

Investigating into the problems of writing in English Language: perspective of tertiary level students

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Abstract- The aim of this research was to investigate students' writing problem among tertiary level students of DEML (Department of English and modern language) at NSU- One of the leading private universities in Bangladesh. A mixed method research approach was applied: qualitative and quantitative. A survey questionnaire, focus group discussion, and an interview protocol were designed for collecting data. The population of this research were tertiary level students and from where 20 students were selected as a sample of quantitative data collection and in qualitative data collection, 10 students were participated on online interview and at digital focus group discussion. The questionnaire consists of 52 survey questions, 30 interview questions, and 10 themes for group discussion. The survey questions consist of 13 type's problems with 5 alternative answers. SPSS (Statistics package for social science) was used to analyze the data. Writing problems were categorized into two main types: Mechanical problem and Rhetorical problem. Research revealed that students face 13 types of writing problems in total: 5 types writing problems in mechanical grammar and 8 types writing problems in rhetorical grammar. The overall mean of tertiary level students' writing problems was ($X=3.74038$) that leveled as "low problem". It was observed that university students' problems in punctuation were ($X=3.4875$), problems in purpose ($X=3.2625$), problems in audience($X=3.225$). All the four categories are leveled as 'Medium' for university students. All other problems were leveled as 'low problems'. It means students did not have too many problems in terms of using mechanical grammar and rhetorical grammar in their writing.

Index Terms- mechanical grammar, rhetorical grammar, L2 writing problems, qualitative research, quantitative research, mixed method research, statistical data analysis, thematic data analysis, inductive coding, mean score, SPSS

I. INTRODUCTION

English language is an excellent instrument for scientific communication. It is an international communicative language. If anyone wants to contribute their ideas among global scholars, he or she needs to have expertise in English language. One of the aims of learning English as a L2 is to develop a global communication skill. English language consists of four skills: Listening, speaking, Reading, and writing. Writing is one of the most complicated skills. It is an essential skill for both teacher and students. A good writing comes from prewriting, writing, and rewriting habits (Bonjour & Manuel, 2016). Writing is a process and it is considered a productive skill that is the most difficult task for students to communicate and ESL students face difficulty to earn this ability to become proficient in writing (Chamba et al., 2019). Writing is not a gift but learned skill; this communication competence can be acquired by engaging academic writing activities. Writing skill is related to extensive reading. Many things need to be done in order to achieve writing skill and one of them is critical thinking about mechanical-grammar and rhetorical-grammar. These grammatical aspects are required for effective English writing. Grammar makes writing more meaningful and more readable (Johnson, 1996). Writing is thought to be the creative and intellectual property of an educated person, compared to other three language skills.

Academic writings are categorized into four types: persuasive, descriptive, critical, and analytical writing. Besides those some other types of writings are narrative, persuasive, scientific, expository, scientific, and technical writing. It is a difficult task for learners to achieve competency in all areas of writing. This study was conducted only for identifying academic writing difficulties among tertiary level students of NSU (North South University) in Bangladesh. This is not a new investigation, but many researchers also have a deep interest in conducting repetitive research in this topic in order to identify a genuine figure for L2 writing problems. The motivation of conducting the research in this topic is none of them 100% perfect. Many tertiary level students have been facing L2 writing problems. That is why it is urgent to find problems and design plans to solve writing problems accordingly. The purpose of this research is to identify the causes of writing problems and to be aware of student's writing problems.

The importance of this research in Bangladeshi academic context is immense. Most of the tertiary level students in our country come from various streams like science, commerce, and engineering. These students take English course as an elective one. As a result they

can hardly pay attention to the English language. Even though the medium of instructions in teaching of Bangladeshi private universities is English, many students cannot be proficient in L2 writing. Their understanding regarding text and writing skill is below the satisfactory. Because, students are accustomed to a lot of memorization information gathering. This tendency creates a psychological barrier in their thinking ability. At the undergraduate level, nowadays English has been used as the medium of instruction and the students have to write everything in English. The students who come from Bangla medium backgrounds have writing difficulties. A number of reasons are responsible for these conditions. But it is possible to minimize their L2 writing problem if tertiary level students can be proficient in mechanical grammar and rhetorical grammar. The current study is expected to minimize English writing problems. The study is conducted with the hope that it will be helpful for students because it provides deeper information and knowledge about L2 writing difficulties.

The road map of this research has been organized as the first section is introduction section, the 2nd sections consists of literature review, the 3rd section contains research methodology, the 4th section represents results of the study, the 5th section is for discussion, and finally the 6th section contains conclusion, limitation, and recommendation.

II. LITERATURE REVIEW

A. L2 Learning

One of the aims of learning English as a second language is to develop a global communication skill. L2 learning refers to L2 acquisition (Wikipedia, 2021). Language is egalitarian. No language is a protocol legalized by an authority. Every language is an organic product of human creativity. Every generation create a new language. Every language has generation gap-after every 10 years, human belief and language's code of conduct change a bit. Language is generative and creative. Language is dynamic, flexible, different, and varies. Some language has different meaning and connotation. Every racial identity has different language. Students use sophisticated version of language. The sophisticated version of language is not their own language. The sophisticated version of language is a language that teachers teach students. Students pick up that language from book, teachers or who is intellectually superior. Only communication is not the purpose of language. Language persuades, inspires, misinforms, prays, and propagates. Language transmits idea, information. Language provide insights about information. Language has so many purpose that language serves. Good language unites, clarifies, and inspires the human society. English language skill consists of four skills: Listening, speaking. Reading, and writing. Writing is one of the most difficult and complicated skills. It is a learned skill because writing requires critical thinking about mechanical-grammar and rhetorical-grammar. These two main grammatical aspects are required for effective and communicative English writing.

B. L2 Writing

Writing is a learned skill. "Writing is an intellectual achievement" (Zamman, 2019). It is an artificial and conscious process; it requires systematic selection and organization of speech. Writing is semantic rather than lexical. Semantic deals with meaning and that is made by thinking. Writing is related to thinking (Zamman, 2019). Writing is not word dependent instead it is meaning dependent. We do not write with words. We write with ideas that are symbolized in words. Meaning is created by thinking where thinking is a metacognitive process. Words convey meaning but it does not create meaning. Writing cannot defend itself. It spreads indiscriminately and destroys memory. Written language needs more grammar than spoken language. Grammar is a nonnegotiable requirement for writing (Zamman, 2019). Writing makes us cognitively more advanced and reflective. Without thinking, one can speak but one cannot write without thinking. The three conditions are required for writing: writing should be grammatical, graceful and transparent. For instance we cannot exist without breathing, in the same way writing does not exist without grammar. According to (Hamer, 2004), writing stimulates the brain of learners. Since writing itself enhances students' ability to use appropriate language, they can access their own mind.

C. L2 writing problems

Many students cannot write well even after achieving a dozen degrees because of bad education policy. Some students cannot comprehend many complex sentence patterns of English language and that is why they face problems in understanding. Psychological problems are one of the major problems in terms of L2 writing. Personality problems are a big problem in effective writing. Physical and mental soundness affect the writing. The meaning of process and product in the perspective of writing are imagination, cognitive skills, organization skills, drafting and editing, reading and reviewing, etc. The process of writing is cyclical and patience oriented. Finally, metacognitive skills are required to be an efficient writer. Students usually face difficulties in terms of applying mechanical grammar and rhetorical grammar in their writing. The writing

problem can be reduced by creating intensive reading and writing habits, by ensuring effective teaching, by joining in discussion and debates, and by watching culture related drama and cinema (Raimes, 1983). Students have problems in differentiating topic sentences and supporting ideas. The topic based on specific details and generalizing the ideas are not the same at all. There is a cross connection between students' learning and teachers' teaching. Just as students benefit from good teaching of a good teacher, students also get demotivated from their goal due to bad teaching of a bad teacher. There are some ignorant students who do not follow teacher advice as a result they fail to reach in writing goals. I found a number of writing problems during literature review: According to Afrin (2016), Students had problems with paragraph constructions, problems in organizing ideas, coherence and cohesion language" (p. 107). In addition to that several problems in student's writing were noticed such as. "Grammatical mistakes, fragments, subject-verb-agreement, punctuation, spellings, capitalizations, articles, prepositions" (p. 107).

i. Mechanical problem

Mechanical grammar is usually the prescriptive version of grammar. Prescriptive grammar is a very specific type of grammar that talks about right and wrong versions of language or do's and don'ts of a language (Msanjila, 2005). Prescriptive grammar deals with two things: mechanics of language and pragmatics of language. In the Mechanical part, students usually face punctuation problems, indentation confusion, spelling errors, capitalization mistakes, and grammatical errors. In punctuation, some students use irrelevant apostrophe in their writing. Sometimes students use unnecessary single and double quotation marks. They do not know the necessity of quotation marks. At the placement of quotation marks, some students unintentionally put the full stop that goes outside the quotation mark at the end of sentence. Sometimes semicolon and colon are misused in the students' writing script. One study found that the main reason for spelling errors is irregularities of word spelling and it requires more effort to memorize (Joyousi, 2011). Capitalization rules are not universally standardized. Capitalizing the word classifying the proper noun and common noun is also a big headache for students (Gower et al, 1995). Students become confused and frustrated when they cannot construct proper syntax to express their thoughts in the writing (Hamer, 2001). Many university level students have mechanical problems (Alfaki, 2015; Karim, et al., 2017). In addition, many tertiary level students also face difficulties in using prepositions; they have lackings in tenses.

ii. Rhetorical Problem

Rhetorical grammar is an abstract grammar- invisible and inscrutable grammar. It makes good writing or speech better. Rhetorical grammar gives us the option to change sentences without changing meaning and grammar. It helps getting things right instead of talking about right and wrong. There are eight dimensions of rhetorical grammar: idea, argument, voice, word choice, sentence fluency, presentation, audience, and purpose.

- **Idea-** unique perspective. Idea is something which is different, unique and dances with dazzles. A thought has to become an idea. It has to be a new-original, unique idea that does not mean mere thought. It has some diversity, uniqueness. Many students do not know idea generation techniques-how to generate idea, support idea, and elaborate idea (Rahman, et al.,2019); some students do not have ability create a topic sentence; a number of students do not have paragraph organization skill (how to develop the beginning part, middle part and end of the paragraph); a handsome students have difficulties in writing styles (appropriate language application according to context considering the purpose and audience), some other students do not have adequate knowledge about academic writing convention-correct sentence formation (Hamer, 2004; Oshima et al, 2007). A good idea belongs to creative persons. The good idea is the soul of writing. It brings reader attention into the text. The important part of a paragraph is main idea. The main idea can be directly stated or may be untraceable. The supporting ideas are reasoned discourse, examples or evidence that elaborates the main idea in details. One of the biggest challenges of supporting the main idea is to provide sufficient evidence in order to transparent the main idea in a limited time.
- **Word choice** refers to semantic sophistication. It means writing words should be sugar coated. Hamer (2001) said that students become confused and frustrated when they cannot remember semantically sophisticated words to express their thoughts in writing. Some of the tertiary level students have word choice confusions (Alfaki ,2015; Karim, et al., 2017).
- **Argument** is a reasoned discourse. It has to be logically fine-grained. It has to be logical and ethical. It is not condescending, confrontational, aggressive, and assertive. It should be informative, insightful language. It should have some academic flavor. It should have an ethical foundation. Academic arguments never become informal. In argumentation, one should attack the language instead of person.
- **Voice** is individual opinion, perspective. Voice refers to the author's signature in writing. Signature refers to uniqueness and distinctive style in writing. Every voice is not counted because it needs to be intellectually, ethically, and rhetorically unique. It is educational and intellectual achievement.

- **Sentence Fluency** – a fluent sentence should be precise and concise. The sentence complexity depends on crafting or construction of sentences. Long sentences can be graceful and transparent. A complex sentence can be a piece of art if it can be constructed transparently. Sometimes comprehension or understanding problems arise for complex sentences. So it is better to write short sentences if someone has difficulties in crafting complex sentences.
- **Presentation** means the process of academic writing. Presentation in academic writing conveys messages from one speaker to a thousand speakers. Academic writing process refers to present ideas in a rational way, logical way, reasonable way, systematic way, and organized way. Presentation of writing determines style, layout of document, and use of authentic language.
- **Purpose** refers to reason for writing. It amuses, persuades, and informs the readers.
- **Audience** refers to the people who will read what has been written.

In addition to the mechanical grammatical problems and rhetorical grammatical problems of the tertiary level students, they also have psychological and social problems that affect the quality of writing. According to Alfaki (2015), a number of tertiary level students have cognitive problems, Graphomotor problem, paragraph unity problem, linguistic problems, and psychomotor problems. One study found that students have some other problems besides mechanical grammar and rhetorical grammar and those are “untrained teacher, ineffective teaching method, examination system, lack of reading and writing practice, large classrooms, low motivations and lack of ideas” (Fareed, et al., 2016, p.81). According to Karim, et al. (2017), student have “lack of pre-writing techniques, problem of content development” (p. 298). Another study found that some of the tertiary level students have psychological problems that damage their writings: “lower-level behavioral problem, higher-level behavioral problem, lack of attention for lessons, the sense of superiority over others, unsocial status, noise making tendency, overcrowding classroom, overloaded student in the classroom, disciplinary problem” (Naima, 2014). Based on discursive analysis of other people's findings in different contexts. My research is focusing on what kind of writing problems students face at university. To see thoroughly what are reasons behind the writing problems among tertiary level students.

D. Aim and Objectives

Overall research focus or the overrated goal of the current research is to investigate, formulate, and explore the L2 academic writing problems among tertiary level students in Bangladesh. And therefore the following research questions have been formulated from research objectives to conduct the study.

Research Questions:

1. What are the problems of writing in English language among university students in Bangladesh?
2. How tertiary level students overcome the writing problems in English language and what steps can be taken?

III. RESEARCH METHODOLOGY

As this study is to explore and understand different writing problems in Bangladesh at the tertiary level students and to see thoroughly what are reasons behind the writing problems among tertiary level students. In the previous section, there is a literature review of peer reviewed journal articles about the L2 writing problems and the cause of learners' writing problems. In this research methodology section, step-by-step research procedures are presented by which the research is conducted. In the first section, a brief summary of research design is presented. Data collection procedure is discussed in the second section. The third section presents a data analysis procedure.

A. Research design

The current study followed a mixed method research paradigm where both qualitative and quantitative research approaches were employed to collect data or to gather information. A mixed method research paradigm for this research can be visualized by following tabular representation:

Table I: A Mixed Method Research Paradigm

Method	Strategy	Data analysis technique	Participants
<ul style="list-style-type: none"> Mixed method- Qualitative and Quantitative approach 	<ul style="list-style-type: none"> Qualitative: Focus group discussion, semi-structured interview, Quantitative: survey questionnaire 	<ul style="list-style-type: none"> Qualitative: Thematic data analysis Quantitative: Statistic data analysis (descriptive statistics) 	<ul style="list-style-type: none"> Tertiary level students & teachers

The data were generated following three consecutive steps: 1). Survey Questionnaire, 2). Focused group discussion, and 3). Semi-structured interview. Table I presents the profile of stakeholders who joined in semi-structured interviews and focused group discussions. Their identity is not presented due to ethical considerations. So participant’s anonymity and confidentiality are maintained by using coding techniques.

Table II: Information of study participants for interview and group discussion

Participants	Gender &Age	Qualification	Institution
EST01	M/30	MA in TESOL	Private University
EST02	F/27	MA in TESOL	Private University
EST03	M/39	MA in Linguist	Private University
EST04	M/28	MA in Literature	Private University
EST05	F/20	BA (Hons)	Private University
EST06	F/24	BA (Hons)	Private University
EST07	F/23	BA (Hons)	Private University
EST08	M/29	BA (Hons)	Private University
EST09	F/26	BA (Hons)	Private University
EST10	M/27	BA (Hons)	Private University

I as a researcher used a set of questionnaires as an instrument for conducting this research.

B. Data Collection procedure

The task of data collection and its interpretation followed three consecutive steps: Survey questionnaire, 2. Semi structured interview, and 3. Focused group discussion. Table III presents the data collection methods concerning the research questions.

Table III: Data collection method concerning the research questions

Research Questions	Data Collection Method	Data Source
1. What are the problems of writing in English language among university students in Bangladesh?	Survey Questionnaire,	Tertiary Level
2. How tertiary level students overcome the writing problems in English language and what steps can be taken?	Semi-structured Interview & Focus Group Discussion	Students at NSU

i. Semi-structured interview protocol

The qualitative research methods facilitates in-depth, broad and comprehensive understanding of any research context and helps to produce rich, thick, undocumented or obscure knowledge about the topic. The topic of this research suggests to find out L2 writing problems among tertiary level students. To analyze qualitative data, thematic data analysis technique was used. A semi-structured interview protocols and open-ended questionnaires were designed to collect data. Different meetings were arranged to collect interview data and the researcher did not follow strict rules; rather participants were asked open-ended questions and they were allowed to discuss with the researcher and they shared their L2 writing difficulties. Participants had given their interview through messenger in Bangla and their interview excerpts were digitally recorded. I prepared an interview protocol (IP) with three sections: introductory part, demographic section, and

interview questionnaire. I distributed an interview questionnaire to the respondents through email before conducting the interview.

ii. Focus Group Discussion (FGD)

In a focused group discussion session, the ten learners who are studying BA hons and MA at NSU of Bangladesh participated. To know about their views of L2 writing difficulties, the discussion session was conducted for an hour which helped the researcher to explore L2 writing difficulties according to their opinions. It was a digital discussion and their conversations were digitally recorded.

iii. Survey Questionnaire

I used survey approach to collect data from tertiary level students about their writing problems. As I collected data from the same university like NSU, I used snowball sampling technique. I employed statistical data analysis technique. To analyze quantitative data, I used SPSS as a statistical data analysis technique. I designed a survey questionnaire using Google forms and then I sent the link of the form to the students through email and messenger. The questionnaire is a data collection instrument that each research participant participates in the questions answering sessions (Johnson & Christensen, 2008). By using this technique, research respondents' perceptions and beliefs are obtained.

C. Data Analyzing Procedure

This study follows the mixed method research paradigm. Since the study's goal was to produce and interpret students' insights and perspectives through semi-structured interview data and focused group discussion. Other goal was to find out L2 writing problems among tertiary level students. The data was analyzed using SPSS and a step-by-step inductive thematic data analyses process. Numerous readings of the interview and discussions' transcripts made it easier for the author to assign descriptive codes to data extracts that were both interesting and important to the research issue. These codes were examined and refined to group them into groups. There was a deliberate effort to allow themes to emerge organically from the data (Nur, 2018). Different themes emerged from the overall data review process, which is summarized in the findings section (Short & Nur, 2020).

i. Thematic Data Analysis Technique

To analyze qualitative data, I followed thematic data analysis technique. The figure 1 present the process of analyzing the qualitative data which were collected from semi-structured interview and focused group discussion.

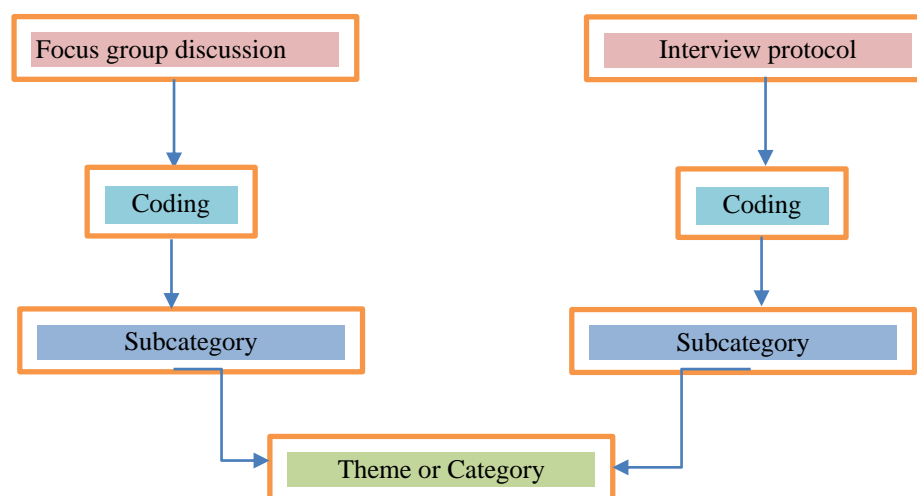


Figure 1: Qualitative data analyzing procedure

Coding technique is used to label and organize qualitative data in order to identify various themes and connection between them.

ii. Statistical Data Analysis Technique

Data analysis is the systematic process to evaluate and elaborate data. Descriptive data analysis technique is more efficient to calculate numerical data (Dornyei, 2003). To analyze statistical data, I used SPSS. I used a five point Likert scale to investigate tertiary level students' writing problems. There were five options for each likert scale and points were distributed manually: Strongly Disagree (D) with 1 points, Disagree (D) with 2 points, Neutral (N) with 3 points, Agree (A) with 4 points, and Strongly Agree (SA) with 5 points. Research participants selected one of the options from these five options by giving a checklist mark (√). By using SPSS (Statistical Package for Social Science), I have calculated the mean score from the responses of research participants and then interpreted them proposing the following scale:

Table IV: Interpretation of Mean Score

Range	Mean Score	Interpretation
1 st	1.0 – 2.34	Very High Problem
2 nd	2.35 – 2.99	High Problem
3 rd	3.00 – 3.59	Medium
4 th	3.60 – 4.14	Low Problem
5 th	4.15 – 5.00	Very Low Problem

After data analysis, the results and discussion were presented

IV. RESULT ANALYSIS

This section discusses the results found by interviews, focus group discussion with 10 tertiary level students, and survey questionnaires with 20 tertiary level students of Bangladesh. It was difficult to know the exact cause of L2 writing difficulties. However, different valuable perceptions were found for the journey of L2 writing problems among tertiary level students. During the interview, and focus group discussion 10 university students were asked to share their L2 writing difficulties. On the other hand, 20 university students participated in the survey questionnaire to give their perception on L2 writing problems. The different reasons for L2 writing difficulties are found and some activities were considered to minimize their English writing problem. In place of students' names, codes were used to present the data. For example, EST00 applies to a student interview and focus group discussion. The interview data that was translated into English after the interview. For the interview questionnaire, I prepared 32 questions. All the answers of the questions were not satisfactory for thematic analysis because all of them did not carry any theme. The Table V and VI show the list of causes of L2 writing problems among tertiary level students in Bangladesh. The details of the students' responses have been grouped according to the theme that emerged from the data. The emerging trends from the data analysis are listed below, along with supporting excerpts (Short & Nur, 2020). The process of developing themes from interviews and group discussions is given in the following tables (V, VI) and finding them from subcategories are mentioned in figure 1, and finally, the discussion is written according to interview extracts, group discussion, and survey questionnaire.

Table V: An example of coding theme from interview

participants	Extracts	Coding
EST01	I usually face problems while I think of writing something or some concept in my head, I think it in Bengali first and then I translate it into English. I'm not rich in vocabulary. I run out of vocabulary while writing. I tend to use simple and easy words.	GTM, Semantic sophistication
EST02	We all learn more or less basic grammars, but when it comes to Standard grammar, I face problems in complex sentences, when we want to stretch a sentence using multiple grammar in a sentence.	Sentence fluency
EST03	I think our educational system is responsible for these difficulties, our syllabus involves only basic and traditional grammars, and this does not help in learning writing or speaking.	Inefficient education system
.	.	.
.	.	.
.	.	.
.	.	.

EST10	I think I don't have that much of an opportunity to practice and to get exposed myself into English speaking and writing society. This causes most of the Problems. The only solution I can think of right now is to practice more and more and write more and more. Self-evaluation is important in this case.	Lack of practice Necessity of self-evaluation
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From Table V, it was observed that students mainly faced vocabulary problems and sentence fluency. Sometimes they get stuck in GTM.

Table VI: An example of coding theme from focus group discussion

Codes	Subcategory	Category/ Theme
Problems in starting sentences and supporting sentences. Getting stuck into supporting idea Problem in opening sentence and concluding sentence. Inability to connect two separate paragraphs. Not able to bring relevant thought	Topic sentence Supporting sentences Supporting details	Paragraph writing Problem
It takes long time to provide personal view point Unable to connect relevant thought Unable to find out relevant example in order to support main idea The device of supporting ideas are unknown	Main idea Idea generation problem Supporting idea	Idea
Unable to be logical and consistent in writing Facing difficulties in connecting idea at idea level Inability to connect idea into sentence levels	Lack of knowledge of cohesive devices Coherence difficulties Cohesion difficulties	Coherence & Cohesion
Problem in figurative language Confusion in get used to, used to , Problem of using a group of words or phrases or expressions that mean together in a sentence. Fail to connect multiple independent clauses together Problem of using same grammatical structure or repeating grammatical form or noun phrases in more than one sentences	Idiomatic problem Prepositional problem Idiomatic expression Run –on sentence problem Parallelism or parallel structure	Grammatical mistakes
Students often fail to write a complete sentence Lack of knowledge on advanced fragment Failure to connect multiple independent clause Difficulties in crafting a sentence matching subject and verb.	Sentence completion problem Clause linking problem Verb takes place depending on subject	Fragment Run-on Subject vs verb agreement
Carelessness is the cause of wrong spelling Difficulties in colon, semicolon, apostrophe, Sometimes it is difficult to follow the rules of capital Letter Inability to qualify a statement or claims Problem in remembering and recognizing words and its spelling Inability to move forward during writing Difficulty in paying attention while writing Long time is required for completing writing task Slowing down of thought during writing	Morphological or syntactic spelling errors Capital letter usage rules Authenticate the claims Recognizing problem Attention deficiency disorder Thought generation problem	Spelling mistake Punctuation problem Capitalization Hedging Graphomotor problem Cognitive problem Psychomotor problem

Based on the students' perception, these themes were collected from semi-structured interviews and focused group discussions. These themes reflect the own judgments of students' writing capability in English. They face a lot of difficulties when writing and there are different reasons for their L2 writing difficulties. The participants in a semi-structured interview and focus group discussion replied that they get difficulties in writing as they are not competent and they have less knowledge of grammar and sentence structure, on semantic sophistication, paragraph setting, idea, coherence & cohesion, fragment, Run-on, subject-verb-agreement, spelling mistake, punctuation problem, capitalization, hedging. Some of them have graphomotor problem, cognitive problem, and psychomotor problem which are

beyond the academic problem but it has significant impact on academic writing difficulty. In the survey questionnaire, there were 52 questions related to students' writing problems. Questionnaire was consisted of 13 type's problems and each of them contained 4 statements. The result of all questions were categorized into two tables: Table VII and Table VIII. The descriptive analysis of Table VII and VIII represented the types of problem, mean, and the answer of respondents for each statement.

Table VII: Overall L2 writing problems among TL-Students

Sequence	Mechanical Problem	Mean	Interpretation
1	Problem in punctuation	3.4875	Medium Problem
2	Problem in indentation	3.7875	Low Problem
3	Problem in word-spelling	4	Low Problem
4	Problem in capitalization	3.75	Low Problem
5	Problem in grammar	4.025	Low Problem

*TL= Tertiary Level

Table VIII: Overall L2 writing problems among TL-Students

Sequence	Rhetorical Problem	Mean	Interpretation
6	Problem in idea-generation	3.85	Low Problem
7	Problem in argumentation	3.85	Low Problem
8	Problem in voice	4.05	Low Problem
9	Problem in word choice	4.25	Very Low Problem
10	Problem in sentence fluency	3.3875	Low Problem
11	Problem in presentation	3.7	Low Problem
12	Problem in creating purpose	3.2625	Medium Problem
13	Problem in Audience	3.225	Medium Problem

The Table VII and VIII above answered my research question. Table VII shows students' inability to use mechanical grammar in their writing. Table VIII represents students' difficulties in applying rhetorical grammar in their writing. The findings of this study are formulated into the table VII and table VIII. It was concluded that tertiary level students did not face many problems in mechanical grammar and rhetorical grammar. It was found that the overall mean score (X=3.74038) indicates students had low writing problems in both mechanical and rhetorical problems. A description of university students' writing difficulties based on each item from each type of problems is as follows: The descriptive analysis of survey questionnaire resulted in following data that captured in the following tables:

Table IX: Findings of punctuation problem among university students

Problem in punctuation	FD and percentage					mean	Level
	SA	A	N	D	SD		
1. Punctuation is a written discourse and extension of grammar	2 (10%)	3 (15%)	3 (15%)	5 (25%)	7 (35%)	2.4	High
2. Punctuation is semantic and obligatory for writing.	5 (25%)	6 (30%)	1 (5%)	3 (15%)	5 (25%)	3.15	Medium
3. We can change the meaning of sentences using punctuation.	7 (35%)	8 (40%)		2 (10%)	3 (15%)	3.7	Low
4. Punctuation is not used in spoken language.	14 (70%)	6 (30%)				4.7	Very low
Overall mean score						3.4875	Medium

*FD=Frequency Distribution

By looking at the results as shown above, the overall mean of punctuation was 3.4875, which was a medium level problem. It meant some students of university faced medium difficulties in writing. On the other hand, one item or statement of punctuation problems was leveled as a high level problem.

Table X: Findings of indentation problem among university students

Problem in indentation	FD and percentage					mean	Level
	SA	A	N	D	SD		
5. Indentation is space between a margin to margin and starting of a line.	12 (60%)	6 (30%)		1 (5%)	1 (5%)	4.35	Very Low
6. It means inserting a line space to indicate a new paragraph.	6 (30%)	9 (45%)	1 (5%)	1 (5%)	3 (15%)	3.7	Low
7. Hanging indentation is the opposite of first line indentation.	3 (15%)	3 (15%)	4 (20%)	2 (10%)	8 (40%)	2.55	High
8. It is a standard paragraph break that makes writing easier for readers.	16 (80%)	2 (10%)		1 (5%)	1 (5%)	4.55	Very Low
Overall mean score						3.7875	Low

By looking at the results as shown above in the table X, the overall mean of indentation was 3.7875 that was categorized as low problem. It meant some universities had low difficulties in writing. In contrast, one statement of indentation errors was leveled as a high level problem.

Table XI: Findings of spelling error among university students

Problem in spelling	FD and percentage					mean	Level
	SA	A	N	D	SD		
9. Spelling is visual not cognitive.	3 (15%)	6 (30%)	7 (35%)	2 (10%)	2 (10%)	3.3	Medium
10. Spelling mistakes can be removed by getting involved in text-code.	10 (50%)	6 (30%)	1 (5%)	1 (5%)	2 (10%)	4.05	Low
11. Spelling mistake refers to wrong-word-spelling habits.	15 (75%)	5 (25%)				4.75	Very Low
12. A pair of sensitive eyes can notice word spelling order correctly.	8 (40%)	7 (35%)	2 (10%)	1 (5%)	2 (10%)	3.9	Low
Overall mean score						4	Low

By looking at the results as shown above in table XI, the overall mean of spelling error was (X= 4.00) that was categorized as a low level problem. It means students had little difficulties regarding spelling issues in their writing

Table XII: Findings of capital letter error among university students

Problem in capital letter	FD and percentage					mean	Level
	SA	A	N	D	SD		
13. Capital letters are useful signals for readers.	14 (70%)	2 (20%)	2 (20%)	1 (5%)	1 (5%)	4.35	Very Low
14. Capitalization depends on personal understanding and style.	3 (15%)	6 (30%)	4 (20%)	2 (10%)	5 (25%)	3	Medium
15. Capitalization actually lets the readers know a sentence is starting.	10 (50%)	7 (35%)	1 (5%)	1 (5%)	1 (5%)	4.2	Very Low
16. Capital letters show important words and signal proper names.	8 (40%)	3 (15%)	3 (15%)	2 (10%)	4 (20%)	3.45	Medium
Overall mean score						3.75	Low

By looking at the results as shown above in table XII, the overall mean of capital letter related problems was 3.75 that was categorized as low level problems. It meant some students of university had low level difficulties in writing. However, two items among four

statements represented that students faced very low level problems in using capital letter in their writing. On the other hand, two statements showed that students suffered medium level problems in terms of using capital letters.

Table XII: Findings of grammatical error among university students

Problem in grammar	FD and percentage					mean	Level
	SA	A	N	D	SD		
17. Grammar builds trust and for communication trust is must.	5 (25%)	11 (55%)		1 (5%)	3 (15%)	3.7	Low
18. Grammar is a set of rules for syntax and word formation.	8 (40%)	10 (50%)	2 (10%)			4.3	Very Low
19. It provides a common code of conduct for public communication.	6 (30%)	12 (60%)	1 (5%)		1 (5%)	4.1	Low
20. It prevents language from slipping into chaos.	9 (45%)	7 (35%)	1 (5%)	1 (5%)	2 (10%)	4	Low
Overall mean score						4.025	Low

By looking at the results as shown above in table XIII, the overall mean of grammar error was (X=4.025) that was categorized as a low level problem. It meant some university students did not have a significant amount of grammatical problems.

Table XIV: Findings of ide generation problem among university students

Problem in idea	FD and percentage					mean	Level
	SA	A	N	D	SD		
21. An idea is personal thought, belief, opinion, and plan.	2 (10%)	10 (50%)	2 (10%)	1 (5%)	5 (25%)	3.15	Medium
22. It is the main point of a piece of writing.	15 (75%)	5 (25%)				4.75	Very Low
23. idea says the purpose and declares the directions of the essay	5 (25%)	10 (50%)	1 (5%)	1 (5%)	3 (15%)	3.65	Low
24. It is often stated in the thesis statement or topic sentence that is usually located at the end of paragraph.	4 (20%)	12 (60%)	2 (10%)	1 (5%)	1 (5%)	3.85	Low
Overall mean score						3.85	Low

By looking at the results as shown above in table XIV, the overall mean of idea was (X=3.85) that was categorized as a low level problem in writing. It means some students of university had low level difficulties in idea generation. However, one of the statements showed that students had medium level problems in ideas-main idea & supporting idea.

Table XV: Findings of argument error among university students

Problem in argumentation	FD and percentage					mean	Level
	SA	A	N	D	SD		
25. By an argument, one can motivate or reassure someone of something.	5 (25%)	6 (30%)	2 (10%)	3 (15%)	4 (20%)	3.25	Medium
26. The way of identifying the main logic of a paragraph is to find out the statement that someone wants to establish based on something.	7 (35%)	10 (50%)	2 (10%)		1 (5%)	4.1	Low
27. Argument refers to a particular claim of someone.	15 (75%)	1 (5%)	3 (15%)		1 (5%)	4.45	Very Low

28. By an argument, one can convince someone to agree with his or her claim when in doubt.	5 (25%)	7 (35%)	5 (25%)	1 (5%)	2 (10%)	3.6	Low
Overall mean score						3.85	Low

By looking at the results as shown above in table XV, the overall mean of the argument was 3.85 that was categorized as a low level problem. It means some of the university students had low difficulties in terms of using argumentation in their writing. However, one statement showed that students had medium level difficulties in terms of generating arguments.

Table XVI: Findings of voice problem among university students

Problem in voice	FD and percentage					mean	Level
	SA	A	N	D	SD		
29. Voice is the mixture of rhetorical perspectives, words, syntactic structure, and tone that makes sentences in an accurate manner.	2 (10%)	5 (25%)	10 (50%)	1 (5%)	2 (10%)	3.2	Medium
30. Voices need to be intellectually, ethically, and rhetorically unique.	12 (60%)	3 (15%)				4.45	Very Low
31. A strong voice helps you grab your readers and establish relationships with them.	13 (65%)	6 (30%)	1 (5%)			4.6	Very Low
32. An academic voice differs your thought, your word from other authors.	7 (35%)	8 (40%)	3 (15%)	1 (5%)	1 (5%)	3.95	Low
Overall mean score						4.05	Low

By looking at the results as shown above in table XVI, the overall mean of voice was (X=4.05) that was categorized as a low level problem. It meant some students had a few problems with their voice. However, one statement showed that students had medium level difficulties in the voice. On the other hand, some other students suffered very low voices.

Table XVII: Findings of word choice problem among university students

Problem in word choice	FD and percentage					mean	Level
	SA	A	N	D	SD		
33. The right word creates a vivid picture in the reader's mind.	15 (75%)	1 (5%)	2 (10%)	1 (5%)	1 (5%)	4.4	Very Low
34. A strong, evocative, precise, and sensible word convinces the audience.	16 (80%)	2 (10%)	1 (5%)		1 (5%)	4.6	Very Low
35. It increases your confidence level; it conveys your message to the audience.	5 (25%)	8 (40%)	3 (15%)	2 (10%)	2 (10%)	3.6	Low
36. The clarity of an argument can be increased through semantically sophisticated words.	14 (70%)	3 (15%)	1 (5%)	1 (5%)	1 (5%)	4.4	Very Low
Overall mean score						4.25	Very Low

By looking at the results as shown above in table XVII, the overall mean of semantic sophistication was (X=4.25) that was categorized as a very low level problem. It means students of university had very less difficulties in writing.

Table XVIII: Findings of sentence crafting problem among university students

Problem in sentence fluency	FD and percentage					mean	Level
	SA	A	N	D	SD		
37. A fluent sentence indicates a variety of sentences that flow together or live together and one cannot live without another.	4 (20%)	5 (25%)	3 (15%)	4 (20%)	4 (20%)	3.05	Medium
38. It can be recognized by engaging oneself in extensive reading.	2 (10%)	6 (30%)	5 (25%)	4 (20%)	3 (15%)	3	
39. Writing fluency refers to accuracy and speed of writing.	5 (25%)	10 (50%)	1 (5%)	2 (10%)	2 (10%)	3.7	Low
40. Fluent sentences are graceful, transparent, and linguistically fine-grained.	8 (40%)	6 (30%)	2 (10%)	2 (10%)	2 (10%)	3.8	Low
Overall mean score						3.3875	Low

By looking at the results as shown above in table XVIII, the overall mean of sentence fluency was ($X=3.3875$) that was categorized as a low level problem. It means some university students had low level difficulties in terms of sentence crafting. However, two of the statements among four reflected that students had medium level problems in sentence crafting in their writing.

Table XIX: Findings of presenting writing error among university students

Problem in presentation	FD and percentage					mean	Level
	SA	A	N	D	SD		
41. Formal presentation should be linear and connected to each other.	7 (35%)	9 (45%)	1 (5%)	1 (5%)	2 (10%)	3.9	Low
42. Informal writing remains disconnected or isolated.	5 (25%)	11 (55%)	3 (15%)		1 (5%)	3.95	Low
43. Written presentation refers to delivering the discourse in a formal way.	12 (60%)	8 (40%)				4.6	Very Low
44. Presentation of writing is a personal choice and it entirely depends on the author.	2 (10%)	5 (25%)	1 (5%)	2 (10%)	10 (50%)	2.35	High
Overall mean score						3.7	Low

By looking at the results as shown above in table XIX, the overall mean of presentation was ($X=3.7$) that was categorized as a low level problem. It means some university level students had low difficulties in terms of writing presentation style. However, one of the statements among four reflected that students had high level problems in the presentation style of writing.

Table XX: Findings of purpose problem among university students

Problem in purpose	FD and percentage					mean	Level
	SA	A	N	D	SD		
45. It clarifies authors' writing objectives.	8 (40%)	9 (45%)	2 (10%)		1 (5%)	4.15	Very Low
46. You should think about your writing purpose asking the question-Why am I writing for?	5 (25%)	10 (50%)	1 (5%)	2 (10%)	2 (10%)	3.7	Low
47. The purpose of writing can be many kinds.	2 (10%)	7 (35%)	3 (15%)	2 (10%)	6 (30%)	2.85	High
48. It refers to persuade, to inform, to convince, and to instruct the readers.	1 (5%)	5 (25%)	3 (15%)	2 (10%)	9 (45%)	2.35	High
Overall mean score						3.2625	Medium

By looking at the results as shown above in table XX, the overall mean of purpose of writing was ($X=3.2625$) that was categorized as a medium level problem. It means some university level students had medium level difficulties in terms of thinking and the purpose of

writing. In addition, two statements presented that students had high level problems in remembering the purpose of writing. However, one of the statements among four reflected that the student had a very low level problem in purpose of writing.

Table XXI: Findings of audience issues among university students

Problem in Audience	FD and percentage					mean	Level
	SA	A	N	D	SD		
49. The audience refers to person who reads writing.	6 (30%)	9 (45%)	1 (5%)	1 (5%)	3 (15%)	3.7	Low
50. You should think about your audience using the question-who I am writing it for?	5 (25%)	9 (45%)		1 (5%)	5 (25%)	3.4	Medium
51. Your language of essay should be changed according to the audience.	7 (35%)	3 (15%)	2 (10%)	2 (10%)	6 (30%)	3.15	Medium
52. Audience is the critical dimension of writing.	5 (25%)	2 (10%)	1 (5%)	5 (25%)	7 (35%)	2.65	High
Overall mean score						3.225	Medium

By looking at the results as shown above in table XXI, the overall mean of audience was (X=3.225) that was categorized as medium level problem. It meant some university level students had medium level difficulties in terms of thinking about the audience.

V. DISCUSSION

Foreign language writing difficulties are intimately linked with human psychology. This research paper also found the different sources of writing difficulties from interviews, focus group discussion, survey questionnaire and literature review. The tertiary level students shared their experience of L2 writing difficulties which can be found in the result section. The interview and focus group discussion did not show the major rhetorical grammar problem but it reflected some other problems including mechanical grammar problems.

Survey questionnaire was designed with 52 likert questions. Tertiary level students were invited online to comment on the questionnaire. The likert questions are actually statements. A questionnaire of likert questions was prepared for knowing the perceptions about L2 writing problems of university students. Based on the findings, The 13 types of problems of mechanical grammar and rhetorical grammar: punctuation, indentation, spelling, capitalization, grammar, idea, argument, voice, word choice, sentence fluency, presentation, creating purpose, and audience were realized as a L2 writing problems considering two types of grammar. It was possible to determine the ultimate result by knowing the perception result from each type. It was found that students only faced 3 types of writing problems more frequently: punctuation, purpose, and audience. It was thought that students did not pay attention carefully to those three types of writing problems.

In case of mechanical grammar, five dimensions were considered: punctuation, indentation, spelling, capitalization, and grammar. To assess proficiency level of students in mechanical grammar, four statements were selected for each dimension. So in total 20 statements were created for five dimensions. For the first dimension, students perceived very good understanding in punctuation that was supported by statement number 3, 4 (We can change meaning of sentences using punctuation, Punctuation is not used in spoken language). On the other hand, the first statement reflected a high level punctuation problem and the 2nd statement showed a medium level punctuation problem among students. Overall punctuation problem among university students was medium. Based on the result of findings from indentation, the problem of indentation was low level and its mean score was 3.7875, which indicated that students perceived considerable knowledge about indentation. In the 3rd dimension, it was observed that tertiary level students of NSU had low level problems in spelling. Students perceived very good understanding in spelling that was supported by statement number 11. Similarly, other two dimensions showed that students did not have significant problems in capitalization and grammatical problems. Based on the result of mechanical grammar, it was concluded that the problem of mechanical grammar was not very much among the students of NSU.

In terms of rhetorical grammar, the 8 dimensions were considered: idea, argument, voice, word choice, sentence fluency, presentation, purpose, and the audience. To assess proficiency level of students in rhetorical grammar, four statements were selected for each dimension. So in total 32 statements were created for eight dimensions. It was observed that tertiary level students of NSU had low level

problem rhetorical grammar except purpose and audience. Students had medium level problems in purpose and audience. The mean score of purpose was 3.7 and the mean score 3.225 was found from the perception results of the audience. These two dimensions were very important for academic writers. As usual, students perceived misunderstanding in these two dimensions. Because these two dimensions were very simple. This research paper tells us that tertiary level students face mechanical and rhetorical grammar problems including graphomotor problem, cognitive problem, and psychomotor problem.

VI. CONCLUSION

To conclude the investigation into the problems of writing in English Language in perspective of tertiary level students, students' writing problems were analyzed. And then the purpose of study was completed. Students' problems in writing were finalized based on literature review, findings and descriptive analysis of survey findings, interview findings and focus group discussion findings. After conducting this research, it was concluded that tertiary level students face mostly mechanical grammatical problems and rhetorical grammatical problems. On the other hand, in Bangladesh, at the undergraduate level, students face many obstacles to adjust to a new environment. Most undergraduate students come from a Bengali medium background, which means that they have to adapt to learn writing in English as soon as they are admitted to the university, and at this level, students are pressured to be fluent in the English language. Different socio-economic conditions, cultures, lifestyles, education systems, and mindsets drive students to be problematic and those problems lead to writing difficulties.

A. RECOMMENDATION

So, based on conclusion, some recommendations were prepared: If two consecutive courses such as reading and writing could have been offered by university and a qualified teacher who has proficiency in both reading and writing could have been recruited, students would have possibilities to overcome those barriers in writing skills. Students should find problems and analyze them. They also should take initiatives to solve those issues in order to be an efficient writer. It was assumed that collaborative teaching practice is a way to overcome the writing difficulties. However, students themselves can sort out the problem and teachers can also help these students.

B. LIMITATION

There are some limitations to conduct this research. The research participants were chosen from the same university. As the pandemic situation is getting worse, it was not possible to conduct face-to-face interviews and the interview size and sample were limited because the participants were not willing to give interviews on the digital platform. Field work was not done due to COVID-19. All data was collected using digital system. Interview and group discussion were conducted through messenger.

APPENDIX A:

SURVEY QUESTIONNAIRE FOR MECHANICAL GRAMMAR

- 5. Strongly agree
- 4. Agree
- 3. Neither agree nor disagree
- 2. Disagree
- 1. Strongly disagree

Please select the statements that represent what you know about the rules of capital letters.	5	4	3	2	1
1. Capital letters are useful signals for readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Capitalization depends on personal understanding and style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Capitalization actually lets the readers know a sentence is starting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Capital letters show important words and signal proper names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please choose the statements that represent what you know about the rules of punctuation.	5	4	3	2	1

5. Punctuation is a written discourse and extension of grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Punctuation is semantic and obligatory for writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. We can change the meaning of sentences using punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Punctuation is not used in spoken language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the following statements that represent what you know about the rules of indentation.	5	4	3	2	1
9. Indentation is blank space between a margin and beginning of a line.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It means insert a line space to indicate a new paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Hanging indentation is the opposite of first line indentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It is a standard paragraph break that makes writing easier for readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the following statements that represent how much you are expert in word-spelling.	5	4	3	2	1
13. Spelling is visual not cognitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Spelling mistakes can be removed by getting involved in text-code.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Spelling mistake refers to wrong-word-spelling habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. A pair of sensitive eyes can notice word spelling order correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the following statements that represent how much you are expert in Grammar.	5	4	3	2	1
17. Grammar builds trust and for communication trust is must.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Grammar is a set of rules for syntax and word formation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. It provides a common code of conduct for public communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. It prevents language from slipping into chaos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B:

SURVEY QUESTIONNAIRE FOR RHETORICAL GRAMMAR

- 5. Strongly agree
- 4. Agree
- 3. Neither agree nor disagree
- 2. Disagree
- 1. Strongly disagree

Please select the statements that represent what you know about the idea.	5	4	3	2	1
21. An idea is personal thought, belief, opinion, and plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. It is the main point of a piece of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. It states the purpose and sets the directions of the paragraph or passage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. It is often stated in the thesis statement or topic sentence that is usually located at the end of paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the statements that represent the level of your proficiency in argument.	5	4	3	2	1
25. An argument is an attempt to persuade someone of something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The best way to identify an argument is to locate a statement that someone is trying to establish based on something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. An academic argument is your stance, your claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. An argument is used to convince others to agree with your claim or viewpoint when they have doubts or disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the statements that represent what you know about voice.	5	4	3	2	1
29. Voice refers to a rhetorical mixture of point of view, vocabulary, syntax, and tone that makes phrases, sentences, and paragraphs flow in a particular manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Voices need to be intellectually, ethically, and rhetorically unique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. A strong voice helps you grab your readers and establish relationships with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. An academic voice differs your thought, your word from other authors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the statements that represent what you know about sentence fluency.	5	4	3	2	1
33. A fluent sentence indicates a variety of sentences that flow together or live together and one cannot live without other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. It can be recognized by engaging oneself in extensive reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Writing fluency refers to accuracy and speed of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Fluent sentences are graceful, transparent, and linguistically fine-grained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select statements that reflect how much you are expertise in semantic sophistication-word choice.	5	4	3	2	1
37. The right word creates a vivid picture in the reader's mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. A strong, evocative, precise, and sensible word convinces the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. It increases your confidence level; it conveys your message to the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. You can increase the clarity of your argument through precise words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the following statements that represent what you know about the presentation of writing.	5	4	3	2	1
41. Formal presentation should be linear and connected to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Informal writing remains disconnected or isolated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Written presentation refers to delivering the discourse in a formal way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Presentation of writing is a personal choice and it entirely depends on the author.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the statements that represent what you know about the purpose of writing.	5	4	3	2	1
45. It clarifies authors' writing objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. You should think about your writing purpose asking the question-Why am I writing for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. The purpose of writing can be many kinds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. It refers to persuade, to inform, to convince, and to instruct the readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the statements that represent what you think about the audience.	5	4	3	2	1
49. The audience of your paper are those who will read what you write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. You should think about your audience using the question-who I am writing it for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Your language of essay should be changed according to the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Audience is the critical dimension of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C:

INTERVIEW PROTOCOL

To get started, let us introduce ourselves. I am Md. Shamim Hossain Biswas. I am doing a mixed method research on Investigating into the problems of writing in English Language: Perspective of tertiary level students at North South University under supervision of Dr. shakila Nur. This research interview protocol has been designed to conduct interviews, to collect data and to analyze the data in order to fulfill research aim and objective. For safety and security or for removing the plagiarism issues, this interview protocol will not be given to third parties. This interview will take an hour and will follow a designed interview protocol. The constructed IP will be used for research purposes only. If you have any query feel free to communicate with me through my email: shamim.biswas@northsouth.edu. Thank you.

Demographic Information:

Gender: Male student Female Student Male Teacher Female Teacher

Age: 20-25 26-30 31-35 36-40 41-45

Department: _____

Interview Questionnaires:

1. I would like to know a little about you, could you please tell me a brief about you?
2. What do you do?
3. Are you a full time student or part time? How do you pass your normal day?
4. As a researcher, I would like to ask a number of questions regarding L2 writing. If it is alright for you, I can proceed with further questions. Otherwise, I will terminate here. At the moment, How about your L2 writing?
5. If you are enjoying writing in English, it means you are an error free writer. So can you please tell me the techniques that you follow during writing in English?
6. How do you perceive the right version of language?
7. If you are not enjoying writing in English, it means you are not a good writer. It means that you are experiencing difficulties in writing in English, so can you mention the list of problems that you are facing in L2?
8. If you think you have a problem in Grammar or you are facing grammatical problems, which type of grammar bothers you most?
9. Can you please mention the specific portion of grammar that you cannot apply in your writing?
10. What grammatical problems bother you?
11. What would you say is causing your difficulties?
12. Why do you think you experience these difficulties?
13. What do you think causes your problems?
14. Can you think of solutions to your problems?
15. What do you think would help with your L2 writing difficulties?
16. What would help with your difficulties?
17. From your experience, just tell me, who is responsible for L2 writing difficulties?
18. Just let me know, when you see that there are a lot of problems in your English language writing, what happens to you?
19. I believe you know about psychological barriers. If not, let me brief you. Psychological barriers like nervousness, fear, confusion, jealousy, emotional distrust about oneself etc. I think you are personally discomforted when you see that your teacher locates a lot of grammatical problems in your English language writing script. So what psychological barrier do you experience?
20. How do you feel when you see that there are many problems in your writing?
21. In what situation do you think you need to update your English writing skill?
22. I would like to ask a couple of more questions before I conclude the interview. Is there any experience that influences you to improve L2 writing problems in this university?
23. How did you engage in that context?
24. When have you become conscious about English writing difficulties?
25. How have you been conscious about English language writing problems?
26. How have you been conscious about English language writing problems? If there are no further questions, let's start with first questions.
27. Could you please explain for me, what is the best way to teach grammar?
28. What teachers should do when teaching writing in English?
29. Could you please let me know what you should do to solve the English writing problems?
30. In your own perspective, how do you describe English language writing problems?
31. Describe how you would like to change the perception of English writing difficulties?
32. Please give me a brief idea about improving academic writing difficulties. To do so, how much time do we need to fix every day for English writing? What else can we do to improve L2 writing?

The theme of group discussion questions for undergraduate students:

1. Cause of writing difficulties
2. Effects of writing difficulties to L2 learning
3. Learners' writing problem during writing class, home, assignment and comprehensive exams.
4. Necessary steps to minimize learners' writing difficulties.
7. Useful methods and techniques for developing writing skills
8. Psychological, Physical, and socio-economic problems related to L2 writing.
9. Rhetorical grammar problem, linguistic problem, mechanical grammar problem are considered as a writing problem

10. Lack of mental health awareness responsible for L2 writing difficulties.

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