted interventions to enhance their writing capabilities.

B. Mechanics

Classification of Students' Scores (Out of 20) in Mechanics

Score Interval	Number of Students	Percentage	Category
17 – 20	8	6.7%	Very High
13.5 – 16.5	19	15.8%	High
11 – 13.5	28	23.3%	Average
8 – 10.5	40	33.3%	Low
3.5 – 7.5	25	20.8%	Very Low

The information provided in the table shows that the largest segment of students, comprising 40 individuals (33.3%), are placed in the "Low" category, which includes scores from 8 to 10.5. This is followed by 28 students (23.3%) who are considered "Average" (with scores ranging from 11 to 13.5) and 25 students (20.8%) who fall under the "Very Low" classification (with scores between 3.5 and 7.5). A lesser number of students achieved scores in the higher categories, with 19 students (15.8%) in the "High" range (13.5–16.5) and only 8 students (6.7%) reaching the "Very High" range (17–20). This distribution indicates that a considerable number of students are performing at lower levels, while only a small percentage are achieving high scores in Mechanics.

C. Organization

Classification of Students' Scores (Out of 20) in Organization

Score Interval	Number of Students	Percentage	Category
17.5 – 20	10	8.3%	Very High
13.5 – 17	18	15.0%	High
11 – 13.5	45	37.5%	Average
8 – 10.5	26	21.7%	Low
4.5 – 7.5	21	17.5%	Very Low

The table provided indicates that a notable portion of students (45 out of 120, or 37.5%) are classified as "Average" (with scores between 11 and 13.5). Following that, 26 students (21.7%) are placed in the "Low" category (score range of 8 to 10.5), while 21 students (17.5%) are identified as "Very Low" (with scores from 4.5 to 7.5). A smaller group of students has achieved scores in the higher categories, with 18 (15.0%) recognized as "High" (scores from 13.5 to 17) and only 10 students (8.3%) receiving a "Very High" designation (within the range of 17.5 to 20). These results imply that the majority of students are situated within the middle-to-lower scoring categories, with fewer reaching higher scores in organization.

D. Vocabulary

Classification of Students' Scores (Out of 15) in Vocabulary

Score Interval	Number of Students	Percentage	Category
13.5 – 15	11	9.2%	Very High
11.5 – 13	30	25.0%	High
9 – 11	24	20.0%	Average
6 – 8.5	27	22.5%	Low
3.5 – 5.5	28	23.3%	Very Low

The data indicates that among the 120 students assessed, the largest segment (25.0%) falls into the "High" category, with scores between 12 and 15, closely followed by those classified as "Very Low" (23.3%) and "Low" (22.5%). A notable proportion of students (20.0%) are categorized in the "Average" range, while only 9.2% achieved "Very High" scores (13.5–15). This analysis implies that although many students show moderate to low levels of vocabulary proficiency, a small number reach the highest tier, highlighting a potential need for vocabulary enhancement strategies within this cohort.

E. Grammar

Classification of Students' Scores (Out of 15) in Grammar

Score Interval	Number of Students	Percentage	Category
13.5 – 15	7	5.8%	Very High
11.5 – 13	30	25.0%	High
9 – 11	25	20.8%	Average
6 – 8.5	22	18.3%	Low
3.5 – 5.5	36	30.0%	Very Low

According to the data presented in the table above, it is evident that the largest cohort of students, consisting of 36 individuals (30%), is categorized as "Very Low," which underscores a considerable proportion of students struggling with grammar proficiency. The second largest group, totaling 30 students (25%), falls into the "High" category, reflecting a significant number of students who demonstrate strong grammar skills. Additionally, there are 25 students (20.8%) classified as "Average," followed by 22 students (18.3%) designated as "Low." Only 7 students (5.8%) achieved a "Very High" score. This distribution suggests that while some students perform well, a substantial number encounter challenges in grammar, highlighting the necessity for targeted instructional support to improve overall language skills.

CONCLUSION

Based on the findings of the study, issues with grammar, vocabulary, coherence, and organization hinder Bangladeshi higher secondary students' English writing skills. These challenges stem from ineffective teaching methods, insufficient practice, and limited exposure to practical writing tasks. The results indicate that, despite policy efforts, students continue to struggle with written communication, affecting their current and future prospects. It is essential to implement targeted interventions in curriculum design, teaching methods, and student engagement in writing tasks to tackle these challenges.

RECOMMENDATION

Various strategies and recommendations can be implemented to help Bangladeshi higher secondary students

enhance their English writing skills. These approaches focus on improving writing abilities, utilizing technology, enhancing teacher training, refining curriculum design, and fostering a student-centered learning environment. By concentrating on these areas, students can solidify their writing foundation, aiding their academic success and future career prospects. Below are key suggestions for promoting these improvements:

1. Curriculum Improvement: The national curriculum should be revised to ensure students learn the basics of writing progressively, incorporating more organized writing exercises and targeted grammar instruction.

2. Teacher Development: Professional development programs should be established to equip teachers with effective writing instruction techniques, thereby supporting students throughout their writing journey.

3. Enhanced Writing Opportunities: Educational institutions should integrate more writing-focused activities, such as academic and creative writing tasks, allowing students to practice their skills in diverse contexts.

4. Integration of Technology: By adopting digital tools and online writing platforms, students will gain access to engaging and interactive learning opportunities that will aid in the enhancement of their writing abilities.

5. Focus on Student Engagement: By promoting peer review, interactive writing workshops, and feedback systems, a collaborative learning environment will foster the growth of students' writing skills through constructive criticism.

Declaration:

I have carefully followed the submission guidelines provided and have enclosed the manuscript accordingly. I hereby declare that this paper has not been submitted elsewhere, either in full or in part, for publication.

REFERENCE

1. Achmadi, A., & Narbuko, C. (2009). Metodologi penelitian. Jakarta: Bumi Aksara.
2. Ahmed, M. (2017). Challenges in English Writing Skills among Secondary Students in Bangladesh. Dhaka: Bangla Academic Press.
3. Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains, NY: Longman.
4. Brown, H. D. (2010). Principles of Language Learning and Teaching. New York, NY: Pearson Education.
5. Chowdhury, S. (2016). Progressive Approaches to Writing Instruction in Bangladesh. Dhaka: University Press Limited.
6. Chowdhury, R. (2018). English Language Teaching in Bangladesh: Challenges and Prospects. Journal of Language Education, 5(3), 45-58
7. Christine, M. P. (2014). Test in Writing Proficiency. Virac, Catanduanes, Philippines: Catanduanes State University, College of Education.
8. Dulay, H., Burth, M., & Krashen, S. (1982). Language Two (1st ed.). New York: Oxford University Press.
9. Hamid, M. O., & Baldauf, R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? English Today, 24(3), 16-24.
10. Harmer, J. (2004). The Practice of English Language Teaching. Harlow: Pearson Longman.
11. Harris, R. (1974). Writing as a Skill. New York: Harper & Row.
12. Heaton, J. B. (1991). Writing English Language Tests: A Handbook for Language Teachers. Longman.
13. Hossain, M. (2018). Developing Cohesive Paragraphs: A Study on Secondary Education in Bangladesh. Chittagong: Education Research Journal.
14. Islam, M. S. (2022). Motivation and English Writing Proficiency among Bangladeshi Students. Asian Journal of Education and Learning, 13(2), 87-102.
15. Karim, R. (2019). Peer Feedback and Revision in the Writing Process: Evidence from Bangladeshi Classrooms. Dhaka: Modern Language Studies.

16. Kemper, E., et al. (1995). A Framework for Effective Paragraph Writing. Journal of Educational Research, 88(2), 134–143.
17. Khan, T. (2021). Assessing English Writing Competence in Bangladesh: Issues and Insights. Bangladesh Educational Review, 9(1), 55-78.
18. Linse, C. (2006). Writing: Process and Product. Oxford: Oxford University Press.
19. Littlejohn, A., & Breen, M. (2005). Teaching and Learning English in the Primary School. London: Routledge.
20. Meyers, J. (2005). Narrative Writing: A Critical Skill for Communicative Competence. New York: Routledge.
21. Noor, J. (2012). Metodologi penelitian: Skripsi, tesis, disertasi, dan karya ilmiah. Jakarta: Kencana.
22. Nunan, D. (2003). Practical English Language Teaching. New York: McGraw-Hill.
23. Nurgiyantoro, B. (2015). Statistik Terapan Untuk Ilmu Sosial (4th ed.). Yogyakarta: Gadjah Mada University Press.
24. Oshima, A., & Hogue, A. (2007). Writing Academic English. Boston: McGraw-Hill.
25. Zemach, D., & Islam, A. (2005). The Art of Writing Paragraphs. New York: Academic Press.
26. Rahman, A. (2018). Writing Proficiency in Secondary Education in Bangladesh: Challenges and Solutions. Dhaka: Bangla Educational Research Center.
27. Rahman, M. (2019). The Effectiveness of Writing Pedagogies in Secondary Schools in Bangladesh. International Journal of Language Studies, 13(4), 99-118.
28. Rahman, M., & Karim, M. (2020). Teacher Feedback and Student Writing Performance in Bangladesh. Journal of Second Language Writing, 15(2), 112-130.
29. Sarker, M. (2015). Genre Awareness and Its Impact on Writing Skills among Bangladeshi Learners. Dhaka: East-West University Press.
30. Sudarwati, & Grace, P. (2007). Expository Texts: Structure and Function. Jakarta: Indonesian Language Studies.
31. Walters, K. (2000). Paragraph Writing: Strategies and Techniques. London: Educational Publishers.
32. Williams, C. (2007). Research Methods. Journal of Business & Economic Research, 5(3).
33. Zemach, D., & Islam, A. (2005). The Art of Writing Paragraphs. New York: Academic Press.