Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

EFL Teachers' Awareness, Practice, and Challenges in Teaching Students' Paragraph Writing: The Case of Wachemo Preparatory School in Hossana Town, South-Ethiopia.

By:
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A Thesis Submitted to Department of English Language and Literature in Partial Fulfillment of the Requirements for Master of Arts in Teaching English as a Foreign Language (TEFL)

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Declaration, confirmation, approval and evaluation

Title: EFL teachers' awareness, practice, and challenges in teaching students' paragraph writing**:** the case of Wachemo preparatory school in Hossana town, South-Ethiopia

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

_____   _____   _____

Name of student   Signature   Date

The research thesis has been submitted for examination with my approval as a university advisor.

Principal Advisor   Signature   Date

_____   _____   _____

Co-advisor   Signature   Date

_____   _____   _____

External examiner's Name   Signature   Date

_____   _____   _____

Internal examiner's Name   Signature   Date

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Acknowledgements

Abstract

The purpose of this study was to investigate EFL teachers' awareness, practice, and challenges in teaching students' paragraph writing. In this study Explanatory Descriptive design was adopted. The sample size was 20% (six sections) from 29 sections; three hundred six students were selected out of 1500 students and 8(eight) English teachers were also participants. The research method employed was descriptive study using qualitative and quantitative data analysis techniques. Questionnaire, Interview and Classroom observation were data collection instruments. Results of research findings showed that EFL teachers' lack of commitment and interest on practice of teaching writing skill was low. Therefore students didn't practice and learn writing effectively and they failed to produce good paragraph. The major challenges affecting EFL teachers' assessment of students' paragraph writing are time scarcity, large class size, arrangement of sits, poor academic background of the students, lack of vocabularies, lack of students interest to practice writing and lack of EFL teachers' commitment. Thus, based on the findings, the following recommendations were forwarded; EFL teachers should be aware of the issues and concepts in paragraph writing methodologies, teaching styles and knowing about the importance of paragraph writing assessment. They should also develop the habit of practicing to build their students writing skill. EFL teachers should assess students' paragraphs writing regularly.

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List of abbreviations and acronyms

EFL   English as a Foreign Language

ESL   English as a Second Language

OEQ   Open Ended question

CEQ   Close Ended Question

SNNP   South Nation Nationalities and Peoples

CLT   Communicative Language Teaching

L1   First Language

L2   Foreign/Second   Language

TAAPW   Teachers' Awareness of assessing Paragraph Writing

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human Yule (2006). Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by many people, for example, English is the language which is spoken by a lot of speakers.

English is also essential to the field of education. In many countries, pupils are taught and encouraged to learn English as a second or foreign language. Starting from elementary to university level, students in many countries attend their schooling in English. Basically, the main reason that the need of teaching English language to students is for developing the four language skills: listening, speaking, reading and writing. Developing the language skills would enable students to share thoughts in English. Learners can carry out various tasks in and outside the class with their teachers and exchange notions after mastering these skills. Regarding on this issue, McDonough and Shaw (1993) have depicted that those four language skills play important roles for academic purpose.

Among the four language skills, writing skill is one of the most important tools where people express their feelings through it. According to White (1987), until the end of 1950s, language teaching was highly influenced by the audio-lingual approach. During that time, writing skill was regarded as being somewhat lesser form of the other language skills. Besides, the focus of teaching writing was mainly on the achievement of linguistic knowledge for the approach was accuracy oriented White (1987). Therefore, attempts to teaching writing were carried out by merely giving students a topic of some kind and asking them to produce a composition 'without further help Nunan (1989). According to Richards (1995) writing process was learned mostly in an environment of constant criticism and repeated failure**.**

Though Students learn the language as a subject matter starting from grade one, their competence is poor. According to Stoddert (1986), at elementary school levels students are very poor, and it is extremely difficult for them to follow secondary school instruction effectively. As the researcher's teaching experience the same was true at Wachemo Preparatory School that most students were poor at writing in academic requirements. When they were given tasks they faced a massive challenge in producing a certain text they were asked to do at the preparatory level.

Currently, writing skill is one of the most demanding skills in the world of academy that students should cope up with it. Although it is the most difficult skill to master easily, in learning to write students need a great deal encouragement from their teachers. According to Heaton (1991) writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery of grammar but also sharing the information and writing elements. In addition, Richard and Renandya (2010), explain that "writing is the most difficult skill for learners to master". The difficulty is not only in generating and organizing ideas, but also in translating the ideas into readable text.

According to many studies in Ethiopia as Alamirew (2005), Molla (2009), Desalegn (2011), Habtamu (2011), and Ebabu (2013), found that acquiring writing skill seems to be laborious and demanding for many Ethiopian students. As a result, students have low writing ability in relation to what is expected of them. And also, Atkins etal (1996) suggested that if learners are likely to develop writing skills, they need to work on writing skill tasks in class under the teachers' supervision as well as out of class.

There were various reasons why the researcher believed to conduct this study because writing is one of the most ways of expressing oneself and it is powerful means of making sense of experience and constructing meaning. Therefore, investigating EFL teachers' awareness and practice of teaching students' paragraph writing skill might contribute something significant to improve the teaching and learning process.

1.2. Statement of the problem

English language writing skill, as a basic language skill for second/foreign language learners, needs close attention. As Banat (2007) points out that this skill is invaluable for helping students communicate and understand how the parts of language go together and writing is one of the four major skills that need to be mastered by language learners. Similarly, as Harmer (1998) states that the writing skills have been finally recognized as an important skill for language learning. So, writing skill is one of the most important language skills for language learners, especially for secondary and preparatory school students in Ethiopia. students use writing skill for different purposes; for instance, to answer exam questions, to write essays (paragraphs), to do different written assignments, to communicate or transfer their message in a written form, and so on.

Hence, the current researcher intended to assess EFL teachers' awareness, practice, and challenges in teaching students' paragraph writing at Wachemo Preparatory School in Hossana Town South Ethiopia. The researcher observed from his teaching experience the awareness of teachers in assessing students' paragraph writing and the practice of students' paragraph writing in the classroom was low. That means, when learners produced sentences, paragraphs/written texts which might not meet the required standard when they did class work, assignments, examinations and other discourses. Since the problem was serious, it needs special attention. When there are challenges during the practice of writing skill, it is difficult to improve the learners writing skill. As a result, teachers should take appropriate measures to alleviate the challenges that are faced by teachers and learners during teaching and learning paragraph writing.

Regarding the problem, different foreign and local studies related to present studies as follows respectively. For instance, Bilal, Tariq, Norudin, Latif and Anjum (2013) conducted research on investigating the problems faced by teachers in developing English writing skills.The researchers found out that students' poor English background, lack of audio- visual materials, large class size and lack of practice in writing skill are the problems faced by teachers.

In addition, Nacira (2010) studied on identification and analysis of some factors behind students' poor writing productions the case of third year English major university students. She found out that lack of appropriate approach and technique to teach writing, low motivation, effects of L1, and lack of reading. Benard (2014), investigated on Challenges students face in learning essay writing skills in English language in secondary schools in Manga District, Nyamira Country, Kenya. He found out that incorrect use of grammar and L1 interference, and inappropriate use of learning strategies are the most challenges that learners' face in learning essay writing skills. Also Amin Ali (2016), studied on exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. He found that students poor language proficiency, mother tongue interference, shortage of time to teach writing exercises, and Lack of motivation. In these studies the researchers gave more attention for challenges of teachers developing writing skill rather than EFL teachers' awareness in teaching students' paragraph writing and the practices of students' paragraph writing. So, there is gap in this situation.

On the other hand some local researchers such as Alamirew (2005), Molla (2009), Desalegn (2011), Habtamu (2011), and Ebabu (2013), conducted research on this area, and they found different results for students poor writing performances. For example Alamirew (2005), in his PhD dissertation studied teachers' and students' perception of writing instruction, and the writing performances of grade 12 government school students. This study revealed that the writing lessons through the plasma television are not effective. Both teachers and students have a positive attitude towards teaching/learning writing, but practically they give less attention to writing lessons. As a result, students have low writing performances (Alamirew, 2005).

Molla, (2009) found that the major causes why students at Abbiyi Addi College of Teacher Education had poor performance in writing skills were lack of practice in writing skills since lower grades, shortage of time given to students' writing, teachers' focus on grammar and mechanics than on content and organization of ideas when giving feedback, and less help from English language teachers. Ebabu (2013) also found that the causes for students' poor writing abilities were shortage of time, inappropriate use of methodology by English language teachers, and psychological factors (students believed that writing was the most difficult skill compared to the other skills).

The above local researchers also tried to shed light and uncover students' writing problems in English, However; many students in preparatory schools still show poor performance in EFL writing. So this study will be conducted in preparatory school to investigate EFL teachers' awareness and practice of assessing students' paragraph writing ability and challenges they face. Even though Alamirew (2005) and Habtamu (2011) conducted their studies in preparatory schools, this study is different from their studies. For example, Alamirew (2005) conducted his research on perception of writing, writing instruction, and students" writing performance whereas this present study was conducted on EFL teachers' awareness in teaching students' paragraph writing ability and challenge they faced.

Here, Alamirew (2005) did not study the practice of teaching writing where as the present researcher investigated the practice of teaching writing skill in students writing performance. Habtamu (2011) also conducted his research on ELT teachers" beliefs of writing skills and their classroom practices. Here, the researcher did not see EFL teachers' writing awareness in teaching students' paragraph writing.

Generally, this study was conducted within the contexts given in the previous sections to add knowledge on the existing one. The present researcher, however, observed that preparatory school EFL teachers didn't check students' compositions for clarity and they didn't encourage them to practice. Students also couldn't generate ideas which enable them to write because they looked poor in knowledge of vocabulary. Therefore, the present study was conducted to bridge these gaps by exploring EFL teachers' awareness and practice of teaching students' paragraph writing.

1.3. Research Questions

1. To what extent are EFL teachers' aware of teaching students' paragraph writing in EFL classroom?
2. How often EFL teachers' practice of teaching students' paragraph writing?
3. What is the relationship between teachers' awareness and practice of teaching students' paragraph writing?
4. What are the challenges affecting EFL teachers' during teaching students' paragraph writing?

1.4. Objectives of the Study

1.4.1. General Objective

The focus of this study was to investigate EFL teachers' awareness, practice, and challenges in teaching students' paragraph writing**.**

1.4.2. Specific Objectives

The specific objectives of this study were to:

1. Find out EFL teachers' awareness on teaching students' paragraph writing.
2. Identify EFL teachers' practice of teaching students' paragraph writing.
3. Analyze the relationship between teachers' awareness and practice of teaching students' paragraph writing.
4. Identify major challenges affecting EFL teachers' during teaching students' paragraph writing.
5.

1.5. Significance of the Study

This study is hoped to be useful for English language teachers, students, and syllabus and curriculum designers. First, this study gives pedagogical advantage for the English language teachers by building awareness in how to teach their students' paragraph writing. Second, as this study identifies the major problems preparatory school students faced in their attempt to write in English, students might be able to take measures based on the research findings so as to improve students' writing skill. Finally, syllabus and curriculum designers can get insight regarding how writing skill are practiced and taught in preparatory schools.

1.6. Scope of the Study

The scope of the study was limited to Wachemo Preparatory School in Hossana Town, South-Ethiopia. This study mainly focused on grade 11 EFL teachers' awareness, practice and challenges in teaching students' paragraph writing in the case of Wachemo Preparatory School at Hossana Town. Here students were included as participants of the study to get additional information about EFL teachers practice of teaching paragraph writing. Therefore, the data collection was limited to grade 11 students' paragraph writing attempts with teachers' awareness, practice and challenges in assessing students' paragraph writing.

1.7. Limitations of the Study

The researcher encountered some constraints during the course of conducting this study. First, some of the informants were not willing to take part, especially in the teachers' interview. As a result, the researcher spent lots of time to convince some teachers. Second, School closures in the battle against COVID-19 were other constraints for the inability to get information and lack of financial support by the university were some of the problems that encountered the researcher during the study.

1.8. Definition of Operational Terms

Awareness: is the state of being conscious about students paragraph writing.

Teaching: is the concert sharing of knowledge and experience about teaching paragraph writing.

Practice: doing an activity regularly so that students can improve paragraph writing ability.

Challenges: problems that pull back EFL teachers not to assess students' paragraph writing.

1.9. Organization of the Study

The study presents in five chapters. The first chapter was about the background of the study, statement of the problem, and objective of the study. Chapter two was about the review of the related literature and some related research works. Chapter three dealt about the design and methodology of the research. Chapter four was about the result and discussion of the research. Chapter five was about the conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Generally speaking, this chapter attempts to review what the literature has to say about writing skills, the issues of EFL teachers awareness on teaching students paragraph writing and challenges both teachers and students face in teaching and learning process.

2.1. Theoretical Basis

Piaget's theory states Cognitivism is a theory of learning that studies about the process occurs inside the learner's Rosamond etal (2019). It is one of the language learning theories that give contribution in education field. It stresses on the process happens inside the human mind, acquisition of the language, and internal mental structure. In this case, the role of teacher is to understand the position of the students who have different experience that will influence to the learning outcome, to determine the manners that mostly used and which one is effective to organize the new information, to provide feedback in order to make the new information will be more effective and efficient. Therefore EFL teachers should be aware about the content knowledge, pedagogical knowledge and their students understanding of paragraph writing.

On the other hand behaviorism stresses on students' observable behavior to create automatic learning includes the use of instructional cues, practice, and reinforcement. In this case, the role of the teacher in behaviorism theory is determines what type of cues that could produce the desired response, to create conducive situation to reach the target stimuli and to create environmental condition.

2.2. The Writing Skill

Literature reveals that writing is a recent invention when compared to the spoken language. According to Grabe and kaplan (1996), the theory and practice of both L1(first language) and L2(second/foreign language) writing raise issues such as what writing is, why people write, what makes writing difficult and what constitute writing. They also raise the relation and difference between literacy and writing, as well as oral and written language to seek answer for

these issues. Dealing with each of the above issues is beyond the scope of this paper. First, let us briefly see the what, the difficulties and the need to teaching of writing skill. Highlighting these issues is very important because the researcher believes that they have strong relation with this research topic. Then, the review raises the different beliefs and practices of teaching writing together with some research findings about its teaching and learning.

2.2.1. The Meaning and Nature of the Writing Skill

Writing is one of the main language skills that students need to develop. The question what is writing can be answered from different and complex natures it enfolds. The definition of writing depends either on the level and purpose underlying it or the types of information it is required to transform or on how graphic symbols are set on surface. The Encyclopedia of Americana (1985), for example, defines writing as, "… the communication of idea, by means of conventional symbols that are traced, incised, drawn or otherwise formed on surface of some material such as paper." This very general definition gives writing a unique nature which makes it different from the rest language skills.

More specifically, Kelly (1998) describes writing as, "… a deliberate and more fully thought skill that needs precise and carefully crafted word by word for just the right effect." Here writing is not only putting information on surface but it is also the art of making it purposeful with the right effect intended to have on the reader. Lyons and Heasley (1984) also propose to define writing as "A communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse." Others still define writing in relation to what constitutes it. For example, Harmer (1991) describes writing as convention of text formation manifested by handwriting (or other means), spelling and layout, and punctuation. This in turn implies the knowledge and control of the structure of a written medium. To determine the definition and the nature of writing, one way is to distinguish writing that involves composing from that which doesn't involve composing. Sometimes the nature of writing is also studied in relation to its counterpart, speaking, since both are believed to be productive skills. As

a result of this, it is termed to be a complex and difficult skill (Byrne, 1988, Hedge, 1988, 2000, Grabe and Kaplan, 1996)

2.2.2. What Makes Writing a Difficult Skill?

In every description of writing, scholars seem to agree on the fact that writing is a complex process. It is a complex process because it requires the mastery of grammatical devices, conceptual (thinking) and judgmental (having purpose and acting) elements (Heaton, 1990, Byrne 1988, Grabe and Kaplan, 1996, Kelly, 1998). Byrne (1988) classifies the above complexities into psychological, linguistic and cognitive problems. Regarding the complexities of writing, Grabe and Kaplan, (1996) say "… writing is a technology, a set of skills which must be practiced and learned through experience."Since the skills required do not come naturally as stated earlier, but rather are gained through conscious effort and much practice, writing is a more complex skill. This is why it is said that writing causes great problems for students. These all help one to infer that the process of learning and teaching the writing skill requires developing sense of collaborative effort and the need to have interest to achieve it. What so ever difficult and complex will this skill be, it is still the most important skill needed to be taught in school curriculum.

2.2.3. The Need to Teach Writing Skill

As stated earlier, writing is one of the major and different ways of communication. The purpose of teaching writing skills, according to Byrne (1988), is primarily to develop the students' skills of expressing themselves through graphics. Byrne also jots down different pedagogical purposes of teaching writing skills. The main pedagogical purposes of teaching writing skills, according to Byrne, are to provide learners with different learning style, tangible evidence, create variety in the classroom and create independent learning (p. 6-7). Added to these, Raimes (1983) points out three important ideas how writing helps students to learn. She says, writing reinforces the grammatical structures, idioms and vocabulary we teach and secondly, when students write, they feel they control the language and take risk and thirdly, when they write, they necessarily become very involved with the new language.

Unlike its counterpart, speaking, writing can be mastered only through instruction that calls for much attention in its teaching. Besides, writing is an important language skill that plays a significant role in the process of acquiring knowledge. For instance, Troyka (1996) mentions the following advantages that a learner can get from writing. First, "writing is a way of thinking and learning". By this he means that it gives the learner an opportunity to explore ideas and understand information. Second, 'writing is a way of discovering', which is the central part of communicative language teaching (CLT). Third, 'writing creates reading". Troyka restates that, 'writing creates permanent, visible, record of one's ideas for others to read'. From these and many other benefits of writing, we can see that teachers need to help their students in any way possible to learn thoroughly how to express themselves through this skill. They must be confident of this skill as one of the important means of communication.

2.3. What is Assessment for writing?

Although assessment and evaluation often are used synonymously, they are not exactly the same. Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information. Evaluation, on the other hand, designates the judgments we make about students and their progress toward achieving learning outcomes on the basis of assessment information.

Teaching writing has a much harder job than many of their colleagues when it comes to assessment and evaluation Hyland (2003). Not only does it take them more time than, say, their counterparts in math, but it also is more difficult. With a math problem, or even a social studies question, collecting information related to student mastery of the material is fairly straightforward, as is evaluation. Answers on any test are right or wrong. Writing assessment, however, requires teachers to consider a complex array of variables, some of which are unrelated to specific mastery of a given writing lesson.

At its most basic level, evaluation is a comparison. The comparison in many subjects is an objective standard of correctness. For example, students' answers to math problems on a test are compared to the objective standard that governs correct addition, multiplication, subtraction, and division. Any deviation from the standard constitutes error. With writing, the situation is

significantly different because evaluation involves comparison on two levels: the standard set by other students in the class and by some pre-established standard of good writing. This pre-established standard may be provided by the school district, in which case it often is linked to district wide or even statewide testing. It may be provided by teachers—usually those in language arts—at a given school, in which case the standard will arise out of discussions and finally a consensus regarding the features of good writing. Or the standard may be one that individual teachers bring to their classrooms, formed initially on the basis of experiences at university during a degree and then a credential program. The individual standard is not only the most common but also the most problematic because it naturally varies from teacher to teacher, creating uneven evaluation of students engaged in similar activities. Uneven evaluation is unfair and is contrary to the one of the more important factors in assessment—reliability. The existence of a pre-established standard raises important questions that educators have to wrestle with daily: What is the basis of the standard? Is the standard appropriate for a given group of students? Is the standard fair? What does a grade on a student's paper mean? These are hard questions for many reasons. As Pellegrino, Chudowsky, and Glaser (2001) noted:

Every educational assessment . . . is based on a set of scientific principles and philosophical assumptions. . . . First, every assessment is grounded in the conception or theory about how people learn, what they know, and how knowledge and understanding progress over time. Second, each assessment embodies certain assumptions about which kinds of observations, or tasks, are most likely to elicit demonstrations of important knowledge and skills from students. Third, every assessment is premise on certain assumptions about how best to interpret the evidence from the observations to draw meaningful inferences about what students know and can do. . . . These foundations influence all aspects of an assessment's design and use, including content, format, scoring, reporting, and the use of the results.

Therefore assessment in general and writing assessment in particular has tremendous benefits in the field of language teaching and learning to check the effectiveness of the instruction, the improvement of students' progress in their academic writing as well as the writing ability which helps them to cope up with the challenges of this world's dynamism. In order to be successful in assessing their students' writing, teachers, educational, leaders and other stake holders should give special attention in areas of assessment.

2.4. Research Findings on Paragraph Writing

As it has so far been stated, research in L2 composition is a recent phenomenon. It has grown recently from L1 composition employing similar composition research approaches on groups of L2 students. As it has been said earlier, in the process paradigm, a piece of writing is the outcome of a set of complicated cognitive operation. Therefore, the main aim of L2 researchers in writing has been to identify cognitive (mental) operations (Connor, 1994, Kroll, 1990, Leki, 1991, Reid, 1988, Spack, 1984, White, 1988, Zamel, 1985). To identify the complex process of writing, research has been conducted on the following different areas such as: student's language competence, the composing process of skilled and unskilled writers, the difference and similarity of L1 and L2 composing process, the writer's strategy in composing, and the influence of tasks in composing writing.

Research finding made by Jones (1982), Zamel (1982), Raimes (1985) reveal that lack of competence in writing in English results more from the lack of composing competence than from the lack of linguistic competence. Jones (1982), in Krapel (1990), for example, investigated the writing process and the written products of two L2 writers, designating one "poor" and the other "good". Jones observed that the poor writer was bound to the text at the expense of ideas, whereas the good writer allowed ideas to generate the text. Referring to Jones's finding, Krapels point out that the poor writer had never learned how to compose, and this general lack of competence in composing rather than a specific lack in L2 linguistic competence was the source of the student difficulty in writing (Krapels, 1990, p.40). Similar to Jones's (1982) finding, Zamel (1982) also found that competence in the composing process was more important than linguistic competence in the ability to write. As a result of her study, Zamel pointed out that the writing process of her L2 subjects composing process indicated that L1 process oriented writing instruction might also be effective for teaching L2 writing. She maintained that when students understood and experienced composing as a process, their written products would improve. Raimes (1985) also underscored that her subjects composing competence didn't correspond with their linguistic competence. She observed little planning before or during writing, a similar behavior that was observed in unskilled L1 and L2 writers by Perl (1979) and Zamel (1983). She also observed that these unskilled writers paid less attention to revising and editing, they seemed

to reread their work to let an idea generate. Raimes (1985) strongly claims that, with students who exhibit lack of competence in writing, poor composing competence can be a greater factor in this than poor language competence. The finding by these scholars would therefore alert L2 teachers to give due consideration for the composing process besides the linguistic elements.

The other research made in the process of writing indicates that the skilled L2writers composing process and L1 skilled composing process are similar and so do the unskilled composers. Zamel (1983) particularly identified that the skilled L2 writers in her study revised more and spent more time on their essays than the unskilled writer. The skilled writers, according to Zamel's finding are concerned themselves with generating ideas first, revising at discourse level, exhibiting reclusiveness in their writing process and saved editing until the end of the process(p.172). Krapels (1990) in Kroll(1990) points out that the skilled L2 composers use similar writing strategies of those L1 skilled writers, which was described in L1 writing process studies (e.g., Pianko, 1979, Sommers, 1980). Generally, Raimes(1985) guessed that L2 writers might not be "as concerned with accuracy as we thought they were, that their primary concern is to get down on paper their ideas on a topic' (p. 246). In more firmly stand, Raimes made the following comment on the strategies of experienced writers.

They consider purpose and audience. They consult their own background knowledge. They let ideas incubate. They plan. As they write, they read back over what they have written. Contrary to what many textbooks advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while and writer's product- the finished essay, story or novel- is presented in lines the process that produces it is not linear at all. (Raimes, 1985, Ibid)

Related with the effective composing strategies, Pfingstag (1984) cited in Krapel (1990), identified one of her subject with very little planning and had a very narrow range of strategies for generating ideas on a topic. She then did a composing aloud session to model effective composing strategies for the student. As a result, Pfingstag saw her subjects' subsequent composing aloud protocol exhibited improved composing strategies. Here, it should be remarkable to consider the importance of equipping learners with all possible composing strategies. The teaching and the practicing of the composing must be flexible.

2.5. What is a Paragraph?

A paragraph is basically a group of at least three to five sentences that discuss a central topic. An effective paragraph always begins with the topic sentence that supports the main idea of the entire paragraph. Another key thing about effective paragraphs is that it would always maintain the consistent flow of ideas all throughout its sentences.

The sentences you can find in paragraphs are not just random sentences but these are carefully chosen sentences that ensure that the single idea discussed thoroughly and consistently.

A typical paragraph has three parts: the topic sentence, the supporting sentence, and the concluding sentence. The topic sentence is usually the first sentence in a paragraph and it is then followed by the concluding sentence that usually comes in three sentences, and finally, the concluding sentence which is, obviously, found on the last part or after the supporting sentence. Writing concluding sentences can be optional because if you find that your entire paragraph can do without one, it is definitely all right to end your paragraph without a concluding statement.

It is a rule that you must make sure that the paragraph should always maintain and focus on a single idea. One indication of having successfully written an effective paragraph is that it brings the readers on a clear path that leaves no room for detours.

2.5.1.Types of Paragraph

The scope of discourse ranges from a paragraph to on extended essay. There are four forms of discourse namely: exposition, description, narration and argumentation.

2.5.1.1. Exposition: A type of writing that expresses, explains an idea, object or phenomenon. In expositions, the material which is communicated is primarily information. So when you write exposition, your purpose is to make clear the reader how something works, how something is made, or how something happened. It usually combines all or some of the following methods of development: cause and effect, classification, analysis, definition, comparison, contrast and illustration.

2.5.1.2. Description: physical description creates a word picture. It is the kind of writing which attempts to appeal to the reader's sense, recreating for him the author's original impressions like sight, sound, smell, taste and touch. Description can be objective. Description rarely appears alone in modern writing. It is most often used with narration. If is usually based on with spatial relations.

2.5.1.3. Narration: narration is a writing that 'narrates' or tells what happened. It is concerned with describing a series of events, happenings or incidents which may be either real, historical or imaginary that leads to a conclusion. It is the kind of writing most people habitually turn to for recreation. They find it in short stories and novels as well as in news stories, historical accounts and essays. Rarely does narrative writing occur in pure form; most often it includes description and exposition for additional interest. It usually involves some kind of conflict, its resolution and conclusion.

2.5.1.4. Argumentation: when one writes argumentation, his main purpose is to convince his reader about some issue, and persuade him to take some action or reconsider his perception towards something. A writer of argumentation presumes that he and his readers hold different positions on a subject. The writer attempts to convince readers through logical reasoning. Thus, argumentation is a process of reasoning in which a series of facts and judgments are arranged to establish a conclusion for argument (Melakneh M 2004. PP 189-191).

2.6. Essential Elements of Paragraph

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development.

2.6.1. Unity

In order for a paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea, point, or argument that is being discussed. Therefore, the paragraph should not begin to stray and develop new ideas. If you begin to write sentence that wander from the paragraph's main idea, then it is time to start a new paragraph.

2.6.2.Coherence

Coherence is more commonly referred to as the flow of your writing. When a paragraph flows, the reader will be able to understand the main idea that you have presented. How can you ensure that your paragraph maintains a flow? Well, after presenting your main idea in your topic sentence, each sentence following must build upon each other in an organized manner. After writing your paragraph, go back and read aloud what you have written to make sure your ideas are clearly presented. If they are, you have developed a coherent paragraph!

2.6.3.Topic Sentence

The topic sentence is the most important part of your paragraph; it tells the reader the general idea of your paragraphs and should essentially "hook" them into wanting to read more! The topic sentence helps to provide a "general summary" for your paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will continue to discuss.

2.6.4. Sufficient Development

Now that your paragraph has a topic, it is essential that this topic be sufficiently developed. Do not limit yourself to a set number of sentences. Yes, your paragraph should not be too short or too long, but it should be an appropriate length to flesh out the entirety of your paragraph's idea. A reader should not be left with questions after a sufficiently development paragraph. In order to achieve this, you can provide examples, cite work, provide necessary definitions, describe, analyze, and organize your ideas.

2.7. Challenges of Teaching Writing Skills

2.7.1. Problems Related to Writing skills Assessments

Not using appropriate writing skills assessment tasks is one of the barriers for teaching writing skills effectively. Teachers are likely to be skilled and knowledgeable about authentic writing assessment tasks to help their students. Writing in its very nature is creative and productive which needs the learners' motivation. Especially in assessing and scoring unless the learners are involved the teacher cannot cover it by himself.

Hence, then, teachers need to familiarize authentic assessment tasks to their students. According to J. Michael 0' Malley (1996):

a) Teachers should make the writing assessments to reflect the content of classroom instructions.

b) And sufficient time is to be given for them to complete their writings. The other argument is that, whether a single topic is to be given or multiple topics of writing to choose among however, research results are mixed on whether students write better with single or multiple prompts (Hamp- Lyons 1990) and California assessment program (1990) set the following criteria for a single or multiple prompt assessment tasks. The topic should-

- Invite the desired type of writing or genre.
- Engage the thinking, problem solving, composing, and text makes process centre to the type of writing.
- Be challenging for many students and accessible to all.
- Provide equitable opportunities for all students to response.
- Produce interesting, not just proficient writing.
- Be liked by many students.

2.7.2. Problems Related to Teaching Methodology

i.   Avoidance of native languages in the classroom activities.

The use of native languages in the classroom is not a totally ignored act especially in introducing instructions and feedbacks. Lucas and Katz (1995) emphasized that teachers should ensure that the students' native languages have a place in the classroom even though the design of the program and the teachers' limited linguistic resources suggest an English only learning environment.

ii.   When there is imbalance between supervision and free writing.

Lew (1999) argues that it is disservice to allow students learning English to write without the close supervision of teachers, pointing out that students who do not speak standard English have little confidence that their friends can help them with grammar or usage "when work sheets and isolated skills are emphasized in the classroom students cannot embrace writing as anything but difficult and meaningless, and hence, boring.

iii.   Not using the steps of writing may be a short coming especially in process writing.

The steps: idea generation, drafting, reading the draft, editing- meaning, order, spelling, punctuation help a lot in producing a creative writing.

iv.   Writing is highly dependent on the other skills of language learning

The six processes in the language learning are often considered to be interconnected in the English language arts: listening, speaking, reading, writing, and more recently, observing and representing (Reger Passman, 2007) and again, dyson and fredman (1991) stressed the need to meet the social and cultural backgrounds of the students' LI for their English writing.

v.   The little the theoretical understanding is the little writing skill mastery.

"Without a strong foundation in theoretical constructions one can never be completely sure of one's practice in the classroom. This is especially true when teaching writing" according to roger pass man and Katherine (2007).

Teaching writing is an enterprise that encourages and emancipates. It empowers students with language and voice expression.

"I don't write, I don't like it, I don't write really well"... doesn't happen when the writing lessons and learning environment embody patience, creativity and the expectation to write.

2.7.3. Problems Related to Students and Teachers

Writing is time consuming and takes much of the students' time to produce any text, and similarly, teachers are burdened with the feedback and scoring.

Writing is highly personal to plan, to think and to create; and it requires doing and practice. Above all, writing is a skill to be practiced more than ever to master it. According to Smith (1982:199-200) writing is learnt by writing by reading and by perceiving oneself as a writer... it is fostered rather than taught.

On the teachers' side, they should plan and budget their time, and as it is discussed earlier in the assessment analysis to encourage self and peer assessments, and to have good models: such as, Dr. Rodolf Flech (1960) said, "I spend every week end burned under a mountain of papers. It is a terrific chore".

2.7.4. Problems Related to Classroom Administration

Large class size, highly dependent on the other skills and difficulties in L2 writing are to be discussed.

- Athkins, AA (1998) large class- sizes which deter teachers from setting and making writing tasks, and the reluctance of teachers to give students the freedom to express themselves in writing...

- For the effective writer there is no question for him to be good at the functional grammar and lexis. Not only 'how to writer; for 'what to write' also, he has to sit-down and read. Horace coon (1954), Great writers are always great readers. They read voraciously, ominously, as if they were trying in as a short time as possible to encompass all of human knowledge.

- Based on his synthesis of 72 studies, Silva (1993) concludes significant differences exist between practically all aspects of Li and L2 writing. He emphasizes that the learning needs of L2 are crucially distinct from those of basic or proficient Li writers and that L2 writing pedagogy requires special and systematic approaches that take in to account the cultural, rhetorical, and linguistic differences between LI and L2 writers. Similarly, Hinkels (2002)... even after years of ESL and composition training, L2 writers' text continues to differ from that of novice Ll writers in regard to most linguistic and rhetorical features.

From the above descriptions one may easily detect at least 3, Main factors that affect the writing practices, and they are:

1. The time consuming nature of the subject in both teaching and assessment.
2. Significant and differences exist between Ll and L2 writing pedagogy which requires special treatment in the cultural, rhetorical and linguistic aspects.
3. The participant's motivation and commitment to take time and do the writing in real life context practically is essential.

2.8. Conceptual Framework of the Study

```
┌─────────────────┐                              ┌─────────────────────┐
│  Awareness of   │ ───────────────────────────► │ Practice of teaching│
│ teaching writing│                              │ writing             │
└─────────────────┘                              └─────────────────────┘
     ▲    ▲                                          ▲          ▲
┌──────────┐  ┌──────────────┐          ┌──────────────┐  ┌──────────┐
│ Content  │◄►│ Pedagogical  │          │ Structuring  │◄►│ Enhanced │
│knowledge │  │ Knowledge    │          │ students'    │  │ Activities│
└──────────┘  └──────────────┘          │ orientation  │  └──────────┘
                      ▲                  └──────────────┘
                      │                          ▲
                ┌──────────┐                ┌──────────────┐
                │Related to│   Challenges   │ Related to   │
                │Methodology│               │ Administration│
                └──────────┘                └──────────────┘
                      └──────┬──────────┬──────────┘
                         ┌──────────┐
                         │Related to│
                         │ teaching │
                         └──────────┘
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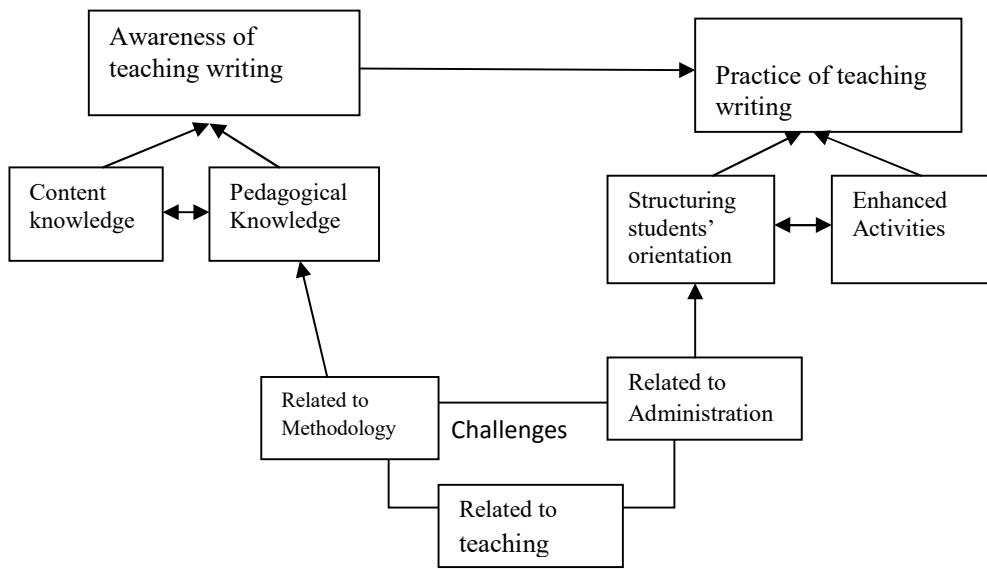
**Figure 1Conceptual Framework of the Study**

CHAPTER THREE

3.   RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research setting, research design, sample size and sampling, techniques, data gathering instruments, data gathering procedures, data analysis techniques, and data organization.

3.1. Research Design

In this study, mixed explanatory design was adopted to assess EFL teachers' awareness, practice, and challenges in teaching students' paragraph writing. As described by Cohen, Manion and Morrison (2000), descriptive survey is used to describe about problems that exist; processes that are going on; effects that are being felt; or trends that are developing. Kumar (1996) also states that descriptive method attempts to describe a situation, problem or phenomenon systematically. Quantitative technique refers to data using frequency, percentiles or means value (close-ended questionnaire) whereas qualitative refers to gathering and analyzing data in non-numerical way for open-ended questionnaire and interview.

3.2. Setting of the study

The research was conducted at wachemo preparatory School (grade 11), which is found in Hossana town, Hadiya Zone, South Ethiopia. The school was chosen purposively because the school has only grade 11 and 12 therefore many students came with different background from other schools around the City therefore this helped the researcher to get necessary information.

3.3. Participants of the Study

The subjects of the study were Wachemo Preparatory Schools grade 11 English teachers and students. Students were included as participant in order to get additional information about the practice of EFL teachers' teaching paragraph writing. They were found in Hossana Town, South-Ethiopia

3.4. Sample Size and Sampling Techniques

Sampling is preferable method that enables the researcher to study relatively small unit in the place of the population and will obtain the data that are the representative of the whole population. The researcher used simple random and purposive samplings. There were 1500 students, 769 males and 731 females in grade 11 in 29 sections. However, since the total number of the students was not manageable for the researcher, 6 sections were selected through simple random sampling technique to get 20% of the total sections. As a result, 306 students, 161 males and 145 females were participants of the study

Regarding teachers, there were 18 English language teachers in the school 14 males and 4 females. Therefore, from them 8 teachers 6 males and 2 females who were teaching grade 11 were selected through comprehensive sampling technique.

3.5. Instruments for Data Collection

The data for the study were collected through three techniques: these were: questionnaire, interview and classroom observation.

3.5.1.Questionnaire

Questionnaire is useful in collecting data on phenomena "which are not easily observed, such as attitudes, motivation, and self-concepts" Sleiger(1989). Accordingly 15 items of questions were used to identify EFL teachers' awareness and practice of teaching students' paragraph writing attempts and challenge they face in learning writing. The researcher used close ended questions with five options: strongly agree, Agree, Disagree, Strongly disagrees and I don't know for sample students'.

3.5.2.Interview

The interview questions were used to collect data from the English teachers. As Kumar (1999) states, interview is any person to person interaction between two or more individuals with a specific purpose in mind there are three types of interviews, i.e. structured, unstructured, and

semi-structured. According to Dyer(1995),structured interview is an interview which is organized in every advance by interviewer; unstructured interview sometimes may result in drifting out of the topic and poor time management as the interviewee keeps on talking about things that come to his/her mind; and the semi-structured interview is the one which combines structured and unstructured forms. For this study 9'semi structured' interview questions were suited, because, it was partly structured, in the sense that there is an "interview schedule" to give direction to the interview (Sleiger1989).

3.5.3.Observation

The other data gathering tool used in the study was class observation. Morrison (2000,p. 33) says that "observations are useful tools for providing direct information about language and language learning, and it is one of the best data collecting technique for gaining insight into the subject in a natural environment." This is why a nonparticipant, semi-structured classroom observation will be chosen to collect data because as Concel (2000) states in nonparticipant observation, the observer does not interact to a great degree with those he/she is observing; the researcher primarily observes and records and has no specific role as a participant. Before the observation was conducted, teachers who are going to be observed were asked about their willingness in advance. The researcher observed five writing lessons using the checklist.

This helped to observe the way English teachers encourage their students when they taught paragraph writing lessons or how students were helped while they practiced paragraph writing so as to overcome paragraph writing problems. In addition, what the teachers focused areas in teaching paragraph writing and giving feedback to their writing task. During the classroom observations the researcher used qualitative data in the form of observation check list made by the researcher himself.

 Accordingly, the researcher observed 5 English language teachers out of 8 teachers by simple random method who taught grade 11. Each teacher was observed 5 times for 42 minutes a lesson.

3.6. Data Collection Procedures

The researcher prepared questionnaires for students, interview questions for EFL teachers and a checklist for observation. The instruments were checked and approved by the research advisors. After approval, the researcher asked permission from the school principal and explained the purpose of the study. Accordingly, after getting permission from the school principal, first students were informed about the purposes of the study followed by a brief orientation on how to fill questionnaires. The questionnaires were distributed while students were in their actual classroom. A general direction was given orally to the students in Amharic in addition to the instructions on the questionnaires. After collecting questionnaires, the interview was conducted with to get data about EFL teachers' awareness, practice and challenges in assessing students' paragraph writing. Accordingly 8 English teachers were interviewed semi-structured questions.

3.7. Method and Procedures of Data Analysis

The data which were collected through questionnaire, interview, and observation, were tallied, tabulated and discussed descriptively. In the data analysis both the qualitative and quantitative methods were used. The qualitative method states descriptive and the inferences can be drawn quite easily from the data that is obtained, whereas the quantitative method gives quantified results. Using both qualitative and quantitative methods provides an in-depth understanding of the ways people come to understand the information. Specifically, the descriptive statistics such as, frequency, mean, median, mode, standard deviation and percentage (%) were used in the analysis of data. The analysis of data followed by the discussions of the research results. The analysis is categorized into 3 groups, i.e. the questionnaire, interview, and observation. The data from interview and observation were followed by word descriptions; whereas the data from questionnaire was followed by numerical tables and charts. Finally, attempts were made to relate the information identified from each group of analysis and were discussed to conclude the results of the research.

3.8. Ethical Consideration

Before starting data collection process the study protocol was approved by the College of Social Science and Humanity, Department of English Language and Literature ethics review committee of Jimma University. Official letter of cooperation was written to Wachemo Preparatory School to obtain their cooperation in facilitating the study. Information on the study was explained to the participant including the objective, procedures and benefits of the study.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Results

This chapter presents the data obtained through three data collection instruments namely, questionnaire, interview and observation. The analysis and interpretation are made in four major categories based on the specific objectives.

4.1.1. Results of Students' Questionnaire

Figure 2 the response of students on how often 'English teachers' teaching practice of paragraph writing .
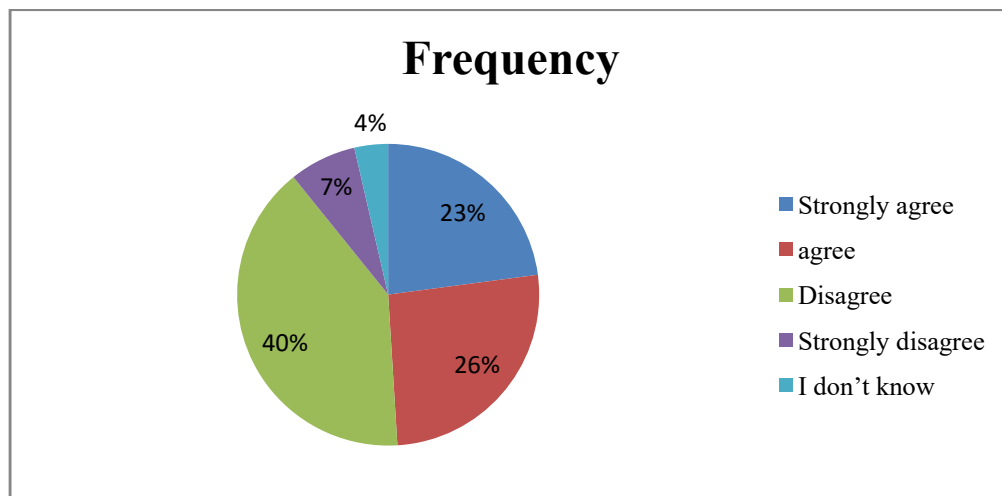
Pie chart 1 depicts that the reaction of the students on how frequently their English teachers' practice teaching paragraph writing works in the classroom. It shows that from the total number of 306 students, 22.87% (70) students strongly agreed that their teachers teach consistently, 26.14 %(80) agreed, 40.19 (123) disagreed, 7.19 (22) strongly disagreed, and 3.59 (11) reacted that they have no clue about the issue. Hence, from the investigation over, the greatest number of students 40.19% (123) disagreed that their teachers' didn't teach paragraph writing consistently.

Figure 3 the encouragement of EFL teachers on students' paragraph writing
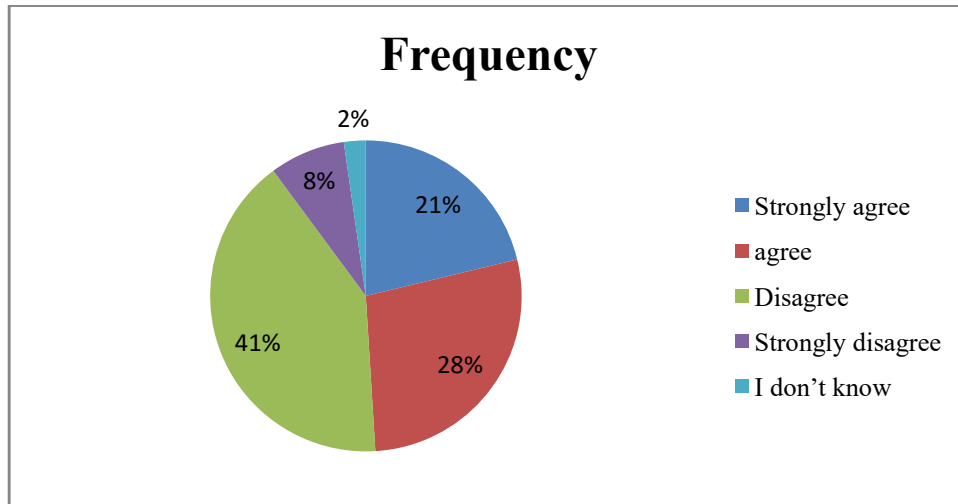
In this piece of the survey the reaction of the students with respect to EFL teachers' encouragement on their paragraph writing. As can be seen from the above pie chart 65 (21.24%) strongly agreed that their teachers' encourage them during they write paragraph, 85(27.77%) agreed, 125 (40.84%) disagreed, 24 (7.84%) strongly disagreed and 7 (2.28%) of them have no clue about concern. Consequently from the above analysis the most elevated number of students 125(40.84) rate at disagreed, so this infers that they were not empowered by their teachers'.

Figure 4 the techniques of EFL teachers' on teaching students to write good paragraph.
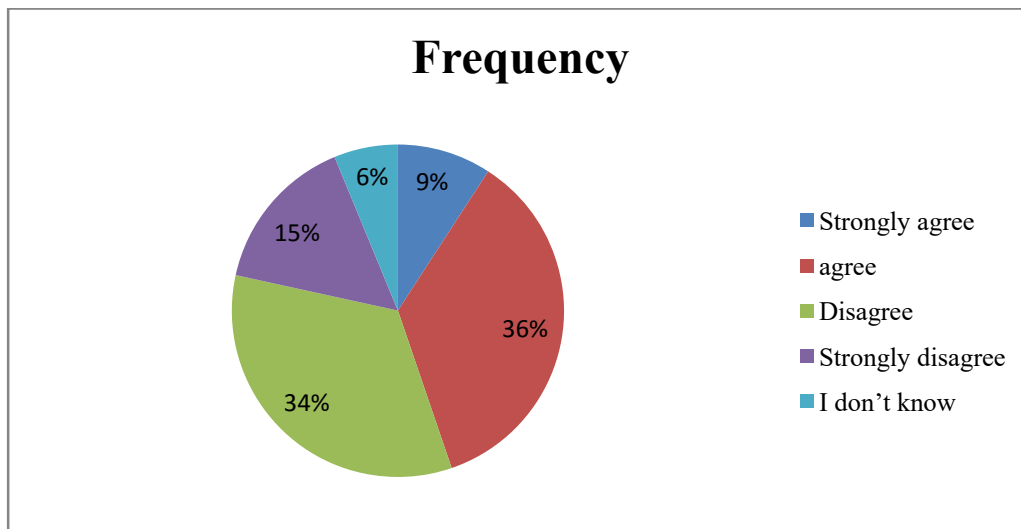
As expressed above in the pie chart the reaction of students on ways (procedures) that EFL teachers use to teach to write a good and eligible paragraph. From the total sample size 9.15% (28) respondent strongly agreed that their teachers' use procedures to instruct them to write a

good paragraph, 35.62% (109) agreed, 33.66% (103) disagreed, 15.35% (47)strongly disagreed and 6.2% (19) have no idea about the way that their teachers' system to educate them. From this one can conclude that the greater part of the respondents agreed that their teachers' use strategies to assist them with paragraph writing.

Figure 5 teachers create supportive atmosphere to encourage students to write readable paragraphs.
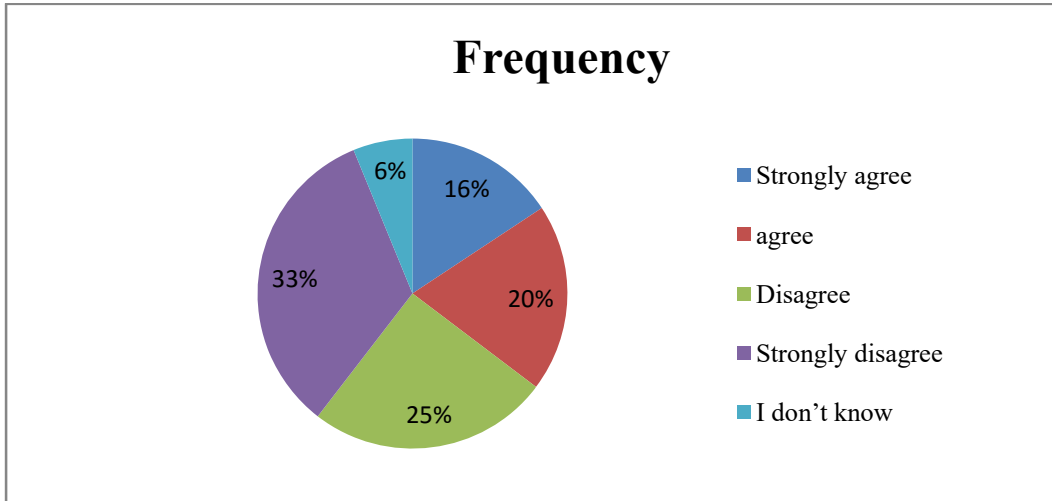
The above pie chart shows that the encouragement of EFL teachers' and facilitating suitable environment for students to write a meaningful paragraph is seen in the following ways. As can be perceived from the raters 15.68% (48/306) strongly agreed on their instructors' supportive environment for them to write a comprehensible paragraph, 19.60% (60) agreed, 25.16% (77) disagreed, 33.33% (102) strongly disagreed and 6.2% (19) have no idea on the issue.

From this, one can comprehend that EFL teachers' don't make steady environment to urge students to write understandable paragraph on the grounds that a large portion of the respondents 33.33% strongly disagreed on their teachers' encouragement and creating conducive environment to write a readable paragraph.

Figure 6 A responses of students on giving directions of their teachers to them at every step.
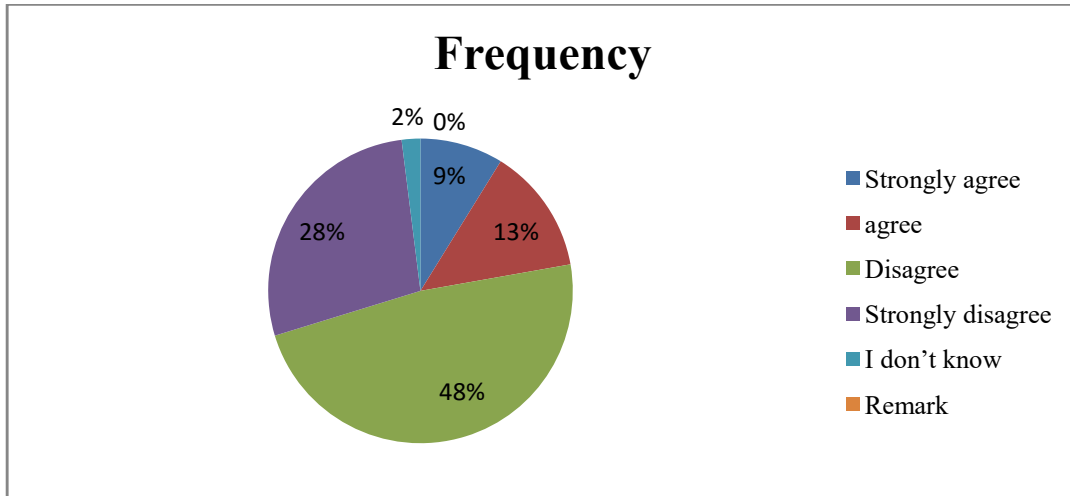
Pie 5 shows that the students have a negative response on their teachers' that they didn't provide guidance at each progression to them. As the reaction shows 8.8% (27) strongly agreed on tips that their teachers' gave them at each progression, 13.39% (41) agreed, 48.03% (147) disagreed, 27.77% (85) strongly disagreed and 1.96% (6) has no clue about their teachers' guidelines in writing paragraph

From this one can infer that most students disagreed on their teachers' guidance while they are writing paragraph. This infers that EFL teachers' didn't give guidance at each progression in teaching paragraph writing.

Figure 7 responses on regular practices of students to be good writer.
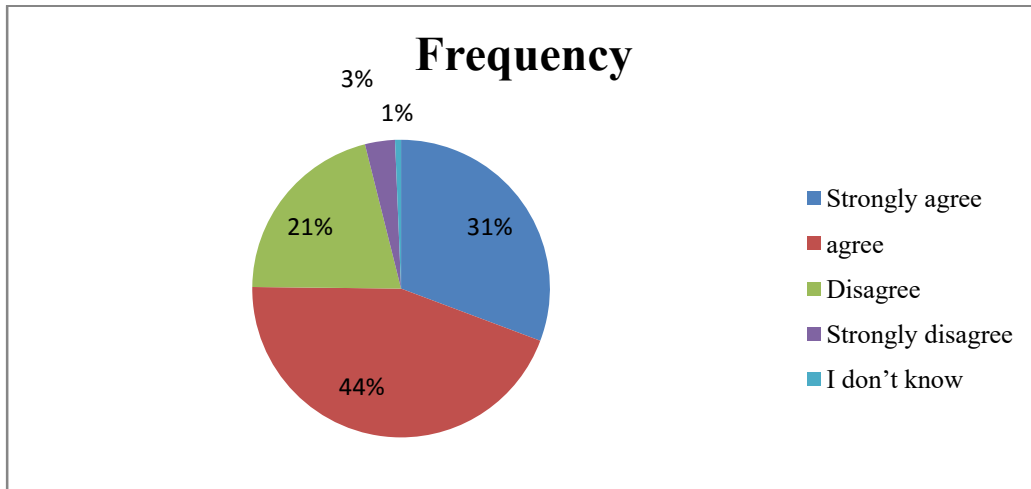
Pie 6 portrays that the reaction of students on how significant consistent practices for them to be a good writer have seen as follows. As can be seen from the reactions 30.71% (94) strongly agreed that regular practices make them to be good writer, 44.44% (136) agreed, 20.91% (64) disagreed, 3.26% (10) strongly disagreed and 0.65% (2) have any comprehension about the significance of regular practices to write good paragraph.

From this the one can reasoned that consistent practice furnishes them better with building their aptitude of writing paragraph.

Figure 8 responses of students on EFL teachers' use of transitional words when they write paragraphs.
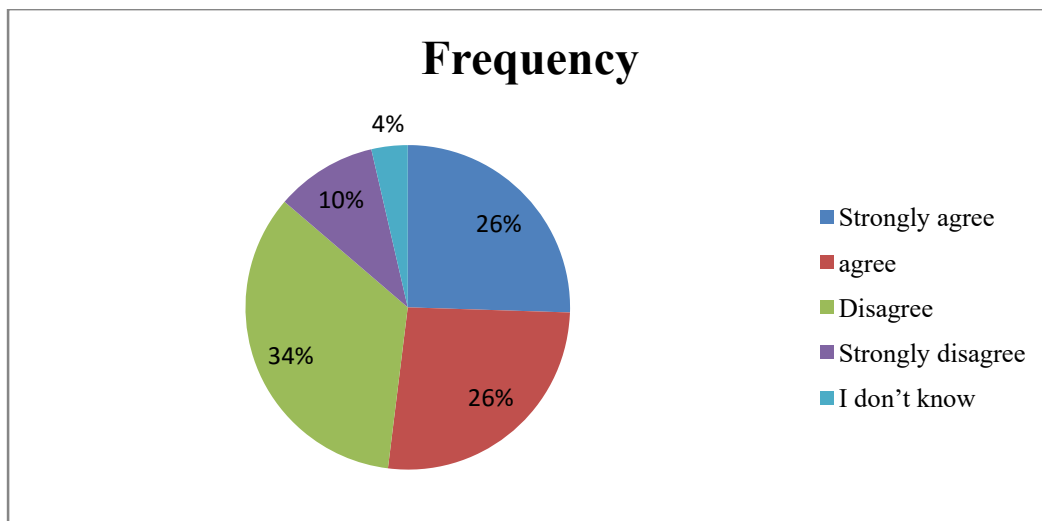
This pie shows that how EFL teachers' urge their students to utilize transitional words to interface thoughts when they write paragraph. As can be seen from the pie chart above 25.49% (78) strongly agreed that their teachers' urge them to utilize transitional words while they are writing paragraph, 26.47% (81) agreed, 34.31% (105) disagreed, 10.13% (31) strongly disagreed and 3.59% (11) have no clue on the issue.

To sum up this statement, most of the students disagreed that their teachers' support them to use transitional words when they write a paragraph. It can be inferred that students couldn't write adequate paragraph because of the deficiency of using transitional words appropriately.

**Figure 9 responses on how EFL teachers provide students with different strategies for generating ideas, like brainstorming, using questions, visuals, role-plays and simulations.**
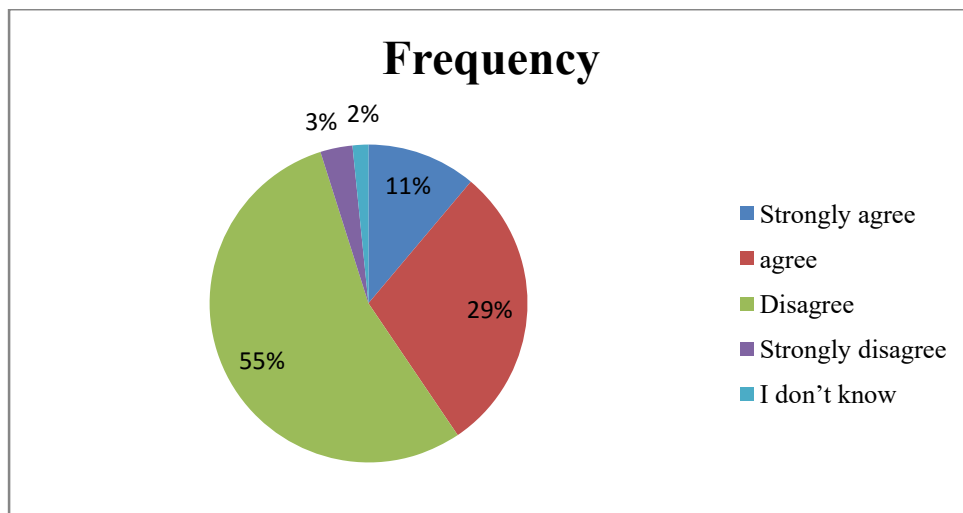
Pie 8 portrays that how EFL teachers' offer their students with various techniques for creating thoughts to write paragraph. Here utilizing conceptualizing, questions, visuals, pretend and recreations that they can inspire students to write paragraph without any problem. From the pie chart over the reactions of the students show that 11.11% (34) thought their teachers' give them various methodologies to creating thoughts when they are writing passages, 29.41% (90)agreed, 54.57% (167) disagreed, 3.26%(10) strongly disagreed and 1,63% (5) have no comprehension on the issue.

As can be seen from responses greater part of the students disagreed on the methodologies EFL teachers' use in the classroom to help their students to write paragraph. Therefore not utilizing

various methodologies to encourage students' paragraph writing influence that the aptitude of their writing habit.

Figure 10 responses on how EFL teachers' advice their students to write a diary in the classroom
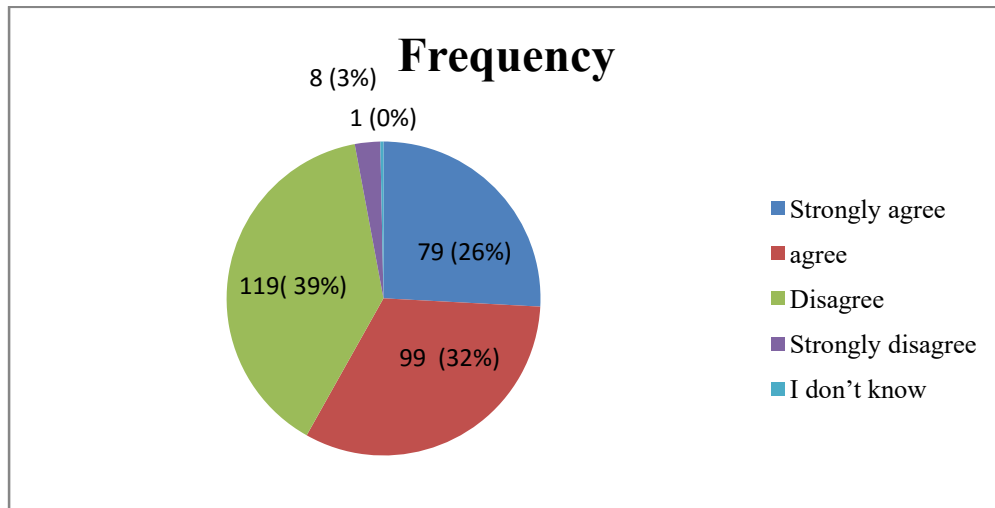
Pie chart 9 shows that how EFL teachers counsel their students to write paragraph and their day to day schedules that assist them with writing paragraph. As can be seen from the reactions 25.81% (79) strongly agreed on their teachers' recommendation to write paragraph, 32.35% (99) agreed, 38.88% (119) disagreed, 2.61% (8) strongly disagreed and 0.32% (1) hasn't understanding about the issues.

To conclude this idea most of the students disagreed on their teachers' recommendation to set up an account with practical examples and providing details regarding what has occurred throughout the span of a day or other period that assist them with rehearsing paragraph writing.

Figure 11 responses on how EFL teachers teach their students to choose words and expressions when they write compositions.
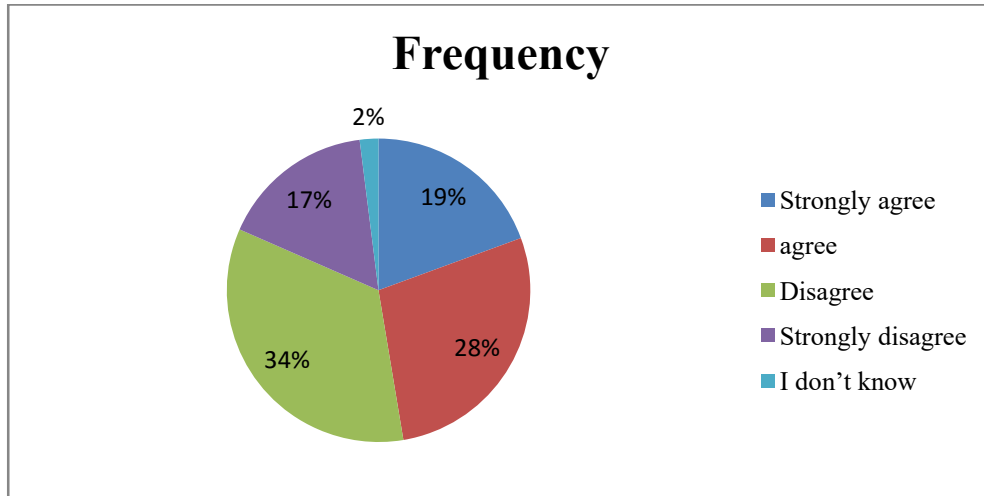
Pie chart 10 portrays that the reaction on how EFL teachers' train their students to choose words and expressions when they write paragraph. As can be seen from the above pie chart 19.28% (59) strongly agreed to their teachers' method of educating to choose words while they are writing paragraph, 27.77% (86) agreed, 33.98% (104) disagreed, 16.33% (50) strongly disagreed and 1.96% (5) has no clue on the issue.

From this one can induce that a large portion of the students disagreed on the methods and way of communicating thoughts that their teachers' empower them while they are writing paragraph.

Figure 12reactions on how EFL Teachers advise them to overcome sensations of dissatisfaction and bitterness when their composing isn't acceptable.
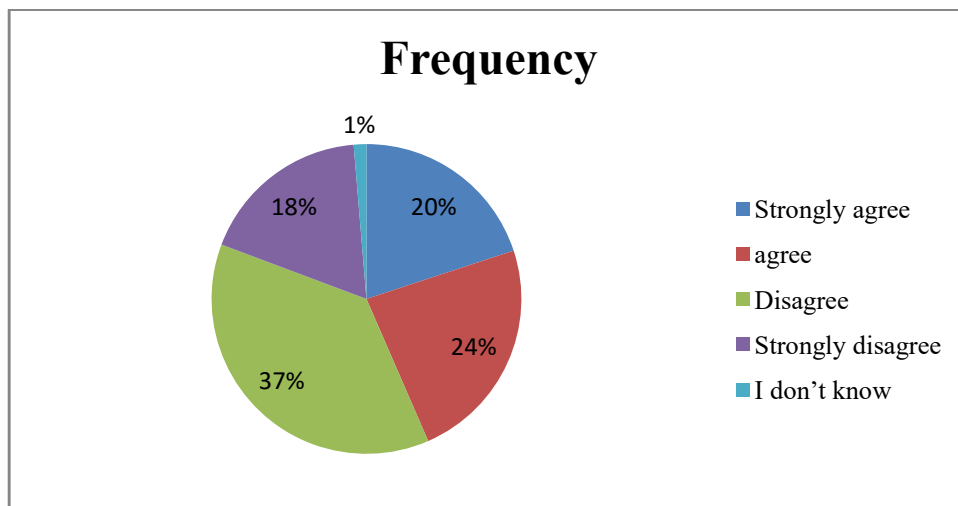
Pie chart 11 show that the responses on how EFL teachers' educate their students to overcome feelings of frustration, sadness, etc. when their writing is not as good as they would like it to be. From the table over the reactions of the students can be viewed as 19.93% (61) strongly agreed that their instructors' recommendation to overcome feelings of frustration and misery when their writing is not acceptable, 23.52% (72) agreed, 33.98% (114) disagreed, 16.33% (55) strongly disagreed and 1.63% (4) couldn't comprehended the issues.

To conclude this statements can be seen from the above table a large portion of the students disagreed that their instructors advises to overcome the feelings of frustration and sadness during students' paragraph writing.

Figure 13 responses on EFL teachers' motivation to keep the students paragraph writing.
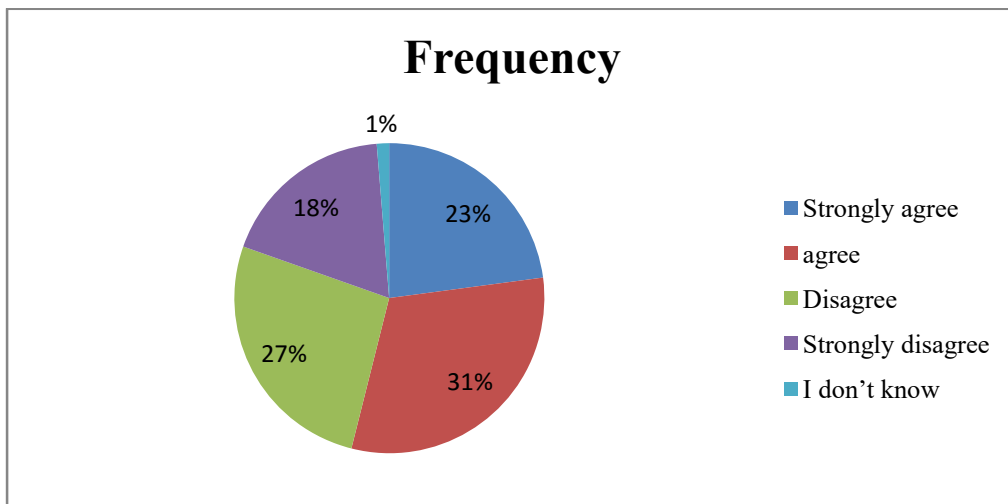
Pie chart 12 shows that how EFL teachers' motivate their students to keep writing. As can be seen from the table 16.66% (51) strongly agreed that their teachers' motivate them while they are writing paragraph, 20.26% (62) agreed, 38.88% (119) disagreed, 22.22% (68) strongly disagreed and the rest 1.96% (6) has no clue about the issue.

As can be seen from the reactions over most of students agreed that their teachers didn't motivate them while they are writing paragraph.

Figure 14 responses on how students tried out different ideas in writing to find out what they want to say.

Frequency

1%
18%
23%
27%
31%

- Strongly agree
- agree
- Disagree
- Strongly disagree
- I don't know
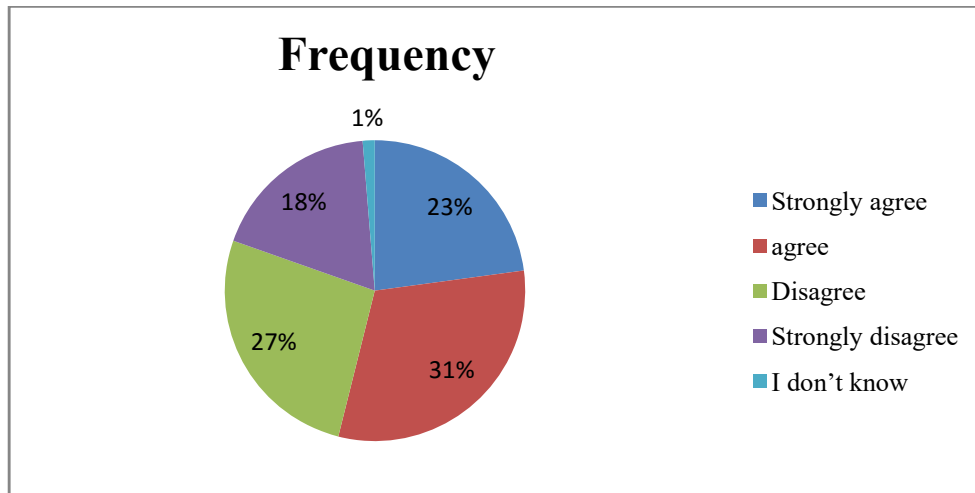
Pie chart 13 shows that the reactions on how students evaluated different ideas in writing to find out what they need to state. As can be seen from the pie chart 22.87% (70) strongly agreed that they evaluated different ideas in writing to find out what they need to state, 31.04% (95) agreed, 26.47% (81) disagreed, 18.30% (56) strongly disagreed and 1.30% (4) has no clue on the issue.

From this one can inferred that a large number of the students agreed on evaluating various thoughts what they have in their mind and comparably the closest number of the students likewise disagreed on the issue because of the absence of consistence practice.

Figure 15 responses on comparing compositions with their classmates' compositions.

Frequency

2%
18%
21%
26%
33%

- Strongly agree
- agree
- Disagree
- Strongly disagree
- I don't know
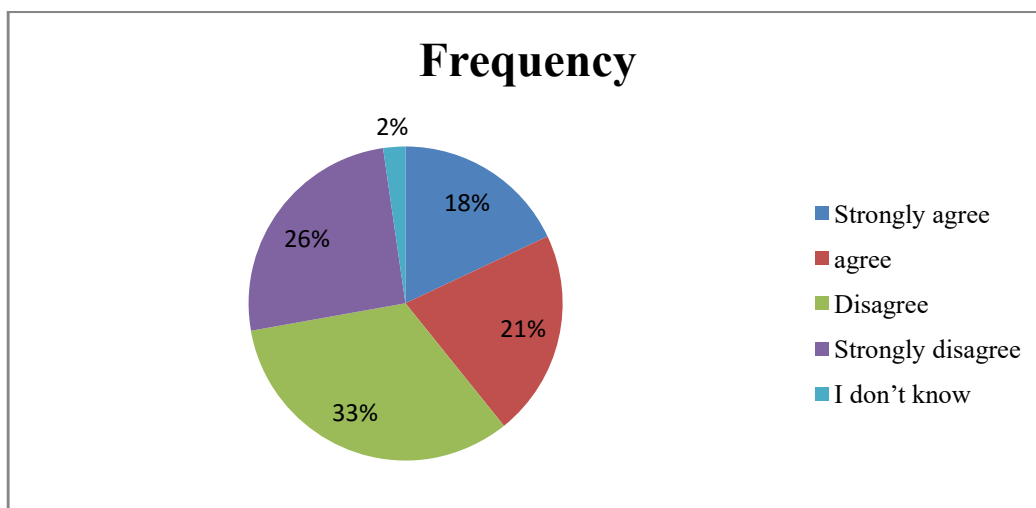
Pie chart 14 portrays that the reaction on how comparing their writing works with their classmates'. As can be seen from the pie chart above 17.97% (55) strongly agreed to sharing their work to their friends to check and distinguish their errors they made while they are writing paragraph, 21.24% (65) agreed, 33% (101) disagreed, 25.69% (78) strongly disagreed and 2.28% (7) has no clue on the issue.

From this one can inferred that the large number of students disagreed that the possibility for sharing their writing works with their colleagues.

Figure 16 responses on writing difficulty compared to other language skills.
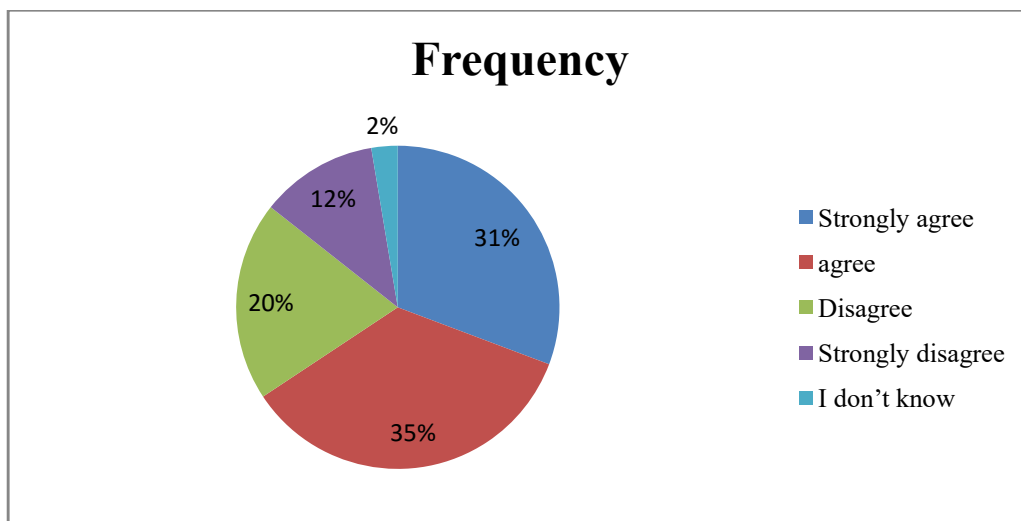
Pie 15 shows that the degree of writing ability when contrasted with other language skills. As can be seen from the above pie chart the reactions of the respondents' show 30.71% (94) strongly agreed on Writing difficulty when they compare with other language skills, 34.96% (107) agreed, 19.93% (61) disagreed, 11.76% strongly disagreed and 2.61% (8) has no clue on the issue.

To summarize this statement a large number of the respondents agreed and strongly agreed to the difficulty of writing skill contrasting with other language skills, since writing skill should be rehearsed and acquired through practice. Hence the purpose behind trouble may be absence of practice and EFL teachers' should support in the classroom and out of the class.

Table 1 Summary of data obtained from students' questionnaire

Item	strongly agree	agree	disagree	strongly disagree	I don't know
			Rating scales		
1	70	80	123	22	11
2	65	85	125	24	7
3	28	109	103	47	19
4	48	60	77	102	19
5	27	41	147	85	6
6	94	136	64	10	2
7	78	81	105	31	11
8	33	91	167	10	5
9	79	99	119	8	1
10	59	85	104	50	5
11	61	72	114	55	4
12	51	62	119	68	6
13	70	95	81	56	4
14	55	65	101	78	7
15	94	107	61	34	8
Mode	70	85	119	10	11
Median	61	85	105	47	6
Mean	27	41	61	8	1
STDEVA	21.22397566	23.4364389	28.93507	29.05823381	5.367450401

The above table shows that the students' response on how often EFL teachers' practice paragraph writing in the classroom to help their students. As can be seen from the above table the numbers that occur most in a data in the rating scales are 70, 85, 119, 10 and 11 (strongly agree, agree, disagree, strongly disagree and I don't know) respectively, the middle value in the data is 61, 85 105,47 and 6(strongly agree, agree disagree, strongly disagree and I don't know) respectively, the average data in the table is 27, 41, 61, 8 and 1(strongly agree, agree disagree, strongly disagree and I don't know) respectively and the average amount of variability in the data set that means how far each score lies from the meanis21.22, 23.43, 28.93, 29.05, 5.36(strongly agree, agree disagree, strongly disagree and I don't know)respectively. Therefore from the investigation over the descriptive statistics of the students' response show that the large number of the respondents disagreed on their teachers' practice of paragraph writing during in writing lesson. EFL teachers' convictions impact their decisions and practices, accordingly deciding how they act in the classroom. That is, if teachers' neglect to consider writing significant, their

assessment can impact their students paragraph writing, since, as indicated by Noe(2004), insight has a relationship to our activities and practices. Subsequently, if English language teachers focus on composition because of their insight that writing is less significant and that encouraging composing is a troublesome undertaking, this can unfavorably influence their teaching and their students writing. Taking everything into account about writing has been depicted with respect to what teachers do, that is similarly as the exercises and practices which they complete in the classroom and the effects of these on students learning.

4.1.2. Results of Teachers' Interview

To incorporate more data and upgrade its dependability a few things related in their embodiment to those in the poll to the students were likewise sent to the EFL teachers. However, the data from the teachers' part were generated through semi-structured interview items. The total number of general questions posed during each interview session was nine and the number of teachers who took part in the interview was eight. A transcript of the details raised during the interview session is indicated under appendix C. Nevertheless, the content of the transcript is summarized as follows.

The first point was forwarded to each interviewee with the personal opinion whether they teach their students appropriately or not in the classroom. In response to this, all the interviewees basically considered it an issue of paragraph writing. They indicated that they see it as a concern of paragraph writing due to various reasons. The first informant responded that he used to teach his students by giving life history and their spare time activity. The other informant saw the issue or the teaching of students writing work is very difficult due to large class size and other unfavorable condition like: arrangement of seats. The third informant saw it that it is too difficult to assess their works because students have lots of problems like lack of words to construct sentences. The fourth informant indicated that he tried to assess by giving them the opportunity to explain the way and steps how they write a paragraph. The rest of the interviewees explained the importance of assessment and assessing their writing competency of linguistic skill and coherence, unity of idea, flow of idea in the sentence. On the other hand they responded that the difficulty of assessment due to students' poor handwriting, shortage of time and arrangement of seats are some of the factors that hinder them not to assess the students writing works.

The interviewees were also asked to mention the kinds of assessment techniques they used on students' paragraph writing. In this respect, five of the eight informants responded that their focus is on sentence construction, punctuations, using transitional words, the relationship between topic sentences with supporting details, using words or spellings and tenses as well as the rules of paragraph writing in short. Three of the rest respondents stated that they order students to read different paragraphs, asking them to write paragraphs, after that they correct them by telling their mistakes when they write. Therefore all of the informants missed the product approaches like: fluency, content, conventions, syntax, and vocabulary.

Thirdly, the interviewees were approached to show that their assessment concerning surveying on students' paragraph composing. In this regard, they propose that urging their students' to compose section beginning from easy to complex, to upgrade their understudies' expertise of composing they should leave students' to pick their making a beeline for compose unreservedly and they prescribed to rehearse reliably to improve their students' composing works.

The fourth question was forwarded to know some possible causes that they have noticed why students fail to produce readable composition. Here almost all of the interviewees responded the factors that hinder their students paragraph writing is students' poor background, lack of exposure, lack EFL teachers' encouragement, lack of students' interest, interference of mother tongue, and lack of EFL teachers' interest in assessing their student writing works.

The interviewees were also asked to identify their students' level of understanding about the importance of writing skill on the basis of their observation. In this regard, the interviewees responded that the tips about the level of students 'understanding in the following ways: the first three of the interviewees stated that students have poor perception about the writing skill and purpose, they believe that writing is very crucial but they are not interested to produce and practice when tasks are given. The rest of five informants explained that their students' interest towards writing is very low and they told that their students' main attention was on grammar.

The sixth question was forwarded to discuss the major problems in assessing students' paragraph writing. In this respect, interviewees stated different factors that affect their assessment of students' paragraph writing in the classroom. For example, the time scarcity, large class size,

arrangement of tables, poor academic background of the students, lack of vocabularies, lack of interest to practice writing and lack of EFL teachers commitment are stated as the major problems of EFL teachers during assessment of their students paragraph writing.

The next question was raised for interviewees to comment on how students' lack of practice at the present would have considerable effect in their future academic English writing. In response to this item respondents suggest that they confront or face with the problem of communication in the work place, dependency on others for the sake of communication, putting them behind from technology that connect them with people from all over the world and cause weak reasoning on arguments are some of the drawbacks.

Also another question was forwarded them to suggest about what they should do to improve their students' paragraph writing. Here the informants urged some of the ways to improve their students' writing skill. For instance, encouraging and motivating them even if they made mistakes, let them to practice and giving different samples, assessing their writing works consistently and providing guidance throughout the writing process are some of the efficient ways that was stated by the informants to improve their students writing skill.

Finally, the interviewees were requested to forward further comment on concerning their awareness in assessing their students' paragraph writing. In this regard the informants urged that what EFL teachers should do to build their awareness of assessing their students writing works. Therefore the interviewees underlined the following propositions that expected from EFL teachers and other concerned bodies. For example, commitment of EFL teachers, changing their approach, updating themselves, knowing about the importance of assessment and giving workshop to improve instruction and student learning are stated as some of factors to build EFL teachers awareness about assessing their students' paragraph writing.

4.1.3. Classroom Observation Results

The researcher has made an observation of classroom teaching learning process during English session so as to assess how the practice of EFL teachers' really going on during writing paragraph class. The analysis and presentation of data collected through classroom observation is

presented below. Hence, the researcher used class observation checklist that has 5 items in it. The check list was marked by the researcher to collect the data on classroom practices by (✓) mark to identify the presence and absence of the activity.

Table 2 Analysis of data obtained through class room observation

School - Wachemo
Grade - 11

No	item	Classroom observation					Total frequency	
		Co1	Co2	Co3	Co4	Co5	Yes	No
1	Teachers' practice of teaching paragraph in the classroom.	✓	✓	✓	✓	✓	✓	✓✓✓✓
2	Paragraph writing lessons are introduced by the teacher.	✓	✓	✓	✓	✓	-	✓✓✓✓✓
3	Teachers focus on the areas of teaching paragraph writing and offering criticism to their writing task.	✓	✓ ✓		✓	✓	✓	✓✓✓
4	Teachers teach each and every writing task in the textbook without skipping	✓ ✓		✓	✓	✓	✓	✓✓✓
5	Teachers give for students clear instruction about paragraph writing	✓ ✓		✓ ✓		✓	✓✓	✓✓✓

As depicted in table 4.1 of item 1 above there were five classroom observations conducted in the school under the study. As it clearly indicated that EFL teachers' did not exercise in the classroom urge students to write a good paragraph. But from five observation classes EFL teachers' exercises only in one class that urge students to write a good paragraph. Therefore from

the above analysis one can draw those EFL teachers lack practice in the classroom to support students to write paragraph.

As it can be seen from the table 4.1 above in the second item all of the observed classes were no solely presentation in line with paragraph writing lesson. This indicates that there should be an improvement in the area of presenting lesson on paragraph writing.

In the same table 4.1 items 3 above the majority of the observed classes that means four language teachers were not properly teaching and giving feedback on the paragraphs written by the students. In only one observed classes there was an intention of teaching and giving feedback for students. Therefore it is recommendable to present lesson and provide feedback on paragraph writing.

As has been shown in the same table item 4 almost all of the teachers did not teach each and every writing task in the textbook without skipping. Only one of the observed class teachers attempted to teach each and every writing task in the textbook without skipping. This indicates there were most tasks skipped by the teacher.

The last item in the same table of the observed classes the majority of teachers shows that there was defect in giving clear instruction for students about paragraph writing, thus only one tried to teach each and every writing task in the textbook without skipping. Therefore it is good to provide clear instruction for students about paragraph writing.

In sum the finding from the observation shows that in observed classes most the EFL teachers' did not exercises in the classroom urge students to write a good paragraph, they didn't present the lesson in line with paragraph writing, they didn't focus on the areas of teaching paragraph writing and offering criticism to their writing task and they didn't give for students clear instruction about paragraph writing. Therefore students should practice paragraph writing, the language teachers should motivate students to write paragraph, there should be an improvement in the area of presenting lesson on paragraph writing, participation of the students in paragraph writing was very poor, it is recommendable to present lesson and provide feedback on paragraph writing, there were most tasks skipped by the teacher and it is good to provide pair works and group works to practice and improve paragraph writing.

4.2. Discussions

In this part, the data analysis results are interpreted and discussed in relation to the research questions set out in the first chapter. The connections and the result of the information gathered through the three distinct instruments are likewise assessed.

To begin with, the findings from students' questionnaire regarding teachers' consistence of practice on assessing their writing works (See pie chart 1) indicates that the greatest number of students disagreed that their teachers assessed their writing works consistently. And also, the finding from teachers' interview reveals that the difficulty of teaching is due to students' poor handwriting, large class size, shortage of time and arrangement of seats are some of the factors that hinder them not to assess the students writing works. However, they believe writing skill is very important; they failed to put into practice. Therefore students fail to produce a good paragraph due to lack of practice and their teachers' consistent assessment. On pie chart 6 the reaction of the students on how significant regular practices for them to be a good writers and reasoned that consistent practice furnishes them better with building their aptitude of paragraph writing.

Similarly, the observation result shows that most of the EFL teachers' didn't exercise in the classroom and support students to write a good paragraph. For example, in the table 4.1 item 1 and 3 show that the majority of the observed classes of language teachers were not properly teaching and offering criticism to their writing task. Therefore, the finding from the observation showed that EFL teachers didn't motivate students to write paragraph and students didn't practice paragraph writing.

As Hedge (2005) who takes note of that students can be good writers just on the off chance that they practice a lot. The majority of EFL teachers accept that writing as an ability that can be dominated through mastering and normal practice. This conviction is clearly reliable with the perspectives on a researcher like Hedge (2005) who takes note of that students can be good writers just in the event that they practice a lot. Likewise findings of Alamirew's research

(2005), which indicated that students do not learn writing effectively because English language teachers do not give attention to the skill.

Regarding , the extent of EFL teachers' awareness of teaching students' paragraph writing in classroom, the interviewees were requested to forward further comment on concerning their awareness in teaching their students' paragraph writing. The findings from interviewees depicted that, they believed assessing their students is very important to improve their students writing skill. Although they believed having an awareness of teaching their students' written works is important, they were not interested to demonstrate the learners with some sample writings and train them how to write good paragraphs and how to develop. On the other hand they used their awareness to assess their students productively to give grade. The finding inferred that EFL teachers need to have teaching knowledge, methodologies, evaluation, classroom management, and learning styles. Similarly the finding from the observed classes on table 4.1 item 3 show that language teachers were not properly teaching and giving feedback on the paragraphs written by the students. Finally the interviewees underlined the following propositions that expected from EFL teachers and other concerned bodies. For example, commitment of EFL teachers, changing their approach, updating themselves, knowing about the importance of assessment and giving workshop to improve instruction and student learning are stated as some of factors to build EFL teachers awareness about assessing their students' paragraph writing.

Regarding, the relationship between teachers' awareness and practice of teaching students' paragraph writing it is one of the language speculations that give commitment in schooling field. It weights on the cycle occurs inside the human brain, securing of the language, and interior mental construction. For this situation, the part of instructor is to comprehend the situation of the understudies who have diverse experience that will impact to the learning result, to decide the habits that generally utilized and which one is powerful to arrange the new data, to give criticism to make the new data will be more successful and effective. The finding from questionnaire in Pie chart 1 Depicted that the reaction of the students on how frequently their English teachers survey their composing works in the classroom. It showed that from the total sample of 306 students, 40.19 (123) differ that their teachers' didn't survey their works consistently. Subsequently, if English language teachers focus on composition because of their discernment

that composing is less significant and that encouraging composing is a troublesome undertaking, this can unfavorably influence their educating and their students writing. Taking everything into account, language training has been depicted with respect to what teachers do, that is similarly as exercises and practices which they complete in the classroom and the effects of these on students learning. Similarly the finding from interviewees on interview question 8also urged some of the ways to improve their students' writing skill. For instance, encouraging and motivating them even if they made mistakes, let them to practice and giving different samples, teaching their writing works consistently and providing guidance throughout the writing process are some of the efficient ways that was stated by the informants to improve their students writing skill. Therefore teachers' failure to practice what they believe in reveals a loose connection between their perception and practice, and provides an answer to the third specific question: "What is the relationship between teachers' awareness and practice of assessing students' paragraph writing?"

Finally regarding the major challenges affecting EFL teachers' during teaching students' paragraph writing is discussed as follows. In this respect, interviewees stated different factors that affect their assessment of students' paragraph writing in the classroom.

UNIT FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study was conducted to investigate EFL teachers' awareness, practice, and challenges in teaching students' paragraph writing: the case of Wachemo Preparatory Schools in Hossana Town, South-Ethiopia.

The purposes of this study were to:

- ➢ To find out EFL teachers' awareness on teaching students paragraph writing.
- ➢ To investigate EFL teachers' practice of teaching students paragraph writing.
- ➢ Investigating the relationship between teachers' awareness and practice of teaching students' written works.
- ➢ To investigate major challenges affecting EFL teachers' during teaching students' paragraph writing.

The researcher used a mixed explanatory design to conduct this study, and data were analyzed qualitatively and quantitatively.

From 1500 students, 769 males and 731 females in grade 11 in 29 sections, 6 sections were selected. As a result, 306 students, 161males and 145 females were chosen through simple random sampling technique that means 20% of the total sections and from 18 English language teachers, 14 males and 4 females, 8 teachers were selected through purposive sampling technique who was teaching in grade 11; from them 6 males and the rest two were females. The researcher also used classroom observation to collect data. Here, the data gathered through observation were analyzed qualitatively

The major findings of this study were:

- ❖ EFL teachers' lack of commitment and interest impact their decisions on practices that they exercise in the classroom and they didn't give attention to the skill. Therefore students didn't practice and learn writing effectively they and failed to produce good paragraph.

❖ EFL teachers' have gaps on teaching paragraph writing, classroom management, and teaching styles.

❖ The major challenges affecting EFL teachers' during teaching students' paragraph writing are time scarcity, large class size, arrangement of tables, poor academic background of the students, lack of vocabularies, lack of interest to practice writing and lack of EFL teachers' commitment.

5.2. Conclusion

Based on the data analysis, the following conclusions have been made:

❖ Most of the time, EFL teachers did not teach their students' paragraph writing, as a result, this did not help students to know their mistakes whether they were right or not.

❖ EFL teachers' lack of commitment and interest on practice of teaching writing skill. Therefore students didn't practice and learn writing effectively they and failed to produce good paragraph.

❖ The major challenges affecting EFL teachers' during teaching students' paragraph writing are time scarcity, large class size, arrangement of tables, poor academic background of the students, lack of vocabularies, lack of interest to practice writing and lack of EFL teachers' commitment.

In general, we cannot ignore that problems can appear and occur as we implement writing tasks, but, the successful implementation of the writing tasks partly depends upon changes in teachers' awareness and practice in writing skill tasks. Unless EFL teachers' create conducive environment for students to write by themselves they may often think that as they were unable to produce good paragraph. The writing skill tasks can be effective if favorable conditions are to be created for students and are to be given the necessary support, such as adequate time for peace, improving their writing attitudes through discussions, encouraging them out of class in writing engagements, changing their teaching approach can improve their perceptions and practice to build up their writing skills.

5.3. Recommendations

Based on the findings, the following recommendations have been forwarded:

❖ EFL teachers did not seem to put their awareness in to practice to teach their students' written works. In reality, EFL teachers are expected to be well aware of the issues and concepts in writing methodologies, evaluation, classroom management, teaching styles, changing their approach, updating themselves and knowing about the importance of writing assessment. They should also develop the habit of practice to build their students writing skill.

❖ Universities and ministry of education should give continuous trainings to EFL teachers on emerging methods, approaches, techniques and strategies of teaching paragraph writing. It would also be better to train some English language teachers to specialize in teaching writing skill. These teachers should also have the chance to take more writing courses other than the courses in the current curriculum.

❖ EFL teachers should teach students' written paragraphs regularly, they should encourage students during paragraph writing lesson in the class room and they must guide students on how to write paragraphs by giving technical support.

❖ EFL teachers' should be committed and interested to teach each and every writing task in the textbook without skipping and they should give more attention to practice. Therefore students can practice and learn writing effectively and produce good paragraph.

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Appendices

Appendix A: Students' questionnaire
Jimma University

College of Social sciences and Humanities

Department of English Language and Literature

Dear Student,

This questionnaire is prepared to collect data for a study that is being conducted on 'EFL teachers' awareness, practice, and challenges in assessing your paragraph writing ability'. Your responses will be used only for the purpose of the study and they remain confidential. Your identity will also be kept anonymous. Please read each item and give your true responses. For each of the statements below, please show the extent of your agreement or disagreement by putting a tick mark **(✓)** in the appropriate box. The response scale is as follows:

Personal details

Age_____

Sex _____

Keyes: 1=Strongly Agree, 2= Agree, 3=, Disagree 4=, Strongly Disagree 5, I don't know

Thank You Very Much in Advance!

In this part you need to show the degree of EFL teachers' practices in assessing paragraph writing.

No		Frequency				
		1	2	3	4	5
1.	Our English teachers assess our writing works regularly.					
2.	Our teachers encourage us by giving activities in the classroom to write a good paragraph.					
3.	Our teachers teach us techniques how to write paragraph.					
4.	Our teachers create supportive atmosphere to encourage us to write readable paragraphs.					
5.	Our teachers give us directions to students at every step.					

6.	I can be a good writer through regular practices.					
7.	My English teacher encourages me to use transition words ("thus", "however", "nevertheless" and so on) when I write composition.					
8.	It is good if teachers provide me with different strategies for generating ideas, like brainstorming, using questions, visuals, role-plays and simulations.					
9.	My English teacher advice me to write a diary to know how I feel about my writing.					
10.	My English teacher teaches me to choose words and expressions when I write compositions.					
11.	My English teacher tells me to overcome feelings of frustration, sadness, etc. when my writing is not as good as I would like it to be.					
12.	My English teacher motivates me to keep writing.					
13.	I try out different ideas in writing to find out what I want to say.					
14.	I compare my composition with my classmates' compositions.					
15.	Writing is more difficult than other language skills.					

Appendix B: Teachers' interview questions
Jimma University

College of Social sciences and Humanities

Department of English Language and Literature

Interview Questions: For Grade 11 EFL teachers at Wachemo Preparatory School.

Dear teachers', I am conducting research for the fulfillment of MA Degree in Teaching English as a Foreign Language (TEFL).

Dear Teachers: These interview questions focus on teaching and learning writing skills. You are kindly requested to provide your replies without any reservation. There is no need of writing your names. Your replies are secured and they are to be used only for academic purposes.

Researcher: Fikre Abate (March, 2012 E.C.)

Thank you for your cooperation

1. Do you assess your students appropriately while they are writing paragraphs in EFL class?

   If your response is yes, how do you assess them?

   If not, please specify what you do?

2. What kinds of assessment techniques do you use on students paragraph writing?

3. What is your opinion with regard to assessing your students' paragraph writing? `

4. Would you mention some possible causes you have noticed that students fail to produce readable composition?

5. On the basis of your observation would you say anything about the students' level of understanding about the importance of writing skill?

6. Can you discuss the major problems in assessing students' paragraph writing?

7. Do you think students' lack of practice at the present would have any considerable effect in their future English writing/or academic English writing?

8. What do you suggest about what we teachers should do to improve our students' paragraph writing?

9. If you have any further comment concerning your awareness in assessing your students' paragraph writing, you may suggest?

Appendix C: Transcript of the Interview

Jimma University

College of Social sciences and Humanities

Department of English Language and Literature

Keys: -

IQ – Interview question

R1 - Respondent one   R5 – Respondent five

R2- Respondent two.   R6 – Respondent six

R3 -Respondent three   R7 – Respondent seven

R4- Respondent four   R8 – Respondent eight

IQ1. Do you assess your students appropriately while they are writing paragraph in EFL class?
If your response is yes, how do you assess them? _____ if not, please specify what you do?

R1. I assess them by giving to write life history and about their spare time activity after school.

R2. First of all I'm happy that I'm useful person for you, your research… And your question, in personally I don't assess students paragraph writing appropriately but partially this is due to large class size and other unfavorable condition.

R3. I tried to assess appropriately but it is too difficult to assess their works because students have lots of problems like lack of words to construct sentences.

R4. Well … as far as I am concerned, I think I tried to assess by giving them the opportunity to explain the way and steps how they write a paragraph.

R5. Yes, as paragraph is very important for students I assess their writing competency of linguistic skill and coherence, unity of idea, flow of idea in the sentence etc…

R6. Yes I assess students by using the steps of paragraph writing and by giving feedback on their writing when they try.

R7. Well… assessing by giving titles to write paragraphs for students is too difficult because they are not volunteer to write and their handwriting is poor that cannot be eligible to read.

R8. Yes of course, the way that I assess my students when they write paragraphs by using punctuations appropriately, by looking flow of ideas and supporting details.

IQ2. What kinds of assessment techniques do you use on students paragraph writing?

R1. Well… I assess their paragraph writing by using the techniques sentence construction and punctuations while they write paragraphs.

R2. Alright first equipping them with the basic techniques and strategies of paragraph writing, then giving them writing tasks and feedbacks (not always).

R3. Well… the kind of assessment that I used in the classroom is using the techniques how students use grammar, words or spellings and tenses as well as the rules of paragraph writing in short.

R4. Personally I used continuous assessment to assess the four basic skills of language specially writing skill.

R5. The kind of assessment that I used to assess students paragraph writing is by preparing checklist to know how they use grammar, transitional words and the relationship between topic sentences with supporting details.

R6. In order to assess my students I used different techniques. For example first I order them to read different paragraphs and then I ask them to write paragraphs, after that I correct them by telling their mistakes when they write.

R7. Assessing students' paragraph writing is too difficult due to the lack enough time to check their writing works and the number of students also the other factor. As a result when I teach them how to write paragraphs I tell the steps and rules of paragraph writing and finally I ask questions as a tool of assessment.

R8. Alright I assess students' paragraph writing by using the approaches of paragraph writing. For example, when I want to correct them I used product approach that control of mistakes in order to eliminate them from their written works. The other approach is process that helped to know the steps how they wrote paragraphs. The steps include thinking, planning, drafting, and editing.

IQ3. What is your opinion with regard to assessing your students' paragraph writing?

R1. Alright, personally I suggest all EFL teachers encourage their students to write paragraph starting from simple to complex rather than teaching only grammatical part.

R2. Well…. I believe assessing students' paragraph writing is very crucial and we all EFL teachers should give emphasis on our students' paragraph writing.

R4. In my opinion the interest and initiation of students in writing paragraph is/are lo with relation to their level of accuracy as well as fluency.

R5. I think there is no clear tool that teachers must use to different writing text that has been done by the students.

R6. In my opinion while assessing students' paragraph writing following the steps of paragraph and give correction is best method and all teachers must do the same thing during their evaluation of students writing works.

R7. Personally I think paragraph writing aim to develop/improve their handwriting so that the questions should be prepared to encourage their students.

R8. In order to assess our students and enhance the skill of their writing the teacher should leave students to choose their heading to write freely and we teachers have to give chances for students to check with their friends.

IQ4. Would you mention some possible causes you have noticed that students fail to produce readable composition?

R1. As I think the possible reason that I have noticed is the students' poor background in writing works. That means they came without practice from lower classes.

R2. Yes, most of the students are bored (fed up with) writing paragraphs.

R3. Well… personally I have noticed as possible causes of students' poor writing is lack of exposure to this skill and language proficiency as well as EFL teachers encouragement.

R4. As mentioned before, the first one is lack of interest to write a readable paragraph, the second is lack of knowledge about grammar rule and the interference of mother tongue while writing paragraphs.

R5. Some of the challenges that I noticed is lack of vocabulary, lack of linguistic skill and lack of students' interest in writing as well as teachers' interest in assessing their student writing works.

R6. Personally I noticed that students are not interested to write what they have given in the class and outside the class.

R7. From my experience I have seen the possible causes that students fail to produce is lack of motivation and weak background in writing.

IQ5. On the basis of your observation would you say anything about the students' level of understanding about the importance of writing skill?

R1. Alright still students do not understand the importance of writing skill to answer questions, to do assignments and in future to communicate their message with precision, correctness, exactness, sureness, efficiency, and accuracy and cure to a greatly wider audience than within face-to-face or phone communications.

R2. Some of the students believe that writing is very crucial but they are not interested to produce and practice when tasks are given.

R3. Students cannot understand and explain how writing might serve as an epistemological tool and do not see writing as a tool for developing their own knowledge.

R4. As I have seen, the level of students understanding in writing skill is very low.

R5. Well… our students have poor perception about the writing skill and purpose. Therefore they are not interested to write paragraphs even assignments that need more explanation to write.

R6. Overall our students understanding about the importance of writing skill is very low and they don't like the skill.

R7. In my understanding in the lower grade level the text or the teaching style makes it difficult to understand about the importance of writing.

R8. Since I have been teaching English most students give much attention towards grammar section, but they are not clearly understand the important of writing. Therefore EFL teachers should work on their students writing works.

IQ6. Can you discuss the major problems in assessing students' paragraph writing?

R1. In my opinion when I am assessing their paragraph writing I faced with time scarcity, large class size and arrangement of tables.

R2. During the assessment of students' paragraph writing I faced with different challenges. For example, poor academic background of the students, large class size to assess each students writing and shortage of time.

R3, R4. As I have seen the major problems that hinder during assessment of writing is shortage of time and large class size.

R5. Personally I have faced with different problems when I assess students writing works. For example, students are not motivated towards writing tasks due to lack of vocabularies, lack of interest to practice writing, shortage time to assess and large class sizes are some of the factors.

R6. As I observe the lack of interest from students to write paragraphs and lack of EFL teachers commitment on assessing their students writing to give feedback.

R7. Personally I believe the lower grade level text preparation and other factors like large class size, shortage time and lack of students interest to write paragraphs.

R8. Alright the factors that affect our students' paragraph writing ability include: the lack of students interest and we teachers give much emphasis on language focus rather than teaching how to write paragraphs.

IQ7 Do you think students' lack of practice at the present would have any considerable effect in their future English writing/or academic English writing?

R1. Yes nowadays students have no interest let alone in writing even continuing their future learning.

R2. Sure! No doubt Having sharply honed writing skills can help them clearly and quickly communicate updates, events, projects, or other important topics to co-workers without requiring additional time for clarification or questions.

R3. Well... if students don't give attention to academic English writing they confront or face with the problem of communication in the work place as well as in the real world.

R4. Really, lack of practice will cause dependency on others for the sake of communication.

R5. Yes definitely, it has a negative impact on communicating with others in the work place and creates gab in coming generation because of not putting things in written forms that is important for them.

R6. Writing is an incredibly useful skill that is applicable to various career fields. With recent developments in technology, communication has been revolutionized. Social media and smart phones have made it especially easy to connect with people from all over the globe. But lack of practice affects their communication skills at all that is mentioned above.

R7.The more they didn't read and write, the more they couldn't broaden their vocabulary and are unable to articulate concepts accurately and more effectively to others. Falling their ability to communicate also affect them not to be a better worker or student.

R8. Exactly, if students are unable to develop writing skill nowadays it is difficult to imparting message for others and again obstacle for real life world.

IQ8. What do you suggest about what we teachers should do to improve our students' paragraph writing?

R1. We teachers should encourage our students' paragraph writing even when they make mistakes.

R2. We need to let them practice paragraph writing in their early grade levels such as free writing and other writing activities.

R3. As we are EFL teachers we should teach our students how to construct paragraphs and selecting familiar titles when activities are given to write.

R4. Using different methods to

R5. Changing student mind towards writing tasks, giving different samples and assessing their writing works should be used to improve their writing.

Appendix D: Classroom Observation Checklist

Jimma University

College of Social sciences and Humanities

Department of English Language and Literature

Classroom observation on: _____

Note: the researcher marks the box that indicates her observation during the lecture.

Name of the school…………………Date of observation………………

Place of observation (classroom)………………...Total of students (….)

Number of male students (….), number of female students (…..), time of the lesson (….hours, from…..to…..), the position of the teacher ………………….. Lesson's topic....................

 Note: Yes / No

No	Statements	Yes	No	Remark
1	Teachers' exercises in the classroom urge students to compose a decent paragraph.			
2	Paragraph writing lessons are introduced by the teacher.			
3	Teachers focus on the areas of teaching paragraph writing and offering criticism to their writing task.			
4	The teachers teach each and every writing task in the textbook without skipping.			
5	Teachers give for students clear instruction about paragraph writing			