



**TENSES WITH ESL WRITING TENSES: A CASE STUDY
OF BHUTANESE SECONDARY STUDENTS**

**BY
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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Writing as an element of the English curriculum is generally a pre-conceived difficulty even among the language teachers in Bhutan. Although no research has been done to validate or conclude this topic with writing difficulties in Bhutanese schools, this research seeks to answer the questions particularly with what could be the major reasons for children having difficulty to write essays in their exams. Writing is an important skill for language production. However, it is considered a difficult skill, particularly in English as second language (ESL) contexts where students face many challenges in writing. Therefore, this study was conducted with an aim to find out problems and challenges in Bhutanese ESL learners writing and what were some other factors that hindered their writing skills.

For this purpose a group of Bhutanese English language learners from grade VIII were used as participants. Writing samples were also collected from 60 ESL students to find the major problems in their writing. The interviews and essays were analyzed using thematic content analysis. The findings revealed that the major problems in Bhutanese secondary ESL learners were appropriate command over the use of tenses, word order, vocabulary, writing anxiety, lack of ideas, reliance on L1, lack of reading and writing practices, large classrooms and lack of ideas. Besides these obvious problems and challenges, teaching writing for ESL learners was mainly focused on the writing process with no extensive teaching of tenses and other grammar topics.

Student's Signature..... Thesis Advisor's Signature.....

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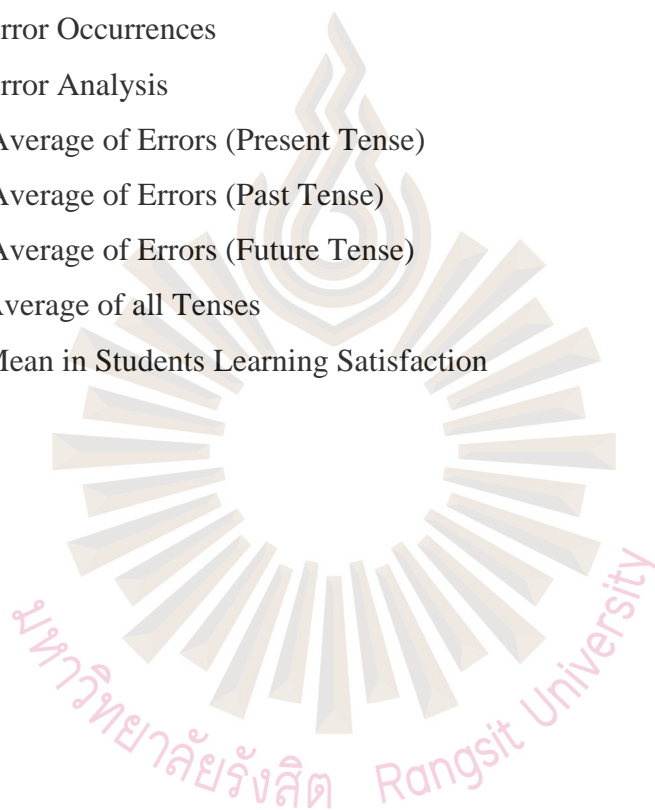
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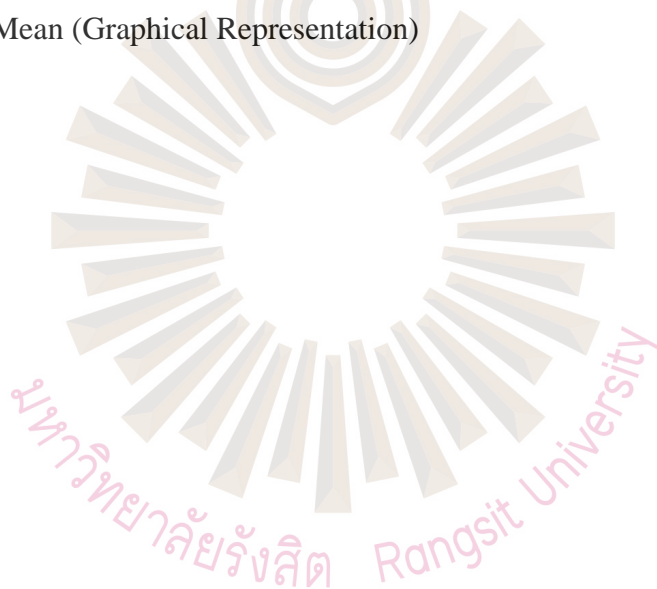
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ABBREVIATIONS

Abbreviation	Meaning
ESL	: English as a Second Language
EFL	: English as a Foreign Language
DCRD	: Department of Curriculum, Research and Development
MOE	: Ministry of Education
REC	: Royal Education Council
ICT	: Information, Communication and Technology
RCSC	: Royal Civil Service Commission
TICA	: Thailand International Cooperation Agency



CHAPTER 1

INTRODUCTION

This chapter describes the background of the study, statement of the problem for this study, objectives of the study, research questions, research hypothesis, and scope of the study and limitations of the study

1.1 BACKGROUND OF THE STUDY

Writing as an element of the English curriculum is generally a pre-conceived difficulty even among the language teachers in Bhutan. Although no research has been done to validate or conclude this topic with writing difficulties in Bhutanese schools, this research seeks to answer the questions particularly with what could be the major reasons for children having difficulties to write essays in their exams.

Writing imaginatively marks a significant point in children's written literacy development. There is a discernable shift in cognitive development and the growth and sophistication in vocabulary use. Children generally may be expected to have control over the lower level development skills of printing and spelling. (Melisa & Elizabeth, 2016).

Writing is a fundamental skill that facilitates communication among individuals. As children proceed in formal education, writing is employed as a form of communication which demonstrates knowledge and creativity. Over time, the ability to effectively write becomes increasingly important. In fact, writing has been identified as a threshold skill for employment and promotion, National Commission on Writing (NCW, 2004).

Thus, it is critical that educators supply students with the necessary writing skills and strategies to succeed throughout their educational and professional experiences. Findings from the National Assessment of Educational Progress (NAEP) suggest that a majority of our nation's students are not supplied with, or do not employ, the skills and strategies that are necessary to succeed. Specifically, the results of the 2002 and 2007 NAEP studies indicated that sufficient writing skills and knowledge were demonstrated by only twenty-five percent of fourth, eighth, and twelfth-grade students (Persky, Danne & Jin, 2003).

Findings from the 2007 NAEP study demonstrated that eighth graders had improved beyond the 2002 results, although this improvement was not statistically significant. Additionally, performance for 12th graders in 2007 was similar to 2002 data, and fourth-graders were not assessed (Salahu-Din, Persky, & Miller, 2008). Thus, our nation's students do not appear to be making significant growth in their writing skills. In practice, most basic writing specialists recognize the difficulty of defining basic writers. They are placed in basic writing courses rather than ESL writing courses because they are not clearly identifiable as ESL writers from their student records or from their spoken and written language features.

In language teaching especially English, teachers have come to realize the English curriculum delivery however modern and efficient in its purpose, has failed to bring out competent learners in all four strands/components of the English Curriculum. This is with regard to the delivery of English Curriculum in Bhutanese schools (Tshering, 2015). The components viz. reading, writing, listening and speaking makes the whole of the English Curriculum right across KG to grade XII. However, the weightage in each level is influenced by the learning ability, standards and expected outcome in each of these level. For KG till III curriculum, the focus is more inclined towards listening and speaking component of the curriculum with a fair share of weightage given to reading and writing as well.

When children reach grade VIII, they are expected to write an Essay, a letter, some exclusive grammar for the first part. However, in the later part of the assessment, children are expected to answer to questions from a read essay, an unseen short story and also an unseen poem. For a timid mind to grab so much of language and literature is found to be a Herculean task. Thus, this is a research based on not all the components that make up the Bhutanese English Curriculum but specifically on the writing component. Children until the elementary level face little or no difficulty writing in general but once a child graduates out of the elementary grades, an evaluative and creative writing is demanded by the curriculum.

Writing at the elementary level is like any other modern elementary school which seeks to enhance the linguistic ability of English language in children. Writing as a component however is based on the reading comprehension of children outlined in the curriculum, and weightage for it is low as prescribed by the Bhutanese curriculum. (Melisa & Elizabeth, 2016) points out that there is a need to document the nature of children's writing skills across the grades when children are learning to write. There must also be comprehensive and a validated assessment method to elicit and analyze children's writing products.

Giminez (2008) points out that the importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun. Writing is the frame work of our communication. We are encountered with writing every day of our lives. Whether it be an office memo, restaurant menu, or a letter. Writing is incredibly pliable; you can use it to give information, an opinion, a question, or poetry. Words can take a bounty of forms within writing. The words you use can show who you are as a person, the things writing has done in our lives and the world is profound.

Writing is extremely important in today's society. Communication is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a

film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source. Giminez (2008).

Children are battling with writing as a skill and my intention through this research is to pinpoint those difficulties in children's writing especially in grade eight. The research expects the participants to write an essay and answer to a questionnaire designed for them. This would mean the research will be a qualitative one with complete components and characteristics.

This research studied the difficulty Bhutanese children encounter to write English essay once they enter class (VIII). The focus of this research was based on grade eight students who encounter creative and narrative writing once they reach grade eight whereby the foundation of such forms of writing is taught less or otherwise not taught at all in the elementary classes. Furthermore, it will also pin-point the difficulties such as grammar, vocabulary and reading habits from among a host of other possible reasons.

1.2 RESEARCH OBJECTIVES

1.2.1 To investigate the ESL writing difficulties of Bhutanese secondary students.

1.2.2 To find out whether or not the use of tenses is a major challenge in Bhutanese secondary students.

1.3 RESEARCH QUESTIONS

1.3.1 What are some aspects of writing difficulties faced by children of grade VIII?

1.3.2 Are tenses a challenge for ESL writing in Bhutanese secondary students?

1.4 SCOPE OF THE STUDY

This research tested and found out whether or not children's difficulty was of their own. The researcher let sixty students write an essay on the topics provided to them and later assessed using the criteria set by their respective English teachers, which included grammar, vocabulary, structuring ideas and spelling. In this regard, the essays were commented critically on what were some of the major errors in the essay. The essays were not be graded but commented in writing. To this end, after the feedback to each student, a semi-structured interview questionnaire was given to them to be filled it out by themselves without the help or support from their peers. The researcher ensured the questionnaire were duly filled and as instructed. The following are the scope of this research study;

1.4.1 This research pinpointed the various difficulties children face when writing essays like tenses, word order, spelling and vocabulary.

1.4.2 An error analysis of tenses was carried out to pin-point tenses with difficulty.

1.5 POPULATION AND SAMPLE

Since this research was mixed method, the population were three sections of 29 each making the population 87 students.

1.5.1 The population of the research included three sections of 29 students each but the actual figure of research participants were 60 students of grade VIII.

1.5.2 A total of 60 students were chosen as participants based on Simple Random Sampling to avoid bias using a lucky draw on even and odd numbers.

1.6 LOCATION OF THE STUDY

This study was carried out in one of the lower secondary schools in Bhutan. This school was established in the early sixties and is one of the largest schools in Bhutan. Currently it has 63 teachers with 1126 students as of 2018 statistics from the school. The school has the grade level from KG (Kindergarten) till grade eight. Since schools across Bhutan must follow a uniform-structured curriculum, this school strives to blend modern teaching techniques with all necessary ICT (Information, Communications and Technology) facilities and teachers are encouraged to use ICT wherever necessary in their day to day teaching. The school places the highest priority in using English as a medium of academic instruction apart from the national language of Bhutan. Therefore, the academic focus is on raising the standard of English in the school.

There were three sections of grade VIII in the school with 29 students. The participants were 60 students from a simple sampling method making them the representative sample in the school. The participants were aged between 13-17 years.

1.7 LIMITATIONS OF THE STUDY

1.7.1 Although this research quantified the variables from the units with precision, but it did not allow the scope to fully understand what caused difficulty in teaching and learning that children faced in learning how to write a complete, acceptable essay in grade VIII.

1.7.2 Time was another limitation on this research because of the findings to be comprehensive and holistic at least three months of research is required.

1.8 TERMINOLOGY

Essay Writing is a piece of writing, usually from an author's point of view. Essays are often subjective; while expository, they can also include narrative. Essays can be literary criticism, political manifestos, and arguments, observations of daily life, recollections, and reflections of the author.

Grade 8 Students refers to the Bhutanese students, whom the researcher focused this study on. The students ages from 12 to 16 approximately.

Lower Secondary School means the school with grade levels ranging from pre-primary to grade eight.

Second language learners refer to those students for whom English is learnt as a second language in schools.

ESL writing tenses refers to those students for whom teaching of grammar is infused in the curriculum and not taught explicitly as a separate topic.

L 1 refers to those students for whom English is their first language.

L 2 refers to those students for whom English is the second language which is taught in schools.

1.9 EXPECTED OUTCOMES OF THE STUDY

The research was intended to pinpoint four major difficulties that students face while writing a typical essay in the examinations. These findings will allow future researchers to further research on difficulties and help make interventions to ease the difficulties the students face currently. There is no particular research done to help ease the writing difficulties of grade VIII students in Bhutanese schools. These findings

would contribute to the existing knowledge of the language teachers in Bhutan and seeks to be taught as a study in the teacher pre-service education in Bhutan. However, the research was intended to mainly focus on the following;

1.9.1 Use of tenses and vocabulary was predominantly the reasons for difficulties in writing essay for grade VIII students in Bhutan.

1.9.2 The research concluded Vocabulary, grammar, Spelling and cohesion of ideas to be the major difficulties in students of grade VIII students.

1.10 CONCEPTUAL FRAMEWROK

The overall framework of the research was based on identifying writing challenges with a 30 item student questionnaire and finding out whether or not tenses was a challenge for Bhutan's secondary students which was arrived at using error analysis of all the essays written by the research participants.

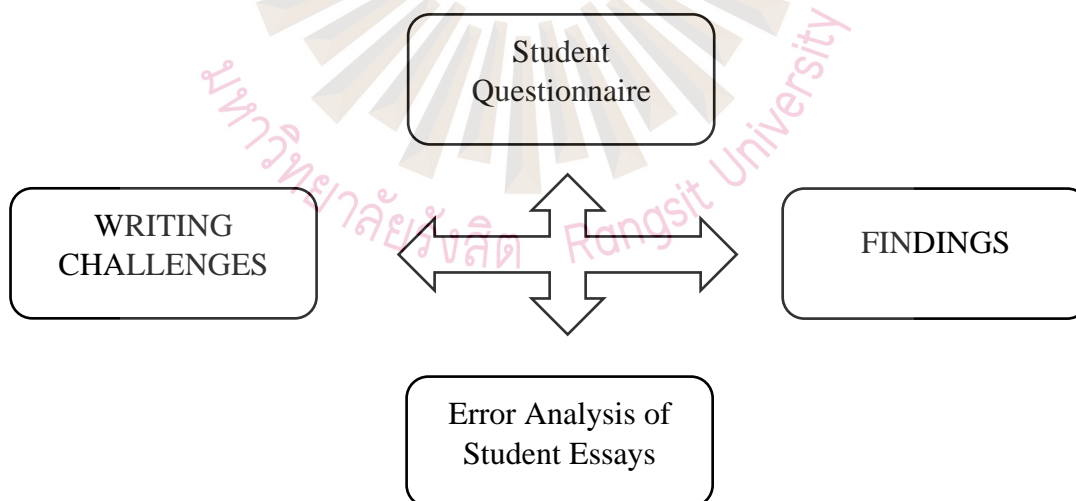


Figure 1.1 Conceptual Framework

CHAPTER 2

LITERATURE REVIEW

The unique language situation in Bhutan represents a complex case of a multilingual and multicultural society. This includes the coexistence of two official languages, Dzongkha and English (Dzongkha is the official language in Bhutan) and numerous other dialects depending on the geographical locations. So learning English as a second language in schools and mastering this complex yet easy language, especially in the field of writing has been a difficulty throughout the elementary grades.

Writing is very commonly used as a means of evaluation. It is not surprising that many people feel they are being judged when someone reads what they have written. Learning to write coherently and in a way which is appropriate for one's purpose and audience is something which many people never manage in their first language, despite the fact that a substantial part of the educational process is devoted to the development of such skills.

The process is every bit as difficult in a second language. Grabe and Kaplan (1996) while some fluent adult writers think of writing as a difficult process, L2 learners should not initially have the same attitude and the teacher should try to ensure that writing is not seen as a frustrating and unrewarding skill. On the contrary, learners should be encouraged to feel that writing is an important and effective means of self-expression, communication and information gathering. According to Grabe & Kaplan (1996), L2 learners are often overwhelmed when asked to complete a writing task.

Even at the beginning, some learners will have difficulty getting started. In order to make a writing task less threatening the following suggestions are useful to help learners who are struggling to find their way and for them to find writing interesting as

well as giving them a sense of accomplishment so that they will be better motivated for the next writing task.

2.1 ESSAY WRITING

The first author to describe his works as essays was the Frenchman Michel de Montaigne (1533-1592). An essay is a piece of writing, usually from an author's point of view. Essays are often subjective; while expository, they can also include narrative. Essays can be literary criticism, political manifestos, and arguments, observations of daily life, recollections, and reflections of the author.

2.2 ESL and WRITING

ESL is a common abbreviation used in schools and it stands for "English as a Second Language." Schools often use the term ESL when describing the programs that educate students who are not native English speakers and for describing the 'ESL students' themselves. There is no doubt that developments in ESL composition have been influenced by the teaching of writing to native speakers of English, and that, as a result, parallel developments have accrued in both fields (Krapels, 1990).

Most of the research and pedagogy in ESL has been drawn from research in first language composition, which in turn is based upon LI composition theory. Lincoln and Idris (2015), for instance, states that the history of ESL composition since about 1945--the beginning of the modern era of second language teaching in the United States can be viewed as a succession of approaches or orientations to L2 writing, a cycle in which particular approaches achieve dominance and then fade, but never really disappear (p. 11).

Similarly, Zamel (1999) stated that "research into the second language composing process seems to substantiate much of what we have learned from research in first language writing." (p. 198). The product, or traditional, approach focused mainly

on form, where students had to write correct grammar and be able to write in different genres based on established rules and guidelines.

According to Reid (1993), the main goal of writing assignments was to introduce students to literary works which students had to read and analyze. Then, students were evaluated based on the correctness of form and writing style, with no attention paid to the act of writing. The product or final written work was the main concern of the teachers and the students. Irmischer (1979) pointed out that "the teacher spent little or no time teaching the students how to write, but issued the command *write*. The students wrote, turned in their essays, and at that point the teaching of writing supposedly began.

The students of product approach classes often were passive and simply did what the teachers asked. It was the teacher who determined the type-of topics students would write about, and the teacher was the only one who provided feedback and evaluation of the students' written work. The process of writing had no value; rather it was the product that was the interest of the teacher. Emig (2009) shows that teachers were "interested chiefly in a product s/he criticizes rather than in a process s/he can help initiate through imagination and sustain through empathy and support" (p. 97). In later periods, the teacher centered nature of this approach has been seen as ineffective in developing the writing skills of the students.

Teachers merely tell the student how to write and lecture about grammatical rules. According to Ferris and Hedgcock (1998), this approach was not well grounded in any clear theory of learning or teaching, and it looked at the students' written products as "static representations of their knowledge and learning" (p.587). Likewise, correctness and form were the prime concerns of ESL writing. However, in ESL, writing was used as a tool to enhance oral language patterns which students had to master in order to become competent in the target language (Reid, 1993). These language patterns included certain grammatical structures and lexical forms which students had to learn and prove that' they acquired by reproducing them repeatedly in their writings.

2.3 THEORIES OF WRITING

The development and history of this approach can be divided into three schools: the expressive, the cognitive, and the social. These schools will be discussed in the paragraphs below; a number of L2 studies have used the research methods developed in LI research, such as Zamel (1999).

For expressivists, who were allied with theories of psychology, writing was viewed "as art, a creative act in which the process--the discovery of the true self--is as important as the product--the self-discovered and expressed" (Ferris and Hedgcock, 2014). Believing that writing is nondirective, expressivists used journal writing and personal essays as a route to self-discovery and empowerment. This view of Elbow presents free-writing tasks, such as journal-writing and analogies, as an important stage which must be emphasized, where the writer continues to write without stopping, without paying attention to grammar or word choice, because it helps in stimulating ideas and making them flow without interruption (Hyland, 2009) . Elbow also emphasized the importance of personal experiences as a rich source of ideas and thoughts.

Among the first ESL researchers who encouraged ESL researchers to learn from LI writing research and adapt its design. Thereafter, ESL teachers started to apply some of the techniques of this school such as journal writing, personal essays and free writing, in which generating ideas was emphasized and linguistic accuracy was downplayed. However, it is the cognitive school that has made more of an impact upon ESL writing. This school is represented by the cognitivists, who view writing as "problem-solving."

Cognitivists value higher order thinking and problem solving strategies for writing, where students are encouraged to plan in order to define the rhetorical problem, putting it in a broader context, making it operational, to suggest solutions, and to reach conclusions (Johns, 1990).

Then, the students engage in recursive tasks of revision, collaborative writing, and feedback in order to develop their mental writing process, and their writing strategies. The social school appeared as an extension of the process approach, which was considered by some to overemphasize the psychology of the writer. Instead, the social school focuses on the reader and the social context. This school is based on the assumption that writing is a social act that "can be understood only from the perspective of a society rather than a single individual" (Faigley, 2007). In the social view, writing is a product of interaction of certain people, and writing develops in relation to the particular context and texts which relate to a given set of experiences and expectations.

A concept related to the social view is the notion of "discourse communities" which was introduced by Faigley (Reid, 1993). The most distinctive feature of this notion is that the members of these discourse communities are the ones who determine knowledge, language, reality, and the form of discourse. These discourse communities share the same values, beliefs, and sometimes professions, which help in creating a text. Their ideas and thoughts, which can be generated by talks and conversations, are translated into words in a text that is understood by the members of the discourse community.

2.4 WRITING DIFFICULTIES

One of the major problems that face second language learners when composing in English is apprehension, a psychological aspect that ESL researchers have largely overlooked. Bloom (1985) defines writing apprehension in terms of "a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing" (p.121). The reasons for each individual's block and the way he/she chooses to deal with it vary, allowing some to work through the block, while leaving others blank-minded, avoiding the text creating process altogether.

In fact, if all these reasons obstruct individuals who write in their mother tongue, much greater problems and factors are expected to occur with individuals who write in

a second language. Unlike native speakers, second language writers have all sorts of concerns and worries regarding grammar, vocabulary, rhetorical patterns, mechanics, etc., which will inevitably increase their level of writing apprehension and anxiety.

Few studies have been done on writing apprehension among ESL writers. One of them, which is frequently reported, was conducted by Bloom (1985) who investigated the correlation between ESL writing apprehension and attention to content and form. The relationship between writing apprehension and the students' academic choices was the second question in their study. The results showed that students who experienced a high level of writing apprehension tended to choose courses that required less writing.

The results showed that learners with a high quality of writing scored lower in the apprehension test and showed fewer concerns regarding form and content as compared to low achieving writers. They also found that the females in their study were more apprehensive writers than the males. The reasons they gave for this difference are that teachers tend to praise and encourage males more often than females, and that although fewer males than females tend to enroll in ESL courses, the males that do enroll may well be students with low writing apprehension.

Many of the apprehensive students declined to take a subsequent writing course because of the focus on form. Their study also showed that learners with high quality writing scored lower in the apprehension test and showed fewer concerns regarding form and content as compared to low achieving writers. Lewis (2001) used a questionnaire and a self-report method to identify the attitudes related to writing apprehension among 31 ESL students from 10 different language backgrounds. He found that over half of her highly apprehensive subjects did not avoid advanced composition classes and showed no objection to taking those courses in order to practice more writing. He also found that male ESL students were more apprehensive than females.

He found that both males and females worried about form more than content. Finally, he discovered that relaxation exercises such as using music and sounds as well as journal writing were effective in lowering ESL writing apprehension. In a recent study, Al-Ahmad (2003) investigated the impact of collaborative learning on first and second language college students' apprehension about and attitudes toward writing.

Using a pretest and posttest procedure, he utilized the Daly-Miller writing apprehension test with four hundred twenty six students. He found a significant decrease in writing apprehension from the pretest to the posttest among L1 and L2 students, which indicated a significant positive change in their attitudes toward writing. He also found significant correlations between collaborative learning and reduction in apprehension. However, the study found no significant differences between males and females in terms of writing apprehension.

It is worth mentioning that anxiety has been investigated abundantly in second language education as one of the affective factors that causes difficulties and hinders the development of second language learning. Al-Ahmad (2003) realized the importance of anxiety and developed the Foreign Language Classroom Anxiety Scale (FLCAS) to specify the type of anxiety students experience in their learning environment. They first applied this scale, which has been used in several similar studies, with 75 students learning Spanish and found that students with high anxiety show less achievement in language learning.

Since writing is one of the language skills that need to be developed, there is no doubt that anxiety would hinder its development. This was evident in Zamel's (1999) study, where she found that the least skilled subject among the six she studied was anxious due to her overwhelming concerns about grammar. Therefore, we can safely conclude that high anxiety in learning a second language is an essential factor in impeding the student in developing writing skills.

2.5 FACTORS RELATED TO WRITING DIFFICULTIES

Good writing requires practice and adequate feedback, which many teachers have de-emphasized. When given an option, students who must need writing practice choose subjects that do not require writing. In addition, students are rarely able to assess the quality of their own writing; they are usually not taught how to evaluate their work and are unaware of the criteria teachers use in grading it. Therefore, it is not possible to understand students writing problems without considering the expectation of teachers. Every teacher, whether in a middle or elementary school, expects students to be literate because of the educational process it is supposed that every student has already followed at that level.

The teacher Miles (1975), expresses the position that teaching writing is responsibility of each faculty member. He says, “We know that good writing, like good thinking, cannot be taught ‘once and for all’ it is not a simple skill like swimming; indeed even a swimmer can be coached to get better and better”. Thinking is one of the most complex abilities, and writing is an evidence of it. So students need help with writing at many stages from third grade to eighth, to tenth to high school, to college and beyond and from subject to subject. Whenever a new stage of thought and a new subject matter comes along, the accumulated abilities of the students need conscious thoroughgoing adapting to the new material and maturity.

It is more difficult for a foreign or second language learner to put into practice all the strategies and techniques that have been taught to them in their composition courses since they have to think in English, not in their native language. Besides, if they have not developed this ability in their own language, probably it will be impossible to become a good writer in a field that is completely strange to them. If teachers believe that just by taking a writing course their students will be better and will be able to create excellent compositions, they are wrong. This is a subject that needs to improve the techniques every day and mostly in teaching writing to non-English speakers.

2.6 WRITING AND THE BHUTANESE CURRICULUM

Writing imaginatively marks a significant point in children's written literacy development. There is a discernable shift in cognitive development and the growth and sophistication in vocabulary use. Children generally may be expected to have control over the lower level development skills of printing and spelling. When they transit to grade four, analytical disposition in writing is demanded by the curriculum. Writing constitutes an integral part of communication if children are taught early. The emphasis on writing and its various forms manifests in numerous academic and non-academic forms.

The exams in both language and literature tests things a student might have learned in the English classroom. Unlike many other exams, there is no finite text or course to study. Effective writing skills empower people to express their ideas and feelings, to articulate their knowledge, and to communicate and exchange ideas, which provide people opportunities to engage and participate in society (Graham, Gillespie, & Mckeown, 2013). Student writers have the ability to communicate and exchange ideas effectively and therefore can benefit from this essential communication skill in education. It is needless to say writing skills can benefit a student for a lifetime in whatever field and discipline.

Throughout the lower elementary school years (KG-VI), a child's writing competency is measured in writing symbols and short correct sentences to state the meaning or expressing opinions. However, not every child receives this skill. When they reach grade VIII, a different writing need is demanded by the curriculum which hasn't been taught or partially taught in the lower elementary classes. There is a growing need to fill in this gap in writing although the curriculum claims there is an inclination and follow through with the curriculum.

Despite the necessity of writing skills to be successful, there is a concern regarding the indications that students fail to develop essential writing skills because

education is found accountable for high-quality writing instruction, traditional writing instruction, primarily focusing on teacher-led instruction and feedback on students' writing products, has been questioned.

2.7 THE CURRENT SCENARIO OF WRITING IN BHUTANESE SCHOOLS

Very little is known about the current practice of writing instruction and whether this more traditional teacher-led writing instruction is still mainly used in today's classrooms. In view of creating optimal writing experiences and improving students' writing outcomes, we need a better understanding of the current practices and outcomes of writing instruction. Moreover, insights into writing instruction in elementary grades are crucial because children do not develop these complex writing skills and strategies automatically and they often encounter writing difficulties. Therefore, it is important to initiate writing skills from the elementary grades.

When considering how writing is taught, it is important to take into account both the quantity and quality of current writing instruction. The quantity of writing instruction refers to the amount of time spent on writing and applied writing activities (e.g., writing stories, informational texts, and poems). The quality of writing instruction refers to specific writing practices. (Teaching writing skills, teaching writing strategies, collaborative writing, and integrating ICT).

To gain deeper insight into possible approaches to optimizing students' writing, it is important to investigate how student characteristics, teacher characteristics, and classroom writing practices are correlated with elementary students' writing performance. As to student characteristics, both cognitive and motivational aspects should be considered because of the complex nature of the writing process in which writers have to skillfully manage cognitive, psychomotor, and affective processes (Hidi & Boscolo, 2006). To write effectively, students have to master: (a) writing knowledge (e.g., knowledge about text genres), (b) spelling), (c) writing strategies (e.g., planning,

text production, and text revision. In light of this complex interplay between writing knowledge, skills, and strategies, novice writers often experience difficulties while writing texts.

The motivational aspect in writing is self-efficacy, which has been principally conceptualized as a uni-dimensional construct. Recently, Bruning, Dempsey, Kauffman, Mekim and Zumbroff (2013) argued for recognizing its multidimensional character by distinguishing between different types of self-efficacy for writing namely, (a) self-efficacy for ideation (i.e., beliefs about one's ability to invent ideas), (b) self-efficacy for conventions (i.e., beliefs about one's ability to apply writing conventions), and (c) self-efficacy for regulation (i.e., beliefs about one's ability to regulate writing behavior).

Based on previous research (Bruning et al., 2013), it is expected that self-efficacy for conventions will be more strongly correlated with writing performance compared to self-efficacy for ideation and self-efficacy for regulation. This idea of self-efficacy is what I exactly seek to investigate through this research. Writing is an essential part of the K-12 curriculum, students are expected to compose texts to demonstrate, support and deepen their understanding of themselves, their relationships and their world.

2.8 WRITING PERFORMANCE IN ESL CLASSROOMS

According to Petty and Jensen (1980, p.38), "Writing refers to the mental and physical act of forming letters and words. But it is much more than that. It is putting words into sentences, sentences into paragraphs, spelling words correctly, punctuating and capitalizing in customary ways, and observing conventions in written forms and more." In other words writing is the process of expressing thoughts and feelings of thinking and shaping experiences.

Furthermore, writing involves far more than just linguistic knowledge. It also entails gathering ideas and information, analyzing and organizing this information and presenting it in a way that effectively communicates those ideas to the reader. Performance is defined as the action or process of performing task or function, as what the learner is to be able to do according Oxford Dictionary. Moreover in the MacMillan's dictionary, performance is explained as the standard to which someone does something such as a job or examination. In language, performance is a person's use of language in specific situation.

For ESL students who are starting to learn a new language, it is essential that they learn the basic grammar rules of the target language first. In the Malaysian educational context, students are expected to write grammatically correct sentences as much focus is given to written examinations. Grammar is the foundation of language learning for second language students (Foppoli, 2012). He also maintains that inter-language can be seen as a restructuring or a recreating continuum and, therefore plays a role in second language acquisition.

Second language students are unaware of their errors because they have insufficient knowledge of the system of the language that they are learning. Knowledge of grammar is not just about mastering by expressing the rules by memorizing but the students have to be aware of the errors or mistakes they make as well. Brown (2007) asserts that the process of human learning is closely related to the frequency of making errors and this led to error analysis as linguists have realized how errors can provide clues to problems in L2 learning.

Wee, Sim and kamarazuman (2010) claimed that errors occur when wrong forms are used in the subject-verb agreement process. For instance "students is..." and usage of the tense is wrongly reflected in the writing. In this study, researchers focused on the general misformation that the students committed. Based on Zheng and Park (2013), misformation can be categorized into noun misformation, verb misformation and even

preposition misformation. Thus, this explains the significance of identifying errors in writing to improve student writing.

According to Wee et al. (2010), students are prone to fossilization if the error is not corrected immediately as fossilization interrupts the fluency and accuracy of learning a second language. Therefore, it leads to the notion of the research, which is to identify the grammatical errors committed by students in writing.

2.9 CONCLUSION

All the limited literature described herein concludes that children can write better if vocabulary and reading is enhanced in the elementary grades no matter the background of the children. It can be thus concluded that difference in the use of language can also be a major factor in writing essays because the daily use of language goes beyond one conventional language.

The researcher's own experience of teaching the lower secondary grades in English determines and bolsters the fact that children have difficulty writing essays and this means any forms of essay. However, children could make out whether the question posed is a narrative, descriptive or an expository one.

Therefore, this current exploratory research was aim to find out and pin point the major difficulties from the student's point of view and make it a valid research conclusion so that those findings could be a subject of another research in the future.

This study attempts to provide an overview of most common grammatical errors made by ESL students in written form. ESL students are taught grammar much more than any other language aspects, especially in formal classroom context. However, there is the need for students to be informed on the common errors they commit. In addition, it is worthwhile for teachers to know the causes of the same errors committed by students so that ways to reduce them could be figured out. This study hopes to give a new insight to English teachers that teaching writing skill is not difficult as long as they

employ the correct use of grammar useful to the students. Teacher should be critical and creative in teaching grammar that helps to improve students' writing skill. This would help to enrich the writing topic that students could relate in their experience.

The research recommends teachers should prioritize and provide instruction on the grammatical elements that most affect their students' ability to write effectively. Teachers should also be sensitive to individual students' readiness to learn and apply grammatical concepts. For syllabus and curriculum designers, this study might be a useful platform for additional reference since it is hoped to be able to focus on the grammatical aspects which need to be highlighted on the students learning in school.

Also, educational book publishers who might want to modify their publications by publishing grammar books on several grammatical aspects based on students' needs. This is due to the finding which shows that different students face different difficulties and problems in diverse grammatical aspects. Workbooks or references published with standardized quality could also be the supplementary resources for students to work out on their respective areas of grammar problems.

The next chapter will describe about the framework of the study design and the methodology used in the study

CHAPTER 3

RESEARCH METHODOLOGY

The conduct of this research began with providing a topic to the research participants on essay writing. The topics included culture of Bhutan, environment, reading, the teacher I like, my friend, my mother, the doctor. With these topics the participants were provided with forty minutes of writing time and the researcher was there for the entire duration. The topics were chosen based on the standards and expectations set by the English curriculum. The participants wrote an essay and also filled out a questionnaire.

These questionnaires were then brought back for further compilation to arrive at a specific data which denotes the findings or difficulties children face in writing essays in grade VIII Bhutanese schools. An error analysis of all the essays was carried out and specified in findings in chapter 4. This research was done comprehensively in five months in which one and half month was exclusively used for data collection purposes.

3.1 RESEARCH DESIGN

The type of research design used here focused on quantitative research which allowed the researcher to precisely arrive at the outcomes of the study. The researcher used this design because no clear studies have been conducted in Bhutan so far with the specificity to bring out the difficulties in essay writing although one research has been conducted to check the content of children's essays through peer assessment (Tashi, 2015).

3.1.1 RESEARCH SETTING

The study was carried out in Thimphu District, one of the western districts, which also happens to be the capital of Bhutan. The school was located in the southern region of the capital city.

3.1.2 SAMPLE

There were three sections of grade eight students (in the researcher's context, section is the same as groups or classrooms) with a total of 87 students. The first two sections had 30 students each in their class and the third class had only 27 students. The participants were chosen from among 87 students as the population. There were 60 students as research participants selected based on simple random sampling using a purposive sampling.

The researcher used all the three sections of the grade eight students for the research. Since they already were in three different classrooms, the two sections equaling 60 students were chosen for the study and as research participants. The other 27 students who were a little lesser in number but like the two sections, their ratio of ability was of the same as other sections.

In the research school, every classroom was a mixture of different abilities of students. The school even catered to special children. Children of differing ability were mixed in a group of other students which was called as, 'mixed ability' group. This ability grouping was actually a teaching strategy under Cooperative teaching strategy. The participating school had mixed ability grouping in all classrooms from Kindergarten to grade eight. This grouping already in the classrooms especially in grade eight made sampling and identifying research participants easier for the researcher. The two classes of 60 participants consisted of different levels of performers. A form of Simple Random Sampling (SRS) was already done by the strategy of 'mixed ability grouping'.

This made the researcher conduct the reliability test with the last section class of 27 students.

3.2 RESEARCH INSTRUMENTS

The researcher used instruments such as questionnaires, written essays, curriculum etc. For the questionnaire, for qualitative data to be collected from the participants. All data gathered from the interview, and questionnaire from the participants are presented in Chapter 4.

3.2.1 Student Questionnaire

Questionnaires were filled after involving students as participants and after writing, this questionnaire was also be tested for validity using the five-point Likert's scale. The student perception questionnaire is a 30-item questionnaire for exclusive answer to the first research question. (See APPENDIX B) The questionnaire is adapted partially from Maxim (1999, pp. 223-224). A total of 60 questionnaires were collected for this research.

3.2.2 Student Essays

Sixty (60) student essays were collected to determine the findings using the set criteria. These essays were marked based on Content, language, mechanics and process. An error analysis conducted to specially look at the use of tenses. The topics included culture of Bhutan, environment, reading, the teacher I like, my friend, my mother, the doctor.

3.3 CONTENT VALIDITY

The research instruments were validated as a mandate by two professors from one of the Universities in Thailand and a master teacher from Bhutan. These experts

will validate the questionnaires' statements using the five point Likert's scale including the interview questions. The researcher used a computer program in determining the validity of the test. The expert's ratings/scores were tallied and the Item Objective Congruence (IOC) scores were between the scores of 0.67 and +1 which indicated that the items were acceptable and ready for use. Had the score come less than 0.67 for each item, this is suggestive of the fact that the item should be re-structured or deleted. There was however no such case with all the 30 item questionnaire. The items were all congruent.

Table 3.1 Description of internal consistency using Cronbach's alpha

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

3.4 CONTENT RELIABILITY

After the validity of the instruments were finalized and given approval, the researcher conducted a pilot testing of the instruments with the students who are not part of the research. This means population who do not fall under the research participant's category. This was done solely to check if the instruments are reliable. The pilot testing of the instruments was done a week prior to the actual research involving the research participants. For reliability, the researcher used a computer software for determining the reliability of the test.

Table 3.2 Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	0.883	30

This reliability score came out not less than 0.88 in scores which is also suggestive of the fact that the items can be used to testing with the research participants.

3.5 DATA COLLECTION PROCEDURE

3.5.1 Ethical conduct in research

Before beginning the research data collection, the researcher sought prior approval from the Ministry of Education, Bhutan which enabled the research to be conducted in one of the school. The researcher further sought approval from the District Education Officers and began collecting data in a school. Furthermore, the researcher sought approval from the Grade VIII English teachers to allow the research to be conducted and not the least at least, the parents and guardians of the participants were consulted in writing to seek approval for the research to ensue.

3.5.2 Anonymity of the participants and confidentiality

The researcher ensured that the anonymity of the participants and confidentiality of their personal information was maintained, that the views, opinions and reflections to be kept confidential for all times to come.

3.5.3 The Research Units that the researcher used in this research were the following.

3.5.3.1 One of the schools with prior approval from the Ministry of Education, Bhutan

3.5.3.2 Sixty children as research participants from the school.

3.6 DATA ANALYSIS

The variables collected from these units was analyzed using an application software. The interview questions which made up the questionnaire was analyzed on content analysis based on a graphical representation. The findings were thus be put into literature making findings the core outcome of the entire research.



CHAPTER 4

FINDINGS

4.1 ESSAY ANALYSIS

The 60 essays that students wrote were used by the researcher to specifically look for the predominant challenge in students writing essay. The analysis of ESL learners writing samples revealed a total of 1165 problems in tenses, word order, vocabulary, spelling, punctuation, word form and word order, spoken expressions, contracted forms, cohesion, repetition of ideas and L1 influence. The table below answers the research question 1 on what were some of the writing difficulties faced by Bhutanese secondary students.

Table 4.1 Error Occurrences

Writing Problem/Challenges	Frequency of Occurrence
Tenses	554
Word order	171
Vocabulary	157
Spelling	113
Punctuation	95
Spoken Expressions	61
Others (Influence of L1)	14
Total	1,165

The highest number of errors was made in grammar. Grammatical errors included errors of subject-verb agreement, and forms of singular and plural, for example, “these activity helps a proper ways to write better from others” Said student (22). “Every day the plan goes bad to bad” Student (12) and “their personality impress

by everyone.” student (36). Grammar mainly stresses the lack of knowledge in subject-verb agreement which ultimately gives an insight into the use of tenses in a typical writing activity.

Tenses was followed by syntax. Syntactical errors show learners' lack of command over structure of a sentence. They wrote sentences like, 'I am going in weekend and more enjoy our family and see previous struggle.' Says student (02). Third highest number of errors belonged to vocabulary, for example, 'Using the connection between the student and teacher, this (psychological) error 'from our society can evaporate'. Student (16)

Spelling and punctuation errors were also found in abundance. Some spelling errors were 'invention' (invention), 'individually' (individually) and 'facility' (facility), whereas punctuation errors included capitalization, use of comma and apostrophe.

Learners also used incorrect word forms like disorder-ness, energetic drinks and 'I was feeling such a greatness'. Similarly, the order of words was also found to be inappropriate causing difficulty in expression of meaning. They wrote: 'That was probably my unforgettable day of life', and 'after completing the long 2 hours journey.

As pointed out by the respondents, the use of spoken and informal style of writing was also observed. Spoken expressions like 'let's talk about television' and 'now if we talk about life without them' were used by learners in their writing. Moreover, the learners used the contracted form mostly in their negative sentences using don't, won't, and can't. Another set of errors belonged to cohesion, repetition of ideas and influence of the national language. Although they did not occur as frequently as other problems, they also need to be addressed.

4.2 ERROR ANALYSIS

From the figure above, 554 occurrences of tenses as a writing challenge for students were further analyzed using error analysis. The sixty essays were painstakingly analyzed for each of the twelve different tenses and the analysis of each of the essay are attached here with. (See APPENDIX C.) An average of errors for each essay has also been statistically depicted to assert the errors alone. A typical example of error analysis of one essay is shown below. The letter R represents the right/correct tenses and W represents the wrong/incorrect. These incorrect tenses referred to here as errors are the sole data from the error analysis point of view.

Table 4.2 Error analysis of the essay Environment

Student Number : 02	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	I	Simple Past	iii	Ii	Simple Future	iii	i
Present Continuous	ii		Past Continuous	iii		Future Continuous		
Pr. Perfect	i	I	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.	iii		Future Perfect Contd.		
Total	7	2		9	2		3	1
Percentage	78	22		82	18		75	25

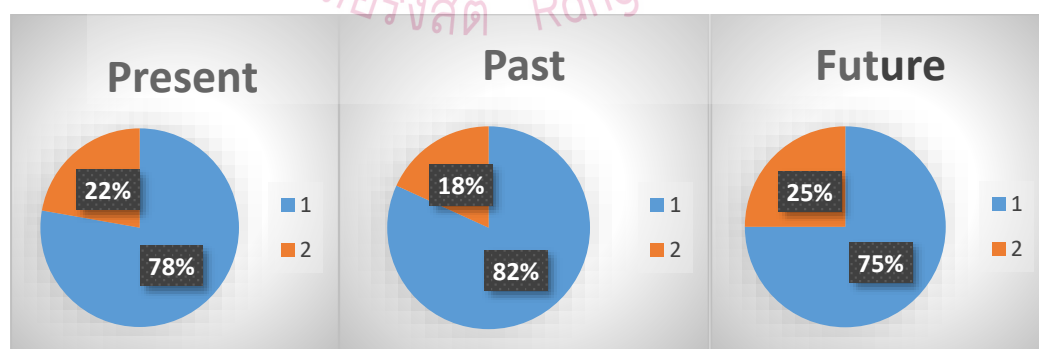


Figure4.1 Graphical representation of the errors in each of the tenses with percentage

This essay written on the topic 'Environment' had a total of 5 errors. It was errors alone to be figured and represented to later pinpoint the total errors made in each of the tenses. All of the 60 papers which were individually analyzed like the figure above doesn't necessarily have errors in all the three tenses (past, present and future). Some of the essays had errors only in the past tense, some had only in present and future and some had only in the present tense. (Refer Appendix C for details of all the essay).

After the analysis of all the 60 essays, the researcher found out the average of all the errors made in each of the tenses that is present, past and future. The research had found that the present tense came out to be a major challenge with the students of grade VIII followed by the past and future tense. Less errors were made in the future tense. The transitioning from present to past and vice versa was the major challenge for all of the essays.

The average of present tense from the essays is depicted below with the total number of errors.

Table 4.3 Average of errors in the Present tense

Average of errors in Present Tense					
Essay No.	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous	Total
1	3	2	4		9
2	1		1		2
3	2	2		2	6
4	2	3	1		6
5		3	2	3	8
6	3	3			6
7	2	2		1	5
8	1				1
9		3			3
10	2				2

Table 4.3 Average of errors in the Present Tense (Cont.)

Average of errors in Present Tense					
Essay No.	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous	Total
11	3	2		5	10
12	2	1	1	2	6
13	3	2		4	9
14	2	3			5
15	4		3		7
16	2	3		2	7
17	2	2	1	2	7
18	2			1	3
19	3	3			6
20	1	1	1	4	7
21	1	3		3	7
22	2	3	1		6
23	2	1	2		5
24	1	1		2	4
25	2		2		4
26	1	1	1	4	7
27	1	1		2	4
28	1	1		1	3
29	2	1		2	5
30	1	1	1	4	7
31	1	2	2	4	9
32	1	1	1		3
33	1	1	1	4	7
34	1	2		1	4
35	1	1	1	4	7
36	1	1	1	1	4
37	1	1	1	4	7
38	1	1	1	4	7
39	1	1	1		3
40	1	1	1	4	7
41	2	1	2		5
42	4		3		7
43	1	2	2	4	9
44	2	1	1	2	6

Table 4.3 Average of errors in the Present Tense (Cont.)

Average of errors in Present Tense					
Essay No.	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous	Total
45	2	2	1	2	7
46	1	1	1		3
47	1	1	1	4	7
48	1		3	3	7
49	1	1		1	3
50	1	1	1	3	6
51	1	1	1	2	5
52	1	1	1	2	5
53	2	1	2		5
54	3	1			4
55	2	1	1	2	6
56	1	1			2
57	1	3		2	6
58	2	1	1	2	6
59	1	1	1	4	7
60	2	3		1	6
Total	96	84	53	104	337
Percentage	28	25	16	31	100

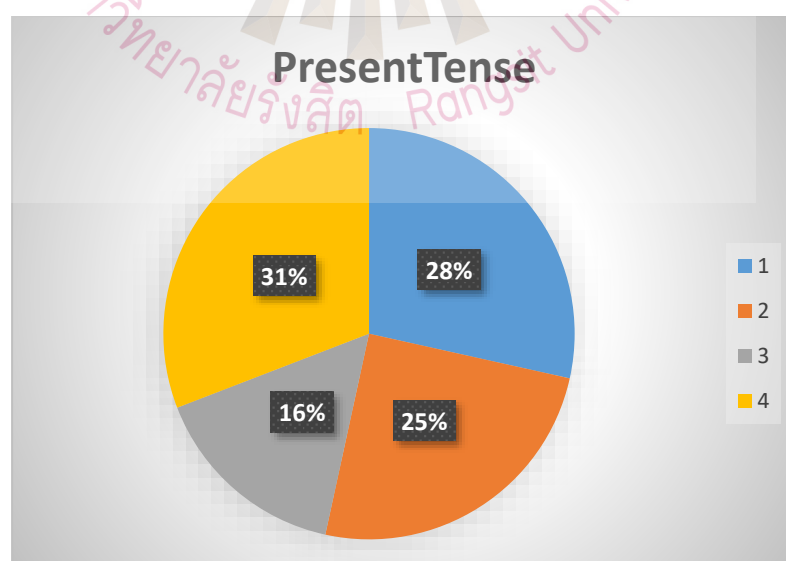


Figure 4.2 Average of errors in the present tense

From the 60 essays a total number of 337 errors were made in the present tense alone. 96 errors made in simple present tense, 84 errors in present continuous, 53 errors in present perfect and 104 errors in present perfect continuous tense. The table and figure below represents the average of errors in the past tense.

Table 4.4 Average of errors in the Past Tense

Average of errors in Past Tense					
Essay No.	Simple Past	Past Continuous	Past Perfect	Past Perfect Continuous	Total
1	0	0	0	0	0
2	2	0	0	0	2
3	2	0	0	0	2
4	1	0	0	0	1
5	1	0	0	0	1
6	0	0	0	0	0
7	0	0	1	0	1
8	4	2	0	0	6
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	2	2	0	1	5
13	2	0	1	0	3
14	4	2	0	1	7
15	3	0	2	0	5
16	1	0	0	0	1
17	2	1	0	1	4
18	1	2	0	2	5
19	0	0	0	0	0
20	1	2	1	0	4
21	1	2	0	0	3
22	1	0	0	0	1
23	3	0	0	0	3
24	2	1	0	0	3
25	1	0	1	1	3
26	1	2	1	0	4
27	1	0	0	0	1
28	0	0	0	0	0
29	0	2	0	1	3

Table 4.4 Average of errors in the Past Tense (Cont.)

Average of errors in Past Tense					
Essay No.	Essay No.	Essay No.	Essay No.	Essay No.	Essay No.
30	2	2	1	0	5
31	2	1	1	1	5
32	1	1	0	0	2
33	2	2	1	0	5
34	0	1	0	0	1
35	2	1	0	0	3
36	2	2	1	0	5
37	2	2	1	0	5
38	2	2	1	0	5
39	2	2	0	0	4
40	2	2	1	0	5
41	1	0	0	0	1
42	3	0	2	0	5
43	2	2	1	0	5
44	2	2	0	1	5
45	2	1	0	1	4
46	1	1	0	0	2
47	2	2	1	0	5
48	1	2	0	0	3
49	2	1	0	0	3
50	2	1	0	0	3
51	2	3	1	0	6
52	2	2	1	0	5
53	2	0	1	1	4
54	1	1	0	1	3
55	2	2	0	1	5
56	2	1	0	0	3
57	1	2	0	0	3
58	0	2	0	1	3
59	2	2	1	0	5
60	1	0	0	0	1
Total	88	63	22	14	187
Percentage	47	34	12	7	100

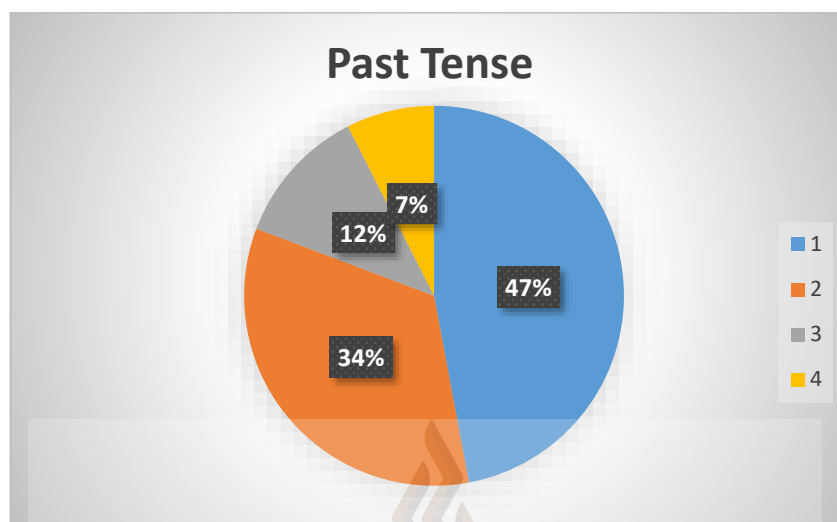


Figure 4.3 Average of errors in the past tense

The total errors made in this tense were 187 which is lower than the errors made in the present tense. 88 errors from simple past, 63 errors from past continuous, 22 errors from past perfect and 14 errors from past perfect continuous. The table below represents the errors' average in the future tense.

Table 4.5 Average of errors in the Future Tense

Average of errors in Future Tense					
Essay No.	Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous	Total
1	0	0	0	0	0
2	1	0	0	0	1
3	0	0	0	0	0
4	1	1	0	0	2
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	2	0	0	0	2
10	1	0	0	0	1
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0

Table 4.5 Average of errors in the Future Tense (Cont.)

Average of errors in Future Tense					
Essay No.	Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous	Total
14	0	0	0	0	0
15	0	0	0	0	0
16	0	2	0	0	2
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	3	0	3
20	0	0	0	0	0
21	0	0	0	0	0
22	2	2	0	0	4
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	1	0	0	0	1
27	1	0	0	0	1
28	0	2	0	0	2
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	0	0	0
41	0	0	0	0	0
42	0	0	0	0	0
43	0	0	0	0	0
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	3	0	0	3

Table 4.5 Average of errors in the Future Tense (Cont.)

Average of errors in Future Tense					
Essay No.	Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous	Total
49	0	1	0	0	1
50	0	0	0	0	0
51	0	0	0	0	0
52	2	0	0	0	2
53	0	0	0	0	0
54	0	0	0	0	0
55	0	0	0	0	0
56	0	1	0	0	1
57	0	0	0	0	0
58	0	0	0	0	0
59	0	2	2	0	4
60	0	0	0	0	0
Total	11	14	5	0	30
Percentage	36	47	17	0	100

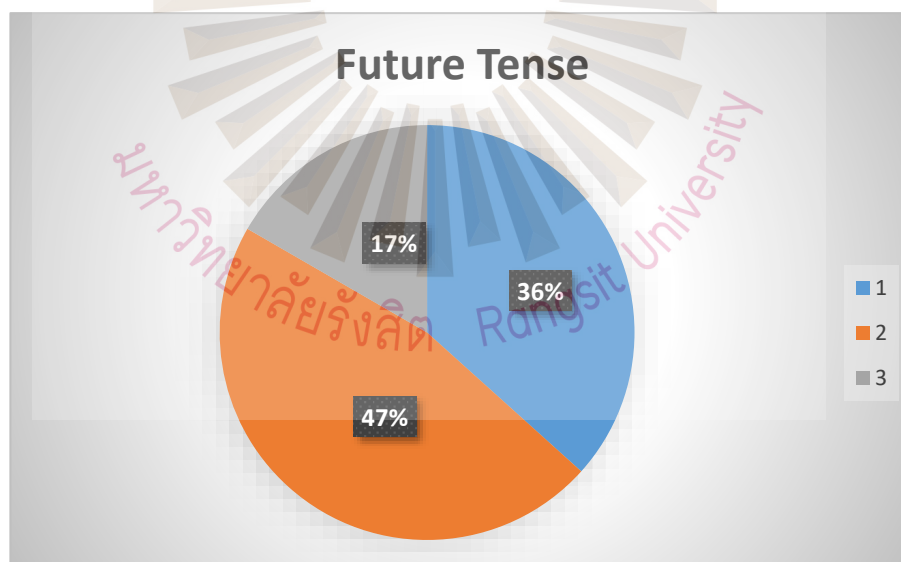


Figure 4.4 Average of errors in the future tense

The average of the data from the future tense is the least of all which made up only 30 errors from the 60 essays. 11 errors in simple future, 14 errors in future continuous and 5 errors in future perfect and 0 in future perfect continuous tense. From

the statistical representation above it is evident that errors analysis of all the tenses, present tense was found to be the predominant challenge for students of ESL classrooms when it came to writing. To further put the data into perspective with statistics the table and figure below shows the research finding number two, whether or not tenses is a challenge for Bhutanese secondary students.

Table 4.6 Average of tenses

Average of Errors in all Tenses				
	Present	Past	Future	Total
Errors	337	187	30	554
Percentage	61	34	5	100

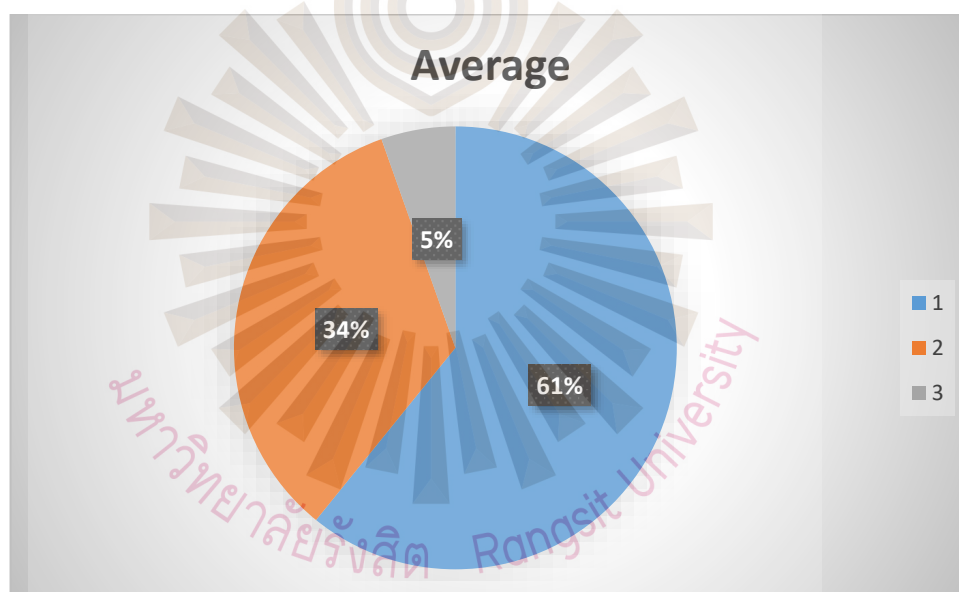


Figure 4.5 Average of errors

The findings although multiple in responses, the tenses component came out to be the major challenge of grade VIII students particularly notwithstanding the fact that students are learning English as a second language (ESL). When the assessment of student essays were carried out, the predominant tense that formed the majority of errors thereby making it a challenge came out to be the past tense and present tense. Not much of errors with the future tense was found from the student papers. The major challenge was with coherence of the tense, meaning continuing with the tense initially used.

60 papers had this common problem of transitioning from present to past tense and vice versa. The subject verb agreement which formed the basis of all tenses was a general observable problem when research participants showed a high interest and the highest level of satisfaction among the participants. Dr. Fareed Siddiqui (2016) in his research opines, ‘you need to know how to conjugate verbs properly by focusing on the structures of tenses and modal tenses, so that you can create clear and effective sentences).

Subject-Verb Agreement among all indicated grammatical errors, errors in Subject-Verb Agreement were the most common or prevailing errors of the students in their English writing. It was observed from their written work that students made such errors due to their inability to include the suitable Subject-Verb Agreement, suggesting the students’ dilemma in forming the sentences correctly. The majority of the students faced problems in agreement as they could not make the subjects and verbs agree because the verbs did not follow their subjects closely and the number of the subject was unclear. They wrongly matched singular subject with plural verb and vice versa.

Students presented major errors in this aspect as they were required to write an essay based on stimuli. It is well understood that students with adequate understanding of grammar rules in writing used the correct tenses to explain facts and other details of the stimuli. For instance, the introduction and conclusion paragraph reflected the usage of past tense as the essay was reporting about an event that has taken place. However, it revealed based on this study that students failed to change the verbs into past tense form.

4.3 PERCEPTION QUESTIONNAIRE ANALYSIS

The student questionnaire was of the scale given below when the questionnaire was handed over to them to be filled. 60 students underwent the filling of the questionnaire and other teachers from the school were of great help in conducting this questionnaire. This questionnaire specifically answers the second research question of ‘are tenses a challenge for ESL writing in Bhutanese secondary students?’

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

The average mean of each item from the 30 item questionnaire is represented below.

Table 4.7 Mean scores of students learning satisfaction

No.	Statements	Mean
1	Writing allows me to look for errors	3.23
2	Writing allows me to use new words	4.11
3	Writing process helps me to write better	3.66
4	Using words (Vocabulary) is a challenge in writing	3.77
5	Grammar (Tenses) is a challenge in writing	4.91
6	Spelling is a challenge in writing	3.11
7	Cohesion of ideas (Putting ideas into paragraphs) is a problem	2.33
8	Teacher comments are helpful to me	2.11
9	Friends (peers) comments are helpful to me	2.26
10	I plan my writing using pre-writing activities such as brainstorming, webbing, semantic mapping ...etc.	1.77
11	The topics I write about express my own interest.	2.33
12	I'm taught how to write the different parts of an essay (i.e. introduction, body and conclusion).	4.00
13	I share the tutor in the choice of topics before the class starts.	1.11
14	I'm given a copy of the writing assessment criteria and writing rubric.	0.49
15	I'm taught how to write different genres of essays (i.e. descriptive, expository, argumentative, and narrative).	1.00
16	I use dictionaries to help me while writing	2.00
17	I use the notebooks/notes on the punctuation and spelling rules.	2.00

Table 4.7 Mean scores of students learning satisfaction (Cont.)

No.	Statements	Mean
18	I get immediate teachers feedback after writing	1.17
19	I use the computer to assist me in writing (i.e. word processor, spelling checker, etc...)	1.00
20	I get formative feedback during my essay writing	1.17
21	My tutor to teach us how to write well using tenses.	2.37
22	My tutor holds individual conferencing to comment on my writing	1.00
23	My classmate reviews my essay.	2.11
24	My tutor uses classroom discussion to teach me how to write	3.11
25	My writing is discussed in the class	2.13
26	I collect all my marked pieces of writing in a portfolio till the end of the year.	3.00
27	My tutor gives mini-lessons on aspects of challenges in writing	1.17
28	I'm taught how to organize my writing coherently through well-written examples.	2.33
29	I'm given a handout on tenses and its rules	1.17
30	My tutor uses classroom lecturing to teach me how to write better	3.16

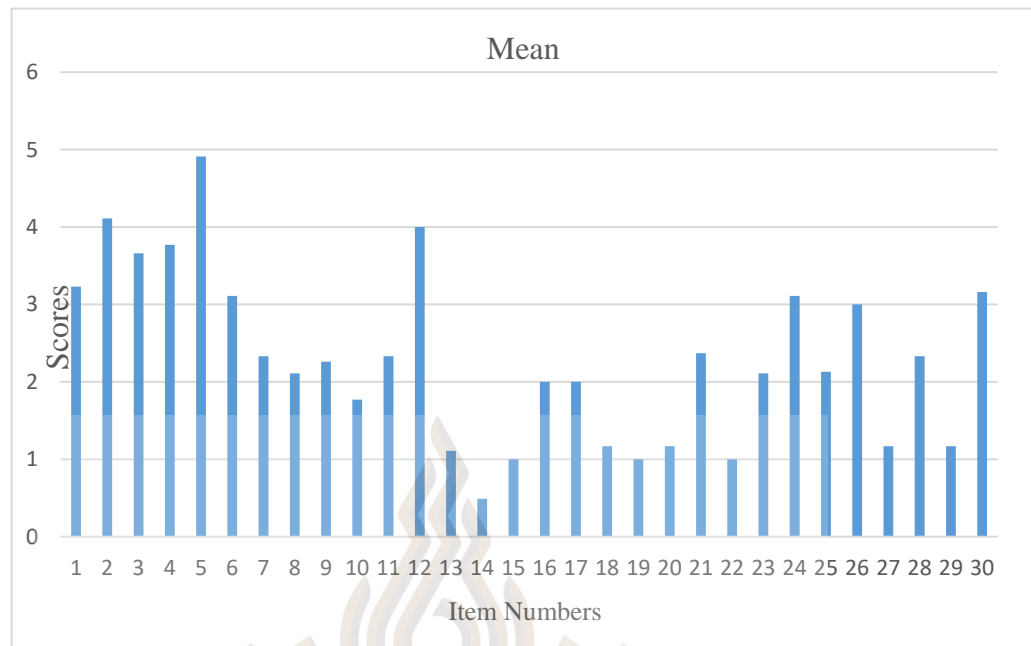


Figure 4.6 Mean scores of items

The questionnaire for students made a stark revelation besides indicating grammar as the challenge, that vocabulary (item 4) and writing (item 2). Since the two items are directly proportional to its effects and impacts. Vocabulary as indicated shows a mean of 3.77 which shows a significant high thereby giving rise to the mean of 4.11 depicting the use of new words in writing for students. Item 22, the researcher has found out to be very revealing. All research participants responded with a mean score of 1.00 indicating an observable effect that teachers have been not holding a conferencing after the feedback on the written pieces.

The questionnaire sample was adapted from Maxim (1999) basically to garner both qualitative and quantitative data. The five point Likert scale was used to evaluate the learning satisfaction of the participants towards identifying writing challenges for ESL in one of the secondary schools in Bhutan. For the greater good of the readers of this research study, all research participants were satisfied with the interview questions although some of the questionnaire items had to be explained to the participants.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The last chapter contains the conclusion of the study. Through this study, the researcher justified the objectives of by answering the following two research questions:

5.1.1 What are some of the writing difficulties faced by children of grade VIII?

5.1.2 Are tenses a challenge for writing in Bhutanese students?

5.2 CONCLUSION

The researcher examined the data mentioned in chapter 3 and 4 to analyze and answer the research questions as follows: It is with much amazement that the researcher found out many a finding furthering the scope of research topics for future researchers.

5.2.1 Questionnaire and Error Analysis

From the data analysis, it was found that many significant factors of writing were found to be challenges. Tenses, word order, vocabulary, spelling, punctuation, word form and word order, spoken expressions, contracted forms, cohesion, repetition of ideas and L1 influence were all the challenges. As per the research question, eleven challenges were identified by the researcher of which tenses was the predominant challenge. The specificity of tenses as a challenge was particularly investigated on subject verb agreement forming the fundamentals of tenses.

Also, as per the research question, some of the writing difficulties faced by children of grade VIII were tenses, word order, vocabulary, spelling, punctuation,

spoken expressions and influence of L1. For the second research question, it was and has been found out from the error analysis alone, tenses were a major challenge for Bhutanese secondary students of grade VIII of which use of present tense was found to be a major challenge from this study.

5.3 THE CURRICULUM

Richards (2010) rated writing as the most important skill among the ten core dimensions of expertise in language teaching. Richards further outlines ten specific language competencies that a language teacher needs in order to teach effectively: 1) competence to provide good language models; 2) competence to maintain use of the target language in the classroom; 3) competence to maintain fluent use of the target language; 4) competence to give explanations and instructions in the target language; 5) competence to provide examples of words and grammatical structures and give accurate explanations (e.g. of vocabulary); 6) competence to use appropriate classroom language; 7) competence to select target-language resources (e.g. newspapers, magazines, internet websites); 8) competence to monitor his or her own speech and writing for accuracy; 9) competence to give correct feedback on learner language; 10) competence to provide input at an appropriate level of difficulty.

Many ESL programmes do not specifically define their curriculum; rather they describe a program, course plan, objectives or goals. This lack of consistency may be due to what Richards (2010) described as limited attempts to apply the principles of curriculum development to language programmes and a neglect of systematic curriculum development. Outside of language programmes there is a well-developed field of curriculum construction.

Further problems for curriculum design are that it can be seen as a writing exercise that disseminate philosophies that teachers and students feel are irrelevant because they are based on philosophies and mission statements that do not deal with any real concerns . Another issue in curriculum design is who writes it? Is it a government

policy or is it designed at a local level by teachers/curriculum designers? Plainly teachers are the means of administration of curriculum and must therefore be central in its design, as it is teachers who have a clear idea of what works, are in tune with their students' needs and have practical classroom knowledge. Clearly, each of these language competences is closely related to a teacher's ability to speak the target language fluently and confidently in classroom.

The English curriculum in Bhutan is such that experts call it the integrated curriculum. Although nine years into implementation, it is fairly a new curriculum, the practice of exclusive grammar teaching is non-existent or practiced very little in English teaching. The grammar teaching particularly the tenses in all its forms is what is called 'integrated grammar teaching infused into literature like short stories, poems and essays of different genre'. This publication titled "English Curriculum Framework" spells out the language, reading and speaking with components with greater feasibility and hands on activities and learning outcomes. For the writing component as well but apart from the 'writing process' activity which is first introduced in grade III and follows throughout the curriculum is taught extensively.

The process of getting ones write up undergo the obvious process of the 'writing processes' is undertaken. Therein lies the question of what happens to those write ups. The process to gauge a well written piece lies within the writing process itself but lies largely with the readers of those pieces. As of now, the curriculum is under scrutiny and a task force is already working for a revamping of the curriculum.

5.4 TEACHERS LESSON PLANS

A typical teacher's lesson plan on teaching writing process and essay writing is attached here with (See Appendix D). These two samples were from teachers who teach the grade VIII students in one of the secondary schools. To critique these plans may have manifold areas and components but delving into writing and particularly the challenges in writing is still a question of how is the plan practiced in the real classroom

keeping in mind students need to acquire the writing skills. The most predominant solution as of now is, identify the children's weaknesses which is a challenge(s) itself in writing is assumed by the teacher and not supported and backed up by any research and development practices so far.

Of the plans that the researcher was interested in was on teaching tenses and browsing through the pile of plans that teachers kept in their folders, until the month of June 2018, not one plan dedicated to tenses has been made let alone teach the topic. This is a pre-conceived expectation of teachers in grade VIII that, tenses for writing or whatever purposes in a typical classroom was already done in the lower grades and this was making students write very poorly if not unacceptably. This loophole in the teaching tenses also goes with the curriculum as mentioned in the preceding topic about the integrated teaching of grammar with the literature provided in the texts.

5.5 DISCUSSIONS

It has been found that tenses are of paramount importance for the learner of ESL classrooms especially when it comes to writing. The research participants feels the need to teach tenses separately with some broader time allocated to Tenses. Undergoing and carrying out the research, the researcher also found out many other challenges in writing of which 'vocabulary' showed the second highest satisfaction according to the student questionnaire. The vocabulary enhancement which traditionally was 'just read from the books' notion is now not applicable anymore due to availability of ICT. But sadly, these ICT in its advantageous help is yet to make its way into the classrooms of Bhutan and most classrooms remain under-connected or not connected at all to the ICT. This trend needs to change, was the researcher's observation while undergoing the research.

This research spells out two major findings. The first being tenses is a major problem in overcoming writing difficulties particularly with the use of past and present tenses in a typical student writing. The second findings spell out other factors that make writing a challenge. 11 different obvious challenges were identified as mentioned in the

preceding pages. Finally, this research also found out that challenges were not only at the student level but also at the curriculum and delivery levels.

The researcher has also learned from the findings that the research of this kind must be conducted, carried out and undertaken in its entirety with more participants at a national level if not at the district. A thorough qualitative research taking the implementers (teachers) as research participants also needs to be conducted for a broader understanding in assessing the impact on students writing while delivering grammar in an integrated curriculum. The findings of this study will provide a basis to rethink about the integration of all grammar topics and look into the possible solutions of what alternatives could be further incorporated to ease the curriculum.

5.6 RECOMMENDATIONS

5.6.1 For implications

According to the findings of this study, the following recommendations are anticipated for the effective delivery of writing component in the current English curriculum for grade VIII students:

5.6.1.1 Teaching tenses as a separate topic during the English classes and not as a part of the whole reading and literature curriculum. Teaching of grammar especially tenses must follow through in every topic so that what is taught is evident in students writing.

5.6.1.2 It is highly recommended that teachers of ESL spend sufficient time on delivery of writing process and bring out the written pieces as a work of art rather than compiling it in a portfolio and seldom referring to those pieces in the future.

5.6.1.3 A clear set of assessment rubrics was a mandate across grade VIII for assessing students writing rather than having individual rubrics to assess the pieces.

5.6.1.4 Above all, students themselves need to imbibe a reading culture to acquaint themselves more with the language and vocabulary.

5.4.2 For Further Research

Concerning this study, further research should be conducted for a longer period of time so as to highlight the writing practices of the students and also to study teachers teaching writing and how are they assessing the writing of students. Given the findings of this study, further in-depth study is also recommended to be undertaken to make better writers of Bhutanese secondary students.

A further longitudinal approach to this qualitative study needs to be conducted for authentic and reliable findings that can impact decision making while framing the writing component of the English curriculum in Bhutanese schools. All in all, there is no one direct path to conclude a research study or no one format to stick to, it is just making a study credible and authentic enough that there is something wrong with teaching, curriculum, teachers or students in education, that's why the research study in the first place.

The academic means are manifold to arrive at a pre-destined hypothesis of any scientific study but what was studied to improve education at large is the aim of any scientific study undertaken. So was the case with this research study.

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APPENDIX A
CONSENT LETTER SEEKING APPROVAL FROM THE
PARTICIPANTS

มหาวิทยาลัยรังสิต Rangsit University

CONSENT FORM

Research title: TENSES WITH ESL WRITING TENSES: A CASE STUDY OF BHUTANESE SECONDARY STUDENTS

Research participants: Grade VIII students

Researcher: Lobzang Nima

Dear Students,

I am undertaking a study to identify writing challenges in Tenses with ESL. My research aims to identify what common tenses among the other different tenses are the possible challenges to writing for English as a second language. The information gathered and collected from this research will help curriculum developers align the writing component of the English teaching to ease difficulties for students and the finds will help future researchers further research on the writing component of the English language teaching.

In case you agree to participate in this research, you will be asked to:

1. Fill out a 30 item questionnaire based on your aptitude about what are some of the writing challenges you face while writing
2. Permit your responses to be copied for purposes of this research.

You are also informed that:

1. The confidentiality of your responses will be safeguarded and will be used for this research only.
2. You will be referred to as a pseudonym to relate to your responses in the entire research.

If you consent to the above information, please sign at the end of this letter and if you have any problems, you can contact me.

LobzangNima,

Suryadhep Teachers College,

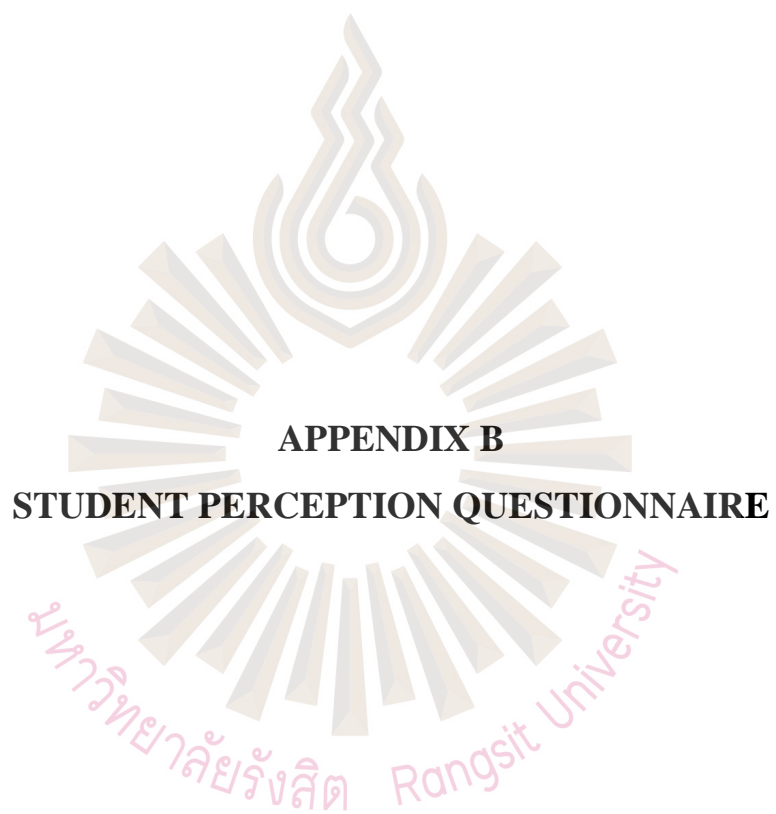
Rangsit University,

Thailand.

E-mail: lobzang.n60@rsu.ac.th # +975 77468646 +095 391 7071

I hereby consent to the information for the use of your research purposes

Signature _____ Date: _____



Students Perception Questionnaire

Dear Students,

The purpose of this survey is to identify Tenses as a writing error in Bhutanese students writing essay and this questionnaire is strictly for the students to answer according to their aptitude. (The questionnaire sample is partly adapted from Maxim, 1999)

Please read the statement carefully and rate it accordingly. The confidentiality of your answer will be strictly safeguarded as per the Research Ethics. Therefore, the findings from your responses do not bear any implication or risk in the future.

Part I: Demography (Put a tick () in the brackets)

Gender: Male () Female ()

Age: Between 12-14 () Between 14-16 ()

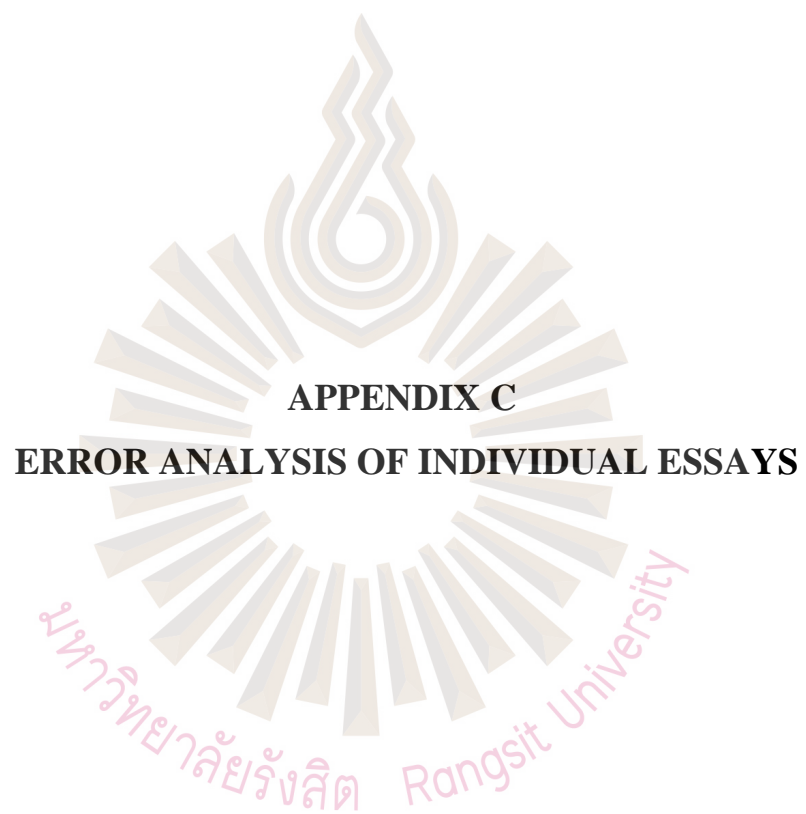
16 and above ()

Part II: Students view towards essay writing errors and Challenges

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

Sl. No	Items/ Questions	1	2	3	4	5
1	Writing allows me to look for errors					
2	Writing allows me to use new words					
3	Writing process helps me to write better					
4	Using words (Vocabulary) is a challenge in writing					
5	Grammar (Tenses) is a challenge in writing					
6	Spelling is a challenge in writing					
7	Cohesion of ideas (Putting ideas into paragraphs) is a problem					
8	Teacher comments are helpful to me					
9	Friends (peers) comments are helpful to me					

10	I plan my writing using pre-writing activities such as brainstorming, webbing, semantic mapping ...etc.					
11	The topics I write about express my own interest.					
12	I'm taught how to write the different parts of an essay (i.e. introduction, body and conclusion).					
13	I share the tutor in the choice of topics before the class starts.					
14	I'm given a copy of the writing assessment criteria and writing rubric.					
15	I'm taught how to write different genres of essays (i.e. descriptive, expository, argumentative, and narrative).					
16	I use dictionaries to help me while writing					
17	I use the notebooks/notes on the punctuation and spelling rules.					
18	I get immediate teachers feedback after writing					
19	I use the computer to assist me in writing (i.e. word processor, spelling checker, etc...)					
20	I get formative feedback during my essay writing					
21	My tutor to teach us how to write well using tenses.					
22	My tutor holds individual conferencing to comment on my writing					
23	My classmate reviews my essay.					
24	My tutor uses classroom discussion to teach me how to write					
25	My writing is discussed in the class					
26	I collect all my marked pieces of writing in a portfolio till the end of the year.					
27	My tutor gives mini-lessons on aspects of challenges in writing					
28	I'm taught how to organize my writing coherently through well-written examples.					
29	I'm given a handout on tenses and its rules					
30	My tutor uses classroom lecturing to teach me how to write better					



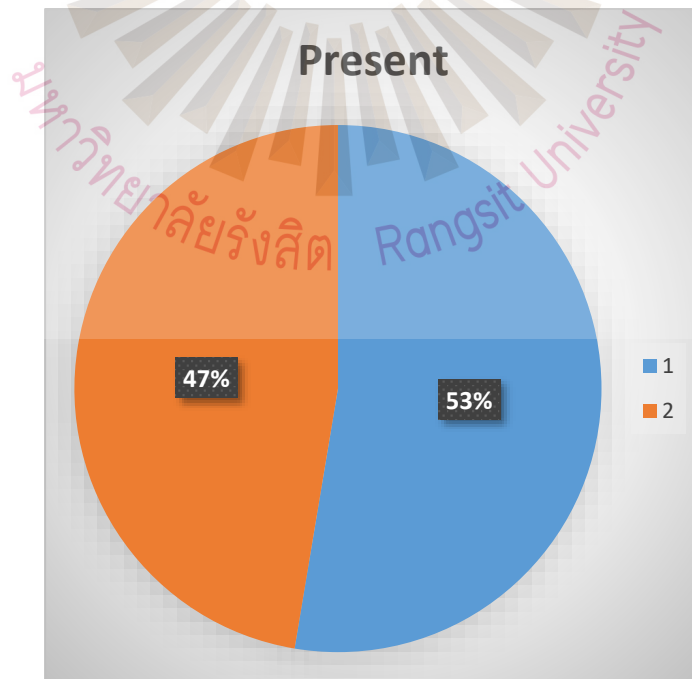
APPENDIX C

ERROR ANALYSIS OF INDIVIDUAL ESSAYS

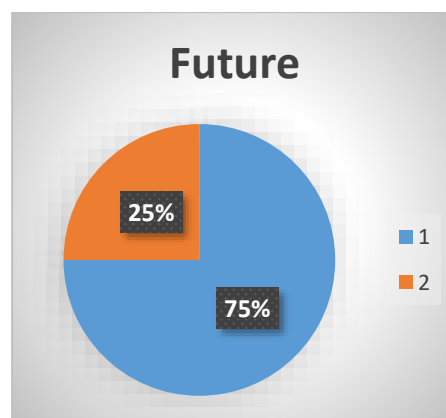
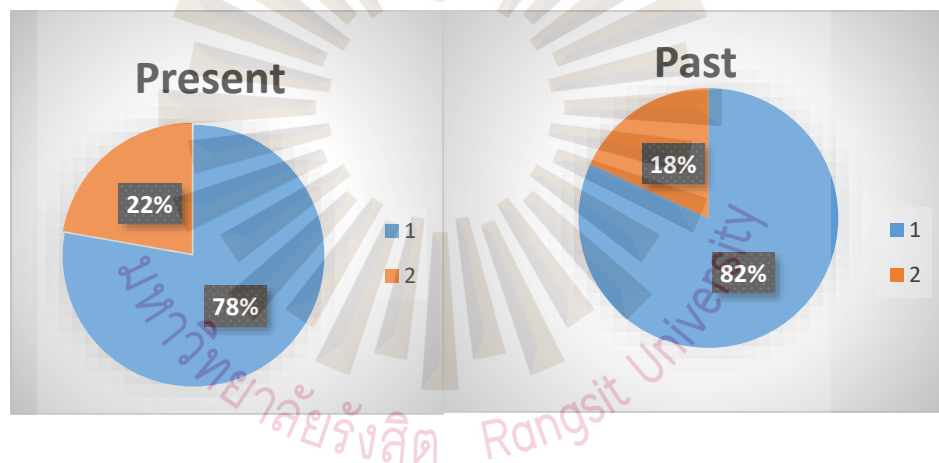
มหาวิทยาลัยรังสิต Rangsit University

Student Number : 01	Essay Topic : Culture of Bhutan							
	Present		Past		Future			
	R	W	R	W	R	W	R	W
Simple Present	iiii	iii	Simple Past			Simple Future		
Present Continuous	iii	ii	Past Continuous			Future Continuous		
Pr. Perfect	i	iiii	Past perfect			Future Perfect		
Present Perfect Contd.	i		Past Perfect Contd.			Future Perfect Contd.		
Total	10	9						
Percentage	53	47						

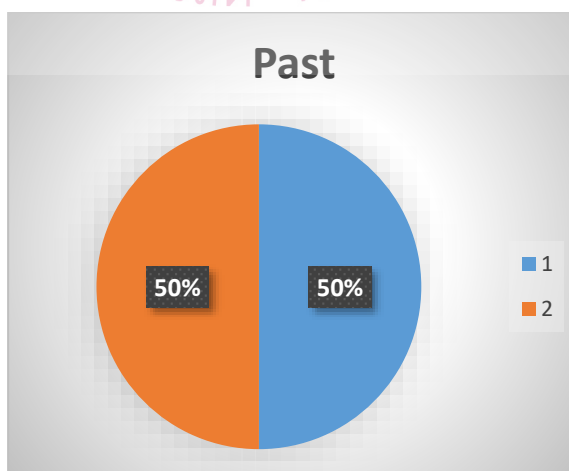
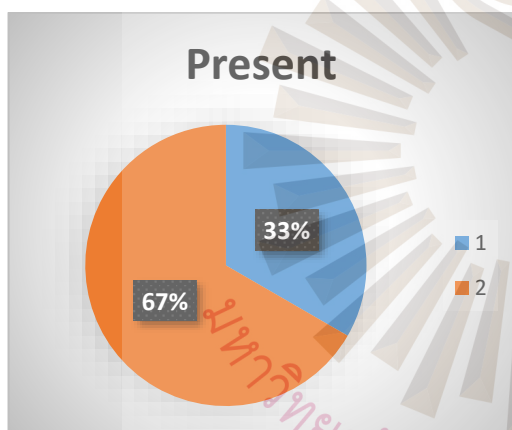
Key: R-Right, W-Wrong



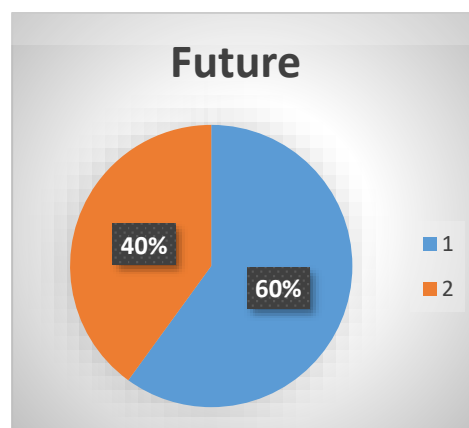
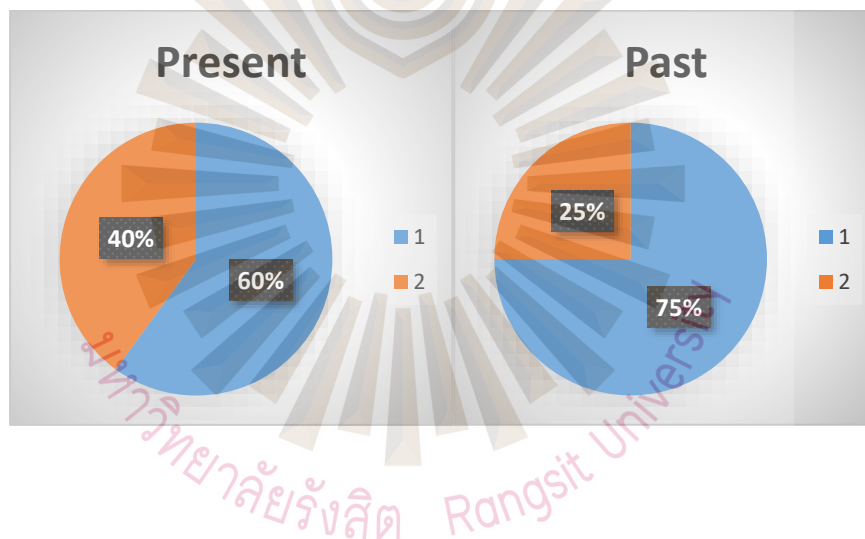
Student Number : 02	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	iii	ii	Simple Future	iii	i
Present Continuous	ii		Past Continuous	iii		Future Continuous		
Pr. Perfect	i	i	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.	iii		Future Perfect Contd.		
Total	7	2		9	2		3	1
Percentage	78	22		82	18		75	25



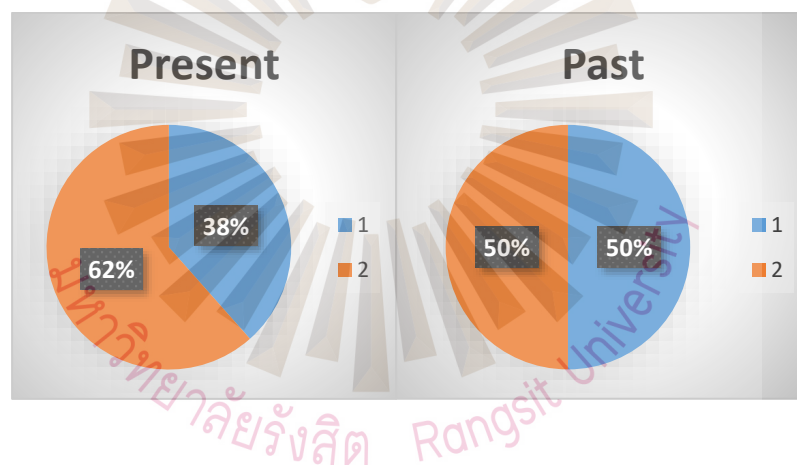
Student Number : 03	Essay Topic : The teacher I like							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	ii	ii	Simple Future		
Present Continuous		ii	Past Continuous			Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.		ii	Past Perfect Contd.			Future Perfect Contd.		
Total	3	6		2	2			
Percentage	33	67		50	50			



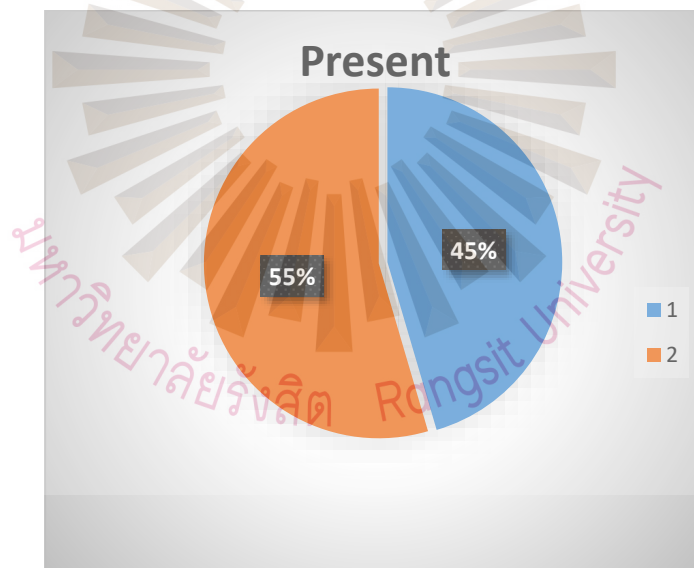
Student Number : 04	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past	iii	i	Simple Future	iiii	ii
Present Continuous	iii	iii	Past Continuous			Future Continuous	ii	ii
Pr. Perfect	i	i	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	9	6		3	1		6	4
Percentage	60	40		75	25		67	33



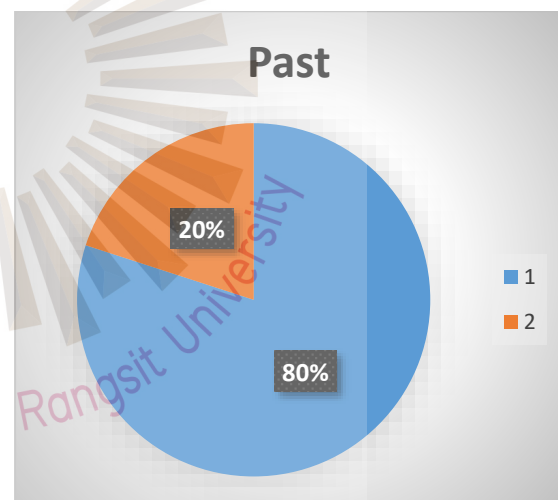
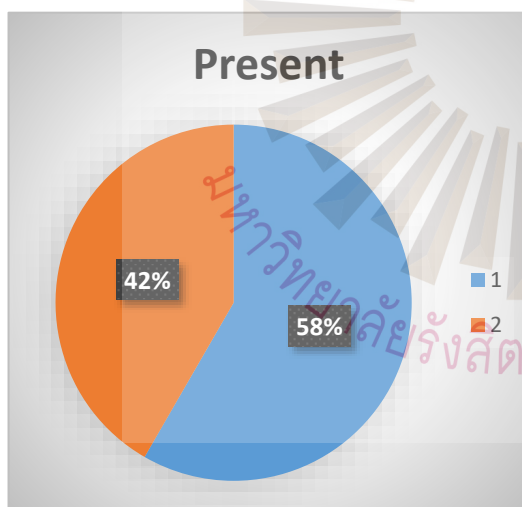
Student Number : 05	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	ii		Simple Past		i	Simple Future	ii	
Present Continuous	i	iii	Past Continuous			Future Continuous		
Pr. Perfect	i	ii	Past perfect			Future Perfect		
Present Perfect Contd.	i	iii	Past Perfect Contd.	ii	i	Future Perfect Contd.		
Total	5	8		2	2		2	
Percentage	38	62		50	50		100	



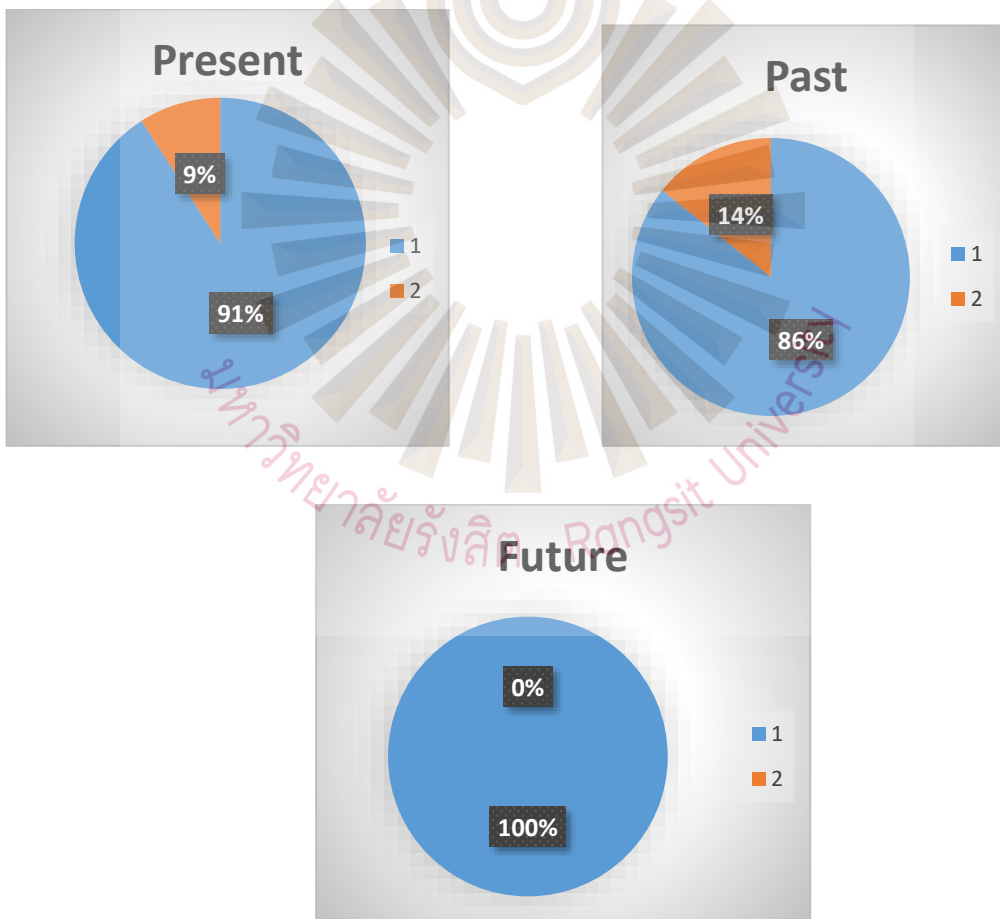
Student Number : 06	Essay Topic : The Doctor							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	iii	Simple Past			Simple Future		
Present Continuous		iii	Past Continuous			Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	5	6	Total	0	0	Total	0	0
Percentage	45	55	Percentage			Percentage		



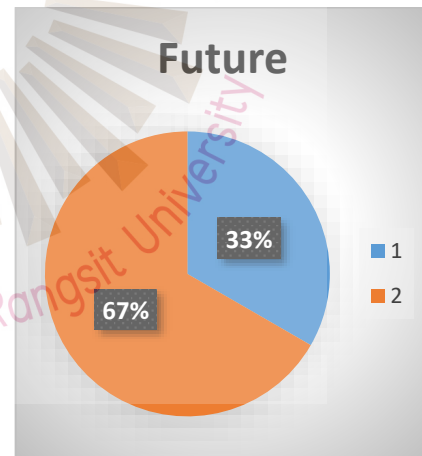
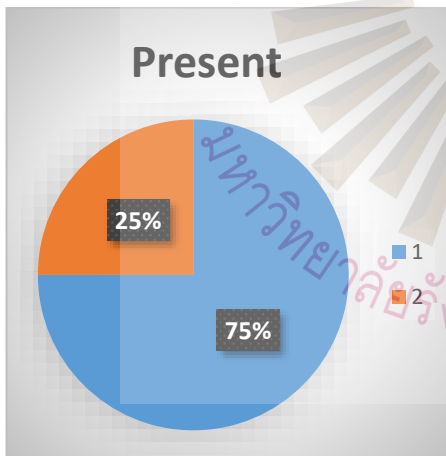
Student Number : 07	Essay Topic : Reading							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past	iiii		Simple Future		
Present Continuous	i		Past Continuous			Future Continuous		
Pr. Perfect	i	ii	Past perfect		i	Future Perfect		
Present Perfect Contd.	i	i	Past Perfect Contd.			Future Perfect Contd.		
Total	7	5		4	1			
Percentage	58	42		80	20			



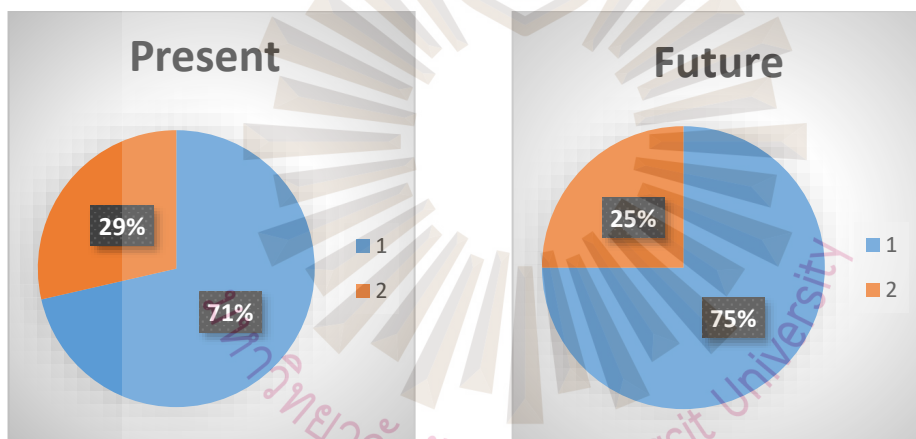
Student Number : 08	Essay Topic : My Friend							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii i	i	Simple Past	iiii i		Simple Future	iiii	
Present Continuous	iiii i		Past Continuous	ii		Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	10	1		6	1		5	
Percentage	91	9		86	14		100	



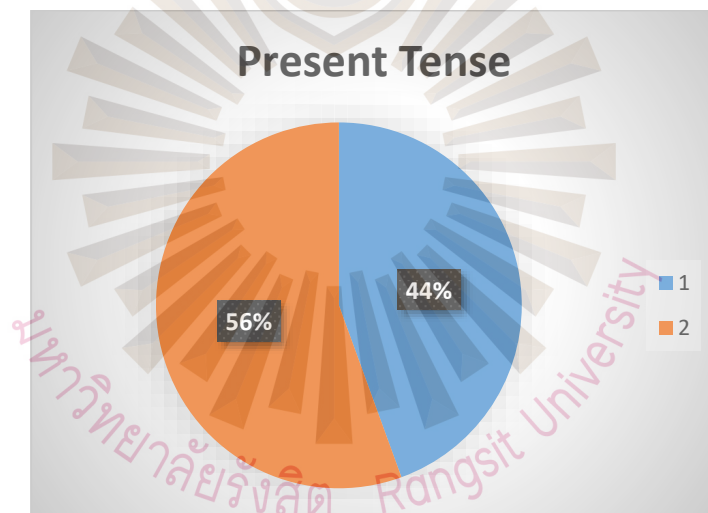
Student Number : 09	Essay Topic : Culture of Bhutan							
Present	Right	Wrong	Past	Right	Wrong	Future	Right	Wrong
Simple Present	iii		Simple Past			Simple Future	I	ii
Present Continuous	iii	iii	Past Continuous			Future Continuous		
Pr. Perfect	i		Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	9	3					1	2
Percentage	75	25					67	33



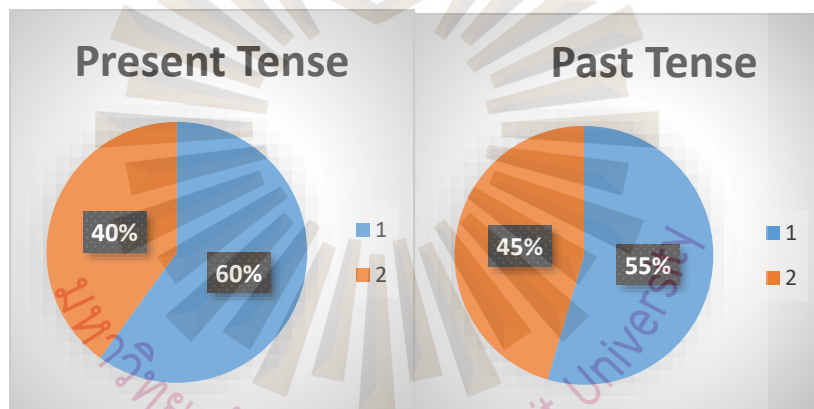
Student Number : 10	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past			Simple Future	iii	i
Present Continuous	i		Past Continuous			Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	5	2					3	1
Percentage	71	29					75	25



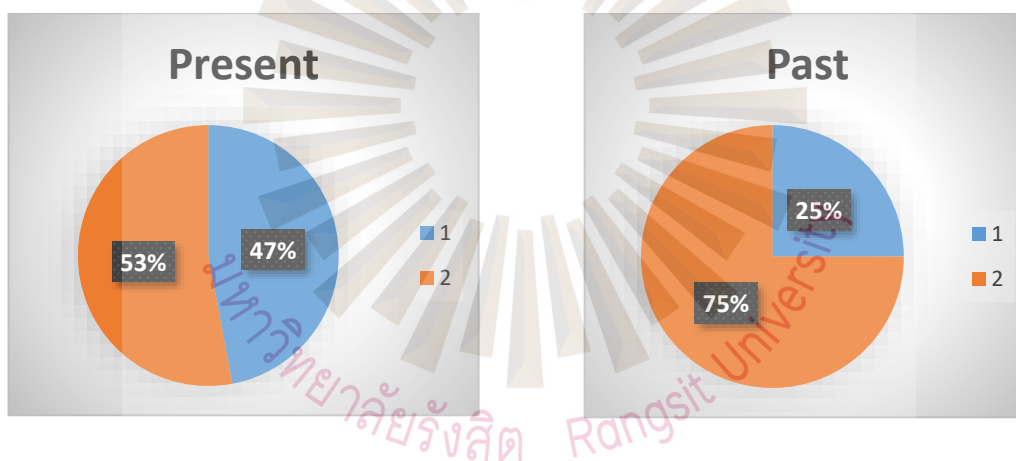
Student Number : 11	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	iiii	Simple Past			Simple Future		
Present Continuous	iii	ii	Past Continuous			Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.			Future Perfect Contd.		
Total	8	10						
Percentage	44	56						



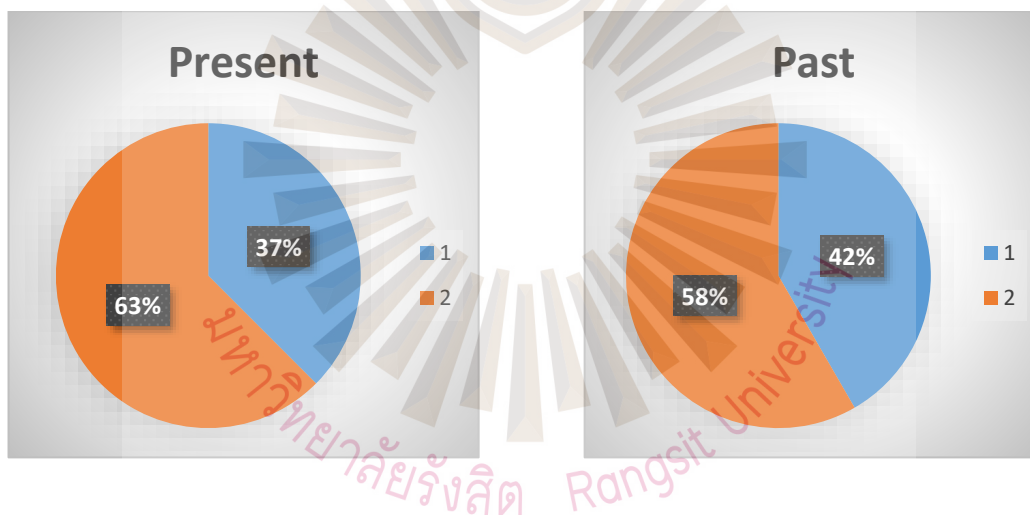
Student Number : 12	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past	iii	ii	Simple Future		
Present Continuous	ii	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect	i	i	Past perfect			Future Perfect		
Present Perfect Contd.	ii	ii	Past Perfect Contd.	ii	i	Future Perfect Contd.		
Total	9	6		6	5			
Percentage	60	40		55	45			



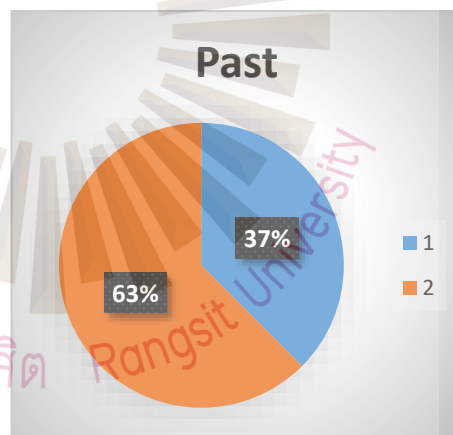
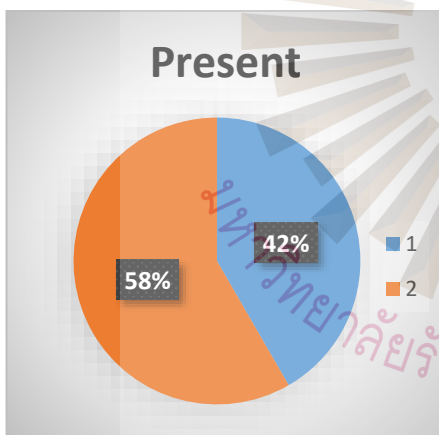
Student Number : 13	Essay Topic : Reading							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	iii	Simple Past		ii	Simple Future		
Present Continuous	ii	ii	Past Continuous	i		Future Continuous		
Pr. Perfect	i		Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iii	Past Perfect Contd.			Future Perfect Contd.		
Total	8	9		1	3			
Percentage	47	53		25	75			



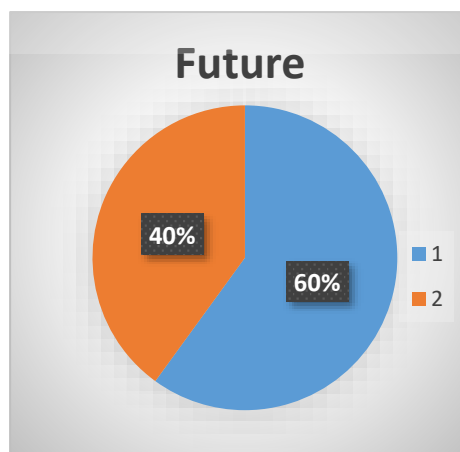
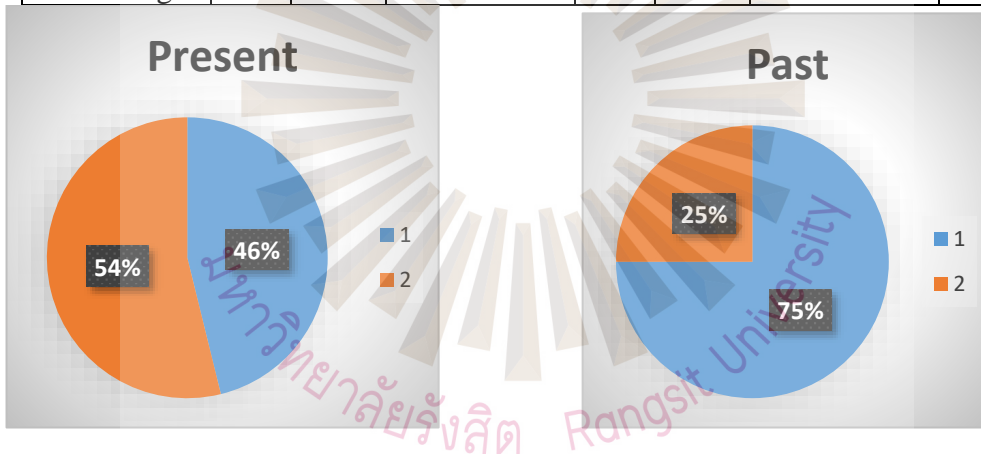
Student Number : 14	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	ii	ii	Simple Past	iii	iiii	Simple Future		
Present Continuous		iii	Past Continuous	ii	ii	Future Continuous		
Pr. Perfect	i		Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.		i	Future Perfect Contd.		
Total	3	5		5	7			
Percentage								



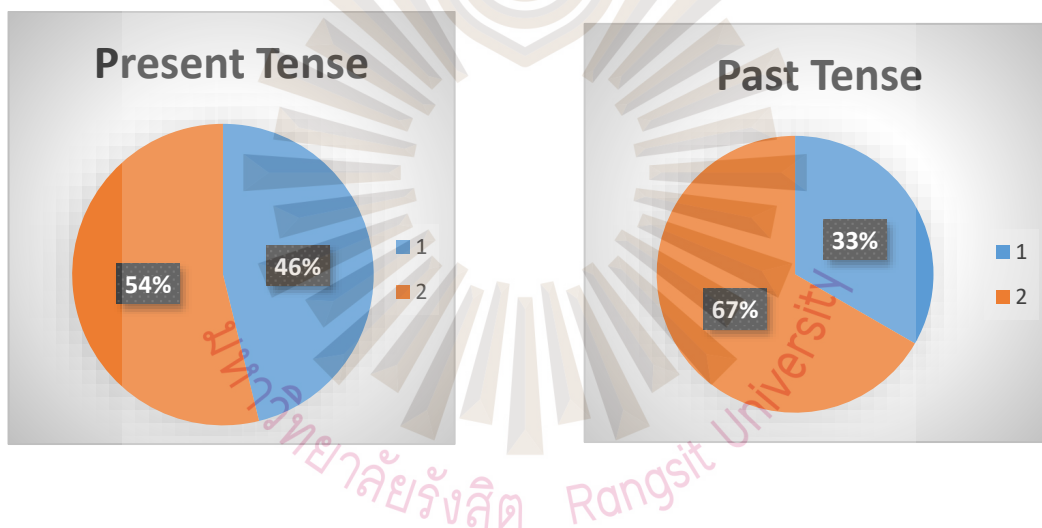
Student Number : 15		Essay Topic : How I spent my last Sunday						
Present	R	W	Past	R	W	Future	R	W
Simple Present	ii	iii	Simple Past	ii	iii	Simple Future		
Present Continuous			Past Continuous			Future Continuous		
Pr. Perfect	ii	iii	Past perfect	i	ii	Future Perfect		
Present Perfect Contd.	i		Past Perfect Contd.			Future Perfect Contd.		
Total	5	7		3	5			
Percentage	42	58		37	63			



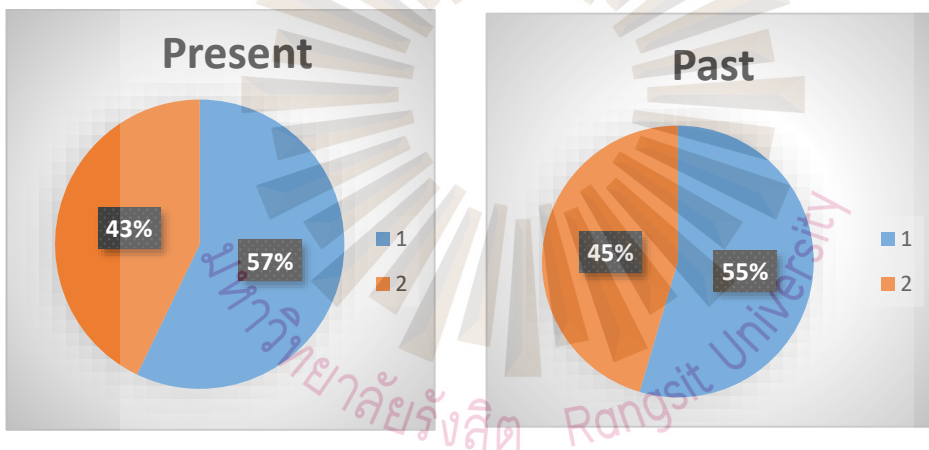
Student Number : 16	Essay Topic : Reading							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	iii	i	Simple Future	iii	
Present Continuous	ii	iii	Past Continuous			Future Continuous		ii
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	i	ii	Past Perfect Contd.			Future Perfect Contd.		
Total	6	7		3	1		3	2
Percentage								



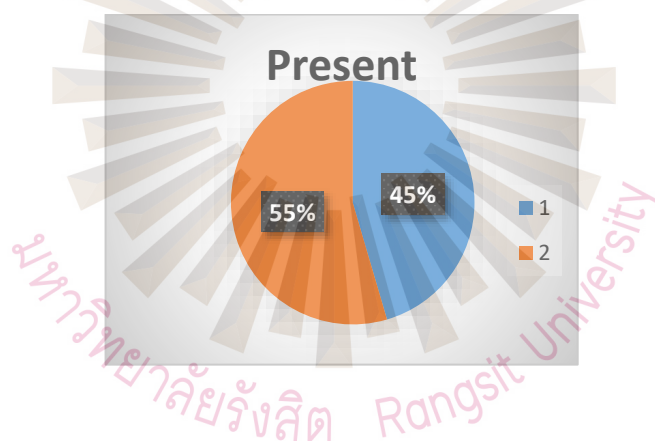
Student Number : 17	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	ii	ii	Simple Future		
Present Continuous	ii	ii	Past Continuous		i	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	i	ii	Past Perfect Contd.		i	Future Perfect Contd.		
Total	6	7		2	4			
Percentage	46	54		33	67			



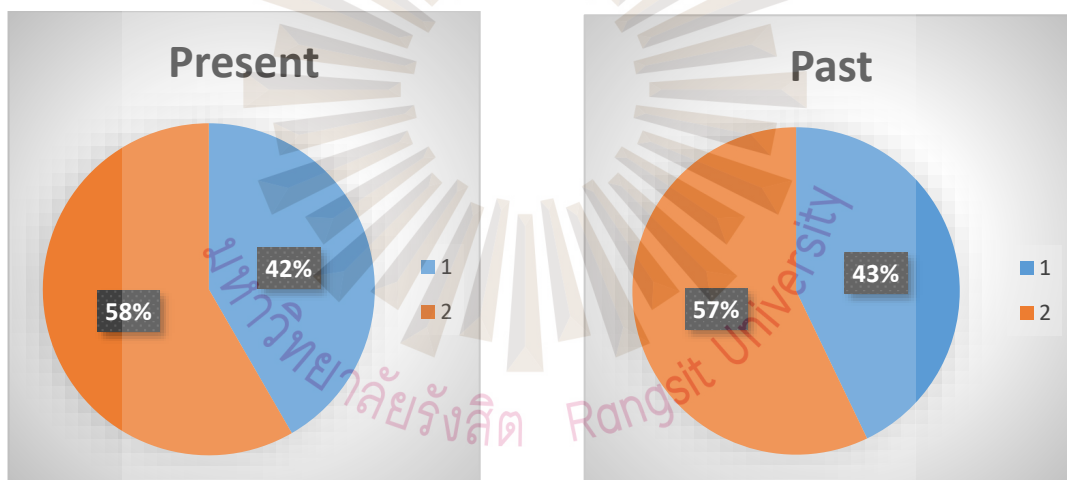
Student Number : 18	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	ii	ii	Simple Past	iii	i	Simple Future		
Present Continuous	i		Past Continuous	ii	ii	Future Continuous		
Pr. Perfect	i		Past perfect			Future Perfect		
Present Perfect Contd.		i	Past Perfect Contd.	i	ii	Future Perfect Contd.		
Total	4	3		6	5			
Percentage	57	43		55	45			



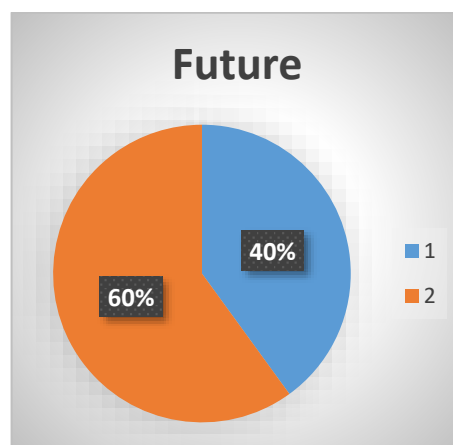
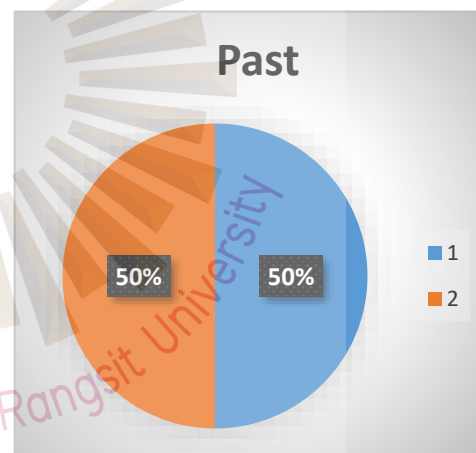
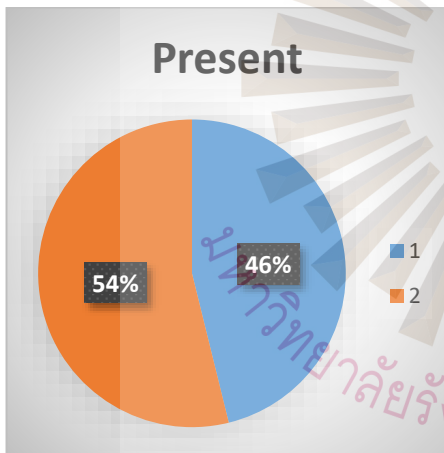
Student Number : 19	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	iii	Simple Past			Simple Future		
Present Continuous		iii	Past Continuous			Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	5	6						
Percentage	45	55						



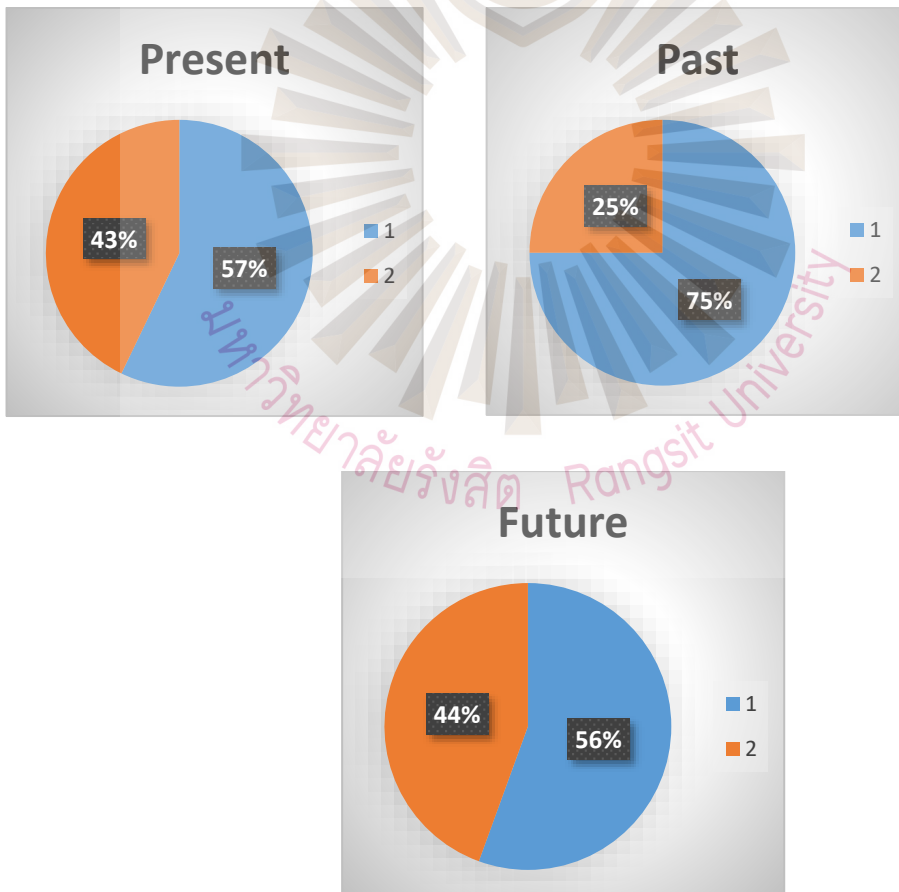
Student Number : 20	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	i	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.			Future Perfect Contd.		
Total	5	7		3	4			
Percentage	42	58		43	57			



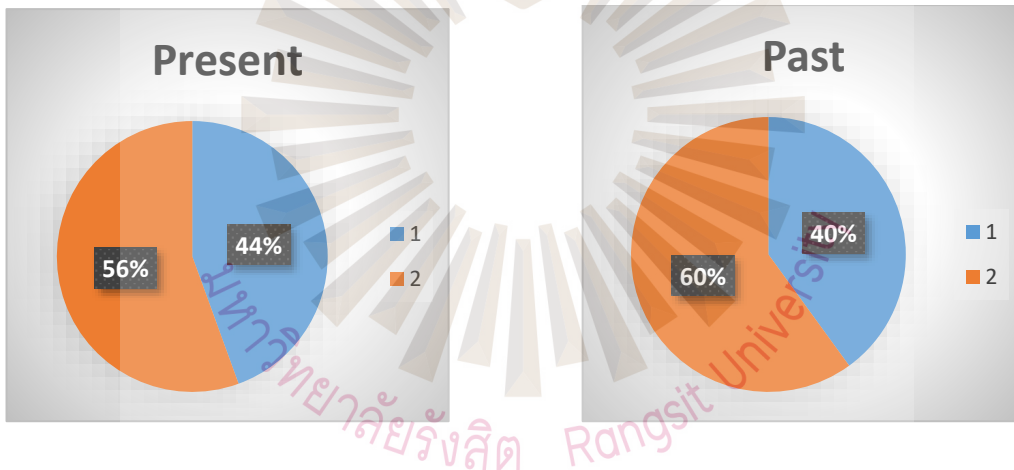
Student Number : 21	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	i	Simple Future	Ii	
Present Continuous	i	iii	Past Continuous	i	ii	Future Continuous		iii
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	ii	iii	Past Perfect Contd.			Future Perfect Contd.		
Total	6	7		3	3		2	3
Percentage	46	54		50	50		40	60



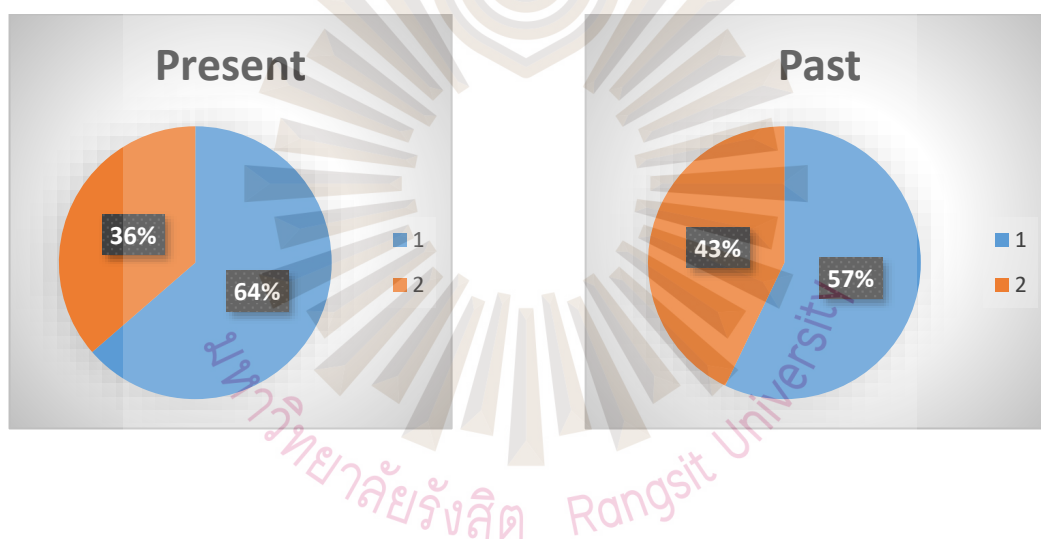
Student Number : 22	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past	iii	i	Simple Future	Iiii	ii
Present Continuous	ii	iii	Past Continuous			Future Continuous	I	ii
Pr. Perfect	i	i	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	8	6		3	1		5	4
Percentage	60	40		75	25		67	33



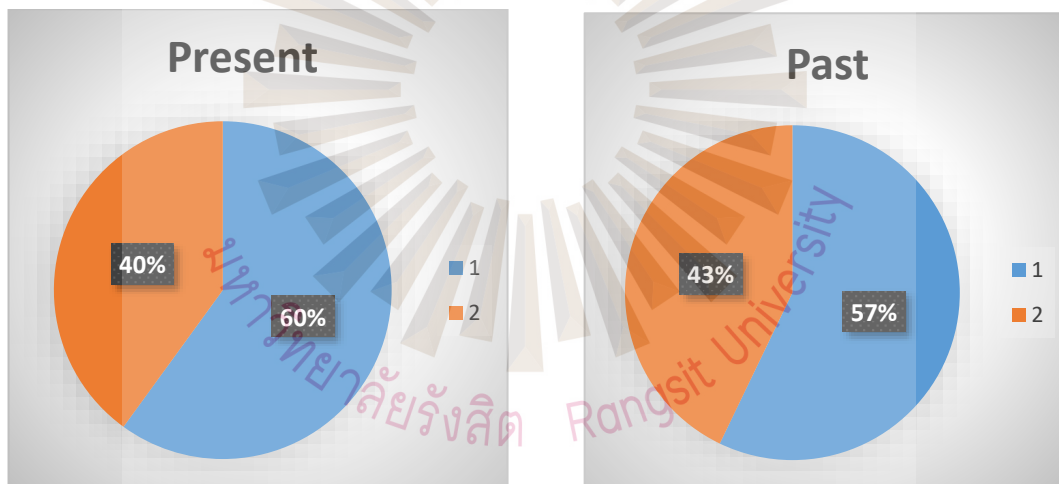
Student Number : 23	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	ii	ii	Simple Past	ii	iii	Simple Future		
Present Continuous	ii	i	Past Continuous			Future Continuous		
Pr. Perfect		ii	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	4	5		2	3			
Percentage	44	56		40	60			



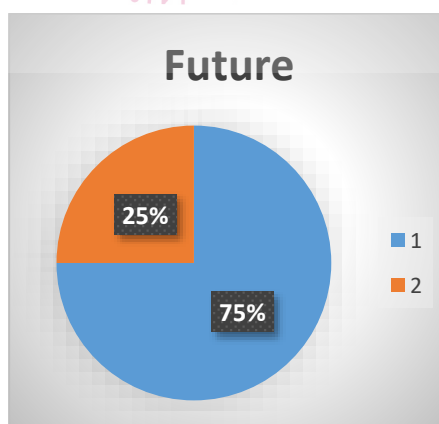
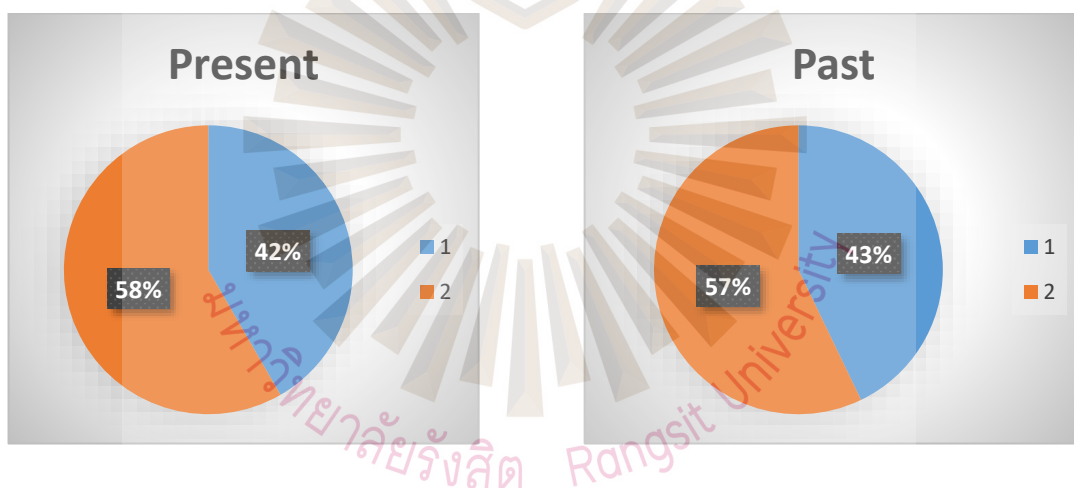
Student Number : 24	Essay Topic : Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	i	ii	Simple Future		
Present Continuous	ii	i	Past Continuous	iii	i	Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	ii	ii	Past Perfect Contd.			Future Perfect Contd.		
Total	7	4		4	3			
Percentage	64	36		57	43			



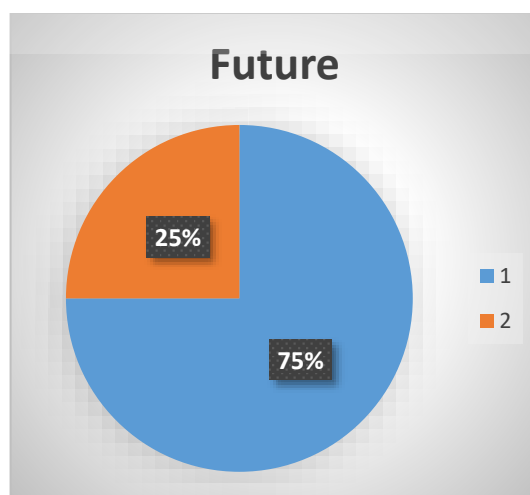
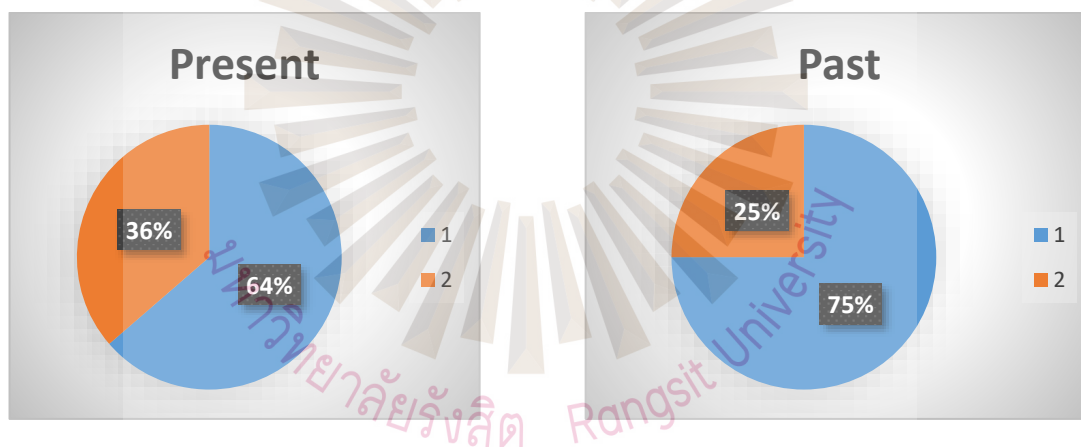
Student Number : 25	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	iii	i	Simple Future		
Present Continuous	iii		Past Continuous	i		Future Continuous		
Pr. Perfect		ii	Past perfect		i	Future Perfect		
Present Perfect Contd.			Past Perfect Contd.		i	Future Perfect Contd.		
Total	6	4		4	3			
Percentage	60	40		57	43			



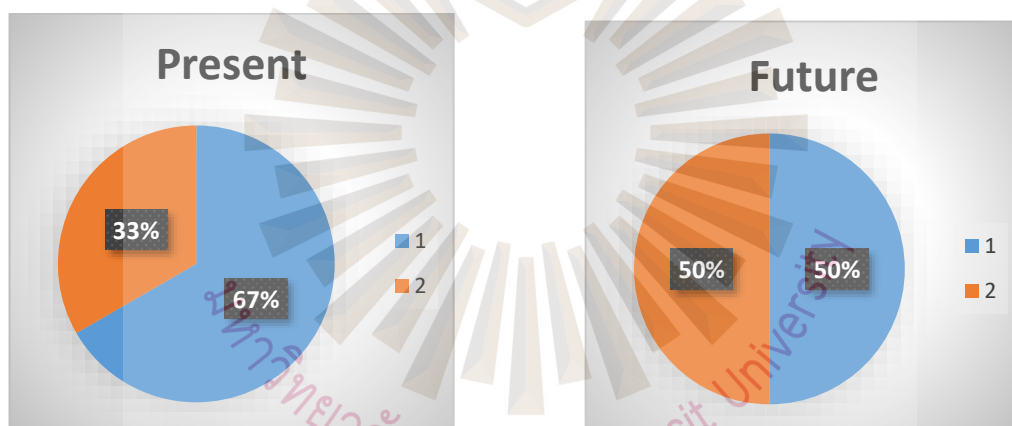
Student Number : 26	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	i	Simple Future	Iii	i
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.			Future Perfect Contd.		
Total	5	7		3	4		3	1
Percentage	42	58		43	57		75	25



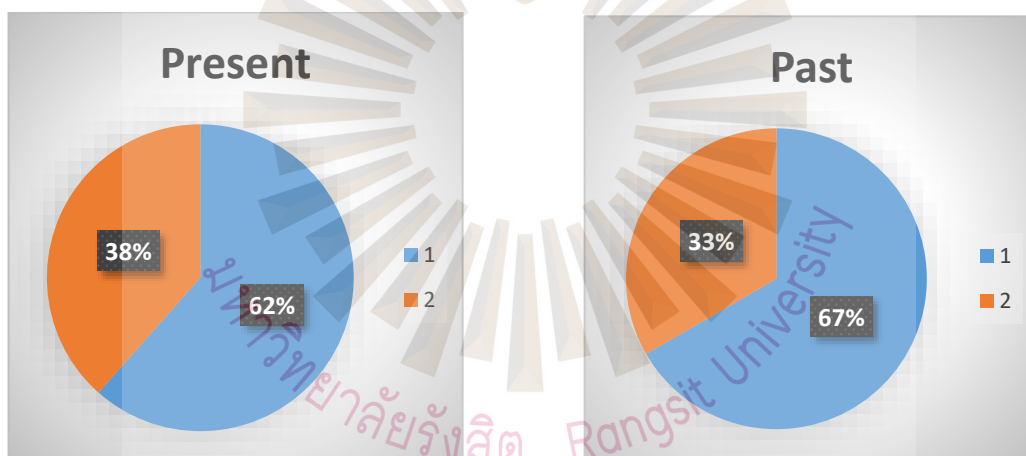
Student Number : 27	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	i	Simple Future	lii	i
Present Continuous	iii	i	Past Continuous	i		Future Continuous		
Pr. Perfect	i	ii	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	7	4		3	1		3	1
Percentage	64	36		75	25		75	25



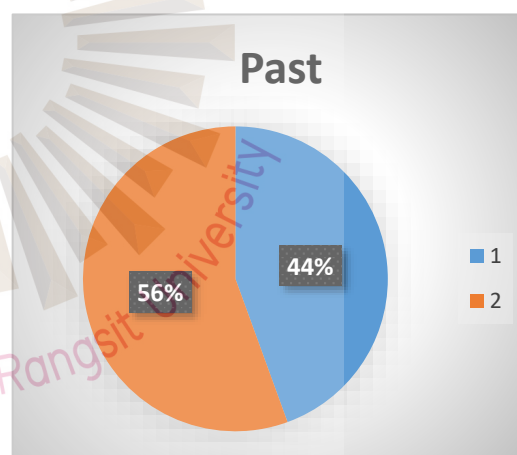
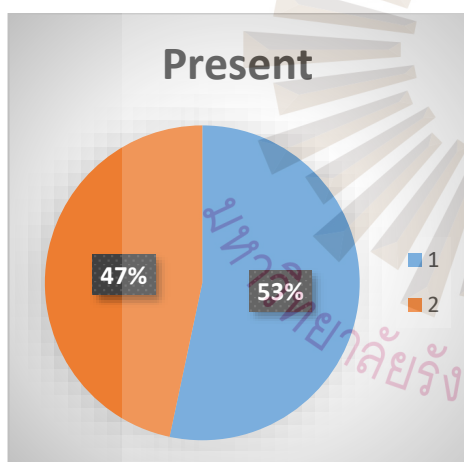
Student Number : 28	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past			Simple Future	Ii	
Present Continuous	ii	i	Past Continuous			Future Continuous		ii
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	i	i	Past Perfect Contd.			Future Perfect Contd.		
Total	6	3					2	2
Percentage								



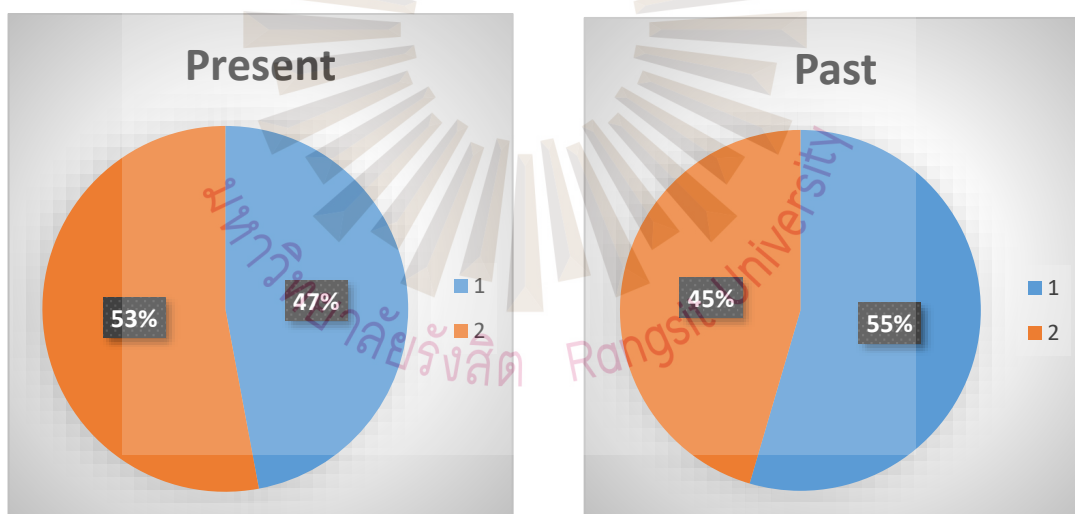
Student Number : 29	Essay Topic :Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past			Simple Future		
Present Continuous	ii	i	Past Continuous	iii	ii	Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	iii	ii	Past Perfect Contd.	iii	i	Future Perfect Contd.		
Total	8	5		6	3			
Percentage								



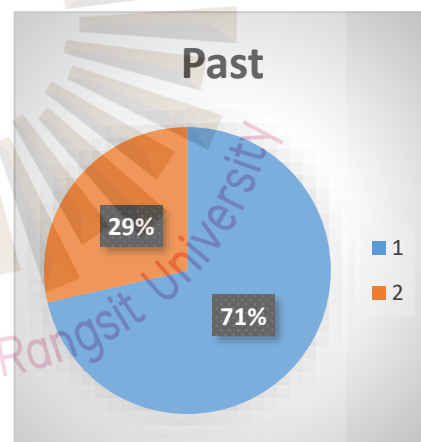
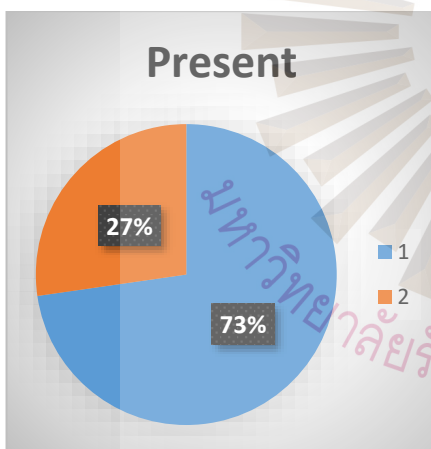
Student Number :30	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8	7		4	5			
Percentage	53	47		44	56			



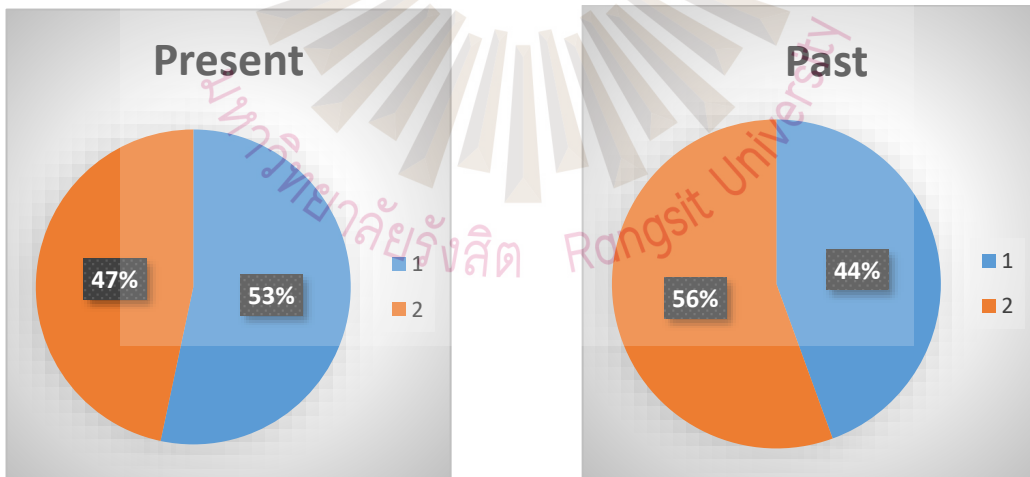
Student Number :31	Essay Topic : Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	iiii	ii	Simple Future		
Present Continuous	i	ii	Past Continuous	i	i	Future Continuous		
Pr. Perfect		ii	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iii	Past Perfect Contd.	i	i	Future Perfect Contd.		
Total	8	9		6	5			
Percentage	53	47		45	55			



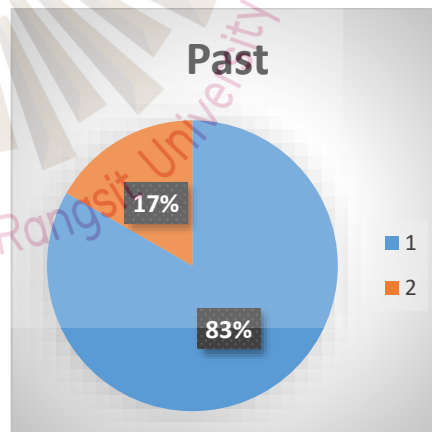
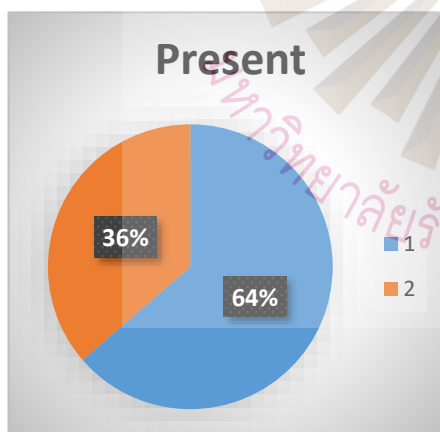
Student Number :32	Essay Topic : Environment							
	Present		Past		Future		R	W
	R	W	R	W	R	W		
Simple Present	iii	i	Simple Past	iii	i	Simple Future		
Present Continuous	ii	i	Past Continuous	ii	i	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	iii		Past Perfect Contd.			Future Perfect Contd.		
Total	8	3		5	2			
Percentage	73	27						



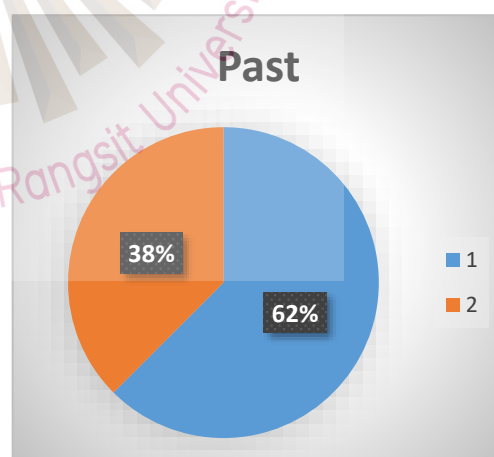
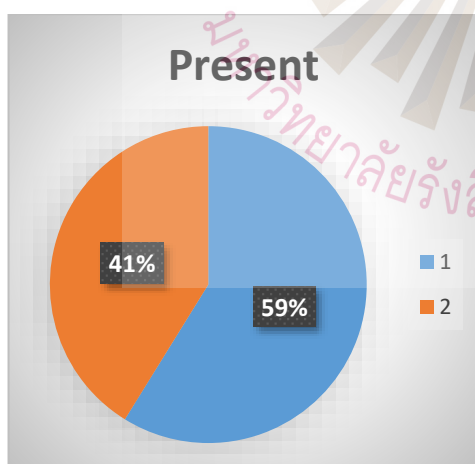
Student Number :33	Essay Topic : Environment							
	Present		Past			Future		
	R	W		R	W		R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8	7		4	5			
Percentage	53	47		44	56			



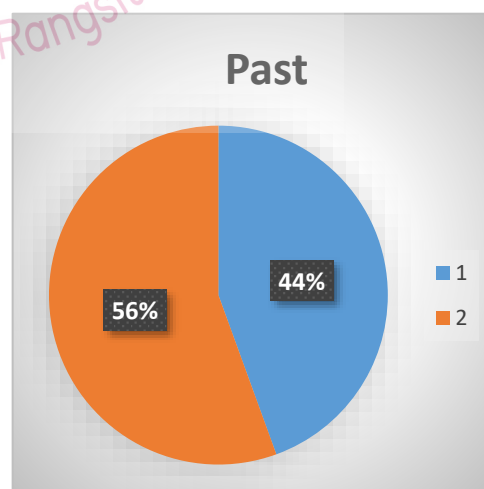
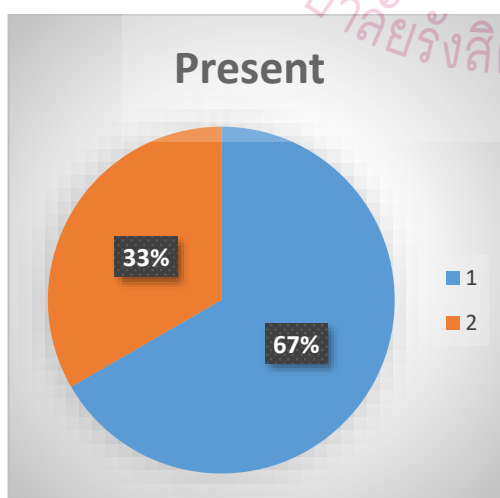
Student Number :34	Essay Topic : Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	iii		Simple Future		
Present Continuous	iii	ii	Past Continuous	ii	i	Future Continuous		
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	i	i	Past Perfect Contd.			Future Perfect Contd.		
Total	7	4		5	1			
Percentage	64	36		83	17			



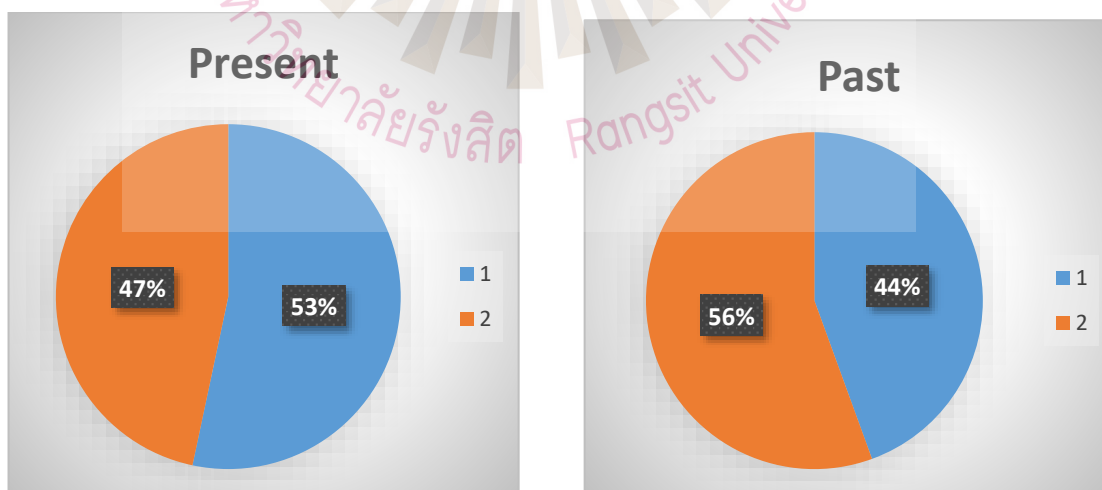
Student Number :35	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	ii	i	Past Continuous	i	i	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	iii	iiii	Past Perfect Contd.	ii		Future Perfect Contd.		
Total	10	7		5	3			
Percentage	59	41		62	38			



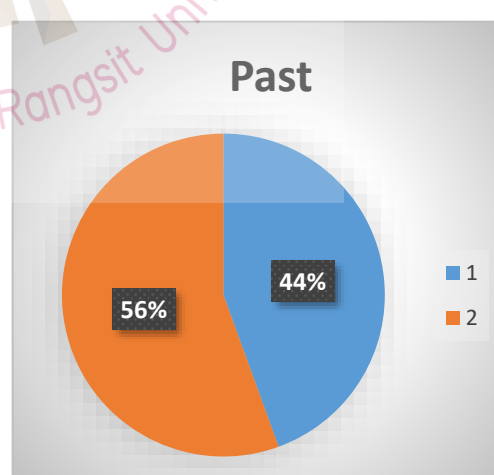
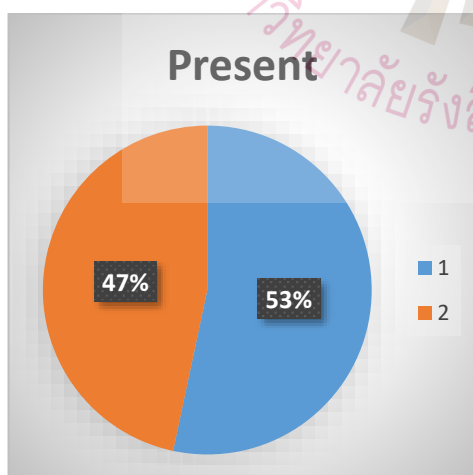
Student Number :36	Essay Topic : My School							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	i	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8	4		4	5			
Percentage	53	47		44	56			



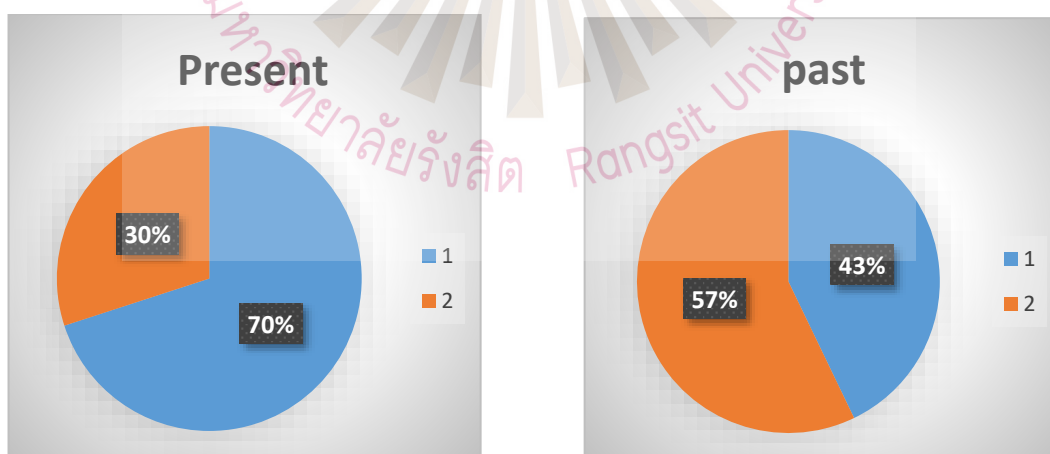
Student Number :37	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8	7		4	5			
Percentage	53	47		44	56			



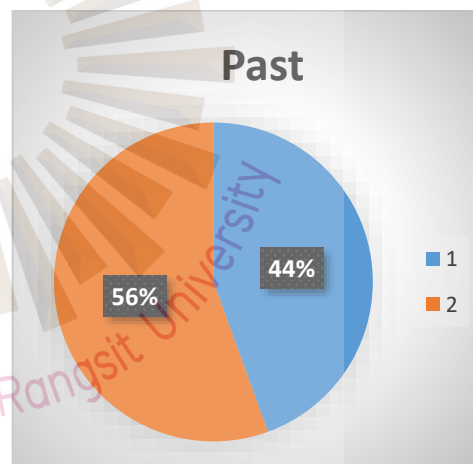
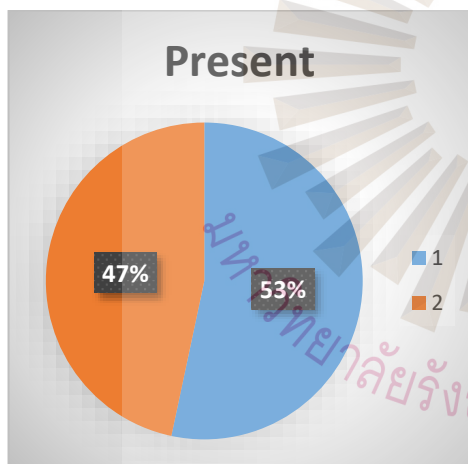
Student Number :38	Essay Topic : My Village								
	Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii		i	Simple Past	ii	ii	Simple Future		
Present Continuous	i		i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect			i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii		iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8		7		4	5			
Percentage	53		47		44	56			



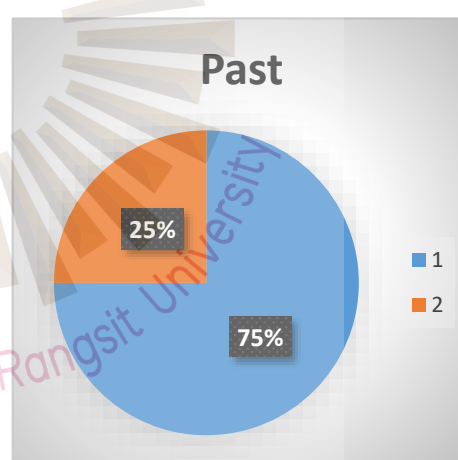
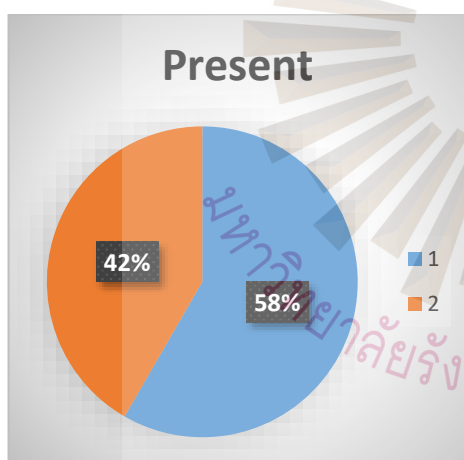
Student Number :39	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	ii		Past Perfect Contd.	i		Future Perfect Contd.		
Total	7	3		3	4			
Percentage	70	30		43	57			



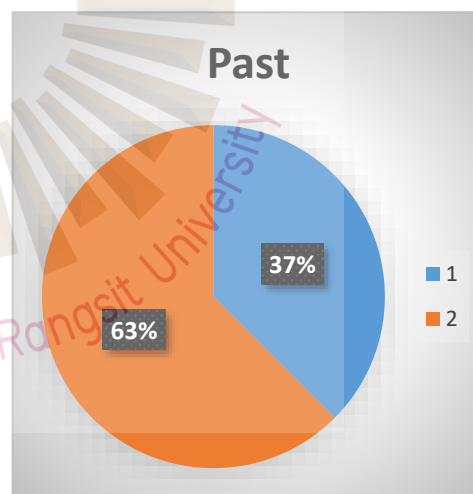
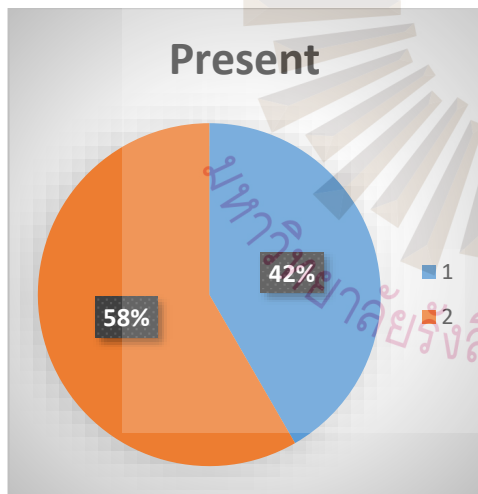
Student Number :40	Essay Topic : Environment								
	Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future			
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous			
Pr. Perfect		i	Past perfect		i	Future Perfect			
Present Perfect Contd.	ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.			
Total	8	7		4	5				
Percentage	53	47		44	56				



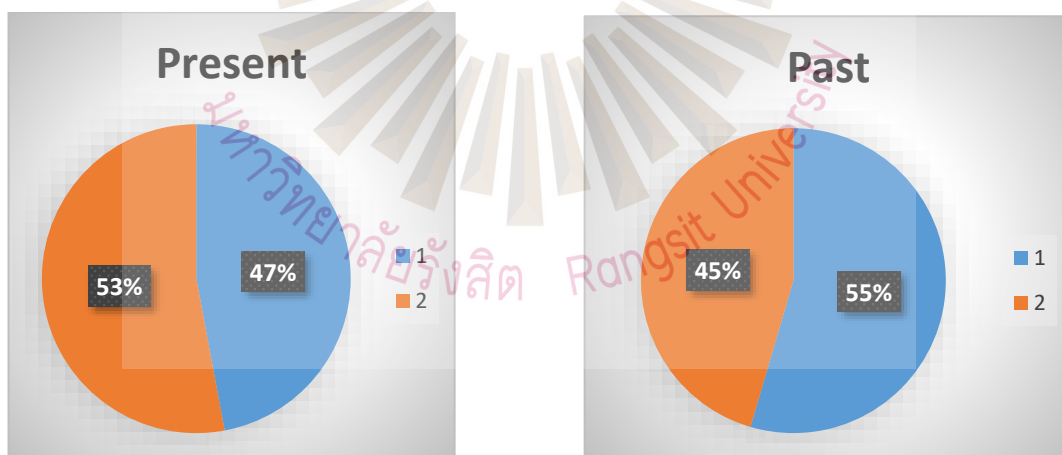
Student Number : 41	Essay Topic : My Teacher							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	ii	i	Simple Future		
Present Continuous	iii	i	Past Continuous	i		Future Continuous		
Pr. Perfect	i	ii	Past perfect			Future Perfect		
Present Perfect Contd.			Past Perfect Contd.			Future Perfect Contd.		
Total	7	5		3	1			
Percentage	64	36		75	25			



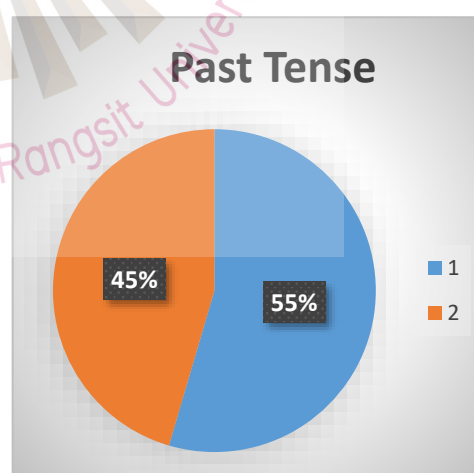
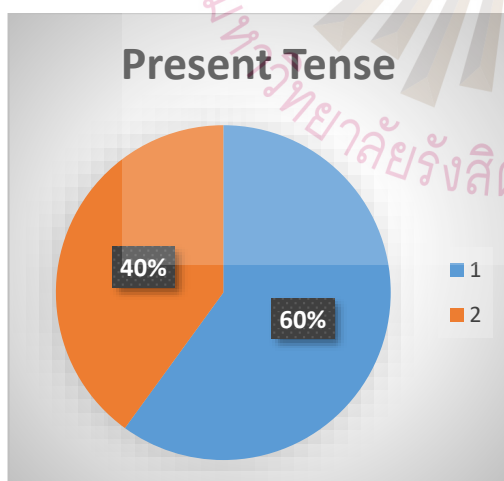
Student Number : 42	Essay Topic : My favorite teacher							
Present	R	W	Past	R	W	Future	R	W
Simple Present	ii	iiii	Simple Past	ii	iii	Simple Future		
Present Continuous			Past Continuous			Future Continuous		
Pr. Perfect	ii	iii	Past perfect	i	ii	Future Perfect		
Present Perfect Contd.	i		Past Perfect Contd.			Future Perfect Contd.		
Total	5	7		3	5			
Percentage	42	58		37	63			



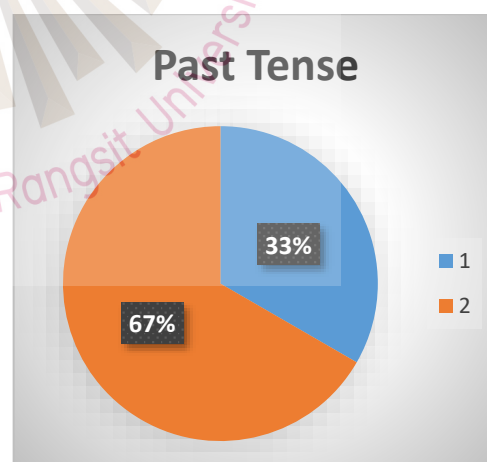
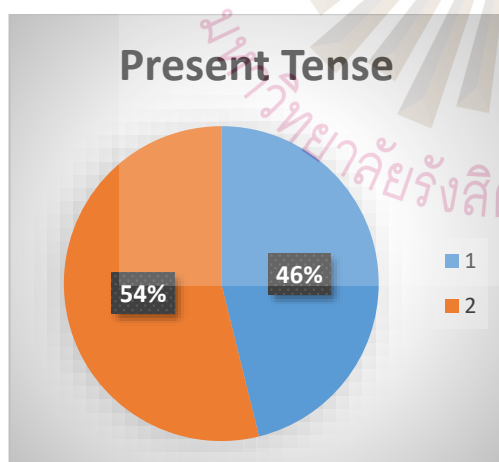
Student Number :43	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	iiii	ii	Simple Future		
Present Continuous	i	ii	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		ii	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8	9		6	5			
Percentage	53	47		45	55			



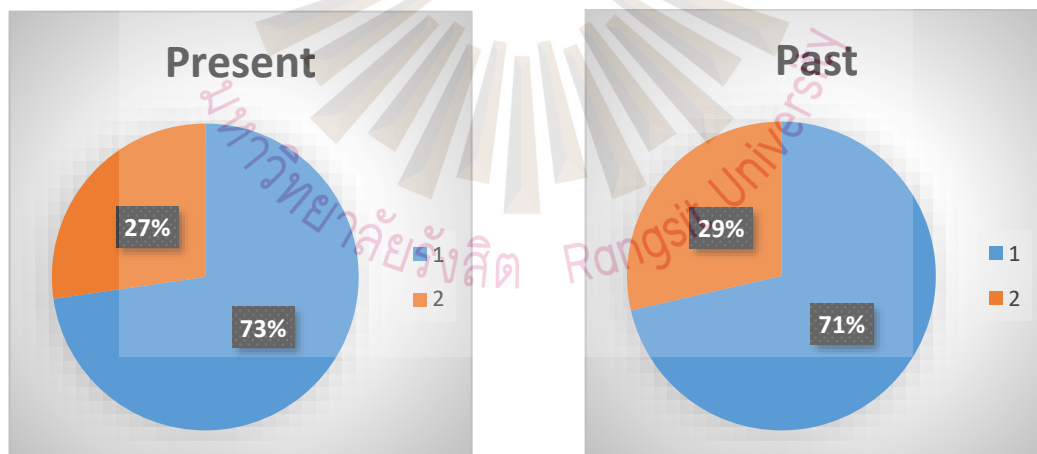
Student Number : 44	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past	iii	ii	Simple Future		
Present Continuous	ii	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect	i	i	Past perfect			Future Perfect		
Present Perfect Contd.	ii	ii	Past Perfect Contd.	ii	i	Future Perfect Contd.		
Total	9	6		6	5			
Percentage	60	40		55	45			



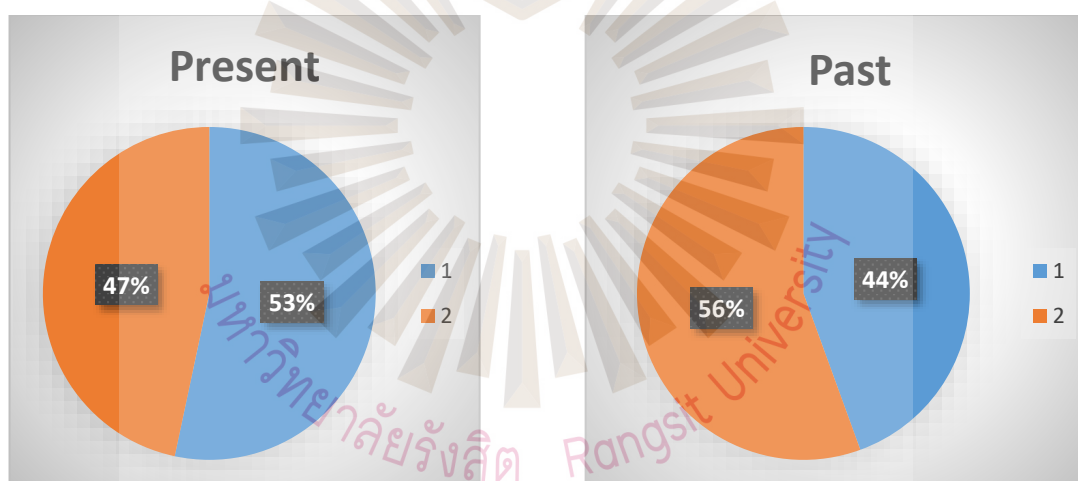
Student Number : 45	Essay Topic : Culture of Bhutan							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	ii	ii	Simple Future		
Present Continuous	ii	ii	Past Continuous		i	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	i	ii	Past Perfect Contd.		i	Future Perfect Contd.		
Total	6	7		2	4			
Percentage	46	54		33	67			



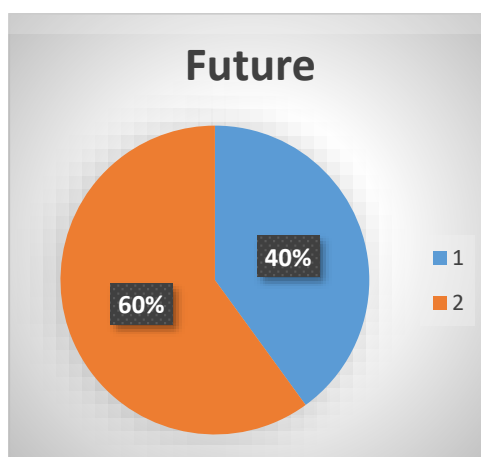
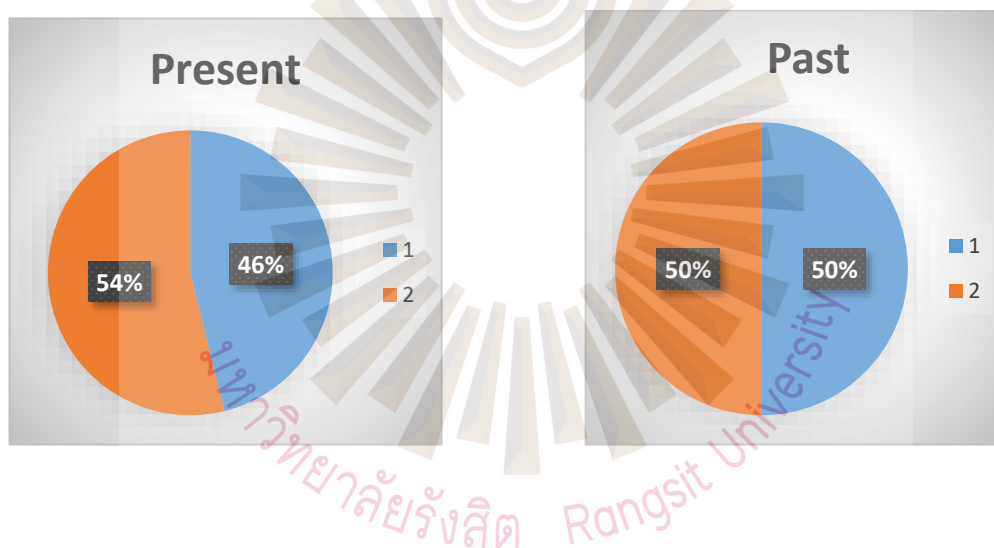
Student Number :46	Essay Topic : My teacher							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	iii	i	Simple Future		
Present Continuous	ii	i	Past Continuous	ii	i	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	iii		Past Perfect Contd.			Future Perfect Contd.		
Total	8	3		5	2			
Percentage	73	27						



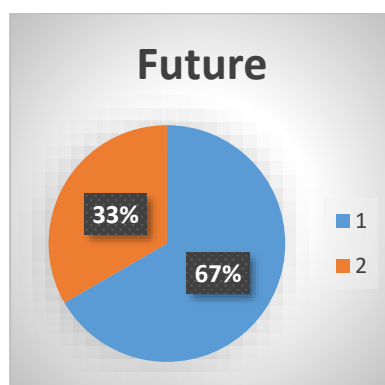
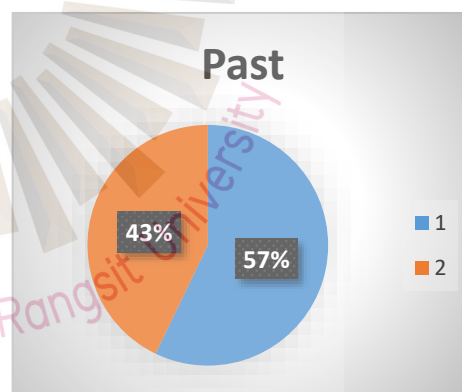
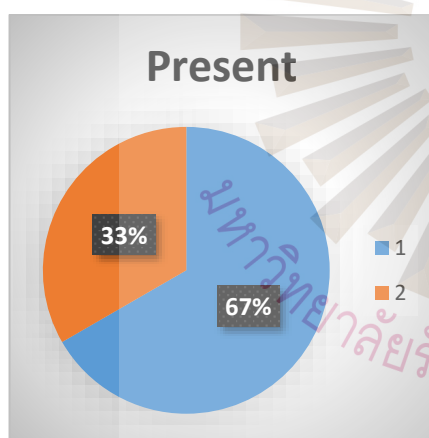
Student Number :47	Essay Topic : Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8	7		4	5			
Percentage	53	47		44	56			



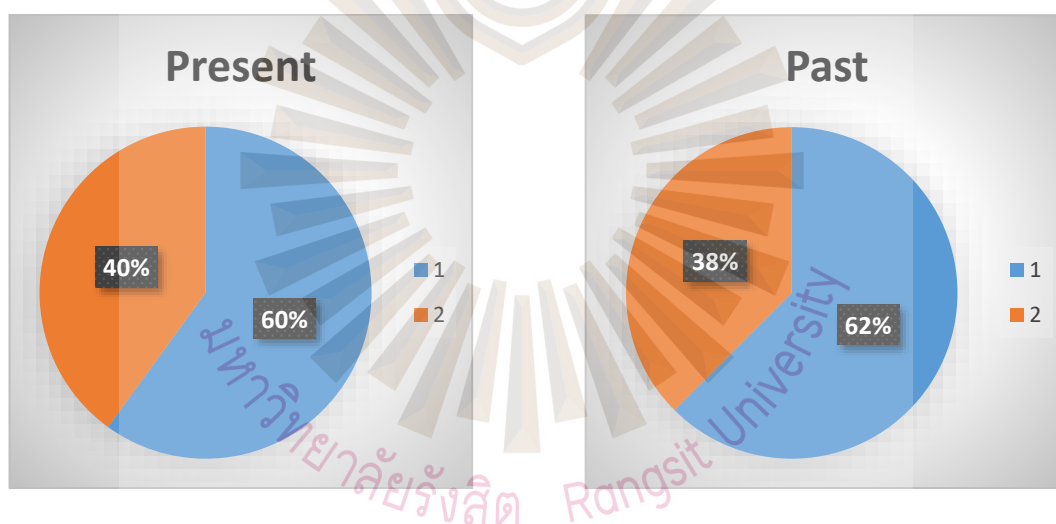
Student Number : 48	Essay Topic :Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	i	Simple Future	ii	
Present Continuous	i	iii	Past Continuous	i	ii	Future Continuous		iii
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	ii	iii	Past Perfect Contd.			Future Perfect Contd.		
Total	6	7		3	3		2	3
Percentage	46	54		50	50		40	60



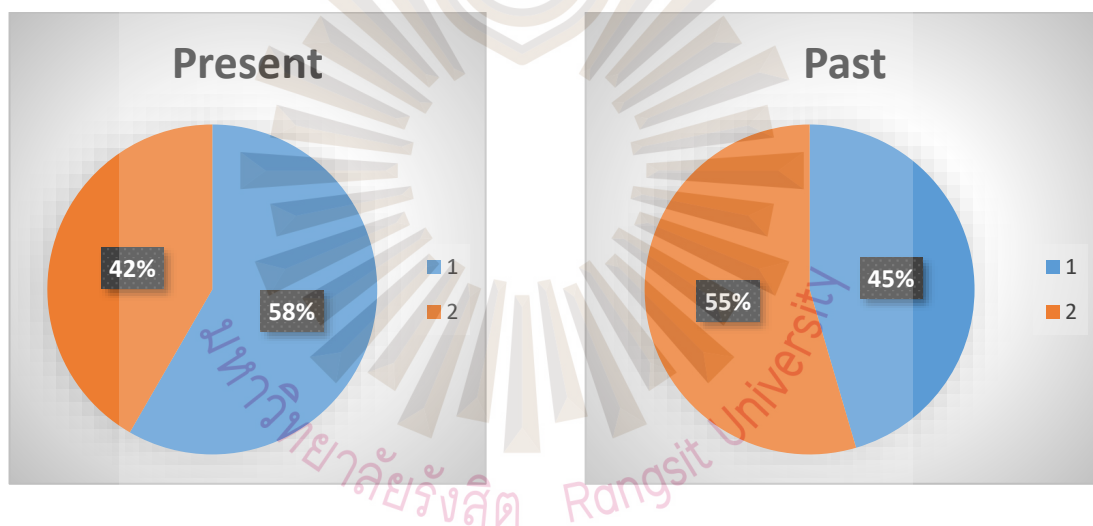
Student Number : 49	Essay Topic :Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	ii	Simple Future	ii	
Present Continuous	ii	i	Past Continuous	ii	i	Future Continuous		i
Pr. Perfect			Past perfect			Future Perfect		
Present Perfect Contd.	i	i	Past Perfect Contd.			Future Perfect Contd.		
Total	6	3		4	3		2	1
Percentage	67	33		57	43		67	33



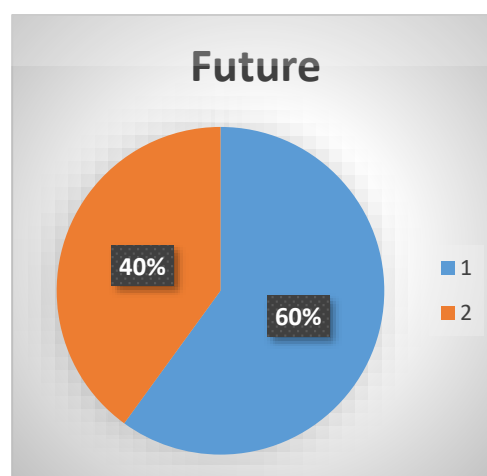
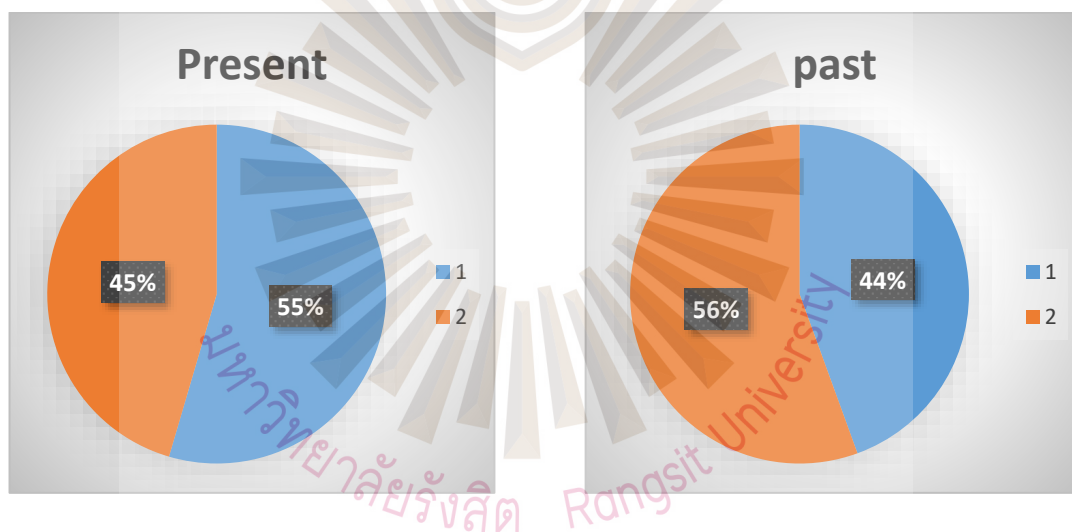
Student Number :50	Essay Topic : My Teacher							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	i	Simple Past	ii	ii	Simple Future		
Present Continuous	ii	i	Past Continuous	i	i	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	iii	iii	Past Perfect Contd.	ii		Future Perfect Contd.		
Total	9	6		5	3			
Percentage	60	40		62	38			



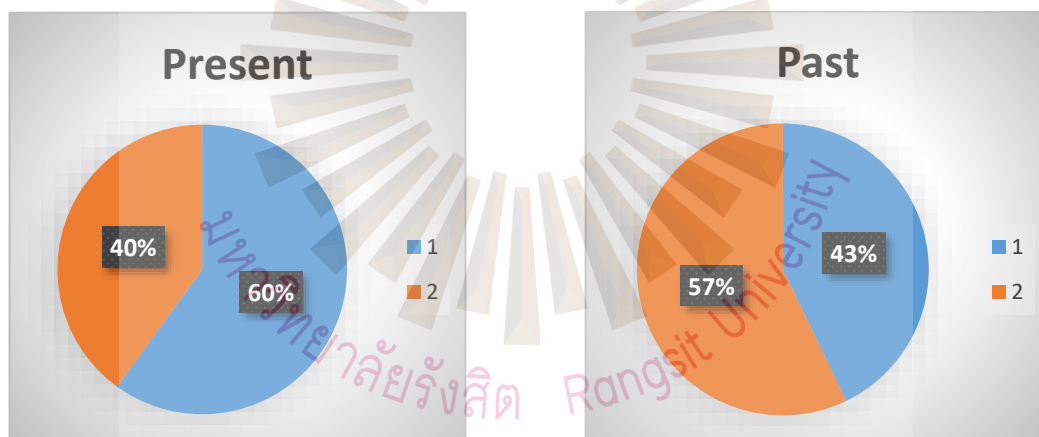
Student Number :51	Essay Topic : Culture								
	Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii		i	Simple Past	ii	ii	Simple Future		
Present Continuous	i		i	Past Continuous	iii	iii	Future Continuous		
Pr. Perfect			i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii		ii	Past Perfect Contd.			Future Perfect Contd.		
Total	7		5		5	6			
Percentage	58		42		45	55			



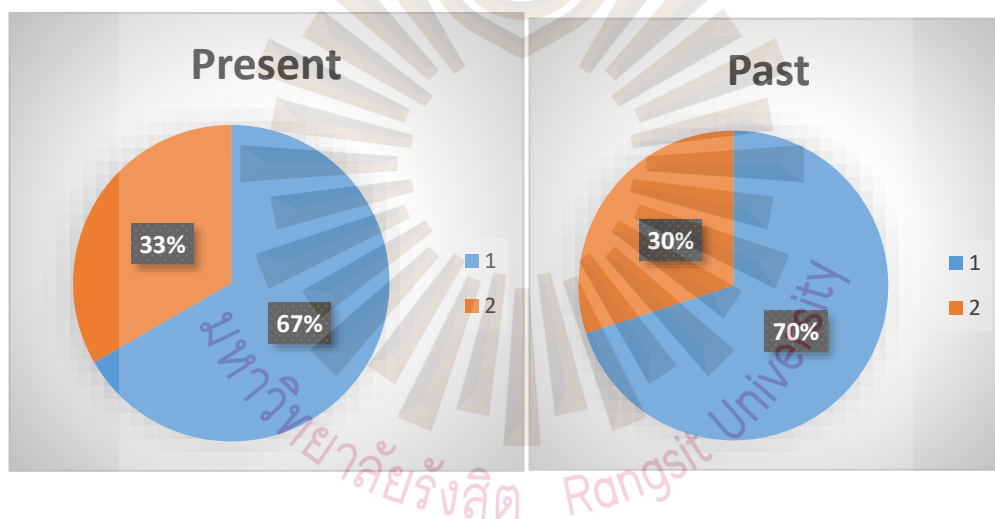
Student Number :52	Essay Topic : My Mother							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	ii	Simple Future	Iii	ii
Present Continuous	i	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect		i	Past perfect		i	Future Perfect		
Present Perfect Contd.	ii	ii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	6	5		4	5		3	2
Percentage	55	45		44	56		60	40



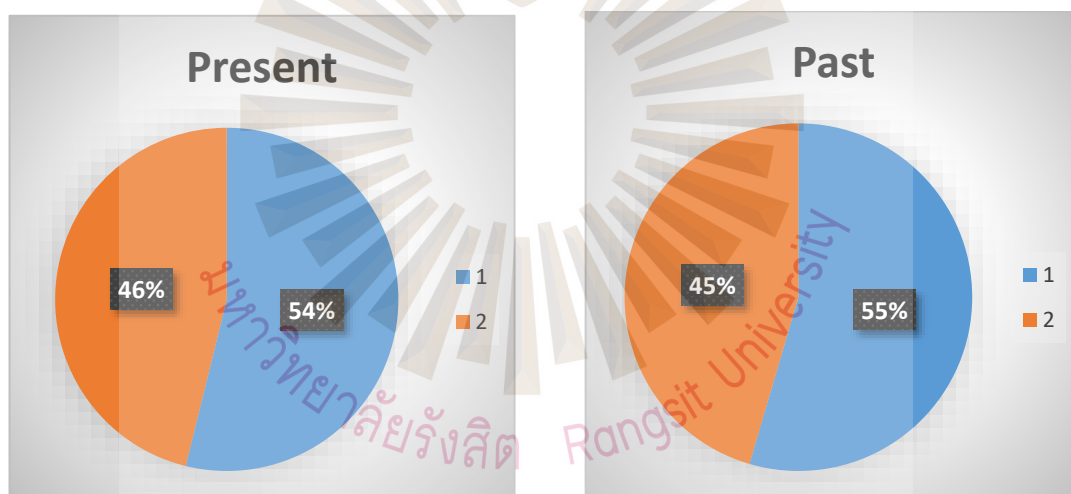
Student Number : 53	Essay Topic :Culture							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	ii	ii	Simple Future		
Present Continuous	ii	i	Past Continuous	i		Future Continuous		
Pr. Perfect		ii	Past perfect		i	Future Perfect		
Present Perfect Contd.	i		Past Perfect Contd.		i	Future Perfect Contd.		
Total	6	4		3	4			
Percentage	60	40		43	57			



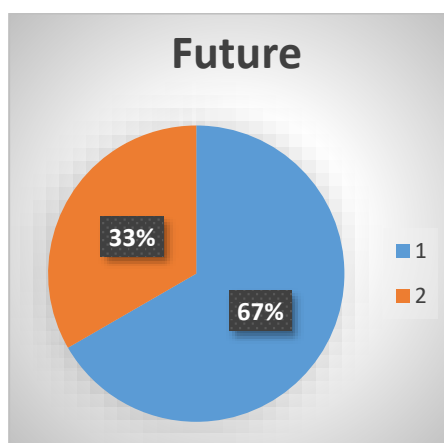
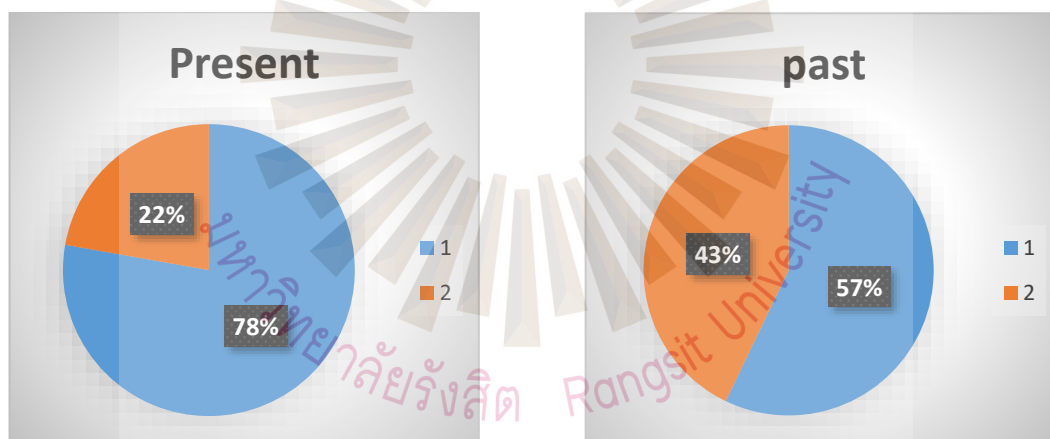
Student Number : 54	Essay Topic : My Country							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	iii	Simple Past	ii	i	Simple Future		
Present Continuous	iiii	i	Past Continuous	iii	i	Future Continuous		
Pr. Perfect			Past perfect	i		Future Perfect		
Present Perfect Contd.	ii		Past Perfect Contd.	i	i	Future Perfect Contd.		
Total	8	4		7	3			
Percentage	67	33		70	30			



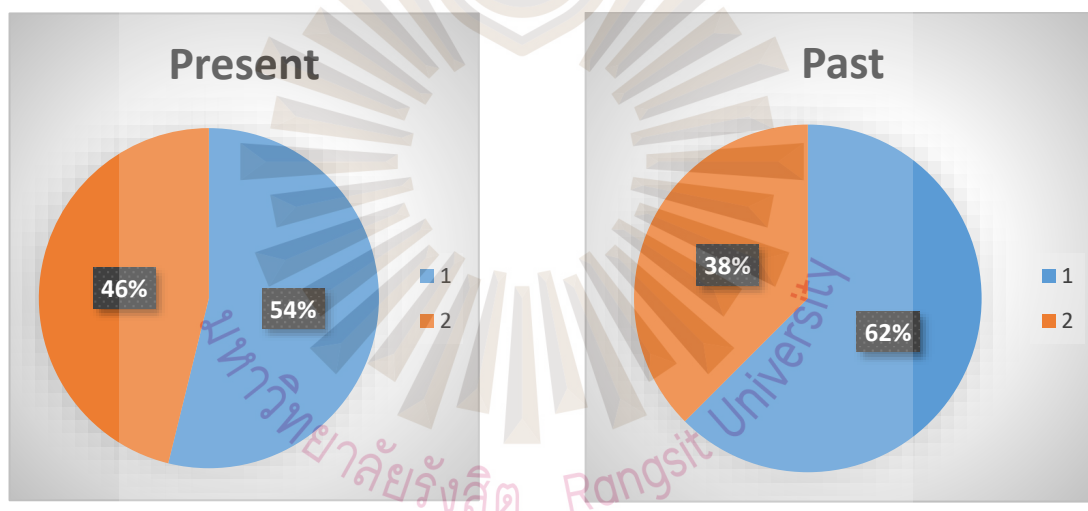
Student Number : 55	Essay Topic : Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	Iii	ii	Simple Past	iii	ii	Simple Future		
Present Continuous	Ii	i	Past Continuous	i	ii	Future Continuous		
Pr. Perfect	I	i	Past perfect			Future Perfect		
Present Perfect Contd.	I	ii	Past Perfect Contd.	ii	i	Future Perfect Contd.		
Total	7	6		6	5			
Percentage	54	46		55	45			



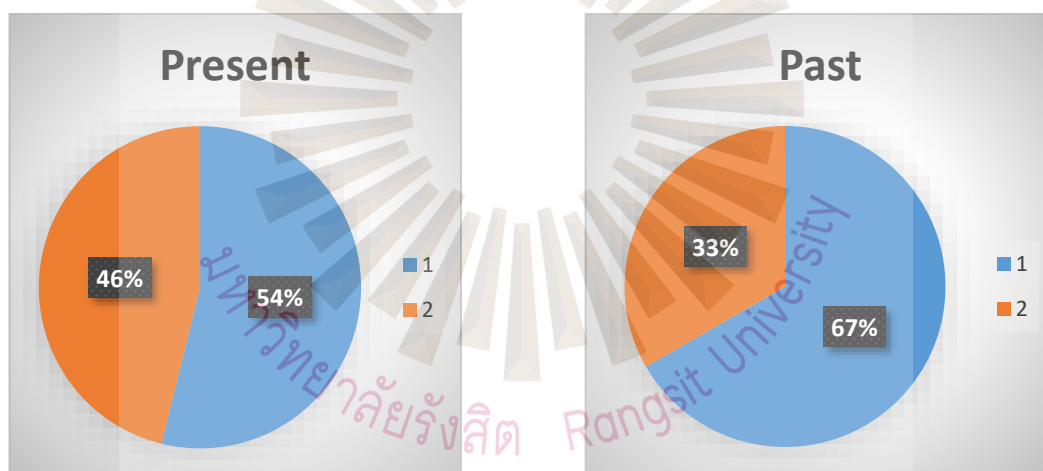
Student Number : 56	Essay Topic :My Teacher							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	i	Simple Past	iiii	ii	Simple Future	ii	
Present Continuous	ii	i	Past Continuous	i	i	Future Continuous		i
Pr. Perfect	i		Past perfect			Future Perfect		
Present Perfect Contd.	i		Past Perfect Contd.			Future Perfect Contd.		
Total	7	2		4	3		2	1
Percentage	78	22		57	43		67	67



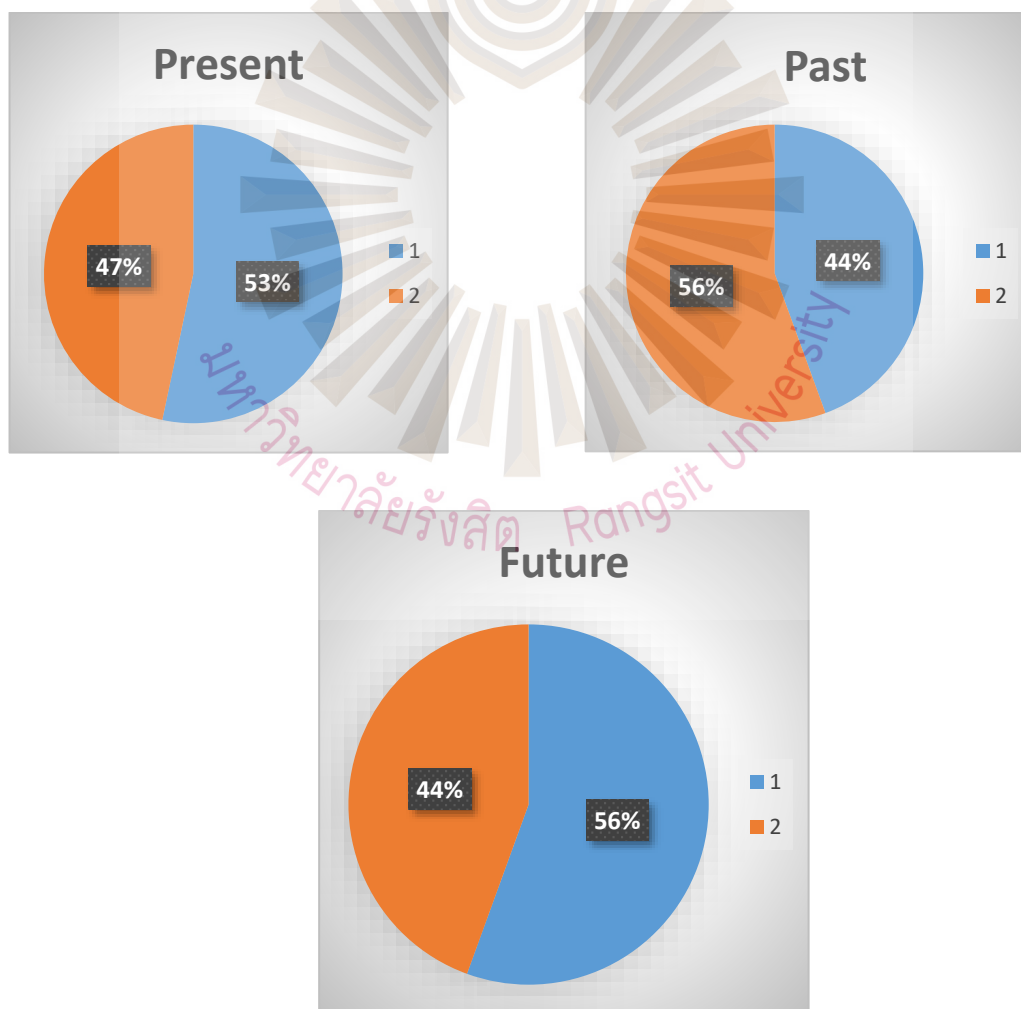
Student Number : 57	Essay Topic :Environment							
Present	R	W	P	R	W	Future	R	W
Simple Present	iii	i	Simple Past	ii	i	Simple Future		
Present Continuous	i	iii	Past Continuous	i	ii	Future Continuous		
Pr. Perfect	i		Past perfect	i		Future Perfect		
Present Perfect Contd.	ii	ii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	7	6		5	3			
Percentage	54	46		62	38			



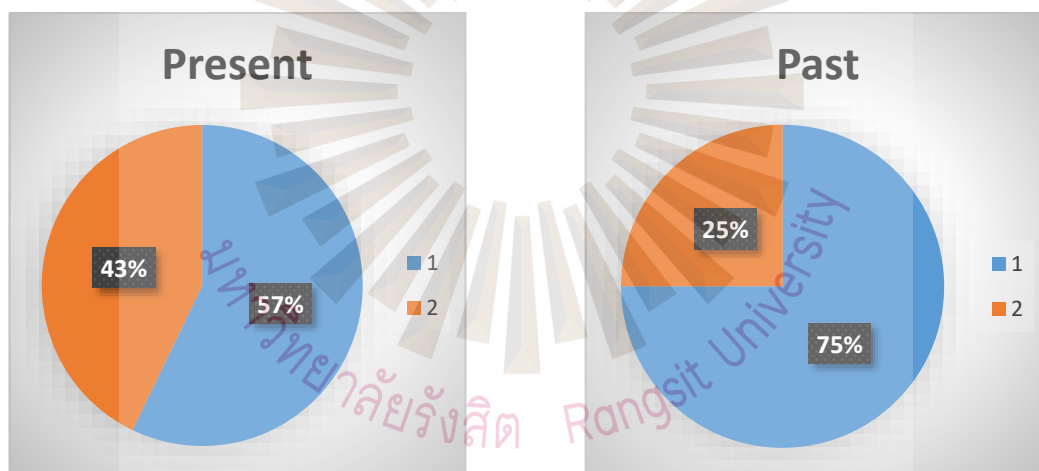
Student Number : 58	Essay Topic :Environment							
Present	R	W	Past	R	W	Future	R	W
Simple Present	iii	ii	Simple Past	i		Simple Future		
Present Continuous	ii	i	Past Continuous	iii	ii	Future Continuous		
Pr. Perfect		i	Past perfect			Future Perfect		
Present Perfect Contd.	ii	ii	Past Perfect Contd.	ii	i	Future Perfect Contd.		
Total	7	6		6	3			
Percentage	54	46		67	33			



Student Number :59	Essay Topic : My Teacher								
	Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii		i	Simple Past	ii	ii	Simple Future	ii	
Present Continuous	i		i	Past Continuous	i	ii	Future Continuous		ii
Pr. Perfect			i	Past perfect		i	Future Perfect	iii	ii
Present Perfect Contd.		ii	iiii	Past Perfect Contd.	i		Future Perfect Contd.		
Total	8		7		4	5		5	4
Percentage	53		47		44	56		56	44



Student Number : 60	Essay Topic : Reading								
	Present	R	W	Past	R	W	Future	R	W
Simple Present	iiii	ii	Simple Past	iii	i	Simple Future			
Present Continuous	ii	iii	Past Continuous			Future Continuous			
Pr. Perfect			Past perfect			Future Perfect			
Present Perfect Contd.	i	i	Past Perfect Contd.			Future Perfect Contd.			
Total	8	6		3	1				
Percentage	57	43		75	25				





APPENDIX D

SMAPLE LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

25/4 - 27/4

Date:	Class: VII B	Subject: English
Topic: The Essay Writing Process		
Lesson strategy: Individualized		
Previous knowledge of the pupil: They have some idea on essay writing process		
Teaching Learning Materials: Chalkboard, chalk, chart paper		
Life skills: critical thinking, decision making and Effective communication		
GNII:		
Objectives: by the end of the lesson, a child will be able to:		
<ul style="list-style-type: none"> ➤ The child will be able to: <ul style="list-style-type: none"> ➤ Explain the stages of writing essay ➤ Write introduction part on one of the essays ➤ Write essay using the features of an essay 		
INTRODUCTION		
<ul style="list-style-type: none"> • The teacher will gain the attention of the students using gestures and to link to the lesson at hand, the teacher will tell a joke or narrate an incident which would not just help link but build curiosity... • The teacher will introduce the lesson by conducting spelling related to the topic and have the students ready for the class to commence. 		
DEVELOPMENT		
The teacher will explain that we are going to learn the essay writing process		
<ul style="list-style-type: none"> • Explains briefly the components of writing essay: (display the chart and give couple of examples on different components of an essay to make the concept clear to the students) <ol style="list-style-type: none"> i. Introduction: General statements and information about the topic Thesis statements- list the main ideas in the essay. ii. Body Paragraphs: support the main ideas of the thesis statements Begin with the topic sentences iii. Conclusion: Brief summary of main points of the essay. iv. <p>After displaying introduction part the teacher will ask them to identify the thesis statements.</p>		
Activity: Writing (descriptive essay) 15 minutes.		
The teacher will provide a few topics such as "flower garden, cow" and asks the students to write introduction part containing the thesis statement on any of the topics.		
After the activity the teacher asks a few student volunteers to present their work to the class.		
Activities		
Type: Group work (), peer work (), individual work (<input checked="" type="checkbox"/>). Any other:		
Monitoring		
Teacher goes around observing and listening how students carry out their activities, helping them & ensuring all are participating in the activities.		
Follow up :		
Method: checking their task (), peer correction (), group correction (), ask question (<input checked="" type="checkbox"/>) or ask to solve on the board (). Any other:		
<ul style="list-style-type: none"> - Asks students to choose any topic provided by the teacher and write introduction part. - Asks some students to present their work 		
Closure:		
Gaining attention: stop the activities and listen.		
Instruction: Have you all been able to complete your activities?		
Teacher asks some students to share what they have learned		
Teacher comments and make necessary corrections.		
Asks the students to write descriptive essay on the topic "My School" (300-350 words)		

<p>Date: Class: VII Subject: English 30/4 - 30/5</p> <p>Topic: The Writing Process</p> <p>Lesson strategy: Cooperative learning</p> <p>Previous knowledge of the pupil: They have some idea on essay writing process</p> <p>Teaching Learning Materials: Chalkboard, chalk, chart paper</p> <p>Life skills: critical thinking, decision making and Effective communication</p> <p>CNI:</p>
<p>Objectives: by the end of the lesson, a child will be able to:</p> <ul style="list-style-type: none"> ✦ The child will be able to: <ul style="list-style-type: none"> ➤ Tell various steps of writing process ➤ explain the various steps of writing process ➤ use the skills learnt in writing an essay
<p>INTRODUCTION</p> <ul style="list-style-type: none"> • The teacher will gain the attention of the students using gestures and to link to the lesson at hand, the teacher will tell a joke or narrate an incident which would not just help link but build curiosity... • The teacher will introduce the lesson by asking a few relevant questions related to the topic and have the students ready for the class to commence.
<p>DEVELOPMENT</p> <p>The teacher will explain that we are going to learn the writing process</p> <p>Explains the meaning of writing process (Writing takes time. That's why writing is often referred to as a process)</p> <p>Display the chart about steps of writing process and briefly explain to the students:</p> <ol style="list-style-type: none"> i. Stage one: Pre-writing ii. Stage two: Planning (organization) iii. Stage three: Drafting iv. Stage four: Revising and editing v. Stage five: Publishing <p>While explaining the writing process the teacher will provide enough examples to the students to make the context and concept clear.</p> <p>After the brief explanation the teacher asks the following questions to students:</p> <ol style="list-style-type: none"> i. What are the stages of writing? ii. Briefly explain the stages of writing. <p>Activity: Practicing skill (Peer Activity)</p> <p>The teacher will ask students to practice the skills in writing process on any of the topic of their choice. The teacher will ask the students to focus on two stages: Pre-writing and Planning. After that asks some students volunteer to present their work to the class.</p>
<p>Activities</p> <p>Type: Group work (), peer work (), individual work (<input checked="" type="checkbox"/> Any other:</p>
<p>Monitoring</p> <p>Teachers goes around observing and listening how students carry out their activities, helping them & ensuring all are participating in the activities.</p>
<p>Follow up:</p> <p>Method: checking their task (<input checked="" type="checkbox"/> peer correction (), group correction (), ask question (), or ask to solve on the board (), Any other:</p> <ul style="list-style-type: none"> - Individual checking
<p>Closure:</p> <p>Gaining attention: stop the activities and listen.</p> <p>Instruction: Have you all been able to complete your activities?</p> <ul style="list-style-type: none"> - Let children share what they have learned ... - Teacher comments and make necessary corrections. - Asks students to write an Essay "My School" using the stages of writing



APPENDIX E
IOC SCORES TABULATION FOR STUDENT PERCEPTION
QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Student perception questionnaire						
SL. No	Item	Exper t 1	Exper t 2	Exper t 3	Tota l	Score
1	Writing allows me to look for errors	1	1	1	3	1
2	Writing allows me to use new words	1	1	1	3	1
3	Writing process helps me to write better	1	1	1	3	1
4	Using words (Vocabulary) is a challenge in writing	1	1	1	3	1
5	Grammar (Tenses) is a challenge in writing	1	1	1	3	1
6	Spelling is a challenge in writing	1	1	1	3	1
7	Cohesion of ideas (Putting ideas into paragraphs) is a problem	1	1	1	3	1
8	Teacher comments are helpful to me	1	0	1	2	0.67
9	Friends (peers) comments are helpful to me	1	0	1	2	0.67
10	I plan my writing using pre-writing activities such as brainstorming, webbing, semantic mapping ...etc.	0	1	1	2	0.67
11	The topics I write about express my own interest.	1	1	0	2	0.67
12	I'm taught how to write the different parts of an essay (i.e. introduction, body and conclusion).	0	1	1	2	0.67
13	I share the tutor in the choice of topics before the class starts.	1	1	1	3	1.00
14	I'm given a copy of the writing assessment criteria and writing rubric.	1	0	1	2	0.67
15	I'm taught how to write different genres of essays (i.e. descriptive, expository, argumentative, and narrative).	0	1	1	2	0.67
16	I use dictionaries to help me while writing	1	1	0	2	0.67
17	I use the notebooks/notes on the punctuation and spelling rules.	1	1	1	3	1.00

18	I get immediate teachers feedback after writing	1	0	1	2	0.67
19	I use the computer to assist me in writing (i.e. word processor, spelling checker, etc...)	0	1	1	2	0.67
20	I get formative feedback during my essay writing	1	0	1	2	0.67
21	My tutor to teach us how to write well using tenses.	1	1	1	3	1.00
22	My tutor holds individual conferencing to comment on my writing	1	0	1	2	0.67
23	My classmate reviews my essay.	1	0	1	2	0.67
24	My tutor uses classroom discussion to teach me how to write	1	1	1	3	1.00
25	My writing is discussed in the class	1	0	1	2	0.67
26	I collect all my marked pieces of writing in a portfolio till the end of the year.	1	1	1	3	1.00
27	My tutor gives mini-lessons on aspects of challenges in writing	1	1	0	2	0.67
28	I'm taught how to organize my writing coherently through well-written examples.	1	0	1	2	0.67
29	I'm given a handout on tenses and its rules	1	1	0	2	0.67
30	My tutor uses classroom lecturing to teach me how to write better	1	1	1	3	1

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circular arrangement of rays, with the university's name in Thai and English below it.

APPENDIX G

**APPROVAL LETTERS FROM DEAN SURYADHEP TEACHERS
COLLEGE, RANGSIT UNIVERSITY AND MINISTRY OF
EDUCATION, BHUTAN**



དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
 Royal Government of Bhutan
 Ministry of Education
Department of School Education
 School Planning and Coordination Division



--Rethinking Education--

MoE/DSE/SPCD/SLCU(2.1)2018/ ༡༠ /

17th May, 2018

The Chief Dzongkhag/Thromde Education Officers
 Dzongkhag/Thromde Administration
 Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro and Dagana.

Subject: An approval to carry out data collection.

Sir(s) Madam(s),

The Dean of Faculty of Education, Rangsit University, Thailand has written to the department to seek permission for 11 Bhutanese M.Ed candidates to collect data for their thesis.

In this regard, the Department of School Education is pleased to accord an approval for the candidates to collect data from the schools allocated to them as per the attached letter from the Dean.

Therefore, you are requested to kindly facilitate them to carry out the data collection without disturbing the normal school routine.

The letter dated 10th May and 14th May, 2018 from the Dean of Faculty of Education, Rangsit University, Thailand is attached for your reference please.

Thanking you,

Sincerely yours,

(Karma Tshering)
Director General

CC:

1. The Dasho Dzongdag/Thrompoen, Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro, Dagana for kind information
2. Assistant Professor Anchalee Chayanuvat, Ed.D. the Dean of Faculty of Education, Rangsit University for kind information
3. The Offg. Chief Program Officer, SPCD for information
4. M.Ed candidates for information and follow up



The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 10 May 2018

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

The Faculty of Education for the M. Ed. Program in Curriculum and Instruction would like to request your permission for seven M. Ed. candidates to collect data in Bhutan in the period of 17 May 2018 – 14 June 2018. The details of the candidates are shown below:

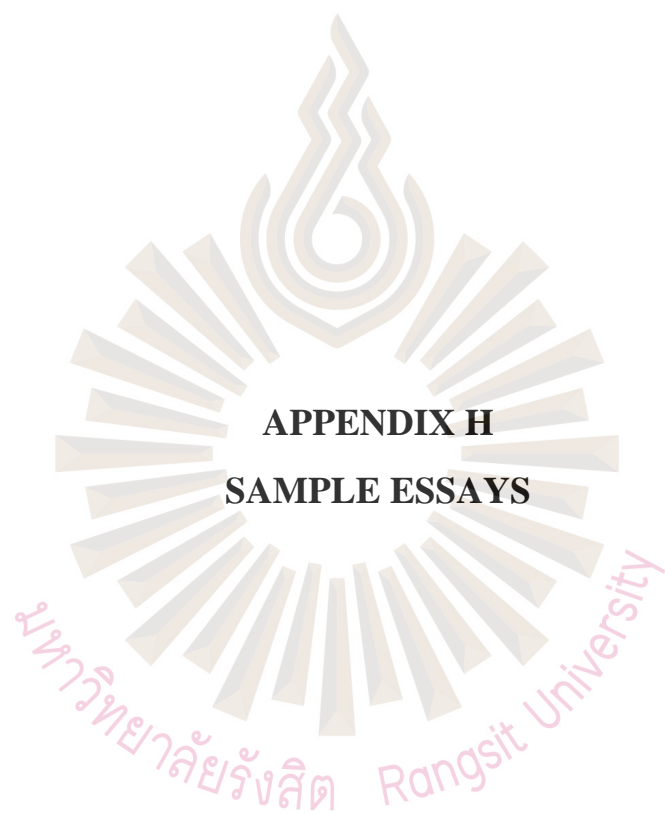
Sl. No	Name	Research Title	Research School
1	Lobzang Nima	Tenses for ESL Writing Tenses: A Case Study of Bhutanese Secondary Students	Lungtenphu Lower Secondary School and Loselling Middle Secondary School, Thimphu.
2	Tashi	The Use of Role play to Reduce ESL Students' Speaking Anxiety: A case study of Grade Six Bhutanese Classroom	Wangdue Primary School, Wangduephodrang.
3	Sherub Gyeltshen	Secondary School Students' Reading Comprehension in Bhutanese History Through the Use of KWL Model	Bajo Higher Secondary School, Wangduephodrang.
4	Deki Peldon	The Effects of Cooperative Learning Strategies on Grade Six Bhutanese students' learning satisfaction in social studies class	Wangchu Middle Secondary School, Chukha.
5	Gaki om	The Use of Group Investigation Technique to Enhance English Speaking Skills of Grade Six Bhutanese Students	Taju Primary School, Paro.
6	Kinley wangmo	The Use of Mind Mapping Technique to Enhance Descriptive Writing Skills of Grade Four Bhutanese Students	Bailaygang Primary School, Dagana.
7	Kinley Dema T	The Use of Field Trip On Eighth Grade Students Learning Experience: A qualitative study	Woochu Lower Secondary School, Paro.

Thank you for your kind consideration.

Truly yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Faculty of Education
Rangsit University
Muang-Ake. Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND

Tel +662-997-2222 ext. 1275, 1276
Fax +662-997-2222 ext. 1277



APPENDIX H

SAMPLE ESSAYS

มหาวิทยาลัยรังสิต Rangsit University

KRENSSEL
Date: 23/12/2019

Reading

Books have always been a great source of pleasure, inspiration and moral courage. If we open a book, we are entering the treasure house of wisdom and knowledge. (Orwell's wealth is gained from reading good books) There are a saying, "A man is known by the company he keeps." Books have always been a great part of my life.

Reading is a wide subject and so I include the reading of books, newspapers and many more. Reading has made me a better citizen of my country. Through reading of newspaper, I was informed about the situation in our country. In addition, I was made aware of the changes happening around the world.

The habit of reading have helped me with my vocabulary and it provided a wider scope of words to me. Although people say that even through listening and watching TV programmes, we can broaden our vocabulary, but hardly we will be so reading. By reading good books we can

not only live in present but also in the past and even be transported to "unrealised world".

One of my favorite book is, "Success and responsibility" by Jane Austen one of the greatest writer. Through this book I learnt the real value of one's life. It changed my perception of life. I think me that success is not a matter of luck and so I inspired me to work hard in life.

When reading books, as a student we should not confine ourselves to the school books only, we must not miss the pleasure attached in the choice of the reading material, history and spirituality. As a citizen goes, "Books are the windows through which we can see the whole world." So if it is not to explore the world through reading. This is what we need to do for our life and health. Reading is providing a bridge which build a positive attitude towards the world.

Reading can be compared to a light house, which lights

KRENSSEL
Date: 23/12/2019

7



Culture of Baiton

A nation's culture makes in the heart and soul of its people. Culture is the way of seeing that has been passed down from generation to generation and something that is passed from generation to generation. It is a collection of beliefs, habits, and customs that are passed from one generation to another and can be for a better group of people for a nation and from region to region. The Indonesians have been very proud of our tranquility but our unique culture is what makes us different from the rest of the world.

Located in the field of the humanities, Baiton has a rich history. Upon the geographical location to protect itself from Chinese influences, Baiton is filled with a rich variety of culture and traditions which, basically, is what makes the Indonesian movement a powerful one. Even the main reason that for some has been recognized throughout our history.

Baiton has the most different, rich, and the most spiritual traditions and culture compared to others. This is because our culture includes a variety of beliefs and unique celebrations starting from celebrating with music, dances or simply the fact that we celebrate. Now, we have a search after the culture that has been passed down from generation to generation and will be our own country.

Our culture is passed down from generation to generation and will be our own country.

Even though we live in the 21st century, we still have many challenges. We need to be able to adapt to the changes and keep our traditions. We need to preserve our culture for the future generations.



(4)

Environment

We won't have a society if we destroy the environment. Environment is anything that surrounds us. Environment is an area in which something exists or lives. Environment includes all plants, animal, people and other living and non-living things. As we are living in the environment, we should maintain and preserve it.

Environment has many advantages. It gives us things we use in our daily life, it gives us trees we use to shake our self, it gives us wood to burn and make furniture, it also gives us dry leaves to burn/make manure. Environment also gives us medicinal herbs to make medicine, it also gives fruits and mushrooms, we can eat them. Environment also gives us water to drink and air to breathe. With the things we get from the environment, we make clothes, pens, pencils, glass,

In order to survive, we need a healthy environment, so we must protect, preserve and keep it clean. We must preserve the environment and the earth for the next generation. We can preserve the environment by using the 4Rs: Reduce, Reuse, Recycle, Refuse. Reduce the number of waste we make, Reuse the waste, Recycle the recyclable waste and Refuse making lots of waste.

We should protect the environment because if we don't, our children and our grand children will suffer. If we don't take care of and protect the environment, there will be more beautiful birds, animal and plants and also beautiful scenery for the world to admire. If we destroy the environment, then we will die and the world will also die.

Environment is very important. If each and every one of us helps to protect the environment, then it will look very fresh and green. If it is clean, it will provide clean water and fresh air, etc. The key to a greener planet is in our hands.

In my school I am taught by my teacher

Environment

We won't have a society if we destroy the environment. Environment is anything that surrounds us. Environment is an area in which something exists or lives. Environment includes all plants, animal, people and other living and non-living things. As we are living in the environment, we should maintain and preserve it.

Environment has many advantages. It gives us things we use in our daily life, it gives us trees we use to shake our self, it gives us wood to burn and make furniture, it also gives us dry leaves to burn/make manure. Environment also gives us medicinal herbs to make medicine, it also gives us fruits and mushrooms, we can eat them. Environment also gives us water to drink and air to breathe. With the things we get from the environment we make clothes, pens, pencils, glass

In order to survive, we need a healthy environment, so we must, protect, preserve and keep it clean. We must preserve the environment and the earth for future generation. We can preserve the environment by using the 4R's: Reduce, Reuse, Recycle, and Refuse. Reduce the number of waste we make, Reuse the things, Recycle the reusable waste and Refuse making use of waste.

We should protect the environment because if we don't, our children and our grand children will suffer. If we don't take care and protect the environment, there will be more dangerous birds, animal and plants and also beautiful scenery for the world to admire. If we destroy the environment then we will die and the world will also die.

Environment is very important. If each and every one of us helps to clean the environment then it will look very clean and green. If it is clean it will provide clean water and fresh air, etc. The key to a greener planet is in our hands.

Culture of Bhutan

A country has a culture. Culture means roughly anything we do and the monkeys don't or the second meaning is the arts, customs, idea of a nation, people or group. I am from Bhutan and our country has unique culture like dances, food, dress, national animal, trees, flowers and birds. It is located between two big countries and in south (there is India) and in North (there is China). I love our culture and it is unique. No other country has culture like Bhutan.

Bhutan has unique ^{dance} and they are bardra, Zungdra, Zungdra and reguel. ~~if~~ these dances are performed during competitions, occasion, king's Birthday, National day and etc... There is one more dance and that is mask dance and it is performed because great lamas defended ~~from~~ demons. (This dance is done by monks in Tshedu. ^{The} great lama and monk like Guru Rinpoche, Pema Lingpa, and many more.)

Friend is a person who we share our thoughts, secrets and feelings. As we say, friend in need is a friend indeed. Our friends help us everywhere when we are in need. Friend is someone who is very precious to us. Friends are like our brothers and sisters who always support us and give us advice.

My friend's name is Rama Chenzom. She is 13 years old. She is from Trashygangsee. She has two brothers. She is the second youngest from her family. She is beautiful, smart and good in games. She is also a captain who takes the responsibility very well.

Rama Chenzom likes to play games like badminton, basketball, football etc. She also likes to read novels and storybooks. She likes to help everyone in studies, earnings and when they are sick. She always does all the work in time.

Rama Chenzom is a captain. Is very kind and caring to all. She doesn't like people who say bad things about her friends, teachers and her parents. She has a nice and a neat handwriting and also score nice marks in the tests or the exam.

Rama Chenzom is liked by everyone, her parents, teachers and her friends. She is liked by her parents because she has the most pleasing manners of all. She is liked by her teachers because she is quiet and is also a good listener. She is liked by her friends because of her kind way of talking and always helping them everytime.

Friends are always helpful and are always there for us and is very unique from everyone and hope she will always be my closest or best friend forever.

มหาวิทยาลัยราชภัฏวไลยอลงกรณ์



APPENDIX I
IOC SCORES

มหาวิทยาลัยรังสิต Rangsit University

Student perception Questionnaire						
SL. No	Item	Expert 1	Expert 2	Expert 3	Total	Score
1	Writing allows me to look for errors	1	1	1	3	1
2	Writing allows me to use new words	1	1	1	3	1
3	Writing process helps me to write better	1	1	1	3	1
4	Using words (Vocabulary) is a challenge in writing	1	1	1	3	1
5	Grammar (Tenses) is a challenge in writing	1	1	1	3	1
6	Spelling is a challenge in writing	1	1	1	3	1
7	Cohesion of ideas (Putting ideas into paragraphs) is a problem	1	1	1	3	1
8	Teacher comments are helpful to me	1	0	1	2	0.67
9	Friends (peers) comments are helpful to me	1	0	1	2	0.67
10	I plan my writing using pre-writing activities such as brainstorming, webbing, semantic mapping ...etc.	0	1	1	2	0.67
11	The topics I write about express my own interest.	1	1	0	2	0.67
12	I'm taught how to write the different parts of an essay (i.e. introduction, body and conclusion).	0	1	1	2	0.67
13	I share the tutor in the choice of topics before the class starts.	1	1	1	3	1.00
14	I'm given a copy of the writing assessment criteria and writing rubric.	1	0	1	2	0.67
15	I'm taught how to write different genres of essays (i.e. descriptive, expository, argumentative, and narrative).	0	1	1	2	0.67
16	I use dictionaries to help me while writing	1	1	0	2	0.67
17	I use the notebooks/notes on the punctuation and spelling rules.	1	1	1	3	1.00
18	I get immediate teachers feedback after writing	1	0	1	2	0.67

19	I use the computer to assist me in writing (i.e. word processor, spelling checker, etc...)	0	1	1	2	0.67
20	I get formative feedback during my essay writing	1	0	1	2	0.67
21	My tutor to teach us how to write well using tenses.	1	1	1	3	1.00
22	My tutor holds individual conferencing to comment on my writing	1	0	1	2	0.67
23	My classmate reviews my essay.	1	0	1	2	0.67
24	My tutor uses classroom discussion to teach me how to write	1	1	1	3	1.00
25	My writing is discussed in the class	1	0	1	2	0.67
26	I collect all my marked pieces of writing in a portfolio till the end of the year.	1	1	1	3	1.00
27	My tutor gives mini-lessons on aspects of challenges in writing	1	1	0	2	0.67
28	I'm taught how to organize my writing coherently through well-written examples.	1	0	1	2	0.67
29	I'm given a handout on tenses and its rules	1	1	0	2	0.67
30	My tutor uses classroom lecturing to teach me how to write better	1	1	1	3	1

BIOGRAPHY

Name	Lobzang Nima
Date of Birth	April 14, 1984
Place of Birth	Thimphu Bhutan
Institutions Attended	National Institute of Education, Paro
Scholarship	Bachelors in English Language Teaching, 2007 Rangsit University, Thailand Master of Education in Curriculum and Instructions, 2018 Thailand International Cooperation Agency (TICA 2017)
Address	Lungtenphu Lower Secondary School Thimphu Thromde, Bhutan lobxang@gmail.com lobzang.n60@rsu.ac.th +975 77 468646 (Bhutan) +66 95 391 7071 (Thailand)
Positions and Office	Teaching Services Education and Training Services Ministry of Education, Bhutan