

## **Developing English Writing Skills through Contextual Teaching and Learning (CTL)**

**Ranjit Podder**

**Mohammad Mustafizur Rahman**

### **Abstract**

*The current study tried to explore how the teacher educators at Teachers' Training College, Dhaka utilised the contexts in developing their undergraduate students' English writing skills; how Contextual Teaching and Learning (CTL) helped improve students' writing skills; and what challenges teachers and students faced in implementing CTL. This qualitative study employed semi-structured interview and observation methods to collect data from two teacher participants, and FGD (Focus Group Discussion) to collect data from five students selected by the two teacher participants. They selected five students based on their improved performances during the implementation of CTL. The interview and FGD data were transcribed and the observation data were developed after recurrent reading and edits. The data were then coded and categorised based on the similarity of themes. The major findings of the study were that the teachers were expert enough to utilise contexts; CTL was found beneficial in developing students' English writing skills. However, the teachers as well as the students, faced challenges such as the college authority's rigidity not allowing the teachers and the students to go beyond the syllabus and the classroom, a large class with around 100 students, and students' shortage of stock of vocabulary.*

**Keywords:** *English writing skill, CTL (contextual teaching and learning), Teachers Training College, undergraduate students*

## **1. Introduction**

Contextual Teaching and Learning (CTL) is a system of teaching based on the philosophy that students learn better when they see the meaning in the academic materials (Johnson, 2002). Moreover, they learn when they can connect their prior knowledge and experiences with what they are taught in the classroom (Johnson, 2002). This system of teaching believes that all the objects in the universe are interrelated and none of them is isolated. Therefore, whatever is taught and whatever is learnt, must be connected to real-life and real-life experiences.

Like Bangladesh, English writing skill plays a vital role in Indonesia and the writing skill level of the undergraduate students was not satisfactory. Irawati (2014) claims that English writing is important in Indonesia for academic and occupational purposes. Also in Bangladesh, most of the students in higher education face many problems with English writing (Afrin, 2016). The teachers at the secondary level in Bangladesh use the product approach in teaching English writing (Ebrahim, 2015). The first researcher's (Ranjit Podder) 24 years of experience as a teacher educator shows that teachers employ the traditional product approach to teaching English writing where there is little or no opportunity to develop the writing skill of the students. In the product approach, students are asked to write for grading or marking; that is, students have to write for getting grades. Only a small number of teachers use the process approach to teaching English writing and they provide recurrent feedback on the drafts prepared by students; students edit their write-ups based on the feedback and submit them for further feedback by the teachers (Ebrahim, 2015). Through this process, a write-up gradually becomes flawless and the students become confident day by day. In CTL, students collect pieces of information from surroundings or nature and put them logically to write a paragraph. Like the process approach,

there is the opportunity to receive feedback from peers and teachers in CTL. Through recurrent feedback and edits, the learners develop their English writing. CTL of English is a new approach in Bangladesh education. Therefore, it is wise to investigate what teachers and students understand about CTL and what the benefits and barriers are to implementing CTL in developing English writing skills in higher education in Bangladesh.

### **Statement of the Problem**

The English language plays an important role in the Bangladesh secondary and higher education curriculum. An English course with 100 marks examination is taught as a compulsory subject to all the students enrolled for undergraduate study (Hasan, 2004). A study by Rahman and Sarker (2019) on primary schools in Bangladesh reveals that the teachers' current teaching practice is not supportive of the development of students' English writing skills. Even learners' English writing skill is not assessed in higher education (Abedin, Majlish, & Akter, 2010).

Developing oral and written communication skills in English is the chief purpose of the secondary and tertiary compulsory English in Bangladesh. However, the English language skills of students studying at the undergraduate level are not higher than the level set by the government for the students of class seven (Imam, 2005). The English writing skill of undergraduate students is also deplorable (Hossain, 2018). The teachers in schools teach English writing skills following the product approach of teaching writing where there is little scope for students' writing skill development. The teachers of Government Teachers' Training College, Dhaka (TTCD) started to apply CTL in 2017.

The way teachers teach English writing skills to the undergraduate students seemed to be ineffective as students' English writing skills were not developing much. Therefore, it was felt that CTL

might be of some use in developing students' writing skills. As some teachers have been teaching English writing to the students, it seemed important to investigate the effect of CTL in the college.

### **The Rationale for the Study**

The general standard of written English of students studying at the undergraduate level in different universities and higher education colleges is not satisfactory. Hossain (2018) reported from his experiences as a course teacher for long 21 years that he was noticing a degrading and regretful condition regarding students' level of written English. Bangladeshi university students face added difficulty in developing English writing skills (Khanam, 2016). What method or approach to teaching English writing can help them get rid of the situation? Irawati (2014) and Nawas (2018) claimed from two different studies in Indonesia that learners learned English writing better than before when they were taught following the CTL approach. Muchtar (2017) also alleged that Indonesian university students learnt Arabic better when taught using the CTL method. While browsing the Internet for CTL-related literature from Bangladesh, no study regarding teaching writing or any other knowledge-based subjects was found. There is a gap in the field of using CTL in Bangladesh education. As English writing skill learning is vital in Bangladesh education and CTL is a new concept in light of this, it is important to study how much the teachers know about this; how they utilise contexts in teaching writing skills; and to identify the benefits of CTL in teaching writing skill.

### **Objectives of the Study**

This study intends to –

- explore how the teachers at the tertiary level in Bangladesh utilised contexts in developing English writing skill

- identify the benefits of CTL in Bangladesh classrooms
- investigate the challenges to implementing CTL in higher education in Bangladesh

### **Research Questions**

The study tried to find answers to the following questions:

- How do the teachers at Bangladesh tertiary level use contexts in teaching English writing skills?
- How does CTL help students' English writing skills?
- What are the challenges to implementing CTL in higher education in Bangladesh?

### **Significance of the Study**

In Bangladesh, applying CTL in teaching English writing will help encourage students' critical thinking to develop their writing skills and make them fluent in English writing as most of the institutions have the opportunity to use contexts. This study helped the researchers to understand how contexts could be used to develop undergraduate students' English writing skills, and to learn about the benefits of using CTL in teaching writing skills. This study will also enable the researchers to teach students and trainee teachers. Additionally, the publication of the findings in an international journal and the local newspapers would benefit the practising English teachers of different levels as well as learners willing to develop English writing skills. The curriculum developer can also include CTL in teaching English writing skills in the secondary and higher education curriculum.

### **1. Literature Review**

CTL approach developed on the philosophy that students learn better when they can relate the learning to their real-life experiences; the leaders of the CTL approach believe that all the objects of the world are interconnected, and nothing is isolated (Johnson, 2002). Therefore, teaching and learning activities must

happen in contexts. Like other subjects, CTL can also be used to develop the English writing skill of the students (Nawas, 2018; Muchtar, 2017; Irawati, 2014).

The process of becoming a writer is an important journey as it leads us to many discoveries about ourselves, our ideas, the world we live in, and our professional identities as academics, teachers, researchers, and scholars (Murry & Moore, 2006). To be able to write coherent sentences, and to place the ideas logically, one has to keep on writing even though the writing does not make any sense; and it is better to start writing in a group so that one can get help from others but ultimately one has to write themselves (Crème & Lea, 2008). Harmer (2004) suggests that teachers can help students in developing English writing skills by demonstrating, motivating, supporting, responding, and evaluating. Moreover, Harmer (2004) alleged that the teachers teaching writing needed to teach students to be able to plan, draft, edit, and in making a final version after recurrent edits. The process approach to teaching writing is proved to be more effective (Ebrahim, 2015) rather than the product approach to teaching English writing. In the process approach to teaching writing, students write something, receive feedback from the teachers or expert friends, and edit and re-write it (Barua, Karim, Khaled, & Sultana, 2017). This back and forth process may continue several times until the write-up becomes better. This process approach to teaching writing is similar to the characteristics of the CLT (Communicative Language Teaching) method of writing skills.

Although CTL is a new concept in Bangladesh, the researchers' experiences suggest that teachers have been using it in some cases sub-consciously for a longer period. Writing is a cognitive process and there should be some level of linguistic ability for someone to be able to write. Shoeb (2018) stated that continuous practices and

receiving constructive feedback are important for developing English writing skills. A study by Irawati (2014) with 30 second-year undergraduate students and a teacher at SDN3 Barenglor, Indonesia reported that the use of CTL improved students' motivation and English writing skills. Another study by Nawas (2018) with 40 third-grade students of Islamic Senior High School, Indonesia reported from the pre-test and post-test results of the controlled and the experimental groups that the difference between the post-test results of the two groups was highly significant. In between the pre-test and the post-tests administered with the 40 participants in two equal groups, the experimental group had an intervention by applying REACT (Relating, Applying, Cooperating, and Transferring) strategy.

Arnold (2017) asserted from a study with six students that writing teaching based on students' socio-cultural perspectives allowed the learners to learn English writing through interactions, observation, and their experiences which were representative of real-world activities and the process of learning writing was similar to that of mother language acquisition procedures. The approach Arnold (2017) talked about matched the characteristics of CTL.

The CTL usually follows some stages such as pre-writing or observing; writing or drafting; re-reading and revising, and editing. Nasir et al. (2013) reported from an action research in Pakistan that providing intervention in the classrooms and taking the students through the stages such as observing or reflecting, drafting, revising, and editing developed the overall creative writing skills of the students. However, a quasi-experimental study by Qudsyi, Wijaya, and Widiastara (2017) with 230 students enrolled in a college for studying Cognitive Psychology course in Indonesia revealed that the post-test scores were much

higher than the pre-test results after teaching the course using CTL.

Satriani, Emilia, and Gunawan (2012) conducted a qualitative study with second graders of a junior high school in Bandung, Indonesia and they reported from their classroom teaching observation, interviews with students, and their assignment analysis that students got engaged in writing if and when taught using CTL; students were found motivated and received more feedback from the teachers and classmates, and they had the opportunity for reflection on the lesson they learnt. Muchtar (2017) conducted a research to investigate what impact CTL had in improving the Arabic language of university students. He reported that CTL had a positive impact on learning Arabic as it emphasised learning through the full mental and physical engagement of students. Students experience real learning from contexts, repetition, and experiences (Muchtar, 2017).

Hasani (2016) conducted an experimental study with 52 second-year university students in an Indonesian university divided equally into two groups and reported that the group taught using CTL developed a high level of thinking ability enabling the students to write argumentative writing.

However, the English writing skill of undergraduate students in EFL (English as a Foreign Language) countries is not satisfactory (Khanam, 2016; Sajid & Siddiqui, 2015). Khanam (2016) from her experiences stated that developing English writing skills were difficult for the university students in Bangladesh. Sajid and Siddiqui (2015) alleged that undergraduate students in Pakistan lacked academic writing skills. The positive impact of CTL inspired the researchers to investigate its effectiveness in the Bangladeshi context. Literature related to teaching English writing skills using CTL in Bangladesh was rare.



## **2. Research Methodology**

This study chose qualitative research methodology as it makes it possible to delve deep into the research problem (Bogdan & Biklen, 2007). This study employed semi-structured interviews with two English teachers teaching at the first year of undergraduate level, as it is possible to explore every detail through the use of probe questions during the semi-structured interviews; observed two teaching sessions of each of the teachers as observations provide with some clues that can be used in interviews to go deep into the research problem; and organised FGD (Focus Group Discussion) with five third-year students studying Education at Teachers' Training College, Dhaka who were purposively selected by the two teachers. FGD was conducted to know the world view of the students regarding CTL in developing English writing skills. The two participating course teachers purposively selected five students whom they considered appropriate to talk about the uses of CTL in developing English writing skills. One of the five student participants was a female. Observation notes were developed through recurrent reading and edits. Then, the interviews and the FGD were transcribed, edited, and thus developed into descriptive data, that is, into descriptive text. During the data processing, the data which gave similar meanings were highlighted in a particular colour. For example, data from observations, interviews, and FGD which answered the first research question were highlighted in red and the data which answered the second research question were highlighted in yellow. The two teacher participants were given pseudonyms as Sumana and Susmita; and the five students were named Alam, Russell, Sumaya, Mizan, and Touhid respectively to minimise any kinds of threats to them.

### 3. Findings and Discussion

The study tried to find answers to the questions: How do the teachers at Bangladesh tertiary level use contexts in teaching English writing skills? How does CTL help students' English writing skills? And, what are the challenges to implementing CTL in higher education in Bangladesh? The findings have been presented in the following sections under the themes of the research questions.

#### **The Ways Teachers Utilised Contexts**

It was revealed from the observations, interviews, and the FGD that teachers and students had a clear understanding of CTL although they did not know that they were using CTL. The observations revealed how the teachers utilised contexts in teaching English writing skills. Sumana took the students to the flower garden of the college and asked them to note down what they could see in the garden. The students asked the gardener and the teacher names of some flowers unknown to them. Then, after 10 minutes, she asked the students to go back to the classroom. The observation notes of Sumana go as follows:

When the students were settled in the classroom, the teacher said, "Did you enjoy the outing? What did you see in the garden? Do you have a garden? What sort of garden do you have at home? After the students answered the questions, the teacher said, "I talked about the parts of a paragraph in my last class. Now, you will write a paragraph on the **Flower Garden I have Visited**. The word limit is 80 and the time fixed for that was 10 minutes.

It was observed that students started writing and the teachers monitored the students and helped them if they asked for it. While writing, there was silence but the teacher was monitoring, helping, and announcing the remaining time recurrently. After the writing

was completed, the teacher asked other students to make comments on the strengths and weaknesses of the paragraphs. Some students identified some spelling mistakes, grammatical mistakes, etc. The first three writings presented by students are given below. The paragraph written by Alam is as follows:

Flower is a beautiful thing and everyone loves flower. Even I love flower very much. Today, we went to a flower garden. This garden is very small but it's really a very beautiful garden. There was many kinds of flowers. We saw there like grass flowers, roses, gold maries (marigold), etc. In this garden, we saw a national flage (flag) in this garden. Flower is a beauty of nature. In our country, it's used for decoration, congratulate someone and other beautiful things. I also love flowers. I have my own garden. There I have 27 qualities of flowers. So, we need to love flower. We need to plant flowers plant. It refreshes our mind.

Although Alam committed some minor mistakes in his writing, it is understandable what he wanted to mean when looked through the lens of communicative language teaching (CLT). Russell writes his paragraph in the following way:

Today is Tuesday and it's a sun shine day in a winter. Now I am standing in my college garden. And I am looking at the many kinds of flowers. There has cincila, golap, gadha, and many flowers. And specifically there has a national flag of Bangladesh. When I was going into the garden, then I feel a sweet smell of flowers. There has a broad road for entering into the garden. It is very beautiful to see that there has many flowers left and right side of the road.

Again, in the writing of Russell, some minor mistakes are seen but the text makes sense. The paragraph written by Sumaya is as follows:

I go to observe a garden of my college. When I observe the garden, I see many kinds of flowers. There are many roses. I see red roses, white roses, and yellow roses. Moreover, I see many marigold. These are looking so beautiful. In the middle of the garden, I see our national flag. In the corner of the garden, I see a dust bin where we can keep dust at the garden. In this way we can keep our garden neat and clean. The garden bounded with the boundary. Every corner of the garden, I see many coconut tree. The garden decorated with marigold flowers.

The students and the teacher made comments related to subject-verb agreement, tenses, use of 'be' verbs, passive voices, and so on.

Then Sumana put the 28 students in 5 groups and asked them to write a single paragraph in each group taking into cognizance the comments made by the peers as well as the teacher. They finished the paragraphs in 10 minutes and three groups were allowed to read out one after another. This time, the paragraphs were grammatically more correct and the sentences were coherent.

One of the two teachers, Susmita, described slowly what activities she had done in the morning using the simple past tense. She asked the students to notice the tenses of the verbs in her description. Then she said, "What tense did I use to describe my morning activities?" The students answered by saying, "Simple Past Tense". Then she asked the students to write individually what they had done before they came to the college. When they finished, the teacher asked the students to check in pairs. Then Susmita asked the students to read out their write-ups one by one. Four students read out one by one and the teacher wrote some

sentences on the whiteboard. Some of the sentences she identified as incorrect included the following:

- I have **took** my breakfast in the morning.
- I have **cleaned** by bed.
- I brushed my **tooth**.
- I have **wearred** a hijab.
- I **write** my Home Work.
- I **had take** a shower.

Susmita wrote the sentences on the whiteboard and asked the students to find the mistakes in the sentences and to reveal the solutions. Students made comments on any kinds of the mistakes including singular and plural, tenses, and other kinds of errors. Then Susmita explained to the students why those sentences were incorrect and she orally provided the correct answers.

During the teaching observations and interviews with the two teachers, it was revealed that teachers exploited some contexts to develop the English writing skill of the students. Sumana claimed in the interview that she used contexts, which included classrooms; college campus; different activities of the college including sports, cultural activities, and teaching-learning activities; video clips, acting, role-play; and dramatisation. Susmita also asserted in her interview that she exploited contexts such as writing about the family and their college; writing about the traffic jam they experienced on the way to the college or way back home; describing the classrooms; describing the classmates or teachers using some specific adjectives; describing/summarising a film, etc.

During the four teaching session observation, it was noticed that Sumana used contexts such as describing the last Winter Vacation they enjoyed based on the description provided by the teacher in How Rana Spent His Summer Vacation; and Describing the College Garden after visiting it personally. Susmita utilised

contexts such as Uses and Abuses of a Mobile Phone and wrote a description using present perfect tense about what students have done.

The students in the FGD also mentioned some contexts teachers used in teaching English writing skills. The FGD transcript reads as follows:

Teachers use current issues and happenings in teaching English writing skills. They choose topics like Pitha Utsob (Cake Festival), Teaching Aids Exhibition, Cultural programmes, Annual Sports, and so on. They exploit these contexts to write paragraphs, essays, and letters written to friends and relatives. They also tell us to write about our daily activities. Sometimes our teachers tell us to keep a diary in which we can write our daily activities every day.

The data stated above indicate that teachers are aware of utilising contexts in developing the English writing skill of the undergraduate students. Students are also seen on the track and if they receive positive and recurrent feedback from teachers and others, their writing skills will improve.

### **Benefits of CTL**

The benefits are immense as claimed by the two participating teachers Sumana and Susmita. In her interview, Sumana asserted:

If I teach using the CTL approach, students' learning becomes long-lasting because the students go through the learning process in a disciplined way; they can relate writing to their real-life; and this connection of learning to real-life makes learning enjoyable. Students like CTL so much that, they requested me to conduct the writing sessions in the way I have been teaching in the last few weeks.

Similar benefits were also mentioned by Susmita in her interview.

Susmita claimed:

In CTL, it is easier for the students to learn because they can use words and phrases related to what they have seen and felt; and learning becomes permanent. Students can be engaged easily as they are engrossed in the learning. If I use real-life situations, students start to know the kinds of English they need for everyday use. Moreover, as students are interested in the activities, their attention can also be retained for a longer time.

It was noticed from the observations of the teaching sessions of Sumana and Susmita that the students wrote descriptions of the garden, checked each other's descriptions in pairs, provided feedback to their friends, and asked questions to the teacher. The teachers, too, identified some mistakes from the reading out of randomly selected writing and provided feedback to the whole class. In this way, the common mistakes of the students were corrected which was beneficial to developing English writing skills. As the feedback was general, aiming at all the students and not targeting the students who made the mistakes, no student felt embarrassed because of the feedback and corrections.

The FGD transcript also showed that CTL benefited the students in developing their English writing skills. A section of the FGD transcript observes:

In CTL approach, we can work together, share ideas, find each other's weaknesses and strengths; correct our writings with the help of our classmates and teachers. CTL is better than the traditional method because traditional approach was all 'bookish' and all of them did not have any relationship to our life. Everyone has to take part in the learning process and the vocabulary and the

sentences we have to use have immediate connection with our life.

It is revealed from the data collected through interviews and FGD that CTL is beneficial for students. The way the teachers and students worked was similar to the process approach to teaching. Continuous use of CTL followed by recurrent feedback is expected to improve students' English writing skills. Qudsyi et al. (2017), Satriani et al. (2012), Hasani (2016), and Muchtar (2017) found positive results through utilising contexts in teaching English writing skills.

### **Barriers to and Prospects of CTL in Bangladesh**

It was cited earlier that four teaching sessions of the two teacher participants were observed. Although the number of students in each of the four sessions present was between 28 and 55, the number of total enrolled students in the first semester was 92 and in the second semester was 120. Both the teachers alleged that the huge number of students in a single class was a great challenge to implement the CTL approach. Such a big number of students cannot be taken care of in 60 minutes. Additionally, the college authority's rigid mindset not to allow teachers to go beyond the fixed syllabus and the classroom, and the shortage of vocabulary of the learners were some of the major barriers to the effective implementation of the CTL. Sumana claimed, "The assessment system does not encourage us to apply CTL in developing English writing skill. Students who write from memorisation are usually awarded higher marks or grades. For that reason, some students are not interested to write on their own."

The observation data of Susmita also was a shred of evidence that large class size was a barrier to implementing CTL. The observation notes read like this:

She put the students in groups of 5 and there were 11 groups. Then she numbered the groups from 1 to 11 and



asked the groups from 1 to 6 to point out the uses of the mobile phones, and the groups 7 to 11 to write the abuses of mobile phones. She started eliciting one point from each group when the students finished writing.

Susmita noted the uses and the abuses of mobile phones on a whiteboard. The uses included communication (audio, video calls, SMS, etc.) with others; calculation; Internet; education; photos/videos; playing games; entertainment; and watching TV. And the abuses included cheating in examinations; wasting time (games, Facebook, etc.); anti-social activities (giving threats, taking photos/videos of personal affairs); cyber-crimes (sexual harassment, pornography, etc.); suicidal games like BlueWhale; and leaking personal information.

The researchers observed that it was difficult to collect points from 11 groups as all the groups were interested to speak first. Besides, students were seen as a little bit restless while they had to wait for their turns. Similar difficulties were also reported by Arianto (2011) that some unmotivated students making noises was a challenge for the teacher.

The students in the FGD claimed that, although they liked CTL, some students disliked it as it sometimes goes beyond the fixed syllabus set by the university and the university syllabus did not have a good number of contextual topics. The students in the FGD alleged that their examination system did not value any writing written in their own words because when students write in their own words, there might be some kinds of weaknesses in their English.

During observation of one of the Sumana's classes in which there were only 28 students (in the other class there were 48 students), it was found to be a well-managed class. "If the number of students becomes smaller, CTL would work better in the Bangladesh context," claimed Susmita.

The students in the FGD remarked, “In large classes, teachers cannot reach every student and sometimes, it becomes unmanageable for the teachers; they cannot take care of all the students. However, if they use technology (multi-media projectors, online feedback services, etc.), the situation may improve.” Finally, the students in the FGD claimed that learning English writing skills should be focused, not the marks or grades; questions that are aligned to CTL should be set in the examinations.

The challenges indicated by the teachers and students included rigidity of the college administration, large class size, and the poor stock of words of the learners. Through continuous efforts and negotiations with the administration, the identified challenges could be minimised.

#### **4. Conclusion**

This qualitative study, conducted using interviews with two teacher educators and observations of two teaching sessions of each of them and an FGD with five students, has revealed that CTL is useful in teaching English writing to the undergraduate students at Govt. Teachers’ Training College, Dhaka. CTL is a new approach to teaching English writing in Bangladesh. Real learning happens when teaching-learning occurs in context (Johnson, 2002). Although some university professionals consciously employ CTL in teaching different knowledge-based subjects, it can be used in teaching English writing skills too. However, CTL has not started to be widely used throughout the world although some countries such as Indonesia (Nawas, 2018; Muchtar, 2017; Irawati, 2014) and Pakistan (Nasir, Naqbi, & Bhamani, 2013) have started to use CTL in teaching English writing. Bangladeshi teachers who are aware of CTL can exploit the benefits of this new approach to teaching English writing.

### References

- Abedin, M. M., Majlish, S. H. K., & Akter, S. (2010). Writing skill at tertiary level: A reflection. *Dhaka University Journal of Linguistics*, 2(3), 69-90. <https://doi.org/10.3329/dujl.v2i3.4144>
- Afrin, S. (2016). Writing problems of non-English major undergraduate students in Bangladesh: An observation. *Open Journal of Social Sciences*, 4(3), 104-115. DOI: [10.4236/jss.2016.43016](https://doi.org/10.4236/jss.2016.43016)
- Arianto. (2011). The implementation of contextual teaching and learning in teaching English. *Journal on English as a Foreign Language*, 1(2), 71-78. <https://doi.org/10.23971/jefl.v1i2.190>
- Arnold, H. W. (2017). Improving the writing skills of English learners: An impact on students' learning analysis, *TEACH Journal of Christian Education*, 11(2), 14-21. <https://research.avondale.edu.au/teach/vol11/iss2/4/>
- Barua, G., Karim, M. A., Khaled, U., & Sultana, N. S. (2017). *Bachelor of Education: Teaching English*. Dhaka: Bornoshova Mudrayan.
- Bogdan, R. C. & Bilen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods*. Boston: Pearson.
- Crème, P. and Lea, M. R. (2008). *Writing at university: A guide for teachers*. New York: McGrawhill Open University Press.

- Ebrahim, T. (2015, April 23). How can we improve English writing skill? *The Daily Sun*, pp. 7. <https://www.daily-sun.com/arcprint/details/40044/How-can-we-improve-English-writing-skillnbs/2015-04-23>
- Harmer, J. (2004). *How to teach writing*. England: Pearson Education.
- Hasan, M. K. (2004). A linguistic study of English language curriculum at the secondary level in Bangladesh: A communicative approach to curriculum development. *Language in India*, 4. <http://www.languageinindia.com/aug2004/hasandissertation1.html>
- Hasani, A. (2016). Enhancing argumentative writing skill through contextual teaching and learning. *Educational Research and Reviews*, 11(16), 1573-1578.
- Hossain, M. S. (2018, November 4). Students digitalised their writing: Are teachers lagging behind? *The Daily Sun*, pp. 5. <https://www.daily-sun.com/arcprint/details/347713/Students-digitalised-their-writing-are-teachers-lagging-behind/2018-11-04>
- Imam, S. R. (2005). English as a global language and the question of nation-building education in Bangladesh. *Comparative Education*, 41(4), 471-486. <https://doi.org/10.1080/03050060500317588>
- Irawati, L. (2014). The use of contextual teaching and learning in writing subjects: A case study of the second year students

at SDN3 Bareng Lor Klaten in 2013/2014. *Register Journal*, 7(1), 1-35. <https://doi.org/10.18326/rgt.v7i1.1-35>

Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Thousand Oaks: Corwin Press.

Khanam, M. S. (2016). Integrating reading and writing in the ELT classroom. *The EDRC Journal of Learning and Teaching*, 1(1), 109-121.

Muchtar, M. I. (2017). Contextual teaching and learning method in studying Arabic. *Hunafa: Jurnal Studia Islamika*, 14(1), 175-188. <https://doi.org/10.24239/jsi.v14i1.465.175-188>

Murry, R. & Moore, S. (2006). *The handbook of academic writing*. England: McGraw Hill.

Nasir, L., Naqvi, S. M., & Bhamani, S. (2013). Enhancing students' creative writing skills: An action research project. *Acta Didactica Napocensia*, 6(2), 27-32.

Nawas, A. (2018). Contextual teaching and learning (CTL) approach through REACT strategies on improving the students' critical thinking in writing. *International Journal of Applied Management Science*, 4(7), 46-49. <https://hdl.handle.net/2440/124867>

Qudsyi, H., Wijaya, H. E., & Widiasmara, N. (2017). Effectiveness of contextual teaching and learning (CTL) to improve students' achievement and students' self-

efficacy in Cognitive Psychology courses. *Advances in Social Science, Education and Humanities Research*, 164, 143-145.

Rahman, M. M. & Sarker, T. R. (2019). Teachers' classroom practice to develop students' English writing skills at primary level of Bangladesh. *Jurnal Pendidikan Progresif*, 9(1), 6-15.  
<http://dx.doi.org/10.23960/jpp.v9.i1.201902>

Sajid, M. & Siddiqui, J. A. (2015). Lack of academic writing skills in English language at higher education level in Pakistan: Causes, effects and remedies. *International Journal of Language and Linguistics*, 2(4), 174-186.

Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. *Indonesian Journal of Applied Linguistics*, 2(1), 10-22.

Shoeb, S. M. (2018, March 29). Ways to improve writing skill. *The Daily Sun*, pp. 5. <https://www.daily-sun.com/post/298495/Ways-to-improve-writing-skill>