

JIMMA UNIVERSITY



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**INVESTIGATION OF STUDENTS' AND TEACHERS' ATTITUDES, PRACTICES AND
CHALLENGES IN LEARNING TEACHING PARAGRAPH WRITING: THE CASE OF
GENERAL WAKO GUTU SECONDARY SCHOOL**

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**August, 2022
Jimma Ethiopia**

INVESTIGATION OF STUDENTS' AND TEACHERS' ATTITUDES, PRACTICES AND CHALLENGES IN LEARNING TEACHING PARAGRAPH WRITING: THE CASE OF GENERAL WAKO GUTU SECONDARY SCHOOL

A RESEARCH SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER OF ART IN TEACHING ENGLISH AS FOREIGN LANGUAGE (MA IN TEFL).

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Declaration

I, under signed graduate student, hereby declare that this thesis is my original work and it has not been presented for a degree in any other university for academic credit and that all sources of the materials used for this thesis have been duly acknowledged.

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Confirmation and Approval

The thesis on the title “Investigation of Students’ and Teachers’ Attitudes, Practices And Challenges in Teaching Learning Paragraph Writing: The Case of Grade 9 and 10 in General Wako Gutu High School is approved as the original work of **Belaynesh Banti** and all the sources were properly acknowledged.

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Acronyms or Abbreviations used are;

EFL: English as foreign Language

ELT: English Language Training or Teaching

ESL: English as second Language

Abstract

The study was carried out with the investigation of students' and teachers' attitude, practices and challenges in teaching and learning paragraph writing in grade 9 and 10 in EFL context. To attain this objective, mixed (qualitative and quantitative) research method was employed. To gather necessary data, respectively 76 sample students and 7 English language teachers, who have been teaching in grade 9 and 10, were selected as participants. To select data, stratified random sampling was used. The stratified random sampling was employed to select the students. The data were collected through document analysis, classroom observation, interview and questionnaire. Then, the data gathered through these tools and were organized and analyzed using both qualitative and quantitative methods. In order to create a holistic picture of these qualitative and quantitative data, thus the researcher integrated and carefully discussed them all around subsequent thematic topics of study in relation to the research questions. The study identified the major paragraph writing challenges the students encounter. These are the problems of organization, unity, adequacy, grammar, punctuation, capitalization and spelling. In addition, challenges that students' paragraph writing were divided in to students' like lack of knowledge of strategies use, lack of regular practice and teachers' ways of giving feedback. Therefore, paragraph writing is a skill that could be improved through sufficient practicing, students should have been given chance of learning and practicing features of good paragraph to effectively use them to write a paragraph.

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CHAPTER ONE

1. INTRODUCTION

1.1. Back Ground of the Study

English language is essential in the field of education. In many countries, pupils learn English as a second or foreign language. Starting from elementary up to university level, students in many countries attend their school in English. Thus, the purpose of this study was to develop the students' paragraph writing skill. Currently, writing skill is one of the most demanding skills in the world of academy that students should come up with it. Although, it is the most difficult to master easily in learning to write, students need a great deal encouragement from their teacher. According to Heaton (1991), writing skill is a complex skill and sometimes difficult to be learned, the students 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 most difficult skill for learners to master “.The difficulty is not only in generating and organizing ideas ,but also in translating the ideas in to readable text.

Ur (1996) defines paragraph writing as a complex and a difficult task. It demands a good planning, content organization, use of appropriate vocabulary and structure depending on the type, and practice. Learning teaching a paragraph to write down could be a challenging, because it is multi- skilled process. Students must of out how to spot, analyze, and develop ideas. Therefore, the teacher needs to include writing collectively of the attitudes that has got to be taught within the teaching and learning activities. (Dyson and Freedman, (2003), the complexities associated with writing come from two major factors: the nature of writing itself and the nature of classrooms as educational settings.

Paragraph writing is an activity that relate to every other like the method of setting objectives, generating ideas, making a draft, and so on. These activities must be managed well to attain the goal of writing itself. Hedge (2000), states that paragraph writing is that the

result of employing strategies to manage the composing process, which is one among gradually developed a text. It involved variety of activities, such as setting goals, generating ideas, making a draft, reading and reviewing it, then revising and editing. The students must learn the way to composed sentences, build paragraph and expressed idea within standards of written English language.

If learning teaching of English language paragraph writing doesn't involved the abilities that has to be taught, it means the teacher doesn't fulfill what the curriculum required. In paragraph writing the teacher and students should composed collaboratively, the teacher acting as expert and he or she demonstrates, guides, and negotiates the creation of meaningful text. Modeling would be used as an instructional strategy to indicate students step by step, the look, shaping, and structuring of a text for a particular purpose. Wang (2016), states in their article that carefully planned questions can help the students to give some thought to how a selected text would be organized. The teacher may prompt by showing them similar familiar material or by reviewing with them the features of a selected form of text. This approach enables the teacher to show students to new, rich language, adding to the range of vocabulary and language structures that they would use in their personal writing. Shared writing reinforces positive attitudes towards writing by making it an agreeable and inventive activity.

In spite the fact that as Horn By,(2010 ; 125)stated, “Whatever type of paragraph that someone writes to his or her aim should be always express clear ideas and it must be as his readers understand what the writer is going to write.” Thus, this research also focuses investigating the students’ and teachers’ attitudes, practices and challenges that affecting the students paragraph writing through the researcher long experience and students ’frequent practices. Mohfoudi(1999;p33), pointed out that, due to training habits learners tend to do very little planning it make note, to take note and little rewrite habits. Therefore, it needs to give more focus on the process of writing than the product .This can be done by encouraging more writing tasks in the class room and outside it. In addition to, the problem of passing through the stage of paragraph writing students mad grammatical mistake.

Therefore, the present study aim is affective, behavioral and cognitive attitudes practice involved in paragraph writing and permit students and teachers to have collaboration in and target the method to identify the major challenges that English teachers and students may face during teaching learning writing skills in case of grade 9 and 10 in General Wako Gutu high school.

1.1. Statement of the Problem

Writing is a sophisticated language skill since it requires the ability not only to tailor ideas, but also to construct acceptable sentences to create a meaningful, logical, and comprehensible work. As a result, English as Foreign Language (EFL) learners have to maximize their efforts to put their thoughts on the paper.

Research has shown that writing can predict academic achievement. Press et al. (2013) investigate how writing predicts the high school students' subsequent academic grades. Their finding shows that, compared to Mathematics skills, writing becomes a significant predictor of university achievement over time. Their research also has shown that there is a relationship between students' writing attitudes and their writing achievement. If the result of this research is correctly interpreted, it implies that better writer has more chances to get better grades.

Although benefit of writing skill is increasing from time to time, grade 9 and 10 students in General Wako Gutu high school faced challenges when writing paragraph .Writing a paragraph is significant not only writing session in English language ,but also to learn other subjects as effectively as possible. Hamid,(2010;223) argued that ,paragraph writing is significant, because it facilitates the students' acquisition of the basic study skills needed for understanding what they studied. Additionally, in paragraph writing will help students to pass all their academic courses

According to Langan,(1997;44),The most common mistakes learners in their paragraph writings are grammatical mistakes mechanics ,punctuation and word use. The researcher observed the students lack of words to express their ideas during paragraph writings in appropriate use of tenses, subject verb agreements parts of speeches run on sentences, fragments and dangling modifiers as the main problems of the students. Fathi,(2013;113),stated that ,The reason behind the students' weakness of writing ,were grammatical problems ,knowledge ,understanding ,less practice and background the main one. Yet, their writing is not satisfactory because the students have problems to apply the important features of paragraph writing.

Furthermore, Zhu (2001), who investigated ESL graduate students writing difficulties, found out that the major challenges the ESL students face are the rhetorical and the linguistics aspects during the completion of the writing tasks. (Rahamatunisa; 2014), the students' dislike to writing are due to the problems they encounter when they perform writing tasks, namely linguistics problems, cognitive problems in relation to paragraph organization and text structure, and psychological problems, such as moods and difficulty to start writing.

This case is not different in Ethiopia too. To illustrate this, research findings by Garemew (1999) show that university students were poor at writing on a given topic and failed to appropriately support the topic of discussion using relevant information. This implies that how students' face serious challenges in EFL writing performance to include relevant contents to their writing. What makes this study differs from all the above mentioned is investigating English teachers' and students' attitude, practice and challenges together in teaching and learning paragraph writing. Thus, this is the aim of filling gap of the previous study.

1.3 Research questions

This research was conducted to answer the following basic research questions.

1. What are your attitudes towards teaching or learning paragraph writing in EFL class?
2. What are the strategies used by students learn to write a paragraph?
3. What are the major challenges of teachers and students in paragraph writing?

1.4. Objective of the study

1.4.1. General objective

The aim of the current study was to investigate English language teachers' and students' attitudes, practices and the challenges of teaching/ learning paragraph writing.

1.4.2. Specific objective

The specific objectives of this study were to:-

1. To find out teachers' and students attitudes of teaching and learning to write a paragraph.
2. To identify the strategies used by students to learn to write a paragraph techniques and methods used by EFL teachers to teach paragraph writing.
3. To state the main challenges faced by the EFL teachers and students in paragraph writing.

1.1.3. Significance of the study

The findings of the study are expected to have the following significance;

Educational research findings must solve problems in a given and contribute to the development of the teaching learning activities at any level of learning. To this effect, this study is envisaged primarily to help language teachers specifically at the high school level investigated their paragraph writing skill instruction and identify their strong and weak side in order to improve the standard of their teaching. Moreover, it may help them to consider their teaching materials that they are using in their writing skills classes and make them more suitable to implement the communication. The findings of this study might gave hint to materials developers on the development of teaching materials specially for the purposes teaching paragraph writing skills as a process. Finally, this study may serve a spring board for other researchers in the field the findings conduct further investigations in other academic settings.

1.4.3. Scope of the study

This study was conducted in General Wako Gutu high school; it focused on, English language teachers and students in the school. In addition, the study was delimited to find out

the possible challenges teachers and students face in paragraph writing teaching and learning. To keep the study manageable, it was delimited only to grade 9 and 10 English language teachers and students of a governments' secondary school which is found in Addis Ababa, Kolfe Keraniyo sub- city, Woreda 7, specifically General Wako Gutu high school. The reason for selecting high school level is that a wide range of writing tasks, are conducted at high school level and above. Specifically, the reason why selecting this school was the researcher has been teaching at General Wako Gutu high school, the staff and students were expected to be more cooperative for the researcher than other place staff and students.

1.4.5 Operational Definition of key terms

Attitude to teaching writing: As defined by Allport (1935), "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations."

Practice: is the actual application, use of an idea or method as opposed to theories relating to it the principles and practice of teaching.

Challenge: is the situation of being faced with something that needs great mental. For the purpose this study, attitude is defined as, it is the tendency of students' and teachers' to respond a certain way towards writing a paragraph.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Introduction

Under this chapter, literature related to writing problems of EFL learners in general and learners' problems in writing paragraphs particularly were discussed in detail.

2.1. The Concept of writing skill

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

2.2. What is a Paragraph?

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

2.3 Types of Paragraph

2.3.1. Descriptive Paragraphs: Painting a Picture

A cousin of the narrative paragraph, a descriptive paragraph paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of paragraph is not description for description's sake. The descriptive paragraph Strives to communicate a deeper meaning through the description. In a descriptive paragraph, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive paragraphs appeal to the readers' emotions, with a result that is highly evocative.

2.3.2 Expository Paragraphs

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

2.3.3. Narrative Paragraphs

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

2.3.4. Persuasive Paragraphs

While like an expository paragraph in its presentation of facts, the goal of the persuasive paragraph is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

2.4. Importance of writing skill

writing skill has become an essential tool for people who are literate. Weigle (as cited in Marashi&Yavarzadeh, 2014) stated “The skill of writing, which was once countered the domain of the elite & the well-educated, has become an essential tool for people of all walks of life” Weigle (2003) further asserted that many people around the world need to report analyses, write business letters, compose academic paragraphs, etc., & if all that were not

enough , a huge number of individuals from different demographic cohorts are writing for personal communication through e-mails & text messages. Therefore writing instruction not merely as an object to study but as a means of communication is of growing significance in language teaching program.

2.5 Challenges of writing Paragraph

Writing is very important for communication .It creates a communication channel between the writer & the reader. In spite of the fact that writing is one of the essential skills for communication it is the most difficult skill for learners. Richards &Renandya, (as cited in Marasni & yavarzadeh, 2014:5) stated that the difficulty lies not only in generating & organizing ideas, but also in translating these ideas in to readable texts. They argued that the skills involved in writing are highly complex, & l2 writers have to pay attention to higher level skill of planning & organizing as well as lower level skills of spelling, punctuation, word choice, etc. Langan(2008:14a) argues that:

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

2.2. System of writing

Being an expression and a social endeavor, according to Pincas (1992) in Nacira (2010) goes on to claim that “writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking”. Also, writing can be defined as much more than the production of these symbols, just as speech is more than the production of sounds. For that, the graphic symbols have to be arranged or combined

according to some conventions to form words, and words to form sentences, and sentences to form paragraphs and essays. Writing is a process. The first time you write a draft, it does not matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want. You can go over it until you are completely satisfied or until you need to shift gears. You can show your draft to your friend or family and get a response before you ever make it public (Stark, 2005 as cited in Nacira, 2010). He added that we should not put pressure on ourselves by thinking that we are going to write a perfect first draft. No one can sit down and write polished reports, letters, essays, paragraphs without changing (or revising) them at least slightly. Writing is a complex meta-cognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Graham (1997), cited in Huy (2015) identified the following four vital areas in the writing process:(1) knowledge of writing and writing topics,(2) skill for producing and crafting text,(3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals.

2.1. Problems in writing paragraph

Many scholars or researchers have carried out researches on writing problems of EFL/ESL learners. However, their work focused on writing problems related to composition and essay rather than learners' problems in writing at a paragraph level. Since writing problems at composition and essay level are more complicated than learners' problems in writing at a paragraph level, they might not show learners' problems at a paragraph level. They are also not real to give solutions at a paragraph level which help students develop their paragraph writing skill. The researcher has taught English for many years starting from grade one to twelve and knows the detail of the problems. Let us leave the writing problems of primary students. Most high school students cannot even spell correctly their names as well as cannot construct simple paragraphs. Therefore, this research was conducted to fill the gap seen in the previous researches. As Nacira (2010) stated, in its simplest form, writing may be just using graphic symbols or reproducing in a written form something which has been heard or read. Writing becomes more complicated when it involves producing meaningful segments to carry a message in the language.

2.4. The Challenging nature of writing

Writing is a challenging skill which requires controlling a number of factors such as physical, cognitive, psychological and social and so forth. As writing experts like Hodges (1991), suggested for writers, in order to be effective in their writing, they often need a conducive, encouraging and the interactive working environment in which they compose their written texts so that they can achieve their goal. White (1995), quoted in (Mesfin,2013) further elaborated that writing is extremely a complex cognitive activity in which the writer is required to demonstrate his/her ability to control a number of variables simultaneously. These variables could emanate from the cognitive, linguistic, and psychological makeup of the writer. In general terms, regardless of the fact that writing is a language skill which plays a crucial role in the overall human interactions and progress, it is a very complex language skill which calls for the strong patience of the learner in order to become a competent and proficient writer.

2.5. The concept of writing skills

Writing is a means of expressing thoughts, ideas and feelings. Different scholars define writing in the following ways. For Hedge (1988), in Mohammed amin(2015), “writing is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within the overall structure.” In addition, (Byrne 1988), in Mohammed amin(2015), consider writing as a process of putting ideas in words to the target reader in mind. He said that writing is neither easy nor spontaneous; it requires conscious mental effort. He divides the problems that make writing difficult into three categories. The first, he calls psychological, caused by lack of interaction and feedback between the reader and the writer. The second category consists of linguistic problems. Bryne(1988), states that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevents us from fully monitoring what we are saying in particular, our sentence construction and the interconnection of our sentences. In writing, on the other hand, we have to express ourselves in a clearer and more grammatical manner in order to compensate for the absence of certain features of spoken language. By writing, we may flow out a burden occupying our mind offer our ideas and concepts to others?

2.6. Role of writing skill in EFL/ ESL

In EFL/ESL education, writing has received great concern from EFL/ESL researchers and instructors who have contributed much to the concepts of EFL/ESL writing, both in theory and practice. In early EFL/ESL writing research and instruction, like those of native English speakers’ writing, writing skills were measured with a focus mostly on the written products, and thus language proficiency was taken into greater account. However, this view has gradually shifted towards a new perspective way (Raimes, 1985 cited in Mohammedamin, 2015). Many researchers and instructors have realized that this focus on the product may not truly reflect the complete nature of writings, and therefore have started trying to understand the process of the act of writing in communication (Zamel, 1982), in Mohammedamin(2015). Nowadays, writing is also the key to success in college and university. The most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost college or university

required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many foreign companies need people with high writing skill level to help them makes contracts or documents in English.

Writing in a second language seems to be the most difficult skill for language learners to acquire in the academic context (Negari, 2012). Myles (2002), stated in (Nyasimi, 2009) argues that various social and cognitive factors help in assessing the underlying reasons why L2 learners exhibit particular writing errors. According to Myles (2002), social factors that influence second language writing include motivation and attitudes. Similarly, Ellis (2003), pointed out in (Nyasimi, 2009) argues that social factors explain why learners differ in the rate of L2 learning and in proficiency type, for instance, conversational versus writing ability. (McGroarty1996), Research based on motivation and attitudes shows that learner with positive attitudes and motivation towards writing for academic purposes experience success unlike those with negative attitudes.

Farooq (2012), mentioned in (Nyasimi, 2009) notes that grammar is the most difficult area for L2 writers. Students face challenges in the use of correct sentence structure and paragraph development, and in creating coherent text. Grammar skills include run-on sentences, use of different types of sentences, subject-verb agreement, placement of modifiers, tense agreement and parallel construction.

2.7.2 The process of writing all Paragraph

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

- ❖ Understanding paragraph title requirements
- ❖ Assess reading texts choose most suitable ones
- ❖ Select relevant areas of texts keep up record for reference
- ❖ Make notes on relevant areas using paraphrasing & summarizing skills
- ❖ Combine a variety of sources where necessary
- ❖ Select suitable structure for paragraph –make polar
- ❖ Organize & write main body
- ❖ Organize& write introduction
- ❖ Organize & write conclusion
- ❖ Critically read & rewrite where necessary
- ❖ Final proof reading

2.7.3.1 The importance of writing skill for EFL learners

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

This Study aimed at comparing the content scores of EFL students with their writing skills to find a Logical relationship between them. The intent of the present study is therefore, to examine the strength of relationship between writing skill and Iranian EFL students' academic achievement according to discourse synthesis.

2.7. Learners' Writing Problems

Byrne(1988)thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting device so that the text can be interpreted on its own. Similarly, Hedge (1988) quoted in (Alfaki,2015),thinks that, so as the writer to compensate the absence of the prosodic feature in writing , he/she has to write with a high degree of organization, careful of choice vocabulary and using complex grammatical devices.

2.8. Grammatical Problem

Grammatical problems, mechanical problems, sentence structure problems, and problems of diction are linguistic problems that hamper students' effective in writing in English. Learners have a number of problems in their attempts to write in the second language. Tyner, 1987, in (Alake, 2015). "As verbs take different forms depending on tense and subject they are used which they create problems for second language writing students".

2.9. Problems of Sentence Structure

Sentence reflects various systematic structures (Reid, 1983), Kharma(1986), states that, those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination.

2.10. The Problem of Word Choice

Norish, 1983, (Alamirew, 2005, in (Alfaki, 2015) a good writing or composition consist of an appropriate varied range of vocabularies used a long with grammar and varied range of sentence structures

2.11. Cognitive Problem

The cognitive problems that students face include problems with punctuation, capitalization, spelling and organizations.

Punctuation Problem

According to Byrne(1988),the fact that punctuation has never been standard to the extent as spelling makes it is problematic. Similarly Carrol and Wilson (1995), also in Alfaki,2015) state “students’ writing encounter punctuation problems as there are no universal rule of punctuation.”

Capitalization Problems

Capital letters are useful for sentence initials the beginning of important words, in topics, headings etc. (Kroll,1991).However learners have problems in using capitalization properly. These were the reasons for students’ problems in using proper capitalization.

Spelling Problem

(Gowere,et al ,1995),due to influence of other languages ,variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students.

Organization Problem

According to Kharma(1986) learners have the problem of structuring the paragraph, topic development of a paragraph, structuring whole discourse and a them in discourse. Raimes (1983),states that other problem of organization in students’ writing is the difficulty of differentiating a topic and supporting ideas generalizations and specific details.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study was aimed to investigate English language teachers' and students' attitudes, practices and challenges of teaching-learning paragraph writing skills. To carry out the study, research design, method, research site and study participants, sampling techniques, data collection instruments, method of data analysis of the research are discussed under this chapter consecutively.

3.2 Research Design

Kuma (2006), research design is a planning stage of research which is usually made logically visualizes its practicability including the components, research method, sampling design, choice of research tools, and choice of statistical techniques. An explicit research design is important as it paves the way for carrying out the study, informs the researcher where to go, what to do and how to get there. (De Vaus, 2001, p.9), It ensures the evidences to be obtained that enable researchers to answer the initial question as unambiguously as possible.

For this study, descriptive survey design was used. Descriptive survey research design is common in educational research because it describes the attitudes, opinions, practices, behaviors and characteristics of the sample population or the entire ones (Cohen, Manion & Morrison, 2007; Creswell, 2012). It is also mainly chosen to determine the individual teachers' and students' views and practices regarding paragraph writing skills.

3.3. Research Method

Research method was described as the research strategy including the type of research and methods (Hennet al., 2006). Creswell (2009) identifies two strategies of inquiry: quantitative and qualitative strategies. This study used mixed research that incorporates quantitative and qualitative method. The purpose of choosing quantitative and qualitative method for the present study was associated with the assumption that the former provides ample data via questionnaires. The later method was chosen to provide qualitative data that worked on classroom observations which was complemented by teacher interview and document analysis.

3.3.1 Research Site and Participants of the Study

The study site was at Wako Gutu secondary school which is found in Addis Ababa, Kolfe Keraniyo sub-city Woreda 07. The subjects of the study were Grade 9 and 10 English language teachers and their respective students. To this end, teachers and students of grade 9 and 10 were the participants of the study those who selected from General Wako Gutu Secondary School. One of the main reason for the selection of the site for the study was for feasibility of the study and the school was the nearest to the researcher. It was impossible to manage collecting data from all secondary schools found in Kolfe Keraniyo sub-city. Accordingly, English teachers and students of the school participated in the study during the data collection process.

3.3.2. Sample size and Sampling Techniques

In this study, the researcher used the systematic random sampling technique to select student respondents and comprehensive sampling technique was used to select teacher respondents. To select the teacher participants, the researcher would use the study were both grade 9 and 10 students and teachers of Wako Gutu secondary school were the participants of the study. In this school, there were 6 section of grade 9 and 4 section of grade 10. The total numbers of English teachers were 5 and all of them were the respondents of study. This is the reason why the researcher used comprehensive sampling technique to select teacher respondents. On the other hand, the total numbers of students in grade 9 and 10 were 294 and 224 respectively. Totally, there were 518 students and 10 sections in General Wako Gutu high school and 76 sample students were selected from 10 sections using the quota method.

3.3.3. Data Collection Instruments

The researcher planned to employ questionnaire, classroom observation, interviews and document analysis. These were the data collection instruments of the study.

3.3.3.1. Questionnaire

A questionnaire was one of the instruments used in this research study aimed to gather data from the whole respondents. Creswell, (2009), found out and make inferences about respondents' attitude and practices. All the items were translated from English to Afan Oromo to ensure students' better understanding of the questions and to let them communicate

their ideas through their L1 freely. All items were designed using a close ended like yes/no questions (for attitude questions) and alternative questions (for self-reported practice questions). Therefore, the questionnaires that were designed by the researcher based on the literature were administered to students learning grade 9 and 10 at the time of data collection.

Teachers' questionnaires

The questionnaire items were distributed five sample teachers. This tool had two parts, in which teachers were expected to give necessary information for the study. The first part of the questionnaire was close-ended (8questions) about paragraph writing skill. The second part of the questionnaire was also close – ended (7questions) which asked teachers to provide the necessary information different aspects of paragraph writing skill lessons.

Student's questionnaires

In order to identify the students' attitude towards practicing paragraph writing skill in EFL classes, the first part of the questionnaire consisted of close- ended questions (6).The second part of the questionnaire was close-ended questions(7)which asked students to provide the necessary information regarding to paragraph writing skill.

3.3.3.2. Classroom observation

Classroom observation was one of the instruments intended to examine how the teaching and learning processes take place in the classroom. It enables the researcher to describe the existing situations in paragraph writing skills classes using the five senses, providing written, and documents of the situations under the study. This means, it would be a research tool which enables the researcher to capture each and every event that would happened in the classroom would be carried out before conducting interviews. For classroom observations, one section from each grade level (grade 9 and 10) was selected. The classrooms to be observed would be selected randomly. Each English teacher of the selected sections would be observed three times. Regarding selecting teachers for interview, the two observed teachers of grade 9 and 10 English were included purposely. The reason for selecting them purposively is to get clear idea regarding what teachers do during the observations.

The reason is that if the writing instructions in both students' and teachers' classes would be observed to the conducting of interviews, there might be more opportunity to observe the actual practices taking place in the classrooms. The believe that if the teachers were interviewed before observation they might attempt to associate that they are teaching and learning with the responses that they would have already given to the interview. As a result, the researcher would not have opportunity to observe the real happenings that take place in paragraph writing classes. The researcher used an observation checklist in the class. As a result, having identified the major attention areas of the observation scheme, the researcher would developed seven observation check-list items which would helped the researcher as guiding framework while the researcher following each of the activities taking place in classrooms where paragraph writing skills classes would be conducted.

3.3.3.3. Interview

In order to obtain English teachers' attitudes towards teaching paragraph writing skills and challenges the teachers encounter during teaching paragraph writing in process-oriented classes, semi-structured interview questions were used. Alamirew,2005, Abate,(20016), Tseganesh,(2016),Yonas,(2015), The items of the interview were adopted to fit to the purpose from diverse sources. The interview consists of 12 items, 2 of the items were opened while discussion whereas the rest 10 items were to inquiry teachers attitudes to the given features.

3.3.3.4. Document Analysis

Document analysis were the fourth data collection instruments in which Grade 9 and 10 writing lessons were examined and interpreted to give meaning to the data obtained and analyzed through observation. Document analysis in this study was used to obtain enough and reliable data concerning teachers' and students' practice in writing classes.

3.3.3.4. Procedures of Data Collection

First the researcher chose three paragraph writing test topic from English text and research work for two reasons. **A**, From English textbook, the researcher analyzed the students' familiarity with the topic and checked whether the topic was out of research standards. **B**, Research work 21/12/2014

- The paragraph writing was tested by other researchers and they were also proportion to their grade level.

The next work had three paragraph writing test topics and the questionnaire to guide through research sample students. This helped the researcher to strengthen the strong and weakness of the paragraph writing test topics and the questionnaire. Then after all, the students were asked about paragraph writing test topics and the questionnaires.

3.4. Method of Data Analysis

After data collection, the presentation and discussions of the findings were organized in order to answer research questions. The researcher employed the mixed approach to analyze the data. On the other hand, the researcher used both quantitative and qualitative approaches. Accordingly, the data obtained from questionnaires was analyzed quantitatively whereas data obtained from interview; classroom observations and document analysis were analyzed qualitatively. For that matter, first, the analyses and findings from the student questionnaire were presented. The responses of teachers' interviews were transcribed and attached as part of appendix to make it at easy for data triangulation. The summary and conclusions of results obtained from both quantitative and qualitative data analyses were made. That helped the researcher to say the findings were triangulated to address the research objectives. Finally, based on the findings, recommendations were forwarded.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This chapter of the study first introduces the result of data collected through questionnaires both the sample of students and the sample of teachers in relation to the research question raised in chapter one. Then, it introduces the results of the data gathered through by the sample students and teachers.

Table1: The following table is about the respondents with regard to the teachers and students response.

Variables	Categories	Students		Teachers	
		Frequency	Percentage	Frequency	Percentage
Sex	Male	43	56.6	3	60.0
	Female	33	43.4	2	40.0
	Total	76	100.0	5	100.0
Age	15-20	43	56.6		
	ABOVE 20	33	43.4		
	Total	76	100.0		
	<25			3	60.0
	>25			2	40.0
	Total			5	100.0
Teacher qualification	MA			2	40.0
	DEGREE			3	60.0
	Total			5	100.0
Teacher Experience	<5			1	20.0
	>=5			4	40.0
	Total			5	100

The numbers of participants included in the study were 76 students and 5 teachers. Among them 43(56.6%) of them were males and 33(43.4%) of the respondents were female. The age

of students 15-20 of them are 43(56.6%) and above 20 of them are 33(43.4%) the total 76(100.0).

4.1 Analysis of the Close Ended and Open Ended Questionnaire

The questions in the questionnaire are analyzed using tables, numbers and percentage with descriptive analysis as presented. The students forward their opinions freely on the relevance and sufficiency of the writing activities provided in the grade 9 and 10 students' textbook and method of the English teachers are using teaching writing a paragraph and longer texts. The analysis of the respondents of the participants on the questions of the open and close ended questionnaire is provided below.

Table: 2:students' response attitudes towards teaching and learning in EFL class

No	Items	Yes		No	
		Fr	%	Fr	%
1	Do you Practice paragraph writing in the class room?	23	30.3	53	69.7
2	Are your English teachers encouraged to write a paragraph?	24	31.6	52	68.4
3	Are there sufficient writing tasks provided in the Students' text book to practice a paragraph?	28	36.8	48	63.2
4	Do have problem in writing paragraph using the four paragraph development pattern	46	60.5	30	39.5

Key

Fr = Frequency

%=Percentage

Item 1 clearly indicated the practice of students paragraph writing in the class room. As the data presented above, 23(30.3%) of the respondents said 'yes' for the same question. Paragraph writing was practiced in the classroom. The majority of the 53 respondents said no which is (69.7%) of the respondents said paragraph writing was not practiced in the classroom. This shows that the practice of paragraph writing is neglected by the vast majority of the students in the school due to the fact that the samples are representatives of the whole community of the school.

According to **item 2**, an encouragement of English teachers should develop to write a paragraph. Altogether 24 participants (31.6%) of them responded that their teachers encouraged them to write paragraph and follow up their activities during writing sessions. The majority of the 52 respondents which are (68.4%) of them responded vice versa, which means their teachers do not encourage them and follow up their activities during writing sessions from the analysis, we can conclude that only a few teachers encourage and follow up their students' activities during writing sessions.

As show in **item 3**, students response sufficient on the writing tasks provided in grade 9 and 10 students' English textbook to practice a paragraph. 28 respondents (36.8%) of the sample responded that there are sufficient writing tasks available in students' textbook to let them practice paragraph writing. On the other hand 48 of respondents (63.2%) of the participants of the study replied that there not writing tasks available in the textbook to let them paragraph writing for the question asked there sufficient writing tasks provided in the textbook to let you practice paragraph writing .From the students responses we can understand that writing regularly. In addition to the students' responses, analysis of the grade 10 students' textbook writing tasks are provided the sufficient of the writing tasks in the students' textbook.

As it was indicated in the **item 4**, respondents' response on whether students have problems in writing paragraph using the four paragraph development patterns. 46 participants (60.5%) of them responded that they have problem in writing paragraph using the four paragraph development patterns. 30 participants (39.5%) of the study responded that they do not have problems writing in paragraph using the four paragraph patterns. From item 4 analysis we can identify that the majority of the students in General Wako Gutu high school have no problems with regard to writing paragraph using four development patterns.

item 3 indicates that how often do you practice a paragraph, teachers give feedback while correcting your paragraph, how does he or she give feedback are tasks provided in the book, which area focus when correcting paragraph and the challenge that hindering not to practice paragraph writing.

Table 3: The following table shows the alternative frequency and the responses of all respondents

No	Items	Alternatives	Frequency	Percentage
1	If you practice writing, how often do you practice a paragraph?	Always	3	13
		Often	18	78
		Sometimes	2	9
2	How your English teachers give you feedback on paragraph?	understanding the mistake	28	36.8
		in writing that mistakes	25	32.9
		All	23	30.3
3	What does your teacher focus on while correcting your paragraph?	The unit of ideas	17	22.4
		the use of devices	40	52.6
		All	19	25.0
4	How does he/she give you feedback?	understanding the mistake	12	15.8
		Orally	15	19.7
		the challenges are briefly	18	23.7
		All	31	40.8
5	Are paragraph writing tasks provided in the book?	let you follow the process of paragraph	21	27.6
		product the oriented	21	27.6
		product and oriented	14	18.4
		All	20	26.3
6	Which area your English language teachers focus when correcting your paragraph?	the organization of ideas	11	14.5
		the use of cohesive devices	65	85.5
7	What are some of the challenge that are the hindering you not to practice paragraph?	lack of interest	13	17.1
		lack of time	17	22.4
		lack of concept on how to write a paragraph	28	36.8

In the above table **3 item 1**, shows that respondents response on how often the students practice paragraph writing. 3 of the respondents (13%) of the responded that the students always practice on paragraph writing in the class room. Only 2 participants (9%) of them sometimes paragraph writing. The majority (78%) of them did not practice paragraph writing at all. This shows that the attitudes of practicing writing paragraph are poor among the majority of the students in General Wako Gutu high school. Hailemariam (2011) in Wogdereseegn (2017) mentioned that students confront several challenges such as vocabulary selection and punctuation errors, idea generating and organizing challenges, spelling errors and appropriate grammar usage in writing activities.

Item 2 presents that, way teachers give feedback on paragraph writing. 28 participants (36.8%) of them responded that the their teachers follow them giving feedback on the paragraphs they have written was by understanding the mistake on the paragraph. 25 of the respondents (32.9%) responded in writing that mistakes for the question asked how English langue teachers give you feedback on paragraph you have written. 23 of participants (30.3%) who responded using all the above three ways which are: understanding the mistake on paragraph in writing the mistake.

Item 3 stated that, English teachers give feedback on written paragraph. 17 participants (22.4%) of them responded that the way their teachers follow them giving feedback on the paragraphs they have written by underlining the unit of idea on the paragraph. 40 of the respondents (52.6%) of them responded the way their English teachers give them feedback on the paragraphs they have written was by the use of device what the mistake they have done on their paragraphs. 19 of the participants (25.0%) who responded using all the above two ways which are: the unit of idea 40 (52.6%) of the respondents said the use of device and 19 (25.0) of respondents said all.

Item 4 clearly respondents response on paragraph written task feedback 12 respondents (15.8%) of them responded that the way their teachers follow them giving feedback on the paragraphs have written was by understanding the mistake the paragraphs. 15 of respondent

(19.7%) of them responded orally or the question asked English language teachers give you feedback on the paragraph they have written was by writing what the mistake they have done on paragraph you have written. 18 participants (23.7%) responded the challenges are briefly he/she give them feedback on the paragraph students have done on their paragraph. 31 respondents (40.8%) responded using all of the above three ways which are: understanding the mistake on paragraph, orally and the challenges are briefly he/ she has done on his/ her paragraph.

In **item 5** stated those participants' responses on the writing task provided in the textbook(the process oriented or product oriented). 21respondents(27.6%) responded the writing tasks in the textbook let you follow the process of paragraph. 21participants altogether(27.6%) a product oriented writing provided in the text book process. 14participants(18.4%) responded product and oriented. 20participants(26.3%) responded using all of the above the three ways which are. Let you follow the process of paragraph, product oriented and product and oriented on the writing task provided the textbook.

Item 6

The focus of teachers when correcting their students paragraph writings.11 participants (14.5%)of them responded that they focus on their English language teachers when correcting the paragraphs they have written is the organization of idea in each paragraph of the paragraph.65 participants above half of the respondents which includes (85.5%)of them responded using of cohesive device. The uses of cohesive device and organization of idea were the focus of their English language teacher when correcting paragraph they have written. From item analysis we conclude that the criterion the English language teachers use to correct their students' many paragraphs that they gave priority on their own personal judgment as they didn't shared to correct paragraphs written by their students.

Item: Responses on some challenges that are the hindering students not to practice paragraph task.

As show in the item7, 13 of the respondents (17.1%) of them responded that their challenge to practice writing is lack of interest. And 17 participants (22.4%) of them responded that

their challenge to practice paragraph writing is lack of time when researcher asked oral questions giving to those students who responded lack of time in their challenge to practice paragraph writing. The reason why the researcher gave priority was that because they developed an interest whether there was a problem to write a paragraph .28 of the respondents (36.8%) of them responded using lack of concept on how to write a paragraph .The respondents use how to write a paragraph and the un familiarity of the writing topics provided in the textbook are their challenges to practice writing paragraph. One can easily identifies from the item 7 responses is that the alternatives provided as challenge of students to other high school students as the sample selection was done giving due attention to make it representative of the whole population .

4.2. Students' response on their paragraph tasks which their teachers correct

We asked which area your English language teachers' focus on when correcting your paragraph writing?11 respondents (14.5%)of them responded using organization of idea. and 65of respondent (85.5%) of them listed the use of cohesive devices are correct their teachers. Above half of the respondents (85.5%) of them replied their English language teachers' focus on the use of cohesive device in each paragraph is corrected for related questions?

4.3.1 How your English teachers give you feedback on paragraph?

For question how your English language teachers give you feedback on a paragraph writing you have written? Students responses are 28(36.8%) responded in writing understanding the mistake what he/she has done on his/her paragraphs. 25 of the respondents which are (32.9%) replied understanding the mistake on paragraph .At the rest which are 23 of the respondents (32.9%) replied all.

4.3.2 Major challenges students have in terms of paragraph writing

Among the major challenges the participants of the study have with regard writing a well-organized paragraph were: Indentation problems, lack of unit problem of organizing in to a paragraph, in appropriate use of cohesive devices and writing more than one topic sentence .

4.3.3. What should English language teachers' techniques and methods to help students' development their paragraph writing?

According to the students' responses to the opened and close ended question what do you think your English language should do to help students' development their paragraph writing. The most commonly stated suggestions are: the EFL teachers must motivate students to practice paragraph writing regularly. His/her method of teaching arrange for permanent tutorial program for paragraph writing. The different his/her ways of feedback on students' paragraphs and he/she must not give paragraph writing tasks as home take due to the fact that students are exposed to copying as it is likely for students copy from module or books e t c. and to let their individuals better than their academic performance write paragraph to them.

4.3.4. Attitudes of students organize ideas in paragraph writing

According the responses of the respondents when asked do you have attitude to organize ideas in paragraph during writing activities, half of the participants 20(50.5 %) replied they have the attitude to organize ideas in a paragraph during writing activities. But the rest replied with the order reversed.

4.3.5. Cause for students' paragraph writing problems

When asked what do you think of the cause for your paragraph writing problems in English language? 16 respondents (40%) of them replied because do not understand the four paragraph developments such as descriptive, argumentative, narrative and expository. And 10 of the respondents (25%) of them responded challenges of grammar, punctuation, spelling and capitalization.

4.4. Analysis of teachers' questionnaire

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

4.4.1 Analysis of close ended questions

Table.1. EFL teachers' response on taught written course

No	Items	Alternatives	Frequency	Percentage
1	Have you ever taught writing course?	Yes	3	60.0
		No	2	40.0
		Total	5	100.0
2	Are there sufficient tasks in students' textbooks?	Yes	2	40.0
		No	3	60.0
		Total	5	100.0
3	Do you ask your students write paragraphs?	Yes	2	40.0
		No	3	60.0
		Total	5	100.0

Item 1

As indicated 3 participants (60%) responded using **yes** that they have taught writing tasks. But the other 2 participants (40%) of them EFL teachers relied no for the given question.

As show that **item 2**, 2 of the participants' teachers (40%) of them responded that there are sufficient writing tasks in the students' text books but 3of the EFL teachers (60%) of them responded no for the question asked.

Item 3: The frequency EFL teachers ask their students write a paragraph.

As tried to show item 3, 2 of respondent teachers (40%) of them responded using yes their students' write a paragraphs.3 of the respondents (60%) of them responded using

Table 2: EFL teachers' responseson the sufficiency of the allowed time

No	Items	Alternatives	Fre	P
1	Is the allotted time which is 40' for a period is sufficient to write a paragraph?	Yes	1	20.0
		No	4	80.0
		Total	5	100.0
2	Are the writing tasks products oriented?	Yes	4	80.0
		No	1	20.0
		Total	5	100.0

Item.1: One can understand from item one of the respondent EFL teachers responded yes the allotted time for a period which is 40' is sufficient to write a paragraph.4 of the another respondents which is (80%) of them using no. This shows that lack of time to write a paragraph a factor which is hindering the students' paragraph writing.

Table 3 EFL teachers ask their students write a paragraph.

How often do you ask your students write a paragraph?	Weekly	1	20.0
	some time	3	60.0
	Rarely	1	20.0
	Total	5	100.0
How often give feedback to student when write paragraph?	Always	1	20.0
	some time	2	40.0
	Rarely	1	20.0
	Never	1	20.0
	Total	5	100.0

According to item 1, from table 3 one of the respondents (20%) responded weekly for the question asked how often you ask your students write a paragraph. And 3 of the respondents (60%) of them responded that they sometimes let their students write a paragraph. Only one of respondents (20%) of them responded rarely for the question asked.

Item 2: EFL teachers' response on how often they give feedback to students' paper.

As show in table 3 item 2, one of the respondents EFL teachers give feedback always, whereas 2 respondents teachers (40%) of them feedback sometimes. One of the respondents (20%) of them gives feedback rarely. One respondents which (20%) of them said never give feedback for the students for the same question asked.

Table.4: How EFL teachers give on students' paragraph written.

Item	Alternative	Frequency	Percentage
1. How do you give on student paragraph written?	Orally	3	60.0
	by indicating where the error	1	20.0
	written form	1	20.0
	Total	5	100.0

Item: 1

In table 4 items1, show that 3 EFL respondents (60%) of them responded that orally. And only one respondent teachers which is (20%) of them responded using by indicating where the error. Also one of the respondents (20%) of them responded written form.

Table.5: EFL teachers’ respondents on the type of errors students make when writing a paragraph.

Item	Alternatives	Frequency	Percentage
1. What are some of the mistakes students made in their paragraph writing?	Spelling error	2	40.0
	Subject verb agreement error	3	60.0
	Total	5	100

As table 5 shows in item 1, the 2 respondents (40%) of them responded spelling error is among the errors students made when writing a paragraph. And 3 EFL respondents teachers (60%) of them responded that subject verb agreement error is also among the errors learners regularly made when writing a paragraph.

4.4.2 Analysis of the above tables that include the ideas of teachers’ respondents

The participants EFL teachers responded that: what are some of the mistakes students made in their paragraph writing? Seems the following they responded spelling error, subject verb agreement error are also the errors students regularly made when writing a paragraph. Additionally, negative attitude towards paragraph writing skill can be the difficulty of the paragraph writing tasks, lack of time to write a paragraph in a single period time allocation when students write a paragraph following the process oriented technique.

All of participant EFL teachers responded that the allotted time for a period in Ethiopian class duration allocation, which is 40’ is not sufficient to let students write a paragraph following the strategies oriented a technique.

The type of challenges the students have when writing a paragraph are: unrelated ideas, variety error adverbs ,punctuation, coherence, and sentence errors like, run-on dangling modifiers ,misplaced modifiers etc are some of the error the students do when writing a paragraph. The respondent EFL teachers responded that they motivate their students ,give tutorial, teach new words and how to write a paragraph ,follow up the teaching learning process during paragraph writing etc, are some of the strategies they use to overcome the student' paragraph writing challenges.

The way teachers give feedback to students' paragraphs are the following such as: EFL teachers give oral feedback ,always, sometimes ,orally, indicating where the error is let the students' correct themselves ,underlining the error and giving written comments are some of the way the EFL teachers use when giving a feedback to their students' Paragraphs .And among the type of feedback giving all EFL teachers listed indicating where the error is and let students correct themselves is more helpful than the other methods as it lets students check back and read as well as it is also letting students involve in the assessment process. Analysis of the sufficient of the writing topics concerning the paragraph writing was provided in the students' textbook. The writing topics available in the grade 10 students' text book is provided below with what they intend the students practice.

4.4.3. Document analysis and students' paragraph writing

Unit- one

The topic provided in unit one is writing your favorite sport under A1.9.on page seven the instrument of this writing ask seven stages of writing think, brainstorm, plan, draft check, re-write and proofread. Accordingly, it needs students be familiar with a paragraph writing.

Unit Two Health- First Aid

A2.10writing: Sequencing Information (P22)

Write a paragraph on the subject of sequencing information and make a summary of what happened by using first, next, then, after, before while and finally. Here under this writing, students need to know how to summarize what happened in a paragraph.

B2.5. writing: A conversation at the clinic (27)

Have you ever had an accident? Work in pairs to write a conversation between yourself and the nurse at the clinic. Due to the fact students were going to write simply they practice writing through this conversation writing.

B2.9.writing: making sentence (P30)

Work in pair to make ten sentences, using combined words from the table blow in each sentence.

Any - - - one

Some - - - body

Every - - - where

Unit –three A3. 10 writing: writing a story (P40)

1. Choose one of the following first lines and write story two or three paragraphs, using imagination about the plot.

2. Read out your story to your group.

B3.6.writing: write a play (P49)

1. The snake-man and the Girl is a traditional African story .Do you know any other similar stories?

2. Work in pairs or groups to make a brief outline of a story, either a comedy, a fable, a traditional story or dialogue. Etc. Then write it as a short play or dialogue .Do not let the rest of the class know which kind of play you have written?

3. Perform your play to the rest of the class. The other group in the class must guess what kind of play you are performing.

B.3.10. Writing: formal and informal letter (P52)

Which of these letters are formal and which are informal letter?

1. Match the opening with the correct closing for each of the following letters.
2. Write short informal letter two or three paragraphs.
3. When you have written the first draft of your letter, exchange it with that of your partner to check each other's lay out and style.

Revision 1 (unit 1—3)

Write a short report about a match you have seen, or played recently; mention the name of the sport, where you play it e t c.

Unit -4.

B4.5 writing: Letters to agony aunt

Revise the lay out for an informal letter. Decide where each of these things should go.

- a. your name
- b. the date
- c. the closing words or phrase
- d. the greeting
- e. your address

Unit -5

A5.7 writing: Analyzing vocabulary group (P81)

A5, 10.writing: Design a poster (P83)

Unit -6

A6.5. writing: saying NO to drugs (P96)

In your group write someone who is refusing to take drugs

A6.10 writing: Drugs in Ethiopia (P99)

Use the following writing scaffold to write three or four paragraphs to describe the drugs situation in Ethiopia.

1. Introduction

2. Discussion –drug situation in Ethiopia

-firstly

-secondly

-another reason

- Lastly

3. Conclusion-why young people should not take drugs

Revision 2(unit 4-6) P 117

F Writing:Write a report about the drug scene in your area, say who takes the drugs, why,when and wherewhat are the local authorities doing about it? Here is descriptive writing about drugs. The students wrote was to protect a drugs.

Unit .7

B7.6.Witing:A guided an essay (P133)

When you are writing an essay, you will find it useful to use the following seven stages or steps to help you organize your work.

1. Analyses

2. Planning

3. Research

4. Writing the main body of the essay

5. Conclusions

6. Introduction

7. Editing your essay

B7.7.Writing: formal letter (P134)

In unit four, B4, 5, you write an informal letter to an agony aunt, now you will learn about writing a formal letter. These writing are needed here as students were expected to persuade someone else.

Unit -8

B8.7.Writing:Complete the passage (P151)

Fill in the gaps in the following passage or paragraph changing the verbs in to the correct tense

Unit -9

A9.10. Writing:The story of a river (P161)

Write three paragraphs about the story of river, from its source in the mountains to its delta use as many descriptive adjective are you can.

B9.5.Writing:A survivor's story(P164)

Imagine you were a passenger on board the Titanic .Write a story in two or three paragraphs about the event-what happened, how you felt about it etc.

Revision 3 (unit 7-9) (P174)

Writing: Write a description of a natural disaster you have experienced or heard about.

Unit. 10

A, 10.9.Writing:A report on energy (181)

Unit .11

A11.8 Writing:A record of achievement(C V) (P197)

Instruction: write your own C V along similar lines to the one curriculum vitae.

A11.9 Writing: A letter of application (P190)

Using letter 3 in readingA11.7, write a similar letter of application for one of the jobs advertised in a reading A11.6.

aUnit 12

B12.9.Writing: A letter to a friend (223)Write an informal letter of a friend about your experiences in grade 10. Include information about your studies, learning strategies and goals during the year, and your hopes or fears for the next year.

Revision 4 (unit 10-12) (P230)

Writing: Write easy-to-follow instructions on how to light a fire.

4.5. Miss use of plural forms

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

Eg.1. The air enters in *to* our school *withlush*

4.5.1. Incomplete sentences

Eg.1. love to school

Student of 10 of the participants wrote the above as a complete sentence but for a sentence to be complete it must have at least a subject and a verb is a transitive. When we look the above sentence it is only a verb and a noun phrases alone are not sentence.

4.5.2. Miss use of passive voice

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

Eg.1. students are being studied since October (The students have studied since October).

The challenge of this student faced is identifying the use of passive voice as in the example shown for the subject which is the door of the action he used passive verb forms when the subject is receiver of the action.

4.5.3. Verb tense and form

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

Eg.1. I learns in this school 6 years ago.

When with the present simple we use the adverb with simple past verb form. We look the above sentence written by student 24, his challenge is identifying which tense to use to talk about action started in the past and continued to the present .The tense we use for this kinds of action is present perfect tense but in the example sentence the student used simple present verb form. And the other challenge seen in the sentence is a challenge of using adverb of time appropriately. I mean he used the adverb of time ago with the present simple we use the adverb with simple past verb form.

4.5.4. Word order

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

- subject + verb
- subject+ verb+ object
- subject +verb + Direct Object +Indirect object
- subject + complement
- subject +Object + Object complement

4.5.5.Challenges of Capitalization

The challenges of capitalization in General Wako Gutu high school students according to document analysis result, many students are use capital letters and vice versa. In addition, using a small letter at the beginning of a new paragraph and using capital letters in the middle of sentences are examples in the paragraphs written by sample students. Miss use of full stops and commas were the most reputedly seen challenges of the students as identified from the sample students' written paragraphs. When the students' paragraph analyzed students have seen using commas to end sentences and full stops vice versa let their sentences to be incomplete due to the fact that in proper punctuation affects the meaning. The ends of some sentences were unknown as they were not ended with a full stop. And in some sample paragraph the challenge of using commas to list items have identified. Eg. my school is very close, to my home. The above sentence indicates a challenge of punctuation and comma. Generally the students cannot use capitalization at the beginning of a sentence and comma is not available in it. Additionally, there is no full stop at the end of the sentence.

4.4.4. Analysis of the classroom observation

4.4.4.1. Classroom observation

Classroom observation was held by three EFL teachers' in different classes. The observation was arranging schedule with the teachers based on the annual plan when writing lessons, particularly paragraph writing lesson where the days program. During the observation an observation checklist prepared. The three of EFL teachers started the paragraph writing session writing the topic of the lesson.

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

Regarding the allotted time for the paragraph writing lesson what I always blame is that, it is not sufficient to let students write a paragraph 40 minutes an Ethiopian class time allocation following the process oriented strategies as it has different processes which need sufficient amount of time.

When teacher (A) gave feedback, he mainly focused on language but he sometimes, comment on letter and punctuation marks. If the students perceived feedback on letters and punctuation marks, they did not revise it that only received comments based on English language style. The reasons for this may result the students were not required by the teacher to make challenges letters and punctuation marks, they were not motivated to make these changes. Similarly, teacher (B) gave feedback on language and punctuation. Vik(2013:26), argued that students should be given time in class to work with the feedback. This could be a good solution to the challenge of making the students' work with their feedback. Teacher (C) fit to the students' background and interest due to the fact that the topic were authentic and the daily practices.

When I asked how they asses their students paragraph writing performance all of observed teacher replied to me that they rarely assess paragraphs. When they late the paragraph writing at home take assignment, which not sufficient to improve the students paragraph writing skill for they copy from a textbooks and they are likely to late other individuals. Thus, what I strongly argue is that writing. Particularly, paragraph writing should be a classroom task being supervised by the class teacher than giving paragraph writing at home assessments.

As the researcher observed almost all the three EFL teachers did not implement the strategies of teaching paragraph writing properly as it was needed. This means the students were seen passing most of their time telling what planning, editing, revising and topic sentences etc students support which teacher give to them to organize their ideas and edit their revised was rare.

4.4.4.2. Findings and Interpretation of interview data

4.4.4.3 The teachers' experiences and attitudes about paragraph writing

Background of teachers'

The researcher addressed interview question to the three EFL teachers to investigate their attitudes, practices, and challenges about teaching and learning paragraph writing. From the three English language teachers both teachers A and B had similar experiences and different qualification teachers A in MA level and teacher C is in BA degree. Teacher B had six years experiences and he teaches grade nine students. Teacher A and C had teach English language for eight years. Both A and C teachers the time that was given to their paragraph writing lesson, they responded that the time that given is not enough to teach paragraph writing. The finding of the study revealed that students did not have good background in English language paragraph writing.

According to the interviews, most of the students wrote pieces of texts while they were asked for testing. The three English language teachers were also asked about their emphasis while they were giving mark, their students' written works. They focus on both context and language while they were giving marks. They added that their students on both had many challenges. For example, lack of words, grammar and unable use of techniques of paragraph writing to mention some of them. These three EFL teachers were interviewed students improve their paragraph writing. They suggested that teachers should motivate their students design meaningful tasks, use appropriate instruction media, foe paragraph writing lessons, give feedback and give enough time for exercising paragraph writing.

4.4.4.4. Results and Discussions

4.4.4.5. Result and Discussion of the analysis of the data gathered through questionnaire

The tend to practice of paragraph writing in the classroom by students in General WakoGutu high school was not efficient. That means students did not practice paragraph writing regularly except some who did not sometimes. The challenges that were hindering the students not to practice paragraph writing: lack of interest, lack of time and unfamiliarity of the topic provided in the grade 10 students' textbook and written paragraphs are the major ones. The processes and product oriented paragraph writing tasks are available in the grade 10 textbook. The process oriented strategy is mostly provided in the paragraph writing tasks which is students pass through the process of steps.

According to the responses of the about (39.5%) of them responded they have challenges to write paragraphs using the four paragraph development patterns. EFL teachers' poor motivation and follow up was one factor for the students' failure to write paragraph using the four paragraph writing development pattern. The ways of the teachers give feedback understand the mistakes of the students made in their paragraphs were also contributed for the students' writing paragraphs.

4.4.4.6. Result and Discussion of the sample students' paragraphs

The sample students paragraph analysis focused on organization problems punctuations and spelling difficulties. Lack of integrated ideas is also a factor identified from the students' paragraph writing as a challenge to the students to accomplish tasks of paragraph writing. To begin with lack of words to express their ideas properly was the most challenging of the students' paragraph writing as analyzed from sample students' paragraph writing.

4.4.4.7. Result and Discussion of the classroom observation

The EFL Teachers starting classes were not motivate students so as to engage eagerly in paragraph task. The students' paragraph writing practice varied among the students with in a classroom. A teaching, in which the teachers are applying do not let the students follow the seven steps of paragraph writing. The teacher does not motivate students during paragraph writing sessions as it is not sufficient. The allotted time for a period which is 40 minute in Ethiopian schools time allocation is not enough to write a paragraph. This shows that lack of proper providing appropriate feedback are contributing to make the challenge of paragraph writing worse.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main concern of this study was an investigation of teachers and students attitude, practices and challenges of teaching/ learning paragraph writing in General Wako Gutu high school the case of grade nine and ten students. The objective also further into three portions which deal with different issues regarding teachers' attitudes, practices and challenges sources of the teaching learning paragraph writing.

The study was used mixed approaches qualitative and quantitative. The target population was 356 grade nine students and grade ten students out of these population 76 students were taken proportionally as. The data were gathered using four instruments namely, questionnaire, document analysis, classroom observation and teachers interview checklist. The data obtained were analyzed and interpreted qualitative including quantitative data. The data of the students were tabulated and analyzed using percentage and as in the given table stated. The open ended questions and the observation were expressed words.

As a result, the majority respondents founding from questionnaire, observation, document analysis and interview reflected as: a trend of practicing on paragraph in the classroom. The classroom was less and not sufficient besides the students. The cases appeared as students' lack of interest, lack of time to practice paragraph writing, unfamiliar topics, knowledge how to write paragraph, lack of the development of paragraph patterns. EFL Teachers poor motivation limited criteria assessment methods attend from the study.

5.2. Conclusion

The findings of this research gave evidence to conclude:

- The challenges that affected the students' paragraph writing skill were, the students never practice paragraph writing: lack of time, lack of interest, unfamiliar of some topics and how to develop writing a paragraph using the four paragraph development patterns. Students had not got their own strategies to overcome their paragraph writing challenges.
- Lack of flow of ideas in an integrated manner was a challenge for students in writing paragraph.
- The most common that grammatical mistake that the students faced when writing paragraph were: means miss use of passive, verb, article and prepositions were the most commonly shared mistakes that students had in their paragraph writing.
- Punctuation, spelling and capitalization aggravating paragraph writing challenges of students.
- The allotted time which was 40 minutes for a period was not enough to write following a process oriented strategy due insufficient time given EFL teachers unable to check students' paragraph writing in the classroom.
- Poor follow up of EFL teachers during the actual paragraph writing sessions was leaded the students to be failed in practicing paragraph writing.

5.3. Recommendation

Based on major findings of the study, the following recommendations are forward by the researcher.

- ❖ Students should also development their own strategies to overcome the overall challenges of paragraph writing.
- ❖ Poor motivation and follow up is a factor for the student's weak performance of paragraph writing, due to the fact that EFL teachers should motivate and follow student's activities during paragraph writing.
- ❖ Students should look at model paragraph and apply the four paragraph development patterns that model paragraph used in their paragraph.
- ❖ Effective paragraph writing need repeat practice. As result students should practice paragraph writing in the class room .So as to avoid unfamiliarity of the topic to being their interest and to added additional concepts on paragraph writing.
- ❖ The EFL teachers' strategy is also considered of one factor for the students' poor paragraph writing.
- ❖ EFL teachers should arrange a permanent paragraph writing tutorial programs and helps students to improve their paragraph writing.
- ❖ EFL teachers should enough time to their students for practicing paragraph writing.
- ❖ Teachers should use the students' positive interest in receiving feedback and positive attitude towards paragraph writing.
- ❖ At the school the department level encouraging EFL teachers to get informed are ewer of the importance of those techniques proposed writing paragraph with real practices.
- ❖ However, it should be mentioned this study focused on high school that is General Wako Gutu high school in Addis Ababa city specially sub city of kolfekaranyoWoreda 0 7
- ❖ Common challenge faced by much high school in Ethiopia. Finally, the present researcher does not make any claims of comprehensiveness with references to the topic under investigation.

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Alport(1935), states Attitude a mental or Natural of redness

Alemirew(2005), Abate (2016) ,Tseganesh,(2016)Yohannes ,(2015), The item of interview which would be adopted to fit , to purpose from diverse sources.

Byrne, (1988), in Mohamedamin(2015)Consider writing a process of putting ideas in word to target reader in mind.

Byrne, (1988), states that in speech grammar mistakes can be tolerated.

Byrne, (1988), thinks that because of the absence of the prosodic features in writing. Byrne, (1988), the fact that punctuation has never been standard to the extent as spelling makes it is a problematic.

Carroll and Wisons (1995), also in Alfaki(2015), states “ students writing encounter punctuation problems as there are no universal rule of punctuation”.

Cohen, Manion and Morrison, (2007), Cresswell(2012), it is also mainly chosen to determine the individual teachers and students views and practices regarding paragraph writing skills.

Dyson and Freedman,(2003). the complexities associates with writing come from true major factors: the nature of writing itself and the nature of classrooms as educational setting.

Elias (2003), pointed out in(Nyasimi, 2009), argues that social factor explain why learners differ in the rate of L2 learning and proficiency type for instance, conversational versus writing ability.

Farooq (1988), thinks that because of the absence of the prosodic feature in writing.

Fathi (2013, 113) ‘statesthat, the reason behind the students’ weakness of writing were grammatical problem, knowledge, understanding, less practice and background are the main one.

Garemau, (1999), show that university students were poor at writing on given topic and failed to appropriately support the topic discussion using relevant information.

Graham ,(1997), cited in Huy ,(2015), identified the following four vital areas in the writing process.

Gowere , et al (1995) , due to influence of other language, variant punctuation and other historical reasons the English spelling system which has become inconsistent is complex for the students.

Hamid (2010, 223) argued that paragraph writing is significant.

Heaton, (1991), writing skill is a complex skill and sometimes difficult to be learned.

Hedge (2000) states that paragraph writing is that the result of employing strategies to manage the composing process.

Hedge ,(1988), quoted in Alfaki (2015), thinks that so as the writer to compensate the absence of the prosodic feature in writing.

Henn et al, (2006), Cresswell (2009) identifies two strategies of inquiry, qualitative and quantitative strategies.

Hodge ,(1991) suggested for writers in order to be effective in their writing.

Horn By ,(2010, (125), stated “ whatever type of paragraph that someone is writing to his/her aim should be always his/her expressed idea clearly.

Hyland ,(2003), stated “writing is one of the main way that we create a coherent social reality through engaging with others”.

(Key, 2000, Shanahan, 2004, Spelling and Freedman, 2001), because writing is one of the ways to transmitted thoughts to the other people.

Kroll,(1991) however learners have the problem in using capitalization properly.

Kharama, (1986) learners have the problem of structuring the paragraph, topic development of paragraph.

Langan (1997, 44,) the most common mistakes learners in their paragraph writings are grammatical mistakes, mechanic, punctuations and word use.

Mesfin, (2013), further elaborated that writing extremely a complex cognitive activity.

Mc Arthur. Et al, (2008) , this skill is considered as in important part since it is priority to language teaching and learning.

McGroarty (1996) research based on motivation and attitude shows that learner with positive attitude and motivation towards writing for academic purpose, experience, success unlike those with negative attitudes.

Mohammedamin,(2015), “ writing is the way in which a writer puts together the process of the text”.

Mohfoudi (, P33), pointed out that due to training it make note, to take note and little rewrite habits.

Myles (2002), social factors that influence L2 writing include motivation and attitude.

Nacira,(2010), stated in the simplest form of writing be just using graphic symbols or reproducing in a written form something which has been heard on reader.

Negari ,(2012), Myles(2002), stated in Nysimi ,(2009), argues that varies social and cognitive factors help in assessing underlying reasons why L2 learners exhibit particular writing errors.

Norish , (1983) Alemirew, (2005), in Alfaki (2015), a good writing or composition consist of unappropriate varied range of vocabulary used along with grammar and varied range of sentence structures.

Press et al. (2013), investigate how writing predicts the high school students' academic grade.

Pincas, (1992), Nacra,(2010) goes on to claim that “ writing is a system of graphic symbol i.e letters or combinations of letters.

Rahamatunisia, (2014), the students dislike to write due to their problems they encounter when they perform writing tasks.

Raimes ,(1985), cited in Mohammedamin (2015), many researchers and instructors have realized that this focus on the product may not truly reflect the complete nature of writing.

Reid, (1983), Kaharama (1986), states that those students who have the problem of writing good sentence structures are unable to produce longer sentences requiring subordination and coordination.

Richard and Renandya,(2010), explain “ writing is most difficult skill for learners to master”.

Stark, (2005) as cited in Nacra (2010) headed that we should not put pressure in ourselves by thinking that we are going to a perfect first draft.

Tyner, (1987), in Afaki (2015), “as verbs take different forms depending on tense and subject are used which they create problem for the school writing students”.

Wang (2016), states in their article carefully planned questions can help the students to give some thought to how a selected text would be organized.

Zamel , (1983) in Mohammedamin, (2015) Raimes ,(1985) cited Mohammedamin , (2015) also acknowledges that writing is merely a language as adjacent to language learning

Zhu (2001), who investigated ESL graduate students writing difficulties, found out that the major challenges of the ESL students face are the rhetorical and the linguistics aspects during the completion of the write.

APPENDIX 1

Dear students

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

Thank you so much

The researcher

Respondents' Demographic information

Grade level :A.9 B.10

Sex: A. Male B. Female

Age . A. 15---17 years B. 18-20 years C. above 20 years

1 Do you practice paragraph writing in the classroom?

A. Yes B. No

2. Do your English teachers encouraged you to write a paragraph ?

A. yes B. No

3. Are there sufficient writing tasks provided in the students' text book to let you practice paragraph writing regularly?

A .yes B.no

4. Do you have problems in writing paragraph using the four paragraph development pattern?

A. yes B. No

5, If you practice paragraph writing, how often do you practice a paragraph?

A. Always B. often C. some times D. rarely E. never

6. How do your English language teachers give you feedback on paragraph writing?

A understanding the mistake on my paragraph B. orally

B .in writing that mistakes I have done on my paragraphs D. All

7. What does your teacher focus on while correcting your paragraphs?

A .Grammar , Punctuations and spelling errors B. The organization of ideas in each paragraph

C, the unit of ideas D. the use of devices E.All

Add if any

8. How does he/ she give you feedback ?

A. spelling B. punctuation C .grammar D. organization E. unity and coherence

13. How your English language teachers give you feedback on a paragraphs written?

A. some times

B. often

C. always

D. rarely

14. Which of the following problems is most serious problem in writing paragraph?

A .using correct grammar

C. using correct punctuation

B .using correct spelling

D. organizing ideas correctly

E.All

15. Which of the following the causes for your paragraph writing problems in English?

A. missing letters

B .grammar

C .punctuation

D. spelling error

E. omission of word

16 Which of the following strategies do you use overcome the problems of paragraph writing in English language?

A. logic and organization problems

B. grammar problems

C. vocabulary problems

D. word order problems

E. spelling error

APPENDIX –2 Questionnaires to be filled by EFL teachers

Dear Teacher

The purpose of this study is to investigate students' paragraph writing challenges. Your responses are very useful. Therefore, your co-operation in providing genuine information highly valuable for the study.

I kindly request your response for the following questions.

Name of school _____

Teachers' Age _____ Sex _____

Teachers' qualification MA or DEGREE _____

Teaching experience _____

1. Have you ever taught writing course?

A. yes B. No

2. Is there sufficient writing tasks in student's text book

A. Yes B, No

3. How often do you ask your students writing paragraph ?

A. yes B.NO

4. How often do you ask your students write paragraphs?

A, Weekly B. every other week C. some times D. rarely E never

5. How often give feedback to students when write a paragraph ?

A. always B often C some times D rarely E. never

6 .Is the allotted time which is 40' for a period is sufficient to write a paragraph ?

A yes B No

7 . Are the writing tasks product oriented

A .yes B.NO

8.How do you give on students' paragraph written ?

A orally B by indicating where the errors and students correct themselves C in written form D.by understanding each error done by the students

9. What are some of the mistakes students made in their paragraph writing ?

A spelling error B subject verb agreement error C misuse of verb forms D miss punctuation marks E lack of coherence

10 How do you help students develop their writing a paragraph ?

_11.What do you think are the major problems do they have in writing paragraph?

_____12 If the allotted time for a period which is 40 minute is not sufficient to write paragraphs how do you solve the problem?_____

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

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

15. What types of problems do they have paragraph ?

16 What do you think are some of the reason behind learners not to participate actively in paragraph writing task?

APPEDIX 3 Document Analysis

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

1Are information in their paragraphs appropriately ?

2. Is every sentence complete ,nota fragment?

3 Are sentences punctuated properly?

4 Do the subject and predict agree in each sentence?

5 Is every words spelled correctly?

6 Are all words used correctly?

APPENDIX –4;

Check List for classroom Observation

1 How the teacher starts the writing class?

2 How students practice paragraph writing?

3 Does the teacher encourage the students when they are writing paragraph?

4 Is the topic provided appropriate to the students' interest?

5 Are all students actively involved in the given tasks?

6 Is the given time by the teacher enough to complete writing paragraph by the students?

7 Is the students follow the seven stages of paragraph writing?

Teacher interview guide

The purpose of the interview is to help me get information for my MA thesis in studies at **JIMMA UNIVERSITY**.

I will be taking notes concerning the interviews in order to keep track of the information and to make it easier for me. There is no contest or judging involved here. And I am finding out how things really are and listening to your thoughts.

Background

- 1, How many years have you been teaching English?
2. What qualifications do you have?
- 3 Which classes do you teach English?

Writing

- 1 How important is paragraph writing in your courses? How?
2. How do you teach writing?
- 3 How often do the students write texts?
4. What are the biggest challenges when your students write a paragraph?
5. What should be done to help students to improve their writing?
6. What seem your students' skills in writing currently?
7. Do use process writing in English? Why?