

DebreBerhan University
College of Social Science and Humanities
Department of English Language and Literature
Postgraduate programme

**Assessing Factors Affecting Students' Paragraph Writing
Problems: The Case of Kemissie Preparatory School**

BY

Birhane Seid

AUGUST 2018

DEBRE BERHAN

Assessing Factors Affecting Students' Paragraph Writing problems: The
case of Kemissie Preparatory School

By: BirhaneSeid

A Thesis Submitted to the Department of English Language and Literature
(Post Graduate Program)

In Partial Fulfillment for the Requirements of the Degree of Masters of Arts in
Teaching English as a Foreign Language (TEFL)

AUGUST 2018

DEBRE BERHAN

DEBRE BIRHAN UNIVERSITY COLLEGE OF SOCIAL
SCIENCE AND HUMANITIES DEPARTMENT OF
ENGLISH LANGUAGE AND LITERATURE
(POST GRADUATE PROGRAM)

Assessing Factors Affecting Students' Paragraph Writing problems: The
Case of Kemissie Preparatory School

By: BirhaneSeid

Approved By Examining Board:

----- Advisor	----- Signature	----- Date
----- External Examiner	----- Signature	----- Date
----- Internal Examiner	----- Signature	----- Date

AUGUST, 2018

DEBRE BERHAN

Declaration

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this thesis have been duly acknowledged.

Name: Birhane Seid

Signature -----

Advisor: Almaz Afera (PhD)

Place: Debre Berhan University College of Social Science and Humanities

Department of English Language and Literature

Date of submission: August 2010 E.C

ACKNOWLEDGEMENTS

I owe much thanks to Dr. Almaz Afera, my advisor, for her cooperation each time I contacted her and her continuous advice and guidance in conducting this study. I also extend my heartfelt appreciation to all my respondents (students and teachers) who provided me with the data and information that I requested for during the time I stayed at Kemissie Preparatory School.

My sincere and heartfelt thanks also goes to my father, Seid Kemal for his thoughtful, prompt, and meticulous guidance to conduct this thesis.

Finally, my deepest gratitude goes to my intimate friend Dejen Melaku Yosef for his great effort and willingness to help me throughout my work, and my family who have supported me until my final work.

Table of Contents

<i>ACKNOWLEDGEMENTS</i>	<i>I</i>
<i>List of Tables</i>	<i>VI</i>
<i>List of Acronyms</i>	<i>VII</i>
<i>ABSTRACT</i>	<i>VIII</i>
1.1. Background of the Study.....	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	4
1.3.1 General Objective	4
1.3.2 Specific Objectives	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Scope (Delimitation) of the Study.....	5
1.7 Limitation of the Study	5
1.8 Operational Definition of Terms	5
<i>CHAPTER TWO</i>	<i>6</i>
2 <i>Review of Related Literature</i>	<i>6</i>
2.1 The Concept of writing skill.....	6
2.2 What is aParagraph?.....	6
2.6 Common Errors in writing a Thesis	9
2.7.2 The process of writing all Paragraph.....	10
2.7.3 <i>Previous studies conducted onParagraph Writings</i>	<i>11</i>
2.7.3.1 The importance of writing skill for EFL learners.....	11
2.7.3.1.1 Potential Source of Errors Learners Encountered When Writingparagraph.....	15
2.7.3.2 Difficulties Faced by EFL Students in Writing Composition	16

2.7.3.3	Common Grammatical Errors in the English Writing	18
2.7.3.4	The Most Common Types of Writing Problems	20
2.7.3.5	Challenges Students Face in Learning Paragraph Writing Skills.....	23
2.7.3.5.1	Methods Teachers use in TeachingParagraph writing Skills	23
2.7.3.5.2	Strategies Employed by Students in Learning Paragraph Writing Skills	24
2.7.3.6	The role of Model Paragraphs in Developing Students Writing Skill.....	26
<i>CHAPTER THREE: 3. Research Design and Methodology.....</i>		<i>27</i>
3.1.	Design of the study.....	27
3.2.	Research methodology	27
3.3.	Description of the study area.....	27
3.4.	Population and samples	28
3.5.	Sampling Technique.....	28
3.6.	Method of DataCollection	29
3.6.1.	Observations.....	29
3.6.2.	Questionnaire	30
3.6.2.1.	Teachers' questionnaires	30
3.6.2.2.	Students' questionnaires.....	30
3.6.3.	Document and Sample Students'Paragraphs Analysis	31
3.7.	Procedure of data collection	31
3.8.	Procedure of Data Analysis	32
<i>CHAPTER FOUR: 4. Data Analysis and Interpretation</i>		<i>33</i>
4.1	<i>Analysis of the Closed Ended Questionnaire.....</i>	<i>33</i>
	The questions in the questionnaire are analyzed using tables, numbers and percentage with descriptive analysis as presented.....	33
4.2.	Analysis of the Open Ended Questionnaire	43
4.3.1	Students' responseon their' paragraph tasks which area their teacher assess	43
4.3.2	Feedback on a paragraph and paragraphs students have written.....	44

4.3.3 Ability to organize ideas in a paragraph and paragraphs.....	44
4.3.4 Using appropriate cohesive devices at their appropriate place.....	44
4.3.5. Major challenges students have in terms of writing a well-developed paragraph.....	44
4.3.6 Challenges students faced with regard to grammar, punctuation, spelling and capitalization.....	44
4.3.7. Cause for students’ paragraph writing problems.....	45
4.3.8. Strategies learners use to overcome their paragraph writing problems.....	45
4.3.9. What should English language teachers do to help students develop their paragraph writing skills?	45
4.4 Analysis of the teachers’ Questioner.....	46
4.4.1 Analysis of close ended questions	46
4.5.1. Grammatical Errors.....	58
4.5.1.1. Subject verb agreement error	59
4.5.1.3. Verb tense and form.....	60
4.5.1.4. Miss use of Articles	61
4.5.1.5. Miss use of demonstrative Adjectives	61
4.5.1.6. Adding –d/ed for irregular verbs to make past verb forms.....	61
4.5.1.7. Miss use of Plural forms	62
4.5.1.8. Incomplete sentences	62
4.5.1.9. Miss use of adjectives	62
4.5.1.10. Word order	62
4.5.1.11. Miss use of possessive pronouns	63
4.5.2. Organization Problems and Lack of Words to Express their Ideas	63
4.5.3. Punctuation and Capitalization Problems	64
4.5.3.1. Spelling Mistakes.....	65
4.5.3.2. Capitalization problems	65
4.6. Analysis of the Class Room Observation.....	66
4.6.1. Classroom Observation.....	66
4.7. Result and Discussion	68
4.7.1.Result and Discussion of the Analysis of the Data Gathered through Questionnaire	68

4.7.2.	Result and Discussion of the Analysis of the Open Ended Questionnaire	69
4.7.3.	Result and Discussion of the Sample Students' Paragraphs	69
4.7.4.	Result and Discussion of the Class Room Observation.....	70
<i>CHAPTER FIVE: 5. Summary, Conclusion and Recommendation.....</i>		<i>71</i>
5.1.	Summary	71
5.2.	Conclusion.....	72
5.3.	Recommendation.....	73
<i>REFERENCE.....</i>		<i>74</i>
<i>APPENDIX I: Questionnaire to be filled by students.....</i>		<i>78</i>
<i>APPENDIX II: Questionnaire to be filled by EFL teachers.....</i>		<i>81</i>
<i>Dear Teacher:.....</i>		<i>81</i>
<i>APPENDIX-III: Document Analysis.....</i>		<i>84</i>
<i>APPENDIX IV: Check List for Classroom Observation</i>		<i>85</i>

List of Tables

Table-1 Respondents' Characteristics.....	Error! Bookmark not defined.
Table -2 Respondents response on their paragraph writing practice both in the class room and outside the class room.....	35
Table-3 Respondents response on encouragement of English language teachers.....	36
Table-4 Respondents' response on sufficiency of writing tasks in grade 11 text.....	36
Table-5 Respondents' response on whether they have problems in writing paragraph using the four paragraph development patterns or not.....	37
Table -6 Respondents response on how often they practice paragraph writing.....	38
Table-7 Respondents' response on the way teachers feedback on students work.....	39
Table-8 Respondents' response on focus of teachers correction on their work.....	40
Table-9 Respondents' response on paragraph written tasks feedback.....	41
Table-10 Respondents response on the nature of writing tasks.....	42
Table-11 Respondents response on the focus of teachers when they asses students work.....	43
Table-12 Respondents on the challenges that were hindering them to practice paragraph writing	
Table-13 EFL teachers response on tough written tasks.....	44
Table-14 EFL teachers response on sufficiency of writing tasks.....	48
Table-15 EFL teachers response on the students' active participation on during paragraph writing.....	49
Table-16 EFL teachers response on the sufficiency of the allotted time 40'.....	49
Table-17 EFL teachers response on authenticity and familiarity of paragraph writing.....	50
Table-18 EFL teachers response on the integration of writing tasks with other skills.....	50
Table-19 EFL teachers response on the frequency EFL teachers ask their students write a paragraph...	51
Table-20 EFL teachers response on how often they give feedback to students' paper.....	51
Table-21 EFL teachers response on types of paragraph tasks.....	52
Table-22 EFL teachers response on types of errors students make when they write.....	52
Table-23 How they give feedback on students work.....	53
Table-24 Grammatical errors identified in sample students' paragraphs	60
Table-25 Organization Problems Identified from the students' sample paragraphs and their frequency.....	63
Table-26 Word use problems identified from the students' Paragraphs.....	66

List of Acronyms

MLC=Minimum Learning Competency

EFL=English as a Foreign Language

IELTS=International English Language Testing System

WM=Working Memory

UAE= United Arab Emirates

LT=Language Transfer

EFLT=English as a Foreign Language Teachers

ESL=English as a Second Language

LLS=Language Learning Strategies

MOSTI=Minster of Science and Technology Institute

KICD=Kenya Institute of Curriculum Development

ICT= Information Communications Technologies

CV=Curriculum Vitae

USA= United States of America

UK= United Kingdom

ABSTRACT

This study was carried out with the purpose of assessing factors affecting that students' paragraph writing in grade eleven in EFL context. To attain this objective, mixed (quantitative and qualitative) research method was employed. To gather the necessary data 40 students and 8 English language teachers, who have been teaching in grade eleventh, were selected as participants. To select the stratified random sampling was used. The stratified random sampling was employed to select the students. The data were collected through document analysis, classroom observation, and questionnaire. Then, the data gathered through these tools were organized and analyzed using both qualitative and quantitative methods. In order to create a holistic picture of these quantitative and qualitative data, thus, the researcher integrated and carefully discussed them all (except for the data obtained through the document analysis) around subsequent thematic topics of the study in relation to the research questions. The study identified the major paragraph writing problems students' encounter. These are problem of organization, unity, adequacy, grammar, punctuation, capitalization and spelling. In addition, factors that were affecting students' paragraph writing were divided into students' related factors like lack of knowledge of strategic use, lack of regular practice, and teachers' related factors such as teachers' ways of giving feedback. Therefore, since paragraph writing is a skill that could be improved through sufficient practicing, students should have been given chance of learning and practicing features of good paragraph to effectively use them to write a paragraph.

CHAPTER ONE: Introduction

1.1. Background of the Study

Paragraph writings are the skills those learners can develop by passing through practicing the process of paragraph writing. As Robert and Victoria, (2014:188) define the term process that process is anything that takes place over time not at all at once it is not something that happens in a flash, like a shooting star. Thus, learners in secondary and preparatory schools need to develop their paragraph writing skill. Writing skill is vital for learners, not only to learn English as a subject but also to learn other subjects in the school, Abdul. R.S(2015:p95). Since English language is the medium of instruction in some African country like Ethiopia in their secondary and preparatory schools, developing and being good at writing skill on paragraph enable students to take notes, writing reports, term papers, port folios, practicum reports and answer paragraph type questions during examinations etc.

In spite of the fact that as Horn By, (2010 :125) stated, “whatever type of paragraph that someone is writing to, his or her aim should be always express his or her idea clearly. And it must be as his readers understand what the writer is going to write”.

Thus, this research also focuses on the assessing the factors that affecting the students ‘paragraph writing through the researcher long year experience and students’ frequent practice.

Mahfoudi(1999) pointed out that

Due to training habits learners tend to do very little planning to make note, to take note, and little rewriting habits. These behaviors may have determinable effect on students’ practices. Therefore, it needs to give more focus on the process of writing than the outcome or product. This can be done by encouraging more writing tasks in the class room and outside it. In addition to the problem of passing through the stage of paragraph writing students make grammatical mistakes (p33)

1.2 Statement of the Problem

Now a day there has been a growing awareness on the importance of writing skill. According to Mohammed, (2015:56 a) “Writing skill get a great attention in Ethiopian curriculum and syllabus at both Secondary and preparatory Schools as an important productive skill through which meaningful messages and ideas are transmitted” According to the syllabus of grade 11 students are required to practice paragraph writing, develop a variety of writing skills and they learn to write for different purposes. The exercises aim to develop a range of writing including descriptive, narrative, expository and argumentative. According to the grade 11 Minimum Learning Competency (MLC) the writing competency States, students should be able to: write paragraphs to explain, inform and argue using language that communicates the intended message. Furthermore, the MLC States, students should be able to: elaborate/justify ideas, arguments, and opinions on a paragraph by giving examples.

Weigle, as cited in Marashi and Yavarzadeh, 2014:66 stated that:

The skill of writing, which was once considered the domain of the elites and the well-educated, has become an essential tool for people of all walks of life. He further asserts that many people around the world need to report analysis, write business letters, compose academic paragraphs, etc. and if all that were not enough, a huge number of individuals from different demographic cohorts are writing for personal communication through e-mails and text messages. Therefore, writing instruction not merely as an object to study but as a means of communication is of growing significance in language teaching programs.

Although the benefit of writing skill is increasing from time to time, students in kemissie preparatory school are facing challenges when writing a paragraph Writing a paragraph is significant not only writing session in English but also to learn other subjects as effectively as possible. Hamid, (2010:223) argued that “paragraph writing is significant, because it facilitates the students’ acquisition of the basic study skills needed for understanding what they studied. And they can express what they want by using their own words; in addition competence in paragraph writing will help students to pass all their academic courses”.

According to Langan,(1997:44) “The most common mistakes learners make in their paragraph writings are grammatical mistakes, mechanics, punctuation and word use.”From researchers ten years’ experience of teaching English in the kemissie preparatory school, then the researcher could observe the students’ lack of words to express their ideas during paragraph writings, grammatical mistakes, in appropriate use of tenses, subject verb agreements, parts of speeches, run on sentences, fragments and dangling modifiers as the main problems of the student Fathi,(2013:113) stated that “the reason behind the students’ weakness of writing, were grammatical problems, knowledge and understanding, less practice and educational back grounds, are the main One” In Ethiopian context learners have been learning to write paragraphs based on the activities presented in the syllabus and textbook, which requires them more practice, due to the process oriented approach teaching method in writing. Yet, their writing is not satisfactory because the students have problems to apply the important features of paragraph writings. The other problem students’ encountered when writing a paragraph as Miners, (2002:44) stated that “coherence problem may be due to not knowing how to logically relate ideas using appropriate transactional words and phrases”

The other problem learners faced when writing a paragraph, not passing through the process of writing. When writing a paragraph learners are expected to pass through certain processes of writing.

And when we see the writing tasks of the Ethiopian grade 11 English text book, they focus on paragraph writing giving due attention to the four paragraph development patterns.

A number of research studies related to writing skill have been conducted in different parts of the country, for example, Mohammed. (2015,b) conducted a research on students paragraph writing problems, this study didn’t consider the factors which affected the students at the paragraph and preparatory level. Another research which was conducted by Abiy (2013) focused on high school students writing skill and their English language proficiency as predictors of their English language writing performance. This study also concentrated on language transfer experience from first language to second language. Thus, the researcher was concerned to assess the factors affecting the students’ paragraph writing problems by exploring the four paragraph development patterns and to fill this gap.

In addition to this, government educational officials and experts of the woreda criticized what the syllabus of English textbook requires in writing skill of the students and what the performance of students have on the writing skill. Due to the fact that, the officials frequently rose as a gap between the intended outcome of the students' writing tasks and the curriculum designed. Furthermore, the officials magnify the benefit of writing skills and the burdens of students have in the university. Thus, the researcher motivated to conduct a research on assessing the factors that affect the students' paragraph writing in kemissie higher education preparatory school.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study was: assessing the factors that affecting grade 11 students' paragraph writing in Kemissie preparatory school.

1.3.2 Specific Objectives

Specifically, this research intended to:

- ❖ Assess the effort of EFL teachers to help learners improve their paragraph writing.
- ❖ Assess English language teachers' technique of teaching paragraph writing skills.

1.4 Research Questions

The following basic research questions raised and answered after the research

1. What are the efforts of EFL teachers to help learners improve their paragraph writing?
2. What are the techniques of English language teachers use to teach writing skill?

1.5 Significance of the Study

The study brought the following significance

It suggested recommendations for English language teachers to change their method of teaching on paragraph writing.

It suggested recommendations for students to write paragraph without difficulties. And to recognize the sources of the factors that are affecting the students to write a paragraph.

It provided list of factors for researchers in order to make further investigation on related fields.

1.6 Scope (Delimitation) of the Study

The study was conducted in Amhara Regional state, Oromo administrative zone, Kemissie town, Kemissie preparatory School grade 11 students, on assessing the factors affecting the students 'paragraph writing in 2010 E.C.

1.7 Limitation of the Study

The researcher faced shortage of literature, time constraints and shortage of materials that was related with the problem under investigation. However, due to continuous commitment, the research was completed.

1.8 Operational Definition of Terms

Stratified sampling refers to a type of sampling method. With stratified sampling, the researcher divides the population in to separate groups called strata. Then, a probability (often a simple random sample) is drawn from each group.

Sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen.

Homogeneous all items in the population have the same characteristics.

Heterogeneous population all items in the population has different characteristics.

CHAPTER TWO

2 Review of Related Literature

2.1 The Concept of writing skill

Now a day writing skill has become the most significant skill that learners need to develop in secondary & preparatory School in Ethiopia, Mohammed, (2015:9) stated that in need years there has been a growing awareness of the importance of writing skills it has achieved a great attention in the present Ethiopian curriculum & syllabus at both secondary & preparatory levels as an important skill through which messages or ideas are transmitted.

2.2 What is a Paragraph?

A paragraph is a short piece of writing that discusses, describes or analysis a topic. It can discuss a subject directly or indirectly seriously or humorously. It can describe personal opinions, or just report information. A paragraph can be written from any perspective, but are most commonly written in the first person (I), or third person (subjects that can be substituted with he, she, it, or the pronouns).

2.3 The Four Types of Paragraph Development Patterns

Most of the students who learn in high schools and preparatory schools don't recognize their faults who made during writing a paragraph whether they follow appropriate way of considering the writing purpose or not. Therefore, students should identify what kind of paragraph they are going to write. And also they should ask themselves questions like, am I going to write a descriptive paragraph? Am I going to write a narrative paragraph? Am I going to write an expository paragraph? Am I going to write a persuasive paragraph? Type of Paragraphs: End the Confusion (2016, page 1-5) explained as follow: Distinguishing between types of paragraphs is simply a matter of determining the writers' goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four types of paragraphs address these purposes:

2.3.1 Narrative Paragraphs: Telling a Story

In a narrative paragraph, the writer tells a story about a real-life experience. While telling a story may sound easy to do; the narrative paragraph challenges students to think and write about themselves. When writing a narrative paragraph, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative paragraphs are usually written in the first person helps engage the reader. “I” sentences give readers a feeling of being part of the story. A well-drafted narrative paragraph will also build towards drawing a conclusion or making a personal statement.

2.3.2 Descriptive Paragraphs: Painting a Picture

A cousin of the narrative paragraph, a descriptive paragraph paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of paragraph is not description for description’s sake. The descriptive paragraph Strives to communicate a deeper meaning through the description. In a descriptive paragraph,

The writer should show, not tell, through the use of colorful words and sensory details. The best descriptive paragraphs appeal to the readers’ emotions, with a result that is highly evocative.

2.3.3 Expository Paragraphs: Just the Facts

The expository paragraph is an informative piece of writing that presents a balanced analysis of atopic. In an expository paragraph, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of paragraph variations, such as the comparison and contrast paragraph, the cause and effect paragraph, and the “how to process paragraph. Because expository paragraphs are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

2.3.4 Persuasive Paragraphs: Convince Me

While like an expository paragraph in its presentation of facts, the goal of the persuasive paragraph is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound

reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

2.4 Importance of writing skill

writing skill has become essential tool for people who are literate weigle (as cited in Marashi & Yavarzadeh, 2014) stated “The skill of writing , which was once countered the domain of the elite & the well-educated , has because an essential tool for people of all walks of life” Wegle (2003) further asserted that many people around the world need to report analyses, write business letters, compose academic paragraphs, etc., & if all that were not enough , a huge number of individuals from different demographic cohorts are writing for personal communication through e-mails & text messages.

Therefore writing instruction not merely as an object to study but as a means of communication is of growing significance in language teaching program.

2.5 Challenges of writing Paragraph

Writing is very important for communication .It creates a communication channel between the writer & the reader. In spite of the fact that writing is one of the essential skills for communication it is the most difficult skill for learners. Richards & Renandya, (as cited in Marasni & yavarzadeh, 2014:5) stated that the difficulty lies not only in generating & organizing ideas, but also in translating these ideas in to readable texts. They argued that the skills involved in writing are highly complex, & 12 writers have to pay attention to higher level skill of planning & organizing as well as lower level skills of spelling, punctuation, word choice, etc. Langan(2008:14a) argues that:

One way to wreck your chance of learning how to write competently is to believe that writing is a natural gift’ people with this attitude think that they are the only ones for whom writing is an unbearably difficult activity .The result of this attitude is that people do not do their best when they write or even worse, they hardly ever to write. Their attitude becomes a self-fulfilling prophecy, their writing fails chiefly b/c then have brain washed themselves in to thinking that they don’t have the natural talent to write, In addition to negative attitude learners have make their writing worse think that the most common mistakes learners make when writing paragraphs are grammatical mistakes, mechanics, punctuation& word use are the most dominant ones.

2.6 Common Errors in writing a Thesis

When writing thesis statements, people often make mistakes that under line their chance of producing an effective paragraph as Langan, (2008:16b) stated, the most common errors in writing a thesis are:

- substituting an announcement of the subject for a true thesis idea
- write a thesis that is too broad
- write a thesis that is too narrow
- Write a thesis that containing more than one idea.

2.7 Approaches in Teaching Paragraph Writing

2.7.1 Product Approach

The product approach of writing focuses on the finished products of paragraph writing work rather than the process. According to Getnet (1994, as cited Mohammed Amin, 2015; p, 10, a), the product approach is an acclimatization whose primary focus is the end result of what students produce. Formal accuracy and correctness in grammar, spelling, use of vocabulary, convention of layout etc. are given the utmost priority. According to Byrne (1988, as cited Mohammed Amin, 2015; 11, b) the product approach of writing is an accuracy oriented approach that focuses on the control of mistakes in order to eliminate them from written works. According to Nunnan, (1989, as cited Ghodbane, 2010; p.45) the teacher who adapts a product approach makes sure that the end product is grammatically correct. It is a traditional way to teach writing whose focuses are on accuracy and consolidation of grammar. Moreover the teacher becomes judge of finished product. The writing teacher who uses the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on. In addition, Pincas (1993) sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices. In short, product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.

2.7.The Process Approach

As try to indicated above writing has been associated with accuracy and traditional teaching these mean teachers ask students to write language improvement and consolidation of grammar items, as a result, the final product serves only for correcting aspects of the language, whereas, the process approach of writing focuses on the composing process of writing instead of the written final products. Tribble, (1996, as cited Mohammed Amin, 2015; 12, c) pointed out that process approaches focuses on writing activities which lead learners from the generation of ideas and the collecting and gathering of data from the ‘published product of a finished text facilitating students to consider their audience and to have a sense of purpose while writing about a certain topic, it is all the major task of teachers who teach in line with the process approach. There are several viewpoints those students should be followed on the stages of writing that students go through in producing a piece of writing, despite a typical model identifies four stages: prewriting, composing/drafting, revising, and editing. This is cyclical process in which writers may return to pre-writing activities, for instance, after doing some editing or revising. Besides, those good writers appear to go through certain processes that lead to successful product work of pieces of writing. He also suggests the following steps that the process approach of writing should be followed. These steps are thinking, planning, drafting, and editing .To sum up, both approaches which mentioned above are the approaches which mainly differ in the focuses they put on writing and the ways writing should be taught. For several years both students and teachers believe that teaching a language was making students understand the basic structures and vocabulary of that language. This belief has influenced both the students and teachers perceptions on how to teach and learn the writing skills. But now a days an approach to language teaching is changed and improved from traditional way of teaching in to process oriented way of teaching and learning process Tribble,(1996,as cited mohammedamin,2015;45,d)

2.7.2 The process of writing all Paragraph

When writing a paragraph learners are expected to pass through certain processes According to Balley, (2006) the process of writing includes:

- Understanding paragraph title requirements
- Assess reading texts choose most suitable ones

- Select relevant areas of texts keep up record for reference
- make notes on relevant areas using paraphrasing & summarizing skills
- combine a variety of sources where necessary
- Select suitable structure for paragraph –make polar
- Organize & write main body
- organize & write introduction
- Organize & write conclusion
- Critically read & rewrite where necessary
- final proof reading

2.7.3 Previous studies conducted on Paragraph Writings

2.7.3.1 The importance of writing skill for EFL learners

Monirosadat.Het.al, (2013) conducted a research on the Importance of EFL Learners' writing Skill: Is there any Relation between Writing Skill and Content Score of English Paragraph Test? The present study aims at focusing not only on the assessment of students' academic knowledge (reading comprehension), but also on their ability to express their knowledge on paper sheet by assessing their writing ability based on IELTS criteria. We used IELTS criteria because in addition to be one of the most popular ESL tests throughout the world, it is also distinctive among other tests in terms of the claim of assessing "English as an International language", demonstrating a recognition of the expanding status of English. This Study aimed at comparing the content scores of EFL students with their writing skills to find a Logical relationship between them. The intent of the present study is therefore, to examine the strength of relationship between writing skill and Iranian EFL students' academic achievement according to discourse synthesis.

The whole problem is the small capacity of the Working Memory (WM). The whole brain is turned towards automaticity of mental processes. So that one can build sentences without much attention to lexicon syntactic information as one needs to do in writing. If the process is automatized then few demands are made upon the WM and there is capacity available for higher mental processing. In other words, when bottom-up processing (here

everything that goes below sometimes such as syntax, lexical choice, punctuation and lexicon syntactic) is so hard and the brains overloaded with it, little neural networking is left for higher processes such as semantics and neural connection building for knowledge. Therefore, the authors conclude that EFL students at least need to be at the trade-off level to be able to focus on content. As far as they are slaves of the forms, the content eludes from their focus, of course, almost all teachers are to some extent inclined or mentally forced to mingle lower and higher processing flaws in the scoring and this is one of the problems in doing research similar to ours. Another problem is finding the threshold of trade-off. In short, how much automaticity is necessary for students to shift their attention form to content? Tan (2006) argues that when the focus is shifted from performance in a one-time high-stakes examination to continuous writing development in class, students can experiment with writing outside examination genres, and then they can benefit from the use of the process approach prescribed in their English textbook for writing.

He concluded the findings of the study as Writing skills can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery. The present study results can convince and help them to find a way to improve their writing ability. There may be students with a high degree of knowledge and they may know the answer of a question of a paragraph test, but conversely obtain a low mark from that test because they cannot express their knowledge as the result of writing weakness. Thus it is very important for English or any other language students to have a strong writing ability to show his/her inner information. The finding is in line with Hansen's (2002) which states that academicians and business people view writing skill as crucial, yet increasing numbers of these professionals note a steady attrition in the writing abilities of graduates. The finding also confirms the Alexander's (2008) argued, knowledge may be power, but how one communicates his knowledge is the prerequisite for learning within society. Writing skills are the primary tools for communicating knowledge, especially in educational settings. The capacity to communicate specifically may prove to be an achievement in life chances. On the other hand, the ability to represent oneself well on paper will help him secure a job or higher educational chances after graduation, as one will be more attentive to the significance of the quality of

the presentation of his written work (like a resume and cover letter of a proposal). The way of writing, according to Tan (2010), says a lot about him as a person. He also states that presentation, clearness, and professionalism can help differentiate a person from the others. Further, in the workplace or academic contexts, good writers are exceedingly prized (since so few people can write well). Writing well, thus, opens the door to progress in almost any field a person might opt for in the future. The Importance of EFL Learners' writing Skill: Is there any Relation between Writing Skill and Content Score of English Paragraph Test? And their result concluded in the following way: Writing skills can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery. The present study results can convince and help them to find a way to improve their writing ability. There may be students with a high degree of knowledge and they may know the answer of a question of paragraph test, but conversely obtain a low mark from that test because they cannot express their knowledge as the result of writing weakness. Thus it is very important for English or any other language students to have a strong writing ability to show his/her inner information. The finding is in line with Hansen's (2002) which states that academicians and business people view writing skill as crucial, yet increasing numbers of these professionals note a steady attrition in the writing abilities of graduates. The finding also confirms the Alexander's (2008) belief that argues, knowledge may be power, but how one communicates his knowledge is the prerequisite for learning within society. Writing skills are the primary tools for communicating knowledge, especially in educational settings. The capacity to communicate specifically may prove to be an achievement in life chances.

The finding also confirms the Alexander's (2008) belief that argues, knowledge may be Power, but how one communicates his knowledge is the prerequisite for learning within Society. Writing skills are the primary tools for communicating knowledge, especially in educational settings. The capacity to communicate specifically may prove to be an achievement in life chances. On the other hand, the ability to represent oneself well on paper will help him secure a job or higher educational chances after graduation, as one will be more attentive to the main purpose of the study was to explore and analyze the grammatical errors in English paragraphs in the UAE secondary state school students and to find out the main reasons behind their

continuous occurrence and to find a remedy to minimize committing such types of errors. To illustrate these issues the responses in the two questionnaires of both teachers and students were carefully studied besides the responses of the 5 English supervisors in the interview. The findings and the results of the study will be shown in this chapter. After setting the categories, the researcher chose, based on the literature, the sources of errors that are mainly Interlingua and Intralingua. So, the errors were explained in grammatical terms, and thoroughly examined to find their sources, paying particular attention to L1 transfer, since the researcher needed to address the significance of the quality of the presentation of his written work (like a resume and cover letter of a proposal). The way of writing, according to Tan (2010), says a lot about him as a person. He also states that presentation, clearness, and professionalism can good writers are exceedingly prized (since so few people can write well). Writing well, thus, opens the door to progress in almost any field a person might opt for in the future. Appropriate grammar instruction is the key to effective teaching for EFL teachers. However, in dealing with errors, it is important for teachers to establish what the error is, to establish the possible sources of errors, to explain why they happen because a full knowledge of the causes of an error enables the teacher to work out a more effective teaching strategy to deal with them and finally to decide how serious the mistake is to have a remedial work. To conclude, correlating our learners' abilities in both Arabic and English implies that some of the participants' problems in English writing can be linked to the deep-rooted problems in Arabic writing. It follows from this point that learners of English need also to be taught about the English text awareness rather than transferring. This can be done by guiding learners to look critically and analytically at English texts written by native speakers of English which in turn supports their own writing. Simultaneously, the learners will improve their general language proficiency by following these strategies. However, this study dealt with a limited number of the linguistic aspects involved in writing due to the limitations of space and time. Clearly, there is a great deal of work to be done in this area in the future.

2.7.3.1.1 Potential Source of Errors Learners Encountered When Writing paragraph

2.7.3.1.1.1 Language Transfer

Selinker (1974: 120) isolates five different strategies adopted by learners in inter language building as potential sources of errors, but related to this study, the researcher would like to focus on two types of errors: First, if errors occur as a result of the native language, the process is called "language transfer" or interlingua transfer. These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language. Second, if they can be proved to be a result of "a clear overgeneralization of TL rules and semantic features, then we are dealing with the overgeneralization of TL linguistic material." These are a case of negative intralingua transfer committed later in the learning process.

2.7.3.1.1.2 Teaching Methods

Taking into account the data obtained from the responses of the students in the questionnaire, it has been found that a considerable number of students (28) believe that methods of teaching sometimes plays a role in their weakness in the English writing skill. In my opinion, traditional methods in teaching writing are not appropriate at least in the case of the Emirate students. When looking at the data collected from teachers responses to the questionnaire, it can be understood that teachers in the UAE state schools are still stick to old methods in teaching. When they were asked if they adopt new methods in teaching writing, 6 teachers out of 20 responded seldom and when they were asked if they use supplementary materials in teaching writing 7 responded "never" while one teacher responded "always" On the other hand, in an interview with five supervisors from two different educational zones, all of the interviewees agreed that teachers need to adopt new techniques in teaching the English writing skill. It can be concluded that effective classroom teaching methods play an essential role in developing the students writing skill and traditional teaching methods can be a source of errors in students writings, play an essential role in developing the students writing skill and traditional teaching methods can be a source of errors in students writings.

2.7.3.1.1.3 Lack of Writing Practice

Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students' paragraphs will occur. Based on the data obtained from the two activities and homework are always responsible for their weakness, so their English is blamed for the cause of students' error in writing. 7 out of 20 teachers believe that the writing drills in the school curriculum are not satisfying and 9 teachers said that their students never practice writing on a daily basis. Moreover, 10 teachers said that they sometimes spend enough time on the writing skill in their classrooms. It can be concluded that lack of continuous writing activities may lead to committing more errors in the writing process Eba.M, (2014)

2.7.3.2 Difficulties Faced by EFL Students in Writing Composition

Nataq,T.(2014) studied on Difficulties Faced by EFL Students in Writing Composition at the Iraqi Preparatory Schools. The majority of EFL students face difficulties in writing composition which reflect negatively on their exam results. The researcher has noticed this problem and decided to trace the difficulties they face in order to put an end to them or least to minimize them ; therefore a questionnaire was designed and exposed to a jury of (12) specialists in EFLT. Then the final version was distributed randomly to a sample room the fifth grade from four secondary schools in (Baquba :142) students from the scientific branch and (117) students from the literary branch . The data obtained were processed statistically. Then, the conclusions have been made on the basis of the findings , and the recommendations have been drawn .The research is of great use for EFL teachers especially for those who are novice .

Based on his long teaching experience in the preparatory schools, the researcher has noticed that most students are hesitant and show less self – confidence when they are asked to write a piece of writing (a composition , letter or e–mail) . This impression was supported by a number of surveys of students' test – papers. From these surveys of the students' test papers the researcher has noticed that the majority of the students do not do well in answering the questions of writing a composition , i.e., they either do it carelessly and get low marks or they do not answer it. Some compositions are so bad that teachers cannot decipher them.

The researcher has also noticed that nearly all the students get good marks in oral tests, but they get low marks in written ones. This obviously indicates their weaknesses in writing, especially in free compositions. Tracing such difficulties is very important in order to put an end to them or at least to minimize them. This task should be "insider job" i.e., the teachers who have direct contact with their students.

This study aims at: diagnosing the difficulties EFL students at the preparatory stage face and the weaknesses they have in writing composition . diagnosing the difficulties they face according to the variable of their specialty (scientific branch / literary branch) and realizing the weight of every difficulty they face. The following points have been made on the basis of the findings : The present teaching situation at our schools goes in the same direction drawn by the traditional methods of teaching . Most students lack the ability of self-expression in English. Students at the literary branch is weaker in writing a composition than students at the scientific branch. And he recommended the following recommendations: Language teachers ought to devote more time to writing a composition. It is preferable that language teachers devote , for instance, two periods at the beginning of each school year for explaining the main points about writing a good piece of writing (paragraph , composition , letter and e – mail) . It is felt necessary to draw a distinction to our students between the English spelling and American spelling , formal expressions and informal expressions , writing a paragraph and writing a composition , and text which is just a collection of sentences and a text which is paragraph and writing a composition , and text which is just a collection of sentences and a text which is cohesive and coherent. There should be a considerable balance in teaching between practices on activities which concentrate on fluency and those which concentrate on accuracy . Students need both oral and written practices Language teachers should be patient and tolerant with their students. They should always bear in their minds that a good and successful teacher is like a candle which consumes itself to light the way for others . It is better to change the instruction of the question of writing a composition from (write a composition of about 100 – 120 words on) into (In no less than (15) lines , write a composition on) or write only one page on "....." . Students need support and encouragement to promote motivations and build self – confidence as a psychological Students need support and encouragement to promote motivations and build self – confidence as a psychological therapy to get rid of the "phobia" of

writing. The educational authorities have to encourage good students to join the literary branch to enhance teaching and learning process. The country needs good teachers of English , translators , interpreters , officials at the Iraqi embassies in foreign countries , etc . Good and experienced teachers of English should be nominated by the school administration to teach for the literary branch .

2.7.3.3 Common Grammatical Errors in the English Writing

Taiseer Mohammed Y.(2008) conducted research on the Analysis of the Common Grammatical Errors in the English writing 3rd Secondary Male Students in the Eastern Coast of the UAE. The main purpose of the study was to explore and analyze the grammatical errors in English paragraph and paragraphs in the UAE secondary state school students and to find out the main reasons behind their continuous occurrence and to find a remedy to minimize committing such types of errors. To illustrate these issues the responses in the two questionnaires of both teachers and students were carefully studied besides the responses of the 5 English supervisors in the interview. The findings and the results of the study will be shown in this chapter. After setting the categories, the researcher chose, based on the literature, the sources of errors that are mainly Interlingua and Intralingua . So, the errors were explained in grammatical terms, and thoroughly examined to find their sources, paying particular attention to L1 transfer, since the researcher needed to address the research question: “Is mother tongue interference the major cause for errors in the English writings of Emirati male students?” He concluded the findings of the study as follows: Writing skills can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery. The present study results can convince and help them to find a way to improve their writing ability. There may be students with a high degree of knowledge and they may know the answer of a question of paragraph test, but conversely obtain a low mark from that test because they cannot express their knowledge as the result of writing weakness. Thus it is very important for English or any other language students to have a strong writing ability to show his/her inner information. The finding is in line with Hansen's (2002) which states that academicians and business people view writing skill as crucial, yet increasing numbers of these professionals note a steady attrition in the writing abilities of

graduates. The basic tenets of English grammar. It is the responsibility of both syllabus designers and teachers of English to cater for the students' writing skills. School should include more free and controlled writing exercises that would help improve students writing abilities. On the other hand teachers should vary their teaching methods in order to facilitate and enable their students to write competently. I think errors in students writing can be minimized if modern techniques in teaching writing were adopted. It is clear that the errors in grammar require more attention than the others. Teachers should then be more aware of these types of errors and provide the necessary follow up work to check the problem areas as discussed earlier. However, EFL teachers and researchers cannot ignore error analysis as an important tool by which they can learn more about the psycholinguistic processes involved in the learning of a foreign language. The findings of this study support the claim that Arabic-speaking students commit many grammatical errors when writing paragraphs in English. Errors indicate that EFL students depend on interlingua and intralingua strategies to facilitate learning. Such strategies help in case of perceived linguistic similarities and lead to problems in case of differences. Most of the incorrect grammatical sentences found in students paragraphs were due to intralingua errors. Grammatical proficiency is the foundation of better writing ability. Efficient grammar instruction, especially for adult learners helps EFL students learn English more effectively (Valette, appropriate grammar instruction is the key to effective teaching for EFL teachers. However, in dealing with errors, it is important for teachers to establish what the error is, to establish the possible sources of errors, to explain why they happen because a full knowledge of the causes of an error enables the teacher to work out a more effective teaching strategy to deal with them and finally to decide how serious the mistake is to have a remedial work. To conclude, correlating our learners' abilities in both Arabic and English implies that some of the participants' problems in English writing can be linked to the deep-rooted problems in Arabic writing. It follows from this point that learners of English need also to be taught about the English text awareness rather than transferring. This can be done by guiding learners to look critically and analytically at English texts written by native speakers of English which in turn supports their own writing. Simultaneously, the learners will improve their general language proficiency by following these strategies. However, this study dealt with a limited number of the linguistic aspects involved in writing due to the limitations of space and time. Clearly, there is a great deal of work to be done

in this area in the future. (1991). Therefore, understanding students' learning difficulties and providing and time. Clearly, there is a great deal of work to be done in this area in the future.

2.7.3.4 The Most Common Types of Writing Problems

Zuhour, Y. & Fatima, A.(2015) conducted a research on Exploring the most common types of writing problems among English language and translation major sophomore female Students at Tabuk university. In their studies they stated and developing writing skills are considered a difficult task. Academic writing requires conscious effort and much practice in organization, language use and writing mechanics. There are many factors affecting undergraduate academic writing performance in ESL, like content, vocabulary, composing, developing, and analyzing ideas. Producing an organized, neat and error-free piece of writing has always been the life-long dream and the ambition of all ESL students. The purpose of this study is to explore the most common types of writing problems among English language and translation major sophomore female students at Tabuk University. The study was conducted in the Department of English and Translation at Tabuk University. Forty students participated in this study; they were asked to give a sample of their own writing modules and to answer a questionnaire about what they think the reasons behind the types of writing problems they face when they write in English. The data revealed that Learning and developing writing skills are considered a difficult task. Academic writing requires conscious effort and much practice in organization, language use and writing mechanics. There are many factors affecting undergraduate academic writing performance in ESL, like content, vocabulary, composing, developing, and analyzing ideas. Producing an organized, neat and error-free piece of writing has always been the life-long dream and the ambition of all ESL students. The purpose of this study is to explore the most common types of writing problems among English language and translation major sophomore female students at Tabuk University. The study was conducted in the Department of English and Translation at Tabuk University. Forty students participated in this study; they were asked to give a sample of their own writing modules and to answer a questionnaire about what they think the reasons behind the types of writing problems they face when they write in English. The data revealed that there are different types of writing problems among English language and translation major sophomore female students at Tabuk University. The findings of the study showed that most language problems

which manifested themselves in the students' writing were as follows: grammatical problems in the field of tenses, prepositions, syntactic, subject – verb agreement and the use of articles. Punctuation problems at the level of the absence, the misuse or the addition of punctuation marks Spelling problems in the field of substitution, omission, addition, disordering, segmentation and unrecognizable words. The findings also revealed the reasons behind students' writing weaknesses from their perspectives. As mentioned earlier, this study aimed to mainly explore the language problems made by English language and translation major sophomore female students at Tabuk University when practicing writing. The results of the study indicated that the students faced the following problems when writing: Grammatical problems, Punctuation problems and Spelling problems. The findings also showed the reasons behind the students' weakness in grammar, punctuation and spelling. These weaknesses manifested themselves in the writing skill. The following are the underlying reasons from the students' perspectives.

Teachers use Arabic to simplify the rules and facilitate instruction.

- Teachers teach grammar in isolation from its authentic context.
- Teaching instructions focus on rote rules and memorization.
- Teachers teach grammar items out of context.
- The aim of teaching grammar is to master the grammatical concepts under study.
- Too much focus is given to the correctness and accuracy of linguistic output.
- The primary focus of grammar instruction is given to grammar form.
- Grammar practice is limited.

Concerning the ways the students learned how to use the punctuation items correctly, students emphasized that they did not show any improvement as they progressed from one year to the next. The students gave the following reasons behind their failure in using punctuation marks correctly. The differences between the Arabic punctuation system and the English one Teacher do not teach the punctuation marks within a context. Teachers do not use punctuation marks in their own writing. Teachers do not motivate students to do more practice on using punctuation marks. Spelling is also a challenge for students to master. When asked about the reasons behind their weak spelling, the students gave the following reasons: The difference between the written

and the spoken forms of the target language. Teachers do not teach spelling rules. Lack of practicing reading: the students think that they will be better spellers if they become better readers. Not learning the phonological differences between Arabic and English. Students do not show enough interest in learning spelling. The passive role of the textbooks in enhancing the students' spelling competence and the lack of extra material which allows students to practice spelling further are the main ones.

Based on the results of the study, the following recommendations may be suggested:

1-Teachers should increase the amount of writing assignments for the students in class, during the students' free time, at home, and in their journals.

2- Teachers should give well defined paragraph writing rules (for the thesis statement, introduction, conclusion, transition words, etc...).

3- Students' samples of writings need to be transcribed and distributed to them for correction and analysis; in this way, they would learn from their errors.

4-To reduce students' fear of failure and to motivate them to achieve success, teachers can tell their students that they will not be penalized for errors unless the errors distort their intended meaning.

5- The classroom environment should be friendly, helpful and cooperative enough to help students overcome their writing anxiety.

6- Students should receive clear instructions and sufficient guidance about how to perform the writing task.

7-Teachers should personalize and simplify the topics to make them easier, more interesting and relevant to the students' liking and everyday real-life situations.

8- Writing tasks should be based on the students' needs and ability and relevant to the students' liking and everyday real-life situations.

8- Writing tasks should be based on the students' needs and abilities.

10-Teachers should draw their students' attention to the fact that good writers are basically good readers too.

10-Teachers should draw their students' attention to the fact that good writers are basically.

2.7.3.5 Challenges Students Face in Learning Paragraph Writing Skills

Nyang'au, N. (2014) conducted a research on Challenges students face in learning paragraph writing skills In English language in secondary schools in manga district, Nyamira County, Kenya and summarized the findings of the study as follows: This sub-section gives a summary of the study findings in relation to the objectives of the study. It addresses teaching methods, challenges in learning paragraph writing skills and learning strategies.

2.7.3.5.1 Methods Teachers use in Teaching Paragraph writing Skills

The first objective of the study was to determine methods teachers use in teaching paragraph writing skills. It was established that most frequently used methods in teaching paragraph writing skills include lecture, demonstration and question and answer. Use of these methods encourages rote learning which does not develop students' creativity. They also limit students' participation in the learning process. Thus, process based methods which are considered effective to teaching L2 writing skills such as group work, role play, debate, students' participation in the learning process. Thus, process based methods which are considered effective to teaching L2 writing skills such as group work, role play, debate, peer, teaching and oral presentations are not frequently used by teachers and this may pose challenges to students in learning paragraph writing skills. The findings of this study concur with those of Ahmed (2010) which shows that challenges students face in L2 paragraph writing are partly attributed to teachers' use of traditional teaching techniques such as: lecturing, reading aloud and teacher demonstrations which are frequently indifferent to students' needs.

The second objective of the study was to investigate challenges students face in learning paragraph writing skills. The study results show that content mastery, use of correct grammar and L1 interference are the greatest challenges students' face in learning paragraph writing skills. Other common challenges revealed include: limited vocabulary which leads to strained expression in L2 writing, in adequate teaching and learning resources and lack of adequate practice in paragraph writing. These findings partially concur with those of a study By Farood (2012) on students' difficulties in L2 writing which established that students face difficulties in L2 writing due to a number of factors involved in the learning process such as lack of vocabulary, L1 interference, poor grasp of grammatical structures, incorrect spelling and illogical sequence of ideas.

2.7.3.5.2 Strategies Employed by Students in Learning Paragraph Writing Skills

The third objective of the study was to establish strategies students employ in learning paragraph writing skills. The study findings reveal that students employ a variety of LLS. However, they have a limited knowledge about the use of the range of LLS available to them and thus they tend to depend on individualized LLS such as making and taking notes. They also depend on their teachers a great deal for guidance. Interactive LLS such as group discussions are given a low deal. This creates a situation where learners do not share knowledge and experiences as noted by Richards and Lockhart (2006) who argued that interactive LLS provide constructive knowledge that promotes use the target language efficiently and clearly and on the other hand, absence of appropriate strategies results in low achievement in language.

This study has resulted into three main conclusions as follows: Firstly, based on the findings of this study, it is established that lecture, teacher demonstration and question and answer are the common methods used in teaching L2 paragraph writing skills. According to Badger and White (2000) these methods lead to rote learning since teachers tend to stress on the importance of correct use of grammar, syntax and mechanics rather than developing students' writing competence. Process based approaches such as: group discussion, role play and debate are given relatively little attention in as much as they are effective approaches to teaching L2 writing skills. Therefore, it is logical to conclude that teaching methods teachers use influence the learning paragraph writing skills among students.

Secondly, the study results shows that content mastery, use of correct grammar and L1 interference are the greatest challenges students' face in learning paragraph writing skills. These challenges among others lead to students' low achievement in paragraph writing. This would be partly attributed to expository teaching methods employed by teachers which limit students' participation in the learning process as noted by Ahmed (2010).

Finally, the study findings reveal that students employ a variety of LLS. However, they do not fully exploit these strategies when learning L2 paragraph writing skills. They tend to depend on individualized LLS rather than interactive LLS which promote the sharing of knowledge and experiences as noted by Richards and Lockhart (2006). On the other hand,

the study established that a considerable proportion of teachers do not frequently train students on the use of LLS and this could likely bring about challenges in learning L2 paragraph writing skills. It is, therefore, imperative to note that LLS have a bearing on students' learning paragraph writing skills.

The researcher found it necessary to make some recommendations following the summary, findings of the present research and the conclusions reached. These recommendations could be used to enhance the teaching and learning of L2 paragraph writing skills in secondary schools. Based on the findings of the study, the following recommendations were made: i. Teachers of English should lay emphasis on enhancing communicative competence in paragraph writing among students. This could be done through exposing students to good samples of writing using process based approaches such as group discussion, role play, brainstorming, peer editing and debates in the teaching of writing skills. These have been proven to enhance writing among other methods. Teachers should also be acquainted with the use of ICT paragraph writing lessons in order to help students with different learning abilities learn L2 paragraph writing skills efficiently and rapidly. Workshops should be regularly organized by the Ministry of Science and Technology (MOEST) and Kenya Institute of Curriculum Development (KICD) to equip English Language teachers with skills of coping with students' challenges in second language writing. Teachers of English should train students on the use of classroom interactive learning strategies such as group work, peer review and peer teaching and any other related strategies. Consequently, students will learn more about the range of LLS available to them and put them into use in order to make the learning of paragraph writing skills effective. Similarly, assessment in paragraph writing should be regular, insightful and guiding in order to help students improve on their learning of L2 paragraph writing skills. School management committees should strive to purchase adequate learning resources. Teachers should also make efforts of encouraging students to read widely on a variety of written materials such as newspapers, story books and among others. This will enhance reading which will serve as a basis of promoting the development of writing skills among students.

2.7.3.6 The role of Model Paragraphs in Developing Students Writing Skill

Abdul Rahim, S. (2015) investigated the Role of Model Paragraphs in Developing Students Writing Skills in Malaysian Schools: This study explored teachers' beliefs and their experiences about language writing teaching in the context of Malaysian schools. More specifically, the paper discusses different perspectives that how model paragraphs as a technique can be used to develop students' writing skills effectively. Studies reveal that students in Malaysian classrooms have poor writing skills. The problem is that teaching of writing has been largely based on productive method which produces negative results for the Malaysian graduates. In recent times, a paradigm shift has occurred in language teaching and learning and teachers are turning towards process techniques for teaching writing skills. Despite this new motivation, research shows that teachers in Malaysian school resort to the traditional product approach. The main aim of this paper is to investigate into this phenomena that why teachers still follow the product approach for writing instruction. To investigate into this problem, the paper used systematic review of literature as a technique. The findings revealed that teachers in Malaysian schools use the product method. The research discovered several reasons behind this practice: more number of classes, motivation to cover the syllabus on time and teachers find it easier to provide feedback to students as it saves their time. On the basis of this review, the paper recommends that for effective writing, teachers must provide students with new strategies such as creative writing, self-evaluation and critical analysis practices. To achieve this goal, the use paper recommends the use of model paragraphs as starting point to learn how to write. To the students' needs and proficiency level to make the process writing more effective. The study further concludes that the use of models in teaching writing can be effective, because, the model paragraphs may be used as a starting point for students to learn how to write. Last but not least, there is a perception that those students who obtain good grades in public examinations do not know how to write effectively. They struggle when they enter tertiary education or their professional work place. It can be concluded that teachers must adopt innovative writing techniques such as creative writing, self-evaluation and critical analysis to develop and guide students learn effective writing skills in the form of independent writers. To achieve this goal, the attention should not only be focused on the quantity of A's obtained by students but it should be also on the quality of the 'A' produced for the development of the country and nation.

CHAPTER THREE: 3. Research Design and Methodology

Research design serves as a blue print for conducting a research. Research design focuses more on the end product and the research problem while the methodology focuses more on the process, the tools and procedures to be used in the research (Ary et al (2010)).The design and methodology used for this study are stated as follows:

3.1. Design of the study

A descriptive survey study research design was employed in this study because descriptive survey describes the status of a given phenomenon. Ary et al, (2010) defined that descriptive survey is a method that describes and interprets what exists at present form of practices, effects, attitudes, etc. To assess grade eleven students' paragraph writing practices using document analysis, open-ended questionnaire, and classroom observation. According to Kumar (1996), descriptive design attempts to describe systematically a situation, problem or phenomenon. Therefore, the researcher used descriptive research design since it is important in gathering data of what people think, feel and do.

3.2. Research methodology

The research methodology that was employed in this research was mixed research method as the purpose of the research is to find out the factors affecting the students' paragraph writing. Because of the sampling technique that was employed in this study was stratified sampling lets the researcher used both qualitative and quantitative research methods was employed supporting this Hughes ,et.al .2006 argues " a stratified random sample is a useful blend of randomization and categorization by employing both a quantitative and qualitative pieces of research to be undertaken"

3.3. Description of the study area

The study was conducted in Kemissie preparatory School (grade 11) in this academic year (2010E.C.), which is found in Amhara Region, Oromiya administrative zone, Kemissie Woreda. The school was intentionally chosen for this study because the researcher works as an English teacher of the target school and existing situation would enable her to conduct research on the topic and come up with reliable inquiry.

3.4. Population and samples

The populations of the study were Kemissie preparatory school grade eleven students and EFL teachers. The samples of this study were 40 grade eleven students and their respective 8 EFL teachers.

3.5. Sampling Technique

The sampling technique that was used to select samples for the study was stratified sampling. It was how those strata formed on the basis of common characteristics or being homogeneous within each stratum & most heterogeneous between different strata. Thus, strata were formed purposefully based on the students' past educational achievement & the researchers' personal judgments. The reason why that stratified sampling was employed, because the researcher wanted to include all types of learners such as; high achievers, medium level achievers and low achievers. Accordingly, there were three different strata for the high achiever, mid achiever & low achiever students. To select samples from each stratum simple random sampling was used for the sake of including a sample representative of the whole population in terms of academic achievement and sex. According to Hughes, et.al," in order to obtain a sample representative of the whole population of sex a random selection of subjects from ...groups must be taken. "to keep the sizes of the samples proportional to the sizes of the strata. In addition to this Kothari.C.R. (2004:P63) pointed out

Proportional allocation is considered most efficient and an optimal design when the cost of selecting an item is equal for each stratum, there is no difference in within-stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic. But in case the purpose happens to be to compare the differences among the strata, then equal sample selection from each stratum would be more efficient even if the strata differ in sizes.

This was a total of 40 samples, although the minimum sample size accepted by many researchers is 30 with regard to time and money constraints, the researcher intended to expand the sample size to 40. Because, some participants might have failed to return questionnaires complete. Hence it is advisable to overestimate rather than underestimate the size of the sample required. Hugh, e.tal (2006:105).

3.6. Method of Data Collection

In this study the researcher reviewed related literatures of different researchers. From these researchers work, suitable data gathering instruments were taken and used to collect reliable data for the research. Then, the researchers' instruments/questionnaires were modified and used on the intended samples of teachers and students in Kemissie Preparatory School.

The researcher gathered the data using three kinds of tools. These are observations, questionnaires and document analysis. The researcher modified and employed the questionnaires which were developed and used by other scholars previously. For example, the attitude measuring questionnaire items was adapted from Temesgen(2013). The questionnaire items of teachers' and students' practices were taken from Mohammed (2015).As these questionnaires were tested by the previous researchers; they enabled the researcher to get a relatively reliable data from the participants of the study:

3.6.1. Observations

The class observation was the most effective tool for the researchers' study because it was helpful to see what was happening in the actual classes. The researcher collected the qualitative data for the study through observations. The observations served as a useful tool for looking into the situations in the actual classrooms while the study was being conducted. The researcher was able to examine the reality in the classrooms as to how teachers and students practiced the writing skills.

The researcher used structured observation technique. First the researcher listed the behaviors she needed to observe and check their presence because it was appropriate when the decision problem had been clearly defined. The observer also believed that structuring of the observation was able to increase the reliability of the data by reducing the potential of observers' bias.

Therefore, observation checklist for EFL sample teachers were employed during the classrooms observations. Thus, the researcher observed the EFL classes during the teaching learning of writing skills. The researcher observed 3 grade eleven EFL teachers. Each class period had forty minutes in length. The researcher observed each teacher 3 times on different days while they were teaching the writing lessons. Totally, the researcher conducted 9 observations. The researcher recorded the behaviors carefully and interpreted them accordingly. The observations

were intended to investigate how the actual writing classes and the EFL teachers practiced the writing skills. During the classroom observations the researcher used qualitative data in the form of observation check list adapted from Mohammed amen (2013).

3.6.2. Questionnaire

One of the data gathering tools was questionnaire which was distributed to 8 EFL teachers and 40 students. The items in the questionnaire included both close and open ended types of questions. When preparing the questionnaire the researcher tried to keep it short, interesting and easy to follow. After preparing the questionnaire the researcher piloted it to test whether it gathers the expected and relevant data for the study and during the pilot the participants were asked to forward comments on the questionnaire telling them it was a pilot study so as to use it when preparing the original questionnaire for the research. Supporting this Catherine,(2009) suggests that" when preparing a questionnaire the researcher tried to keep it as short as possible and it would be as interesting as possible and easy to follow...after that the researcher would pilot it to test it out whether it is appropriate to obtain the relevant data required for the entire study. "(Catherine, 2009:317).

Two sets of questionnaires were distributed along teachers and students in order to obtain information from teachers and students regarding their experience of writing paragraph skill in EFL classes. A brief description of these two sets of questionnaires is provided below.

3.6.2.1. Teachers' questionnaires

The questionnaire items were distributed to eight sample teachers .This tool had two parts, in which teachers were expected to give necessary information for the study.

The first part of the questionnaire was closed-ended questions (12 questions)about paragraph writing skill. The second part of the questionnaire was also closed-ended questions (8 questions) which asked teachers to provide the necessary information different aspects of paragraph writing skill lessons.

3.6.2.2. Students' questionnaires

In order to identify the students' attitude towards practicing writing skill in EFL classes, the first part of the questionnaire consisted of closed-ended questions (11). The second part of the

questionnaire was closed-ended questions (9) which asked students to provide the necessary information regarding to paragraph writing skill.

3.6.3. Document and Sample Students ‘Paragraphs Analysis

The selected sample population of the study in the three stratum **N1=6, N2 = 16 & N3 =18** (N1 represents high level achievers, N2 = medium level achievers and N3 = low level achievers in English subject the previous year when learning in grade 10) a total of **40** samples of the study were asked to write a paragraph the students ‘paragraphs were analyzed to identify the errors the learners made when writing a paragraph and each student was asked to write two paragraphs or providing the topic by the researcher or by choosing students their own topic of interest. The reason that the researcher let the students to write two paragraphs was, because that the researcher intended to identify the role of familiar topics for the students' better achievement.

All students were given as much time as possible to complete their task. In addition, to encourage the students to produce well written paragraph, the researcher told them that their paragraphs would be assessed and given sufficient advice not to copy from another individual and they were expected to write their own paragraph. However, 8 students did not write when the researcher looked in to their exercise books. The rest 32 students wrote a paragraph. Later, the problems were analyzed and identified in considering some common and essential features of good paragraph such as organization, unity, paragraph development, grammar, spelling, capitalization and punctuation. During document evaluation, material analysis checklists were used. This checklist were adopted from Carroll (1990) and modified based on objectives of the study.

3.7. Procedure of data collection

The data that was collected using observation, questionnaire and document analysis from all the samples of the study was not being done at a time. Rather it follows the following data gathering procedures. Firstly, the researcher collected sample students ‘paragraphs then she carefully reads again and again to find out what problems the students have to modify the questions in the questionnaire.

Secondly, after gathering the data through document analysis the researcher distributed questionnaire for the samples.

Finally, classroom observation was made for both English language teachers and students during paragraph writing lessons.

3.8. Procedure of Data Analysis

In order to analyze the data collected by using the instruments observations, questionnaires and document analysis, the researcher employed mixed approach. In other words, both the quantitative and the qualitative methods were used to analyze the data. The data obtained from questionnaire were in tables and analyzed quantitatively by using percentage for the sake of clarity. The data from document analysis and observation were analyzed qualitatively considering the data gathering tools, after collecting the data via the data gathering instruments, it was analyzed using descriptive statistics. The data was categorized in to groups and analyzed using frequency distribution graphs. According to Anwar and Bibi categorical data involves categories or groups. It covers the following topics: frequency distribution and graphs (54 John and Vicki) argues that “qualitative research is an inquiry approach in which the inquirer analyses and codes data for description and themes.”Lebeau, (2005) Descriptive statistics describes the characteristics of students, teaching and schools in the sample. If a good probability sample has been drawn, then generalizations (within narrow limits) can be made about the target population. For the quantitative data tables, percentage and numbers was used to analyze the numerical data and followed by descriptive sentences. Then, based on the analyses the researcher interpreted and revealed the findings and provided brief discussion on the findings. Finally, the study work was summarized in the form of abstract and conclusions and then recommendations were provided.

CHAPTER FOUR: 4. Data Analysis and Interpretation

The participants of this study are grade 11 students of kemissie preparatory school. The number of participants included in the study was 40, among them 21 of them were males (52.5%) and 19 of the respondents were female (47.5%). The following table shows the respondents' characteristics with regard to their age, sex, and academic status.

4.1 Analysis of the Closed Ended Questionnaire

The questions in the questionnaire are analyzed using tables, numbers and percentage with descriptive analysis as presented.

Table 2: Students' response on practice paragraph writing both in the classroom and outside the classroom.

Item	Alternatives	Responses					
		Male	%	Female	%	Total	%
Do you practice paragraph writing both in the class room and outside the class room	Yes	6	15	4	10	10	25
	No	15	37.5	15	37.5	30	75

As shown in table 2, 6 males (15 %) of them and 4 female participants (10 %) of them, a total of 10 participants (25 %) of them responded for the question asked do you practice an paragraph writing both in the class room and outside the class room? The majority of the respondents 15 males which is (37.5 %) of them and the same number, 15 females (37.5 %) of them a total of 30 participants (75 %) of them responded No for the same question. This shows that the habit of practicing paragraph writing not only in the class room but also outside the class room is not common among the majority of the participants. This shows that the practice of paragraph writing is neglected by the vast majority of the students in the school due to the fact that the samples are representatives of the whole community of the school.

Table 3: Students 'response on English language teachers encouragement and follow up of the learners' activities during writing session

Item	Alternative s	Responses					
		Male	%	female	%	total	%
Are your English language teachers encourage you and follow your activities during writing session?	Yes	6	15%	7	17.5%	13	32.5%
	No	15	37.5%	12	30%	27	67.5%
	Total	21	52.5%	19	47.5%	40	100%

According to table 3, only 6 males (15%) and 7 female participants (17.5%), altogether 13 participants (32.5%) of them responded that their teachers encouraged them to write paragraph and follow up their activities during writing sessions. The majority of the respondents which are 15 males (37.5%) and 12 females (30%) a total of 27 participants (67.5%) of them responded vice versa, which means their teachers don't encourage them and follow up their activities during writing sessions from the analysis we can conclude that only a few teachers encourage and follow up their students' activities during writing sessions

Table 4 Students response on the sufficiency of the writing tasks available in the grade 11 English text book.

Item	Alternatives	Responses					
		Male	%	Female	%	total	%
Are there sufficient writing tasks provided in the students' text book to let you practice and paragraph writing regularly?	Yes	17	42.4%	16	40%	33	82.5%
	No	4	10%	3	7.5%	7	17.5%

As shown in table 4, 17 males (42.5%) of them and 16 female participants (40%), a total of 33 respondents (82.5%) of the samples responded that there are sufficient writing tasks available in the students' text book to let them practice paragraph writing. On the other hand 4 males (10%) and 3 female respondents (7.5%) a total sum of 7 participants (17.5%) of the participants of the study replied that there are not sufficient writing tasks available in the text book to let them practice paragraph writing for the question asked, are there sufficient writing tasks provided in

the text book to let you practice paragraph writing. From the students responses we can understand that writing, particularly paragraph writing has been given great emphasis in the grade 11 students book that, sufficient writing tasks are provided to let learners practice paragraph writing regularly. In addition to the students’ responses analysis of the grade 11 students’ text book writing tasks are provided below to add supplementary data for the sufficiency of the writing tasks in the students’ text book. It find after analysis of teachers’ responses.

Table 5: Respondents response on whether they have problems in writing paragraph using the four paragraph development patterns or not.

Item	Alternatives	Responses					
		Male	%	Female	%	Total	%
Do you have problems in writing paragraph using the four paragraph development patterns?	Yes	16	40%	15	37.5%	31	77.5%
	No	5	12.5%	4	10%	9	22.5%
	Total	21	52.5%	19	47.5%	40	100%

As indicated in the above table, 16 males (40%) and 15 females (37.5%) a total of 31 participants (77.5%) of them responded that they have problems in writing paragraph using the four paragraph development patterns. Less than 25% of the participants which were 9 in number (22.5%) of the participants which consisted of 5 males (12.5%) and 4 females which is (10%) of the whole participants of the study responded that they don’t have problems in writing an paragraph using the four paragraph development patterns. From the above analysis we can identify that the majority of the students in preparatory school have problems with regard to writing paragraph using the four paragraph development patterns.

Table 6: Respondents response on how often they practice paragraph writing.

Item	Alternatives	Responses					
		Male	%	female	%	total	%
If you practice paragraph writing, how often do you practice a paragraph or paragraphs writing?	Always	1	2.5%	1	2.5 %	2	5%
	Often	3	7.5 %	1	2.5 %	4	10 %
	sometimes	2	5 %	2	5 %	4	10 %
	Rarely	–	–	–	–	–	–

As shown in table 6, only 6 males (15%) and 4 female participants (10%) of them which is a total of 10 participants (25%) of the whole participants responded that they often practice an paragraph writing both in the class room and outside the class room. Only 2 participants (5%) of them which is a sum of a male (2.5%) and a female participant (2.5%) of them responded that they always practice paragraph writing both in the class room and outside the class room. 2 male participants (5%) of them and the same number of female participants (5%) of them, a total of 4 participants (10%) of them replied that they sometimes practice an paragraph writing both in the class room and outside the class room. All together a total of 10 participants (25%) of them practice paragraph writing. The majority of the respondents 30 (75%) of them didn't practice paragraph writing at all. This shows that the habit of practicing writing paragraph is poor among the majority of the students in Kemissie preparatory school.

Table 7: the way teachers give feedback on student written tasks.

Item	Alternative	Responses					
		Male	%	Female	%	Total	%
How your English language teachers give you feedback on paragraph you have written?	Underlining the error on paragraph	4	10%	6	15%	10	25%
	Orally	5	12.5%	4	10%	9	22.5%
	In writing what mistakes I have done on my paragraph or an paragraph	3	7.5%	1	2.5%	4	10%
	Using All the above three ways	9	22.5%	8	20%	17	42.5%

As shown in the above table, 4 males (10%) and 6 females (15%) a total of 10 participants (25%) of them responded that the way their teachers follow when giving feedback on the paragraphs they have written was by underlining the error on the paragraph. 9 of the respondents (22.5%) of them, which consists of 5 males (12.5%) and 4 females (10%) responded orally for the question asked how your English language teachers give you feedback on paragraph you have written? Only 3 males (7.5%) and 1 female participant (2.5%), a total of 4 participants (10%) of them responded that the way their English teachers give them feedback on the paragraphs they have written was by writing what the mistake they have done on their paragraphs. The total number of respondents who responded using all the above three ways which are; underlining the error on paragraph, orally and in writing what the mistake I have done on my paragraph 17 (42.5%). Among them 9 of them (22.5%) were males and 8 of the participants (20%) of them were female participants.

Table 8:the focus of teachers when correcting/assessing their students' paragraph writings.

Item	Alternatives	Responses					
		Male	%	Female	%	Total	%
What does your teacher focus on while correcting/assessing your paragraph and paragraphs?	Grammar, punctuations and spelling errors	8	20%	7	17.5%	15	37.5%
	The organization of ideas in each paragraph of the paragraph you are writing to	4	10%	1	2.5%	5	12.5%
	The unity of ideas in paragraph	1	2.5%	1	2.5%	2	5%
	The use of cohesive devices	-	-	-	-	-	-
	All	9	22.5%	11	27.5%	20	50%

As shown in table 8, 8 males (20%) and 7 females (17.5%), a total of 15 participants (37.5%) of them responded that the focus of their English language teachers when assessing (correcting) the paragraphs they have written are grammar, punctuations and spelling errors. A total of 5 participants (12.5%) among them 4 (10%) males and 1 (2.5%) female participants responded that the focus of their English language teachers when assessing (correcting) a paragraph and paragraph they have written is the organization of ideas in each paragraph of the paragraph. Half of the respondents which includes 9 males (22.5%) and 11 females (27.5%) of the participants responded that all the alternatives provided as criterion such as: grammar, punctuation and spelling, the organization of ideas in each paragraph of the paragraph, the unity of ideas and the uses of cohesive devices were the focus of their English language teacher when assessing (correcting) paragraph they have written.

From the above analysis we conclude that the criterion the English language teachers use to assess (correct) their students' paragraphs varies that they give priority on their own personal judgment as they didn't set a shared criterion to assess (correct) paragraphs written by their students.

Table 9: Respondents response on paragraph written task feedback.

Item	Alternative	Responses					
		Male	%	Fem ale	%	Tota l	%
How does He/she give you feedback?	Underlining the mistake	4	10%	6	15%	10	25%
	Orally	5	12.5%	4	10%	9	22.5%
	In writing the problem briefly	3	7.5%	1	2.5%	4	10%
	All	9	22.5%	8	20%	17	42.5%

As shown in the above table, 4 males (10%) and 6 females (15%) a total of 10 participants (25%) of them responded that the way their teachers follow when giving feedback on the paragraphs they have written was by underlining the error on the paragraph. 9 of the respondents (22,5%) of them, which consists of 5 males (12.5%) and 4 females (10%) responded orally for the question asked how your English language teachers give you feedback on paragraph you have written? Only 3 males (7.5%) and 1 female participant (2.5%), a total of 4 participants (10%) of them responded that the way their English teachers give them feedback on the paragraphs they have written was by writing what the mistake they have done on their paragraphs. The total number of respondents who responded using all the above three ways which are; underlining the error on paragraph, orally and in writing what the mistake he/she has done on his/her paragraph 17

(42.5%). Among them 9 of them (22.5%) were males and 8 of the participants (20%) of them were female participants.

Table 10: Participants responses on the nature of the writing tasks available in the students text book (whether they are process oriented or product oriented or a combination of both)

Item	Alternatives	Responses					
		male	%	Female	%	Total	%
Are paragraph writing tasks provided in the text book process oriented or product oriented or a combination of both orientation?	Process oriented (let you follow the stages of an paragraph writing)	10	25%	6	15%	16	40%
	Product oriented(targeted the end product without following the stages of an paragraph writing)	1	2.5%	–	–	1	2.5%
	A combination of both process and product oriented writing tasks	10	25%	13	37.5%	23	57.5%

Table 10: shows, 10 males (25%) and 6 female participants (15%) a total of 16 participants (40%) of them responded the writing tasks in the textbook are process oriented . only a female participant (2.5%) of the whole participants replied that the writing tasks provided in the grade 11 students text book are product oriented. More than half of the participants, 10 males (25%) and 13 females (37.5%) of them which is 23 altogether (57.5%) a combination of both process and product oriented writing tasks for the question asked paragraph writing tasks provided in the textbook process oriented or product oriented or the combination of both product and process oriented?

Table 11: the focus of teachers when assessing (correcting) their students paragraph writings.

Item	Alternatives	Responses					
		Male	%	Female	%	Total	%
Which areas of your English language teachers focus on when assessing (correcting) your paragraph writing?	Grammar, punctuations and spelling errors	8	20%	7	17.5%	15	37.5%
	The organization of ideas in each paragraph of the paragraph you are writing to	4	10%	1	2.5%	5	12.5%
	The unity of ideas in an paragraph	1	2.5%	1	2.5%	2	5%
	The use of cohesive devices	-	-	-	-	-	-
	All	9	22.5%	11	27.5%	20	50%

As shown in table 11, 8 males (20%) and 7 females (17.5%), a total of 15 participants (37.5%) of them responded that the focus of their English language teachers when assessing (correcting) the paragraphs they have written are grammar, punctuations and spelling errors. A total of 5 participants (12.5%) among them 4 (10%) males and 1 (2.5%) female participants responded that the focus of their English language teachers when assessing (correcting) a paragraph and paragraphs they have written is the organization of ideas in each paragraph of the paragraph. Half of the respondents which includes 9 males (22.5%) and 11 females (27.5%) of the participants responded that all the alternatives provided as criterion such as: grammar, punctuation and spelling, the organization of ideas in each paragraph of the paragraph, the unity of ideas and the uses of cohesive devices were the focus of their English language teacher when assessing (correcting) paragraph they have written.

From the above analysis we conclude that the criterion the English language teachers use to assess (correct) their students' paragraphs varies that they give priority on their own personal judgment as they didn't set a shared criterion to assess (correct) paragraphs written by their students.

Table 12:responses on some challenges that are hindering students not to practice paragraph task

Item	Alternatives	Responses					
		Male	%	Female	%	Total	%
What are some of the challenges that are hindering you not to practice paragraph writing?	Lack of interest	3	7.5%	2	5%	5	12.5%
	Lack of time	--	--	4	10%	4	10%
	Lack of concept on how to write paragraph	--	--	--	--	--	--
	The unfamiliarity of the writing topics provided in the text book	-	-	-	-	-	-
	All	12	30%	9	22.5%	21	52.5%
	Total	15	37.5%	15	37.5%	30	75%

As shown in the above table, 5 of the respondents (12.5%) of them responded that their challenge to practice writing paragraph is lack of interest. And only 4 female participants (10%) of them replied that their challenge to practice paragraph writing is lack of time. When the researcher asked oral questions giving priority to those students who replied lack of time it their challenge to practice paragraph writing. The reason why the researcher gave priority was that because they all are females that she developed an interest whether there was a problem to write paragraph related to sex or not. Accordingly, when asked the oral questions for clarification all of them who replied lack of time as their challenge said that they are busy at home due to the fact that they help their family performing different house chores as each was the only daughter of their families. As a result, they faced lack of time outside the class room. Their being busy at home not only hindering the students to practice writing paragraph outside the class room but also it is

hindering them to practice paragraph in the class room. It is how is that, as they are busy at home they come to school not performing home works and assignments given the previous day including other subjects beyond English so that despite their English subject teachers tell them practice writing paragraph they regularly were un able and prefer to do home works given the previous day even for other subjects. 52.5% of the respondents, which were 12 males (30%) and 9 females (22.5%) of them responded that all the alternatives provided; lack of time, lack of interest, lack of concept on how to write paragraph and the un familiarity of the writing topics provided in the text book are their challenges to practice writing paragraph. One can easily identifies from the above responses is that the alternatives provided as challenges of students to practice writing paragraph are not only belonged to participants of the study but also belonged to other secondary preparatory school students as the sample selection was done giving due attention to make it representative of the whole population.

4.2. Analysis of the Open Ended Questionnaire

The open ended questionnaire was prepared for the sake of gathering data which were relevant for the findings of the study as they let learners express what they feel about paragraph writing and it let the students forward their opinions freely on the relevance and sufficiency of the writing activities provided in the grade11 students text books and the method the English teachers are using when teaching writing a paragraph and longer texts: such as letter writing, report writing and curriculum vita etc. accordingly, the analysis of the responses of the participants on the questions of the open ended questionnaire is provided below.

4.3.1 Students' response on their' paragraph tasks which area their teacher assess

When asked which areas your English language teachers focus on when assessing (correcting) your paragraph writing? 12 respondents (30%) of them responded grammar, punctuations and spelling errors are correct by their teachers. And 8 of the respondents (20%) of them listed the use of cohesive devices are correct their teachers. Half of the respondents (50%) of them replied their English language teachers 'focus on the organization of ideas in each paragraph is corrected for a related question.

4.3.2 Feedback on a paragraph and paragraphs students have written

For question how your English language teachers give you feedback on a paragraph and paragraphs you have written? Learners responses are; 16 of the respondents (40%) responded in writing what mistakes he/she has done on his/her paragraph or paragraphs. 10 of the respondents which are (25%) replied underlining the error on paragraph. The rest which are 14 of the respondents (35%) replied orally.

4.3.3 Ability to organize ideas in a paragraph and paragraphs

According to the responses of the respondents when asked do you have ability to organize ideas in a paragraph and paragraphs in your paragraph during writing activities, half of the participants 20 (50%) replied they have ability to organize ideas in a paragraph during writing activities. But the rest replied vice versa.

4.3.4 Using appropriate cohesive devices at their appropriate place

Among the major challenges the participants of the study have with regard to writing a well-organized paragraph were: indentation problems, lack of unity, problem of organizing into a paragraph, inappropriate use of cohesive devices and writing more than one topic sentence were seen in more than 80% of the sample paragraphs written by the participants of the study.

4.3.5. Major challenges students have in terms of writing a well-developed paragraph

Among the major challenges the participants of the study have with regard to writing a well-organized paragraph were: indentation problems, lack of unity, problem of organizing into a paragraph, inappropriate use of cohesive devices and writing more than one topic sentence were seen in more than 80% of the sample paragraphs written by the participants of the study.

4.3.6 Challenges students faced with regard to grammar, punctuation, spelling and capitalization

According to the responses of the respondents when asked whether grammar, punctuation, spelling and capitalization are their problems when writing a paragraph or not, 8 of the participants (20%) of them responded that they are not their problems when writing both tasks. This implies that, their grammar usage, their punctuation, spelling and capitalization are appropriate. And 10 of the respondents (25%) of them responded although grammar and punctuation are their challenges when writing a paragraph, they have no problems with regard to

spelling and capitalization. More than half of the respondents 22 in number (55%) of them responded that grammar, spelling punctuation and capitalization are hindering them when writing a paragraph. The above analysis of the students' responses shows that most of the students are being challenged by appropriate use of grammar, spelling, punctuation and capitalization

4.3.7. Cause for students' paragraph writing problems

When asked what do you think of the cause for your paragraph and paragraphs writing problems in English? 12 respondents (30%) of them replied because of don't know the four paragraph development patterns such as; descriptive, argumentative, narrative and expository. And 8 of the respondents (20%) of them responded challenges of grammar, punctuation, spelling, and capitalization. Half of the respondents (50%) of them left the question incomplete, which means that they don't know causes as their response for a related question.

4.3.8. Strategies learners use to overcome their paragraph writing problems

More than half of the respondents which are 26 respondents (65%) of them replied that they don't have their own strategies to solve their problems of paragraph writing. On the other hand 14 of the respondents (35%) of them responded that they have their own strategies to overcome their paragraph writing problems. The strategies these respondents have listed were: practice writing a paragraph repeatedly, reading example paragraphs and be familiar on how to write a paragraph using the four paragraph development patterns, how the example paragraphs are organized, how ideas flow in the paragraphs they have read and how appropriate cohesive devices are used and apply to their own paragraph. The other strategy listed by the students was following the stages of a paragraph writing properly etc. were some of the strategies learners use to overcome their paragraph writing problems.

4.3.9. What should English language teachers do to help students develop their paragraph writing skills?

According to the students' responses to the open ended question what do you think your English language teachers should do to help students develop their paragraph writing skill? The most commonly stated suggestions are: the EFL teacher must motivates students to practice paragraph writing regularly, vary his/her method of teaching , arrange a permanent tutorial program for paragraph writing and help the students develop their paragraph writing skill, provide a variety

of topics to arouse interest the interest of the learners, follow up students' writing activities during writing sessions, create awareness on the different paragraph development patterns, improve his/her ways of assessment and feedback on students' paragraphs and he/she must not give paragraph writing tasks as home take assignment due to the fact that learners are exposed to copying as it is likely for learners to copy from modules , books, newspapers and magazines etc. and to let other individuals better than their academic performance write paragraph to them.

4.4 Analysis of the teachers' Questioner

The teachers' response for the questionnaire is analyzed below using tables, numbers, percentage and descriptive words.

4.4.1 Analysis of close ended questions

Table 13: EFL teachers' response on taught written tasks.

Item	Alternatives	Responses	
		No	%
Have you ever taught writing tasks?	Yes	8	100%
	No	--	--

Table 13: as indicated all the participant teachers (100%) of them responded that they have taught writing tasks. But none of the EFL teachers replied no for the given question.

Table 14:the EFL teachers' response on whether there are sufficient writing tasks on the students text book or not.

Item	Alternatives	Responses	
		No	%
Are there sufficient writing tasks(particularly paragraph writing) in the students' text book?	Yes	6	75%
	No	2	25%

As shown in the above table the participant teachers(75 of them) responded that there are sufficient writing tasks in the students' text books but only 2 of the EFL teachers responded No

for the question asked Are there sufficient writing tasks(particularly paragraph writing) tasks in the students' textbook?

Table 15: EFL teachers' response on the students' active involvement during paragraph writing.

Item	Alternatives	Responses	
		No	%
Are the students actively involved on paragraph writing?	Yes	--	
	No	8	100%

As we can see from table15, none of the respondents responded yes for the question asked Are the students' actively involved in paragraph writing? On the other hand 8 of the respondents (100%) of them responded No to the same question asked. This shows that students are not actively participants when writing paragraph.

Table 16: EFL teachers' response on the sufficiency of the allotted time, 40' for a period to write a paragraph following the process oriented approach.

Item	Alternatives	Responses	
		No	%
Is the allotted time which is 40' for a period is sufficient to write a paragraph following the process oriented approach?	yes	--	
	no	8	100%

One can understand from the above table that all of the respondent EFL teachers responded no responded the allotted time for a period which is 40' is not sufficient to write a paragraph following the process oriented approach. This shows that lack of time to write a paragraph following the process oriented approach is a factor which is hindering the students' paragraph writing.

Table 17: EFL teachers' responses on the authenticity and familiarity of the paragraph writing topics in the students' text book.

Item	Alternatives	Responses	
		No	%
Are the topics and writing tasks authentic and familiar with the students?	yes	3	37.5%
	no	5	62.5%

As tried to indicate in the above table, 3 of the respondent EFL teachers (37.5%) of them responded that the topics and writing tasks are authentic and familiar with the students' background. And 5 of the respondents (62.5%) of them responded that the topics and writing tasks are not authentic and familiar with the students' background. It shows that unfamiliarity of the paragraph writing topics are also a factor that hindering students' paragraph writing.

Table 18: EFL teachers' response on the integration of the writing tasks with other skills.

Item	Alternatives	Responses	
		No	%
Are the paragraph writing tasks provided in the students' text book presented integrating with other skills?	yes	8	100%
	no	--	--

As shown in the table 18, all of the EFL respondent teachers (100%) of them responded that the paragraph writing tasks are presented in the students' text book are integrated with other skills. This shows that the tasks are designed following the new trend of teaching English language which is the integrative approach.

Table 19: the frequency EFL teachers ask their students write a paragraph.

Item	Alternatives	Responses	
		No	%
How often do you ask your students write paragraphs?	Weekly	--	--
	Every other week	1	12.5%
	Some times	6	75%
	Rarely	1	12.5%
	Never	--	--

As tried to show in the above table, none of respondents responded weekly and never for the question asked how often do you ask your students write paragraphs? And 6 of the respondents (75%) of them responded that they sometimes let their students write paragraphs. Only one of the respondents (12.5%) of them responded every other week and the same No again(12.5%) rarely for the same question asked.

Table 20: EFL teachers' response on how often they give feedback to students' paper.

Item	Alternatives	Responses	
		No	%
How often do you give feedback to students' paragraph writing work?	Weekly	--	--
	Every other week	2	25%
	Some times	4	50%
	Rarely	--	--
	Never	2	25%

As shown in table 20, 2 of the respondent EFL teachers give feedback every other week, whereas 4 of the respondent teachers (50%) of them give feedback sometimes. And the rest of the respondent EFL teachers responded rarely for the question asked how often do you give feedback to students' paragraph writing work? None of the participants responded weekly and rarely for the same question asked.

Table 21: EFL teachers' response on the type the paragraph writing tasks and activities.

Item	Alternatives	Responses	
		No	%
Are the writing tasks (paragraph writing) process oriented or product oriented?	Process oriented	--	--
	Product oriented	--	--
	Both process and product oriented	8	100%

Table 21, shows that all of the respondent (100%) of them responded that the paragraph writing tasks provided are both process and product oriented.

Table 22: EFL teachers' response on the types of errors students make when writing a paragraph.

Item	Alternatives	Responses	
		No	%
What are some of the errors students' made when writing a paragraph?	Spelling error	6	75%
	Subject verb agreement	7	87.5%
	Misuse of verb forms	8	100%
	Misuse of punctuation marks	8	100%
	Lack of unity	8	100%
	Lack of coherence	8	100%

According to table 22, 6 of the respondents (75%) of them responded that spelling error is among the errors learners made when writing a paragraph. And 7EFL participant teachers (87.5%) of them responded that subject-verb agreement error is also among the errors learners regularly made when writing a paragraph. All of the respondents (100%) of them replied that; misuse of verb forms, misuse of punctuation marks, lack of unity and lack of coherence as errors their students regularly made when writing a paragraph.

Table 23: EFL teachers' response on how they give feedback on students' writing work.

Item	Alternatives	Responses	
		No	%
How do you give feedback on students' paragraph?	Orally	3	37.5%
	By indicating where the errors and letting students' correct themselves	1	12.5%
	In written form	2	25%
	By underlining each error done by the learners.	2	25%

As tried to shown in table 23, 3 of the participant EFL teachers responded that they give feedback to students' paragraphs orally. Only a participant (12.5%) of them replied by indicating where the error is and let the students' correct themselves. And 2 of them (25%) of them responded in written form for the same question. The rest 2 of the participants (25%) of them responded that they give feedback by underlining the error the students' made.

4.4.2 Analysis of the open ended questions

The participant EFL teachers responded that; motivation, lack of background (prior) knowledge, lack of words, lack of practice to write a paragraph, not being interested, negative attitude towards writing skill, the difficulty of the paragraph writing tasks, lack of time to write a

paragraph in a single period, which is 40' in Ethiopian period time allocation when learners write a paragraph following the process oriented approach.

The respondent EFL teachers response for the question; how do you help your students develop their paragraph writing skill? Seems the following they responded that they help their students develop their paragraph writing skill by giving additional tutorial writing class, by arranging home area study group, by assigning one clever student for each group and make them help each other, increasing students' word knowledge by teaching at least 5 new words daily after the regular class session so as to improve their problem regarding lack of words to express their ideas in English.

All of the participant EFL teachers responded that the allotted time for a period in Ethiopian class duration allocation, which is 40' is not sufficient to let learners write a paragraph following the process oriented approach.

The type of problems the students have when writing a paragraph are; misuse of adjectives, adverbs, agreement problem, punctuation, unity, coherence, unrelated ideas, variety and sentence errors like; run on dangling modifiers, misplaced modifiers etc., are some of the errors the students do when writing a paragraph.

The respondent EFL teachers responded that they motivate their students, give tutorial, teach new words, create awareness on the types of paragraphs and on how to write a paragraph, follow up the teaching learning process during paragraph writing session etc. are some of the strategies they use to overcome the students' paragraph writing challenges.

The way the teachers give feedback to students paragraphs are the following such as; give oral feedback, indicating where the error is and let the students' correct by themselves, underlining the error, and giving written comments are some of the ways the EFL teachers use when giving a feedback to their students' paragraphs'.

And among the type of feedback giving all EFL teachers listed indicating where the error is and let students correct themselves is more helpful than the other methods as it lets learners check back and read as well as it is also letting learners involve in the assessment process.

Analysis of the sufficiency of the writing topics, concerning the paragraph writing, which is provided in the students' text book.

The writing topics available in the grade 11 students' text book is provided below with what they intend the students practice.

Unit one

The writing topics provided in unit one is writing a formal letter under B1.7. On page 17 the instruction of this writing task is: Having read CamaraLaya's account of meal time in rural Guinea, write a letter to the outer comparing his account with meal time traditions in your part of Ethiopia. This is a formal letter, but not a business letter; it is more like paragraph in which you are putting forward your point of view. The writing task needs the learners to compare and contrast two meal traditions. Accordingly, it needs learners be familiar with expository paragraph development pattern.

Unit- Two A2.12 Writing: Paragraph

Write paragraph on the subject of ICT in education. Your paragraph can be descriptive. You can also enclose your opinion by making comments on some of the developments you described. Follow the seven steps of paragraph writing. Here under this writing task students need to know how to descriptive paragraph development as they are asked to describe.

B2.4 writing: A report

Look at the graph below and in a small group, discuss the information it shows. Before you start, study the language in the box. Like the formal letter writing in unit one students used expository paragraph development pattern, due to the fact that they were going to write a report which was factual.

Unit-Three B3.6 Writing: Paragraph

Make a rough drawing of yourself like the one below and put your feelings about going to university in each of the thought bubbles.

- Use the ideas in your thought bubbles to write paragraphs about going to universities.
- Follow the seven steps of paragraph writing.

- Your paragraphs should be 250-300 words in length.

In this writing task students used argumentative paragraph development pattern as they were asked to put their feelings.

Revision-One (units 1-3) Writing: Paragraph

What change or invention do you think has had the most important impact on modern life? Write paragraphs giving your opinion on this question. Argumentative paragraph development pattern was used in this activity because students forwarded their opinion to persuade others.

Before you start go back to a33.3 to review the seven stages of paragraph writing

Unit-Four Instruction: Write a review of a film that you have seen. It can be a film you like or dislike.

Write in paragraphs. Expository paragraph development pattern was use as students were asked to give information.

Unit-Five A 5.7. Writing: A good leader page 111

Write a paragraph about what makes a good leader. The paragraph must express your own opinion. You should also justify the points you make and provide examples. Argumentative paragraph development pattern was used in this writing activity because students were asked to **express their opinion and justified the points they made providing examples.**

B5.12. Writing: A Report (page.123)

You are going to write a report on an aspect of the United Nations.

- ❖ Your report must be 400-500 words in length
- ❖ A Report is organized in sections. each section should have an underlined heading and should be numbered
- ❖ Follow the guide lines in the box...

A report is written based on fact and facts are expressed through expository paragraph development pattern. Thus, expository paragraph development pattern was used.

Unit- six A 6.7. Writing: A Leaflet on Fair Trade (page 132)

- ❖ Write a leaflet about fair trade. The aim of the fair trade is to persuade customers in western countries (for example, USA and UK) to buy Ethiopian fair trade coffee.
- ❖ The leaflet should have at least five sections.

The skill of Persuasive writing was needed for this task because the students were expected to write a leaflet on fair trade so as to persuade western countries to buy Ethiopian coffee.

B6.11. Writing: A Business Letter

Imagine that you have heard that a food processing company in the UK is using Ethiopian sea same seeds in the manufacturing of a tahini (A product similar to peanut butter but made with sea same seeds) Write a formal letter to the manager Director to persuade him/her to participate in a fair trade scheme for purchase of sea same seeds. Persuasive (argumentative) writing was used for this writing task as learners need to persuade others in their writing.

Revision-two (units 4-6) Writing (page 150)

Your school is raising money to buy 12 computers. To do this a committee has been formed. You are on this committee and one of your responsibilities is to contact companies and organizations and ask them to sponsor a series of sports and cultural events to be held at the school.

Write a letter to the manager of a local trading company to persuade him/her to sponsor 200 T-shirts for a 10 KMR. Again here persuasive writing was used as the purpose the business letter the students wrote was persuading.

Unit-Seven B 7.8. Writing: A letter of application (page 169)

Instruction: work on your own. Choose one of the jobs described in the advertisement in B7.2 that you would like to apply for and do the following tasks:

1. Write your own CV using Hada's CV as a model. Give as much information as you can about your experience, achievements interest and responsibilities both in school and outside.

2. Write a letter of application for the job you can use Hada's letter as a model. This writing task needs expository paragraphs development pattern as the students were expected to give information about them.

Unit-Eight B8.7 Writing: Paragraph

Instruction: You are going to write paragraphs. Can you recall the seven stages of paragraph writing? If not refer to A2.12

Follow the seven stages; write paragraphs with this title:

Do human beings HAVE MORE TO BE PROUD THAN ASHAMED OF? For this activity knowledge of Argumentative paragraph development pattern is required.

Unit-Nine A9.7 Writing: A Report

Instruction: You are going to write a report on a situation that needs to be changed. Look at the picture on page 201 and list the problems you can see in the picture? A stated earlier a report is written through expository paragraph development pattern due to the fact that it is based on fact.

Unit-Ten A10.5 Writing: A Description (page 227)

Instruction: This picture was taken the day after the Haiti earthquake in the capital, Port-au-Prince. Work on your own. Choose one of the people in the picture and imagine you are that person.

1. Think about the scene from your perspective and make some notes. Include in formations about:
 - Why you are there?
 - What the building is?
 - What happened there?
 - What are you all trying to do?
 - Your feelings and fear
2. Write a description of the scene from your notes

As stated under No.2 descriptive paragraph and paragraph development is required for description but in the description narration was included as the students were asked to describe past incidents. Accordingly both descriptive and narrative paragraph and paragraph development patterns are required for this activity.

A 10.7 Writing: A Report (page 229)

Instruction: Work with your partner and study these statistics. They show worldwide deaths due to three different causes.

Write a short report of one or two paragraphs on the information on the table.

Once again for facts like this one, report learners were asked to use expository paragraph development pattern.

A10.8 Writing: A Formal letter (page 230)

Instruction: about your town or district. What do you think needs to be improved?

Brainstorm some ideas.

Write a formal letter to your local member of the parliament or authority on the situation that you think needs to be improved.

Persuasive writing is needed here as students were expected to persuade someone else.

Unit-Eleven

A11.3 Writing: A Summary (page 244)

Instruction: Use your own notes from the previous lesson about the film industry to write a summary. Facts are written through expository paragraph development pattern.

B11.3 Writing: A Review of a TV show (page 256)

Instruction: Write a review of your talk show. Imagine it is for a newspaper or magazine.

It is providing information and this kind of task needs learners to have knowledge of expository paragraph development pattern.

B11.9 Writing: Formal Letters (page 263)

Instruction: You are going to write a formal letter:

Read the information in the box and then follow the instruction below.

Write to the institute asking for relevant information.

Decide what information you want to know about the course.

These instruction leads the student to write their letter by using expository paragraph development patterns.

4.5. Analysis of sample students ‘paragraphs on the bases of grammar, organization and punctuation and spelling

4.5.1. Grammatical Errors

The grammatical errors identified from the students’ sample paragraphs were: miss use of passive voice, verb tense and form errors, miss use of articles, miss use of demonstrative adjectives, adding –ed/d to irregular verbs to form past and past participle form of the verb, errors of plural forms, incomplete sentences, miss use of adjectives, word order and miss use of prepositions. The frequency and percentage of their occurrence is presented below in the table11.

Table 24: Grammatical errors identified in sample students’ paragraphs

No	Grammatical error	Frequency	Percentage
1	Subject verb agreement	32	80%
2	Miss use of passive voice	27	67.5%
3	Verb tense and form error	26	65%
4	Miss use of articles	20	50%
5	Miss use of demonstrative adjectives	12	30%
6	Adding –ed/d to irregular verbs to form past and past participle form of the verb	8	20%
7	Miss use of plural forms	25	62.5%
8	Incomplete sentences	24	60%
9	Miss use of adjectives	30	75%
10	Miss use of possessive pronouns	18	45%
11	Word order	23	57.5%
12	Miss use of prepositions	28	70%

Below are examples for the grammatical errors listed in the table.

4.5.1.1. Subject verb agreement error

Subject verb agreement error was a common type of error identified in the students sample paragraph or paragraphs. 32 of the model paragraphs (80%) of them had subject verb agreement error. The verb in most of those paragraphs didn't agree with the subject.

E.g. most of the time students will spends their time playing.

The kind of error identified in the above example is that in English for simple present tense verb form the inflection s/es will be added to the verb if the subject is third person singular (he/she/it) having this in mind in the example sentence the subject is the students that is plural noun but the simple present tense form used was spends. The verb must have been used for only third person singulars not for the rest subject pronouns. This shows that the student who wrote the sentence had difficulty to identify when and for which pronouns s/es should be added to verbs.

This problem occurred due to inter lingual transfer of the students' mother tongue; Amharic and/or Afan Oromo. In these two languages of most of the students in Kemissie preparatory school in these two languages the verb must agree to the subject it precedes, that is if the subject is masculine, the verb should respond to it and for feminine too. Similarly for plural subjects plural verbs are used. Look at the following example sentences for the students' mother tongue languages:

Amharic sentences

1. AbebeKoastechawete. (Singular masculine subject)
2. Aster bunatetach. (Singular feminine subject)
3. Ijochukoastechawetu. (Plural subject)

Afan Oromo sentences

1. Abebekossitebede. (singular masculine subject)
2. Aster bunaathugdee. (singular feminine subject)
3. Ijoolichenkoassitebetaane. (plural subject)

In the above Amharic and Afan Oromo languages example sentences one can easily identify that the verbs agreed to the subjects of the sentences. Amharic and Afan Oromo don't add the inflection s/es to verbs for third person singular subjects in simple present tense sentences like English tenses. And the students know that s/es are added to make nouns plural in English. So, they are confused with the addition of s/es to singular verbs due to the fact that in the mother tongue languages plural verbs are used for plural subjects. Thus the reason why the students add s/es to verbs for plural subjects is due to the interference of their mother tongue language and the English language rule of adding s/es to make plural nouns. And when we see the word order the subjects are followed by objects of the three sentences. The verbs in the three sentences come next to the objects of the sentences. The structure is S+O+V unlike English which is S+V+O

4.5.1.2. Miss use of passive voice

When analyzing the students' model paragraph and paragraphs the following miss use of passive voice has identified:

E.g.1. Students are being studied since September x (The students have studied since September)

The problem this student faced is identifying the uses of passive voice as in the example shown for the subject which is the doer of the action he used passive verb forms despite the fact that we use passive verb forms when the subject is receiver of the action.

4.5.1.3. Verb tense and form

Identifying the tense of a verb and form is the major difficulty of the students. The most commonly made mistakes of miss used tenses were: simple present tense, simple past tense, present perfect tense and past perfect tense.

E.g.1. I learn in this class 8 months ago.

When we look the above sentence written by student 31, his problem is identifying which tense to use to talk about actions started in the past and continued to the present. The tense we use for this kind of action is present perfect tense but in the example sentence the student used simple present verb form. And the other problem seen in the sentence is problem of using adverb of time

appropriately. I mean he used the adverb of time ago with the present simple despite we use the adverb with simple past verb forms

4.5.1.4. Miss use of Articles

E.g.1. our environment is the beautiful to mean that (our environment is beautiful.)

The problem of the student who wrote the above sentence miss understanding of zero article, which means no the use of articles in the sentence like the above.

4.5.1.5. Miss use of demonstrative Adjectives

E.g.1. all this actions (all these actions)

The problem of the above student is inability of identifying the uses of the demonstrative pronouns, this (for singular) and these (plural) to indicate nearby objects and that (singular) and those (plural) for objects which are far away from the speaker.

As seen in the above example the student has used the singular demonstrative adjective for plural subjects which the demonstrative adjectives state.

In other sentences of the students paragraph and paragraph some have identified using the plural demonstrative adjectives for singular objects and the problem of identifying the uses of the demonstrative pronouns this and that and these and those are some of the errors identified from the students paragraphs.

4.5.1.6. Adding –d/ed for irregular verbs to make past verb forms

E.g.1. different requirements are putted (put)

The problem of the student who wrote the above sentence is not identifying irregular verbs has their own special forms to make past and past participle verb forms. They don't add –ed/d to make their past and past participle like regular verbs .the problem of the student is generalizing the rule of adding d/ed to make past and past participle verb forms.

4.5.1.7. Miss use of Plural forms

The errors most commonly seen with regard to miss use of plural forms are: using singular verb forms to plural subjects and vice versa.

E.g. the students' always *reads* in the library.

4.5.1.8. Incomplete sentences

E.g.1. the school student

Student 9 of the participants wrote the above as a complete sentence but for a sentence to be complete it must have at least a subject and a verb if the verb is intransitive. When we look the above sentence it is only a noun phrase and noun phrases alone are not sentences.

4.5.1.9. Miss use of adjectives

E.g.1. my father work clever. (Cleverly)

The problem of the student who wrote the above sentence is that she didn't know how to use adjectives, because she confused with an adverb which in the above example she used an adjective instead of an adverb to modify the verb.

4.5.1.10. Word order

The most common word order error identified from the students' paragraph and paragraphs is in ability to identify the sentence structure rules in English which are:

- Subject +Verb (if the verb is transitive)
- Subject+ Verb+ Object
- Subject+ Verb+ Direct Object+ Indirect Object
- Subject+ Complement
- Subject + Object+ Object Complement

4.5.1.11. Miss use of possessive pronouns

E.g.1. My school left (I left school)

In the above example the student used the possessive adjective in place of the subject pronoun. The student was confused to identify that after possessive adjectives the object which was possessed comes.

4.5.2. Organization Problems and Lack of Words to Express their Ideas

The organization problems those students encountered as identified from the sample students 'paragraphs were; indentation problems, problem of organizing their paragraphs into paragraphs and coherence problems are the most commonly seen students' problems that were seen with many of the sample and paragraphs. Regarding appropriate word use the problems identified from the sample paragraphs were; lack of words to express their ideas, repeating of ideas, writing incomplete sentence, unable to write to the topic they were writing about, using meaningless words to their topic and writing ideas irrelevant to the topic etc. were the most repeatedly word use problems of the students identified from the students' paragraphs.

Table 25: Organization Problems Identified from the students' sample paragraphs and their frequency

No	Organization problem	Frequency	Percentage
1	Indentation problem	32	80%
2	Problem of Organizing Paragraphs into Paragraphs	30	75%
3	Lack of unity	29	72.5%
4	Inappropriate use of cohesive devices	30	75%
5	Having more than one topic sentence in a paragraph	20	50%

The organization problems analyzed from the students' paragraphs were: indentation problem, problem of organizing paragraphs in to paragraphs, lack of unity, inappropriate use of cohesive devices and having more than one topic sentence in a paragraph.

Table 26: Word use problems identified from the students' Paragraphs

No	Word use Problems	Frequency	Percentage
1	Lack of words to express their ideas	30	75%
2	Problem of repeating of Ideas	24	60%
3	Writing incomplete sentences	25	62.5%
4	Unable to write to the topic they are writing	18	45%
5	Using meaningless Words	16	40%
6	Writing Ideas Irrelevant to the Topic they were writing about	31	77.5%

As presented in the above table the majority of the respondents 30 (75%) of the students' sample paragraphs had problems of having sufficient words to express their ideas properly and 31 of the respondents (77.5%) of the analyzed sample paragraphs had problems related with writing ideas irrelevant to the topic they are writing. The other word use problem analyzed from the sample paragraphs was writing incomplete sentences. This problem was found on 25 sample paragraphs (62.5%) of them. 24 of the analyzed sample paragraphs (60%) of them had problems of repeating ideas. Those sample paragraphs which had ideas irrelevant with the topic the students were writing were 18 in number (45%) and 16(40%) had using meaningless words.

4.5.3. Punctuation and Capitalization Problems

The punctuation and capitalization problems identified through sample students' paragraphs analysis were; spelling mistakes miss use of capital letters, miss use of commas and full stops and hand writing problems. These problems identified were the problems of most of the sample paragraphs analyzed.

4.5.3.1. Spelling Mistakes

Analyzing the sample paragraphs, the researcher identified that spelling mistakes were the problem of the entire sample (100%) of them each sample paragraph had at least one or two spelling mistakes. But spelling mistake was series among the mid achiever and low achiever students. On average the mid achiever students made six spelling mistakes. In case of the low achiever students the average spelling mistake identified were twelve.

An example of spelling mistakes identified from the sample paragraph written by student 14 of the respondents is provided in the following table.

No	Words Spelt Wrongly	Intended to Mean
1	INviRoment	Environment
2	HaV	Have
3	BeRd	Bird
4	ButiY	Beauty
5	Character	Character
6	Worke	Work
7	Hapy	Happy
8	Filede	Field
9	TiatRiKal	Theatrical

4.5.3.2. Capitalization problems

Capitalization is problem of Kemissie preparatory school students. According to document analysis result many students use capital letters and vice versa. In addition, using small letters at the beginning of a new paragraph and using capital letters in the middle of sentences are typically examples noted in the paragraphs written by sample students. Miss use of full stops and commas were the most serious and repeatedly seen problems of the learners as identified from the sample students' written paragraphs. When the students 'paragraph analyzed students have seen using commas to end sentences and full stops vice versa which let their sentences to be incomplete due to the fact that improper punctuation affects the meaning. The ends of some sentences were unknown as they were not ended with a full stop. And in some sample paragraph the problem of not using commas to list items have identified.

Example:

Generally it is an interesting small comfortable town

(Generally it is an interesting, small and comfortable town)

The underlined words in the example are adjectives. When using adjectives more than two consecutively we use a comma to separate the lists of the adjectives like that of the example provided in the brackets.

The other miss use of comma identified from this same example was that, there is no comma used to separate the word generally from the rest of words in the sentence.

In addition to missing of commas in the example sentence a full stop was missed to end it as we use a full stop to end affirmative sentences.

To put the whole in a nut shell, punctuation problem is not only the problem of the mid and low achiever students but also it is a problem of high achiever students and is affecting meaning of the students' writings.

4.6. Analysis of the Class Room Observation

4.6.1. Classroom Observation

Class room observation was held in three English language teachers in different classes. The observation was held arranging schedules with the teachers based on the annual plan schedule when writing lessons, particularly paragraph writing lessons were the days program.

During the observation an observation check list was prepared and the actual class room situation was observed and registered. During the observation three of the observed teachers started the paragraph writing session writing the topic of the lesson. And in all the three classes the learners practice varied among the students in the class rooms I mean some of the students were eagerly engaged in the writing activity and others were moderately motivated to write paragraph on the topic the teachers provided. To make matters worse there were many students in each class who were not motivated to write and were not practicing paragraph writing.

Regarding the teachers' method of teaching paragraph writing what I have observed was that it was not appropriate to let learners pass through the seven stages of paragraph writing. What the teachers in all the three classes were doing were; they simply instruct the learners to pass through the seven stages of paragraph writing. None of them didn't let the students pass through the seven stages step by step through a follow up activity and what I have observed among the students with regard to passing through the seven stages of paragraph writing was that none of them follow the seven stages of paragraph writing.

All the three teachers' encouragement to let learners bring progress on their paragraph writing was not sufficient and I found it good for nothing, which brought no moral and progress among the students.

During the paragraph writing session all the students were not actively involved in the activities as such expected.

The topics provided in all the three classes were appropriate and fit to the students' background and interest due to the fact that the topics were authentic and the daily practices of the local community.

Regarding the allotted time for the paragraph writing lessons what I always blame is that, it is not sufficient to let the learners write paragraph within 40 minutes (a period in Ethiopian class time allocation) following the process oriented approach as it has different processes which need sufficient amount of time.

Despite the fact that I have seen some students reporting to their teachers that they have finished the writing, all the three teachers were not eager to assess the students' paragraphs and give feedback for improvement. When I discuss the matter with the teachers after the classes what they told me that the time allotted for a period was not sufficient to assess and give feedback on students' paragraphs. When I asked how then they assess their students' paragraph writing performance all of the observed teachers replied to me that they rarely assess paragraphs when they let the paragraph writing task a home take assignment, which is not efficient to improve the students' paragraph wiring skills for they copy from modules, books, newspapers and magazines and they are likely to let other individuals, who are better than them in academic performance write for them. Thus, what I strongly argue is that writing, particularly paragraph writing should

be a class room task being supervised by the class teacher rather than giving paragraph writing tasks as home tae assignments.

4.7. Result and Discussion

4.7.1. Result and Discussion of the Analysis of the Data Gathered through Questionnaire

The trend of practice of writing paragraph both in the class room and outside the class room by the students in Kemissie preparatory school was not efficient. That means learners didn't practice writing paragraphs regularly except some who did it sometimes.

The challenges that were hindering the students not to practice paragraphs writing were: lack of interest, lack of time, the unfamiliarity of the topics provided in the students' text book and lack of concept on how to develop and write paragraphs were the main ones.

With regard to sufficiency of the writing tasks, particularly paragraph writing tasks the analysis of the data shows that there are sufficient paragraph writing tasks in the grade 11 students' text book. In addition to the analysis of the students' responses to the close ended questionnaire, the analysis of the grade 11 students' text book showed that there are sufficient paragraph writing tasks available in the text book. Thus, lack of sufficient paragraph writing tasks is not the case of the students' paragraph writing problem.

Both process and product oriented paragraph writing tasks are available in the grade 11 students' text book. But, the dominant approach which is mostly provided in paragraph writing tasks is process oriented approach in which learners pass through the process of some steps, processes of paragraph writing to reach at the end point, the final version of their paragraph writings.

According to the responses of about 77.5% of the respondents they have problems to write paragraphs using the four paragraph development patterns.

EFL teachers' poor motivation and follow up was one factor for the students' failure to write paragraph using the four paragraph development patterns.

The EFL teachers' limited and specific criteria, when assessing the students' written paragraphs was contributed to the students' paragraph writing difficulties. Beyond the ways the teachers

give feedback the errors the learners made in their paragraphs were also contributed for the poor performance of the students' writing paragraphs.

4.7.2. Result and Discussion of the Analysis of the Open Ended Questionnaire

Most of the participants of the study didn't identify the four paragraph development patterns in spite of the fact that, the paragraph writing tasks available in the grade11 students' text book are deal on the four paragraph development patterns giving equal emphasis to all coverage of the lesson.

Not identifying the four paragraph development patterns is also another factor for the students' inability to write paragraphs.

Grammar and punctuation were also aggravating the students' paragraph writing difficulty although spelling and capitalization problems had little share for the poor performance of the students when writing paragraphs.

The other challenge students have when writing paragraphs is not having their own strategies to overcome their problems of paragraph writing. Nevertheless this problem was not the case of some of the respondents of the study as they had their own strategies they applied to overcome their problem that it decreased the difficulty level of paragraph writing for them. From this experience of the students it is possible to conclude that having own strategy to overcome paragraph writing difficulties greatly decreases the difficulty level of writing paragraph.

4.7.3. Result and Discussion of the Sample Students' Paragraphs

The sample students 'paragraph analysis was focused on organization problems, grammatical errors, punctuation and spelling difficulties.

Lack of flow of integrated ideas (lack of cohesion) is also a factor identified from the students' paragraph writing as a challenge to students to accomplish tasks of paragraph.

To begin with organization problem and lack of words to express their ideas properly was the most challenging problem of the students 'paragraph writing as analyzed from sample students 'paragraph.

Lack of unity, oneness of ideas in the students sample paragraph are also another factor for the students' poor performance of paragraph writing.

The grammatical errors which made the students 'paragraph and paragraphs worse were: subject-verb agreement, miss use of passive voice, verb tense and form errors, miss use of articles, miss use of demonstrative adjectives, miss use of possessive adjectives, miss use of adjectives and miss use of prepositions. The above stated grammatical errors were the most commonly seen errors identified from the sample students' paragraph and paragraphs which are challenges for students when writing both a paragraph and paragraphs.

Punctuation, spelling and capitalization problems are also identified from the analysis of the sample students' paragraph and paragraphs as factors for the difficulty of the students' paragraph and paragraphs writing.

4.7.4. Result and Discussion of the Class Room Observation

The way the teachers introduce and start writing classes were not appropriate to motivate learners so as to engage eagerly in paragraph writing task .The learners' paragraph writing practice varied among the students within a classroom. The teaching, in which the teachers are applying don't let the students follow the seven stages of paragraph writing. And the teachers' encouragement doesn't motivate the students during paragraph writing sessions as it is not appropriate and sufficient. All the students in a class room were not equally active participants and their paragraph writing activity differs among them. Most of the paragraph topics provided in the grade11 students' text book is appropriate and fit with the students' interest and background. The allotted time for a period, which is 40 minutes in Ethiopian schools class time allocation is not enough to write paragraph through process oriented approach, which is the dominant approach provided in paragraph writing activities of the grade 11 New English text book. Due to lack of time to assess students 'paragraphs within a single period, the teachers didn't assess and give feedback on the students' the whole paragraphs unless it is a home take assignment. This shows that lack of proper assessment and providing appropriate feedback are contributing to make the problem of paragraph writing worse.

CHAPTER FIVE: 5. Summary, Conclusion and Recommendation

5.1. Summary

The main objective of this study was concerned assessing the factors that affect the students' paragraph writing in kemissie preparatory school. This objective also further divided in to three splits which deal with the different issues regarding teacher methods/ approaches, source of the factors and causes of the factors.

This study was used mixed approaches both qualitative and quantitative research methods after the division of three strata high achiever, mid achiever, and low achiever students. The target population were 477 grade 11 students out of this population 40 sample students were taken proportionally as.

The data were gathered using three instruments, namely, questionnaire, document analysis and observation check list. The data obtained were analyzed and interpreted qualitatively including quantitative data. The data of the students' were tabulated and analyzed using percentage and description as the given table stated. The open ended questionnaires and the observation feedbacks were expressed in words.

As a result, the majority respondents' finding from questionnaire, observation and document analysis reflected as: a trend of practicing on paragraph in the classroom and outside the classroom was less and not efficient besides the students. The causes appeared as a factor were: students' lack of interest, lack of time to practice paragraph writing, unfamiliarity of the topics, lack of knowledge how to write paragraph, lack of concept on the four paragraph development patterns, lack of students' own strategies , and EFL teachers poor motivation and follow up, limited criteria assessment methods obtained from the study.

5.2. Conclusion

The findings of this research gave evidence to conclude:

- The challenges that were hindering the students not to practice paragraph writing: Lack of time, lack of interest, the unfamiliarity of some of the topics and lack of concept on how to develop and write paragraph using the four paragraph development patterns.
- The students hadn't got their own strategies to overcome their paragraph writing problem.
- Lack of flow of ideas in an integrated manner (lack of cohesion) was a challenge for students, when writing paragraph.
- The most common grammatical errors that the students faced when writing paragraph were: subject verb agreement, miss use of passive voice, verb and form problem, miss use of article, miss use of adjectives, possessive pronouns, miss use of demonstrative adjectives and miss use of preposition were the most commonly shared errors those students had in their paragraph writing.
- Punctuation, spelling, and capitalization were also aggravating paragraph writing problems of students.
- The allotted time which was 40 minute for a period was not enough to write paragraph following a process oriented approach. Due to insufficient time given EFL teachers was unable to assess students' paragraph writing in the class room.
- The teachers' method of teaching (instruction) was also another factor for the students' poor paragraph writing.
- Poor follow up of EFL teachers during the actual paragraph writing sessions was leading many students not to practice paragraph writing. The four major paragraph development patterns have been given equal emphasis in paragraph writing tasks.

5.3. Recommendation

Based on the major findings of the study, the following recommendations are forwarded by the researcher:

- Effective paragraph writing needs repeated practice. As a result students should practice paragraph writing both in the classroom and outside the classroom, so as to avoid unfamiliarity of the topic to bring their interest and to added additional concepts on paragraph writing.
- Learners should also develop their own strategies to overcome the overall problems of paragraph writing and writing skills in general.
- Students should read further model paragraphs and should practice more in order to bring an integrated logically well flow of ideas in their paragraph writing.
- Students should avoid their problems of structure by doing cooperatively with their teachers, and by passing through process oriented teaching approach and shared ideas with partner.
- Poor motivation and follow up is a factor for the students' weak performance of paragraph writing skills, due to the fact that EFL teachers should motivate and follow up the students activities during paragraph writing.
- The EFL teachers' assessment method is also considered as one factor for the students' poor paragraph writing skills. As a result, EFL teachers should vary and improve their assessment methods.
- EFL teachers should also create awareness for the students on the four paragraph development patterns and show them among the students, how to develop paragraph using the four paragraph development patterns.
- EFL teachers should arrange a permanent paragraph writing tutorial programs and helps learners to improve their writing skill.
- Students should look at model paragraphs and apply the four paragraph development patterns those model paragraphs used in their paragraph.
- Curriculum designers should consider the insufficiency of the allotted time for a period to perform paragraph writing tasks and increase the time for paragraph writing sessions arranging a special program.
- Curriculum designers should also consider the matter of making learners familiarize with writing tasks and activities in previous grade.

REFERENCE

- Abdulbin, R.S(2015). *Role of Model Paragraphs in Developing Students writing skills in Malaysian schools.*
- Abdulkarim, N. T. (2014). *Difficulties faced by EFL students in writing composition at Iraqi preparatory school, Al-Fath journal No, 60.*
- Abe, M.(2008) *Exploring the Role of model Paragraphs in IELTS written task tool.* University of Queens land.
- Ahmed, A. H. (2010).*Students' problems with cohesion and coherence in EFL Paragraph writing in Egypt: Vol, 1.Issue to literacy Information and computer education.* Helwan faculty of Education: Egypt.
- Alexander, M.*Good writing leads to good testing.*2008, Retrieved from <Http://www.stickyminds.com/sitewide.ap.s>.
- Anwar,M.&Bibils, *Research methods and skills.*
- Balley, S, ed. *Academic writing.A handbook for international students, 2nded 2000.*
- Barbara,w. (2007 E.C.). *Federal Democratic Republic of Ethiopia, MOE> English for Ethiopia student text book grade 12. 2nd.ed.* India tan printers.
- Abdul, R.S (2015). *Role of Model Paragraphs in Developing Students writing skills in Malaysian schools.*
- Abiy. Y (2013). *High school Students Writing Skills and their English Language Proficiency as predictors of their English Language writing Performance,* Bahirdar University.
- Eba, M. (2014). *Practice and impeding factors in the teaching of English to young learners in the first cycle public primary schools at Nekemte town, western Ethiopia,* Wollega University, Nekemte.
- Catherine, D. (2009). *Introduction to Research Methods, A Practical Guide for Anyone Undertaking a research project, 4th, Ed.*

- Chirissy, w. *general certificate of secondary education (GCSS) English. Eds. Coordination group publications.* Newcastle upon tyne.s.
- Fadhi, I. & Maher, F. (2013). *The Reason behind the weaknesses of writing in English Among pre year students: Vol.14.English for specific World.* Jaibah University.
- Horn by, s. (2010) *Oxford Advanced learners' Dictionary.8thed, Oxford; Oxford University press.*
- Hosseini, m. taghizadeh,m., abedin,m. & Naseri, E. (2013). *the importance of EFL learners writing skill: is there any relationship between writing skills and content score of English test.* International letters of social and humanistic science, Vol, 6, 1-12.
- Hourani, T. M. (2008). *an analysis of common grammatical errors in English writing made by 3rd secondary male students in eastern country of the UAE.* Institute of education. British university in Dubai, Dubai-UAE.
- Hughes, C. *How to Research, 3rdEd, Open University Press, 2006.*
- <http://pcmh.ahrq.gov/page/mixed-method-integration-quantitative-and-qualitative-data-collection-and-analysis> March, 2013.
- Kothari, C.R.(2004). *Research methodology, Method & technique*, (second revised edition) university of Rajasthan, Jaipur (India).
- Ismail, F. B. & Salam, A. B., (2015). *Role of model paragraphs in developing students' writing skill in Malaysian schools.* Medeterliann journal of social science. Vol, 6.No. 251.
- John, M, & Vickigl. *Principles of Qualitative Research; designing a qualitative study.*
- Langan, J (2008). *college writing skills with Readings*, McGraw-hill (7th (-dition)
- Lebeau,s, (2005). *Educational Research someberic concepts and teminowgies* International institute for Educational planning UNESCC.
- Mahfoudhi, A.(1999). *The writing process and products of Tunisian EFL Students* University of Ottawa.

- Marashi,H.&Yavarzades,(2014). *Issues in Language Teaching:using critical discourse Analysis instruction in Argumentative and Descriptive writing.*
- Merga, G. A.(2015).*Assessing the role of students textbook on the problem of writing effective paragraph. Sci. technology arts, Res. J. April-june, 4(2): 272-277. College University, Nekemte, Ethiopia.*
- Mohammed amen, H.(2015). MA thesis assessing students' paragraph writing problems: the case of Bedeno secondary School, Grade 10 English classes in focus
- Monirosadat.H,Mohammed.E,Mohamed.J, Elham.N*In the importance of EFL learners Writing Skill, Is their any relation between writing skill and content score of EnglishParagraphTest?,School of Educational Studies,UniversitySansas Malaysia*
- Myles, J. (2002) *Second language writing and Research: The writing process and error analysis in SS' texts: Vol,6. No2. Teaching English as a second or foreign language queen's University: TESL-ET.*
- Nyasimi, N. B. (2014) *challenges students face in learning paragraph writing skills in English language in secondary schools in Manga district, Nyamira country, Kenya.*
- Natak.t(2014) Difficulties faced by EFL students in writing composition at the Iraqi preparatory school
- Picas, A.1993.*Teaching English Writing:London.McMillan.*
- Robert, D, &Victoria, S, (2004). *Fact langvage arts review. Wilminton, MA.U.S.A*
- Selinker.L(1974) *Language transfer in language learning*
- Tan K.E.,Asia Pacific Journal of Educators and Education(Journal of Educators and Education)(2006)
- Taiseer.M.Y(2008) *An Analysis of the common grammaticaleerrors in the English writing made by 3rd secondary Male students in the eastern coast of the UAE*

Temesgen,E. 2013. *Factors that affect learners' motivation towards the writing skill: The case of Wachemo preparatory school, Hosanna town. Haramaya, Ethiopia. Language arts review.* Wilmington, MA.U.S.A

Solomon, G. *English in use (Eng III).* (2005). Mugor college of distance education, Finfine, Ethiopia.

Zahour.B.Y&FatimaS.A.*Exploring the most common types of writing problems among English language and translation major sophomore Female students at Tabuk University* vol.3.No.2, 2015

www.Times4Writing.com(type of paragraphs:End the confusion)

APPENDIX I: Questionnaire to be filled by students

Dear Student,

First and foremost I would like to express my heartfelt thanks for your willingness to respond for this questionnaire which is intended exclusively for research purpose, as part of my MA study in TEFL in Debre Berhan University . The success of the study depends on your genuine responses to these questions. For each of the questions with options to choose circle the letter of your choice before each question and for the open ended questions write your response on the space provided.

Thank you so much

The researcher

Respondents' characteristics

Grade level _____

Sex _____

Age: A. Below 15 years B. between 15 -20 C. Above 20

1. Do you practice paragraph writing both in the classroom and outside the classroom?
A. Yes B. No
2. Are your English teachers encouraged you to write a paragraph or paragraphs and follow up your activity during writing sessions?
A. Yes B. No
3. Are there sufficient writing tasks provided in the students' textbook to let you practice paragraph writing regularly?
A. Yes B. No
4. Do you have problems in writing Paragraph using the four paragraph development patterns? A. Yes B. No
5. If you practice paragraph writing, how often do you practice a paragraph or paragraphs writing?
A. Always B. Often C. Sometimes D. Rarely E. never

6. How your English language teachers give you feedback on paragraph you have written?
A) Underlining the error on paragraph B) Orally C) In writing what mistakes I have done on my paragraph or paragraphs D) All

7. What does your teacher focus on while correcting/assessing your paragraph and Paragraphs?

- A. Grammar, punctuations and spelling errors B. The organization of ideas in each paragraph and paragraphs C. The unity of ideas D. The use of cohesive devices E) all
Add if any_____

8. How does He/she give you feedback?
A. Underlining the mistake B. Orally C. In writing the problems briefly D. All
If any write please_____

9. Are paragraph writing tasks provided in the textbook?
A. Process oriented (let you follow the process of paragraph writing) B. Product oriented (let you write only the end product not following the processes of paragraph writing) C, Both product and process oriented

10. Which areas your English language teachers focus on when correcting/assessing your Paragraph writing?
A. Grammar, punctuations and spelling errors B. The organization of ideas in each paragraph of the paragraph C. The unity of ideas D. The use of cohesive devices E all
Add ifany_____

- 11.what are some of the challenges that are hindering you not to practice paragraph writing?
A. lack of interest B. lack of time C. lack of concept on how to write bot a paragraph and paragraphs D. the unfamiliarity of the writing topics provided in the textbook
E. All Write here if any_____

12. Which area your English language teachers focus on when assessing (correcting) your paragraph and paragraphs writing?_____

13. How your English language teachers give you feedback on a paragraph and paragraphs you have written?-----

14. Do you have ability to organize ideas in a paragraph and paragraphs in your paragraph during writing activities? -----

15. Can you organize your ideas using appropriate cohesive devices at their appropriate place? Discuss briefly

16. How about writing unified and well developed paragraph? -----

17. Are grammar, punctuation, spelling, and capitalization your challenges when writing a paragraph or paragraphs? Discuss how serious they are?

18. What do you think of the Causes for your paragraph and paragraphs writing problems in English? -----

19. What strategies do you use to overcome both a paragraph and paragraphs writing problems through English language? -----

20. What do you think your teacher should do to help students develop a paragraph and paragraphs writing skills?

APPENDIX II: Questionnaire to be filled by EFL teachers

Dear Teacher:

First, thank you so much for your willingness to fill this questions which are intended exclusively for research purpose, as part of my MA study at Debre Berhan University.

The purpose of this questionnaire is to assess students' paragraph writing problems in the case of Kemissie higher education preparatory school.

Read each question carefully and write the correct response for the following questions. The information you provide is valuable and your genuine responses are very important for the success of this study. Therefore, you are kindly requested to respond realistically.

Thank you for your cooperation

1. Have you ever taught writing course?
A. Yes B. no
2. Is there sufficient writing tasks (particularly paragraph writing) in the students' text book?
A. Yes b. no
3. Are the students actively involved in the paragraph writing task?
A. Yes B. no
4. Is the allotted time which is 40' for a period is the sufficient for learners write paragraphs following the process oriented approach?
A. Yes B. no
5. Are the topics and writing tasks authentic and familiar with the students?
A. Yes B. no
6. Are the paragraph topics provided in the students' text book integrated with other skills?
A. Yes B. no
7. How often do you ask your students write paragraphs?
A. Weekly B. every other week C. Sometimes D. rarely E. Never
8. How often do you give feedback to students' paragraph writing work?
A. Always B. often C. Sometimes D. rarely E. never
9. How often do you ask your students write paragraphs?
A. Weekly B. every other week C. sometimes D. rarely E. never
10. Are the writing tasks (paragraph writing) tasks processes oriented or product oriented?

A. Process oriented B. task oriented C. a combination of the two

11. What are some of the mistakes students made in their paragraphs?

A. Spelling error B. subject verb agreement error C. misuse of verb forms

D. miss use of punctuation mark E. lack of unity F. lack of coherence

12. How do you give feedback on students' paragraph written work?

A. Orally B. by indicating where the errors and letting learners correct themselves

C. In written form D. By underlining each error done by the learners

13. what do you think are some of the reason behind learners not to participate actively in paragraph writing tasks ?-----

14. How do you help learners develop their paragraph writing skill?

15. If the allotted time for a period which is 40 minute is not sufficient to write paragraphs following process oriented approach, how do you solve the problem?

16. What types of problems do they have in writing paragraph? Would you specify their problems categorically?-----

17. What do you think are the major problems hindering your students' paragraph writing? -----

18. What strategies do you use to overcome the students' paragraph writing problems through English language? -----

19. How do you give comment on students' paragraph work? -----

20. Which technique of commenting on students' paragraph writings do you think are more helpful for students' paragraph writing development? Why? -----

APPENDIX-III: Document Analysis

The document analysis is carried out by analyzing students' paragraph. The paragraph is written by the sample students making them to choose one from some alternative topics presented. Then the problems in the paragraphs are analyzed. Some of the following questions are focused for the analysis.

1. Are the sentences, ideas or information in their paragraphs appropriately and logically arranged?
2. Are the sentences in the paragraph talk about one idea and developed well?
3. Is every sentence complete, not a fragment?
4. Do the subject and predicate agree in number in each sentence?
5. Is every word spelled correctly?
6. Are sentences punctuated correctly?
7. Are words capitalized properly?
8. Are all words used correctly?

APPENDIX IV: Check List for Classroom Observation

1. How the teacher introduces and starts the writing class?
2. How the learners practice paragraph writing when they are asked to writing tasks?
3. Does the teacher's method of teaching paragraphs let the students follow the seven stages of paragraph writing?
4. Does the teacher encourage the students when they are writing paragraph?
5. Are all the students actively involved in the given tasks and writing activity?
6. Is the topic provided appropriate to the students' interest and background knowledge they have earlier?
7. Is the given time by the teacher enough to complete writing paragraph by the students?
8. How the teacher assesses and gives feedback for the students' paragraph writing tasks?