Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

An Evaluation of English for Ethiopian Grade 12 Students' Textbook in Cultivating Students' Paragraph Writing Skills with Particular Emphasis on Cohesion and Coherence: Bantu Preparatory School in Focus

By

Tilahun Tulu

A Thesis Submitted in Partial Fulfillment of the Requirements for Master of Arts in TEFL

August, 2015

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Declaration, confirmation, approval and evaluation

Research Title: **An Evaluation of English for Ethiopian Grade 12 Students' Textbook in Cultivating Students' Paragraph Writing with Particular Emphasis on Cohesion and Coherence**

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

<u>Tilahun Tulu</u>	_____	_____
Name	Signature	Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor:

_____	_____	_____
Name	Signature	Date

Co-Advisor:

_____	_____	_____
Name	Signature	Date

Thesis Evaluators:

_____	_____	_____
Principal Advisor	Signature	Date
_____	_____	_____
Co-Advisor	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
Chairperson	Signature	Date

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Abstract

The main purpose of this study was to assess the effectiveness of English for Ethiopian Grade 12 Students' Textbook in cultivating students' paragraph writing with particular emphasis on cohesion and coherence at Bantu Preparatory. Descriptive research design was employed, to conduct the study. Three EFL teachers and 20 students were selected in a systematic random sampling technique. The study employed three data gathering tools: document analysis, semi-structured interview and paragraph writing test. Document analysis was employed to identify whether the textbook has adequate cohesive devices that help students to write coherent and cohesive paragraph. Paragraph writing test was conducted to investigate the factors that affect the cohesion and coherence of paragraph written by students. Moreover, semi- structured interview was conducted with three English language teachers to identify what the English language teachers used to do to help students in writing a coherent paragraph. All data collected using different tools were analyzed qualitatively. The study indicated that the occurrences of cohesive devices with their functions in Grade 12 Students' English Textbook were not sufficient and the paragraphs that the students wrote had problems of cohesion and coherence. The paragraphs have problems of organization, unity of ideas and the students tend to use more conjunctions and references due to insufficient provision of cohesive devices in the textbook that helps students to write cohesive and coherence paragraph writing. In addition, the teachers' activities designed to help students write coherent paragraphs were inadequate. Therefore, the textbook should provide sufficient and appropriate cohesive ties that help learners to join sentences together that keep the flow of ideas between sentences with varieties of activities.

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List of Abbreviations

EFL: English Foreign Language

I, T1, T2, T3: Interview for Teacher 1, 2, 3

ZPD: Zone of Proximal Development

MONE: Ministry of National Education

ELT: English Language Teaching

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

One of the aims of teaching language is to develop learner's competence and skills of language and communication. In a situation where teaching and learning processes are going on, it is necessary to have a teaching material so as to reach the intended goal. Therefore, to facilitate the teaching and learning process, a textbook is a base that guides a teacher and strengths the learners' language competence.

In a circumstance where teachers are going to use a teaching material that is published for the purpose of enhancing the learners' skill of language and communication, evaluation of the material is important whether the material is effective or suitable for the learner. According to Cunningsworth (1995), evaluation of material is necessary to identify the strength and weakness of the text book. Using the material prepared for the purpose of teaching without evaluating it, the intended goal might not have been success as expected. So evaluation of material before, while and after is necessary for the purpose of situating the textbook with learners' need in order to achieve the objective (Cunningsworth, 1995).

The textbook entitled "English for Ethiopia Students Textbook" that is distributed to the preparatory schools of all over Ethiopia by Ministry of Education (MOE) has been in use since 2003 academic year. It has a variety of activities like sentence writing; note taking, report, paragraph, and essay writing which are designed to be practiced in writing sections. Types of writing such as descriptive, narrative, persuasive and expository writing are also designed. Writing has got strong emphasis like that of other skills in this syllabus Grade12 English Syllabus first edition (2003, pp. 132-171). At this point, students are required to practice paragraph writing rather than being engaged with writing at word, phrase or sentence level. Even the students are encouraged to compose a paragraph that has cohesion and coherence.

Cohesion and coherence are important features of good paragraph where an attempt is made to make the text achieve the logical flow of ideas being connected by various language devices. In support of this idea, Mclinn (1988, p.15) says, "Coherence is the relationships of ideas and the capability of those ideas to function together for conveying the meaning". As to cohesiveness, Carter (2000, p.245) describes: "Cohesion is the linguistic relation which is developed between clauses and how the surface linguistic elements of a text are linked to each other in order to create a unified whole text". In attaining both coherence and cohesion, transitions and connectors play a paramount role. Thus, these basic features attempt to maintain the smooth flow of ideas within a particular composition. In order to write effective paragraph, the concept of cohesion and coherence should be clear for the students.

The two fundamental qualities of effective writing- cohesion and coherence- have profound relations in paragraph writing. These important elements are interrelated where one complements the other. Therefore, coherence of a text is achieved through cohesive ties. In composing a paragraph, these excellent qualities of writing have remarkable importance. For example, cohesion and coherence ensure the effectiveness of certain writing by firmly connecting the parts of the text together. This is usually enhanced through various cohesive devices such as connectors and transitional signals which in turn are categorized into micro and macro devices. These devices are used to connect sentences and paragraphs together creating a smooth flow of ideas (Zemach and Rumisek, 2003). On the other hand, these traits of writing keep the readers on the right track while reading the target text. In line with this, Brostoff (1981) suggests that sentences need to be connected to each other. If ideas or sentences are simply put together without being related to one another, it will be difficult or impossible for the reader to understand the sequence. Thus, the more the written paragraphs are coherent and cohesive, the more they convey meaningful message to the readers.

It is hoped that this study shows the effectiveness of the textbook in relation to predefined evaluation criteria of a textbook and it is also expected that the results of this evaluation study reveals the areas that need to be revised and improved in that particular English Foreign Language (EFL) textbook. Furthermore, it is hoped that this study raises the awareness of

textbook writers in considering various criteria for the development of EFL textbooks for all grades in primary and secondary schools.

1.2 Statement of the Problem

Paragraph writing is being practiced by English as a Foreign Language (EFL) learners based on the exercises or activities given in the textbook. Although more of the writing tasks presented in the syllabus require the students to perform writing under process-oriented approach, the students seem incapable of realizing these goals. This is because students have a problem of paragraph organization, particularly of cohesion and coherence.

Moreover, from eleven years of teaching experience at Bantu Preparatory School, evaluating or marking students' paragraph writing skills and discussions with English language teachers, the researcher has learned that students' paragraph writing skills in general and cohesion and coherence in particular is a persistent problem in students' writings. This initiated the researcher to propose a study in this area. In their paragraphs students do not use appropriate connective words. Thus, the connective words used may not signal progression of argument to the reader. Here, there might be absence of transitional signals that leads reader from one paragraph to another within the text. There is also misuse of cohesive ties and underuse of connectors. Therefore, the overall text could become disorganized due to the fact that EFL students may fail to use cohesive devices effectively. So to what extent does the Grade 12 English Textbook help students to practice coherent paragraph writing?

That means, from the researcher's experience, students are poor in making use of cohesive devices in their paragraph writing. In their paragraphs, the information is not appropriately arranged. When students begin writing a paragraph, it seems difficult for them to assemble all useful information, determine what is important, choose what is to be left out and arrange information logically. They also seem to have a problem of dividing ideas into main points, supporting sentences and a concluding sentence. This is to mean that their text has problem of coherence and unity. Their failure to use cohesion and coherence devices might have contributed to their inability of writing effective piece of writing. Unless a paragraph is supported by

cohesive devices, it may not have sense or meaning. Besides, there is less flow of ideas between sentences and paragraphs. In other words, their paragraph contains disconnected sentences which may result in vague and meaningless text (Halliday and Hassan, 1976). Thus, the current study is concerned with identifying the problem of the textbook which students organizing ideas in the paragraph that Bantu preparatory students encounter while writing a paragraph in English.

With regard to local studies, the researcher has not come across a study which specifically aimed at evaluating the textbook in terms of assessing the problem of cohesion and coherence in EFL paragraph writing. There are some local studies conducted in relation to writing. Kefelegn (2003) conducted a research on 'students' academic writing in response to instructors' expectations'. This study focused only on students' academic writing and on the views of instructors. By employing the research tools like questionnaires and interview, the researcher found out that the students lacked necessary writing skills and good command of target language in carrying out the writing tasks and activities adequately. He also attempted to find out that the students have poor background in academic writing skills and lack of training. There is also other study which is conducted by Yonas (1996). This study has shown that students are poor in their academic writing skills in general and paragraph writing skills in particular. In this study, he focused on various problems of students in the area of academic writing and various problems on the general quality of students in paragraph writing. Bakker (2013) also conducted a research on how to write coherent educational paragraph writing and he found out that the paragraphs have flaws in coherence which can be compensated by depth, qualities and implication of ideas. Therefore, these researches cannot address cohesion and coherent problems in students' paragraph. On the contrary, the current study aims to evaluate the textbook with particular emphasis to cohesion and coherence in students' EFL paragraph writing with reference to Bantu Preparatory School.

1.3 Objectives of the Study

1.3.1 Main Objective

The main purpose of this study was to evaluate the effectiveness of the Grade 12 English Textbook with particular emphasis to cohesion and coherence in students' paragraph writing.

1.3.2   Specific objectives

1. To identify the usefulness of the textbook in terms of cohesion and coherence in paragraphs written by students.
2. To explore the assistance provided by English language teachers to help students in writing a coherent paragraph.
3. To identify factors that reduces the cohesion and coherence of students' paragraph writing.

1.4   Research Questions

In order to attain the above objectives, this study attempts to answer the following questions:
1. To what extent does the textbook help students to write coherent and cohesive paragraphs?
2. What do English Language teachers do in using the textbook to help students write coherent paragraphs?
3. What are the factors that reduce the cohesion and coherence of paragraphs written by students?

1.5   Significance of the Study

This study aims to evaluate the effectiveness of the Grade 12 English Textbook with particular emphasis to cohesion and coherence in students' paragraph writing. This study has significance for both teachers and students.

It contributes for the teachers in evaluating students writing performance with particular emphasis to cohesion and coherence. It also informs the EFL teachers of the school about the factors affecting students with cohesion and coherence in paragraph writing, and provides teachers with information in order to find overcome the student's problem with cohesion and coherence in writing. Besides, the study provides teaching implications for EFL teachers to the procedures teachers follow while teaching paragraph writing and the teaching materials to be used in dealing with cohesive devices and coherent elements.

Moreover, it may also help EFL students to develop the awareness of using various cohesive devices such as conjunctions and transitional signals in writing paragraph. It also creates awareness about how to write coherent paragraph. Furthermore, it serves as a supporting document for reference in the area.

1.6 Limitations of the Study

Evaluation of textbook requires a critical analysis of every unit by a group of experts. It would have been better and more effective if a good number of experts were included in the study to gather sufficient for the generalization to be more reliable. Another limitation of this study was subjective interpretation and analysis of data by the researcher created a problem of biased. Therefore, it would be advisable to use standard checklist prepared by scholars.

1.7 Delimitation of the Study

This study was conducted at Bantu Preparatory School. This particular school was selected because the researcher has been teaching in this school for eleven years. Writing is of many types, but this research focuses only on paragraph writing in a specific way. Other types of writing are beyond the scope of this study. Accordingly, the study was delimited to evaluate Grade 12 English Textbook with particular emphasis to cohesion and coherence in students' paragraph writing, to explore the assistance provided by EFL teachers to help students in writing coherent paragraph and to identify factors that reduce the cohesion and coherence of paragraphs

written by students. Finally, this study was restricted to only 3 EFL teachers and 20 students as its informants.

1.8   Operational Definition of Terms

❖ **Evaluation:** is insuring ELT textbook can effectively facilitate the attainment of our teaching objective, and at the same time, be economically viable to teachers and students.

❖ **Cohesion**: is the linguistic relation that is developed between words, phrases, clauses, sentences and how the surface linguistic elements of the text are linked to each other in order to create a unified whole text.

❖ **Coherence**: is the relationships of ideas and the capability of those ideas to function together for conveying the meaning

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter discusses concepts of writing skill, the concepts of paragraph writing, the cohesion and coherence in writing with their definition, types of cohesive ties, the relationship between cohesion and coherence, factors affecting cohesion and coherence in writing paragraph, and how teachers help students in writing a coherent paragraph.

2.1 Writing Skill

Different scholars define writing in nearly from the same perspectives. For instance, Byrne (1988) define writing as a process of putting ideas into words to the target reader in mind. Similarly, McDonough and Shaw (1993) consider writing as primarily message oriented. These scholars delineate that writing is a meaningful process that should be addressed to readers. Writing is also a means of exploration and discovery, and today, more than ever, being able to write well is a vital skill people all over the world communicate, exchange information and conduct business immediately across the environment (Kelly and Lawton, 1998). These are some reasons we want to master the skill of writing and help learner to master it.

However, Mastering-writing skill is not as easy as we might think because of its nature and different factors related to it. As Grabe and Kaplan (1996) stated, unlike that of speaking, writing is mastered through learning. From this, we understand that learning to write is subject to formal instruction as opposed to speaking which has more chance than writing out of the formal learning situation. As compared to speaking, writing requires much more care, patience, skill and cooperation in its learning. Hedge (1988), for instance, explains that effective writing requires a number of things. These are a high degree of organization in the development of ideas, a high degree of accuracy to avoid ambiguity, the use of complex grammatical devices for focus and emphasis a careful choice of vocabulary etc. It is addressing the problems that scholars are much concerned with the need for much practice in its learning.

2.2 Paragraph Writing

Paragraph writing is an act of composing a text using different words, phrases, clauses and sentences. It is the basic unit of organization that consists of several sentences which are arranged together. These groups of sentences together discuss one main idea. Oshima and Hogue (2006) stated that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. Similarly, Rajatanun (1988) states that a paragraph is a unit of writing which expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements. As, Hart and Reinking (1990, p. 11) claim, "writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make such compositions as letters, reports, and college themes."

A paragraph has basically three most important parts (Reid, 1994). These three parts are the topic sentence, body sentences, and the concluding sentence. A topic sentence usually comes at the beginning of a paragraph which is usually the first sentence in a formal paragraph. It is also believed to be the most general sentence in a paragraph. The other sentences are called supporting sentences. This is because they explain the idea mentioned in the topic sentence. Paragraphs often have more supporting ideas and a concluding sentence, which concludes the information that has been presented in the paragraph.

These different elements are combined to form one complete meaning in the paragraph. Thus, these elements must be presented in logical order by using transitional signals or linking words which indicate the relationship between the ideas in the text. Similarly, O'Donnell and Paiva (1993) provided more details about the essential parts for paragraph writing which include a topic sentence, supporting sentences for details, logically ordering and a concluding sentence keeping its unity and coherence using logical connectors. To restate the major point in the paragraph, students may use a concluding sentence. The concluding sentence summarizes the text, offers a solution to the problem, predicts a situation, makes a recommendation, or states a conclusion (Reid, 1994).

In addition, Anchale and Pongrat (2008, p. 39) state some components of paragraph that could help for the correct arrangement of ideas in the paragraph:

> Unity and coherence are also the main components of a paragraph, together with the main idea and the supporting details. Even when a paragraph is unified, and the topic sentence is well supported, the paragraph can still "sound" choppy unless the writer uses cohesive devices to make the paragraph smoother. Coherence means, "To stick together." In writing, it means that one idea flows smoothly into the next.

Consequently, to have a coherent paragraph, students keep unity of the paragraph, the paragraph which is expressed by the relationship between sentences in the paragraph and use different cohesive devices that are used to fix sentences together for the signal of flow of ideas in the text. Generally, producing a paragraph is combining different sentences using different cohesive devices to build the central idea which is anticipated to be delivered and summarized using concluding sentences.

2.3 Cohesion and Coherence in Writing

Cohesion and coherence are the two basic elements in writing. The concepts of these elements are directly related with textual of a text (Halliday and Hassan, 1976). They believe that the primary determination of a set of sentences that constitute a text depends on the cohesive relationships within and between the sentences which create texture. Therefore, they think that only text should have a texture. Concerning this, Halliday and Hassan (1976) suggest that the text has a consistence and this is what distinguishes it from something that is not a text. In this regard, the texture is provided by the cohesive relation. They define cohesion as the relations of meaning that exist within the text and that define it as a text. It is shown in the ties that exist between the preconditioned and the preconditioning item. Moreover, Martin (2001, p. 37) states that "tie is the relationship between an item and the item it presupposed in a text." It is also called a cohesive tie. So, cohesion is showed in the ties that exist within a text.

There are two ways of making and producing coherent passages. This can be done by managing the flow of information. To do this, first, we should put the ideas at the beginning of the sentences that you have already mentioned, referred to or implied or concepts that you can reasonably assume your reader is already familiar with and will readily organize. Secondly, we should put the newest and the most surprising and significant information that you want to stress at the end of the sentence. Moreover, the writer should begin well his essay because to begin well a sentence is surely harder than to end it well. Hence, to begin a sentence, we have to organize the elements that occur early to connect a sentence to the preceding one by using the transitional signals such as, 'and', 'as', 'as result', 'therefore'. Moreover, we locate the action in place and time by using words like 'then', 'later', 'after'. Besides, expressions like fortunately, perhaps are used to judge what follows in a sentence.

2.3.1 Definition of Cohesion

In relation to EFL essay writing cohesion, various scholars agree that cohesion, on the macro level is related to linking ideas whereas on the micro level, it is concerned with connecting sentences and phrases. The concept of cohesion is a semantic one which refers to a text (Halliday and Hassan, 1976). Many scholars have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. However, for cohesion sentence be fragmented and would result in a number of unrelated sentences. Moreover, cohesion can also be defined as the set of internal semantic relations that build it and stated the concept of cohesion as a semantic one. It does not concern the global meaning of a text but it is concerned with how the text is constructed as a semantic building. The inter sentence cohesion is the most important aspect in cohesion. Halliday and Hassan (1976, p. 4) point out that:

> Cohesion relations have in principle nothing to do with sentence boundaries. Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it: but its location in the text is in no way determined by the grammatical structure of the two elements, the presupposing and the presupposed, may be structurally related to each other they may not.

A paragraph is cohesive if the sentences are well structured, well linked together and unnecessary repetition. Cohesion can be thought of as all the grammatical and lexical links that connect one part of a text to another. This includes use of synonyms, pronouns, verb tenses, time reference, grammatical references that refer to an idea previously mentioned and sequencing words.

2.3.2 Definition of Coherence

Coherence and texture is understood as a similar concept. Therefore, coherence or texture is the combination of semantic arrangement of register and cohesion (Halliday and Hassan, 1976). Coherence in written text is a complex concept, involving different ways arranging words and sentences (John, 1986). In addition, John (1986, p. 33) coherence is defined as "the organization of text with all elements present and fitting together logically.'' This means that a coherent essay consists of an introduction, a thesis statement, support sentences and a conclusion.

Furthermore, coherence refers to the functioning of the text as a unified whole and the relationships of ideas that function together for conveying the meaning (Mclinn, 1988). In reality, any piece of writing is considered coherent if it is understandable, follow a clear line in presenting facts, arguments and avoid statements which are incomprehensible for the reader. This indicates a strong connection between the text and the reader concerning coherence. So, the writers are expected to cut what is irrelevant or intelligible for the reader. In line with this, Kiss (1995) stated that any piece of writing could be coherent if the writers know their subject and audience well and make intelligible to the readers. As Oshima and Hogue (2006) indicated that, there are four ways to make a text coherent. These are repeating key nouns, using consistent pronouns, using transition signals to link ideas and, arranging the ideas in logical order.

Halliday and Hassan (1976) prefer the term texture to coherence. They believe that coherence or texture is the combination of semantic arrangement of words and sentences. They also believe that coherence does not lead to cohesion; rather cohesion ties lead to coherence. Halliday and Hassan (1976) seem to claim that mere coherence of content is insufficient to make a text

coherent: rather there must be some additional linguistic property, such as cohesive ties that contributes to the coherence of a text.

It has been wrongly believed that we understand the meaning of any text depending on the words and structures of the sentence only. Brown and Yule (1983) point out that one of the pervasive illusions which persist in the analysis of language is that we understand the meaning of a linguistic massage solely in the basis of the words and structures of the sentence to convey that message.

It is not only enough for the writer to write perfect grammatical sentence to be understood but also he/she should apply the suitable information, well- formed and empty of fragmentation. Brown and Yule (1983) suggest that when a writer has produced a perfectly grammatical sentence from which we can derive a literal interpretation, we would not claim to have understood, simply because we need more information.

2.4 Types of Cohesive Ties

Cohesion, as defined earlier, is a set of linguistic devices which connect ideas making explicit the semantic relations underlying them (Halliday and Hassan, 1976). These scholars provided the commonly used type of cohesive devices or ties. They classify cohesion into two major categories: grammatical and lexical. The former consists of five cohesive devices. These are reference, conjunction, ellipsis, substitution and lexical cohesion. According to them, these categories provide continuity from one sentence to another and make practical the analysis.

2.4.1 Conjunction

Conjunction is a device that makes explicit the semantic relation that exists in a text. Conjunction is achieved to have grammatical cohesion in texts which show the relationship between sentences. As Nunan (1993) points out, they use features to refer to the order to make relationship between sentences extremely understood. Halliday and Hassan (1976, p. 226) describe it as follows:

In describing conjunction as a cohesive device, we are focusing attention not on the semantic relation as such, as realized throughout the grammar of the language, but on one particular aspect of them, namely the function they have of relating to each other linguistic elements to occur in succession but are not related by other structural means.

Liebere (1981) considers reference and conjunction as the two most common areas in which students face difficulty. This type of cohesion does not need definite element in a situational context or text for its interpretation; therefore, it has its own internal meaning. Halliday and Hassan (1976) point out those conjunctive elements are not cohesive in themselves but indirectly by the result of specific meanings. They are not primarily devices for reaching out into the preceding text but they express certain meanings, which preconditions the presence of other components in the writing. Moreover, this type of cohesion consists of additive which include 'and, or, furthermore, similarly, in addition', contrastive devices such as 'but, however, on the other hand, nevertheless, yet' causal devices like 'so, consequently, for this reason', it follows from this and sequencing words like,' then, after that, an hour later, finally, at last.'

Furthermore, Baker (1992) asserts that conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following sentence or clause by using cohesive ties which relate a sentence, a clause or a paragraph to each other. Further he explains that:

Conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before. Conjunction expresses one of a small number of general relations. The main relations are … additive (and, or, also, in addition, furthermore, besides, similarly, likewise, by contrast, for instance), adversative (but, yet, however, instead, on the other hand, nevertheless, at any rate, as a matter of fact), causal (so, consequently, for, because, under the circumstances, for this reason), temporal (then, next, finally, after that, on another occasion, in conclusion, an hour later, at last), and continuative (now, of course, well, anyway, surely, after all) (Baker, 1992, p. 191).

2.4.2 References

Reference is advice that reminds the reader an element that has been mentioned in the text. It is also one of the options the grammar of English offers creating surface links between sentences. Reference cohesion constitutes items in the English language. Instead of being interpreted semantically on their own, make reference to something else for their interpretation is essential, (Halliday and Hassan, 1976). This type of cohesion includes the following types of pronouns. These are personal pronouns (I, my, you, he, she, it, they, we, our, ours, us, etc.), demonstrative pronouns (this, that, those, these), adverbs of location (here, there), and adverbs of time (now, then, before, after, earlier, sooner) and articles (a, an, the). There are also other important references which are often used in writing. This includes relative pronouns such as who, which, whom, why. According to Halliday and Hassan (1976) references could also be divided in to three types. These are anaphoric reference, cataphoric reference, and an exophoric reference. This is because simply when we refer to a given item, we expected the reader to interpret it by either looking forward, backward, and outward. Halliday and Hassan (1976) define anaphoric reference as the element that presupposes for its interpretation of an element that occurred earlier in the text. That is to mean anaphoric reference is one of the activities, which involve looking back in the text to find the referent whereas cataphoric reference looks forward for their interpretation. They also state cataphoric reference as words that presupposes for its interpretation of an element that follows in the text and an exophoric reference as words and phrases which presupposes for its interpretation something outsider the text. In other words, exophoric reference involves exercise that requires the reader to look out of the text in order to interpret the referent. The reader, thus, has to look beyond or out of the text with a shared world between the reader and writer. "Exophoric reference directs the receiver 'out of' the text and into an assumed shared word," (McCarthy, 1991, p. 41).

2.4.3 Ellipsis

Ellipsis is the omission of an elements that has been referred to earlier (and, rarely, an element that will occur after) in the text which are still understood. In line with this, Kennedy (2003, p. 324) indicates "ellipsis is the process by which noun phrase, verb phrase, or clauses are deleted

or "understood" when they are absent." In other words, this type of cohesion refers to omission of a repeated word or phrase such as skipping of nouns, verbs, and predicate adjectives. Thus, omission of these elements can be recovered by referring to an element in the preceding text. "Words are deliberately left out of a sentence when the meaning is still clear,'' (Harmer, 2004, p. 24). Carter (2000, p. 182) also states that "Ellipsis occur in writing where usually functions textually to avoid repetition where structures would otherwise be redundant." Similarly, ellipsis is the omission of a word or part of a sentence. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text (Nunan, 1993, p. 25). According to Halliday and Hassan (1976), ellipsis is divided into normal, clausal, and verbal ellipsis. These scholars states that normal ellipsis occurs when a noun or a noun phrase is presupposed in text. This means ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun. Clausal ellipsis occurs when both a noun or a noun phrase and a verb, or at least part of a verb phrase, is omitted. It is mostly seen in a dialogue yes/no questions. Verbal ellipsis occurs where a verb phrase is presupposed.

2.4.4 Substitution

Substitution refers to the replacement of an element (one word or phrase) in the text. Halliday and Hassan (1976) state that substitution takes place when one feature (in a text) replaces a previous word or expression. Besides, substitution cohesion is considered as a relation of sense identity rather than a relation of reference identity. This type of cohesion includes verb substitutes and clausal substitutes. It is important to mention that substitution and reference are different in what and where they operate, thus, substitution is concerned with relations related with wording. Whereas, reference is concerned with relations related with meaning. Substitution is also a way to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence. In terms of the linguistic system, "reference is a relation on the semantic level, whereas, substitution is a relation on the lexicon-grammatical level, the level of grammar and vocabulary, or linguistic form," (Halliday and Hassan, 1976, p. 89).

So, we can substitute nouns, verbs and clauses. Kennedy (2003) points out there are three types of substitution nominal, verbal and clausal. Similarly, as stated in Ramasawmy (2004) substitution can be divided in to subcategories such as normal substitution, Verbal substitution and clausal substitution. Normal substitution occurs where the presupposed element is a noun or a noun phrase. This means the noun or a nominal group can be replaced by a noun. Verbal substitution occurs when the presupposed element is a verb or a verb phrase. This means the verb or verb group can be replaced by another verb. The presupposing element which indicates the substitution is usually the verb to do. Clausal substitution occurs where the presupposed element is on entire clause. The most frequent presupposing element affecting this kind of substitution is' so.'

2.4.5 Lexical cohesion

Lexical cohesion occurs when two elements relate semantically in some way. Halliday and Hassan (1976) indicate that cohesion, an inter-sentential property of a text, is achieved through texture and through specific features given to it by the text. It means lexical cohesion is created for the choice of a given vocabulary and the role played by certain basic semantic relations between words in creating the text.

Halliday and Hassan (1976) maintain that unlike reference, and ellipsis, lexical cohesion is not associated with any special syntactic clauses of elements. It is therefore, the most open ended and slightest adequately defined of the five types. In lexical patterning, successive sentence can be expected to reveal relationship through their vocabulary. As stated by Halliday and Hassan the relationship between sentences in a paragraph can be demonstrated through repetition of a word or phrase, synonyms, antonyms, hyponymy and collocation. Al-Jarf (2004) maintains that this type of cohesion includes lexical reiteration, lexical sets and lexical collocation. Reiteration includes repetitions, general nouns, and synonyms.

Collocation is the tendency of some words to co-occur together. The syntactic relations of words in which we have a combination of words by expectation: I.e., we predict the following items of a given combination by looking at the first item. The co-occurrence of certain words is from a

chain to insure unity and centrality of the topic of this text. These words in chain are from the lexical cohesion of the text. Nunan (1993, p. 28) argued that:

> Lexical cohesion is, in many ways, the most interesting of all the cohesive categories. The background knowledge of the reader or listener plays a more obvious role in the perception of lexical relationships than in the perception of other types of cohesion collocation patterns, for example, we only perceived by someone who knows something about the subject at hand.

Thus, collocations can be words used in the same context, or it can be words that contribute to the same area of meaning (Kennedy, 2003). For example, a text dealing with the chemical treatment of food contains lexical chains such as: fruit, skin, citrus, lemon, orange, chemicals, products, laboratories…etc. These words can be said to belong to the same register and contribute to the same topic. According to Boardman and Freedenberg (2002) cohesion provided other cohesive devices for making all supporting sentences stick together.

> There are many ways to make a paragraph coherent. One-way is to use linking words. There are many kinds of linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and the transitions are common types of linking words. They are words or phrases that help to link sentences to one another (p. 36).

2.5 The Relationship between Cohesion and Coherence

Cohesion and coherence, the two important qualities of effective writing have profound relations in paragraph writing. In line with this, Halliday and Hassan (1976) define the coherence as a semantic unit and cohesion as the set of internal semantic relations that build it. They also define the two concepts: cohesion as a semantic one that refers to relations of meaning that exist within the text and that define it as a text. Moreover, Halliday and Hassan (1976, p. 1) establish the fact that the two concepts (cohesion and coherence) are interrelated "cohesion is an indicator of textual coherence." This is to mean that coherence of a text is achieved through cohesive ties.

They also believe that there is a strong relationship between cohesion and coherence. They consider a text as a "unit of language in use" (p. 1). This implies the point that distinguishes a text from a noun- text is its consistency. These scholars maintain that the texture is provided by the cohesive relations that exist between certain linguistic features that are presented in the passage and can be identified as contributing to its total unity. The consistency of a text is shaped by the cohesive ties.

Various scholars suggested the relation of these two terms. For instance, Ramadan (2003) stated and tried to prove that there is a relationship between cohesion and coherence. He relates the two terms by saying the assumption of coherence is one of the topic rules of the language game in which we all participate. Cohesion on the other side can appear as a practical competence (Mcculley, 1985). In order to check this relation, he takes some actions that make him believe that coherence is the function of cohesion. First, he identifies that composition textbook advocates the creation of coherence by the repetition of key words or by the substitution of nouns which is really a suitable path to create unity. Secondly, he recognizes that coherence as a traditionally produced by repetitions and transitions word is not always enough to produce a unified sensible whole, cohesion on ordinary day to day level should be judged in terms of the sense or non- sense. Therefore, cohesion is needed and considered as one of the requirements of successful writing because it can distinguish the effective text from ineffective one. Zhu (1992) attempted to explore the features of cohesion and coherence in writing English.

Brown and Yule (1983) maintain that cohesion alone is never sufficient for the identification of a text. However, it could be found outside the text, instead of in the words. In light of the relationship between cohesion and coherence, they agree that semantic relations do exist in a text and help constitute its coherence. However, Halliday and Hassan (1976) emphasize the explicit expressions of semantic relations whereas; these scholars advocate the underlying semantic relation. Therefore, cohesion and coherence can affect one another in writing.

Generally, cohesion and coherence are two considerable elements in writing where one complements the other. Furthermore, it is noticeable that there is a relation between them as

mentioned by Halliday and Hassan (1976). From this, we can understand that cohesion and coherence are two interconnected elements that support or complement each another.

2.6 Factors that Reduce Cohesion and Coherence in Writing Paragraph

There are some factors that reduce the cohesion and coherence in students' paragraph writing. These are: lack of knowledge of cohesion and coherence, lack of training students.

2.6.1 Lack of knowledge of cohesion and coherence

Students' instructional background or prior experiences, their linguistic knowledge and their writing strategies play very important roles in L2 writing. Thongrin (2002) stated that students from different cultural and instructional backgrounds may compose distinct rhetorical patterns as a result of their instructional experiences. It has been noted that preparatory students are unaware of the terms cohesion and coherence in writing. Thus, they have inadequate knowledge of cohesive devices that are necessary for making a text cohesive. Even if they have knowledge of these discourse markers, they do not use them appropriately. This problem can be attributed to the fact that teachers at schools generally do not emphasize on such devices.

2.6.2 Lack of Training

Students in school are not well trained on how to write a paragraph using various cohesive devices. Teachers do not train their students the functions of different cohesive devices in writing a coherent paragraph. Normally, the focus is laid on the sentence level and in some cases the paragraph level. In addition, teachers are interested to teach students the grammar aspects of the language than writing. This indicates that many learners still do not have the adequate knowledge of using cohesive devices that are necessary for making a text cohesive (Kefelegn, 2003).

2.7 Helping Students in Writing Coherent Paragraph

It is difficult for the students to develop writing skill without the help of the teacher. Therefore, students need help from their teachers to explore their potential which leads to write a coherent paragraph. This can be strengthened in view of Vygotisky (1978, p. 44), "the Zone of Proximal Development (ZPD) is the distance between the actual developmental level as determined by independent problem solving under adult guidance or in collaboration with more capable peers." Then students are encouraged to move into the ZPD and then more than it to a new and higher level which again provides a new ZPD, demonstrating a potential for more development at every stage. Vygotisky theory explains that through scaffoldings, students are able to use the target language when there is a help from their teachers or peers in the classrooms to produce that they could not yet be able to do on their own. In these students' advancement, EFL teachers have unlimited role especially during writing activities.

Actually, helping students to develop academic writing skills can be done in order to indicate that writing must be connected to coexisting study of specific subject matter. Necessary skills that required handling the material must be acquired. Undoubtedly, students need to become thoroughly familiar with the basic schemata for processing and communicating information in academic writing. Concerning this, Horowitz (1986) suggests that teachers who teach writing can create tasks, which simulate the essential characteristics of real writing assignments. Besides, subject area teachers should help students develop strategies and skills to handle such tasks. However, in learning conditions where there is no either imitation of such tasks or help from subject instructors, it is probable that students encounter writing difficulties

2.7.1 Broad Strategies to Improve Cohesion and Coherence

- Encourage students to pay attention to the logical flow of texts that they read.
- Remind students to make frequent clear statements about the relationship between the topics within their texts.
- Encourage students to spend time outlining their assignment paragraph by paragraph or section by section. This can help develop a logical sequence of information.

- Provide students with a link to a list of <u>transition signals</u> commonly used in academic writing.

- Include a model annotated assignment of the kind the students need to prepare. Make sure that cohesive and coherent features are highlighted and explained.

- Advise students to have someone outside their discipline read their work. A lay person will easily pick up on issues with clarity and ambiguity. Source:(http://www.uws.edu.au/qilt/qilt/teaching_practice/staff_feedback_toolkit/four_common_weaknesses/cohesion_and_coherence)

2.7.2 Model for Improving Student Writing Skills

According to Malouf and Schutte (2004) teachers can help students improve their writing skills by (a) increasing student motivation to have good writing skills, (b) providing instruction in writing processes and rules, (c) providing writing practice, and (d) providing constructive feedback about the students' writing. With high motivation, students will find ways to improve their writing and will persist in the effort. To write well, students need to apply appropriate processes, such as starting early, and to apply the rules of writing, such as grammar rules. Writing practice helps most when students receive clear, specific feedback about what to do the same and what to do differently in the future.

Specific Strategies for Improving Student Writing Skills

According to Malouf and Schutte (2004) the specific strategies used in improving students writing skill are organized according to the order in which the teacher might implement them. Following each strategy is a word that describes whether the strategy targets motivation, instruction, practice, or feedback.

1. Emphasize to students that good writing skills are important, both to their satisfactory completion of the unit and to their future careers. Encourage students to improve their writing skills. (Motivation)

2. Provide students with an anecdote about the implications of substandard writing or the value of good writing. For example, you may talk about a job candidate who missed selection due to his or her poor writing. (Motivation)

3. Read aloud quality writing done by a former student, and encourage students to listen to its flow. With the permission of the writer, name and praise him or her. (Motivation, Instruction)

4. Encourage students to pay close attention to the grammar and punctuation they see in textbooks and other books and articles, as well as in any sample paper. (Instruction)

5. Encourage students to complete a writing unit. (Instruction)

6. Explain to students that certain writing skills are fundamental to almost all types of writing, but there are also purpose-specific writing skills and styles. (Instruction)

7. Tell students: With practice and feedback on performance, writing becomes better. Learning most complex skills involves many attempts; students need not feel discouraged if they are not instantly accomplished writers in a specific genre. Once a certain level of skill has been reached, the process of writing becomes increasingly enjoyable. (Motivation)

8. Describe to students the process you use to write journal articles and reports and how using the process benefits you. This process might include starting with an outline, completing several drafts of the document, checking the writing against the requirements, and asking another individual to proofread the document. (Motivation, Instruction)

9. Give students handouts containing important writing rules. (Instruction)

10. Teach students one important rule relating to grammar or punctuation in each lecture or in each unit. (Instruction)

11. Give students a course-related worksheet, have them write a précis of its content, and then ask them to critique each other's writing. (Practice, Feedback)

12. Toward the end of a lecture, ask students to spend five minutes writing a summary of the content of the lecture. Next, have students critique each other's writing. (Practice, Feedback)

13. Give a writing assignment and in the marking criteria set aside a specific number of points for writing quality. Give students a copy of the marking criteria before they begin writing. (Practice, Motivation)

14. Explain to students before they complete a writing assignment the most common writing errors made in the past as well as the rules the errors violate. (Instruction)

15. Provide students with a list of poorly structured sentences from assignments of prior years. Ask the students to improve the sentences, and then discuss the improvements as a class. (Practice, Feedback)

16. Provide students with a checklist of writing-process suggestions (e.g., see item 9 above) they can apply to a written assignment. Ask them to submit a completed checklist with the assignment. (Instruction)

17. To the extent feasible, correct writing errors on student papers and provide printed statements of important rules violated by the errors. (Feedback, Instruction)

18. Encourage students to learn the rules they violated in making the errors. (Instruction)

19. Praise students freely for excellent or improved writing. (Motivation

2.8 The Roles of Textbooks in a Language Classroom

A textbook has always been the most preferred instructional material in ELT. According to Cunningsworth (1995) textbooks play a prominent role in the teaching and learning process and they are primary agent of conveying the knowledge to the learners. Textbooks always play a very important role in the process of language teaching and learning, no matter how the methodologies of language teaching and learning change. As Hutchinson and Torres (1994) claim that no teaching-learning situation, it seems, is complete until it has its relevant textbook.

Besides, Cunningsworth (1995) suggests that potential, which textbooks have, in serving several additional roles in ELT curriculum, is an advantage. He argues that textbooks are an effective

resource for self directed learning, an effective source for presentational material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence.

English language instruction has many important components but the essential constituents too many EFL classrooms and programs are the textbooks and instruction materials that are often used by language instructors. Sheldon (1988) suggests that textbooks represent the visible heart of any ELT program.

Likewise, Cunningsworth (1995) argues that textbooks are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Finally, Hutchinson and Torres (1994) have pointed out that textbooks may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.

Furthermore, Richards (2001) states that textbooks act as a key component in most language programs. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the learners take part in. Regarding the advantages, Richards (2001) states that without textbooks a program may have no path, therefore they provide structure and a syllabus. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore can be evaluated in the same way. In other words textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners. As for inexperienced teachers, Richards (2001) states that textbooks can serve as a tool to train

them. Finally, he concludes that textbooks are efficient in that they allow much time for the teacher to focus on teaching rather than material's production.

Similarly, Grant (1987) presents the opinions of teachers about the textbook in his book. Most teachers state that a textbook shows the order what is to be taught and learned and in which order it is to be taught and learned. They guide the teachers as to what methods to be used and as Richards (2001) states above, a textbook save the teacher an extraordinary amount of time. Last but not least, they are very useful learning aids for the learners.

Ur (1996) also states that a textbook provides a clear framework. It makes clear what is coming next and learners know where they are going. As mentioned above, it serves as a syllabus and save the time of the teacher because it already includes ready-made texts and tasks for a particular group of learners. It also acts as a guide to the inexperienced teachers. Finally, Ur (1996) concludes that a textbook can gain the learner with some degree of autonomy. She states that a learner without a textbook becomes more teacher-dependent.

Despite that fact, textbooks are widely considered a key component in most language programs in Ethiopian school. EFL textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. For most teachers, these instructional materials provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities.

2.9 Materials Evaluation

2.9.1 What is meant by Materials Evaluation?

Jone's (1999, p .5) definition of evaluation, he stated, "there is a need to evaluate language teaching methods, materials, and effectiveness as teachers and also how materials are presented to learners, the types of learning tasks used and the way the courses are designed. They are all part of the curriculum taking place both prior to, and during the implementation of a learning program and they all must be evaluated." He also defines evaluation 'as the means by which we can gain a

better understanding of what's effective, what's less effective and what appears to be no use at all' (p. 28).

In an empirical point of view, Hutchinson and Waters (1987, p. 96) see evaluation plainly as "a matter of judging the fitness of something for a particular purpose." They share with Tomlinson (2008, p. 105) that "the evaluation process should be systematic" and add that it "is best seen as a matching exercise: matching your analyzed needs to available solutions." The essence of this definition is its attention to the students' needs in evaluating materials and therefore is adopted in this thesis.

Since English learners and teachers use textbooks in their classrooms, it is more preferable if the teacher and student involved in the process of evaluation in order to be provided with the relevant textbook for their specific learner group. Their views on the usefulness and effectiveness of the textbooks are also worth scrutinizing their textbooks, so as to identify the weak and strong points in relation to their own teaching situation. This is required because selecting textbooks involves matching the material to the context where it is going to be used, and a wide range of specialists share the view that no textbook that is designed for a general market will be absolutely appropriate and ideal for one's particular group of learners. As Grant (1987) claims 'Perfect book does not exist', yet the aim is to be able to find out the best possible one that will fit and be appropriate to a particular learner group.

The reasons for materials evaluation activities are many and varied. One of the major reasons is the need to adapt new course books. Another reason as Cunningsworth (1995) emphasized is to identify particular strengths and weaknesses in course books already in use. Therefore, the textbook evaluation that has the advantage of an effective resource of teaching and learning process in general is the concern of this paper to pinpoint areas needs awareness to correct the deviations.

In conclusion, the evaluation of the textbook English for Ethiopian Student Textbook Grade 12 is to be conducted with an attempt to realize its features discussed above: Systematicity, context-

relatedness, taking into account teachers' opinions and judging the fitness of the book against the learning goals

2.9.2 Importance of Evaluation

Tomlinson (2003, p. 5) upholds "thorough, rigorous, systematic and principled" evaluation in order to enable writers, publishers, teachers, educational institutions and ministries to prepare and select effective materials which can in turn benefit learners. He asserts that course book evaluation plays a significant role in understanding language learning.

While most linguists (Cunningsworth, 1984 to Tomlinson, 2003) have stressed the importance of course book evaluation, they have mainly focused on utilizing evaluation for selecting textbooks. Comprehensive evaluation can also be used to highlight strengths and weaknesses prevalent in existing course books thus providing the basis for formulating fresh textbook policies and developing new materials.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter of the study dealt with the research methodology used for the study. It focused on design of the study, study population and sampling, data collection instruments, method of data collection procedure and analysis.

3.1 Design of the Study

The main purpose of the study was to evaluate the effectiveness of English for Ethiopia Grade 12 Students' Textbook from the perspectives of cohesion and coherence in students' paragraph writing at Bantu Preparatory School in focus. In order to address the intended research questions, descriptive research design was employed. According to Sharma (2000, as cited in Alemayehu, 2008) a descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it or them in a simulated or an artificial setting. Thus, the descriptive study was believed to yield the perspectives of cohesion and coherence in students' paragraph writing. With regard to the research method, qualitative research method was used to collect the data needed for the research. This method was employed because it is appropriate method in finding students problems with cohesion and coherence in paragraph writing. Another reason for the selection of this design is that qualitative data which was collected through document analysis, paragraph writing test and semi-structured interview provided a clear data for the given problem (Denzin and Lincoln, 2000). In addition, Halliday (2002) suggested that this design lays on the idea where the meaning is socially constructed by individuals in interaction with their world. The focus is, therefore, evaluating textbook in terms of the occurrences of cohesive devices that help students to write coherent paragraph writing. Thus, implementing qualitative design which employed document analysis, paragraph writing test and semi-structured interview were helpful to collect and analyze data naturalistically with the identified problems.

3.2 Study Population and Sampling

3.2.1 Participants of the Study

The study was conducted in Bantu Preparatory School grade 12 which is located in Oromia Region South West Shoa Zone. The school was selected purposively for three reasons: the first reason was the researcher has been teaching in this school for eleven years. The second reason for the selection of the school was due to his anticipation for getting more cooperation and necessary support in gathering authentic, valid and reliable data. The school was also selected because of the fact that it was available to make detail observation economically. However, the rationale behind selecting the grade level was the researcher's observation of students' paragraph writing problem while teaching at this grade level.

As such, this study relied on the active participation of 20% of the 100 of the students who were enrolled in the preparatory school in 2007 E.C. as well as three teachers who were teaching English language in this school. The purpose for taking all English language teachers was that the researcher believed they were more familiar with the problem and the teachers had more than eight years of teaching experience which in turn helped the researcher to collect reliable data.

3.2.2 Sample Size and Sampling Techniques

According to the information obtained from the administration office of the selected preparatory school, there were one hundred grade twelve students in two sections. So for the purpose of the study, 20% of the total population was taken randomly. Accordingly, 20 students were selected from both sections based on Neumann (2003) principle that says 10% - 20% is an adequate sample in a descriptive study. Therefore, the researcher used descriptive study due to small size population. Neumann (2003) argues that the main factor considered in determining the sample size is the need to keep it manageable enough. Also this enabled the researcher to drive from it detailed data at an affordable cost in terms of time, finances and human resource (Mugenda and Mugenda, 2003). Therefore, a systematic sample consisted of the selection of each nth term from the list. Then every 5th name was selected until the sample of 100 names was

completed. Regarding the teachers, there were three English language teachers in the selected school. All of the three teachers were selected purposefully.

3.3 Data Collection Instruments

Three data collection instruments were utilized to gather relevant data for the study. These are interview guide, paragraph writing task and document analysis.

3.3.1 The Interview

According to Nunan (1992), interview is suitable for the descriptive study for two reasons. First, as indicated earlier, the study is descriptive in which interview can be employed for securing relevant data. Second, the participants with whom the interview was conducted are few in which case interview is appropriate. Therefore, semi-structured interview was employed with three English language teachers as it allows a wider freedom to ask further questions to answer the first, second and third research questions and to substantiate the result of the document analysis; and it also helps control the direction of the interview to elicit the desired data. Moreover, it enables the interviewees to express their ideas and yet its semi-structured nature saves them from being off the point. The interview consisted of open-ended questions to get sufficient information about cohesion and coherence in paragraph writing.

In addition, this interview guide was prepared and presented to English language teachers in conversation style. Besides, the researcher clarified the purpose of the research to the interviewees to get more accurate and genuine information from them about the problem of study. The researcher used field notes to take responses of the respondents.

3.3.2 Document Analysis

Document analysis is a technique which can generate useful data from documents (Selinger and Shohamy, 1989). They also stated that document analysis is one of the data gathering techniques in qualitative research. Therefore, to evaluate English for Ethiopia Grade 12 Textbook the researcher used the checklist method to analysis the content of the textbook. According to

McGrath (2002, p. 27), the use of framework for specific evaluation purposes has at least four advantages:

1. It is systematic, ensuring that all elements that are deemed to be important are considered.

2. It is cost effective, permitting a good deal of information to be recorded in a relatively short space of time.

3. The information is recorded in a convenient format, allowing for easy comparison between competing sets of material.

4. It is explicit, and, provided the categories are well understood by all involved in the evaluation, offers a common framework for decision-making.

Cunningsworth (1995) believes that the most successful and effective procedures for the evaluation of the textbooks is to discuss their users' views. Since the main users of the textbooks are the students and teachers, therefore, their opinions toward textbooks were collected. Moreover, Chambers (1997) has pointed out that this activity is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process. He suggests that when teaching materials are to be used by a large group of teachers and students it seems sensible for these materials to be evaluated by all or most of those who are involved in their use.

The material used for the evaluation purposes in this study was the textbook entitled "English for Ethiopian Grade 12 Students' Textbook" for preparatory students for both natural and social science (MOE, 2003). It was published in England by Pearson Education Ltd. This book, which has altogether 314 pages, consists of twelve units and four revision units. Each of the units consisted of the following parts and sections: some activities, exercises and tasks developed based on the four major language skills, that is, speaking, listening, reading, and writing, a pronunciation section, some vocabulary exercises, and a section named Language Focus in which the grammatical point of the unit is presented. The existing students' textbook does not have enough contents and activities regarding cohesion and coherence. Instead the textbook presents cohesive devices in a sentence form to practice grammar and it requires the students to fill the given blank

space with the appropriate cohesive devises. Therefore, the researcher analyzed how cohesive devises under each unit help students to write coherent paragraph.

3.3.3 Paragraph Writing Test/Task

This technique is important to examine the paragraphs written by preparatory students to assess the cohesion and coherence of their writing using the criteria of evaluating the coherence and the cohesiveness of the text delineated by Halliday and Hassen (1976) and Oshima and Hogue (2006). Therefore, the researcher gave tasks to the students to write a paragraph on a given topic as a part of teaching and learning, which was assessed separately using a checklist. This was to identify the problem of cohesion and coherence in writing, to see if there is a relationship between competence level or the students' ability of writing a coherent paragraph and degree of correctness in cohesion and coherence and to identify the most frequent cohesive devices used by students in writing. Moreover, the researcher administered task or test for 20 students to see the number of students with the problem of using coherence in writing paragraph and their response were analyzed qualitatively to answer students' paragraph writing using cohesive devices.

3.4 Data Collection Procedures

In this study, data were collected through document analysis, semi-structured interview and paragraph writing test/task. All sample subjects of EFL teachers and students were identified. The researcher did not administer all data gathering tools at the same time. Therefore, the data gathering procedure were held sequentially. To start the study, first the written paragraphs by the sample students were collected and analyzed according to the sample subjects' level of performance and problems were identified. This was followed by conducting the semi-structured interview with sample English language teachers. Then the views of the respondents which were obtained from the interviews were identified. Again this is followed by document analysis. Moreover, the problems which were presented using these tools were identified and results were collected.

3.5 Method of Data Analysis

In this study, the data that were gathered using the above three data gathering tools were analyzed thematically through qualitative data analysis method to answer the research questions. The gathered data were analyzed and discussed using the identified tools. As Onwuegbuzie (2010) stated crossover analysis would guide the researcher to go back and forth many times and present analysis of data gathered through different tools. This implies that the data collected through semi-structured interview, paragraph writing test/task and document analysis were analyzed thematically. While analyzing the data, the researcher integrated points that were generated through the given tools and interpretation was also given at each thematic analysis to reach on the relevant conclusions. Such process of organizing and analyzing the data helped the researcher to develop and understand how each point was connected to the whole.

Finally, based on the analysis of the data, the researcher summarized the research findings, drew meaningful conclusions from the findings and suggested a few recommendations.

3.6 Ethical Consideration

For the formality and legality of data collection, a letter of cooperation from Jimma University Department of English Language and Literature was written to the concerned bodies. After receiving a cooperation letter from Jimma University, the researcher explained the objective of the study to the school director and to the participants of the study smoothly. After the purpose of the study was made clear and understandable for all respondents, the school administrative bodies were adjusting suitable time for the researcher to get adequate information from the respondents. Thus, any communication with the concerned bodies was accomplished at their consent without harming and threatening the personal and institutional well-being. Finally, all information obtained from students and teachers respondents and teachers remained confidential.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

This chapter presents the results of data gathered through document analysis from Grade 12 Students English Textbook, semi-structured interviews from teachers and paragraph writing test written by students and discusses them thematically to answer the research questions raised in chapter one. The analysis of the data from all instruments has been carried out in an integrative way based on the major themes and sub themes of the study. The presentation falls into five main sections. The first section discusses the analysis of the cohesive devices found in English Language Textbook Grade 12 to see the adequate coverage of cohesive devices in the students' textbook that the teachers are expected to teach to cross verify the data that has been gathered. The second section deals with EFL teachers' practices to help students in writing a coherent paragraph. The third section focuses on factors that affect the cohesion and coherence of paragraph written by students. The fourth section deals with the discussion of students' ability of writing a coherent paragraph. Finally, the last section discusses some major problems the students face in writing a coherent paragraph.

4.1 Analysis of the Cohesive Devices Presented in the Textbook

This section of the study mainly focused on analyzing or assessing the availability or presentation of different cohesive devices in English Grade 12 Textbook. English Textbook is believed to be the most important teaching materials that both teachers and students use for teaching and learning process. Teachers are expected to teach students based on the contents given in the textbook. Students are also supposed to learn and accomplish the existing tasks and activities in the textbook. The main purpose of analyzing the textbook is to cross verify the data that have been gathered through paragraph writing test and semi-structured interview and to know whether this textbook contains adequate cohesive devices that help students to write coherent paragraphs and keep the flow of ideas in the paragraph. In addition, discourse markers / cohesive ties are words and phrases which are used to link and relate ideas to each other. They are also words and expressions which show the relationship between different parts of a

discourse/text in order to present a logical arrangement of ideas. They can have various functions such as adding information, contrasting, emphasizing, sequencing, introducing cause or reason and effect or result, introducing new topic, introducing personal comment and exemplifying/illustrations of information. These discourse markers are usually formal and used when presenting information formally in writing. So, the following table shows the existence of various cohesive ties in students English Textbook Grade 12.

Table 4.1: The Presentation of Cohesive Devices in the Textbook

Table 4.1 presents the type of cohesive devices used in each units of Grade 12 English Textbook in contribution to learn the writing lessons.

Types of cohesive Devices	Examples	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Words of Similarity	as, like	√											
Sequencing Words (Listing Words)	firstly, next, finally, then, another, on another meanwhile, occasion, after that, at the same time,	√					√						
Indicating addition	In addition, moreover, furthermore	√											
Indicating contrast	However, nevertheless, on the other hand, even , but, though, whereas, while, although, nonetheless despite of the fact	√					√				√		
Indicating result	Therefore, thus, as a result, consequently	√											
Exemplifying	For example, such as, for instance	√											
Expressing/purpose cause/reason	Since, as, to, so as to, in order to, for, so that, because, the reason,	√				√							
Relative pronouns	Who, whom, whose, why, that, which, where ,when, what							√			√		√

As can be seen in the Table 4.1, Grade 12 English Textbook, which contains 12 Units, has different types of cohesive devices (discourse markers) which have vital roles in writing a paragraph. As it is observed in the table above, cohesive devices are presented in only six units (Unit-1, Unit-5, Unit-6, Unit-7, Unit-10 and Unit-12) of this textbook. The main purposes of these devices are   to connect sentences or parts of sentences and ideas together in order to make the text coherent and to make the flow of information smooth. Therefore, the type of cohesive devices used with their examples is presented as follows:

Firstly, in Unit-1, cohesive devices which express similarity of ideas/things are used in grammar lessons. These devices contain words like 'as', and 'like' (p. 4). These words are presented to be taught in context. The words are also used to join two similar sentences or ideas together. In the same unit sequencing/listing words like 'firstly', 'next', 'another', 'on other occasion', 'finally' are found in the textbook to be taught (p. 15 and 18). In addition to this words, other sequencing words like 'after that', 'then', 'at the same time' and 'meanwhile' are presented in Unit-6 of this textbook (p. 128). These words are presented to be used in paragraph writing in order to indicate the events that come first and events that come next and last. Using these words help the students to make their sentences in their paragraph keep smooth. They are also found to be given to the students in sentences where events are prioritized for the meaning. To add something to something else that mentioned before, words and phrases such as 'in addition', 'moreover', and 'furthermore' are used in unit one (p. 18). These words of addition are occurred in this unit to make the students add the idea of one sentence to another or the idea of the first paragraph to the next to link them for the semantic meaning.

Besides, indicators of contrast such as 'however', 'nevertheless', 'on the other hands', 'even though', 'whereas', 'while', 'although', and 'nonetheless' are presented in the Unit-1 of this textbook (p. 18) in writing lesson. Moreover, from these devices contrasting words and phrases like 'on the other hand', 'although', 'despite of the fact that' and 'but' are presented in Unit-6 of this textbook (p. 142). Similarly, in Unit-10 of this text all the above-mentioned cohesive devices are found (p. 230). These words and phrases of cohesive devices are presented to be taught and make students join two contrasting and different ideas in writing a coherent paragraph. These devices required students to express the advantage and disadvantage of something. The textbook

requires the students to fill the given blank space with the appropriate cohesive devices of contrasting words.

In addition, words/phrases that indicate result are only available in this unit. These include 'therefore', 'thus', 'as a result' and 'consequently' are given to be filled on the appropriate place (p. 18). These words /phrases are presented to show that the second statements are resulted from the first statement. To illustrate a point that has been made, exemplifying expressions like 'for instance', 'for example', and 'such as' are found in the text (p. 18).These phrases are used to give more explanation about the ideas /issues being discussed.

Furthermore, expressions of cause such as 'since', and 'as' are found in Unit-1 of the textbook (p. 18). In this textbook these expressions were existed to make students to express the causes of something that happened before while writing a paragraph. Expressions of purpose such as 'to', 'so as to', 'in order to', 'for', and 'so that' are presented in Unit-5 (p. 115) of this textbook. These expressions are presented to make students practice in giving more explanation about why something has happened. These expressions are useful to make our ideas clear to our reader. In addition, relative pronouns such as 'who', 'whom', 'whose', 'why', 'where', 'which', 'that', and 'when' are presented in Unit-7 and Unit-10 of this text. They are presented to be taught in a sentences level in order to make learners know how to define or refer to peoples or things in sentences (pp. 158,232). But, in Unit-12 the purpose of these relative pronouns are to be practiced how to make questions by identifying which relative pronoun to refer to subject, object and where to use them in a question and sentence (p. 270).

Generally, from this analysis of the presentation of cohesive devices in English Grade 12 Textbook, the study indicates that the cohesive devices that are presented in the textbook are inadequate. From the types of cohesive devices, the devices presented is more of conjunctions which include expressions of addition, contrast, result, cause/purpose, sequencing words, relative pronouns and words of similarity. The devices are also presented in only six of the units of the text. The ways the devices are presented do not encourage students to practice and develop paragraph writing. Thus, cohesive devices are used to make the paragraph coherent by connecting sentences and ideas together. Since paragraph writing skill is the most important skill

in the students' future academic success, cohesive devices are not given great attention at this grade level. In relation to this, Martin (2001, p. 37) states that "tie is the relationship between an item and the item it presupposed in a text." It is also called a cohesive tie. There are five types of cohesive ties: reference, substitution, ellipsis, conjunction and lexical cohesion. These five cohesive ties produce cohesion. Halliday and Hasan (1976, p. 4) define that "cohesion is as relations of meaning that exist within the text, and that defines it as a text." Cohesion is a semantic relation between an element in the text and some other elements that are crucial to the interpretation of it. Various lexical, grammatical, and semantic means contribute to text cohesion, among which Halliday and Hasan (1976) discuss five major categories: reference, substitution, ellipsis, conjunction, and lexical cohesion. Therefore, it is advisable if English Grade 12 Textbook to have comprehensive cohesive devices that help learners in paragraph writing rather than presenting more of conjunctions.

In addition, English language teachers were asked in the interview question about whether Grade 12 English Textbook had enough cohesive devices or discourse markers that helped students to practice writing a coherent paragraph or not and the types of cohesive ties presented in it. In line with this, Respondent 1, pointed out:

> *No, the text book does not have enough cohesive devices. The existing students textbook does not have enough contents and activities regarding cohesion and coherence. In addition, the cohesive ties in the textbook are few. For example, the devices like and, in addition, even though, therefore, however, first, finally, are found. (I: T1)*

He also expressed that a few cohesive ties are found such as sequencing words, like 'first', 'second', 'then', 'finally', resulting words like 'therefore', 'consequently', 'as a result', and words of reasons/ purpose like 'so', 'because' and exemplifying words like , 'for example', 'for instance', 'such as', etc. Similarly, respondent 3 also pointed out that:

> *"There are no enough cohesive ties in the students' textbook grade 12. There are some cohesive ties found in the text such as, sequencing words like, first, second*

,then, finally', resulting words like therefore, as a result' words of reason /purpose like 'so, because' and exemplifying words like ' for example, for instance'." (I: T2)

The above findings indicated that Grade 12 English Textbook does not have enough cohesive devices. However the types of cohesive devices found in the text book is more of conjunctions like coordinating conjunctions, result words, contrasting words, references and exemplifying words which are very few in number and does not encourage and make students to write a coherent paragraph. Therefore, this does not contribute to the improvement of cohesion and coherence of students' paragraph.

4.2 EFL Teachers Role in Helping Students in Writing Coherent Paragraph

It is not easy to gain complete knowledge or skill for students without the support of teachers. Teachers are the most important stakeholders and influential persons to encourage students to be good at their learning in general and writing in particular. Therefore, students need help from their classroom teachers to explore their potential which leads them to write a coherent paragraph. In this section of the study, the researcher tried to identify what EFL teachers do to help students in writing a good paragraph. Therefore, EFL teachers were asked about what they were doing to help students in writing a coherent paragraph. Regarding this, respondent 1, suggested the following:

I rarely help my students to let them write a coherent paragraph through providing them sufficient activities and elements of paragraph construction depending on the grade level and educational background. As much as possible, I also sometimes teach them vocabulary, some grammar structures and try to provide them with some cohesive devices that can help them to write a paragraph with a smooth flow of ideas.(I:T1)

The above discussion implies that the teachers' activity to help students to write effective paragraph did not have consistency and the teacher's focus when teaching student paragraph

writing focuses around only some cohesive devices. This seems that the teachers sometimes make their students practice paragraph writing by providing them some writing activities. It also seems that the teachers are teaching students in the sense of grammar lesson not in the intention of improving students writing skill. Besides, teacher does not teach students some cohesive devices adequately in the context and makes students to correct their partners' paragraph. This indicated that the teachers support or encouragement made for students by their teachers in writing a coherent paragraph were not adequate. This is due to the low preference and motivation of English Language teachers in teaching paragraph writing tasks in the classroom. However, in the students' paragraph writing improvement, teachers have major roles to foster them in classroom and outside the class by facilitating classroom writing activities, giving more writing home work and assignments. As to fostering writing, experts like Flower (1994) students are supported by scaffold of prompts and explanations, by extensive modeling, and by in process support.

Moreover, in line with what EFL teachers were doing to help students in writing a good paragraph, Respondent 3, reflected that:

> *I sometimes teach students the purpose of cohesive ties. But I do not teach them contextually in the paragraph. I teach them in simple sentence. When the topic is paragraph writing, I don't give much time for such activities for students to practice it; because the textbook is too bulky to cover the portion on the given time. Even, most of the times I do not want to teach them paragraph writing. I simply show them how a paragraph is produced theoretically. (I: T3)*

The above response indicated that EFL teachers seem less motivated in teaching students various writing activities that they came across in the textbook. That is why they selectively teach some writing activities and prefer to teach them writing in theory than through practice to help them to improve their writing skill.

In general, from the above discussion, one can conclude that the teachers do not adequately play their part in the English classes while teaching paragraph writing. They rarely make students

write a good paragraph by providing them some writing activities on the bases of the textbook. This is due to the inability of students to write a good paragraph which was resulted from lack of training them at lower grades, unaware of importance of paragraph writing and lack of motivation of students to write a paragraph. They also assumed that teaching paragraph writing is tiresome and time consuming. These were some of the main reason that English language teachers raised for the inadequate assistance they gave to their students.

4.3 Students' Ability of Writing Coherent Paragraph

The main purpose of this section was to know the students ability of writing a coherent paragraph using connectors and transitional signals. Accordingly, teachers were asked about the students' ability of writing a coherent paragraph when writing activity was given. Thus, the respondents expressed that students write a paragraph but most of their paragraphs lack cohesion and coherence. Regarding this, respondent 2, explained that, "I say no, because when writing tasks/ activities are given in the textbook and ordered by their teacher to write, the students simply put different sentences together without keeping the correct flow of ideas and with poor organization of sentences." (I: T2). Similarly, respondent 3, also explained that, '' No, they can't produce a coherent paragraph. When writing activity is given in the textbook and ordered by their teacher they try to write a paragraph. However most of the students' paragraph lack unity and has problem of organization." (I: T3). From this discussion, one can infer that students cannot produce a coherent paragraph which has good organization of ideas in a paragraph. It also implies that students are not well trained about how to write a coherent paragraph in the classroom. In other words, the students could not make sentences in logical order to write a coherent paragraph instead they simply put different sentences together which leads to have poor organization and incorrect flow of ideas. This seems due to the poor background knowledge of the students in writing a paragraph which was received at lower grade level and because of writing is thought as a complex skill and believed to be a difficult task. As far as the students' paragraph writing skill is concerned, the results of the study generally indicated that students write a paragraph but most of the students' paragraphs do not have coherence. For example, it is good to see the paragraph written by (S: 12):

Education is very important. All people are living educated. This is due to the division of education before this time in the world. In the civilized country like Japan and China education is a key of life. It gives education opportunity for all citizens. We live in a civilized globalization. It creates knowledgeable people in any country.

In the above paragraph, the flow of ideas from one sentence to another sentence is not smooth and the sentences are not interrelated. For example, no transitional signals or related ideas are used to relate the second sentence with the third and the third sentence with the subsequent sentences. Besides, the ideas of the remaining sentences are not related to one another; rather they are quite different sentences in the paragraph. This seems due to poor experience and practice of students in writing a coherent paragraph and absence of sufficient cohesive devices in the students textbook which help them to practice how to use cohesive ties during paragraph writing.

4.4 The Cohesive Devices Students use in Paragraph Writing

An attempt was made to identify the types of cohesive devices students actually use in their paragraph writing and individual differences were observed among students in using various cohesive devices in their paragraph. In exploring the type of cohesive devices, students use in their paragraph writing, data were gathered through paragraph writing test and interview. Accordingly, teachers were asked to be familiar with the types of cohesive ties students usually employ in their paragraph writing. Regarding this, Respondent 2, pointed out that, "My students actually use words for adding ideas like 'and', 'in addition to' and sequencing words like firstly, secondly, then, next, finally, for connecting opposite ideas they use 'but' and references especially personal references and 'for example' to illustrate ideas.(I:T2)

For example*,* in the following sentences taken from the paragraph written by S4, one can notice these issues*:*

> *Education means acquiring and obtaining knowledge. Education has large important for living in this world and our country. Those are change of living and brain. Education has grouped into two types. The first one is formal. It is the road or way that human beings get skill to improve their country. The second one is informal education. Education has also several stages. They are primary or secondary, high school, preparatory, college and university. So Ethiopia has participation on expanding and developing education. People has on the same rank but has different rank.*

So, here the devices like' and' is used in the first, second, third, ninth and tenth sentences,' sequencing words are used in the third and fourth lines. In addition, personal pronouns like 'they', 'their' are also used.

From this piece of writing, one can understand that students are trying to use cohesive devices like coordinating conjunctions and sequencing words in their paragraph. The students also employ a small number of cohesive ties which are used to join single strings of sentences and linguistic structure. For example, in the following sentences taken from the paragraph written by S20, one can observe the cohesive ties being used.

> *Education is the pillar of development. For example' the country like America is developed by education. Most of our grand mothers and fathers believed as education is only for male. But now they understand as it is for both male and female for different purpose. Firstly, it makes them know their country. Secondly, it helps people to live better life.*

In the first line, 'for example' is used for illustration. In the second and third line, 'and' is used for adding similar words. In the third line, 'but' is used to show contrast between two consecutive sentences. In the fourth line,' firstly', and 'secondly' are used to show the sequence of events.

Generally, the results from the teachers' interview illustrated that students' use a few numbers of cohesive devices in writing a paragraph. They used simple coordinating conjunctions in their paragraph. They also used sequencing words, exemplifying words and words of contrast in their paragraph.

Furthermore, all students did not use various cohesive devices in a similar way in their paragraphs writing. So, the researcher attempted to know the individual difference among students in using cohesive devices in writing a coherent paragraph. For this reason, teachers were asked whether there is a difference between students in using different cohesive devices while writing a coherent paragraph. With regard to this, respondent 1, pointed out that:

> *Yes, there is a difference between students. As I observed their paragraph when I correct their paragraph writing assignment cohesive devices are not similarly used by the students of the same grade. There is a great difference among students in using cohesive devices to write a paragraph. So, some students use more cohesive devices as compared with others. (I: T1)*

Generally, the above response indicated that students' knowledge of using various cohesive devices is not similar. For example, we can observe the following paragraph written by S8:

> *Education is the main thing for change leading to advanced and sustainable development in our country. Without education, there is no development. Education makes human being skillful and powerful. It lays the foundation for a variety of helpful initiatives that helps to make civilized and orderly citizen. In addition, education has the potential to empower women and make them a part of the global economy. Teaching women is seen as teaching citizen.*

In the above sample paragraph, this student depends on using different cohesive devices such as conjunctions, references, and lexical cohesion to connect words, phrases and sentences together for keeping its logical flow of ideas. For example, in this paragraph, conjunctions like 'and', 'as', 'in addition', references like 'it', 'our', 'them', their, that lexical cohesion like 'education', have

been used. As it has been observed, this student used five conjunctions, three references and four lexical cohesions. This means repeating the word education four times in order to make a kind of connection between sentences. In this paragraph the type of conjunction used are additive conjunctions which are used to join two similar words and sentences. Besides transitional signal 'in addition', introduces the new sentence in the paragraph. The types of references used in this paragraph include personal pronouns like 'our', 'them', and 'it'. This type of reference is anaphoric references which are used to refer to backward issues or presupposes for the word/phrase occurred earlier in the text. For example, in the fourth sentence' it' refers to education and 'them' in the fifth sentence refers to women.

In general, in this text this student tends to use cohesive devices such as conjunctions, references, and lexical cohesions. This implies that students are more familiar with conjunctions than references. In addition, this group of students also used substitution type of cohesive devices as shown below in the extract taken from the text written by one of the student, '*Education means getting or acquiring skills and knowledge. It is grouped into two types. The first one is formal education and the second one is informal'.* In the third sentence of this text, nominal type of substitution is used. That is 'one' for the presupposed noun types in the first sentence. Generally, in the above two examples, students used the cohesive devices like conjunctions, references, lexical cohesions and substitutions with fewer problems. This indicates that this group of student uses more cohesive devices. This makes their paragraph more cohesive than others. On the other hand, the cohesive devices used by other group of students in their paragraphs were also analyzed. The results observed from the analysis of the students' paragraph suggest that students tend to use more conjunctions as compared with other cohesive ties. This seems due to the familiarity of these conjunctions for most of the students to be used while writing sentences and paragraphs and the occurrences of more conjunctions in the students' textbook than others. In fact, the paragraphs show that students use more cohesive items. For example, when we observe the following paragraph written by S10, one can notice the above-discussed points:

Education is the way of getting knowledge from different way. It has many advantages for people living in any place. In looking the use of education the first thing you know is to make yourself to be clean and famous person. Education uses in healthy centers and to develop our own country to use of technology and other important for peoples and independent from dependent from dark to light. So, life is nothing without education when we compare educated person and uneducated or illiterate one.

In the above sample paragraph, this student tends to use cohesive devices like conjunction, reference, lexical cohesion and substitution to connect ideas together to keep its coherence. For example, in this paragraph conjunctions like 'and', 'or',' so', references like personal pronoun, it 'we', 'our', 'you', reflexive pronoun like' yourself' and adverbs of time 'when' are used. The results in this group revealed that conjunction is highly used. In this text, this student used seven conjunction items, six reference items, five lexical cohesions and one substitution.

In addition, when we observe the following paragraph written by S16, he tends to use more conjunctions as compared with other cohesive devices used in the text:

Education is the single most important activity there is. If there is good education, I think everything else takes care of, on every people are increasingly aware education is more important for child's future and the future of nation public educations core functions are teaching and learning. No human being are able to survive properly without education. Education is an act of process of passing on or gaining general knowledge. Education have many advantages not only that. ----

In this paragraph, this student tends to use three types of cohesive ties. These are conjunctions, references, and lexical cohesions. He used three conjunctions items, five references items, and seven lexical cohesions. He is also unable to use substitution and ellipses in his paragraph. This indicates that using substitution and ellipses during writing a paragraph is difficult for him. Finally, the findings revealed that this student is unable to produce cohesive and coherent paragraph using appropriate connectors and transitional signals. He committed more mistakes

than the other students did. In fact, the text show that they deviated from the criteria of cohesion and coherence delineated by Halliday and Hassan (1976), Oshima and Hogue (2006).

Regarding the use of conjunction in students' paragraph analysis data seem to suggest that grade 12 student's preference to this device more than any other types of cohesive devices. In the paragraphs written by the students shown above, it has been proven that the levels of the students tended to use higher frequency conjunctions, and references. However, additive conjunction 'and' was frequently used and sometimes wrongly used by some students. Personal references were also the most frequent references as cohesive devices in the paragraphs written by the groups of students. In fact substitutions and ellipsis were very rarely utilized because such kinds of devices are more frequent in spoken than written. To support this idea, Khalil (1989) indicates that the non-existence of substitution and ellipsis ties may indicate that the students do not seem to be aware of the use and functions of these two grammatical tying relationships which require an advanced knowledge of grammar. The findings of the analysis of the students' paragraph also revealed the order of difficulty of the devices categories. It can also be concluded from the results obtained in the analysis that substitution and ellipsis are the most difficult of the cohesive ties.

4.5 The Problem of Students in Writing Coherent Paragraph

According to the study, the problems of students in writing a coherent paragraph were many and they were explored. When examining the students' paragraph, different problems are investigated. At the beginning students were told to write a paragraph on the topic, "The Value of Education'' which was taken from the textbook exercise and given to them based on their selection. The analysis of students' paragraph writing test indicated that students' paragraphs had problems like lack of topic sentence, the presence of disorganized sentences as a consequence of lack of flow of ideas between sentences. For instance, S4 wrote the following paragraph:

Education means acquiring and obtaining knowledge. Education has large important for living in this world and our country. Those are change of living and brain. Education has grouped into two types. The first one is formal. It is the road or way that human beings get skill to improve their country. The second one is informal education. Education has also several stages. They are primary or elementary, high school, preparatory, college and university. So, Ethiopia has participation on expanding and developing education. People has not on the same rank but has different rank.

The above paragraph written by S4 has different problems in relation with cohesion and coherence. The paragraph does not contain the three principal parts of a paragraph. For example; this paragraph does not have topic sentence, supporting sentences and conclusion sentence. Due to this the paragraph talks about different issues. As it is observed, the ideas in this paragraph are not appropriately and logically arranged. The paragraph starts to talk about one issue and immediately moves to another issue without concluding the former idea. In addition, the entire sentences are not well linked to one another. For, instance, the first sentence does not have any relation with the second sentence and the conjunction 'and' is wrongly used here. Another problem that the researcher observed from the paragraph is that appropriate cohesive devices were not used to keep the flow of ideas between sentences for its coherence. Language problems like fragment sentence and using inconsistent words are also another problem observed in the students paragraph. In addition, the cohesive devices used in the above paragraph are seven conjunctions (and, or, but, so), four references (it, they, those), two substitutions (one) and a lexical cohesion (education). As it is noticed, it is seemed that this student used more conjunctions which are followed by references. There is also over use of the conjunction 'and'. This implies that students were familiar in using conjunctions and references and they are easy for them to be used as compared with other cohesive ties but substitution and lexical cohesion are difficult for the students to be used.

To support this idea, EFL teachers' were asked in the interview to express about the major problems of the students with cohesion and coherence in paragraph writing they know based on their experience. Regarding this, respondent 3, suggested the following:

> *Students have different problems in writing a paragraph. Firstly, students have lack of putting sentences in logical order and unawareness of where to end ideas and start new sentences. Secondly, their paragraph has also problem of the mismatching of topic sentences with the detail sentences stated in the paragraph. Students are unable to know which cohesive devices to be used where. The impact of students passive on their learning in general and creative writing in particular was another reason for the low performance of students in writing a coherent paragraph. (I: T3)*

From this discussion, one can infer that students have lack of the awareness about how to organize sentences in a paragraph and how to keep unity in the text that resulted from inappropriate flow of ideas and problem of employing appropriate cohesive devices in the appropriate place in the paragraph.

For instance, the results of the students paragraph analysis, especially, in the paragraph written by S4, one can observe the lack of topic sentence, illogical arrangement of sentences, and problem of grammar and inappropriate use of devices. From this, one can realize that the common problem students have is unaware of using the appropriate cohesive devices in the appropriate place in a paragraph to join ideas together to keep the logical flow of information in the text and how to put ideas in the paragraph in logical order including topic sentence. This problem seems to be resulted from inadequate cohesive devices in English Textbook Grade 12 for paragraph development. Because of this, most of the students' paragraph lack complete thought.

4.6 Analysis of Coherence Problems Preparatory Students Encountered

The first students' problem resulted from the paragraph writing test was lack of coherence which is the problem of the smooth flow of ideas from one sentence of the paragraph to the next. So, this part of the study mainly focused on the analysis of the coherence problems as found in the students' paragraph. The coherence problems in the students' paragraph were investigated and analyzed based on Oshima and Hogu's (2006) which includes repeating key nouns, using consistent pronouns, using transitional signals and arranging ideas in logical order. The sample students of grade 12 were 20 and the sample of this study consisted of 20 paragraphs. As the analysis of the students paragraphs are concerned, Bantu Preparatory School of Grade 12 students have coherence problems such as organization, unity, and   repetition of key nouns as can be seen in the following table.

Table 4. 2: An Illustration of a Number of Students with Some Coherence Problems

No.	Items	Number of Students with the Problem of Using Coherence in Writing Paragraph			Total
		Respondents	With Problem	With no Problem	
1	Students with problem of organization of paragraph	N	16	4	20
		%	80	20	100
2	Students with problem of unity in their paragraph	N	15	5	20
		%	75	25	100
3	Repetition of key nouns	N	14	6	20
		%	70	30	100

4. 6. 1 Analyzing Organization of Ideas in Students' Paragraph

Organization is one of the serious problem areas that noticed in the students' paragraphs. As it was seen in the above Table, (Table 4.2) 16 of the students' paragraph had the problem of organization. The result gained from paragraph writing test revealed that sentences/ideas were not appropriately and logically arranged. Their paragraph lack relationship between elements of a text i.e. between words, phrases and sentences For instance, the paragraph written by S6 shown as follows:

> *Education has value for many things. Human being gets education from different sources. This means it can make us to know what is morally acceptable or unacceptable, what is advantage or disadvantage. The sources of education is began from our born until our died it continues. To identify these and solve the problem you should have been educated person. A good knowledge is benefit for all. This means when we do any work this work would have been successful. Therefore, every peoples needs you. The sources of education increase our ability that we have do any activity. Those are gets……*

As it is observed, the above paragraph has many problems. In fact, the sentences or ideas in the paragraph are not logically and appropriately arranged. That means there is information that needs to be rearranged in order to improve the organizational problem for its coherence. For example, the second sentence should not follow the first sentence since the first sentence is considered as a topic sentence of the paragraph. The second sentence should be the sentence that supports or explains the first and topic sentence. In this paragraph, the first sentence is about the value of education. Therefore, the second and other sentences should talk about the importance of education. In addition, the third sentence should not follow the second sentence rather it is the sentence that follows the first sentence. From this discussion, one can conclude that the paragraph written by the students have problem of arranging sentences in the paragraph from the beginning to the end. Generally, from the above paragraph written by student 6, the researcher concluded that the students have problem of organizing ideas in a paragraph. This is because of different factors that affect students in writing a paragraph. These could be lack of knowledge of

organization of information, lack of training students and providing inappropriate feedback while marking their paragraph, low attention of students and teachers on paragraph writing. In supporting the above result from paragraph writing test among the sampled students wrote paragraph, 16 students have the problem of organizing ideas in their paragraph as it is figured above. This is the key problem that most of the students are with. Only a few students (4) try to write a paragraph which has relatively good organization of information. To support this idea Anchale and Pongrat (2008), suggested that to have a coherent paragraph, a paragraph should have good organization beginning from a topic sentences which is well supported by detail sentences. Moreover, the researcher was attempted to get its confirmation from the teachers' interview questions. Hence the teachers were asked about the problems of students with cohesion and coherence in paragraph writing. Concerning this, respondent 1, pointed out as, ''Students try to write a paragraph based on the activities/exercises in the textbook and ordered by their teacher. But when I tried to assess the students' paragraph, I always observed students paragraph lacks of topic sentence and the detail sentences stated in the paragraph that resulted from the disorganized sentences.''(I: T1) To support this, Johns (1986) stated that foreign language students often lack the ability to organize ideas in a way which is appropriate to produce a coherent paragraph.

From this discussion, one can conclude that Bantu Preparatory Students of Grade 12 seems to have problem of arranging the correct order of sentences in paragraph writing. This indicated that organizing information to write a coherent paragraph is difficult for them.

4. 6. 2 Analyzing Unity of Ideas in Students' Paragraphs

Creating a unified paragraph was another serious problem that is found in the students' paragraph. Lack of unity of a paragraph is expressed when the detail sentences found in the paragraph do not entirely supports the topic sentence and they do not relate one another. Unity of a paragraph is defined as a paragraph discusses one and only one main idea throughout the text. However, most of the sentences in the paragraph do not wholly support the topic sentence 'The Value of Education'. For instance, it is good to read the extract taken from the paragraph written by S2:

Education is important for different things. Peoples get education from different things. It can make people to decide their future life. The sources of education is many. A good knowledge brings a good advantage for all. This means to do any thing this work is can help us to live good life .So, all peoples needs you. The sources of education increase our skill and knowledge of things. These are gets

As observed from the paragraph, most of the detail sentences do not fully/wholly discuss the topic sentence. There is insertion of unrelated ideas into their paragraph. For example, sentence two does not relate with sentence one and three. The fourth sentence does not relate with the third and fifth sentences. Therefore, this insertion influences the unity of thought, and thus weakening coherence as it diverts the reader's attention. This is because the presence of supporting sentences that expand and strengthen the topic sentence keeps the unity of the paragraph. As it was identified from the students' paragraph analysis that mentioned in the Table 4.2 above, the majority of the students (15) have made the problem of paragraph unity and only few of them (5) of them are able to write relatively unified paragraph. For instance, while they are trying to support the topic sentence of the paragraph 'importance of education', they move to talk about another point' sources of education' which is different from the central idea of the paragraph.

Generally, this result indicates that the paragraph does not talk about one main idea rather it talks about different issues. Hence, this paragraph lacks unity because sentences or parts of the sentences are not well connected to each other to strengthen the main idea. This implies that Bantu preparatory students have problem of writing a unified paragraph. This is because of the low assistance of the teacher while they are writing a paragraph and the low attention given to paragraph writing exercises from both teachers and students. This seems for the reason that the students are not examined their skill of paragraph writing in the national and entrance examination. This means they are not asked to write a paragraph in these examinations.

4. 6.3 Analyzing the Repetition of Key Nouns in the Students' Paragraphs

Repetition of words was also seen as another problem that is observed in the students' paragraph. Repeating the key nouns or use of synonyms or expressions with the same meaning is important to draw attention for the understanding of the meaning of a text. In the paragraph written by Bantu Preparatory students, the researcher observed that the students repeat the same key nouns and ideas many times within the same paragraph. It is better if we take a look at the following paragraph which is written by student14:

> *Education is the roof of the growth of one country. In addition, education is the key agent for change leading to advanced and sustainable development in our country. We get a variety of positive thinkers, creative and orderly citizen from education. Education has also the potential to empower women and make them part of the global economy. Education is the key to achievement. Because of this, education is the most important for your future studies and career. Without education, we cannot protect ourselves from disease and environmental pollution.*

The paragraph under analysis shows that the students tend to repeat the key words or the same idea within the same paragraph claiming that it is highly used to serve persuasive ends. However, in the above paragraph, the word 'education' is repeated many times that is resulted in boring and make the text incoherent/weaken the coherence of the text. Instead of repeating the same word using the appropriate pronoun of the given word is important. Therefore, pronouns and other words with similar meaning should have been used. The above example paragraph lacks coherence. Besides, the result of the paragraph writing test indicated that 14 students produced the paragraph which has the problem of repeating the same words many times that lead the paragraph to be incoherent. So, the result obtained through the analysis of their paragraphs show that students have more problems concerning the unnecessary repetition of the same words in the paragraph.

In general, from the analysis of the students' paragraph some coherence problems in students' paragraph were identified such as difficulty in writing introduction, the topic sentence, writing supporting sentences, concluding sentence and the conclusion. In the same vein EFL teachers of grade 12 were asked and reported the same problem in the interview questions. There are some reasons that are associated with students' coherence problems in paragraph writing. As teachers suggested in the interview questions the effect of background knowledge was seen as influential factor on the local coherence of students writing. The other was highlighted that the low English proficiency/ability of students find it difficult to develop coherent paragraph due to paying attention to grammar rather than the meaning of the text. Moreover, it was indicated that students include a broad statement in the opening section of their paragraph before introducing topic sentence. In addition, the students over use of coordinating sentences and inappropriate flow of ideas emerged from disconnected sentences.

4.7 Factors that Reduce the Cohesion and Coherence of Students' Paragraph

This study also intended to gain data if there were factors that can affect the cohesion and coherence of students' paragraph. Regarding the students' paragraph writing problems discussed above, the teachers were asked from their experience about the major factors that affect the cohesion and coherence of students' paragraph. Concerning this, Respondent 3 expressed that, "It was seen that different factors played a paramount roles like ignorance of using cohesive devices in paragraph writing, and training of such linguistic item, students' fear of writing and lack of sufficient time are some of the major sources of problems." In addition, Respondent 1, suggested that "less experience /exposure of writing activities of the target language in the classroom, less preference and interest of students in writing a paragraph, lack of appropriate assessment, lack of appropriate feedback on the given piece of classroom writing tasks and assignments are some of the major factors mentioned as critical source of the students' paragraph writing problems." These factors can be viewed from two perspectives as categorized into students and teachers related factors.

4.7.1 Student Related Factor

The findings of the study revealed that there are a number of factors that affect the cohesion and coherence of students' paragraph writing. There are factors that are related to students. This means the problems created by students during paragraph writing. Some of these factors are students' paragraph writing proficiency and students' ignorance of using different cohesive devices.

Students' Paragraph Writing Proficiency

The researcher analyzed the students' paragraph in order to identify the ability of students in writing a coherent paragraph. As far as the students' paragraph writing skill is concerned, the result achieved from paragraph writing test indicated that students are unable to produce a coherent paragraph. In relation to this, teachers were asked based on their experience about the students' major problems with cohesion and coherence in writing a coherent paragraph. Therefore, teachers responded that student's paragraph is incoherent, has lack of flow of ideas in the paragraph due to the lack of knowledge of cohesive devices to use on the appropriate place for connecting disjointed sentences. Regarding this, respondent 2, suggested that:

> *The major problems of students in writing a coherent paragraph are as follows:*
> *These are lack of knowledge of cohesive devices from the base. As a result they fell*
> *to use the appropriate cohesive devices in the appropriate place in the paragraph.*
> *They have also lack of vocabulary of the target language which is resulted in*
> *difficulty of expressing their ideas exactly in the way they think to write .It is*
> *difficult for them to keep the logical order of sentences in the paragraph.(T:2)*

The discussion made above stressed that students were unable to produce a coherent paragraph when writing activity was given. Besides, paragraph writing test revealed that different problems have been observed from students' paragraphs that reduce the coherence of their paragraph. In relation with this, it is better to look at the following paragraph written by S18:

Education is very important. Peoples are living educated .Because of the division of education in the earlier time in the world. In the industrial country like America education is a key for life. It gives education opportunity for every community. We live in a educated generation. It creates skillful people in every country.

Therefore, as one can observe from the above paragraph, it indicates inability of students to produce a good paragraph. For example, the sentences are not related to one another that indicate coherence of the text. Besides, the cohesive devices/ transitional signals are not used to connect each sentence and ideas together to keep the flow of idea between sentences. In other words, the sentences are not related to one another from the beginning to the end. So that the above paragraph indicates that almost all the students have the same problem (writing skill) which is seriously affecting their paragraph. However, their performance is varying from student to student that can be observed from the different paragraph written by students. This difference is due to individual difference. Therefore, for L2 learners, writing a coherent English paragraph is difficult unless English language teachers help them by making students participate in each writing activities in the classroom and outside the class, providing them model paragraphs and focusing on cohesion and coherence while correcting their paragraph.

4.7.2 Teacher Related Factors

There is another factor that affects the cohesion and coherence of students' paragraph. It is teachers' related factors that affected students in writing a coherent paragraph. As the researcher observed, the major teacher related factors include assessing students' paragraph writing and feedback, and lack of training students.

4.7.2.1 Assessing Students' Paragraph Writing

To find out how students error was corrected, questions were asked about what the teacher focused on during correcting the students' paragraph and method of giving them feedback.

Regarding this T1 responded that, he usually assesses the grammatical problem of the paragraph which includes layout, punctuation, spelling, and capitalization. He also expressed that he usually use oral to give feedback for the students' error/ mistake seen in their paragraph.

The results achieved from teachers indicated that inadequate correction was being given for the students' error. Their teacher also focused on the grammatical problem of the paragraph during correction and did not want to give written feedback for the correction. This is because of the large class size, shortage of time, fed up of the teacher and challenging and tiresome of the task itself. Additionally, the teachers were asked the same question in the interview. So, respondent 3 responded that;

> *When I assess the students' paragraph writing, I usually focus on the grammatical problem of the paragraph including the neatness of the writing. I do not want to give focus on the correct flow of ideas in the paragraph because it needs much time to correct the organizational problem of the paragraph. (I: T3)*

In this discussion, the respondents seem to give less attention to the cohesive devices and coherence of the information in the paragraph during the correction of the students' paragraph which considered as one of the serious factors that affect the cohesion and coherence of students' paragraph. This is because identifying the mistakes all students made on their written work and giving written corrective feedback for more than fifty students seems tedious work and is time consuming. This implies that assessing the organizational problems of the students' paragraph were not experienced by the English language teachers.

 In addition, the teacher also suggested that if errors are not pointed out and corrected, they can become deep-rooted in students writing. A teacher may consume a lot of time and effort to written feedback although it is only fair that student writing is responded   suitably. However, the way teachers were giving feedback for the students were not appropriate. If teachers prioritize type of errors/mistakes made, it helps for future teaching of points already covered and this in turn benefit learners to learn more from their errors and mistakes. In general, very less written corrective feedback was being given for the students and they have been seriously affected from

this. Moreover, focusing on the unity and organization of the paragraph in correcting students' paragraph plays a paramount role in developing students' writing performance. If teachers ignore this, students could not improve the coherence of their paragraph.

4.7.2.2. Lack of Training Students

The researcher tried to identify to what extent teachers teach/encourage students to write a coherent paragraph. Accordingly, teachers were asked whether they teach students the function of using different types of cohesive devices that help them to write a coherent paragraph and the method they used. Concerning this, teacher respondents were requested to know whether teachers are training their students the function of different connectors and transitional signals. The result showed that teachers were not providing adequate training for the students. This means students at schools were not well taught on how to write a paragraph using different cohesive devices. This is because they use their textbook as a teaching material where there is an inadequate cohesive device in it. This makes the teacher not to train well their students these devices.

The result achieved from teachers' interview indicated that there was an insufficient teaching student about the function of different cohesive devices in writing a paragraph.

Generally, the result of the study from teachers' interview indicated that the factors that negatively affect the cohesion and coherence of the students' paragraph were of two categories. These are student and teacher related factors. The student related factors include students' paragraph writing skill. The teacher related factors include lack of training students, students' paragraph writing assessment and feedback. The sum of these factors may have influenced the cohesion and coherence of students' paragraph.

CHAPTEWR FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section summarizes the overall process of the study. It includes conclusions drawn from the findings of the study and recommendations of an evaluation of English for Ethiopia Grade 12 students text book in terms of how to improve students' cohesive and coherence paragraph writing problems.

5.1 Summary

The main purpose of the study was to evaluate grade 12 English textbook with particular emphasis to cohesion and coherence in students' paragraph writing with reference to grade 12 students at Bantu Preparatory School in South West Shoa Zone of Oromia Regional State. The study focused on identifying the usefulness of the text book in terms of cohesion and coherence in paragraph written by students, exploring the assistance provided by English language teachers to help students in writing coherent paragraph and identifying factors that reduces the cohesion and coherence of students' paragraph writing.

For this study, descriptive research design was employed, and in trying to address these issues, qualitative research method was used. In this study, three EFL teachers who had been teaching English more than eight years were selected as a sample subject comprehensively and 20 grade 12 students were chosen as a sample using systematic random sampling technique. In order to achieve the objectives of three data gathering tools were used. These were document analysis, paragraphs written by students and semi- structured interview for English language teachers.

The study indicated that the students could not write a coherent paragraph and hence their paragraph lack cohesion and coherence. Their paragraphs have also problems of organization and logical flow of ideas. For example, an illustration of this is that grade 12 English textbook does not have enough cohesive devices. However the types of cohesive devices found in the text book is more of conjunctions like coordinating conjunctions, result words, contrasting words, references and exemplifying words which are very few in number and does not encourage and

make students to write a coherent paragraph. Therefore, this does not contribute to the improvement of cohesion and coherence of students' paragraph. Furthermore, EFL teachers were not on the position to assist students to write a coherent paragraph and their activities to help students to write a good paragraph were inadequate. There were different factors that influence the cohesion and coherence of paragraphs written by the students. These problems were categorized as teachers and students related factors. Finally, conclusions and recommendations were made based on the findings of the study.

5.2 Conclusions

Textbooks play a very crucial role in the process of language teaching learning process, since both teachers and students rely heavily on them. In fact, textbooks occupy a mediating position between teachers and students and thus have to bear certain characteristics to make them an appropriate connector. Taking these points into account, one of the important measures facing EFL educator is the effectiveness of the textbook. This is a vital decision which will affect teachers, students, and the overall classroom dynamic. Therefore, based on the main findings of the study, the following conclusions were made.

1. The occurrences of cohesive devices with their function in Grade 12 Students' English Textbook were not sufficient. The textbook contained insufficient number of cohesive devices. They were found only in six units of the textbook. This made students not write a coherent paragraph. It did not also contain a well-organized model paragraphs where cohesive devices were appropriately used and paragraphs where cohesive devices were violated. Some of the cohesive devices were not presented to be taught in a context.

2. The teachers are the most important and influential person to help students to write a coherent paragraph. However, the findings of the study indicated that teachers did not play key role in teaching of paragraph writing to improve students' paragraph writing skill. Besides, their performances and knowledge about how to teach various cohesive devices were inadequate. They did not help the students by training them the different cohesive ties.

The teachers are not motivated themselves to expose their students to models of organized paragraph in which cohesive devices are properly used.

3. The finding showed that students tried to write a paragraph based on the given writing tasks on their textbook but they could not write a coherent paragraph. When they wrote a paragraph, most of the students were unable to put sentences together by writing them in logical and appropriate order. In addition, many students could not use appropriate cohesive devices to join sentences together to keep the flow of ideas between sentences.

4. As the students' paragraphs were observed, their paragraphs had many coherent and cohesion problems. Their paragraphs had problem of organization like inappropriate and illogical arrangement of sentences and poor flow of ideas. Besides, their paragraphs did not contain the three principal parts of the paragraph: topic sentence, supporting sentences and concluding sentence holding their grammatical position. In their paragraph they used inconsistent words and fragmented sentences due to their language problem in generating ideas. Their paragraphs also failed to have unity because most of their paragraph starts to talk about one issue and immediately moves to another issue without concluding the former idea. The supporting sentences found in their paragraph did not entirely support the topic sentence. Moreover, Students did not employ adequate cohesive devices in their paragraph to link sentence.

5. The major factors that affect the cohesion and coherence of students' paragraph were many. The factors are grouped into two: teachers related factors and students related factors. The teachers' related factors includes lack of training students the function of cohesive devices, inappropriate assessment of students' paragraph and problem of providing appropriate feedback to the students paragraph writing assignment. The students' related factors include inability of students to write a paragraph. The other factors that influence the cohesion and coherence of students' paragraph were the students' passiveness to learning writing in general and paragraph writing in particular, the less attention given to the paragraph teaching and learning by teachers and students respectively, and teachers' less encouragement of their students. In general the student' paragraphs were impacted due to such factors and problems.

5.3 Recommendations

Based on the findings and conclusions described above the following recommendations have been made.

1. The teachers should be responsible to help the learners to write a coherent paragraph to communicate well in writing, i.e. through writing they must be able to express their opinion to readers. The students should be able to put sentences together in a paragraph by arranging them in a logical order. Moreover, the teacher should give different exercises in paragraph writing using cohesive devices for more flow of information within a paragraph in a logical way. The textbook should provide sufficient and appropriate cohesive ties that help learners to join sentences together that keep the flow of ideas between sentences with varieties of activities.

2. The content of the textbook should include the three parts of the paragraph: topic sentence, supporting sentences and concluding sentences in writing a paragraph and can be facilitated by the subject teacher. Whether the sentences or ideas in students' paragraph should be appropriately and logically arranged to keep the flow of ideas is corrected by the subject teacher.

3. The teaching materials of paragraphs especially students textbook should contain various cohesive devices with their functions that help them to write a coherent paragraph coping with students' different proficiency levels. These activities can be strengthened by the subject teacher in a versatile provision of exercises that lead learners to practice writing paragraphs using cohesive devices.

4. The students should be encouraged by being provided with model paragraphs, appropriate correction, and giving feedback, getting awareness on how to use various cohesive ties to write a coherent paragraph. Their teachers should play key roles in this by providing necessary writing tasks with immediate feedback. The paragraph teaching technique English

language teachers adopt should be on the method students would be benefited that help them to get the skill of producing a coherent paragraph.

5. The teacher should focus on cohesion and coherence problems of the paragraph while correcting students' writing. Moreover, the feedback practices employed by the teachers should combine both types of oral and written feedback which is constructive and corrective for the students' error. Furthermore, the teachers should indicate them the errors and its types. The teacher should also be critical and teach students various types of cohesive devices in context to help them develop different cohesion and coherence skills. The teacher feedback should help the students to develop motivation and give attention in learning paragraph writing.

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7. APPENDICES

Appendix-A: Checklist Questions

The objective of this checklist questions are to gather data about the effectiveness of the Grade 12 English Textbook with particular emphasis to cohesion and coherence in students' paragraph writing. The researcher used six open-ended checklist questions to evaluate Grade 12 English Textbook in terms of cohesive and coherence students paragraph writing and was analyzed qualitatively.

1. Does the textbook have enough cohesive devices that help students to practice writing a coherent paragraph in all its units?
2. What types of cohesive devices are most commonly found in the textbook? References? Ellipsis? Substitutions? Lexical cohesion?
3. Which cohesive devices are frequently used in the textbook? Which cohesive devices are rarely used in the textbook?
4. Are references, ellipsis, substitutions and lexical cohesion appropriately and adequately presented in the textbook which help students to write cohesion and coherence paragraph writing?
5. Are cohesive devices in the textbook adequately developed and logically linked to improve students' paragraph writing?
6. Are there sufficient and appropriate cohesive devices in the textbook to guide students to write cohesive and coherent paragraph writing?

Appendix-B: Interview Questions for EFL Teachers

Dear Teacher

First of all thank you so much for your willingness for this interview which is meant exclusively for research purpose, as part of my MA study at Jimma University. The purpose of this interview is to gather data concerning what do English Language Teachers do by using the text book to help students write coherent paragraphs and to investigate the factors that affect the cohesion and coherence of a paragraph written by students.

1. Does the textbook have enough cohesive devices that help your students to practice writing a coherent paragraph? If any, would you tell me the cohesive devices found in your textbook?
2. What do you do to help your students in writing a coherent paragraph? Please would you explain them?
3. Do you teach your students the importance/function of different types of cohesive devices in paragraph writing? If yes, how do you teach them?
4. Can your students produce/write a coherent paragraph when writing activity is given? If yes, how do they write?
5. What types of cohesive devices do your students actually use in their paragraph writing?
6. Is there the difference between students in using cohesive devices to write a paragraph?
7. What are the major problems of students with cohesion and coherence in paragraph writing?
8. From your experience, what are the major factors that affect the cohesion and coherence of paragraphs written by your students?
9. What do you focus on while assessing/correcting your students' paragraph?

Thank You!

Appendix-C: **Paragraph Writing Test**

The Paragraph Writing test 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. Does their paragraph have a topic sentence, supporting sentences, and summary sentence?

2. Are the entire sentences well related or linked to one another? What kind of relation links each pairs of sentences?

3. Are the sentences, ideas or information in their paragraphs appropriately and logically arranged?

4. Is there a flow of ideas between sentences in the paragraph?

5. Is there any information that needs to be rearranged in order to improve the coherence?

6. Does the distribution of information in sentences provide smooth movement from a sentence to another?

7. Do the phrases or sentences appropriately connect each other to avoid fragment?

8. Are transitional signals used to link ideas to create a unified whole?

9. Are the key nouns or words and expressions repeated constantly to create unity?

10. Are cohesive devices appropriately and adequately used within and between paragraphs?

11. What types of cohesive devices are most commonly used by students to write a coherent paragraph? Conjunction? References? Ellipsis? Substitution? Lexical cohesion?

12. Which cohesive devices are overused? Which cohesive devices are underused?

13. Which cohesive devices could have been used? Which cohesive devices could not have been used?

14. Is the references appropriately and adequately used?

15. Is ellipsis used where needed?

16. Does conjunctions used adequately and appropriately?

17. Is new information introduced in the appropriate place?

Appendix-D: Transcript of Teachers' Interview

1. I: Does the textbook have enough cohesive devices that help your students to practice writing a coherent paragraph? If any, would you tell me the cohesive devices found in your textbook?

T1: No, the textbook does not have enough cohesive devices. The existing students' textbook do not have enough contents and activities regarding cohesion and coherence. In addition, the cohesive ties in the textbook are very few. The devices like 'and, in addition to, even though, therefore, however, first finally' are found.

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T3: There are no enough cohesive ties in the students' textbook grade 12. There are some cohesive ties found in the text such as, sequencing words like, first, second ,then, finally', resulting words like therefore, as a result' words of reason /purpose like 'so, because' and exemplifying words like ' for example, for instance.'

2. I: What do you do to help your students in writing a coherent paragraph? Please would you explain them?

T1: I rarely help my students to let them write a coherent paragraph through providing them sufficient activities and elements of paragraph construction depending on the grade level and educational back ground. As much as possible, I also sometimes teach them vocabulary, some grammar structures and try to provide them with some cohesive devices that can help them to write their paragraph with smooth flow of ideas.

 T2: As much as possible I sometimes try to provide them with some cohesive devices that can help them to write their paragraph which has the smooth flow of ideas and that keep the logical order of sentences. I sometimes make students to practice writing a paragraph by telling them to select the familiar topic fund in their textbook.

 T3: I rarely encourage students to develop their word power (vocabulary). I rarely teach my students the grammar structures that help them in paragraph writing, makes students to practice

grammar activities. I sometimes show them disinterest to teach and give them individual writing assignments. I also jump over some writing tasks.

3. I: Do you teach your students the importance/function of different types of cohesive devices in paragraph writing? If yes, how do you teach them?

T1: No, I rarely help them. When the topic is paragraph writing, I jump over some activities. Even, most of the times I do not want to teach them paragraph writing. I sometimes show them how a paragraph is produced theoretically.

T2: As, I told you before, I sometimes teach the functions of some cohesive ties and transitional signals found in their textbook by providing various sentences.

T3: I sometimes teach students the purpose of cohesive ties. But I do not teach them contextually in the paragraph. I teach them in simple sentence. When the topic is paragraph writing, I don't give much time for such activities for students to practice it; because the textbook is too bulky to cover the portion on the given time. Even, most of the times I do not want to teach them paragraph writing. I simply show them how a   paragraph   is   produced theoretically.

4. I: Can your students produce a coherent paragraph when writing activity is given in the classroom? If yes, how do they write?

T: 1 Students try to write a paragraph based on the activities/exercises in the textbook and ordered by their teacher. But their paragraph has different problem such as problem of organization and logical flow of ideas. But when I tried to assess the students' paragraph, I always observed students' paragraph lacks topic sentence and the detail sentences stated in the paragraph that resulted from the disorganized sentences.

T2: I say no, because when writing tasks/ activities are given in the textbook and ordered by the teacher to write, the students simply put different sentences together without keeping the correct flow of ideas and with poor organization of sentences.

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T3: When writing activity is given in the textbook and ordered by their teacher they try to write a paragraph. However most of the students' paragraph lack unity and has problem of organization.

5. I: What types of cohesive devices do your students actually use in their paragraph writing activities?

T1: My students use words and phrases like 'and', in addition to' to connect similar sentences together and 'but for connecting opposite ideas. They also use words of result like 'as a result' and for example for exemplifying issues.

T2: My students actually use words for adding ideas like, and, in addition to, and sequencing words like firstly, secondly, then, next, finally, etc. And for connecting opposite ideas they use 'but' and reference words especially personal pronouns.

T3: During paragraph writing my students used words and phrases like 'and', 'in addition', connect similar sentences/ideas together and 'but' for connecting opposite ideas. They also used words that express results like 'as a result' and 'for example' to exemplify ideas and issues.

6. I: Is there the difference between students in using cohesive devices to write a paragraph?

T1: Yes, there is a difference between students. As I observed their paragraph when I correct their paragraph writing assignment some cohesive devices are not similarly used by the students of the same grade. There is a great difference among students in using cohesive devices to write a paragraph. So, some students use more cohesive devices as compared with other group of students.

T2: Yes, there is a great difference between students in using cohesive ties. Because, some students use more cohesive devices and some students do not use many cohesive devices. (the same response as).

7. I: What are the major problems of your students with cohesion and coherence in paragraph writing?

T1: My students have lack of background knowledge of cohesion and coherence. This means they do not have the knowledge of different types of cohesive devices in writing a paragraph. This is resulted from the inadequacy of English text book grade 12 regarding various cohesive devices for paragraph development.

T2: The major problems of students in writing a coherent paragraph are as follows: These are lack of knowledge of cohesive devices from the base. As a result they fell to use the appropriate cohesive devices in the appropriate place in the paragraph. They have also lack of vocabulary of the target language which is resulted in difficulty of expressing their ideas exactly in the way they think to write .It is difficult for them to keep the logical order of sentences in the paragraph.

T3: Students have different problems in writing a paragraph. Firstly, students have lack of putting sentences in logical order and unawareness of where to end ideas and start new sentences. Secondly, their paragraph has also problem of the mismatching of topic sentences with the detail sentences stated in the paragraph. Thirdly, students are unable to know which cohesive devices to be used where. The impact of students passive on their learning in general and creative writing in particular was another reason for the low performance of students in writing a coherent paragraph.

8. I: From your experience, what are the major factors that affect the cohesion and coherence of paragraphs written by your students?

T1: Less experience /exposure of writing activities of the target language in the classroom, less preference and interest of students in writing a paragraph, lack of appropriate assessment, lack of appropriate feedback on the given piece of classroom writing tasks and assignments are some of the major factors mentioned as critical source of the students' paragraph writing problems.

T2: As I tried to mention earlier the major factor that hinder students not to write a coherent paragraph are many. These are lack of good experience of writing a paragraph at lower grade

levels. The other factor is lack of knowledge of cohesive ties, less preference and interest to write a paragraph, lack of word power and less exposure to the target language.

T3: It was seen that different factors played a paramount roles like ignorance of using cohesive devices in paragraph writing, lack of background of such linguistic item, lack of training students, students fear of writing and lack of sufficient time are some of the major source of problems.

9 I: What do you focus on while assessing/correcting your students' paragraph?

T1: I usually assess the grammatical problem of the paragraph which includes layout, punctuation, spelling and capitalization. Moreover, usually use oral to give feedback for the students' error/ mistake seen in their paragraph.

T2: Identifying the mistakes of all students more than (fifty) made while writing a paragraph is difficult and tedious work and time consuming. Because of this I focus on some grammatical errors of students writing.

T3: When I assess the students' paragraph writing assignment, I usually focus on the grammatical problem of the paragraph including the neatness of the writing. I do not want to give focus on the correct flow of ideas in the paragraph because it needs much time to correct the organizational problem of the paragraph.

Appendix-E: Sample of Some Paragraphs Written by Students
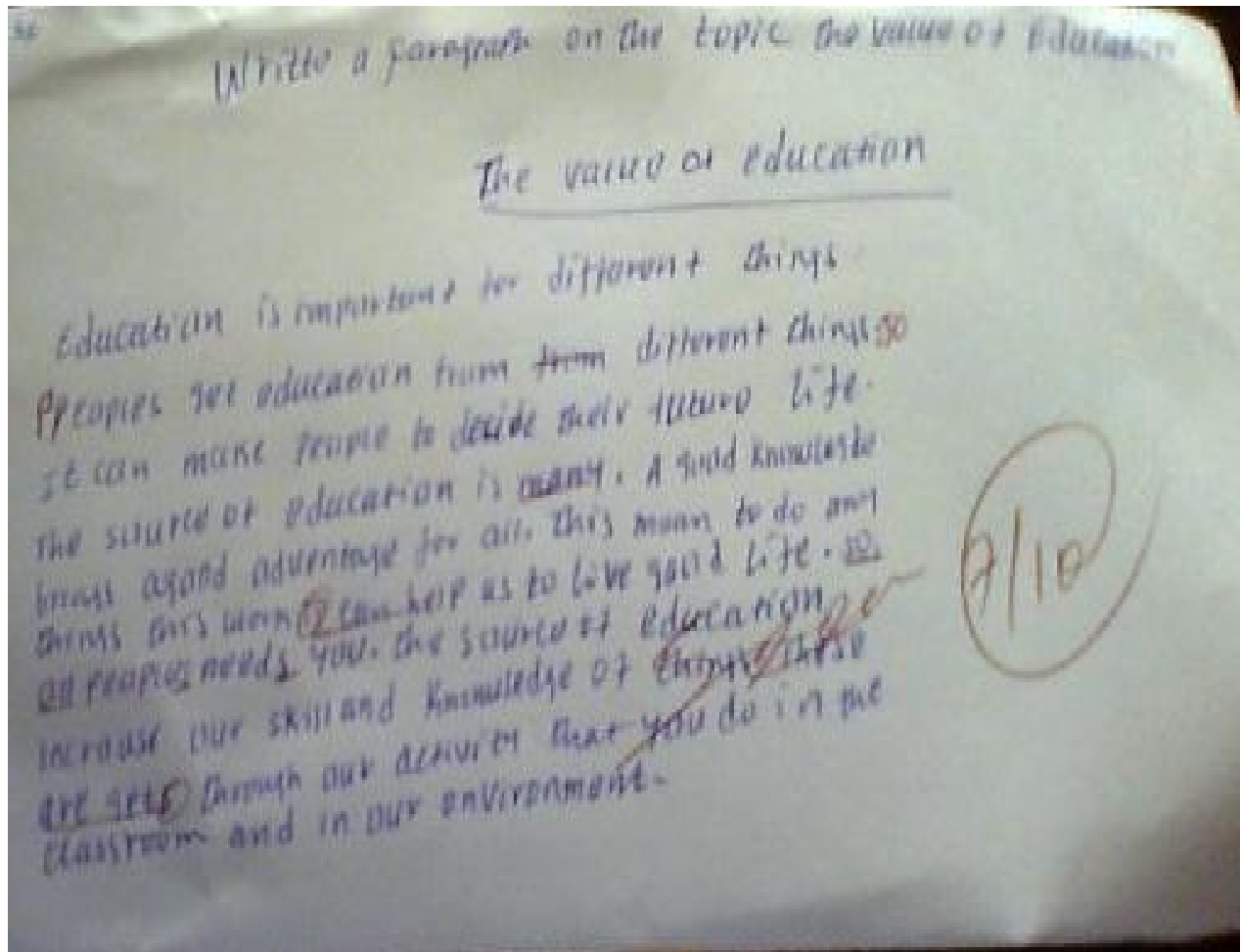
Source: A Paragraph from Student Assigned with Code 2

write a paragraph on the topic the value of Education.

The Value of Education

Education means acquiring and obtaining knowledge education has parts important for living in this world and our country. These are changes of living and brain. Education has grouped into two types. The first one is formal it is the road or way that human beings get skill to improve their country. The second one is informal education. They are primary & secondary, highschool, preparatory college and University. Education has also several states. So, Ethiopia has participation on expanding and developing education. People had not on the same rank but has have different rank. Education is the pillar of

Source: A Paragraph from Student Assigned with Code 4

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Write a paragraph on the topic the value of
Education

The value of education

Education has value for many things. Human being
gets education from different sources. This means it cann-
be us to know what is morally acceptable or unacceptable
what is advantage or disadvantage. The sources of education
it began from our born until our died it continues to identify
thine and solve the problem you should have been educ-
ated person. A good knowledge is benefit goods, meanwas
when used any work this work would have begin success
Therefore, every people needs you. The sources of education
increase our ability that we have do any activity that
are get.

Source: A Paragraph from Student Assigned with Code 6

"write a paragraph on the topic the value of Edu"

The value of education

Education is the main spring for change leading to advanced and sustainable *development* in our country. Without education there is no *exit*. Education makes human being still full and powerful. It lays the foundation for *diversity goto helpful* initiatives that helps to make civilized and orderly citizens. In addition, education has the potential to empower women and make them apart of the global economy. Teaching women is seen as teaching citizens.
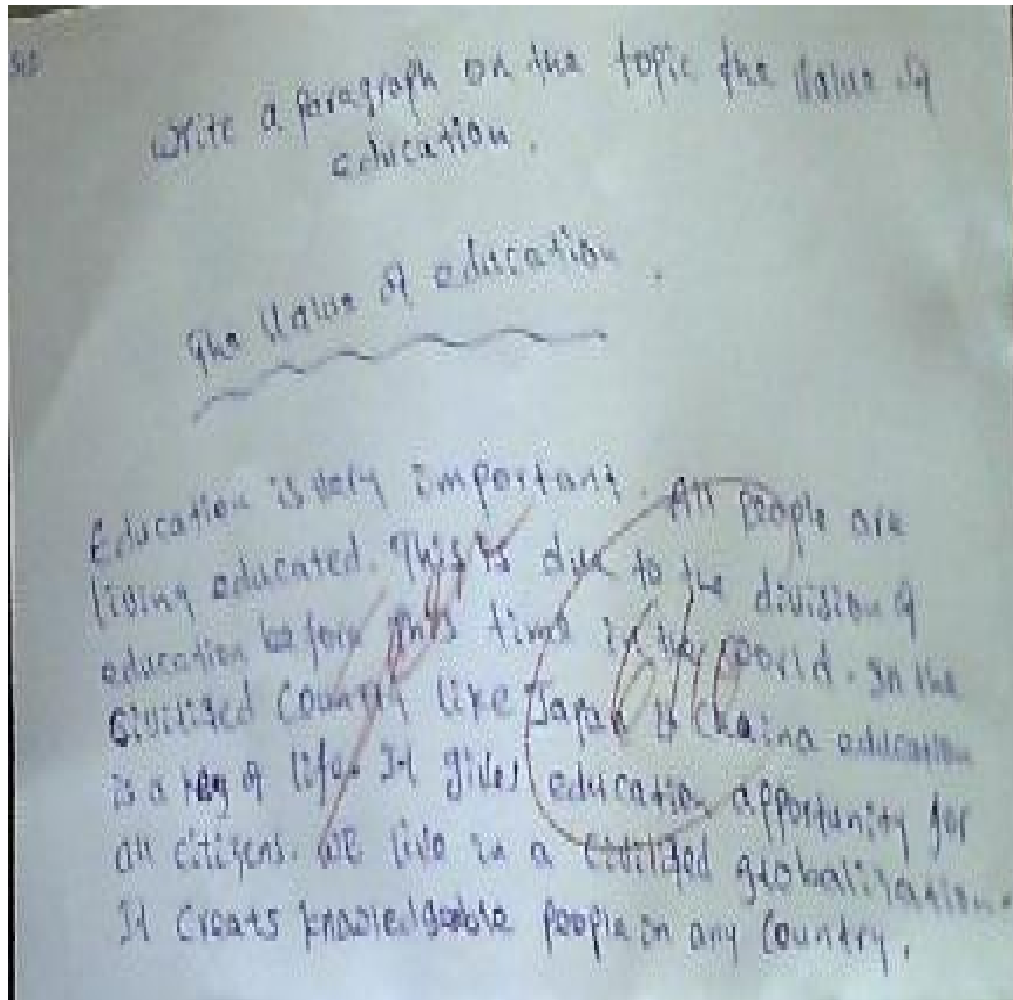
Source: A Paragraph from Student Assigned with Code 8

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write a program on the topic The Value of Education

The Value of Education

Education is the way of getting knowledge from different ways. It has many advantages for a people living in any place. In looking the use of education, the first thing you know is to make yourself to be clean and famous person. Education Used in healthy centers and to develop our own country to use of technology and other important for peoples. And independent from dependent, from dark to light. So, life is nothing without education when we compare educated person and uneducated or illiterate one.

Source: A Paragraph from Student Assigned with Code 10

Source: A Paragraph from Student Assigned with Code 12

Write a paragraph on the topic the Value of education.

The Value of education

Education is the root of the growth of one country. In addition education is the key agent for change leading to advanced and sustainable development in our country. We get a variety of positive thinkers, creative and orderly citizen from education. Education has also the potential to empower women and make them part of the global economy. Education is the key to achievement. Because of this education is the most important for your future studies and career. Without education we cannot protect ourselves from disease and environmental pollution.

Source: A Paragraph from Student Assigned with Code 14

Write a paragraph on the topic Value of education

The Value of Education

Education is the single most important activity. there is
If there is good education, I think every thing else takes
care of an every people are increasingly aware education
is more important for childs future and the future of
nation public educateans carefuncetons are teaching and
leaving. No human being are able to survive properly
without education/education is a act of process
of passing on/gaining general knowledge Education
have many advantages not only that education is
the solution of any types of problem.

Source: A Paragraph from Student Assigned with Code 16

Write a paragraph on the topic of the
, of education.

The Value of education.

Education is very important for human beings. People are living educated. Because of division of education in the earlier time on the world. In the indust rial country like America education is a key for life. It gives education opportunity for every community. We live on a educated generation. It creats skill full people in every country.

Source: A Paragraph from Student Assigned with Code 18

Source: A Paragraph from Student Assigned with Code 20