



DEBER MARKOS UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATUR
Post Graduate Program

**Teachers' Perceptions and Practices of Teaching Paragraph Writing Skills in
EFL Class: the Case of Grade 10 at Three General Secondary Schools in Dega
Damot District**

By: Misganaw Tilahun

May, 2023
Debere Markos, Ethiopia

Teachers 'Perceptions and Practices of Teaching Paragraph Writing Skills in EFL Class: the Case of Grade 10 at Three General Secondary Schools in DegaDamot District

Misganaw Tilahun

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

May, 2023

Debre Markos, Ethiopia

APPROVAL SHEET

As research advisor of this thesis, I hereby certify that I have read and evaluated this thesis prepared under my guidance, by Misganaw Tilahun entitled “Teachers’ Perceptions and Practices of Teaching Paragraph Writing Skills in EFL Class: the Case of Grade 10 at Three General Secondary Schools in Dega Damot District. I recommended that it can be submitted as fulfilling the thesis requirement.

Approved by the Examining Committee:

Advisor -----Signature -----Date-----

Internal Examiner -----Signature -----Date-----

External Examiner-----Signature -----Date-----

DECLARATION

I declared that this thesis is my own work. For this I have put my signature below. I followed ethical principles of scholarship in the preparation, data collection and analysis of this thesis. This thesis is submitted in partial fulfillment of the requirements for an MA Degree at Debre Markos University. I honestly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Name: Misganaw Tilahun

Signature -----

Date of Submission -----

ACKNOWLEDGEMENT

First, I would like to express my deepest gratitude to my advisor Dr. Mekonne Esubalew, for his reviewing and constructive comments and suggestions throughout the development of this thesis. Second, I would also like to extend my thanks to the teachers and students who participated in this study. Besides, I would like to thank the school principal and the department of English, in Feresbet General Secondary School, for allowing me to carry out this study in the school. Next, I would like to give my immense gratitude to the teachers of Tame, Shiwa Feresbet and Feresbet General Secondary Schools for their cooperation in providing relevant information for the study during the time of data collection. Without their support, my study would not have been possible. Finally, my appreciation goes to my lovely wife Zemam Alesew for being with me in all up and downs. She was strongly motivating me throughout the work.

LIST OF ABBREVIATIONS

TEFL= Teaching English as Foreign Language

EFL = English as a Foreign Language

Q = Question

OT1, OT2, OT3, OT4 = Observation of Teacher (1, 2, 3, 4)

L1= language one first language

L2= second language

SPSS= Statistical Package for Social Sciences

TABLE OF CONTENTS'

Contents	Page
DECLARATION	I
ACKNOWLEDGEMENT	III
APPROVAL SHEET	I
LIST OF ABBREVIATIONS	IV
LIST OF TABLES	VIII
LIST OF APPENDICES	IX
ABSTRACT	X
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Study.....	5
1.3.1 General Objective.....	5
1.3.2 Specific Objectives.....	5
1.4 Basic Research Questions.....	5
1.5. Significance of the Study.....	5
1.6. Scope of the Study.....	6
1.7. Limitation of the Study.....	6
1.8. Definition of Terms.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1. Introduction.....	8
2.2 What is writing?.....	8
2.3. Teachers' Perceptions and Practices.....	9
2.4. Writing Process.....	11
2.5. Phases of Writing.....	12
2.6 Approaches of Writing.....	13
2.6 1. The Product Approach.....	14
2.6.2. The Process Approach.....	15

2.6.3 .The Genre- Based Approach.....	17
2.7 Principles of Planning for Teaching Writing Skill in Grade 9-12.....	19
2.8. Instructional Strategies for Improving Students’ Writing.....	19
2.9 Writing Activities.....	20
2.10. Effective Writing.....	21
2.11. Writing Problems.....	23
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1. Introduction.....	25
3.2 Research Design.....	25
3.3 Research Sites.....	26
3.4. Population of the Study.....	27
3.5. Samples and Sampling Techniques.....	27
3.6. Data Gathering Instruments.....	28
3.6.1. Classroom Observation.....	28
3.6.2. Semi - structured Interview.....	29
3.6.3 Questionnaires’.....	30
3.7. Validity and Reliability.....	30
3.7.1 Reliability of the Instruments’.....	30
3.7.2. Validity of Instruments.....	31
3.8. Data Collection Procedures.....	31
3.9. Method of Data Analysis.....	31
3.10. Ethical issues.....	32
CHAPTER FOUR	33
DATA ANALYSIS AND INTERPRETATIONS	33
4.1 Introduction.....	33
4.1.1 Findings from Classroom Observation.....	33
4.1.2 Findings from Students’ Questionnaire.....	38
4.1.3 Findings from Teachers’ Interview.....	42
4. 2. Discussion.....	49

CHAPTER FIVE	52
SUMMARY, CONCLUSION AND RECOMMENDATION	52
5.1 Summary.....	52
5.2. Conclusion.....	53
5.3. Recommendation.....	53
REFERENCES	54
APPENDICES	57

LIST OF TABLES

	Page
Table 1 =Schools, Teachers and Students data at three general secondary schools.....	28
Table 2: Teachers' Ways of Presenting the Lessons in the Classroom.....	34
Table 3: Students' Questionnaires.....	39

LIST OF APPENDICES

	Page
Appendix A: Classroom Observation Check list.....	57
Appendix B: Questionnaire for Grade 10 th Students.....	58
Appendix C: Amharic Version of Students Questionnaires.....	60
Appendix D: Teachers' Semi-structured Interview.....	62
Appendix E: Sample Transcript of Teachers' Interview.....	63
Appendix F: Students' Response for Questionnaires.....	66
Appendix G: Pilot study of Students' Questionnaires Results.....	71

ABSTRACT

The main purpose of this study was to investigate teachers' perceptions and the practices of teaching paragraph writing skills in EFL classrooms at three Geneneral Secondary Schools in Dega Damot Distric(Tame, ShiwaFeresbet and Feresbet) secondary schools. To achieve this objective, the researcher employed a descriptive research design. Grade 10 EFL teachers and 172 students of Tame, ShiwaFeresbet and Feresbet secondary schools were chosen as subject of the study. In achieving the stated objectives, comprehensive sampling technique was used for teachers and random sampling technique was employed for students to determine the participants of the study. The study employed three data gathering tools: classroom observation, questionnaire and interview. The data which was collected using interview and observation were analyzed qualitatively and the data from questionnaire was analyzed quantitatively through statements, numbers and percentage. The findings of the study revealed that almost all teachers didn't practices paragraph writing effectively in the classroom. Another finding, although teachers had positive beliefs towards teaching paragraph writing in the EFL classroom, they did not practically implement it for better communication. Lacks of students' background knowledge, shortage of time, students' interest were the major factors that affect teachers in teaching paragraph writing. Encouraging the students' to use mechanical skills, giving constructive feed back to students during paragraph writing skill, giving opportunity to them any writing tasks and change theoretical way of teaching paragraph writing skills in to practical form and develop students' perception towards paragraph writing were the major recommendation of this study. Therefore, paragraph writing is a skill that could be improved through sufficient practicing, in Dega Damot District grade 10 at three general secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is at the center of human life. We use it to express our expressing the feeling, emotion, ideas, perception, thought, etc. that the writer has towards a particular topic or issue using symbols representing the utterances of human language. It is a means of communicating ideas or sending a message through a written form to the receiver who is distant in both time and space.

Language is the most unique thing about human beings (Cook, 2008). The researcher can understand the author's idea because language is the form of communication using words either spoken or gestured with the hands and structured with grammar often with a writing system. When dealing factors that affect language learning and teaching, it can be difficult to distinguish between perceptions and practices indeed these constructs seem to be used in much of the literature. In the line with (Richardson 1996), informs that our perception shapes our belief system and determines our practice. It follows those teachers' beliefs influence their judgments and practices, there by determining how they behave in the classroom. That is, if teachers fail to consider writing skill important, their perceptions can influence their teaching of this skill. The researcher can understand from the above authors' perception and practices make relationship between them to do different tasks in the teaching of writing skill.

According to (Noe 2004), express perception has a relationship to our actions and practices. Thus, if EFL teachers give less attention to writing due to their perception that writing is less important and that teaching writing skill is a difficult task, this can adversely affect their teaching learning process and their students' performance in writing. As such, language teaching has been described in terms of what teachers do, that is in terms of the actions and behaviors which they carry out in the classroom. Language is an instrument that human beings have been using to communicate each other, to exchange ideas and at last make a safe world. When learning English language, students are expected to develop the four language skills such as listening, speaking, writing and reading. From these, the study is concerned with investigating the teachers'

perception and the practice of teaching paragraph writing skill. So, writing is a means of communication that enables learners to express their emotions and understandings on paper, to manage their knowledge and views into confirming thoughts, to be known through clearly composed text. In other words, writing is the performance of making and transcribing words in a form which is able to be read and understood. Writing can be said the ultimate tool to transfer knowledge from generation to generation through documenting the facts and experiences in a given society. Only human beings have the skill of writing that helps them to communicate using symbols designed to represent their sounds called alphabets. Different scholars defined language differently.

According to Atkins,H. et al. (199, p.85), Writing is one of the most important skills for students learning English for academic purpose to develop, and yet for a range of reasons, notably large class size, which deter teaches from setting and the reluctance to give freedom to express them in writing, the overall intellectual and academic progress of many students is solved down. The researcher can understand that to develop our writing skill we have to give much attention to the skill. By nature writing skill needs much effort, and it is a gradual process.

Richards (1990, p. 100), states that” learning to write in either a first or second language is one of the most difficult tasks that a learner encounters and one that only few people can be said to fully master.”This view maintains the idea which stipulates that the process of learning how to write either in a first or a second language is among the very demanding tasks that every learner may undertake. This means, writing skill is the most crucial skill to compare with other skills in learning English because it gives a great importance not only an academic skill but also translates in to any career fields. The researcher can understand that from the above experts, writing is one of the mechanism by which messages, ideas or views are transferred from one to the other through first and second languages. Different scholars say that the ability to write well is not a naturally acquired skill rather than they claim it is a skill which needs more effort, extended time. Due to this, it seems worthwhile to investigate EFL Teachers’ Perception and Practice of Teaching Paragraph Writing Skill, Grade 10th at three General Secondary Schools in Dega Damot District. Therefore the researcher believes that there is a need to conduct a study to investigate the teachers’ perceptions and practices of teaching paragraph writing skills in the actual classroom.

1.2 Statement of the Problem

The problem of teachers' perceptions and practices of teaching paragraph writing skill occurs in many grade levels at Dega Damot District in Secondary Schools. Specially, the researcher heard from some teachers that most EFL teachers did not seem to implement paragraph writing in the actual classroom and grade 10th students are poor in their writing performance. Among the problems were students have lack of interest in writing activities, poor background knowledge on writing skills, it is common to get papers filled with unclear and senseless sentences even during the examination: in addition to these unable to write paragraph properly regarding with mechanical devices (vocabulary, grammar, punctuations, capitalization, spelling and cohesive devices). That is why the researcher has decided to conduct the research.

Similarly on the difficulty of writing skill, Bayrne and Heton (1988), discuss "there are three factors that affect learning writing skill in terms of cognitive, linguistic and psychological aspects". That means cognitive factors are related with the thinking process of the writer, the linguistic factor is the need to become the use of accurate linguistic elements and psychological factors are linked to the fear of making mistakes during writing tasks. The researcher could understand that from the above authors' there were a number of factors which affects students' writing skill like unable to give attention on mechanical skills, students' interest, poor background knowledge about paragraph writing and, there is fear of making mistakes during writing skills and lack of motivation and so on. Teachers' perception to write various genres of writing effectively through English is becoming increasingly important in our global community.

In line with Weigle (2002), express that, "writing is an essential component of thinking and learning in schools context, and rating tasks are a crucial tool for intellectual and social development. As, Bruning (2000), State that in Ethiopian context, English has been taught as foreign language. Therefore, writing is one of the language skills which has the significant role in our daily life and teachers have been teaching at school to writing skill based on the activities and which are adapted in the text books. Although there are so many challenges on students' writing skill, the efforts that have been made were not founded to be enough to overcome the difficulties as most of writing researches were focused on in different grade levels. As far as the researcher's reading is concerned, the present study different from the fore mentioned local

studies .Firstly, it different from, Yonnas (1998), Conducted his works on “Teaching Writing as a Process at the First Year Level at Addis Ababa University with Special Reference to College English students.” The results of this research show that students have shown significant change in their perception about writing abilities after using college English which has a process approach, but the current study focus on Grade 10th EFL teachers in high school and District level and also Mohammed (2015), Conducted his work on assessing students’ writing problems at Womberma Woreda Shindy and Mekonnen Shindy Secondary School, in grade 9th and 10th English class in West Gojjam zone in Amhara Regional State. The study indicated that the students had a lot of problems in writing skills. Their writing has problem of organization, development, grammar, punctuation, capitalization and spelling. The students’ problems in writing were mainly attributed to students’ related factors like lack of knowledge of strategic use students’ writing apprehension, shortage of vocabulary and lack of regular practice and teacher related factor, including teachers’ ways of giving feedback.

The findings again showed that EFL teachers were not on the position of using different strategies to assist students to write a good task were inadequate. But the current study focus on Secondary School in grade 10th EFL teachers at three General secondary Schools in DegaDamot District, it goes in deference with Yonnas and Mohammed. Zeleke (2018), conducted his study on Students Perceptions and Teachers Practices of Teaching and Learning on paragraph Writing Skills in The Case of Four Selected Secondary Schools in Hawassa City Administration. He found that the secondary schools students’ perception on learning writing is found to be low. The teachers did not have a good practice on teaching writing and they did not give special attention to teaching writing skill. Although most of the studies focused on the students' performances in writing, there have been no studies on grade 10th students’ paragraph writing skill in Dega Damot District at three General Secondary Schools .According to the researcher teaching experience grade 10th students did not have the awareness of writing paragraphs given by EFL teachers, EFL teachers’ did not give enough attention to writing lessons in the classrooms, and they did not teach practically. Due to this gap, the researcher was initiated to check whether the EFL teachers taught paragraph writing effectively or not at Three General Secondary Schools in Dega Damot District in the actual class room.

1.3 Objective of the Study

This study has its own general and specific objectives.

1.3.1 General Objective

Based on the background of the problem, the general objective of the study will be:

To Investigate Teachers' Perception and Practices of Teaching Paragraph Writing Skill in EFL Class at Three General Secondary Schools in Dega Damot District.

1.3.2 Specific Objectives

The specific objectives of this study include:

To examine teachers practice towards in teaching paragraph writing skill in the classroom

To invest gate the EFL teachers' perception towards teaching paragraph writing skill

To compare the relationship between teachers' perception and practices of teaching paragraph writing skill in the classroom.

1.4 Basic Research Questions

Based on the general and specific objectives of the study, the research questions are formulated.

What are teachers' practices on teaching Paragraph writing skill in the classroom?

How do EFL teachers' perception in teaching paragraph writing skill in the classroom?

What is the relationship between teachers' perception and practices in teaching paragraph writing?

1.5. Significance of the Study

The role of language teaching and learning is to help students of the target language in order to acquire the paragraph writing skill and use it inside and outside the classroom. This learning process which encompasses both teachers 'and learners in the classroom needs special efforts and attempts to enhance learners' writing skill. In addition to this, the study may contribute many significance and benefit for teachers. It may provides the opportunity for EFL teachers' to look back and evaluate the effectiveness of methods and techniques they employ for paragraph

writing teaching process ,steeps and to compare with integrated approaches of teaching writing skill.. To give a clue for methodology, to take an action as to how approaches, phases and others teaching should be given to the students. Teachers get more insights about the purpose of teachers' perception and practices of teaching paragraph writing skill in EFL class. In other words; it might have some relevant contributions for EFL teachers of teaching to revise their teaching and learning process in the classroom and might make for the better correction in the implementation of writing skills. Moreover, the study will be hoped to provide possible future researchers with some insights into the area.

1.6. Scope of the Study

The study was delimited to at Three General Secondary Schools namely (Tame, Feresbet and Shiwa feresbet) which are found in West Gojjam Zone in DegaDamot District and all 9 EFL teachers and students who are teaching and learning at grade ten. Although the problem of the study required more Secondary Schools of the Zone and the District levels, due to economic, time constraints and lack of transport access, the researcher was forced to study at these three General Secondary Schools. The researcher selected three general secondary schools. Because of the following reasons. First, the researcher wanted to see the problem widely and in depth at three general secondary schools. Second, the researcher had got some information from school teachers and administrators, and mostly the problem of teachers' perceptions and practices of teaching paragraph writing occurred at these three general secondary schools. Lastly, due to large number of teachers and students, it was believed that the researcher get adequate data.

1.7. Limitation of the Study

It would have been better if the study had included large number of Teachers and other Secondary and Preparatory Schools. However, the research was limited to only at three General Secondary Schools namely ,(Tame, shewa feresbet and Feresbet) in Dega Damot District, in West Gojjam Zone only Grade 10th nine EFL teachers and 1145Grade 10th students who are found at this 'District'. This was because of time constraints and transport access. It would have been better and more effective if the numbers of the respondents have been more than the selected sample to gather sufficient information and to get data that were more reliable. The

researcher also supposed that respondents might not have enough time all the problems they have in writing. The researcher also faced lack of internet, electricity, lack of transport access and resources materials like personal computer and shortage of financial while conducting the study.

1.8. Definition of Terms

Investigate: to observe or study in making a systematic examination; especially, to conduct an official inquiries or findings.

Practice: the way that writing skill ability of students' Develop. This means that writing is a skill taught in the class room.

Teaching: an act passing knowledge to the learners how to write effectively and all of the learners write to get information about the writing performance.

Perception: conscious understanding of something.

Skill: skills are usually acquired or learned, as opposed to abilities, which are often thought of as innate.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

As shown in the objective part, the aim of the study is to Investigate Teachers 'Perception and Practice of Teaching Paragraph Writing Skill in EFL Class: the Case of at Three General Secondary Schools. To this end, as part of the research discipline, an attempt is made to review the theoretical ground that under pins the focus area of the study. Accordingly, some of the literature that assumes as having a strong connection with the main topic of the study, namely, What is writing skill?, Teachers' Perception and Practices , Writing process, Phases of writing, Approaches of writing, Effective writing, Writing activities, Principle of planning for teaching writing skill in grade 9-12,Instructional strategies' for improving students writing and Writing problems

2.2 What is writing?

Writing is one of the skills among speaking, reading and listening skills in English. Writing is a multiple activity explained by Ling, (2016). Writing activities need to be conducted among students since elementary school so that the students can generate good pieces of writing in the future. Even though there are many subjects in elementary schools, writing is known as one of the most vital academic subjects for students. Writing will entail more than adhering to writing conventions. Writing also encompasses creative thinking, problem solving, reflection and revision that results in a completed manuscript. From teachers' perceptive and practices, writing may instead be a laborious and even dread exercises of attempting place thoughts on paper while developing mastery of over the rules of writing, such as spelling, citation format, grammar, capitalization and punctuations. Some people may have lack of clarity on what of writing. They may assume that writing is simply scribing words and sentences on a blank paper or they may think it is simply picking up a pen and expecting words to flow perfectly on to paper. But, writing is one of the four macro language skills (listening, speaking, reading and writing) and requires more than just scribing words and sentences. In line with (Hedge, 1988, p. 89), says

that writing is the way in which a writer puts together the pieces of the text, developing ideas thorough sentences and paragraphs within over all structure we can say that writing is not simply putting letters on a flat paper, but it is the way of transmitting certain information throughout a systematic and logical arrangement of those symbols in the way that convey certain message meaningfully .Moreover, Writing is defined by different authors, in different ways. For instance regarding to the nature of writing as a skill, Lagan (2002, p. 11), also emphasis that writing is a skill like driving, typing or copying that can be learnt through practice. It is not an automatic process. We will not get something for nothing, and we should not expect to. For almost every one, competent writing comes from plain hard work, from determination, sweat and head on battle. But, many people find it difficult to do the intense active thinking that clear writing demands. Therefore, the researcher can understand that from the definition above writing is one of the four macro skills that can be mastered through a continuous practice, needs much time and it is a process that needs many steps to write an effective written work .Even though writing is a process, it is not something that you pickup pieces of paper, a pen, sit a table and start writing. You need to follow a certain steps.

2.3. Teachers' Perceptions and Practices

Perception has its own negative and positive impact on the teaching of writing skill. Regarding to this, scholars observe it in different ways what seems like be to the condition of teachers' perceptions and practices of teaching writing in the class room. According to this, Hardy and Heyes (1979), explain that the perception system filters some information that will be brought to conscious awareness, organizes and interprets information to build up the model of the world that experienced. Perception refers to the sorting out, interpretation, analysis and integration of stimuli involving our sense organs and brain, and our behavior is essentially a reflection of how we react to and interpret stimuli from the world around us.

The researcher can understand that teachers' perception shows knowledge and teachers understand their world by shaping a complicated system of personal and professional knowledge .A lot of teachers' professional knowledge is appropriately considered as perception. As teachers' experiences in the profession enhance, this knowledge also develops more and forms a highly personalized belief system that limits the teachers' understanding, judgment, and

behavior. According to Richardson (1996), says this implies that our perception shapes our belief system and determines our practice. Practice, the other important notion in this study, was also dealt by Woods, (1996). Practice is the overall activities which are undertaken by the language teacher to make language teaching real in the classroom. Practice of the teacher is determined by his beliefs or assumptions. For instance, one who assumes language learning as knowing the rules and forms of the language works to make his or her students enriched in knowing about grammatical rules of that language.

The other who assumes teaching language is making the learners use the target language strives to help his students use the target language in different social contexts to communication. When we consider teachers' practice, no one would argue that the beliefs teachers hold influence their perceptions and judgments which in turn affect their behavior in classroom or understanding the belief structures of teacher, It follows those teachers' beliefs influence their judgments and practices, there by determining how they behave in the classroom. That is, if teachers fail to consider writing important, their perceptions can influence their teaching of this skill. The researcher can understand that Writing is expressing the feeling, emotion, ideas, perception, thought, etc. that the writer has towards a particular topic or issue using symbols representing the utterances of human language.

Similarly Noe (2004), States that perception has a relationship to our actions and practices. Thus, English language teachers give less attention to writing skill, due to their perception that writing is less important and that teaching writing is a difficult task, this can adversely affect their teaching and their students' performance in writing. As such, language teaching has been described in terms of what teachers do, that is in terms of the actions and behaviors which they carry out in the classroom. The researcher can understand that writing experts report that the beliefs of both teachers and students can have a serious impact on the teaching learning of writing skills, for example, writing teachers' attitudes about the nature of writing lesson, method of teaching and their students can affect either positively or negatively the writing instruction and there is a strong relationship between the students' beliefs and their writing status whether they are poor, average or good writers.

2.4. Writing Process

Writing is a skill that we developed through a gradual process that needs specific steps that help the writer produce clear, correct and interesting written work. The writing process used by different writers is not the same rather varies from an individual writer to other. This means some writers may use several steps to produce a certain piece of written work, and some other pass few steps to do similar work. When we look the different opinions presented by different scholars about the writing process and steps, Troyka and Nudleman (2004, pp.14-15), Stated that when we write, our goal is to get our message across to our reader as effectively as possible. To achieve this goal, we will benefit from understanding that writing is a process. The writing process consists of specific steps that help all writers including professional writers, producing writing that is clear, correct and interesting to read.

Concerning the steps Troyka and Nudleman(2004), again explained that most professional writers plan, write and rewrite many drafts of a piece of writing before they consider it finished. The researcher can understand the experts' explanations about writing process, which is a series of things that are done in order to achieve a particular result. Therefore, writing process which is required a procedure usually consists of the following five steps:

- Pre writing: when students think carefully and organize their ideas for their paragraph before they begin writing. It is an idea-collecting or idea-generating technique which mainly functions as an organizer of thinking and an idea collector as well as a developer. This is pre-writing activity.
- Drafting: the step we write using the idea and plans we developed during our pre-writing.
- Revising: in this step we read over what we have written, decide what ideas need to be improved.
- Editing: we check thoroughly to make sure that our grammar, punctuation, and spelling are correct.
- Proofreading: in this step we carefully read the copy that we intend to hand it.

. In addition to these, Sebrank,M. et al .(1992, p.6), on their part suggest the following four orderly steps in writing.

- Pre-writing: helps to search for potential starting points, experiment with them, and eventually focus one idea for writing.
- Writing the first draft: helps to see what a particular idea has to offer.
- Revising: helps to clarify and polish what we have discovered on our journey.
- Editing: it is the final stage where our writing is fine tuned.

The steps in writing process even suggested in the Ethiopian secondary school English text books used in different times are not the same. For example, in the previous text books, the main steps suggested are think, plan, write and check, whereas the stages of writing in the currently used text books orderly are: choose your topic and brain storm ideas, research information, make a plan, write a first draft, check your first draft, revise your first draft and write your final version. As we have seen it in different sources, experts' forward their own steps of writing; some experts' use three steps and others recommend four steps .From this, the researcher can understand that there is no absolute step in writing process because it depends on writers' experience, purpose and type of writing.

On the other hand, the procedures presented by different scholars about the process of writing have some characteristics. First, writing is a process. Writing is needed extended time, critical thinking and effort. Instead of, this required day today practice. Secondly, in writing process, there are steps that most writers should pass their own personal feeling. And the steps of scholars' opinion can be summarized as pre-writing, the actual writing while writing, and post-writing.

2.5. Phases of Writing

Writing tasks in a communicative oriented classroom are supposed to be implemented in phases. Besides, a great deal of discussion about the best way to implement tasks in the language classroom has been undertaken. According to Willis (1996) cited in Tariku (2013), there are three principal phases of task based language teaching: pre-task, while-task and post-task.

Firstly, the purpose of the pre-task phase is to prepare students to perform the task. The activities in this phase are expected to give learners relevant exposure to the topic language and above all, create interest in doing the task pre-task is conducted through interaction of the question-and-answer type and it is teacher directed. At this phase, the teacher is expected to discuss or explain

to the students the language forms which are important for the completion of the main writing task. He/she also explore the input of the task (written or verbal text, pictures, graphs etc.) with the students and show how to exploit them. The teacher also helps the students relate the input with the task. In the while phase, learners' confidence grows when they realize they can do something without the teacher's direct support. This phase is therefore a vital opportunity for all learners to use whatever language they have gathered. This phase centers on the task itself and gives various roles to the students. Students are required to work simultaneously in pairs or small groups and rehearse the task in order to recycle the language and be familiar with the context. Therefore, during this phase, students undergo through the various stages of writing. Besides, the teacher's role turns in to being a language adviser. Besides, the major role of teachers during this phase is monitoring. In the third phase, this is the final and the central part of the task phase where the teacher comments on how the task went and the lesson will probably proceed smoothly into the report stages, where students prepare to tell the class about their findings. After planning and conducting the main writing task, students are required to report their writings to the class or teacher and that marks the natural conclusion of the task cycle, whereas the teacher checks their writings and gives feedback. The researcher can understand that EFL teachers may use the phases during paragraph writing skills in order to develop the students writing habit. Means, phases are distinguishable parts of a sequence or cycle occurring over time. They create great opportunity for the learners while they are writing paragraph.

2.6 Approaches of Writing

In order to be effective in teaching writing in EFL classes, writing teachers need an understanding of what is involved in second/foreign language writing. They need coherent perspectives, model tools for thinking, analyzing and evaluating competing theories of second/foreign language skills in general and the teaching of writing skills as a second/foreign language in particular Murphy, (1986). According to many writing researchers disclose, in teaching writing skills in EFL classes successfully, there is no exactly hard and fast consensus among them. It could vary on the basis of the attitude of the teacher, his/her style, the kind of learners, the purposes, the target group, the context in which the skill is taught. Nevertheless, there are approaches, which won more acclaim than others comparatively. Different approaches can be considered to teach writing based on the purpose and level of learners. Among the varied

approaches the following are the most widely practiced ones in schools.

2.6 1. The Product Approach

The Philosophical foundation of this approach is the behavioral psychology and the structural linguistics. According to the proponents of this approach, learning in general, language learning in particular, is considered as a habit formation. In the context of learning writing, thus, students are expected to imitate the model so as to comprehend the pattern of the language. According to Hillocks (1987), notes the theoretical underpinnings of the product approach stating that it is a traditional approach which encourages students to mimic a model text, which is usually presented and analyzed at an early stage. This implies that the product approach focuses on presenting writing lessons in which learners imitate copy and transform teacher supplied models which emphasize the steps involved in creating of written work. Product approach focuses on only the final outcome.

As pointed out by Hedge (1988), “product approach to writing is to look at instance of writing to analyze the features of written texts. The focus is text that the students produce and it is expected to be correct in the required skills of writing”. In short words, this approach does not follow the writing steps. According to Richard (1995), the commonly known steps that are implemented in the product writing classroom are the following. In the first stage, model texts are read, and then features of the genre are highlighted. If the purpose of the lesson is, for example, to study a formal letter, students' attention may be drawn to the importance of paragraphing, that is, the language used to make formal requests. If the purpose of the lesson is to study a story, the focus may be on the techniques used to make the story interesting, and thus students study and imitate carefully where and how the writer has employed important techniques in order to make the story enjoyable. The second step consists of controlled practice of the highlighted features, mostly in isolation. For example, if students are studying a formal letter, they may be asked to practice the language structure which is often used to make formal requests, such as: “I would be grateful, if you would, Can I get your responses” and the like.

Under step three the task of the writer is organizing ideas. According to the proponents of this approach this step is very important because organization of ideas is more important than the ideas themselves and as important as controlling the language. Step four is the end result of the

learning process. Students choose one of the writing exercises individually and then use the structures and vocabularies they have been taught in developing paragraphs or essays to demonstrate what they can do with the newly learnt structure as a competent users of the language. The belief of product approach is that students become effective in any language skills if the language components are presented to them sequentially, for example, sentences before paragraphs and paragraphs before essays Cooley, (1992). Therefore, the role of the students is to strictly study the patterns of the language by imitating the models they have been provided by the teacher and ultimately to produce parallel texts. When we come to the teacher, his/her role is to set up writing lessons which are divided into small parts discreetly and present them sequentially to students. As group or pair works are highly discouraged in this paradigm, the students are passive receivers of information and the teacher is the only authority as a resource of knowledge. In reality, when the principles of the product paradigm to teaching and learning writing are closely examined, they have not helped learners beyond enabling them manipulate forms of the language. A number of researchers such as Byrne (1990), contend that such kind of ability does not encourage writers to generate new ideas and enrich experience of writing for fluency. As the approach emphasizes strict guidance and control, students are devoid of their freedom to select their own topics, write in their own styles

2.6.2. The Process Approach

This process approach originally came into view aiming at improving teaching composition to native English speaking students. The model advocates an approach to composition teaching that emphasizes students' writing process rather than the product. Assuming that the ESL/EFL writing process is similar to that of the first language, early ESL/EFL process enthusiasts borrowed methods and techniques from the English language class to be used in an EFL/ESL writing class that allow students sample time and freedom to write in the real sense.

John, (1990, P.25), goes on explaining: “the process approach in teaching composition to native English speakers, which began in the early years of the nineteenth century and reached it's in the 1960s and 1970s in North America.” With regard to the degree of significance of the process approach, Matsuda (2003), Notes that the process movement over the past few decades has been considered the most successful paradigm in the history of pedagogical reform in the teaching of

writing. It has a major impact on the development of second language writing theory, research agenda and instructional practices. The process approach is used for writing by using all necessary writing steps. According to Bayrn (1988), explained that, “writing is a process of encoding putting messages in words with a reader in mind”. In other words, by using word writing we can transmit information for the reader. As pointed out by Graham and Harris (2003), discussed that, “the writing process requires several skills including planning generating content, organizing the composition, translating content in to written language, revising and utilizing self-regulation skills”. The process approach of writing focuses on the composing process of writing instead of on the written final products. Encouraging students to have a sense of purpose and audience, while writing about a certain topic, is the major task of teachers who teach in line with the process approach. Hedge (1988), says that good writers appear to go through certain processes which lead to successful pieces of written work. He has proposed the following steps that good writers should follow in the process approach of writing.

1. The writers start with an overall plan in their head.
2. They think about what they want to say and who are they writing for.
3. They then draft out sections of the writing and as they work on them they constantly reviewing, revising and editing their work. The process approach is concerning with helping students develop writing skills by focusing on the components of the writing process. According to Atkins,M. et al .(1996, P.113), listed that the following ten stages that are necessary for producing good texts at grade 9-12:

- A. Teacher and the class work though a model of a particular kind of text.
- B. Teacher sets the title and make sure that is understand.
- C. Students work in groups and write down in any order the points they think may be relevant for their easy.
- D. The teacher collects these points on the blackboard, also in any order.
- E. The teacher and the class organize these points deciding which are essentially important and which are relevant or irrelevant.
- F. Students and teacher decide on a heading for each paragraph and discuss the introduction and conclusion.
- G. Students and teacher arrange the points under paragraph heading.
- H. Individually or groups at first draft in written.

- I. This is then exchanged and read and corrected by their individuals or groups.
- J. Students then revise their draft and re-plan, in response to comment.
- K. Students write their own final version from the improved draft and this is read by other including the teacher.

2.6.3 .The Genre- Based Approach

The genre based approach focuses on the provision of explicit and systematic explanation as an input on the way language functions in the social interactive contexts. Hyland (2003), is provided prominently by teachers rather than by some other else. In this approach of teaching writing skill the, teacher takes an authoritative role to “scaffold” or support learners as they move towards their potential level of performance. The students are provided with different model essays at the very beginning of the lesson and are asked to discuss and react on the model essay together with the classroom teacher, and then write their own essays. A good command of genre knowledge is viewed essential in order to produce effective writing as writing is often purposeful, social and cultural practice which is connected with contexts and purposes. Thus, it is possible to deduce that genre knowledge is important not only for L2 writers but also for L1 writers in a sense that learning the genre of one’s culture is one way of investigating its nature and developing ability to change it Christine, (1987). The other worth mentioning relevance of genre writing is its contributions in various academic settings. One of its advantages is that it enables learners to comprehend various concepts and familiarize themselves with various models of texts and ultimately produce similar texts of their own.

As a result, in the contemporary foreign language teaching paradigms, the genre approach to writing is becoming the attention area of language educators. The argument is that the genre approach to composition instruction is of high significance in helping students learn a particular component of writing such as grammatical, organizational, mechanical, etc, by studying a particular model of genre.

Devit (2003), explains the significance of genre pedagogy in writing classes stating: Have to write in their target contexts, thereby supporting learners to participate effectively in the world outside the ESL classroom. Genre theory and research thus give teacher educators a more central role in preparing individuals to teach second language writing and to confidently advise them on

the development of curriculum materials and activities for writing classes .Genre pedagogies enable teachers to ground their courses in the texts that students will He further clarifies that the genre approach to writing instruction can foster teachers' awareness of expectations on the writings that their students produce and that such awareness can help them decide on the area that they should focus in evaluating a particular written text that their students write. The other advantage of developing genre writing ability is to study the language practice of a given discourse community. In this connection Bawarshi (2003), notes "Genre analysis can enable learners to reach out the discourse community and explore what community members know and do with what they say and how they say it and more comprehensively their language practices" (P. 542). this implies that genre analysis certainly facilitates the understanding of how actual language use connects with underlying ideas, values, and beliefs of the discourse community. This takes us to the understanding that genre writing offers insight into the complex interdependence between language and the speakers.

The other writing expert Swales (1990), purports that the genre approach offers a large number of communicative events that occur in the contemporary English speaking discourse community to learners; moreover, it is relevant to those concerned with devising English course and to those who are participating in learning a variety of language skills. In language classes, when the focus of writing instruction is on interpretive, analytic, argumentative, etc., essays, first students are allowed to study and analyze a genre that they follow as a model. They, then, are requested to write their own copy by taking into account the specific language use employed within the genre. Hence, in order to write an effective essay, the students are allowed to study a self-suitable genre and familiarize themselves with the particular language item or style and then they produce their own text by considering the specifically learnt item in the genre.

In order to implement the genre approach in writing classes Christine, (1987), advises writing teachers to take into account the tips given here below. Primarily, the genre should be considered in the light of the context of the academic setting in which it is written, analyzed and adapted. Secondly, a genre should be examined linguistically, lexically and textually. At linguistic analysis level, learners can analyze the features of language used in the text in line with their communicative purposes. In analyzing the textual nature, learners need to consider how members of the discourse community confine meaning to components of language including lexis, syntax,

discourse, and the like. In this approach, the dominant role of the teacher is to help students at the very beginning and then gradually give full autonomy to the learners. The teacher coordinates and manages the discussion and scaffolds the students to write their own compositions. But as the students upgrade their ability to produce a text independently, the task of scaffolding should be minimized gradually.

The researcher can understand that using the three approaches, they may create great opportunity for students in paragraph writing like, address the information easily towards the reader, create confidence among the groups, give high concentration on the given task and so on.

2.7 Principles of Planning for Teaching Writing Skill in Grade 9-12

There are many principles of teaching writing skill in secondary and preparatory school. According to Atkins, et, al, (1996, P.111) discussed that, the principles for planning for teaching writing skill in grade 9-12 are:

- Writing skill should be practice in class as well as at home.
- Plan writing activities for students to work in class are interesting and motivated to do. Have clear instruction, integrating writing skill with other skills.
- Prepare students thoroughly before the teacher tell them to write.
- Encourage students to work together where possible.
- Motivating during the activity giving helpful and supporting feedback during motivating.

I understand that from the above sentences, those ideas are useful for teaching writing skill at secondary and preparatory schools used to improve or encourage the students' writing skills.

2.8. Instructional Strategies for Improving Students' Writing

There are different instructional strategies to improve students' writing skill. According to Graham and Harris (2003), explained that “providing direct and systematic instruction in writing strategies may be beneficial for students who experience difficulty in writing. A writer's development depends up on four factors: knowledge, sill, will and self-regulation”. This means, students who find writing challenging generally do planning or reflection before or during instruction. To provide direct instruction in self-regulatory strategies such as planning and revising texts is necessary.

2.9 Writing Activities

When a teacher is said to be a language teacher, mainly the teacher is teaching basic language skills. That means listening, reading, speaking and writing. One of the most important skills that teachers should develop clearly is writing skill. It is a productive skill which needs critical understanding by teachers as well as learners. However, in secondary schools, teachers may not teach this skill properly. From this the researcher understand in the teaching of language, teachers don't give a particular attention for skills rather; their focusing area of teaching language mainly about grammar, tense and reading skill. This makes teachers and learns not to be effective in skills mainly about writing. This leads to be dependent sources in the teaching of writing.

As a result, teachers are not going to teach writing well in the class room. Because firstly, they want to be effective in the teaching of writing, teachers themselves should be aware of the skill. So, having enough knowledge about writing skill helps teachers not to dependent in the teaching learning process in the actual class room of teaching English language in EFL class. The researcher can understand that the above explanation learning to write is an act of gaining to communicate your ideas clearly and fully in an interesting way, the teacher to make the students to perform better in classes that require composition writing because the teacher will be able to communicate with different people. That means teachers' should plan or provide writing activities and teaching materials to make the students' initiative and the teaching learning writing process realistic. By considering those points, the writing activities that are used in our EFL classes in high school can be divided in to three levels. These are:

- **Controlled writing:** in this type of writing, the teacher has complete control over what the students write. Examples of such activities are blank filling, transformation from one pattern to another and combining sentences or sentences linking activities. The focus here is accuracy.
- **Guided writing:** here, students will be given guidance, dialogue completion; writing parallel paragraphs and dialogue writing are example of activities used in this type. The focus is more of accuracy and somewhat fluency.
- **Free writing:** students are given a title or to choose writing purpose of their own and are expected to write using their own ideas. Some example of these activities are writing

letters, writing short story and writing different kinds of essays. The focus is more of fluency and somewhat accuracy.

- Regarding the regular activities that are widely used in writing courses,

According to Snow (2007, Pp. 152-153), suggested that normally the writing course is made up of a mix of writing activities done in class and longer assignments that involve writing at home. In class, activities include copying, dictation, note taking, speed-writing, class essays and filling out forms. And outside class, writing activities include dialogue writing, stories, personal letters, application letters and resumes, business letters, opinion papers, explanatory papers, argumentative papers, critiques, and research papers. The researcher can generalize about writing activities, writing tasks that should be exercised in EFL classes need to be based on the students' Grade level and the purpose of writing. Therefore, the writing tasks present in the text book of the target grade levels is not different from the above mentioned ones.

2.10. Effective Writing

Effective writing can be referred to as the way how a writer delivers or addresses his /her ideas and thoughts to a reader in an understandable way through his or her written work. In other words, a written work is said to be effective when it delivers the intended message in clear and meaningful way. Effective writing is very essential in schools as well as out of schools. In schools, it helps students and teachers to communicate each other. This is achieved when teachers give notes, assignments, class and homework's and exams that require written responses and when students' response ineffective writing that can be easily read and understood by the teacher. Effective writing is used for people out of school by enabling them to communicate one another using reading and writing skills. The application of effective writing has also vital contribution in people's different careers starting from job application to discharging services.

Regarding the use of effective writing in business world, Kolin (2004, p.3), stated that to ensure a successful career, we will also need to write clearly about the facts, procedures, and problems of our job. Writing is a part of every job. In fact, first contact with a potential employer is through our letter of application which determines a company's first impression of us. And the higher we advance in an organization, the more we will do, promotion are often do based on a person's writing skills. According to Heaton (1975) cited in Kristy (2015), Varied skills are

necessary for good writing which can be grouped into five general components.

- Language use: the ability to write correct and appropriate sentences.
- Mechanical skills: the ability to use correctly those conventions peculiar to the written language, for example punctuation, and spelling.
- Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Effective writing skill can be achieved through the use of a number of devices. Some of these devices are macro devices while some are micro or more detailed devices for improving the effectiveness of writing. With regard to the skills and experiences that promote effective writing Langan (2008,p. xxi),argues that learning to write effective paragraphs and essays, mastering essential sentence skills, reading critically are turning points for student writers, these skills will prepare them to write essays in college and tackle many types of writing in the real world.

According to Langan (2008), the key principles of effective writing are:

- Unity: means seen in the whole as the sum of its parts; in an effective essay student should make one point and stick to it.
- Support: stress on the importance of using specific evidence to back up that point.
- Coherence: focuses on the way writers organize and connect this evidence and how they transition between ideas.
- Sentence skills: demonstrate an attention to the craft of writing and its elements; clear, error free sentences maximize the effectiveness of the other three bases.

Effective writing on the job is carefully planned, thoroughly researched; clearly presented. Its purpose is a specific goal and be as persuasive as possible. Kolin (2004, p.7),the principles of effective writing and ways to achieve good written work are different from an individual author to another. We use a different style in letter to a friend, paragraph writing and business report, but the similar hinders determine how readable the document is and how well it communicates its

message. Writing can be evaluated according to its content, clarity and conciseness. The researcher can support the above ideas ,which means before we begin teach writing skill, it is worthwhile to express the aim of writing .Different experts explained that writing aims should be explained to the students before the lesson begins how to write and how to transfer the message to the other people.

2.11. Writing Problems

There are a number of problems encountered by students in writing classes. The problems can be seen under three headings. These are: Psychological: writing is essentially a solitary activity and the fact that we are require to write on our own, without the possibility of interaction or the benefit of feedback in itself make the act of writing difficult. Linguistic: in writing we have to keep the channel of communication open through our own effort and to ensure both through our choice of sentences structure and by the way our sentences are linked together and sequenced that the text we produce can be interpreted on its own. Cognitive problems: writing is learnt through a process of instruction; we have to master the written form of the language and to learn certain structures which are less used in speech but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

As Bryne (1988) cited in Kristy (2015), the difficulties of writing consist of three categories. These are difficulties in Physiology content aspect, Linguistics language use and vocabulary, and Cognitive difficulty organization and mechanics. For example, Punctuation is one of the problems which affect students learning paragraph writing while they are writing paragraph inside and outside the classroom. They cannot use appropriate punctuation in the appropriate place .This can be linked with Alexander, L .Terengo (2000), who sees that an error in punctuations can reader a sentences either meaningless or meaning something the writer didn't intended .Moreover using proper punctuation helps the writer to present higher ideas clearly and accurately by showing where one thought ends and another begins. It also shows relationship between the ideas in the topic.

Students tried to state their ideas about the advantages and disadvantage of on their

works .However, because of the absences of appropriate punctuations marks, their writings seems to indicate that the students do not understand how to use the punctuation marks correctly in conveying in formation accurately and effectively. This is, because they consider punctuation of little importance which does not affect their writing. As Mohammed, Almas and Muhammad (2016, p. 84), “the problems in second language learners’ writing are insufficient linguistic proficiency (including command over grammar, syntax, and vocabulary), writing anxiety, lack of ideas, reliance on first language learner and weak structure organization is the major ones.” Similarly, Lamb’s response in Lind say and Knight’s case study for the question about major problems for students when learning to write a foreign language, the major problems that students have are psychological, but there are also problems in terms of how they construct what they write. Before students getting ideas is often huge problem for them, and while they are writing simple things like organization, style, register, coherence and cohesion of the text create all sorts of barriers for students if they do not know how to put text together. And then there are obvious issues of grammar and vocabulary in terms of both range and accuracy. Therefore, the researcher can understand that writing can be seen like an insuperable challenge to students and teachers’ of course teaching writing involves so many different aspects and sub skills, it can seem a very difficult task for a teacher as well

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

As the researcher showed in the objective part, the purpose of this study is to investigate teachers' perceptions and practices of teaching paragraph writing skill at three general secondary schools in Dega Damot District in grade 10th. Thus, in order to answer the research questions, the following research methodology were employed. These were: Research design, Research sites, Participants of the study, Samples and Sampling techniques, Data gathering instruments, Validity and Reliability, Data Collection Procedures, Data analysis Techniques and Ethical issues.

3.2 Research Design

A descriptive survey research design was employed to investigate the teachers' perceptions and practices of teaching paragraph writing skills. The main reason for choosing this research design was that it helped to describe how did the teachers 'perceptions and practices of teaching on writing skill in the class room. The quantitative and qualitative approach was used in order to achieve the intended objectives of the study and answered the research questions. These mixed methods were used to analyze and interpret the data. They helped the researcher freely use different research method so as to get comprehensive data in studying the proposed problem than either quantitative or qualitative method alone (Onwuegbazie& Leech, 2006). State that for the quantitative research approach descriptive research design was used to describe problems and process as it was. Qualitative research was used in order to get relevant data from the classroom observation and interview. From this the researcher understood that descriptive research design was the shape or appearance given to an object, especially one that is intended to make it more attractive or we can say that the art of anything to describe something.

3.3 Research Sites

The research was conducted at three General secondary schools namely, Tam, Shewaferesbet and Feresbet in grade 10th EFL teachers who are found in Dega damot District. Dega Damot District is found at West Gojjam Zone in Amhara Region of Ethiopia. The District is located around 50 km far from Demebecha District. This District is also found in South East of Bahir Dar, the capital of Amhara National Regional State. In Dega Damot District there are five General Secondary Schools. Among these, the researcher selected three Schools by using purposively. Tame General Secondary School is established in 2008 E.C. This School is located around 17 km from Dega Damot District. In this School there are 65 Teachers (male=37, female=28) and, 1697 Students (male=715, female= 982).

Similarly, Shewa fresbet was established in 2011 E.C. This School is located at the center of Dega Damot District. In this School there are 35 Teachers,(male=22, female=13) and 807 Students, (male= 385, female= 422). Likewise, Feresbet was established in 1974 E.C. This School is located at the centre of Dega Damot District. In this School there are 303 teachers(male =212 , female= 91)and 4927 Students(male= 2245, female= 2682). In general, in these three targeted Schools there are 403 teachers(male =271, female=132) and 7431 Students, (male= 2345 ,female= 4086) which are currently found. Why the researcher selected three General Secondary Schools purposively?.

Firstly, the researcher wanted to get relevant information and to inform the recommendation for the expected body. Secondly, mostly the problems of teachers' perception and practices of teaching writing skill occurred at these three General Secondary Schools.

Thirdly, in order to see the problem in depth. This sampling technique is taken because it is considered more appropriate when the population happens to be small and known characteristics of it is to be studied intensively (Kotahari, 2004). According to this, the researcher targeted as a sample for different reasons. First, the researcher works in one of the targeted schools, grades and the other targeted schools are located near to the researcher's work place. Second, the researcher was familiar with most of EFL teachers who taught at grade 10th in the selected

schools. This might help the researcher to gather relevant data by making a near communication with the participants.

3.4. Population of the Study

The population of this study there were only 9 EFL teachers at three General Secondary Schools in Grade 10th and the researcher used 1145 students in these Grade levels as a supplementary data to get the view of teachers' perception and practice of teaching paragraph writing skill in EFL class room.

3.5. Samples and Sampling Techniques

There are five General Secondary Schools in Dega Damot District. The researcher selected three Schools through Purposely for the study. Three secondary schools were targeted as a sample for various reasons. Primarily, the researcher works in one of the targeted schools and the other targeted schools are located near to the researcher's workplace. Secondly, the researcher familiars with most of EFL teachers who taught at grade ten.

In relation to this Dornyei (2007), says geographical proximity and accessibility to the researcher are taken into account in selecting the places. Therefore, the researcher was comprehensively used all 9 EFL teachers at three General Secondary schools in order to get adequate data for the study. These English teachers were (7 male and 2 female) teachers. The researcher used comprehensive sampling technique because it is easy and manageable the number of teachers who taught at three General secondary schools. Additionally, researcher used students as a participant at three general secondary schools in grade 10th. The researcher took (75 male and 97 female) or 172 (15%) of students from the total population of 1145 students by using random sampling. Here, the numbers of grade ten students at three general secondary schools were large, census-sampling could not help and taking representative sampling was necessary.

Accordingly, 15% of grade 10th students in each targeted schools were taken as a sample. The main factors consider in determining the sample size with respondents' homogeneity interims of their practice, grade level and environments also the need to keep the number of participants manageable. According to Neuman (2003), 15% of the population is an adequate sample in

descriptive survey research. Therefore, the researcher used this sampling technique since every individual had the same probability of being selected and selection of one individual no way affects selection of another individual. The researcher selected 4 sections from the total of 30 sections for the purpose of classroom observation randomly. That means one section from Tame, one section from Shiwaferesbet and two sections from Feresbet general secondary schools.

Table 1 =Schools, Teachers and Students data at three general secondary schools

No	Name of Schools	No- of Sections	No-			No- Students'			Samples	%
			M	F	T	M	F	T		
1	Tame	7	2	0	2	113	160	273	41	15%
2	Shewa Feresbet	4	1	0	1	53	87	140	21	15%
3	Feresbet	19	4	2	6	295	437	732	110	15%
Total	3	30	7	2	9	461	684	1145	172	15%

3.6. Data Gathering Instruments

In order to achieve the intended research objectives and to attain reliable data from the pertinent sample of the target population, researcher used three instruments. These were Classroom observation for 4 EFL teachers, questionnaires were used as a supplementary data gathering tool for 172 students and interview for all 9 EFL teachers were used as a supporting tools to get reliable data about teachers' perception and practice of teaching paragraph writing skill at three governmental schools which were found in Dega Damot District.

3.6.1. Classroom Observation

The purpose of the observation was observed in the class room how students' English language paragraph writing and teachers' practice going on. According to Bryman (2004), States that observation is the best instruments to collect data which gave detail information about the implementations and the processes in a particular setting. To collect data about teachers' practice of teaching writing skill, classroom observation was designed as a principal data gathering tool,

because it allows studying phenomenon at close range with many of the present context about the practice of teachers in teaching writing skill and to examine phenomenon while it was going on teaching writing skill. In addition to this Lewy, (1979, p .163), explained that “Observation is important to indicate how the lesson is divided in a variety of activities.” Researcher selected 4 teachers randomly from the total of 9 EFL teachers in Grade 10th for the purpose of class room observation and observed two times 40 minutes in each targeted sections at three general secondary schools by using observation checklist to get adequate data based on the criteria’s mentioned below. The observation checklist is extracted from grade 10th teachers’ text book in teaching writing skill in EFL classroom. Checklist was teachers’ way of presenting the lesson in the classroom. These were directly observed in the classroom and every activity was analyzed and interpreted qualitatively through statements. The researcher used two types of Likert scale which included yes and no .The Likert scale method is used to measure the attitude of teachers’ activities in the classroom.

3.6.2. Semi - structured Interview

To get views on how to teach writing skill, the researcher employed semi _structured interview. It included questions like what was the relationship between teachers’ perception of teaching paragraph writing skill and how practiced paragraph writing in the EFL class room. A semi-structured interview was used to collect pertinent data from 9 EFL teachers’ comprehensively from the total population of 9 EFL teachers.

According to Nunan (1992), Using interview for two reasons that is if the study is descriptive and the subjects with whom the interview conduct is fewer in numbers. So, because of their number and the study was descriptive, the researcher used interview instead of questionnaire to collect data from teachers. One of the major reasons is that it is one of the widely used research tool in descriptive research study to access people’s experiences, their inner perceptions, attitudes, and feelings of reality. Secondly, interviews were highly interactive and responsive to the language and concepts used by the interviewee. Interview questions were employed as it allowed a wider freedom to ask questions and it helped to control the direction of the interview to elicit the desired data. The necessary information about the teachers practice in teaching paragraph writing skill was discussed. Every activities and teachers’ response was taken in a note form.

3.6.3 Questionnaires'

In order to get appropriate data about teachers 'practice in teaching paragraph writing skill, the researcher was used questionnaires. According to, Gillham (2000), says that closed ended questions are best used when the answer is closed. Closed ended questions were designed for 172 sample students as supplementary data to investigate a major problems students have in writing paragraph and to find out what EFL teachers' are doing to help students' paragraph. Students' questionnaire were adapted from Mohammed (2008) .It was prepared in English language. In its administration, clarification was given in Amharic for those respondents who become confused. It provided quick and relevant data from the respondents. The researcher used five types of Likert scale which included never, rarely, sometimes, usually and always. Likert scale method is used to measure the attitude of students in questionnaire

3.7. Validity and Reliability

Researcher used three data gathering instruments. These were classroom observation, questionnaire and teachers' interview. The instruments were revised by the researcher which was collected from students in the sample school. Then modification was made based on the judgment and correction given. Moreover, pilot study for questionnaire was carried out and an adjustment was made based on the data.

3.7.1 Reliability of the Instruments'

Before collecting the actual data, a pilot test was conducted to 10 voluntary Grade 10th students from ChatWerka General Secondary School. Questionnaires were administered by randomly selecting of two sections. Because it was believed that the school and students were similar within at three targeted schools in every aspects. The researcher checked the internal consistency of the questionnaire through SPSS version then the researcher calculated CRONBACHALPHA (0.736) which fit the purpose of the study. The researcher was tried out in the pilot study in ChatWerka General Secondary School in Grade 10th students.

3.7.2. Validity of Instruments

In addition to testing the internal reliability of the questionnaire, the pilot study was used to check whether the objective of the study was achieved the questionnaire or not. Feedback was given for the students regarding wording of the questionnaire. Additionally, researcher gave questionnaire to students to review the items of the questionnaire and investigates whether the items was suitable for the purpose of the study or not. After all, the questionnaire was revised based on the comments and suggestions given by the students regarding the uses of some words and the structures of some sentences. Thus, as the questionnaire for the students was difficult to understand, it was given clarification to the students in their mother tongue language.

3.8. Data Collection Procedures

In this research, the data was collected in the following procedures. Firstly, classroom observation was carried out in 4 classrooms. So, teachers practice in teaching paragraph writing skill was identified using classroom observation checklists. Then, questionnaire was administered to students. Lastly, semi-structured interview was conducted with nine EFL teachers' at Three General Secondary Schools of Grade 10th Teachers'.

3.9. Method of Data Analysis

In order to investigate the teachers' perception and practice of teaching paragraph writing skill regarding with principle, instructions and activities the data gathered through classroom observation, questionnaire and semi-structured interview were analyzed and discussed by using both quantitative and qualitative methods. First, statistical tools such as, number and percentage were used to analyze and tabulate closed-ended questionnaire. Then, data from semi-structured interview and classroom observation were analyzed, interpreted and discussed qualitatively. The methods were complemented one another and the data with similar categories were organized thematically with triangulation methods.

3.10. Ethical issues

Since this study dealt with people, it was not important to interfere on the participants of the study. The aim of this study was not about to point out any schools and participants identity. The participants in this study were anonymous and named T-1, T-2 and so on in order to keep the identity. Participants were in this study well informed about their participation and the conditions. Furthermore, participants were informed about the voluntariness and that they terminated whenever they wanted. The participants were informed in written text and also orally, before the interviews, questionnaires and class room observation were taken place. When the study finished, all data gathered from instruments were kept in order to make it impossible for an outsider to get hold of the personal data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

The aim of this study was the teachers' perceptions and practices of teaching paragraph writing skill in EFL classes: in the case of grade 10 at three general secondary schools in DegaDamot District. In this section, analysis and interpretation of data collected through class room observation, semi- structured interview and students' questionnaires are expressed with the major findings.

4.1.1 Findings from Classroom Observation

As it was mentioning in chapter three, the observation consisted of 10 class room checklist. As indicated in observation checklist, in part one, 10 items are assumed to be displayed by teachers' in the EFL writing class.

Key: 1 x: stands for no; the item was not practiced correctly.

 √ : stands for yes; the item was practiced correctly.

OT1 = Observation of Teacher 1. OT2 = Observation of Teacher 2. OT3 = Observation of Teacher 3. OT4 = Observation of Teacher 4.

Table 2: Teachers' Ways of Presenting the Lessons in the Classroom

N0	Item	Observation days							
		Day 1				Day 2			
		OT1	OT2	OT3	OT4	OT1	OT2	OT3	OT4
1.1	Teachers give a chance to students to generate ideas in paragraph writing	x	x	√	x	x	x	x	√
1.2	Teachers encourage students to practices a paragraph writing in the classroom	√	x	x	X	√	x	√	x
1.3	Give sample paragraph to students to develop their own writing	x	√	x	x	x	√	x	x
1.4	The teacher applies free writing activities in the classroom to encourage students to write a good paragraph	x	√	x	√	√	x	√	√
1.5	The students participate in all writing tasks provided by their teachers in the classroom and outside.	x	x	√	x	x	√	x	x
1.6	Give enough time to practice paragraph writing in the classroom	x	x	√	x	x	x	√	x
1.7	Teachers give special attention on the use of punctuations, grammar, spelling and capitalization in paragraph writing in the classroom	√	x	x	√	x	√	x	x
1.8	The teachers give introduction about how to write paragraph using steps in the actual classroom	√	√	√	X	√	√	x	x
1.9	Teachers' encourage students to fill the gaps to write well developed paragraph with the correct words during writing lessons	x	x	√	x	x	x	x	√
10	Students present their own paragraph in front	x	x	x	√	x	√	x	x

	of their classmates and take comments								
--	---------------------------------------	--	--	--	--	--	--	--	--

As Table 1 shows item 1.1 was concerned with teachers' giving a chance to students to generate ideas in paragraph writing. In day one class room observation, T3 gave a chance to students to generate ideas in their paragraph writing, while T1, T2 and T4 didn't perform it. In day two classroom observation, T1, T2 and T3 didn't initiate the students to generate ideas in their paragraph writing in the class room, but T4 tried to give a chance to students to generate ideas in paragraph writing. Since all teachers' didn't give a chance for students to generate ideas in paragraph writing in the actual class room, this would be considered as a serious problem in the EFL class room.

As indicated in the observation checklist item 1.2. Was concerned teachers encouraging students to practices a paragraph writing in the classrooms. In day one class room observation indicated that T1 encouraged the students to write paragraph writing in the classroom. In contrast, T2, T3 and T4 didn't encourage the students to write paragraph writing inside the classroom. In day two observation, T2 and T4 did not initiate the students to write paragraph writing in EFL class room. But, T1, T3 and T4 tried to initiate to write paragraph writing in classroom. This indicated that, most teachers' didn't encourage students to practices a paragraph writing in the classroom as it is needed that means the EFL teacher use their personal point of view to teach paragraph writing.

As indicated in the observation checklist item 1.3 were concerned teachers giving sample paragraph to students to develop their own writing. In day one classroom observation indicated that T1, T3 and T4 didn't give sample paragraph to the students to develop their own paragraph. Whereas, T2 tried to give a sample paragraph to his students. In day two, T1, T3 and T4 didn't practice by using a sample paragraph writing for their students. On the other hand, T2 practiced it in the classroom. This indicated that all most teachers' didn't give as ample paragraph to the students to develop their own paragraph writing.

As shown item 1.4 was revealed about giving free writing activities in the classroom to encourage students to write a good paragraph. In day one class room observation, indicated that T1 and T3 didn't give some free writing activities in the classroom to encourage students to write a good paragraph. While, T2 and T4 gave some free writing activities in the classroom to encourage students to write a good paragraph. In day two classroom observations T1, T3 and T4

encouraged students to write a good paragraph in the actual classroom .But, T2 and T4 didn't try to give some activities in the classroom to students to write a good paragraph. This shows that almost teachers give some free writing activities to students' in the classroom to write a good paragraph.

According to item 1.5 was concerned with the students participate in all writing tasks provided by their teacher. In day one classroom observation indicated that, T1, T2 and T4 didn't participate in all writing tasks provided by their teacher to teach about paragraph writing in the classroom. While, T3 participate in all writing tasks provided by their teacher to teach about paragraph writing in the classroom. In day two, T1, T3 and T4 they didn't participate their students' on paragraph writing skill, while, T2 tried to give participation to the students' on their paragraph writing provided by their teachers. This indicated that all most all students didn't participate in all writing tasks provided by their teacher in the classroom.

As observed item 1.6 were related with giving enough time to practice paragraph writing in the actual classroom. In day one, T1, T2 and T4 did not give enough time to students to practice paragraph writing in the EFL classroom. While T3 gave enough time to practice on paragraph writing in the EFL classroom .In day two classroom observations, T1, T2and T3 did not give enough time to practice paragraph writing in the EFL classroom. However, T4 tried to give enough time to practice paragraphs writing in the classroom. This indicated that all teachers did not give enough time to the students' about practicing paragraph writing.

The seventh item 1.7 was related about giving special attention on the use of punctuations, grammar, spelling and capitalization in paragraph writing in the classroom. In day one classroom observation indicated that, T2 and T3 didn't give a special attention to the use of conjunction, punctuations, grammar, spelling and capitalization and the choices of words to teach paragraph writing .But, T1and T4 tried to use a special attention for the use of conjunction and capitalization of to teach paragraph writing .In day two classroom observation, T1,T3 and T4didn't give a special attention how to use punctuations, grammar, spelling and capitalization in paragraph writing in the classroom. But, T1 gave attention how to use such qualities of the paragraph. This showed that most teachers didn't give special attention on the use of punctuations, grammar, spelling and capitalization in paragraph writing in the classroom.

The eight items 1.8 were concerned with the teachers giving introduction about how to write paragraph writing using steps in the actual classroom. In day one classroom observation, T1, T2 and T3 tried to give introduction about how to write paragraph writing activities in the actual classroom. While didn't give introduction about how to write paragraph writing activities in the actual classroom T4 In day two also indicated that, T3and T4 didn't write it properly, but T1 and T2 tried to write introduction on the chalk board for the students in practicing paragraph writing in classroom. This implied that almost all teachers give introduction about how to write paragraph writing using steps in the actual classroom.

The ninth item 1.9 was concerned with teachers' encouraging students to fill the gaps to write well developed paragraph with the correct conductions during writing lessons. In day one classroom observation T1, T2, and T4 didn't encourage students to fill the gaps to write well developed paragraph with the correct conjunctions during writing lessons in a given paragraph during writing lesson in the classroom .On the other hand, T3 encouraged the students to fill the gaps to write well developed paragraph with the correct conjunctions'. In day two, T1, T2and T3 didn't encourage students to fill to write well developed paragraph the gaps with the correct conductions in a given paragraph during writing lesson in the classroom. However, T4 tried encouraging students to fill the gaps' to write well developed paragraph with the correct conjunctions during writing lessons. This indicated that almost all teachers didn't encourage them to fill the gaps to write well developed paragraph with the correct conjunctions.

The last activity item 1.10 was related with students present their own paragraph in front of their classmates and take correction. In day one classroom observation, T1, T2and T3 didn't order them to present their own paragraph in front of their classmates and take correction but T4 tried to inform students to present their own paragraph in the classroom. In day two classroom observationT1, T3 andT4 didn't give opportunity to students to present their works in front of the classmates and take correction. However, T2 encouraged students to present their own paragraph in front of the classmates' .Thus, indicated that most teachers didn't create awareness for students to present their own paragraph in front of their classmates. To summarize the observation result in day one and in day two, the items were not found to be in the way they were promoting the practice of paragraph writing .This indicated almost all teachers didn't practice the teaching learning process of students' paragraph writing skill.

4.1.2 Findings from Students' Questionnaire

As it was mentioned in the preceding chapter, questionnaires were designed for 172 students to investigate the teachers' practice of teaching paragraph writing skill in the EFL classes: in the case of at three general secondary schools in DegaDamot District. Ten closed ended questions were distributed for grade ten students. It was prepared both in English and Amharic respectively. The researcher translated the students' English questions in to Amharic because of their poor understanding of the English language. The researcher used five Likert scale method that is Never, Rarely, Sometimes, Usually and always to answer the questionnaires'. The data were analyzed and interpreted through percentage as shown in the table below.

Table 3: Students' Questionnaires

Key: Never=1, Rarely=2, Sometimes=3, Usually=4 and Always =5

No	How often does your English teacher(use) the following item in teaching paragraph writing	Scales										mean
		N		R		S		U		A		
		N	%	N	%	N	%	N	%	N	%	
2.1	Made any practice outside the class room during paragraph writing?	75	43.6	43	25	34	19.8	20	11.6	0	0	2.05
2.2	Give free writing activity in the classroom to develop your paragraph writing?	6	3.5	28	16.3	89	51.7	49	28.5	0	0	3.1
2.3	Give a brief comment on grammar, spelling, punctuation and capitalization in your paragraph writing?	75	43.6	51	29.7	13	7.6	33	19.2	0	0	2.02
2.4	Help you to write unified and well developed paragraph?	87	50.6	45	26.2	30	17.4	10	5.8	0	0	2
2.5	Give a chance to present your written paragraph to the whole class?	67	39	53	30.8	29	16.9	23	13.4	0	0	2.02
2.6	Organize your ideas in using appropriate cohesive devices at their appropriate place?	87	50.6	43	25	23	13	19	11	0	0	2
2.7	Give an opportunity to brain storming ideas in your paragraph writing	69	40.1	56	32.6	21	12.2	26	15	0	0	2.02
2.8	Give enough time to practice paragraph writing in the classroom?	68	39.5	51	29.7	23	13.4	17	10	13	7.6	2.2
2.9	Encourage using the steps of paragraph in your paragraph writing?	30	17.4	25	14.5	91	52.9	26	15.1	0	0	2.7
2.10	Bring a sample paragraph in the classroom to develop your writing paragraph	59	34.3	52	30.2	21	12.2	27	15.7	13	7.6	2.5

The students' questionnaires were adapted from Mohammed (2015)

Students were asked how often their English teachers made any practice outside the class room during paragraph writing. Item 2.1, 20 (11.6%) of the students responded that they are usually teachers made any practice outside the class room during paragraph writing for their students. While, 34 (19.8%) of them sometimes made any practice outside the classroom to develop their paragraph writing and 43(25%) of them rarely seen outside the classroom. Only 75(43.6%) of them have never made any practice during their paragraph writing outside the classroom. From the above figure the mean value (2.05) the students' response indicated that almost all teachers rarely used this technique in the EFL classroom or never made any practice paragraph writing skill outside the classroom was very poor.

Item 2.2, Students were asked about giving free writing activity by their teachers. 49 (28.5) of the students responded that, they usually, learnt the activity by their teacher, while, 89 (51.7% of the respondents that they sometimes learnt paragraph writing by giving free writing activities and 28 (16.3) of the respondents rarely learnt this activity. Only 6 (3.5%) of the respondent couldn't give free writing activity in the classroom by their teachers. on the other words, no one said that they always learnt this activity .From this, the mean value (3.1) indicated that most teachers used this technique when they taught paragraph writing in the classroom.

As shown item 2.3, 33 (19.2%) of the students responded that they learnt usually by giving a brief comments on grammar, spelling and punctuations while they writing their paragraph 13 (7.6%) of the responded that they sometimes learnt this activity by editing the mistakes on their paragraph writing and 51(29.7%) of the participants that they rarely learnt. On the other hand, 75(43.6%) of them have never given a brief comments on grammar, spelling and punctuations in the paragraph writing. From the above expression the mean value (2.02) indicated that almost all teachers' rarely used this technique.

Item 2. 4, 10 (5.8%) of the respondents write unified and well developed paragraph usually. While 30 (17.4%) of them sometimes practiced such an activity and 45(26.2. %) of them rarely used it. Only 87(50.6%) of respondents' have never made any the activities. No one said that they always learnt this activity. From this the mean value (2.0) indicated that all most the teacher rarely used this activity in the classroom.

Item 2.5, 23 (13.4%) of the respondents' that learnt usually to give a chance to present their own

written paragraph to the whole class. While, 29(16.9%) of the respondents sometimes presented their written paragraph in the class and 53 (30.8%) of them rarely practiced it to the whole classroom .whereas, 67 (39%) of them have never given a chance to present their own written paragraph to the whole class. On the other hand, no one said that they always learnt this activity in the classroom .From this mean value (2.02) indicated that the teachers' instruction rarely used this activity.

Item 2.6 19 (11%), 23 (13%) and 43 (25%) of the students responded that they organized their ideas using appropriate cohesive device at their appropriate places by their teachers usually, sometimes, and rarely respectively. Whereas, 87 (50.6%) of the respondents have never organized their ideas using appropriate cohesive devices at their appropriate places by their teachers. But, no one said that they always learnt this activity. From this, the mean value (2) indicated that almost teachers rarely' used this activity in the classroom.

Item 2.7, 26 (15%),21 (12.2%) and 56 (32.6%) of the students responded that they were learnt by giving to brain storming ideas in their paragraph writing ,usually ,sometimes and rarely respectively. Whereas, 69 (40.1%) of the students responded that they have never learnt by giving brain storming activity to their paragraph writing. But, no one said that they always learnt this activity .From this mean value 2.02 indicated that all EFL teachers' teaching using this activity was very poor.

Item 2.8, 13 (7.6%) ,17 (105),23 (13.4%) and 51(29.75) of students responded that they learnt by giving enough time to practice paragraph writing in the classroom, always ,usually ,sometimes, and rarely respectively. On the other hand, 68 (39.5%) of the students have never given enough time to practice paragraph writing in the classroom by their teachers. On the one hand, no one said that they always learnt this activity. From this, the mean value 2.2 indicated that teachers' teaching using this activity was very poor.

Item 2.9, 26(15.1%), 91(52.9%) and 25(14.5%) of the students responded that they learnt encourage students to use the steps of paragraph in their writing skills, usually, sometimes and rarely respectively. Only 30(17.4%) of them have never encouraged to use the steps of paragraph in their writing in the class room by their teachers. On the one hand, no one said that they always learnt this activity .From the above figure the mean value (2.7) indicated that the teacher

teaching using this activity was medium.

Item2. 10, 13(7.6%), 27(15.7%) 21(12.2) and 52(30.2) %) of the students responded that they learnt by bring sample paragraph in the classroom by their teacher, always, usually, some times and rarely respectively. Only 59(34.3%) of the students responded that they never helped them by bring sample paragraph in the classroom by their teachers. From the above figure the mean value (2.5) indicated that teacher teaching using this activity was medium .To summarize the questionnaires result in the second section of the item were not found to be in the way they were promoting the practice of paragraph writing. This indicated that almost all teachers' didn't use item for the teaching learning process of students' paragraph writing skill in the classroom. That means almost all teachers use the item rarely in teaching paragraph writing skills.

4.1.3 Findings from Teachers' Interview

The main objective of this section the interview was mainly to find out answers to basic research questions number one, two and three: "what are teachers' practices on teaching Paragraph writing skill in the classroom? How do EFL teachers' perception in teaching paragraph writing skill in the classroom? And what is the relationship between teachers' perception and practices in teaching paragraph writing? The interview was conducted with 9 classroom teachers. In presenting the description, interpretation and discussion of the data in the interview, the researcher used the following abbreviations:

Key:

Q----- (Question).

T1R, T2R, T3R, T4R ----- TR9 (Response of Teacher 1, 2, 3, 4---9)

1. Q: What beliefs do you have about the use of mechanical skills in the actual classroom?

For question number 1, T-1R yes .I had a positive belief on the use of the mechanical skills towards teaching of paragraph writing. In relation to this, T-1 said that the main goal of language is to make communication among students. In order to make effective paragraph writing, everyone should have enough capitalization, spelling vocabulary knowledge. Even though the interviewees had appositve perception on the use of mechanical skills, they didn't practices paragraph writing in the actual classroom because beliefs and the practices could not go together in practicing paragraph writing in the actual classroom. Majority of the students are considered

writing as the most difficult activity which could not be achieved inside the classroom. Simply taught the theoretical parts of mechanical skills because of the time bound, students' interest and the content of the text .Therefore, I didn't teach paragraph writing in the classroom effectively.

However, T-2 R: No; I didn't have a positive perception on the use of mechanical skills in the actual classroom. Because the interviewees said English text book for students have a lot of contents, exercises and other activities. Therefore, simply rush to cover this bulky text book .In addition to this; students' have lack of practices, less emphasis on writing paragraph and activities. Due to this I usually left writing lessons which are designed for the specific grade levels.

T-3 R Yes, in order to increase students' perception and practice on the use of qualities of writing I had a positive view .In relation to this, my students have practiced paragraph writing in the class room; but it was not enough because there was no much time in one period. As T3 said, Starting from grammar the one they always got good score during exam but in writing they faced difficulty. In short writing a paragraph is difficult for them. T-3 always tried to advice his students to write outside the class room because practicing writing in the class room within 40 minutes was not enough.

T 4 and T6R: Yes, in order to develop the students' perception and practices on their paragraph writing in the actual classroom. They tried to advise students to practice paragraph writing from simple sentences. In addition, they taught them different references books to use correct grammar, spelling punctuations, capitalization and other components of paragraph whenever they are given writing task in the class room. However, students still have problem on these points.

T-5R said, of course, I had a positive perception on the use of mechanical skills to teach students paragraph writing. Even if I had appositve perception towards on the use of mechanical skills, students didn't practice paragraph writing in the classroom. There are factors to practice in the classroom .Students themselves had poor writing proficiency, focused on grammar learning, ,gave little attention on writing activities and are not committed to learn paragraph writing.

Similarly, T7 and T9R: Yes, their beliefs about teaching of paragraph writing in the classroom were positive and strong because it enhances the students' cognitive process and it is one of important part of language teaching for communication. The more students use of cohesive devices in appropriate places, the better they develop their communication fluency and accurately. They simply taught only the theory of cohesive devices in the form of notes on the chalk board. However, they couldn't implement paragraph writing in the actual classroom. Because of, students' poor background skill on writing, unable to practices inside the classroom in terms of time, interest of students. This is indicated that perception and practices have never gone together.

In line with T-8R, definitely, I had apposite view on mechanical skills in teaching of students' paragraph writing, essay and assignments. But it was difficult to teach writing paragraph by giving correction on mechanical skills because of the student's interest, large class size and shortage of time which makes me use what paragraph mean and types of paragraph rather than giving correction on use of quality of paragraph in the students' practices in the classroom.

To sum up, question number one, almost all teachers' had a positive perception on the use of mechanical skills or qualities of paragraph in teaching of students' writing skill. But they didn't practices in the actual classroom because of shortage of time, students' interest, less attention to learn paragraph, unable to cover contents of the text: and unable to use qualities of paragraph properly.

2. Q: What is your focus area in teaching of paragraph writing and giving feedback to the students writing task? In this case T-1R said: I did not give written feedback for whole students. Because students who did not raise their hands and left the rest of the class with no comments .In line with students were not committed to write paragraph writing and students were unable to focus on the use of qualities of paragraph. So students couldn't know how to use spelling and punctuation marks in their writing work. It makes full of errors in their works. However, if the teachers give pay attention to the use of qualities of paragraph and organizing ideas, students may have a clear understanding about paragraph writing. But, spelling and punctuation marks were my focusing areas.

In the same way, T-2R, I was not effective in giving appropriate comments because they are large

in number. But, sometimes gave comments to one or two students who finished first but not to the whole students. Because I don't have time to do that.

T-3R said, since students were unable to write unified well developed paragraph, the writing activities are something more than grammatical exercise for them. The students are model and rules observers rather than creators in their paragraph writing. Students didn't exactly know their roles and contribution in paragraph writing lesson and always went everything from teachers, they are always grammar oriented. For this reason, I primarily focused on grammar. In addition, gave some comments to the students writing tasks but not enough.

T-4 R, said, students were unable to write their own paragraph using cohesive devices. However, if the students learnt cohesive devices in their paragraph writing and take correction very well, they may have good understanding about paragraph writing outside and in the classroom. In addition to this, students can generate their ideas their paragraph writing. As a result, T4 focuses areas in teaching paragraph writing were cohesive devices but, I did not give written feedback to whole students. In terms of time, large class size, students' interest and students little attention on writing skill.

T-5 R said, Students were unable to identify the steps of paragraph writing. However, if teachers create awareness about the steps of paragraph writing for them such as pre writing, drafting, revising, editing and proof reading and he gave correction for students, students may improve their own paragraph writing and their concepts on the steps. As the result, I wanted to focus on the steps of paragraph writing and give correction to some students who raised their hands in the classroom because of time shortage.

T7 and T6R said, most teachers taught students about paragraph writing without any sample paragraph and correction. Sample paragraph and giving correction to the students' paragraph writing were the two focusing areas for them. However, they didn't have time to give correction to the students' paragraph writing. In terms of time, students' interest, students' poor back ground of knowledge on writing skill and motivation.

T-8 said R; many students use capital letter everywhere. For example, they use to write all their letters and words or within words capital letters. On the other hand, when they are expected to

use capital letter at the beginning of a sentence, they forget and use small letter. This is the most difficult challenge. Therefore, they always write ungrammatical sentences without any pause or stops. Spelling and punctuations are also the problems areas of students' paragraph writing. I didn't give correction to the students writing tasks. Because English text book for students have a lot of contents, exercises and other activities, therefore, simply rush to cover this bulky text book.

In the same way T-9R said, students were unable to identify "Punctuation marks. Punctuation marks are one of the problems my students face while writing paragraph. They cannot use appropriate punctuation in the appropriate place. This is, because they consider punctuation of little importance which does not affect their writing.

However,, T-9 didn't give correction to the students writing task because of shortage of time and students interest. To summarize this, the classroom teachers' could focus on mechanical skills, steps of paragraph and sample outside and inside the classroom. However, they didn't give written feedback for whole students and were not effective in giving appropriate feed back to their students' because large number of students' in the class and in terms of time

3 Q: .Do you teach your students how to write paragraph at this grade level? .In this case, T1R : yes, I taught paragraph using the following the necessary steps (pre writing, drafting, editing, revising and proof reading). Most of the time ,T1 invited them to write their autobiography and present in front of students However, I may not give a chance to generate their ideas to write paragraph because of time and unable to cover the contents .

T-2R, yes, to some extent presented the lesson in the class for the students in a clear way. Activities are given to students based on the students' text book from simple to complex. When T2 taught paragraph writing in the classroom, First asked the students which types of writing is easy and important for them. After that I gave some kinds of instruction about the topics they are written. Then, ordered the students to use or keep the correct grammar; spelling and capitalization. However, there are the factors students have a negative impact on the writing tasks in terms of their motivation, poor learning style, unable to gate enough time.

As T-3 said, "he always generalized all the common problems on all the students in the Class by

marking one or two students' exercise book. This is not applicable to every student because their points of weakness are different from each other.”

T4 and T5 R also responded as yes, “First revised the last lesson and then gave some activity outside the classroom to encourage students. And they informed for students how to use writing phases during their writing lesson. By giving them sample paragraph on the chalk board to show features of good paragraph looks like. Then, they would give them more lessons on topics like punctuation, spelling, and etc for the next class. However, they didn't conduct the teaching learning process in the classroom by different reason like shortages of time, students' motivation and unable to finish within 40 minutes.

T-6R said, I tried to teach paragraph writing through identifying writing problems in their paragraph writing outside classroom at this grade level and gave a certain explanation about qualities of paragraph and informed how to write in the classroom. Then encouraged them to create interesting topics by themselves in order to practice in groups and finally, gave a chance one of the group of the students to present their work in front of class mates. However, most of the time T-6 couldn't apply the above points because of the time, students' interest, poor background skill and unable to practice in the class.

T-7R No, first I need to teach basic vocabulary and grammar prior to be engaged paragraph writing at this grade level. I helped them to write unified and well developed paragraph inside the class. There are a lot of students who don't know even what paragraph means. Their knowledge and skills also don't allow them to perform such writing tasks. In my opinion such kinds of advanced activity should be taught for advanced level university or college.

T-8 R, also told me the same kinds of opinion they both believed that paragraph writing should not be taught for grade 10 students, because paragraph level writing would be young students ability to write their own work.

T-9 R, I sometimes gave instruction to students to follow steps like think, draft, revise and finally re write the final draft. According to the teachers' believe, following the steps is important to reduce many problems. However, students didn't use the steps properly in their paragraph writing because they have little attention on it and poor background knowledge about writing

skill.

To summarize this idea most of the teachers' taught how to write paragraph to their students' at this grade level but students believe that learning writing is wasting of time, they do not give attention, lack motivation, and they even assume that learning writing is a tiresome activity.

4 Q: .Do you provide model paragraph to students and encourage them to write their own paragraph in the classroom? In this case T-1R, No, I didn't give model paragraph to the students, instead encouraged them to write paragraph based on examples from their text. Then I ordered the students to identify basic elements of paragraph such as, topic, controlling ideas, minor and major ideas from their text. I instructed the students to form groups and ordered them to discuss the question which can be taken from the paragraph. Finally, T-1 gave a chance to some students to write their own paragraph in the classroom and present their written work to the whole class. However, students have still problems to present their written work to the whole class because of having little attention on paragraph writing skill.

In the line with T-2, R No, I did not bring the model to the class, but encouraged students to write based on examples from their text in the classroom because of shortage of time, students' motivation and unable to cover the contents with in 40 munities.

T-3R said I did not give the model paragraph to the class. Simply I advised students to practice writing within simple sentences. In addition, telling them to use correct grammar, spelling and other components of paragraph whenever they are given writing tasks in the class room and outside.

T4, T7 and T8R said, they didn't give sample paragraph the students in order to develop their paragraph writing skill .but they encouraged them to write their own paragraph in the classroom. As they told me that first, they ordered the students to form groups and gave a chance to select an interesting topic. Next, they motivated to write a paragraph based on the topics that they selected. While the students were writing their own paragraph, they were giving a correction on students work .Finally; they encouraged them to write their own paragraph at home, because practicing writing in the class room within 40 minutes is not enough. But students have still negative perception towards practicing paragraph writing.

T5R said I didn't give model paragraph to the students and didn't encourage them to write their own paragraph inside the classroom .I simply ordered them into groups and then informed them to complete the jumped composition which was written in the text book and ticked some of the students' class work regarding with as paragraph writing because of the large numbers of the students in the class and the content of the course is very wide and shortage of time.

T6 and T9R said, they didn't bring sample paragraph to the student to encourage their paragraph writing in the classroom. They only taught the writing skill to construct different methods extremely use the seven steps of writing. Some of these methods are brain storming, priority of the ideas, drafting, and editing, analyzing, and proof writing. Then they presented it to the class. Next, they ordered the students to copy the steps in their own exercise book and they wrote an interest ting topics on the chalk board for students and then they let them to select the interesting topic from it in ordered to write their own paragraph.

Finally, they gave a chance for the students to check their work. Class time is restricted to 40 minutes. As a result, they did not have much time to use different strategies rather than giving writing as the classroom .However, students are not participate in all writing activities provided by their teachers in the class Generally,. This indicated that teachers' didn't implement the teaching learning process of students' paragraph writing skill by the following reasons: in terms of the students interest, motivation, shortage of time and in terms of contents in the texts

4. 2. Discussion

In this part the major findings drawn from the data gathered through classroom observation, students' questionnaire and teachers' interview are compared and contrasted. The objective is to interpret the major findings and relate them to the purpose of the study .In relation to the practice of teaching paragraph writing skills in the classroom; almost all teachers didn't practice paragraph writing skill in the actual classes.

According to the students' interst, poor background knowledge on writing skill, shortages of time, less attention to paragraph and motivation and so on. This is also confirmed that in

classroom observation, students' questionnaires and semi structured interview. In line with the perception of EFL teachers' in teaching paragraph writing, all teachers had a positive perception towards paragraph writing skill in the actual classroom. This is checked from semi structured interview. Regarding with teachers' perception and practice of teaching paragraph writing in the classroom .Even though all teachers had appositve perception in teaching paragraph writing in the classroom, they didn't practice it effectively in the EFL classroom, in terms of students interest, shortages of time students', poor background knowledge on writing skill, motivation, unable to cover the contents within 40 minutes in the classroom and the like.

This can be linked with Noe (2004). States that perception has a relationship to our actions and practices. That means students' perception towards paragraph writing skill is negative. This is also checked in semi structured interview. According to, the practices of paragraph writing outside the classroom, the findings from the questionnaires indicated that almost teachers didn't practices paragraph outside the classroom (see table 2.1). This is confirmed that in classroom observation. In relation to giving comments on mechanical skills in teaching paragraph writing, the finding from the students' questionnaires implied that most teachers have never given a comment on grammar, spelling, punctuation, capitalization during students' paragraph writing skills in the actual classroom.(see table 2: 2.3). This was checked both in the classroom observation and teachers' interview. Writing unified and well developed paragraph was another technique that helped the students to write paragraph.

The findings from the students questionnaires indicated that almost all teachers' instruction using this activity practiced poorly. This was checked from the classroom observation. In relation to organizing ideas coherently was one of the techniques that helped to improve the students' paragraph writing in the classroom. The finding from students' questionnaire showed that teachers didn't use this activity in the classroom .This is also checked in observation part. Regarding to giving time was the best activity that helps to improve the students' paragraph writing skills. The findings from the students' questionnaire indicated that teachers didn't use this activity in the EFL classroom. In the same way "Punctuation is one of the problems which affect students learning paragraph writing while they are writing paragraph inside the classroom. They cannot use appropriate punctuation in the appropriate place.

This can be linked with Alexander L .Terengo(2000). who sees that an error in punctuations can reader a sentences either meaningless or meaning something the writer didn't intended .Moreover using proper punctuation helps the writer to present higher ideas clearly and accurately by showing where one thought ends and another begins. It also shows relationship between the ideas in the topic. Students tried to state their ideas about the advantages and disadvantage of on their works .However, because of the absences of appropriate punctuations marks, their writings seems to indicate that the students do not understand how to use the punctuation marks correctly in conveying in formation accurately and effectively. This is, because they consider punctuation of little importance which does not affect their writing. This is also checked in the classroom observation, students questionnaires and teachers interview.

Accordingly, teachers were asked about giving an opportunity to brain storming ideas in their paragraph writing. In relation to this, the findings from the students' questionnaire indicated that teachers' didn't give an opportunity to brain storming ideas in their paragraph writing and this is also checked in the classroom observation and teachers' interview. In the line with, bring a sample paragraph in the classroom to develop their writing paragraph. The finding from the student's questionnaire all teachers' didn't bring a sample paragraph in the classroom to develop their writing paragraph. And I have checked from teachers' interview, classroom observation teachers did not use this activity to teach paragraph writing effectively in the EFL classroom.

In (2018), G.C Zeleke conducted a research on Students Perceptions and Teachers Practices of Teaching and Learning Writing Skills on The Case of Four Selected Secondary Schools in Hawassa City Administration. He found that the secondary schools students' perception on learning writing is found to be low; they are not aware of the importance of learning writing and perceive the learning of this skill challenging. The teachers did not have a good practice on teaching writing; they did not give attention for teaching the skill by effectively applying the principles suggested. In relation to this, the present study conducted on Teachers' Perception and Practices of Teaching Paragraph Writing Skills in EFL Class: the Case of Grade 10 at Three General Secondary Schools in Dega Damot District. I found that almost all teachers did not have a good practice on teaching paragraph writing inside the classroom; they did not give attention for teaching the skill by effectively applying the different strategies to develop the students' paragraph writing. This is similar with the previous one.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Based on the data analysis and interpretation through classroom observation, students' questionnaire and teachers' interview, summary, conclusion and recommendation were drawn as follows:

5.1 Summary

As it is mentioned in the introduction part, the purpose of this study was to investigate Teachers Perception and Practices of Teaching Paragraph Writing Skills in EFL Class: the Case of Grad10 at Three General Secondary Schools in DegaDamot District .In order to achieve the objective of this study, three specific questions were designed. These were: 1. what are teachers 'practices on teaching paragraph writing skill in the classroom? 2 how do EFL teachers' perceptions in teaching paragraph writing skill in the classroom? And 3. What is the relationship between teachers' perception and practices of in teaching paragraph writing in the actual classroom?

In relation to the practice of teaching paragraph writing skill in the classroom, almost all teachers' didn't practices paragraph writing in the classroom. In terms of, students' interest, students' poor background knowledge on paragraph, vocabulary, less attention, shortage of time and wide contents in the text. Regarding with the teachers perception in teaching paragraph writing, almost all teachers' had a strong perception towards in teaching paragraph writing skill. They perceive that the main goal of language is to make communication among people.

Moreover, teachers' believed that teaching paragraph writing makes the teaching learning process hot and brings positive influence while they are teaching writing skills. In line with the relationship between perceptions and practices towards teaching paragraph writing, all teachers had a positive perception about paragraph writing in the classroom. However, they didn't practice it effectively in the EFL classroom because of students' little attention on paragraph writing skill, students' interest, shortage time and wide contents in the text. Due to, these teachers' perception and practices in teaching paragraph writing skill in the classroom couldn't

go together.

5.2. Conclusion

Based on the findings, the following conclusions are drawn:

- Teachers did not practice paragraph writing in the actual classroom. And EFL teachers didn't give a constructive feedback on qualities of paragraph during writing skill and teachers give little or no additional help in order to change the students' negative perception towards paragraph writing.
- Teachers' had a strong perception in the teaching paragraph writing skill in the EFL classroom. Similarly they perceive that paragraph writing encourages students to be good writer in the classroom. But didn't implement it effectively due to such factors like, Students' passiveness to learning writing in general and the less attention given time to the paragraph teaching and learning by teachers and students respectively. In general the student' paragraphs were impacted due to such factors teachers' inclined to change the theory in to practices to teach paragraph writing.
- Didn't encourage students using appropriate cohesive devices at their appropriate places

5.3. Recommendation

According to the findings and the conclusions drawn, the following recommendations are listed.

- Teachers' should practice paragraph writing in the actual classroom and encourage students using appropriate cohesive devices at their appropriate places
- Teachers' should develop students' perception towards paragraph writing. Writing is a skill that needs day today practice. Therefore, the teacher teaches writing skills the students should practice writing more and more in the class room
- Teachers should facilitate the students to use a variety of mechanical skills in teaching of paragraph writing. And teachers should use different ways of giving feedback like peer editing, working in groups, oral and written feedback for the students' error.
- Teachers' should change the theory in to practices to teach paragraph writing using qualities of paragraph and in teaching paragraph writing

REFERENCES

- Atkins, M. et al. (1996, p. 85). Skill development Methodology Part (2) Addis Ababa ;AAU.
- Andrews, S. (1999). Writing as performance. In R. Graves (Ed.), Writing, teaching, learning : (A Sourcebook, Pp.258 – 266). NH: Boynton/Cook Publishers, Inc
- Bawarshi, A. (2003). Genre and the Invention of the Writer: Reconsidering the Place of Invention of the Writer: Reconsidering the Place of Invention in Composition. Logan Utah: Utah State. UP.
- Bayrn and Heton, (1988). Teaching writing skills. London: Longman.
- Bayrn, D. (1988). Teaching writing skills. London: Longman.
- Brnning, H. (2000, p .30) .Developing motivation to write: Educational psychology
- Bryan, A. (2004) .Social research method oxford: Oxford University, press.
- Byrne, D. (1990). Teaching writing Skills. London: Longman.
- Cardelle, M, &Corno, L. (1981) .Effects of second language learning of variations in written feedback on homework assignments. TESOL Quarterly, 15(3), pp. 251-261.
- C,Kolin, P.(2004).Successful Writing at Work(7thed.).New York, Houghton Mifflin Company.
- Christine, F. (1987). Genre as Choice: The Place of Genre in Learning Current Debates’. Deakin: Deakin University Press.
- Cook, V.
(2008).SecondLanguageLearningandLearningAcquisition(4thed),Hoddereducation,Hach etUk company. 338 Euston roads London: NW1 3BH.
- Cooley, J. (1992).The norton Guide to Writing. New York: Norton Company.
- Devit, A. (2003). “Generalizing about Genre: New Conceptions of an old Concept: College Composition and Communication.”ELT Journal.Vol.44, pp. 573-86.
- Dornyei, Z. (2007). Research Methods in Applied Linguistics: Quantiative, Qualitative and Education Canada Inc
- Engkent, G. & Engkent (2001). Ground Work Writing Skill to build on. Toronto: Pearson
- Gillham, B .(2000).Developing a questionnaire, New York. NY. Continuum.
- Graham and Harris, (2003).Students with learning disabilities and the process of writing. New York: Guilford press.

- Hardy, M and Heyse's. (1979). *Beginning psychology: comprehensive introduction to psychology* 4th edition. Oxford: Oxford university press.
- Hedge, J. (1988). *Writings kill*. New York: Oxford University press.
- Hillocks, G. (1987). *Synthesis of research on teaching writing.* 'In Educational Leadership
- Hyland, K. (2003). *Genre based pedagogical: A social response to process*. *Journal of second*
- ItaloBeriso. (1999). "A Comparison of the Effectiveness of Teacher versus Peer Feedback on Addis Ababa University Students' Writing Revision." J (Unpublished) PhD Dissertation.
- John, Langa. (1988 : 177) *College Writing Skills*. (2nd) New York: McGraw Hill..
- Johns, A. (1990). *L1 composition theories: Implications for developing theories of L2 composition*.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques: 2nd revised edition*. New Delhi: New Age International (P) Limited, Publishers.
- Kristy, D. (2015). "Students Difficulties in Writing English: A Study at the Third Semester Students of English Education Program at University of Bengkulu", *Research journal*, iv pp. 81-92.
- Langan, J. (1987): *College Writing Skills*. New York. MC grow hill.
- Langan, J. (2002). *English Skills with Reading*. 5th edition. New York: McGraw-Hill Companies
- Langan, J. (2008). *Exploring Writing Paragraph and Essays*. New York: McGraw-Hill Companies Inc.
- Lewy, A. (1979). *Hand book of curriculum education and UNESCO*, Paris. 163p.
- Lindsay, C. & Knight. (2006). *Learning and Teaching English, A course for teachers*. Oxford:
- Ling, Y. (2016) .*Teaching Writing* .Inw-A. Renandya, and H.p. Widodo (EDs) *English Language Teaching today: Building a closer link between theory and practice* (pp 1-20) New York.
- Matsuda, J. (2003). 'The role of intelligence in second language learning.' *Language Learning* (, pp. 267-80).
- Mohammed, Amin. (2015). conducted a research on assessing students' writing problems at Womberma Woreda Shindy and Mekonnen Shindy Secondary School, in grade 9th and 10th English class in West Gojjam zone Amhara Regional State. Unpublished MA Thesis:
- Mohammed, F. Amas A. and Muhammad ,B. (2016). "ESL Learners' Writing Skills: Problems, Factors and Suggestions", *Journal of Education and Social Science*. IV pp. 81-92.

- Murphy, D. (1986). *A Writer Teaches Writing: A Practical Method of Teaching Composition*. (2ndEdition) Boston: Heighen Mifflin.
- Neuman,W.,L.(2003) .*Social research Methods. Qualitative approaches (5thed.)*,vol.6. Bosten: Ally and Bacon.
- Noe,A. (2004). *Action in perception* Massachusetts: Massachsetts institution of technology press, publishers, ltd
- Nunan,D (1992). *Research methods, Language learning* Combrige University.*An essential Steeps in any research project.*
- Onwuegbuzie, A. J. & N. L. Leech. (2006). *Linking research Questions to Mixed methods data*. Oxford University Press.
- Richards, J. Platt, J.& Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics*. London: Longman.
- Richard,L.(1995). *Fluency and Language Teaching*. London: Longman.
- Richards,J.(1990: 100) *Language Teaching Matrix*.Cambridge:CUP.
- Richardson, V. (1996). *The role of attitude and beliefs in learning to teach*. New York.
- Sebranek, P. Meyer, V& Kemper, D. (1992). *A Guide to Writing, Thinking and Write Learning*:
- Snow, D. (2007). *In class writing Activities. From language learner to language teacher*.
- Swales, A. (1990).*The Genre Approach to The Study of Written Discourse*: New Jersey: Hampton Press.
- Tariku Mersie. (2013).*An Evaluation of the Writing Tasks and Their Implementation: The Case of Grade 11 English Textbook, MA Thesis (Unpublished)*, Addis Ababa University.
- Troyka,L.&Nudelman.(2004). *Steps in Composition: 8th Edition*. USA: CourierCompanies Inc.
- Yonnas,Adaye. (1998). *Teaching Writing as a Process at the First Year Level of AAU with Special Reference to College English*. Unpublished MA thesis: Addis Ababa: Addis Ababa University
- . Zeleke, (2018). *Students Perceptions and Teachers Practices of Teaching and Learning Writing Skills on: The Case of Four Selected Secondary Schools in Hawassa City Administration, South Nations, Nationalities and Peoples Regional State of Ethiopia*. IOSR Journal of humanities and social science(IOSR-JHSS).vol. 23 no. 1,2018,pp. 44-54.

APPENDICES

Appendix A: Classroom Observation Check list

Name of School _____
 Grade: _____ Section: _____
 Duration: _____ Date: _____
 Observation round _____

Observation days		Day 1				Day 2			
N0	Items	OT1	OT2	OT3	OT4	OT1	OT2	OT3	OT4
1.1	Teachers give a chance for students to generate ideas in paragraph writing								
1.2	Teachers encourage students to practices a paragraph writing inside the classroom								
1.3	Give sample paragraph for students to develop their own writing								
1.4	The teacher applies some activities in the classroom to encourage students to write a good paragraph								
1.5	The students participate in all writing tasks provided by their teachers in the classroom								
1.6	Give enough time for practicing paragraph writing inside the classroom								
1.7	Teachers give special attention on the use of punctuations, grammar, spelling and capitalization in paragraph writing inside the cl								
1.8	The teachers give introduction about how to write paragraph in the actual classroom								
1.9	Teachers' encourage students to fill the gaps with the correct words during writing lessons								

10	Students present their own paragraph in front of their classmates and take comments								
----	---	--	--	--	--	--	--	--	--

Appendix B: Questionnaire for Grade 10th Students

Dear students:

This questionnaire is designed to investigate the teachers' perception and practices of teaching writing skill and the major problems of grade 10th students' paragraph writing at Dega Damot District in three General Secondary Schools. Your genuine opinion about the current English language teaching in your school is extremely important for this study. Please give your response to all the items in the questionnaires. The researcher would like to assure you that no part of your response in this questionnaire will be transferred to the third party without your authorization your response will only be used for the purpose of this study moreover as your assurance; you do not need to write your name on this questionnaire

Thank you for your Collaboration

Questionnaire to be filled by Students

Instruction: Complete the following items as never =1, rarely=2, sometimes=3, usually=4 and always=5 in the spaces provided below.

No	How often does your English teacher use the following items in teaching paragraph writing	Never	Rarely	someti mes	usua lly	Alw ays
1	Organize your ideas using appropriate cohesive devices at their appropriate place?					
2	Give an opportunity for brain storming ideas in paragraph writing?					
3	Give enough time for practicing paragraph writing in the class room?					
4	Give a brief comment on grammar, spelling and punctuation while you are writing paragraph in the classroom?					
5	Encourage using the steps of paragraph in your writing paragraph skill?					
6	Give a chance to present your written paragraph to the whole class.					
7	Help you to write unified and well developed a paragraph?					
8	Identify problems in your writing paragraph outside the classroom?					
9	Give free writing activity in the classroom to develop your paragraph writing skill?					
10	Bring a sample paragraph in the classroom to develop your writing paragraph?					

The students' questionnaires were adapted from Mohammed (2015)

Appendix C: Amharic Version of Students Questionnaires

ውድ ተማሪዎች፤

ይህ ፅሁፋዊ መጠይቅ የተዘጋጀበት ዋና አላማ በደጋ ዳሞት ወረዳ በሶስቱ ማለትም በጣዕመ፣በሸዋ ፈረስ ቤት እና በፈረስ ቤት አጠቃላይ 2ኛ ደረጃ ት/ቤቶች የ10ኛ ክፍል መ/ራን የአንቀጽ ጽህፈትን የማስተማር ስነዘዴ አተገባበር ምን እንደሚመስል መገምገም ነው። የአንተ/ች ታማኝ የሆነ አስተያየት ለዚህ ጥናት እጅግ አስፈላጊ ሆኖ በመገኘቱ በአሁኑ ሰዓት በት/ቤትህ በት/ቤትሽ የእንግሊዘኛ ቋንቋ ትም/ት አሰጣጥ ምን እንደሚመስል ለመገምገም ነው። እባክህ/እባክሽ የሚከተሉትን ሁሉንም ፅሁፋዊ መጠይቆች ተገቢ በሆነ መልኩ ምላሽ ስጥ/ጭ። ያለአንተ/ች ፈቃደኝነት መጠይቁን ለሌላ ሰስተኛ ወገን ማስተላለፍ እንደሌለባችሁ አጥኚው ያምናል።የአንተ/ች ፅሁፋዊ ምላሽ የዚህ ጥናት ዓላማ ብቻ ለማሳካት እስከሆነ ድረስ እዚህ መጠይቅ ላይ ስምህን/ሽን መፃፍ አስፈላጊ አይደለም።

ስለ ትብብራችሁ እናመሰግናለን!!!

መመሪያ፡ የሚከተሉትን ዝርዝር ተግባራት በፍጹም ቁጥር አንድን ፣አልፎ አልፎ ቁጥር ሁለትን፣አንዳንድ ጊዜ ቁጥር ሶስትን፣ አብዛኛውን ጊዜ ቁጥር አራትን እና ሁልጊዜ ደግሞ ቁጥር አምስትን በመጠቀም ክፍትቦታውንሙሉ።

1	የአንቀጥን ፅሁፍ ለማስተማር የእንግሊዘኛ አስተማሪያችሁ ለምን ያህል ጊዜ የሚከተሉትን ዝርዝር ተግባራት ይጠቀማሉ	በፍጹም	አልፎ አልፎ	አንዳንድ ጊዜ	አብዛኛውን ጊዜ	ሁልጊዜ
1.1	ከክፍል ውጭ አንቀጥን ስትፅፉ መ/ራችሁ ለምን ያህል ጊዜ ችግሮቻችሁን ይለዩላችኋል					
1.2	የአንቀጥን ፅሁፍ ለማሻሻል መ/ራችሁ ለምን ያህል ጊዜ ነፃ የሆነ ልምምድ እንድታደርጉ ይጋብዝሃል/ሻል					
1.3	አንቀጥን በምትፅፉበት ጊዜ በስዋሰው ፣ስርዐተ ነጥብ፣ በትልልቅ ፊደላት አጠቃቀም ላይ ማስተካከያ በመስጠት ለምን ያህል ጊዜ መ/ራችሁ ያግዝሃል/ሻል					
1.4	ስለ አንድ ነገር/ሃሳብ ብቻ የሚያወራ በደንብ የዳበረ አንቀጥን እንድትፅፉ ስንት ጊዜ ታግዝሃል/ሻል					
1.5	የፃፍኩትን/ሽውንትን አንቀጥን በተማሪዎች ፊት እንድታንጸባርቁ መ/ራችሁ ለምን ያህል ጊዜ እድል ይሰጥሃል/ሻል					
1.6	አያያዥ ቃላቶችን በተገቢው ቦታ በመጠቀም ሃሳብህን/ሽን ለማደራጀት ለምን ያህል ጊዜ ታግዝሃል/ሻል					
1.7	አንቀጥን በምትፅፉበት ጊዜ ሃሳብ እንድታመነጩ ለምን ያህል ጊዜ እድል ይሰጥሃል/ሻል					
1.8	በክፍል ውስጥ የአንቀጥን ፅሁፈት ስትለማመድ/ጅ መ/ራችሁ በቂ የሆነ ሰዐት ለምን ያህል ጊዜ ይሰጥሃል/ሻል					
1.9	የአንቀጥን የፅሁፈት ደረጃዎችን እንድትጠቀሙ መ/ራችሁ ለምን ያህል ጊዜ ያበረታታሃል/ሻል					
1.10	የአንቀጥን ፅሁፈት ለማሻሻል ምሳሌ ክፍል ውስጥ በማምጣት ለምን ያህል ጊዜ ተማርክ/ሽ					

Appendix D: Teachers' Semi-structured Interview

Dear teachers: I would be very thankful to you and ; I appreciate your valuable contribution to answering the following questions under the title: Investigating teachers' perceptions and the practice of teaching writing skill and the major problems of grade 10th students paragraph writing at DegaDamot District in the three General Secondary Schools.

- 1) What beliefs do EFL teachers have about the qualities of paragraph writing skills inside the classroom?
- 2) What are your focus areas in teaching of your students in paragraph writing and give correction to the students writing tasks?
- 3) Do you teach your students how to write paragraph writing at this grade level?
- 4) Do you provide model paragraph to students and encourage them to write their own paragraph outside and inside the classroom?

Appendix E: Sample Transcript of Teachers' Interview

Key: Q: question

TR: Teacher Response

1. Q: What beliefs do you have about the use of mechanical skills in teaching paragraph writing?

T-1R: yes. I had a positive belief towards teaching of paragraph writing in the class on the use of the mechanical skills. Ok. In order to make effective paragraph writing, everyone should have enough capitalization, spelling vocabulary knowledge. I think, beliefs and the practices of teaching of paragraph writing could not go together in the actual classroom. For example, I had appositve perception on the use of mechanical skills but, I didn't practices paragraph writing outside and inside the classroom in terms of students' interst ,shortage of time, less attention on paragraph and may be lack of vocabulary.

T-2 R: No; I didn't have a positive perception on the use of mechanical skills in the classroom. To say that there are factors that affect the teaching learning process of paragraph writing like, English text book for students have a lot of contents, exercises, other activities and in terms of time Therefore, I simply rush to cover this bulky text book. Due to this I usually left writing lessons which are designed for the specified grade levels. This is what I want to say about your question.

T-3R Yes, I think, in order to increase students' perception and practice on the use of qualities of writing. Of course, my students have practiced paragraph writing in the class room; but it was not enough because there was no much time in one period. In my view from grammar students always got good score during exam but in writing they couldn't have a concept about it .In short writing a paragraph is difficult for them. And I don't give priority to paragraph writing rather than the content in the text

2 Q: What are your focus areas in teaching paragraph writing and giving feedback to the students writing task?

T2R: Ok. my focus areas in teaching paragraph writing skill is giving constructive comments on students paragraph writing but, I did not give written comments to my whole students. That is in terms of shortage of time, students' interest and the like. I used to work with one or two students who raise their hands. As the rest of the class, they live the rest of the class with no comments.

T-2R. My suggestion is that I was not effective in giving appropriate comments because students are large in number. But, sometimes I gave comments to one or two students who finished first but not to the whole students. Because I don't have time to do that.

T-3R I think, students were unable to write well developed paragraph according to different factors inside and outside the classroom. Writing activities are something more than grammatical exercise for them but students are model and rules observers rather than creators in their paragraph writing. Students didn't exactly know their roles and contribution in paragraph writing lesson and always went everything from teachers, they are always grammar oriented. For this reason, I primarily focused grammar on students' paragraph writing.

3 Q. Do you teach your students how to write paragraph at this grade level?

T1R I: yes, definitely, I taught paragraph in order to write unified and developed paragraph, I normally told my students to follow the necessary steps (pre writing, drafting, and editing, revising and proof reading). Most of the time ,I order them to write their own paragraph and present in front of students However, I may not give a chance to present their writing paragraph because of time and unable to cover the contents .

T-3 Yes. I think "I am always generalized all the common problems on all the students in the Class by marking one or two students' exercise book. This is not applicable to every student because their points of weakness are different from each other."

T4Yes. Of course. "First I revised the last lesson and then gave some activity to students to write paragraph. And I informed for students how to use writing phases during their writing lesson. By giving sample paragraph on the chalk board to show them the features of good paragraph looks like. Then, I would give them more lessons on topics like punctuation, spelling, and etc for the next class. However, they didn't conduct the teaching learning process in the classroom by different reason like shortages of time, students' motivation and unable to finish within 40 munities .This is what I want to say about your question.

4 Q. Do you provide model paragraphs for students and encourage them to write their own

paragraphs after they analyze the model?

T-1. No, I did not bring the model paragraph to the class, but I encouraged students to write paragraph based on examples from their text. Because of the time and the wide contents in the text.

T-2, No, I did not bring the model to the class, I didn't encourage students to write based on examples from their text outside the classroom. Because of shortage of time, students' motivation and unable to cover the contents with in 40 minutes.

T-3R No, I did not give the model paragraph to the class. Simply I advised students to practice from simple sentences. In addition, I am telling them to use correct grammar, spelling and other components of paragraph whenever they are given writing tasks in the class room and outside.

.

Thank you for your cooperation.

No matter

Appendix F: Students' Response for Questionnaires

Students Code	Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10
1.	2	3	1	1	1	1	1	1	4	3
2.	1	2	4	1	3	1	2	1	4	3
3.	3	3	1	3	2	3	4	5	4	1
4.	2	3	1	1	1	1	1	2	4	3
5.	1	4	3	2	4	4	2	1	5	1
6.	4	3	2	1	1	1	1	2	4	3
7.	1	4	1	1	3	2	2	2	4	3
8.	2	3	4	1	2	1	4	1	5	2
9.	1	4	1	3	2	1	1	2	4	1
10.	1	2	4	2	4	2	1	1	3	3
11.	3	3	2	1	3	1	3	1	4	2
12.	1	4	4	2	2	3	1	4	5	4
13.	2	3	1	1	1	1	2	1	2	3
14.	1	3	3	1	3	4	1	3	4	2
15.	3	3	1	1	1	2	3	2	4	1
16.	1	2	4	2	2	1	2	2	5	3
17.	1	3	1	4	1	1	1	2	4	3
18.	3	4	4	1	2	1	4	3	4	2
19.	1	1	2	1	4	3	1	1	3	3
20.	2	4	1	3	1	2	2	2	4	2
21.	1	3	4	2	3	1	3	4	2	1
22.	4	2	2	2	2	1	1	5	5	1
23.	2	4	1	3	1	2	1	3	4	1
24.	1	4	1	1	2	1	2	1	3	3
25.	3	3	4	2	1	4	1	4	4	2
26.	1	2	2	4	1	1	4	1	2	3
27.	2	4	1	3	4	1	3	3	5	1
28.	2	4	2	1	1	3	2	2	4	3
29.	1	4	2	2	1	1	1	4	3	3
30.	4	4	2	1	2	1	2	2	4	2
31.	1	2	4	1	1	2	1	1	4	3
32.	2	4	1	2	3	1	4	5	5	1
33.	1	4	3	1	2	1	2	1	2	3
34.	3	4	2	4	1	1	4	3	3	3
35.	2	3	2	2	4	2	2	2	4	2
36.	1	3	4	1	1	1	1	1	5	3
37.	4	2	1	1	3	1	3	2	4	1
38.	2	4	2	2	4	1	2	1	3	2

39.	1	3	2	1	1	1	1	1	4	3
40.	2	4	4	3	2	3	3	2	5	2
41.	1	3	1	1	4	4	2	3	2	3
42.	3	4	3	1	1	1	1	1	4	2
43.	2	2	1	2	3	1	3	2	3	3
44.	1	4	4	3	1	3	1	4	5	2
45.	3	3	1	1	4	2	4	1	4	3
46.	2	3	2	1	1	1	1	2	4	3
47.	1	4	1	2	2	4	2	2	5	1
48.	3	3	4	1	1	1	1	3	3	3
49.	1	2	1	3	4	2	4	2	2	2
50.	1	4	2	1	3	3	1	1	4	3
51.	4	3	2	2	1	1	2	2	5	4
52.	1	3	4	1	2	2	3	1	4	3
53.	2	2	1	4	3	1	2	4	4	2
54.	1	4	1	3	4	3	4	2	3	1
55.	2	3	2	1	1	2	1	5	5	3
56.	1	4	1	2	1	1	2	2	4	2
57.	3	1	2	1	3	4	1	3	4	4
58.	1	3	1	2	2	1	1	4	4	3
59.	1	3	1	3	3	3	2	2	4	1
60.	4	4	2	1	4	2	4	1	4	2
61.	1	2	2	1	2	1	1	1	4	3
62.	3	3	2	4	1	4	4	5	4	2
63.	2	4	1	2	2	1	1	1	4	3
64.	1	4	4	1	2	2	3	4	3	2
65.	2	3	1	2	2	1	2	2	4	2
66.	1	3	2	1	1	1	1	1	4	2
67.	4	3	1	2	2	2	2	2	4	3
68.	1	4	1	1	1	1	1	1	5	3
69.	3	4	2	3	2	3	2	2	4	2
70.	2	3	1	1	1	1	1	1	4	3
71.	1	3	4	1	3	4	4	4	5	1
72.	3	4	2	2	4	2	2	3	4	3
73.	2	3	1	1	1	1	3	1	3	4
74.	1	2	2	3	2	3	2	2	5	2
75.	4	3	1	1	1	1	1	1	4	3
76.	2	4	2	1	3	2	4	1	2	3
77.	1	3	4	2	2	1	1	1	4	2

78.	3	2	1	1	4	3	2	2	4	3
79.	2	3	2	3	1	1	3	3	5	3
80.	3	4	3	1	3	4	1	1	4	2
81.	2	3	1	4	2	1	2	2	3	1
82.	1	2	2	1	4	2	1	1	2	3
83.	1	4	1	3	3	1	4	5	5	2
84.	4	3	2	1	4	2	2	1	4	3
85.	2	4	1	2	1	1	1	3	4	2
86.	3	3	2	1	2	3	2	2	3	3
87.	1	1	1	1	1	1	1	1	4	2
88.	4	3	2	2	3	1	3	4	4	1
89.	2	4	1	1	1	2	2	2	5	3
90.	3	2	2	2	3	1	1	1	2	4
91.	1	3	1	3	1	3	4	3	4	3
92.	2	3	3	1	4	1	1	1	4	2
93.	1	2	1	1	2	2	2	1	4	3
94.	1	3	1	2	1	1	1	2	4	3
95.	3	4	1	3	2	2	1	1	4	3
96.	2	3	1	1	2	1	4	2	4	2
97.	2	4	1	3	2	2	2	1	4	3
98.	1	3	1	2	1	1	1	1	3	1
99.	3	3	1	3	3	2	2	5	4	3
100.	1	2	4	2	2	4	1	2	5	2
101.	3	3	1	1	2	1	3	1	2	3
102.	2	3	1	2	1	2	4	2	4	2
103.	4	3	1	1	1	2	2	1	4	3
104.	2	4	2	3	2	4	1	3	4	3
105.	3	3	1	1	2	2	2	1	3	1
106.	2	3	1	1	1	1	1	2	5	3
107.	1	2	4	2	2	3	3	1	4	2
108.	3	3	3	1	4	2	1	4	2	3
109.	2	1	1	2	1	1	4	2	4	3
110.	1	3	2	1	2	2	2	1	4	3
111.	3	3	1	4	2	1	1	3	3	4
112.	1	3	2	1	2	4	2	2	4	3
113.	4	3	1	3	1	1	1	1	5	1
114.	2	3	2	2	2	2	2	1	4	3
115.	1	2	4	1	3	1	1	2	2	2
116.	3	3	1	2	1	2	3	3	4	3

117.	1	3	1	1	2	1	1	1	5	2
118.	2	3	2	3	1	2	2	4	3	1
119.	4	3	1	2	2	1	1	2	4	3
120.	1	2	2	1	3	4	3	5	5	3
121.	2	3	1	2	2	1	1	1	2	4
122.	3	3	2	1	1	1	4	2	3	3
123.	1	3	1	2	2	1	1	1	4	3
124.	2	3	2	1	4	3	2	3	5	2
125.	3	3	3	3	3	1	1	2	4	1
126.	2	3	2	1	1	1	2	1	4	3
127.	1	3	1	1	2	1	2	1	4	2
128.	2	2	1	1	2	1	2	2	3	3
129.	4	3	1	1	2	1	2	2	4	2
130.	1	3	1	2	1	1	1	1	4	3
131.	3	3	4	1	2	3	4	5	3	2
132.	2	3	1	1	1	1	1	1	4	1
133.	1	4	2	3	3	2	2	4	5	3
134.	1	3	1	1	1	1	1	2	4	2
135.	1	3	4	1	4	4	2	2	5	3
136.	4	3	1	1	2	2	1	1	2	3
137.	1	2	3	3	1	2	2	2	4	2
138.	3	3	1	1	1	1	1	1	5	1
139.	1	1	1	1	2	2	2	1	4	3
140.	1	4	1	2	1	1	1	3	4	3
141.	3	3	4	1	3	3	1	2	3	4
142.	1	3	2	2	1	1	2	1	5	2
143.	4	3	1	1	1	2	1	2	4	3
144.	1	4	3	4	2	1	1	1	2	3
145.	3	3	2	1	1	4	2	5	4	2
146.	1	2	1	3	2	1	2	3	4	3
147.	1	3	4	2	1	2	2	2	5	2
148.	4	3	2	1	2	1	1	1	4	1
149.	1	3	1	2	1	2	2	4	3	3
150.	3	3	2	1	3	1	1	2	5	3
151.	1	4	1	2	4	3	2	3	2	2
152.	3	3	2	1	2	1	1	1	4	4
153.	1	3	4	3	1	1	4	2	3	2
154.	2	3	1	1	1	4	3	5	5	1
155.	1	3	3	2	2	1	1	1	4	3

156.	4	2	2	1	1	2	2	2	2	3
157.	1	4	4	2	2	4	3	3	5	2
158.	1	4	2	2	4	2	4	5	3	1
159.	3	3	4	1	3	3	1	1	4	3
160.	2	2	3	3	1	2	2	4	2	2
161.	1	1	4	1	4	1	3	2	5	1
162.	4	4	1	1	1	2	1	3	4	2
163.	1	4	4	1	1	1	1	1	4	3
164.	3	4	2	4	3	4	4	4	3	4
165.	1	2	1	1	1	2	2	2	4	3
166.	1	3	4	3	2	3	3	3	5	2
167.	4	4	2	2	3	1	1	1	2	1
168.	1	4	4	2	1	3	4	1	3	3
169.	3	2	3	1	1	2	2	4	4	2
170.	1	4	4	3	3	3	3	3	5	3
171.	2	3	2	1	4	1	1	5	4	4
172.	1	2	4	4	1	4	4	1	2	1
Mean	2.02	3.1	2.02	2	2	2	2	2.2	3.8	2.5

Appendix G: Pilot study of Students' Questionnaires Results

Students Code	Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10
1.	1	5	5	4	5	4	4	5	5	5
2.	4	5	4	4	5	3	4	5	5	5
3.	3	5	5	5	5	4	5	4	5	5
4.	3	4	4	2	5	3	5	3	5	5
5.	2	4	3	3	4	4	1	2	4	4
6.	3	4	5	1	2	5	1	1	2	2
7.	4	5	4	3	3	4	1	2	4	4
8.	5	5	4	3	4	4	5	1	4	3
9.	4	5	4	4	4	4	4	1	4	4
10.	5	4	3	4	4	4	4	1	4	4

Reliability Statistics

Cronbach's Alpha	No. of Items
.736	10