JIMMAUNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL STUDENTS' PERCEPTION AND PRACTICES OF PARAGRAPH WRITING AND THE CHALLENGES THEY FACE: GRADE 8 STUDENTS OF BERO .MURI HIGHER PRIMARY SCHOOL IN FOCUS

BY

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Jimma, Ethiopia

EFL Students' Perception and Practices of Paragraph Writing and the Challenges they face: Grade 8 Students of BeroMuri Higher Primary School in Focus

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Declaration,Confirmation andApproval

Thesis title:EFL students' perception and practices of paragraph writing and challenges they face: grade 8 students of BeroMuri higher primary school in focus.

Declaration

 I,theundersigned,declarethatthisthesisismyoriginalwork. It was notpresentedforanydegreein anyuniversities, and thatall thesources usedfor it aredulyacknowledged.

Desu Tilahun Shibiru

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Nameofstudent   Signature   Date

Approval

The thesis, which was conducted by DesuTilahunShibiru entitled "EFL Students' perception and practices of paragraph writing and the challenges they face: Grade 8 Students of BeroMuri higher primary school in Focus," has been submitted for examination with my approval as a university advisor.

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Chairperson   Signature   Date

Abstract

The purpose of this study was to investigate Grade 8 EFL students' perception and practices of paragraph writing and the challenges they face during their practical activities of paragraph writing. In order to guide overall process, descriptive survey research design and mixed method of data analysis procedures were employed. A total of 45 grade 8 EFL students of BeroMuri higher primary school using comprehensive sampling and two purposively selected EFL teachers of the school were participants of the study respectively. In order to achieve the objectives, the study employed three data gathering tools namely questionnaires, interview and observation. Both open-ended and close-ended questionnaires were used to find out data about students' perception, practices and challenges of paragraph writing. Furthermore, English language teachers were interviewed to substantiate the data collected via questionnaire about the three main study variables such as students' perception, practices and challenges in writing paragraphs. The major findings of the research were: EFL teachers were rarely gave practical tasks on paragraph writing, and that was insufficient as much as required, students perceive that practical paragraph writing tasks were difficult and unachievable, some paragraph writing contents in textbook were beyond the students' maturity level, the contents of student textbooks were too vast and teachers were hurry to cover them, total absence of paragraph writing activities in book 2 of grade 8 students' textbook were identified. Therefore, forwarded recommendations based on findings of study were: the students should actively participate and practice paragraph writing tasks both in classroom and out of the classroom, EFL teachers should pay more attention for paragraph writing lessons and give more practical paragraph writing tasks and provide corrective feedback appropriately. They should alsofacilitate students' learning with more practical supplementary materials. Lastly, Curriculum developers and syllabus designers should come up with revised contents and better strategies to address the difficulties students were being faced in grade 8 paragraph writing lessons.

Keywords: Paragraph, Perception, practice and challenge

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List of Abbreviation andAcronyms

FL = Foreign language

EFL = English as a foreign language

ESL= English as a second language

L_1 = Mother tongue/ first language

SL/L_2 = Second language

OQ = Open ended question

IQ =interview question

T_1=teacher one

T_2 = teacher two

CO_1= Classroom observation one

CO_2=classroom observation two

CHAPTER ONE

1. INTRODUCTION

This chapter discusses about the background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitation and limitation of the study.

1.1 Background of the Study

In the traditional approaches oflanguage learning, writing is considered as secondary skill.Becauseofthis,itwas receivedrelativelylittleattentioncomparedtospeaking, reading,andlistening (Brown,2000).It was further claimed by Silva (1997) thatthedominant teaching methodsduring the1950s and 1960s putan undue focus on oral rather than writing proficiency. Specifically,writing skillwas neglecteduringthe period of Grammar Translation and Audio-lingual methods.As stated by Raimes(1983) duringaudio-lingualperiod, speaking wasseenas thecentralelementoflanguage teaching,whilewriting wasnotget similarpositioninlanguagelearning. That is why Freedman (1998) agreed that, "writing, until a recent year has been the neglected skill from the four major languageskills namely listening, speaking, reading and writing."

Moreover,Parker(1983)supported thisview by his expression, "writingcouldbetormentto EFL students."Particularly, paragraphwriting is believed to bedemandsagreatdealofskillsandconventionssuch aswritingreadinessand knowledge ofgrammatical rulesto becomeproficientand effective writers.Besides,paragraph writingdemandsthewritertohavecarefulchoiceofvocabulary, understandinggrammaticalpatterns andtobeabletoorganize thecorrectsentences relatedtothe subjectmatter.Therefore, in addition toknowledge, skillsandconventions ofwriting,FL/L$_2$students havetopractice a lot to develop paragraphwriting skill (Harris 1999, p.17).

In addition,FoleyandThompson (2003) emphasizetheimportanceofwritingskill insecond language learningbyarguing that"secondlanguagelearningisnotonly learningtheorallanguagesi.e.speakingandlistening butit isimportantto considerhowtocommunicatethroughwriting."Accordingly, Abbot (2000) states "a clear thinking could not be clear without using words according to definite rules." In addition, as Hilton and Hyder (1992) sense in a piece of writing is added by the appropriate use of punctuation marks.

Inrecentyears,therehasbeengrowingawarenessof the importanceofwritingskills. According to MOE (2017) revised curriculum of primary school English textbooks, grade 8 English syllabus and textbooks were included both product and process based tasks in relation to paragraphwriting. Since contents of paragraph writing were includedin students' textbooks starting from grade 6 in primary school, grade 8studentswererequiredtopractice a loton paragraphwriting activities thanbeingengagedatsentence,phraseorwordlevel.

Theimportanceofparagraphwritingalso underlined byGrabeandKaplan (1996) who were mention that EFL studentsneed to practice paragraph writing tasksrangingfromsingleparagraph toan essaysbecauseparagraph writingisfundamental skillforany composition. Theyalso added that ELT materials prepared in context of EFLshould expose learners to productive skill like paragraph writing in particular.As a result, the students needbasic skillsand knowledge tocompose effective paragraph.

But inBeroMuri higher primary School, where the researcher has been teaching English for more than five years, he observes that grade 8 students seem not competent to compose well organized paragraph. The researcher argues that grade 8 EFL students' existing perception and practicesshould be changed.That is why the researcher was interested to conduct a study on grade 8EFL students' perception and practices of paragraph writing and challenges they faceat BeroMuri higher primary school.

1.2 Statement of the Problem

Englishlanguagewriting skill,asbasiclanguageskillfor SL/FLlearners, needscloseattention.Richards (1990) states that "learning to write either in SL/FLis one of the most difficult task that learners encounter and most probably only few people could fully master."Similarly,Harmer (1998) state that it was in communicative approach of 1970'sthatwritingskillwas widely recognizedasanimportantskillforSL/FLlearners.

Banat (2007)pointsout thatthe skillhas of great valueforSL/FL learners to do exams, answer questions and describe events in written form.Basically, paragraph writing is one of the genres of writing skill and crucial for other compositions. Therefore, theresearcher strongly believes that since paragraph writing is the fundamental skill for any composition, its basis should be developed starting from primary school level. It was for this reason that the researcher decided

to conductthe study on grade 8EFL students' perception andpractices of paragraph writingand challenges they face at BeroMuri higher primary school.

Regarding theproblem,as far as I review related literatures, different local and global researches wereconducted on paragraph writing skill at different times and places.Accordingly, selected global and local researches in relation to paragraph writing were described as follows respectively.Bernard (2014) investigatedChallenges of learningessay writing i n secondaryschools o f MangaDistrict in Kenya.He foundoutthatincorrectuse ofgrammarandL$_1$interference,inappropriate use of learningstrategies w e r e themost commonchallengesthatlearners'faceinlearningessaywriting.

Azad (2015) studied on challenges of paragraph writing faced by EFL students at Kurdish University of Iraq. The study found out main challenges such as mixing ideasin sentences of paragraph, irrelevance of controlling idea, redundancy of ideas and repetition of words and phrases. Similarly Ratma (2021) conducted her study on students' difficulty in paragraph writing at grade 10 of Pembina Bangsa, India. The finding of the study reveals that lack of vocabularies; incorrect ways of expressing ideas and low motivationwere major difficulties thatstudents were encounter.

From Local studies,Muhamedamin(2015)conducted his study on "Assessingstudents' paragraph writingproblem in Bedeno secondaryschool with special referenceto grade10 students."Thefindings of the studyrevealedthatstudentsdidnotincludethreepartsof paragraph whentheydrafte d p a r a g r a p h.Teachersdidnotgiveconstructivefeedbackforthestudents. Heusedonlydocumentanalysis, observationandquestionnaireasdatacollectioninstruments. Hedidnotuse an interviewtotriangulate the dataheanalyzed.

AlsoWondiwosen (2019) studied on practices and challenges of learning paragraph writing using process based activities, focused on grade 11 students of WolayitaSodo preparatory school. The results of the study shows that lack of resources, irregular feedback, inadequate practices of paragraph writing task, influence of mothertongue while writing paragraphs, limited vocabularies, inappropriate use of grammar and inability to use theapproach to compose paragraph were main challenges of the students.

Furthermore, Tesfaye (2020) conducted his study on assessing paragraph writing difficulties in relation to EFL students at grade 11 of TatekLessira Secondary and preparatory school.The finding of the study listed thecommon difficulties students faced when practice paragraph writing activities. The first problem was lack of including the three main structure of paragraph.Thus the students facedchallenges in order to identify the main structureof paragraphand couldn't include these main structures in their paragraph. The other problem was students' inability to compose completeparagraph with good organization, unit,coherence, development and mechanics. Moreover, mechanical problems such as spelling, grammar, punctuation marks andcapitalization problemswere among the major difficulties encountered by students.

In addition, Fikre(2021) conducted another study on EFL teachers' awareness, practices and challenges of teaching paragraph writing at Wachemo preparatory school. The resultsshowedthatEFLteachers'commitmentand interestabout practiceofteachingp a r a g r a p h writingskillwaslow.Thereforestudentsdidn'tpractice and learn paragraph writingeffectively. So theyfailedtoproduce goodparagraph.Themajor challenges affectingEFLstudents'paragraph writingweretimescarcity,largeclass size,pooracademicbackgroundofthestudents,and lackofvocabularies,lack ofstudents'interesttopracticep a r a g r a p h writing.

But this study is different from the above mentioned studies in the following ways. (1) Thestudy focused on theactual problem in Bero Muri higher primary school.(2) In addition all the mentioned studies were conducted at university, former preparatory orsecondary school grade level. But this study was conducted in a primary school in particular.(3) The study was also included three variables differently.

On the other hand, incontext ofBeroMuri higher primary School, where theresearcher has been teaching English for more than five years, he observed that grade 8 students seem not competent to compose effective paragraph.Moststudentsseemunabletowrite shortparagraph even to express them.Knowingabout grade 8 EFLstudents' perception, practices and challenges of paragraph writing helpedin "making principleddecisioninwritingclassroomconcerningthetypesofskillwewishtoimpartandthe method ofit."(Shanklin1994). InlinewiththisAbduletif(2007) statethatforFL/L2writing tobedeveloped,thefactorsaffectingitsprocessand productshouldbeexamined.The researcher argues

that the students' existing perceptions and practices towards paragraph writing tasks in the mentioned school should be changed. As a result,grade 8 EFL students' perception and practices of paragraph writing and its challenges demands deep scrutiny.Therefore, the studywas attempted to answer the following research question:

1. How do grade 8 EFL students of BeroMuri higher primary school perceived paragraph writing?
2. To what extent do grade 8 students practice paragraph writing during their EFL writing lesson?
3. What are the challenges that grade 8 EFL students of BeroMuri higher primary school face while writing a paragraph?

1.3. Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate grade 8 EFL students' perception and practices of paragraph writing and challenges they face whilecomposingparagraph.

1.3.2 Specific Objectives

The study was specifically intended to:

> ➤ Identify grade 8 EFL students' perception about paragraph writing.
> ➤ Analyze the extent of grade 8 EFL students' paragraph writing practices.
> ➤ Find out challenges of paragraph writing practicesfaced by grade 8 EFL students of BeroMuri higher primary school.

1.4Significance of the study

The direct beneficiaries of the study were EFL teachers and students of Bero Muri higherprimary school. From this point of view, it can provide an insight for EFL teachers tolook for some techniques which are more helpful in promoting students' paragraph writing skill.Moreover,up on the findings of the study, EFL teachers of the school will improve ways of providing practical tasks and oral feedback.Secondly, students are also expected to get benefit from the study if they will pay more attention for paragraph writing practical tasks as suggested in recommendation section of study.Indirectly, it paves the way for stake holders like the schoolcommunityand other researchers to look for and come up with better methods and techniques to solve the problem. To do so, the

researcher will make an agreement with the school administrative bodies' and prepare panel discussion to create awareness about the problem. In addition, the researcher will put copies of the material inthe school's library to broaden accessibilities of the findings.

1.5. Delimitation of the study

The study was limited to investigating grade 8 EFL students' perception and practices of paragraph writing and challenges they face in BeroMurihigher primary school. There were 48 students in grade 8 of the mentioned school with 25 male and 23 female. In general, except three dropout students, the rest 45 students were included in the study by comprehensive sampling and two purposively selected EFL teachers.

1.6 Limitation of the Study

Itwas betterifthestudyincludedallthe stake holdersandconcerned bodiesof BeroMuri higher primary School.However there were constraints like shortage oftime, logisticsandfinancial inadequacies. Three students drop out from the target population was also unexpected constraint while the study was underway.In order to minimize the effects of these constraints, all possible efforts were employedtomanagethis studyappropriately

1.7 Definition of keywords

Perception: The students'stateof being conscious about paragraph writing.

Practice: The act of doingactivitiesregularlyso that students can improve paragraph writingability

Challenges: Sort of problems that pull back studentsso that not to write effective paragraph.

CHAPTER TWO

1. REVIEW OF RELATEDLITERATURE

2.1Introduction

Thischapterdiscusses theconceptof writing skill, importance of learning writingskill,paragraphwriting,characteristicsof good paragraph, its types,challenges of paragraph writingand how tohelpstudentstowardsdeveloping goodparagraphs.

2.2The Concept of WritingSkill

Writing is not simply the act of forming symbols, i.e.making marks on a flat surface of some kind (Byrne, 1988).He also states that the symbols should be arranged in meaningful way to form words, words to form sentences and a combination of sentences to form well organized paragraph. Rather, it is a process of discovery and exploration of ideastogether with a construction of a framework to present these ideas in the best way. In other words, it is a thinking processand a discovery procedure to achieve one's purpose for anintended audience (Taylor, 1984). In addition, Hedge (1988) state that "writing is the way in which a writer puts together the piece of the text, developing ideas through sentences and paragraphs with in overall structure".

According to Peterand William (1996) Writing is a system of permanent marks used to represent an utterance in such a way that it can be recovered more orlessexactly without theinterventionoftheutterance. Writing systems are both functional, providing visual way to represent language, and also symbolic, in that they represent culture and people. Furthermore, White and Arndet (1991) defining writing as "a process of organizing short text through generating ideas , discovering words with which to write, planning, goal setting, monitoring and evaluating what is going to be written and searching with language to express exact meanings".

2.3Definition of Paragraph Writing

 Different scholars have defined the term paragraph differently. Of these Oshiwa and Hogue (1998)statethataparagraphisbasicunitof organization in writing in which a group of related sentences develop onemain idea. A paragraphcanbeasshortasonesentenceoraslong asten sentences.No matter about the number of sentences in single paragraph. But

thenumberofsentences shouldbemoderateto developthemainidea clearly. In addition, Oshiwa and Hogue (2006) state that paragraph is a basic unit for any composition. Paragraph is formed from group of related sentences that develop one main idea and consists of three kinds of sentences namely a topic sentence, number of supporting sentences and concluding sentence.

No matter about the number of sentences within a single paragraph. But it should be long enough to develop the main idea clearly. Lagan's theory (2000) also state that paragraph is a short written text compiled from 150-200 words. It usually consists of an opening point called a topic sentence followed by a series of sentences which presents the details of main idea. Furthermore, Hart and Reinking (1990) also stateparagraph as units of larger texts build from smaller ones; i.e. writers use words to form sentences, sentences to form paragraphs and paragraphs form compositions.Similarly,Adugna(2008)explainthatparagraphiscollectionofrelatedsentenceswhichtalk aboutsingleidea.Hewas categorizedparagraphintofour main division based on the purpose of text (exposition,description,narration,orargumentative type).

2.4Importance of Paragraph Writing

Nunan (2015) states that in teaching writing skill,paragraph writing is considered as basic languageskill. Rao(2007) also added thatparagraph writing is useful in two respects: first,it motivatesstudents' thinking,organizingideas,developingtheirabilitiestosummarize,analyze andcriticize different sentences while composing paragraph.Second,itstrengthensstudent'slearning,thinkingandreflectingon specific topic by arguing for or against the main idea.Besides,writingprocessis as form ofproblemssolvingwhichinvolvesgenerating ideas,planning,goal setting,monitoringandevaluatingwhathasbeencomposed(Whiteand Arndet,1991). In relationtothecontextofthecurrentstudy,paragraphwritingis significantfor learnersbecauseitfacilitatesstudents' organizing abilities, note taking and writing summary of specific topic using theirown words.

2.5 Approaches in learning paragraph writing

Dueto thecomplexity ofwritingforthecognitivecapability,variousapproacheshavebeen adoptedtomaketeaching paragraph writing asaneffectivepedagogicalpractice(Harmer2006).

2.5.1 Product based approach

Pincas(1992)statedthatinproductapproachtherearefoursteps oflearning paragraphwriting. These includefamiliarization, writing controlling idea,guidedwritingandfreewriting. Nunan(1991) define the productapproach as"a product oriented approach, asthetitle indicatesit focusesontheendresultoflearningprocess.Whatisexpectedfromthelearners isto do asfluentandcompetentuserofthelanguage."Writingcoherentandrelevant pieceofparagraphisoneofthemaingoalsthattheproductapproachfocusesoninaddition tomakestudents morecompetentinthelanguage.

2.5.2 Process based approach

Itiscommonlyknownthatwewritetoproduceatextforagivenpurpose.Theconcernofthe productorientedapproachis thisfinaloutcome.AsRaimes(1989)state, thisapproachto writingis tolookatinstances ofwritingandtoanalyze thefeatures ofwrittentexts;thefocus isthetextthat thestudentsproduceandit isexpected tocorrect theneededskillsof writing.In reality,thewritingprocessismorecomplex than thisofcourseand thevarious stages of drafting,reviewing,redraftingandwritingaredoneinarecursiveway:weloop backwards andmoreforwards betweenthesevarious stages (Tribble1997). In addition, ArndetandWhite(1991)suggested that theprocessapproachismostly focus on writing process such as thinking,planning and drafting. On the otherhand thisapproachis lessconcernedabout grammaticalrules, editing and revising.

2.6 The process of paragraph writing

Writing skill is a sophisticated process consisting of different steps to arrive at the final stage. Different scholars describe the steps of paragraph writing process differently. Although there are different types of writing based up on their content and the purposes behind them, they commonly share similar steps of writing process. Sington and Jackson (2003) state that paragraph writing as "complex task" illustrating the interference of different cognitive activities in the task. Harmer (2007)statedthat"writingisaprocess thatis,thestagethewritergoes throughinordertoproducesomethingisitsfinalform".Accordingtohim,thisprocessofwritinghasfour maincategories whichare:planning,drafting,revisingandediting.

2.6.1 Planning

Williams (2003) claims that planning is one of the most effective steps of writing process. Although it seems one of the most challenging steps, it reflects the material produced during prewriting to develop a planning to achieve the aim of the paper. At this stage writers before beginning to write consider three main issues (Harmer, 2004). At first Harmer indicates that writers need to think about the purpose of their writing; by doing so, secondly, they will identify the text type they will produced along with the language used, and the information included. Thirdly, writers must account the audience they are addressing allowing them to adjust their writing to leave a certain impact on the readers.

2.6.2 Drafting

After the first stage of planning for writing, writers now need to follow another step that is drafting. It is producing the first version of the piece of writing that is a subject of amendment. Scholar like Donohue (2009) describesdrafting as "the stage where the students are able to craft their own writing." Therefore, in drafting stage, writers need to put all what they see relevant to the piece of writing they are composing regardless of spelling, grammar and punctuation mark errors.

2.6.3. Editing

At this step, the writer check for errorsof spelling, capitalization, inappropriate use of punctuation marks and rewrite unclear or ambiguous ideas to form easily understandable passage. This phase is about revising what a writer has done so far with careful emphasis on the elements of style and grammar lexis and so on. Editing also concerns focusing on the sentence level concerns, such as punctuation, sentence length, spelling errors, agreement of the subjects and predicates, and style (Williams, 2003). In fact, editing is significant phase by which the writers shape their writing and

prepared to publish the material at large. Harmer (2004) suggests that revising of one's writing by another reader helps the writer improve the quality ofhis/ her writing, whereas Donohue (2009) describe editing as the stage at which students reflect what he/she has done at previous stage.

2.6.4.Publishing

After editing the drafts and making the necessary changes, writers are ready to make the final version of their piece of writing to be delivered to the intended audience.

Donohue (2009) conclude that the final stage of writing process includes sharing reflection, and assessment of the students' writing. The final version is therefore supposed to be the refined, errors-free copies are delivered to the reader and other concerned bodies to convey messages.

2.7. The structure of paragraph

MeyersandKhoury(2007)point   outthatthestructure   ofaparagraph   consists   of threeimportantelements,described below:

1.The introductioncontains atopicsentencewhich outlinesthemainideaof theparagraph towhich therestoftheparagraphshouldbefocused.   It   presents   the   main   idea   of   whole paragraph.Theusualpositionofthetopicsentenceisatthebeginning   ofthe   paragraphbutit cansometimesoccuranywherein body of paragraph.

2.   Thebodycontainssupportingsentenceswhichsupport,explain,anddevelopthemain ideaexpressedintopicsentencebygivingdetails,explanations,   andexamples.   The   body mustbeunifiedviarelatingthewholesentencestothetopicsentenceandtoeach otheraswell.

3.Theconcluding   sentence   occursattheendoftheparagraphleavingthereaderwithimportant pointstoremember. Itsummarizesthe mainidea of the paragraphand concludes the text.

2.8 Types of paragraphs

According to Melakneh (2004) the difference between types of paragraphs is simply a matter of determining the writers' goal. Does the writer want to tell about a personal experience, describe something, explain issues, or convince the reader to accept a certainoutlook?There are four types of paragraphs to address these purposes.

2.8.1.Narrative paragraph

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. Sentences begin by "I" 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.

2.8.2.Descriptive Paragraph

The cousin ofnarrative paragraph, a descriptive paragraph paints a picture with words. 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, but create vivid picture in readers' mind, 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.

2.8.3.Expository Paragraph

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

2.8.4. Persuasive Paragraph

While like an expository paragraph in its presentation of facts, the goal of the persuasiveparagraph is to convince the reader to accept the writer's point of view or recommendation. Thewriter 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 communicateclearly and without equivocation why a certain position is correct.

2.9. Qualities of a good paragraph

As Prasada (2006) described, good paragraph should contain the following elements. These are: unity, coherence and logical development.

2.9.1.Unity

A paragraph must deal with only one main idea; i.e. the body must have sense of oneness throughout the text. An effective device for ensuring unity is that when supporting sentences

develop the main idea of topic sentence using closely related facts, examples and statistics. The topic sentence should appear at the beginning of paragraph. It should fore-shadow what's to come and suggest the order in which details will be discussed. A paragraph is said to be achieved its purpose if it has unity and consistent idea up to end.

2.9.2. Coherence

Unity alone cannot form complete paragraph. This is because if when all sentences are related to the topic sentence, this relatedness may cause muddle. Therefore, Sentences must be coherent or in other words the thought contained in one sentence should be clearly related to the thought of the next sentence. Coherence is regard as a connection between utterances with discourse structure, meaning and action being combined. Coherence can be achieved by the use of certain devices, among them transitional words and phrases, pronoun references and repeated key terms (Schifrin, (1987).

2.9.3. Logical development

An effective paragraph is not only unified, but also it must be well developed, which means it does not leave any significant question in reader's mind. When students are writing a paragraph, they must be sure to trace the full development of their ideas for readers so they will understand the assumptions, evidences and reasoning methods students are being used. Hence, a paragraph which lacks logical development is one that introduces a topic but fails to provide sufficient information to explain it to readers (Kramer 1995, p. 47).

2.10 Challenges of Students' paragraph writing

Paragraph writing which constitutes a problem for many EFL students in Ethiopian schools is a major challenge also for both students and English teachers of BeroMuri higher primary school.

Richards &Renandya (2014) stated that the difficulty lies not only in generating & organizing ideas, but also in translating ideas into readable texts. They argued that the skills involved in writing are highly complex, and writers have to pay attention to higher level skill of planning& organizing as well as lower level skills of spelling, punctuation and word choice. Despite some approaches of teaching writing emerged from various methodologies, tackling EFL writing difficulties are still perennial challenges that EFL students encountered in developing good paragraphs. The challenges are associated with various factors as discussed below.

2.10.1Writing anxiety

Anxiety can be defined as unpleasant state of mental or psychological problem which causes fear towards the given activity. Specifically, writing anxiety is defined by Kurt and Atay (2006) as a fear of writing process that over weights the project gain from the ability to write. They further explained that learning to write in a foreign language involves as much anxiety as learning the other skills, because writing ispredominantly productive skill which requires individual work that students feel they are deprived of help and encouragement.

2.10.2 Attitude

Learners' attitude towards writing also playsvital role inlearning paragraph writing. Regarding attitude, Grander and Lambert (1972) conducted extensive studies to examine the effect of attitude on language learning. They said that the attitude learners have towards the member of cultural group whom they are learning, affects positively or negatively their learning style. Accordingly, Brown (1994) state that Positive attitude towards the target language may enhance language learning.

He added that SL/FL learners will get benefit from positive attitude and the negative attitude may lead to decrease in motivation and input which results unsuccessful attainment. Therefore, SL/FL learners should either avoid negative attitude or develop positive attitude towards the target language for better attainment. Moreover, EFL teachers havetaken responsibilities to redirect the negative attitude of the students by providing advice and motivation while teaching writing skill. By doing so, the students will develop positive attitude towards writing skill and put their basis in primary school to be creative writers in the future.

2.10.3 Limited vocabulary

In order to write quality paragraph, learners' lexical knowledge is also fundamental. Words carry meanings and help writers to communicate with their readers effectively. Lack of words usually creates breakdown in communication and students' vocabulary knowledge and writing performance correlated significantly (Putra, 2009). There is no doubt that vocabulary knowledge alone may not lead to accurate and effective the final writing product. Communication demands the use of appropriate words in sentences and use of grammatical knowledge is also unquestionable.

2.10.4 Lack of practice

There is no doubt that regular practice develops writing skill effectively. According to Etalon (1999) the learners' must take responsibility for the sake of meaningful learning to be happened. He

also added that the best way to learn any language skill would be to regular practice. As to become best driver, the best way is to practice driving; writing skill can be developed through practice. It is, like dance and sport, an activity that could be improved only through practice (Etalon, 1999,p. 61).

2.10.5 Inadequate exposure to the target language

Another factor that contributes to challenges of writing skill is lack of adequate exposure to the target language. In Ethiopian context, it is obvious that many primary school students do not have good access or exposure to practice their English outside the classroom. Therefore, there are no opportunities for students to practice and develop the productive language skills such as speaking and writing. When students have limited exposure to the language learnt, there will be extended possibilities for them to commit errors in their language expressions (Awol et.al 1999).

2.10.6 Lack of feedback

Students gain benefits from sufficient writing practices and revisions they made to produce the final piece of writing. In these processes, students often rely on feedback they get either from their teachers or peers workers. Feedback helps students to provide information about what is good and what needs to be improved so that they can incorporate and use it for better performance.

2.11 Motivating students towards paragraph writing

Motivation is one of the major affecting factors to second language acquisition; all scholars' perspectives from the reviewed literature agreed that motivation plays great role in students' success or failure. Harmer (2001) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something."

Motivation can be emerged from two sources. These include; intrinsic and extrinsic motivation. Many learners are extrinsically motivated. Thus, they just want to learn a language so as to attain some goals, such as succeeding in an exam, obtaining their driving license, or even having training abroad in a highly regarded university. In contrast to intrinsically motivated students who just crave for learning a language. As it was explained, extrinsic motivation is caused by many external factors while intrinsic motivation comes from the students' personal interest.

In general, in order to promote students' paragraph writing, EFL teachers should use different techniques such as being role model, clue provider, motivator and feedback and incentive provider.

These activities may motivate the students, especially, help introverts get rid of their shyness and fear. Not only this but also it reinforces extrovert students to be more empathic, lower in anxiety, encourage them to take risks and develop high self- esteem.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Introduction

The main objectivethestudy wasto investigate grade 8 EFL students' perception and practices of paragraph writing and challenges they face at BeroMuri higher primary school.This chapter presents the research methodology mainly: research design, research site and study population, sample size and sampling technique, instruments of data collection and methods of data analysis as follows:

3.2. Research design

The overall activities of the study processes were guided by descriptive survey research design and mixed methods of data collection. As described by Cohen and Morrison (2000), descriptive surveyresearch design is used to describe about problems that exist; processes that are going on; effects that are being felt; or trends that are developing. Kumar (1996) also states that descriptive surveyresearch design attempts to describe a situation, problem or phenomenon systematically. Thus in order to explore grade 8EFL students' perception and practices of paragraph writing and challenges they faced atBeroMuri higher primary school, descriptive survey research design withmixed method was employed.Data collected using mixed method was analyzed both quantitatively and qualitatively in order todraws inferences and forwarded the findings.

3.3. Research site and participants of the study

The study was conducted in Oromia region, BunoBedele Zone, Chora district, BeroMuri higher primary school. The school has distance of about 30 km from the district capital Kumbabe, and about 61 km from Bedele which is zone head quarter. The school was chosen for its proximity and the researcher's exposure to the problem in teaching experience. Due to these reasons, the mentioned school gets priority to conduct the study. This helped the researcher to manage activities closely, to collect relevant data from the target samples and resolve the constraints.

3.4. Samples and sampling technique

The target population of the study was 2022 grade 8 EFL students in BeroMuri higher primary School. There were 48 students with 25 male and 23 female in grade 8 of the mentioned school.But while the study was going on, three students were drop out from the school. Since the numbers of students were manageable enough to conduct the study, the researcher included 45 grade 8 EFL students using comprehensive sampling and two purposively selected EFL teachers.

3.5. Data gathering instruments

As Kothari (1994) triangulation of data from different sources is very important because it magnifies validity and reliability of data. Having this fact in mind, the researcher employed three data gathering instruments namely: questionnaires, an interview and classroom observation in order to collect data about grade 8 EFL students' perception, practices and challenges of paragraph writing.

3.5.1.Questionnaires

As Jackson and Trochim(2002) questionnaireisself-reportdatacollection instrumentwhichfilledoutby the respondents. It is usedto collectdata about phenomenawhicharenoteasily observed,likeperception, motivation and effects of feedback. In order to collect accurate data about students' perception, practices and the challenges of paragraph writing, the researcher prepared 24 questions which were contain both close end and open end itemswith the students' mother tongue translation respectively.(See appendixes A and B).The questionnaireswere categorized in three main parts, including the three variables of the study. The questions were parallel withthe threeresearch questions,objectives of the studyand literature review section. Finally, the questionnaires were administeredto the target 45 students by the researcher face to face in order to collect data.

3.5.2 Interview

An interview was one of data gathering instrument which helped the researcher to obtain in- depth and firsthand information from EFL teachers. The researcher used semi-structured interview questions which were widely coveredresearch questions number 2 and 3 i.e about grade 8 EFL students' paragraph writing practices and its challenges. To do so, the researcher prepared semi-

structured interview and conducted in the school at rest time for about one hour with two purposively selected EFL teachers. (See appendix C).

3.5.3   Observation

In order to triangulate data, classroom observation duringparagraph writing lesson took place in order to gather genuine and pertinent data   in its actual setting. According to Johnson& Turner (2003)it gives an insight about actual practices of learning paragraph writing carried out by learners rather than perceived or intended practices.Therefore, the researcher used classroom observation as the third supportive instrument to triangulate the data obtained through questionnaires and an interview. To do so, the researcher adapted observation checklist used while paragraph writing lesson and observed grade 8 EFL students' paragraph writing learning practices and challenges they face while carried out in actual writing classroom. (See appendix D).

3.6Procedures of data collection

Although the researcher used differentmethods of data collection,all data gatheringtools were not administeredat the same time. To begin the study process, researchercontacted the target students and discussed about paragraph writing related issues.Then the target students were informed about the procedures of conducting the study, their rights and responsibilities as participants. Then questionnaires were administered following basic orientation.Afterresponses were collected, it wasordered, analyzed and summarizedto come up with results.

Secondly,an interview session with two EFL teachers of the school was took place. The procedure of interviewing was through note taking while the interviewees explained their ideas independently. Finally, in order to triangulate data from the two instruments, document analysis was take place at third phase. Usingpreset and developed checklist,content analysis of grade 8 students' text book with related materials such as teachers' guide and their daily lesson plan are thoroughly assessed and results were forwarded. After critical analysis and summarized results from the three instruments of data collection, the researcher pointed out to inferences, draws conclusions and forwarded the appropriate recommendations.

3.7 Quality assurance

Beforeusing the instruments for data collection, mechanisms of quality assurance of the instruments was made. Thus, in order to check the qualities of the included items, the instruments were given to my advisor and co-advisor to get feedback. Then pilot study was conducted to test the reliability of the instruments. The instruments were cross checked by colleagues who were experienced in conducting research at different time.

3.8 Summary of pilot study

The researcher was conducted pilot study at nearby DebesoKemise higher primary school. The participants of the pilot study were 40 randomly selected samples from the total 80 students. Conducting the pilot study helped the researcher in many ways. Of these, the result obtained from pilot study was primarily helped the researcher to improve the items included in questionnaires by discarding irrelevant questions to the study objectives and research questions, rewriting of spelling errors, wrong ordering of questions and ambiguities of some statements. Not only this but also in terms of how to manage time, resources and method of tolerating involuntary respondents from the target population, conducting the pilot study was of great value.

3.9 Methods of data analysis

In order to analyze data, several steps were followed. First, data by number of returns and non-returns were presented in a table a form with special attention to number of respondents and non-respondents. After gathering relevant data for the study, the researcher organized data according to their topics. The qualitative and quantitative responses were categorized using triangulation method. To do so, data collected through questionnaires and document analysis were tabulated and analyzed using quantitative method i.e. in tables, percentages and frequencies, whereasqualitative data collected by an interview and open ended questions were described referring to quantitative data presented in tables and percentages.

3.10 Ethical consideration

First of all permission to conduct the study was assured from the department of English language and literature of Jimma University. Then having an official letter written from Chora district Education Office to BeroMuri primary School, the researcher was communicated all the concerned bodies and selected samples. Both the sample teachers and students were informed the purpose of the study, procedures of the study their rights and obligation. By doing so, the researcher asked their consent to answer the questionnaires carefully. Moreover, the researcher ensured confidentiality by making the participants anonymous.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of data obtainedthrough three data collection instruments namely questionnaires, interview and document analysis. Thus, the results of data were presented, analyzedand interpretedin three major categories based onthe three main instruments.

4.2 Quantitative data

4.2.1 Results from questionnaires

As it has been stated so far, the questionnaire which was distributed to the sample students included three main parts. The quantitative data from the questionnaires were presented using tables with categories of three main variables. The analysis of collected data was explained following each table.

4.2.2 Students' perception about the nature of paragraph writing

The target students were asked to show their agreement on the items that were designed to signify the perception they have towards the nature of paragraph writing. The following table presents data collected from the sample students about the nature of paragraph writing.

Table 1: EFL learners' perception towards paragraph writing

No	Items	Scales	frequency	percentage
1.	I like the paragraph writing activities our teacher teaches in the classroom from the textbook.	strongly disagree	2	4%
		disagree	3	7%
		undecided	3	7%
		agree	12	27%
		strongly agree	25	56%
2.	I amconfident that I am able to write a paragraph which has different types of sentences within a given time.	strongly disagree	23	51%
		disagree	4	9%
		undecided	2	4%
		agree	14	31%
		strongly agree	2	4%
3.	It is not difficult for me to organize ideas using transitional words in my paragraph.	strongly disagree	25	56%
		disagree	12	27%
		undecided	3	7%
		agree	3	7%
		strongly agree	2	4%
4.	The tasks I accomplish in paragraph writing lesson helps me to use the correct spelling, capitalization and punctuation marks.	strongly disagree	25	56%
		disagree	12	27%
		undecided	9	20%
		agree	2	4%
		strongly agree	1	2%
5.	I feel that I have more confidence in writing a paragraph following writing process.	strongly disagree	22	49%
		disagree	14	31%
		undecided	4	9%
		agree	3	7%
		strongly agree	2	4%
6.	The paragraph writing skill is such an important skill that it can help me to improve other language skills.	strongly disagree	3	7%
		disagree	4	9%
		undecided	5	11%
		agree	9	20%
		strongly agree	24	53%

As it can be seen from table 1 above, more than half of the respondents 25(56%) were highly perceived about paragraph writing and types of sentences that a single paragraph should contain. This implies that majority of the respondents have basic understanding (perception) about paragraph writing which conceptually described by their EFL teacher during writing lesson. However, to put this awareness into practice, more than half the respondents i.e. 25(56%) were

responded that they faced challenges to organize ideas using transitional words while composing paragraph.

The most elevated number of the respondents i.e. 25(56%) responded that the tasks they accomplished in paragraph writing lessons were not helped them to use the correct spelling, capitalization and punctuation marks. Similarlyabout 23(51%) of the respondents responded that they were not feel confident to write a paragraph which has different types of sentences within a given time.In general, even though the respondents faced different challenges while composing paragraph,in terms of their perception towards paragraph writing however, majority of the respondents i.e. 24(53%) and believe 24(56%)that paragraph writing is fundamental skill which help them to improve other language skill.

On other hand, the respondents were asked open ended question (OQ$_7$) how they perceivedbasics of paragraph.They were written that learning paragraph writing was interesting and they feel happy when the teacher guides them to read from textbook. As it was stated in review of related literature section, scholars like Brown (1994) state that positive attitudetowards the target language may enhance language learning.He added thatSL/FL learners get benefit from positive attitudeand the negative attitude may leads to decrease in motivation and unsuccessful attainment.But accordingto Smith (1982)writingislearned better byperceivingoneselfasawriter through regular practices.It is fostered rather than taught.

4.2.3   Students' practices of paragraph writing

The sample students were also asked to rate the extent to which they practice paragraph writing in the classroom. The table below displays the data gathered from sample students.

Table 2: Students' practices of paragraph writing activities

No	To what extent do you:	Scales	frequency	Percentage
8.	Learn about paragraph writing?	never	3	7%
		rarely	7	16%
		sometimes	10	22%
		often	23	51%
		always	2	4%
9.	Actively participate during paragraph writing lesson?	Never	12	27%
		rarely	25	56%
		sometimes	5	11%
		often	2	4%
		always	1	2%
10.	Organize your ideas using transitional words?	never	23	51%
		rarely	11	24%
		sometimes	6	13%
		often	3	7%
		always	2	4%
11.	Practice regularly to compose well organized paragraph?	never	5	11%
		rarely	27	60%
		sometimes	8	18%
		often	3	7%
		always	2	4%
12.	Follow every steps of paragraph writing process?	never	6	13%
		rarely	24	53%
		sometimes	10	22%
		often	3	7%
		always	2	4%
13.	Refer to sample paragraphs with activities as an example?	never	5	11%
		rarely	8	18%
		sometimes	24	53%
		often	5	11%
		always	3	7%
14.	Exchange ideas with your classmates about challenges you faced while paragraph writing tasks?	never	10	22%
		rarely	24	53%
		sometimes	5	11%
		often	4	9%
		always	2	4%
15.	Revise your paragraph based on the comments given from your teachers and friends?	never	7	16%
		rarely	23	51%
		sometimes	10	22%
		often	3	7%
		always	2	4%
16.	Rewrite the final draft of your paragraph based on the provided feedback from your teacher and your partner?	never	8	18%
		rarely	25	56%
		sometimes	6	13%
		often	5	11%
		always	1	2%

As indicated by table 2 above, the practice of students' learning about paragraph writing, the extent of sample paragraph provision by the EFL teacher, how they frequently exchangeideas with classmates and get feedback from the teacher were analyzed. Accordingly, more than of the respondents i.e. 23(51%) responded that theyoften learned about paragraph writing lessons. But otherrespondents i.e. 24(53%) responded that the teacher was rarely provide sample paragraphs as model and explain different steps of paragraph writing process.

On the other hand as it can be seen from table 2 given above, greater number of the respondents i.e. 27(60%) responded that they were rarely practice paragraph writing. In addition more than half of the respondents i.e. 23(51%) were responded that they never organize their ideas using transitional words in their paragraphs. About 24(53%) of the respondents were rarely exchange ideas about challenges they faced with classmates.Up on this analysis, one can infer that grade 8 EFL students were learning more of the conceptual aspect of paragraph writing lessons. There was little room to provide feedback either from the teacher or classmates since large number of the respondents i.e.23(51%) and 25(56%) were rarely revise and rewrite final paragraph following the feedback given for them.

Moreover, the sample respondents were also asked to answer open ended question (OQ_{17}) to write what they were come across through their practice of paragraph writing; whether it was easy or difficult task to perform, almost all of them responded as difficult task. As they were reason out a although they often learned about paragraph in writing lesson,lack of teachers motivation and exemplary paragraph, insufficientpractical tasks and time for writing activities were major challenges they faced while composing paragraph.

Regarding this, Scholars were described the importance of practices on paragraph writing tasks in different ways. Of these, Atkinset.al(1996)suggestedthatiflearnersarelikely to developwritingskills,they needtoworkonwritingskilltasksinclassundertheteachers' supervision as well as out of class. Likewise, GrabeandKaplan(1996)explain as"paragraphwritingisa process,the skillthat learned betterthroughexperience,gainedthroughconsciouseffortandpersonal involvement." Moreover, Hedge(1998)statesthat"My ownexperiencetellsmethatin ordertobecomeagoodwriter;astudentneedstowritealot." Subsequently,ifEnglishlanguageteachers

were not focusoncompositionbecauseoftheirinsightthatwriting is lesssignificantand discouraging compositionastroublesome,thiscanunfavorably influencetheir students' paragraph writing.

On the other hand Italo(1999)statesthat"thereis generaltendencyamongEFL teachersinEthiopia torelegate practical tasks of writing skill for fearofloadworkand need of extra timeto correct students'written workbecauseofthe largeclass size."

4.2.4Challenges of students' paragraph writing

The sample students were also asked to rate their agreement with the possible challenges that they encountered when writing a paragraph. The following table shows the data collected from the sample respondents.

Table 3: Challenges of students' paragraph writing

No	The challenges you encounter while you writing paragraph can be:	Scales	frequency	Percentage
18.	Lack of teacher's motivation.	strongly disagree	2	4%
		disagree	3	7%
		undecided	4	9%
		agree	9	20%
		strongly agree	27	60%
19.	Writing anxiety.	strongly disagree	3	7%
		disagree	4	9%
		undecided	3	7%
		agree	12	27%
		strongly agree	23	51%
20.	Lack of regular practices to organize good paragraph.	strongly disagree	1	2%
		disagree	1	2%
		undecided	3	7%
		agree	10	22%
		strongly agree	31	71%
21.	Limited knowledge of vocabularies and transitional words.	strongly disagree	2	4%
		disagree	2	4%
		undecided	2	4%
		agree	3	7%
		strongly agree	26	58%
22.	Inappropriate use of punctuation marks.	strongly disagree	1	2%
		disagree	4	9%
		undecided	2	4%
		agree	14	31%
		strongly agree	24	53%
23.	Lack of appropriate feedback.	strongly disagree	1	2%
		disagree	2	4%
		undecided	4	9%
		agree	13	29%
		strongly agree	25	56%

According to table 3 given above the respondents were encountered several challenges while composing paragraph. Among them 27 (60%) of the respondents were lack teachers' motivation and brainstorming before paragraph writing. Others 23(51%) responded that feel frustration and writing anxiety as soon as writing lessons were being introduced by EFL teacher.

In general, the most elevated number of the respondents 31(71%) and 26(58%) of the respondents were responded that insufficient of practices of writing and shortage of vocabularies were influenced the students' paragraph writing performance. In addition more than half of the respondents who were24(53%) in figure responded that they tried to write paragraph although they faced inappropriate use of punctuation marks. Others 25(56%) replied that they lack corrective feedback from the EFL teacher. Therefore although their paragraph seems well constructed roughly, it fails to achieve what it intends convey.

In conclusion, from critical analysis of the respondents' data listed in above table, one can draws the following inferences. (1)The main challenge of paragraph writing faced by the respondents was lack of regular practices (71%). (2) Secondly the respondents faced lack of teachers' motivation and brainstorming (60%). (3) Thirdly, limited knowledge of vocabularies and transitional words (58%) took lion share. Besides, the respondents were asked (OQ_{24})the other challenges that they faced while writing paragraph. As they were reason out: difficulty nature of the activities in textbook, often lack of exemplary paragraphs and insufficient time for writing activities were the major challenges they encountered while composing paragraph.

4.3 Qualitative Data

4.3.1 Results of an interview questions

Inthissection, theanalysisand discussions ofdatacollected using interview questions with two purposively selected EFLteachers of BeroMuri higher primary was presented. The interview questions were aim to yield relevant data about grade 8EFL students' perception and practices of paragraph writing and challenges they face. There were six questions asked the teachers turn by turn.Thus datacollectedfrom two EFLteacherswho were represented by T_1 and T_2 werediscussed respectivelyasfollows.

*For interview question (**IQ₁**):* **How do you explain your students' perception about paragraph** *writing?Responses given by the interviewees (**T₁**, and **T₂**) were summarized below respectively. .*

T₁*: Well, as far as I know paragraph writing were introduced starting from contents of grade 6 students'text book. Therefore, to some extent they were familiar with paragraph and tell steps of paragraph writing in writing process.*

T₂*: Thank you! In my opinion, there are some students who perceivedparagraph writing as difficult task. Butmajority of the students consider paragraph writingas basic language skill.*

On the other hand for **IQ₂**: ***Do your students regularly practices paragraph writing task?If yes, how?****Theinterviewees' responses were described below.*

T₁*: Alright, I think that grade 8 EFL students sometimes practice paragraph writing. From my personal experience, I often taught the conceptual aspect of paragraph writing and steps of writing. Because the contents of textbooks were too vast and mostteachers believe that they should hurry in order cover the contents textbooks as scheduled by annual lesson plan. HoweverI sometimes help the students to practiceparagraph writing practical tasks especially as inlessons of gap filling activities in short paragraphs.*

T₂*: Yes of course. The students were practicing paragraph writing. But this alone doesn't enable them to be effectiveparagraph writers. As I predict, this was due to lack of prior knowledge about how to spell words, construct sentences and how to join ideas between sentences, because these issues are basics of paragraph development. In fact, there is no doubt that their paragraph writing skill was highly affected by lack of regular practices.*

In addition question related to their personal experience were asked the interviewees (***IQ₃***):***From your experience point of view, would you mention the major challenges that the students face while writing a paragraph?***

T₁*: Yes,certainly, through my long time experience, when I sometimes gave paragraph writing tasks as homework and evaluate it, I observe that the students faced challenges of using ungrammatical and fragment sentences, shortage of words and connecterssuch as coordinating andsubordinating conjunctions, use of incorrect spelling and capitalization were found at word level, sentences level and in paragraphs at large.*

T₂: Ok, as far as I understandduring paragraph writing lesson, the students were faced various challenges while composing paragraph. To mention a few: most of them were feel frustration, writing anxiety and feel of boring practical exercises. Some of them, who try to compose paragraph faced to incorrect uses of spelling, capitalization and punctuation marks in their paragraph. Most students' paragraphs` were seem collection of words and phrases.

Feedback has psychological and pedagogical effect in teaching-learning process. Therefore question related to method of teachers' feedbackprovision*(IQ₄) was asked the interviewees as: **how do you provide feedback and** give comments on your students' paragraphs?*

T₁:Well, the technique I used to provide feedback was by oral discussion. I sometimes gave the students incomplete paragraph and guide them to complete the gaps as class work to perform. Then Iprovide feedback for the whole class orally. Otherwise giving comments for individual students were time consuming and not manageable in one period.

T₂: Oh, I think developing the skill of paragraph writing for primary school learners' is not one time process and need gradual improvement. Therefore, I sometimes gave practical tasks and rarelyprovide feedback during writing lesson.Otherwise most paragraph writing activities were given asan assignment and enriched by feedback out of writing class to use time wisely.

The interviewees were also asked to sharepossible solutions to improve students' paragraph writing skill*(IQ₅):From your experience point of view, what should be done to improve students' paragraph writing skill?*

T₁: strongly believe that not only on paragraph writing, writing skill at wordand sentence level in general should be developed through practical activities starting from lower grades. There is no doubt that background exposure to writing practices contributes a lot for paragraph writing skill.

T₂: Well,In order to improve to the students' paragraph writing skill, what teachers should do is: motivating the students towards paragraph writing skill, encourage their effort in order to work better, increase students' vocabulary knowledge, providing key words related to the writing context and create opportunities for practical task and enrich their attempt by constructive feedback.

Lastly, the interviewees were added their opinion regarding issues that has not addressed as:

(**IQ_6**): **If you have extra suggestion that has not been addressed you can add (If any)**.

T_1:*As paragraph writing is gradually improved skill. Thus both teachers and students should work cooperatively towards the skill improvement. Emphasis given for Practical tasks by EFL teachers should have progress.*

T_2:*In short, there is quote which says "practice makes perfect." Therefore more attention should be given for practical activities of paragraph writing while writing lesson.*

In summary, from analysis of the interviewee responses one can reach the following conclusion: (1) In terms of students' perception about learning paragraph writing skill; the students were perceived paragraph writing as basic skill and like to read it from textbooks.(2) Regarding practices of paragraph writing, the EFL teachers wererarely gave practical tasks andnot worked enough as much as requiredwhen compared to the students' need.(3) The major challengesfaced by grade 8 EFL students include:

- ➢ Writing anxiety andfrustration.
- ➢ Lack of prior knowledge on how to form sentences.
- ➢ Inappropriate use of punctuation marks.
- ➢ Lack of exposure to practical tasks.
- ➢ Lack of teachers' support and consistent feedback.

Regarding the roles of EFL teachers in promoting students' paragraph writing skill, different researchers explained differently. Of these Tilahun (2015) stated that "it is not easy to produce good writers, without the support of teachers. Teachers are the most important stakeholders and influential persons to encourage students to be competent writers."Blackand William(1998)arguedthatteachersneedtoprovide feedback in order tohelp students to identify their strengthsand weaknesses.Inotherwords,if there is nofeedbackthere is no ways for an improvement.Also Graham and Perin(2007) state that providing contextual vocabularies may help the students to write effective paragraph.

4.4.Results from classroom observation

The third data gathering instrument wasobservation in writing classroom. Morrison (2000) stated that "observation is useful tool for providing direct information about language learning, and it is the best data collecting technique for gaining insight into thesubject in a natural environment."

That is why a non-participant, semi-structured classroomobservation was chosen to collect data because as stated by Concel (2000) in non-participant observation, the observer does not interact to a great degree with actors in EFL learning process. However, before classroom observation, grade 8 EFL teacher was asked for his willingness and informed about the purpose of the observation.

As to Kothari (2004), observations are important tools that can be employed in descriptive study and other qualitative research types for gathering genuine and pertinent data from teachers' and students' activities in actual setting. Accordingly, the goal of the observation was to check whether or not the students learn about paragraph writing lesson, practice paragraph writing tasks and how feedback was provided to reinforce the students' better learning. As a result, structured observation checklist which consisted of six questions with two responses i.e., "Yes" and "No" to showing agreement or disagreement was designed to examine the perception, practice and challenges of paragraph in writing.The researcher was observed three grade 8 paragraph writing lessons using checklist which was slightly adopted and developed from Mohammedmin (2015).
(See appendixD).

Table 4: Classroom observation checklist

No	Items	CO_1		CO_2		CO_3	
		Yes	No	Yes	No	Yes	No
1	Is paragraph writing lesson presented?	✓		✓		✓	
2	Does EFL teacher motivate students while paragraph writing lesson?	✓			✓		✓
3	Do students practice paragraph writing task given by the teacher?	✓		✓		✓	
4	Does the teacher teach all paragraph writing tasks in the textbook without skipping?	✓			✓	✓	
5	Does EFL teacher provide appropriate feedback?	✓			✓		✓

(Source: Mohammedmin ,2015)

During the first paragraph writing lesson observation,the teacher was explainingwhat paragraph is, structure of paragraph and its main components. He gave one paragraph as an example followed by

activity of paragraph writing. Then the teacher was walking among the rows of students' seat without motivating themeither individually or in pair to write their own on uses of plants. This is,because, as Hedge (2005) stated that teachers' efforts can be fruitful if and only if they were helped theirstudents closely.

While second round observation, the EFL teacher was lecturing steps of paragraph writing and uses of punctuation marks. He was explaining six steps of paragraph writing such as: thinking, planning, drafting, checking, rewriting and proof reading. Lastly the lesson ended by giving home work for students to write paragraph about deforestation.When classroom observation took place for the third round to collect data about how feedback was provided for the students, the researcher could observe that theteacher took single paragraph written by one student as model and wrote his paragraphon board in order to provide feedback and asked the rest of students to tell the problems of paragraphwritten by onestudent.

Theresult of the observation was equivalent with responses of the interviewee's responsein an interview section saying *"I sometimes gave the students incomplete paragraph and order them to complete the gaps as class work to perform. Then I used to provide feedback for the whole class orally. Otherwise commenting on paragraphs written by all students were time consuming and not manageable enough in short of period of time."*(IQ_4,T_1).This strategy of feedback provision may not work to provide feedback for all students as one respondents expressed in open ended question as "our EFL teacher generalizedsome problems of student's paragraph for all students in the class bymarking one or two students' exercise book…this might not work for all students because our points of weakness were different from each other."(OQ_{24}, S_{20}). As a result, students need appropriate feedback from their teacherduring paragraph writing process in order to compose good paragraph. Regarding this, one student said, "I needfeedback from EFL teacheron my work whether I am on the right track or not, to improve my work.($OQ_{24}S_{17}$).

While conducting document analysis, the researcher was critically made analysis on presence of paragraph writing contents in both book 1 and book 2 of the students' textbooks, teacher guide and related materials such as students' exercise book in order to collect relevant data. Therefore, before discussion of results from general document analysis, coverage of "paragraph writing" contents were discussed as follows.

4.4.1 The presence of paragraph writing in students' textbook

To start with, paragraph writing as main content, was get wide coverage only in book1 of the student's textbook and part 2,i.e. book 2 proceed to description of how to write an essay and its types. Therefore the focus of document analysis as one tool of data collection was restricted to book1, where the content of paragraph writing was got wide coverage. The details ofcontents analysis aboutparagraph writingin book 1 of the students' textbook werepresented in table as follows.

Table 5: The presence of paragraph writing as main content in students' textbook

No	Main contents	Book type	page	Types of paragraph writing activities in the contents
1	Writing composition	1	9	write a paragraph about your daily activities
2	Writing composition	1	17	In groups, discuss their meanings and complete the paragraph with appropriate words.
3	Paragraph quality	1	18	Write a paragraph about your plans for the future. Use the future verb tense and the probable conditional forms.
4	Writing convection	1	28	Read the following paragraph about a school uniform and discuss the questions below.
5	Writing composition	1	29	Write a paragraph about the area in which you live focusing on what you like or dislike about it.
6	Writing composition	1	36	Write an argumentative paragraph in favor of living either in the city or in the countryside.
7	Writing composition	1	46	Complete the following paragraphs by putting appropriate words and phrases.
8	Writing convection	1	56	Write a friendly letter in reply to Elili's letter.
9	Writing composition	1	65	Write four paragraphs about the causes and effects of HIV /AIDS in your local community.
10	Writingcomposition	1	**7**4	Individually, write three paragraphs on the causes and effects of smoking
11	Writing composition	1	102	Write a summary of the following text in to the paragraph. Include the main points (the topic sentences) of each paragraph
12	Writing composition	1	110	Complete the following paragraph with appropriate words given below.
13	Writing composition	1	123	Complete the following paragraph using appropriate words from the list.
14	Writing composition	1	125	Write a letter of three paragraphs to a friend in the city
15	Writing composition	1	128	Complete the following paragraph using appropriate words in the box below.
16	Writing composition	1	130	Complete the following paragraph with the most appropriate prepositions from the box.
17	Writing composition	1	133	Rewrite the following paragraph with appropriate punctuation marks and capitalization.
18	Writing composition	1	144	Take any staple food or drink and write instructions for your partner on how to prepare or make.

As table 5 above indicates the students' textbook i.e. book 1 has 144 pages prepared for one semester. The textbook contains 6 chapters which were broken down into 15 learning weeks. There were 18 paragraph writing relatedactivities under each chapters of the textbook which said to be 1.5 up 2 practical tasks on average in one unit. This means there was about 1 to 2 paragraph writing lessonsin one week.

Almost all of 18 paragraph writing contents in book1 were about paragraph writing related activitiesin nature as listed in the above table. The paragraph writing tasks included in the contents were consecutive in order from simple to complex, fromdescription of steps of paragraph writing to writetwo or three paragraphs, or from description of daily activities in one paragraph to instructional type of writing containing two or three paragraphs as can be seen on page 9 and page 144 from beginning to an end.

As the content analysis of writing skill given in textbook, it seems presented in order from simple to complex, from description of daily activities(descriptive paragraph) to writing for instruction (argumentative and informative paragraph). In terms of level of difficulty and familiarity to the students of primary school, from 18 designed paragraph writing activities, 7 of them need critical thinking and expected beyond their maturity level. These paragraph writing topics are listed as follows:

> *Write paragraphs about your vision and future plans……(page 18).*
> *Write argumentative paragraph about living in the cities or countryside…….(page36).*
> *Write paragraphs on responses to Elilli's letter given above…….(page56).*
> *Write paragraphs about causes of HIV/AIDS and its effects on local communities (page65).*
> *Write letter of three paragraphs about advantage of living in the cities... (page 125).*
> *Write paragraphs contain instruction of how local staple food/drink is prepared (page144).*
> **(Source : grade 8 students' book, book 1, page18-144)**

In summary results from document analysis can be concluded as follows.In terms of time to accomplish the above paragraph writing tasks, since the instructions of the activities were give an order to write two to three paragraphs, they need long time to accomplish. On the contrary, as discussed earlier in questionnaires and interview sections the teacher was rarely gave practical

exercises on paragraph writing. In fact there are some gapped paragraphs in the textbook which the students were fill with vocabularies and identify its topic sentences. What matter most is, as discussed in an interview analysis the teachers' belief that it consumes time to cover to the vast contents of   both book1 and book 2. Another challenge that the students faced while doing paragraph writing activities was lack of corrective feedback from EFL teachers. It is unquestionable that the students need constructive feedback on time in order to identify their strengths and weaknesses. It also contributes a lot for their paragraph writing in particular and writing skill in general.

In generally, based on facts from document analysis, even though paragraph writing related contents have got wide coverage in book 1 of the students' text, the students were encountered three major challenges while composing paragraph. Firstly, evidences from content analysis indicate that the practical tasks of paragraph writing were not actually put into practice and not being assessed because the teachers were skip the writing lesson in order to cover the contents of the textbook. Secondly, as sources from their exercise books was indicated, even short and gap filling paragraphs that can be performed in the class were not supported by appropriate feedback. Thirdly, as mentioned above some topics belong to paragraph writing lessons were mismatch with students' grade level and beyond their maturity level.(E.g. write an argumentative paragraph…on page 36). Not only this but also in contents of book 2 in grade 8 students' textbook, paragraph writing was completely neglected and proceeds to writing an essays in general.

4.5 Discussions

Inthissection, results ofdata analysisare interpreted anddiscussedinrelationtothe research questions and objectives of the study statedinchapter one.Likewise the relationships among the results of analyzed data using the three instruments of data collections arediscussed.

Tobeginwith,as it can be seen from table 1 in questionnaire section, more than half of the respondents 25(56%)   were seems highly perceived about importance of paragraph writing and types of sentences that a single paragraph should contain. This implies that majority of the respondents have basic understanding (perception) about paragraph writing which conceptually described   by   their   EFL   teacher   during   writing   lesson.   On   the   other   hand, thefindingfromstudents'questionnaireregarding whether EFL teacher motivate them regularly and

provide opportunities to practice paragraph writing consistently,majority of the respondentsdisagreedthattheirteachers regularly motivate them to practice paragraph writing.

This implies that grade 8 EFL teacher was rarely gave practical tasks andnot worked enough as much as requiredwhen compared to the students' need.In additionthe findingfromteachers'interviewimpliesthatstudents faced severalchallengeswhile composing paragraph. Of these, incorrect use of spelling, capitalization and punctuation marks, using ungrammatical sentences, lack of transitional words,shortageof time, writing anxietyandpoor handwriting.Therefore students fail to produce good paragraphdue tolackof consistent teachers' motivation, feedback and regular practice.

Similarly,theobservationresultsshowsthat grade 8EFL teacher was spend much of time allowed for writing lesson on explaining steps of writing. Moreoverbecause of the vast contents of textbooks EFLteacher was hurry to cover the contents textbooks as scheduled by annual lesson plan.

 Not only this but also evidences from the observation checklist indicate that the all the practical tasks of paragraph writing were not actually put into practice and assessed because EFL teacher was skip paragraph writing contents in order to cover the vast contents of textbook.

Forexample,intable4item3 and4showsthat during observation in writing classroom,grade 8 EFLteacherswerenotproperly motivate students towards paragraph writingandofferingfeedbacktotheirwriting task.In general,thefindingfromtheobservation showedthat grade 8 EFL teacher was always teach paragraph writing, rarely provide model paragraph and never gave feedback about the students' practical tasks. Since the students were not practice enough as much as required in the textbook,they faced various challenges.

During the third round observation on paragraph writing lesson, all the students were not actively involved in the activitiesas expected. The topics provided were appropriate and fit to the students' backgroundand interest due to the fact that the topics were authentic and related to daily practices of the localcommunity. Regarding the allotted time for the paragraph writing lessons what the researcher   suggest is that, it was notsufficient to write paragraph within 40 minutes (a period in

Ethiopian class timeallocation) following the process oriented approach as it has different processes which needsufficient amount of time.

Hedge (2005)statesstudents cancompose good paragraph if theypractice very well.He addedthat teachers' efforts can be fruitful if only they involve their students in writing process by structuring writing activities that take account of these stages. Otherwise, failure to achieve these strategic uses could strongly affect students' performance on producing successful paragraph. Therefore, teachers could provide them guide lines on the strategies' of producing effective paragraph as what the students should practice during thinking, brainstorming, planning, drafting, checking, rewriting and proofreadingstages.

CHAPTER FIVE

5. SUMMARY, CONCLUSSION AND RECOMMENDATION

5.1 Summary

Themainpurposeofthisstudywastoinvestigate grade 8EFL students' perception and practices ofparagraphwriting and challenges they face in BeroMuri higher primary school which is found in BunoBedele zone.Thestudy emphasizedonlearners'perception towards paragraph writing, the practices ofparagraph writingandexploring challenges they faced duringparagraphwriting lesson. In order to achieve the intended goals, descriptive survey research design and mixed method of data collection andanalysiswereemployed.

In the study, two EFL teachers who taught English in the specified school were purposively selected and 45 grade 8 students were chosen as a sample through comprehensive sampling technique. In order to collect relevant data, three data collection instruments namely questionnaires, interview and document analysis were employed. Data were analyzed both qualitativelyand quantitatively. Based on critically analyzed and interpreted data, the following findings were reached.

➢ The students were revealed highly perceived the importance of learning paragraph writing.

➢ The EFL teachers were rarely gave paragraph writing practical task and that was insufficient as much as required.

➢ EFL teachers' lack of commitment and interest affects the students' practices of paragraph writing as they didn't give more attention to practical task. Sincethe students didn't practice well and learn paragraph writing effectively, they failed to produce good paragraph.

➢ The students' practices of paragraph writing performance was poor and as result they were faced different challenges which are related to themselves, EFL teachers and contents of textbook.

5.2 Conclusion

Havingabasis offindings ofthestudy,thefollowingconclusions weredrawn:

➢ As stated in summary the students revealed highly perceived the importance of learning paragraph writing.

➢ But, most students believe that performing paragraph writing practical tasks were difficult and unachievable.

➢ The students faced several challenges while writing paragraphs. These challenges were related to three main actors in wring classroom.

1. **Teachers' related challenges include:**

    ❖ Low and inadequate efforts of EFLteachers to provide practical tasks.

    ❖ Intention of EFL teachers to taught only conceptual terms and grammar.

    ❖ Lack of providing feedback.

    ❖ Lack of using different strategies to promote practical tasks and hurry to cover the vast contents of textbook.

    ❖ Poor follow up and assistance for students while teaching paragraph writing lesson.

In short, theteacherswere themostimportantandinfluentialpersontohelpstudentstowritea goodparagraph.However,thefindingsofthestudy indicatedthatteachersdidnotplay keyroleinteachingofparagraphwritingtoimprovestudents'paragraphwritingskill.

2. **The challenges related to students include:**

    ❖ Limited knowledge ofvocabulary.

    ❖ Lackof regularpractice.

    ❖ Writing anxiety and mother tongue influence.

    ❖ Incorrect use of spelling, punctuation marks and capitalization.

    ❖ Poor prior knowledge about writing skill

3. **Challenges related to contents of students' textbook were:**

    ❖ Some paragraph writing contents were beyond the students' maturity level (e.g. writing argumentative paragraph).

    ❖ The vast contents of both book 1 and book 2 lead teachers to be hurry in order to cover them and this affects students' practical paragraph writing skill.

    ❖ Lack of key words, major punctuation marks and transitional words related to each contents of paragraph writing in students' textbook confuse them to use effectively

5.3 Recommendation

Based on the findings and conclusions described above the following recommendations were forwarded.

➢ The students should know that effectiveparagraphwriting skillneedscontinuous practice and gradually improved, they shouldpractice to write paragraph frequently.

➢ EFL teachers should motivate the students towards paragraph writing skill and provide practical tasks in order to improve the students writing skill.

➢ It is advisable for EFL teachers to give more attention for practical task than conceptual description of paragraph writing lesson and steps to follow.

➢ They should also give constructive feedback for the students' work, use active teaching method to increase students' participation and acknowledge their work.

➢ The EFL teachers should encourage students by providing with model paragraphs, and promote both self and peer correction.

➢ The students should actively involve and develop the habit of regular practices.

➢ EFL teachers should encourage students during paragraph writing lesson in writing class.And they must guide students on how to compose paragraphs by giving technical support.

➢ EFL teachers should vary and improve their assessment method.

➢ The Students should read further model paragraphs in textbooks and from other sources.

➢ Local higher institutions like Mattu University, Mattu teachers' college and other concerned bodies should give continuous trainings for EFL teachers to refresh their awareness about methods and strategies of teaching paragraph writing.

➢ Curriculum developers and syllabus designers should also consider the matter of vast contents of both book 1 and book 2 of students' text, as well as revising irrelevant contents with students' maturity level.

➢ Curriculum designers and syllabus designers should also consider the insufficiency of the allotted time for a period to perform paragraph writing tasks and increase the time for paragraph writing sessions arranging a special program.

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Appendixes
Appendix-A

Questionnaire to be filled by the Students

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear Students,

*The purpose of this questionnaire is to collect data about your***perception and practices of paragraph writing and the challenges you encounter when you compose a paragraph***. You are politely inquired to complete all of the items by providing your responses. Don't write your name or put any kind of identification since the questionnaire is used only for the purpose of research. Your response is kept secretly, so do not feel anxious to put forward your response.*

Partone: Student's perception about nature of paragraph writing.

Put tick mark to show the level of your agreement with the statements given below.

Scales:1= strongly disagree   2= disagree 3= undecided 4=agree 5= strongly agree

No	Items	1	2	3	4	5
1	I like the paragraph writing activities our teacher teaches in the classroom from the textbook.					
2	I am confident that I am able to write a paragraph which has different types of sentences within a given time.					
3	It is not difficult for me to organize ideas using transitional words in my paragraph.					
4	The tasks I accomplish in paragraph writing lesson helps me to use the correct spelling, capitalization and punctuation marks					
5	The tasks I accomplish in paragraph writing lesson helps me to use the correct spelling, capitalization and punctuation marks .					
6	The paragraph writing lesson is such an important skill that it can help me to improve other language skills.					

7. Can you write others basic requirements of paragraph writing task?

_____

_____

_____

_____

_____

Part two:Students' practices of paragraph writing task

Put tick mark to show level of your practices of paragraph writing performance.

Scales: 1= never 2=seldom 3=sometimes 4= most of the time 5= always

No	To what extent do you:	1	2	3	4	5
8	Learn about paragraph writing?					
9	Actively participate during paragraph writing lesson.					
10	Organize your ideas using transitional words.					
11	Follow every steps of paragraph writing process?					
12	Follow every steps of paragraph writing process					
13	Refer to sample paragraphs with activities as an example.					
14	Exchange ideas with your classmates about challenges you faced while paragraph writing tasks.					
15	Revise your paragraph based on the comments given from your teachers and friends.					
16	Rewrite the final draft of your paragraph based on the provided feedback from your teacher and your partner?					

17. What do you come across through your practices of paragraph writing; is it difficult task or easy for you? Why?

_____

_____

_____

_____

_____

Part three: challenges

Put tick mark to show level of your agreement with the statements given below.

Scales: 1= Strongly disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

No	The challenges you encounter while you writing paragraph can be:	1	2	3	4	5
18	Lack of teacher's motivation.					
19	Writing anxiety.					
20	Lack of regular practices to organize good paragraph.					
21	Limited knowledge of vocabularies and transitional words.					
22	Inappropriate use of punctuation marks.					
23	Lack of appropriate feedback.					

24. What are the other challenges that you commonly face while writing paragraph?

_____

_____

_____

_____

Appendix-B

Students' QuestionnaireinAfan Oromoversion

YuniversitiiJimmaa

Kolleejjiisaayinsiihawaasaa fi Namummaatti

Muummeebarnoota Afaan Ingiliffaa fi Hog- barruu

KabajamtootaBarattootaa,

Kaayyoongaaffileekanaabarreeffamaqo'annoo (Research) barnootadigirii 2ffaa (MA) tiif
Dhiyaatuilaalchiseeodeeffannoobarbaachisaasassaabuuf. Qo'annoon (Research) kun
Barattonnikutaa 8 ffaa M/B BeerooMuriikeeyyatabarreessuuirrattihubannoo fi
shaakalliisaanqabanmaalakkafakkatuu fi rakkooleenisaanmudatanmaalakkata'eaddabaasuu fi
yaadafurmaataakennuufgargaaraa.
Fiixaanbahiinsaqo'annookanaatiifdeebiinisingaaffileekanaafkennitanmurteessaadha. Kanaaf,
hirmaannaa
keessaniifdurseeisingalateeffachaadeebiikeessanhalumaqajeelfamakennamaniitiinakkaguuttanuk
abajaanisingaafadha.

Hirmaannaa keessaniifgalatoomaa!!!

KUTAA 1: Waa'eekeeyyata barreessuu irratti hubannoo irrattibarattootaailaalchisee

Gabateearmaangadiiirrattihubannoowaa'eekeeyyatabarreesuukanhaammatedha.

DeebiikeessanMallattoo   kaa'uundeebisaa. Filannoowwanisaaniilakkoofsaankanbakkabu'aanii fi hangairradeebiikanmul'isaniidha.

Sadarkaa: 1. cimseen morma   2. Walii hin galu 3. hinmurteessine 4. waliin gala 5. sirriittanwalii gala

Lakk.	Gaaffiilee	1	2	3	4	5
1	Dandeettiibarreessuukeessattimaalummaakeeyyatabarreessuuirrattihubannooqaba.					
2	Keeyyannitokkohimootaakkamiirraaakkaijaaramubeeka.					
3	Adeemsotakeeyyatabarreessuukeessattihordofamuuqabanirrattihubannooqaba.					
4	Keeyyatabarreessuukeessattiwalqabsiistotayaadawalittihidhaneessattiakkanfayyadamu nan beeka.					
5	Sirnatuqaaleeeessattiakkanfayyadamu nan beeka.					
6	Keeyyatabarreessuundandeettiibu'uuraata'uusaa nan hubadha.					

7. Dandeettiiwwanbu'uuraakeeyyatabarressuufgargaaarankan biro tarressaa.

_____

_____

_____

Kutaa 2: Shaakalakeeyyatabarreessuuilaalchisee

Shaakalakeeyyatabarreesuuhubannookeeirrattihundaa'uunguuti.

Sadarkaa:1.gonkumaa 2.yerootokkotokko 3. Darbeedarbee 4. yeroobaayyee 5. yeroohundaa

Lakk	I. Hangambarsiisaankee:	1	2	3	4	5
8	Adeemsotakeeyyatabarreessuuisiniifibsa.					
9	Si'aayinaankeeyyataakkabarreessitaniifisinjajjabeessa.					
10	Fakkeenyakennuunisindeeggara.					
11	Barreffamakeeyyatakeessaniiirrattiisinqajeelcha.					
12	Duubdeebiibarbachisaaisiniifkenna.					
	II. Atihoohangam:					
13	Waa'eekeeyyatabarressuuhangambeekta					
14	Keeyyatasirriita'ebarreessuufshaakalagoota.					
16	Rakkooleekeeyyatabarressuukeessattisi mudatanhiriyaakeewaliinirrattimariyatta.					

17.Muuxannoo keeirraaka'uunkeeyyatabarreesuunsiifsalphaadha moo cimaadha? Maaliif?

_____

_____

_____

Kutaa 3:Rakkoleekeeyyatabarreessuu

Sadarkaalee: 1.cimseen morma   2. Walii hin galu 3. hin murteessine 4. waliin gala 5. sirriittan walii gala

Lakk	Rakkoleenkeeyyatabarreessuukeessattinamuudatan:	1	2	3	4	5
18	Waa'ee tartiibota barreessuuirrattihubannoogadaanaaqabaachuu					
19	Barsiisonni nu onnachiisuudhiisuu					
20	Keeyyata barreessuuirrattihubannoohintaaneqabaachuu					
21	Shaakalagahaadhabuu					
22	Hubannoojechootasirrii fi walqabsiistotasirnaafayyadamuudhabuu					
23	Sirnatuqaaleesirnaanfayyadamuudadhabuu					

24. Rakkooleebirookeeyyatabarressuukeessattisimudatankan biro tarreessi.

Appendix-C

Interview Questions for EFL Teachers

1. How do you explain your students' perception about paragraph writing?

_____

_____

_____

2. Do your students have access to practice of paragraph writing task? How?

_____

_____

_____

3. From your experience point of view, would you mention the major challenges that the students

face while writing a paragraph?_____

_____

_____

_____

4. How do you provide feedback and comments on paragraphs written by your students?

_____

_____

_____

5. In your opinion, what should be done, to improve students' paragraph writing skill?

_____

_____

_____

_____

6. If you have extra suggestion that has not been addressed you can add (If any).

_____

_____

_____

_____

Appendix D

Transcriptions of Teachers' Interview

For interview question (IQ₁): **How do you explain your students' perception about paragraph** *writing?* *Responses given by the interviewees (**T₁**, and **T₂**) were summarized below respectively.*

T₁: Well, as far as I know paragraph writing were introduced starting from contents of grade 6 students'text book. Therefore,to some extent they were familiar with paragraph and tell steps of paragraph writing in writing process.

T₂: Thank you! In my opinion, there are some students who perceived paragraph writing as difficult task. Butmajority of the students consider paragraph writing as basic language skill.

On the other hand for **IQ₂:** ***Do your students regularly practices paragraph writing task? If; yes,how?*** The interviewees' responses were described below.

T₁: Alright, I think that grade 8 EFL students sometimes practice paragraph writing. From my personal experience, I often taught the conceptual aspect of paragraph writing and steps of writing. Because the contents of textbooks were too vast and most teachers believe that they should hurry in order cover the contents textbooks as scheduled by annual lesson plan. However I sometimes help the students to practice paragraph writing practical tasks especially as in lessons of gap filling activities in short paragraphs.

T₂: Yes of course. The students were practicing paragraph writing. But this alone doesn't enable them to be effective paragraph writers. As I predict, this was due to lack of prior knowledge about how to spell words, construct sentences and how to join ideas between sentences, because these issues are basics of paragraph development. In fact, there is no doubt that their paragraph writing skill was highly affected by lack of regular practices.

In addition question related to their personal experience were asked the interviewees (**IQ₃**):***From your experience point of view, would you mention the major challenges that the students face while writing a paragraph?***

T₁: Yes, certainly, through my long time experience, when I sometimes gave paragraph writing tasks as homework and evaluate it, I observe that the students faced challenges of using ungrammatical and fragment sentences, shortage of words and connecters such as coordinating and subordinating conjunctions, use of incorrect spelling and capitalization were found at word level, sentences level and in paragraphs at large.

T₂: Ok, as far as I understandduring paragraph writing lesson, the students were faced various challenges while composing paragraph. To mention a few: most of them were feel frustration, writing anxiety and feel of boring practical exercises. Some of them, who try to compose paragraph faced to incorrect uses of spelling, capitalization and punctuation marks in their paragraph. Most students' paragraphs' were seem collection of words and phrases.

Feedback has psychological and pedagogical effect in teaching-learning process. Therefore question related to method of teachers' feedback provision*; (IQ₄) was asked the interviewees as:***how do you provide feedback and** **give comments on your students'** **paragraphs?***

T₁: Well, the technique I used to provide feedback was by oral discussion. I sometimes gave the students incomplete paragraph and guide them to complete the gaps as class work to perform. Then I provide feedback for the whole class orally. Otherwise giving comments for individual students were time consuming and not manageable in one period.

T₂: Oh, I think developing the skill of paragraph writing for primary school learners' is not one time process and need gradual improvement. Therefore, I sometimes gave practical tasks and rarely provide feedback during writing lesson.Otherwise most paragraph writing activities were given asan assignment and enriched by feedback out of writing class to use time wisely.

The interviewees were also asked to sharepossible solutions to improve students' paragraph writing skill *(IQ₅):* **From your experience point of view, what should be done to improve students' paragraph writing skill?**

T₁: strongly believe that not only on paragraph writing, writing skill at wordand sentence level in general should be developed through practical activities starting from lower grades. There is no doubt that background exposure to writing practices contributes a lot for paragraph writing skill.

T₂: Well,In order to improve to the students' paragraph writing skill, what teachers should do is: motivating the students towards paragraph writing skill, encourage their effort in order to work better, increase students' vocabulary knowledge, providing key words related to the writing

context and create opportunities for practical task and enrich their attempt by constructive feedback.

Lastly, the interviewees were added their opinion regarding issues that has not addressed as:

(***IQ₆***): ***If you have extra suggestion that has not been addressed you can add (If any)***.

T₁*:As paragraph writing is graduallyimprovedskill. Thus both teachers and students should work cooperatively towards the skill improvement. Emphasis given for Practical tasks by EFL teachers should have progress.*

T₂*: In short, there is quote which says "practice makes perfect." Therefore more attention should be given for practical activities of paragraph writing while writing lesson.*

Appendix-E

Checklist for classroom observation

No	Items	CO$_1$		CO$_2$		CO$_3$	
		Yes	No	Yes	No	Yes	No
1	Is paragraph writing lesson presented?						
2	Does EFL teacher motivate students while paragraph writing lesson?						
3	Do students practice paragraph writing task given by the teacher?						
4	Does the teacher teach all paragraph writing tasks in the textbook without skipping?						
5	Does EFL teacher provide appropriate feedback?						

(Source; Mohammedmin, 2015)