IMPROVING SECOND-YEAR UNIVERSITY STUDENT TEACHERS' PARAGRAPH WRITING SKILLS

A Thesis Submitted

By

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DECLARATION

I, Shine Lillian Gifty Agbevivi (student # 23038819), hereby declare that this thesis has not previously been submitted to this or any other university and that it is my own work in design and execution; all reference materials contained therein have been duly acknowledged.

Signature  …….. Date: 04-04-2025

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DEDICATION

To my daughter, Pascalyn Setor Kpodo

&

the ever-loving memory of my beloved mother,
Rejoice Mary Gasu: father,
George Congrats Komla Agbevivi: and brother,
Bright Sonice Kofi Agbevivi.

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ABSTRACT

This study was undertaken to improve the paragraph-writing skills of second-year university student-teachers. The main research question that guided the study was: How can second-year university student-teachers improve their paragraph writing skills? Specifically, paragraph errors commonly made by student-teachers were examined, challenges encountered in paragraph construction were explored, and the SSHE paragraph improvement model was developed, implemented and evaluated. The study adopted a pragmatic research paradigm and an evaluative action research design, underpinned by Error Analysis Theory and Vygotsky's Zone of Proximal Development. A mixed-methods approach was employed to collect data from a sample of 57 upper primary student-teachers at the Department of Basic Education, University of Education, Winneba, Ghana. Data were collected through essay tests and structured questionnaires. Inductive thematic analysis was used for the qualitative data, while frequencies, percentages, means, standard deviations, and paired samples t-tests were employed for the quantitative analysis. The findings revealed that student-teachers experienced significant difficulties with paragraph types, structure, and texture. However, following the implementation of the SSHE model, notable improvements were observed in students' ability to write effective introductory, body, and concluding paragraphs. Additionally, the clarity and cohesion of topic, supporting, and concluding sentences improved, along with the unity, adequacy, and cohesion of their paragraphs. These enhancements led to clearer, more focused, and semantically richer academic writing. The SSHE model was therefore found to be effective in developing student-teachers' paragraph writing competence and is recommended for integration not only at the tertiary level but also within secondary and basic school curricula. The study carries significant implications for academic writing pedagogy, curriculum enhancement, and the design of writing interventions aimed at addressing paragraph-level writing challenges.

Keywords: SSHE paragraph model, academic writing, paragraph types, paragraph structure, paragraph texture, error analysis, student-teachers, writing challenges, tertiary education, paragraph pedagogy.

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

The study was designed to address persistent challenges in paragraph construction among tertiary-level student-teachers. It developed and implemented the SSHE (Survey, Structure, Harmonise, and Evaluate) Paragraph Improvement Model. The model was employed to guide a pedagogical intervention aimed at enhancing students' competence in writing coherent and well-organised academic paragraphs. The thesis is structured into six chapters, each reflecting a distinct phase of the research process. This chapter introduces the study, which aimed to enhance the paragraph writing skills of second-year university student-teachers in academic contexts. It presents the background to the study, the statement of the problem, the purpose of the research, and outlines the research objectives and questions. The chapter also discusses the underlying assumptions, the significance of the study, as well as its delimitation and limitations. Finally, it provides an overview of the organisation of the entire thesis.

1.1 Background to the Study

Writing is one of the important skills students are required to develop for life (Graham et al., 2020). It is one of the four fundamental language skills aside from listening, speaking, and reading, which every student learning language, either as a native or foreign language, must learn to master. According to Widyasari et al. (2022), every language learner needs writing as a skill not only to develop ideas but also to cultivate emotions and sentiments within the writer (Azmi, 2016; Chowdhury, 2015). As students plan to write, there is a need for extensive knowledge and profound cognitive processes to be able to craft words, sentences, and paragraphs while adhering to the principles of English grammar. These skills encompass using correct grammar, selecting appropriate vocabulary, employing proper punctuation, and choosing relevant topics to facilitate the organised arrangement of information (Din & Ghani, 2019; Kumala et al., 2018; Ratnaningsih, 2020). Thus, engaging in writing not only enhances students' English proficiency but also fosters the development of their critical thinking abilities. In functioning as a fundamental tool in one's chosen profession, writing plays a pivotal role in facilitating further education and personal development (Aziz, 2011) hence, writing skills should become a key aspect of the educational field (Azmi, 2016).

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Studies reveal that many students grapple with the challenges of composing scientific writing as writing poses a formidable challenge, irrespective of whether one is a native or non-native speaker (Amiri & Puteh, 2017; Nuruzzaman et al., 2018; Rudiyanto, 2017). This challenge arises from the necessity for writers to meticulously balance a multitude of elements, including content, organisation, grammar, purpose, target audience, vocabulary, and mechanics during the writing process (Ramasamy & Aziz, 2018). According to Alsamadani (2018), writing in a second or foreign language is inherently more challenging due to the need to produce written work that is both syntactically accurate, semantically acceptable, and culturally appropriate. The implication is that when individuals write in a language that is not their first or native language (a second or foreign language), the task becomes significantly more difficult. This increased difficulty arises from the fact that writers in such a situation are expected to create written pieces that adhere to the grammatical and structural rules of the language, make sense and convey the intended meaning effectively. They are also to ensure that the expressions are devoid of ambiguity or confusion, and take into account cultural norms, values, and context. Hence, the intricacies of writing make it a demanding task for students, underscoring the need for continuous improvement and development in this essential skill.

It is argued that among the four language skills, writing is considered the most complex yet critical for almost everyone learning English, especially in an academic environment such as tertiary institutions including universities, colleges, and vocational schools (Marginson & Considine, 2016). These institutions incorporate writing activities into the entire teaching and learning process to produce intellectuals. As such, many English as Foreign Languag (EFL) writers struggle to fully grasp and proficiently execute these aspects (Quvanch & Si Na, 2022) especially when composing academic essays and papers. These encompass development and organisation (Writing Center, 2017), grammar comprehension, punctuation, and capitalisation (Yulianti, 2018) issues.

The multitude of challenges inherent in the writing process underscores the fact that writing is a demanding endeavour for many students. At the university level, this difficulty is compounded by the expectations of academic writing, which requires a scientific and systematic approach (Hyland, 2013). Academic compositions must adhere to rigorous conventions in formatting, structure, referencing, and linguistic precision (Bailey, 2018; Swales & Feak, 2012). As such, students are required to integrate various elements such as argumentation, evidence, and cohesion into a unified and coherent piece of writing (Gillett et

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al., 2009). A fundamental aspect of this process involves the organisation of ideas into well-structured paragraphs, where each paragraph represents a distinct unit of thought with a topic sentence, supporting details, and a concluding sentence (Oshima & Hogue, 2006). Effective writing, therefore, is characterised by the ability to convey ideas clearly and logically, ensuring that paragraphs are well-sequenced and internally coherent (Hacker & Sommers, 2021). It is incumbent upon students to develop these competencies to meet the academic standards expected in higher education.

Paragraphs serve as a great way for students to follow an outline accurately and to make sure that all crucial facets of a subject or problem are covered in an orderly and thorough manner. All types of academic writing are thought to be built upon a paragraph (Boardman & Frydenberg as cited in Wali & Madani, 2020), and it is possible that once paragraph writing is mastered, extending it to essays and other writing assignments is easy to do. In line with Hussen's (2015) insights, students at this educational level are tasked with honing their paragraph writing skills, transcending the mere construction of sentences, phrases, or individual words. It is within this context that students are expected to craft paragraphs that exhibit well-structured elements and employ grammatically correct sentences, thus facilitating effective written communication. Wali and Madani (2020) argue that a paragraph fundamentally consists a collection of closely related sentences dedicated to the development of a single idea. According to their perspective, it is imperative to recognise that a paragraph should exclusively focus on one topic, with any attempt to encompass multiple subjects within a single paragraph considered unacceptable.

A paragraph is a separate, organised discourse unit that communicates a unique topic or group of related ideas through a logical and well-organised series of phrases (Hinkel, 2016; Raudatus, 2020), which are connected by transitions and logical connections. Its writing must necessarily go through four stages, namely prewriting, drafting, revising, editing, and proofreading, as suggested by Widyasari et al. (2022). Hence, composing an effective paragraph necessitates a comprehensive sense of organisation, wherein each sentence seamlessly integrates into a coherent framework. This may entail, to a large extent, that to construct a well-structured paragraph, one need to effectively select topic sentence. This is an art that students should master to enable them arrange their information in a logical manner.

A well-developed paragraph in academic writing must exhibit clear structure, unity, coherence, and completeness. The structure of a paragraph typically comprises a topic sentence,

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supporting details, and a concluding sentence (Bailey, 2018; Gillett et al., 2009). The topic sentence introduces the main idea, serving as a roadmap for the reader, while the supporting sentences elaborate on this idea using examples, explanations, and evidence (Swales & Feak, 2012). The concluding sentence reaffirms the paragraph's main idea and provides a smooth transition to the next point (Oshima & Hogue, 2006). Academic paragraphs must exhibit unity, focusing on a single idea, and coherence, ensuring logical flow between sentences through the use of transitions and consistent argumentation (Hinkel, 2019). Equally important is cohesion, which links ideas at the sentence level using grammatical and lexical devices (Halliday & Hasan, 1976). Adequacy and completeness are essential to ensure that the paragraph offers sufficient and relevant information to support the main idea (Hacker & Sommers, 2021). In academic contexts, the paragraph is the foundational unit of discourse, underpinning various genres such as essays, reports, and research papers (Hyland, 2013). Failure to observe these qualities compromises clarity and coherence, potentially obstructing the reader's comprehension. Thus, mastering the art of paragraph construction is crucial for producing logically organised and intellectually sound academic writing.

All university activities are fundamentally rooted in specialised forms of academic literacy (Hyland, 2013), hence, it is crucial to give attention to addressing writing issues among university students, ensuring that they can achieve the expected outcomes (Jurianto et al., 2015). It is clear that university students need to nurture a strong level of expertise in the art of crafting academic paragraphs as the capacity to construct well-organised paragraphs takes on profound importance, especially in an era where literacy skills are central to achieving success. This skill in paragraph composition proves to be not only crucial within the academic sphere but also essential for meeting the exacting requirements of impactful communication and comprehensive understanding, extending far beyond the boundaries of the classroom. Knowledge of well-constructed paragraphs, therefore, lays the foundation for students to become writers of coherent essays and research papers.

1.2 Statement of the Problem

From personal observations, experience, and discussions with colleagues in the teaching field, it was noticed that the benefits of a paragraph in academic writing are thwarted by poor paragraphing skills which prevent the decoder from grasping the intended information and ensuring comprehension, thereby leading to students' weak performances. Despite the importance of paragraphing in today's academic world, many students do not pay enough

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attention to this aspect of writing. As a practicing academic instructor and guide, I have identified weak paragraph and paragraphing skills as one of the factors culminating in weak performances among students in their academic pursuits. Having been teaching and assessing students at Junior High Schools, Senior High Schools, Colleges of Education and Universities on both full-time and part-time basis across Ghana, I noticed a lack of conceptual understanding of paragraphing as one major difficulty of students. This requires improving students' understanding of the concept and helping improve the performance of student teachers in writing. Discussions with colleagues from varied fields of discipline confirm that students' weaknesses in paragraph construction is one major challenge in academic writing. This challenge, on the surface of students' written texts, include difficulties with expressing themselves in English, the lack of preparation in writing skills, insufficient time and resources, inadequate support and feedback from instructors, and the complex nature of academic writing.

Among the second-year student-teachers of the Department of Basic Education, University of Education, Winneba, I identified a persistent issue: some students still lack the fundamental competence required to craft effective paragraphs. Others also grappled with difficulties in paragraph organisation, the formulation of clear topic sentences, the provision of supporting details, seamless transitions, and an awareness of the target audience. Notably, the majority of the written compositions by these second-year university student-teachers reveal a recurring challenge where they frequently struggle to organise their ideas coherently within paragraphs, leading to disjointed and perplexing writing. Even among those who manage to craft effective topic sentences, there is often a struggle to provide sufficient supporting details or evidence to bolster their arguments within paragraphs. This deficiency negatively impacts the overall credibility of their writing.

The challenges of writing paragraphs have also garnered significant attention in literature yet majority of the studies (Ly et al., 2021; Nuruzzaman et al., 2018; Pane & Sanchez, 2023; Ramendra et al., 2022; Rass, 2015; Ratnaningsih, 2014; Siddiqui et al., 2023; Widyasari et al., 2022) have centred on paragraph errors committed by ESL students. Research on paragraph writing errors committed by students has been abundant, albeit with focus outside the Ghanaian setting (Al-Zahrani, 2018; Etinurwati, 2017; Hussen, 2015; Huwari, 2020; Nabhila, 2016; Wati, 2023). These studies have predominantly centred on analysing errors related to various facets of paragraph writing, such as correct punctuation usage and the influencing factors, rather than delving into the overall quality of the composed paragraphs. Furthermore, these investigations have predominantly failed to take the knowledge of second-year

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university students regarding paragraph writing with the intent of implementing remedial actions to assist these students in improving their writing skills.

It is evident from studies (Amenorvi, 2011; Mandor, 2021; Owusu, 2020; Saeed, 2016; Sarfo-Adu, 2015) that the existing research landscape in Ghana has primarily concentrated on theoretical aspects and paragraph-writing skills, without offering practical strategies to aid students in overcoming the challenges they encounter. These studies explored challenges faced by university students in academic writing and/or identified common issues such as difficulty in crafting topic sentences, maintaining coherence, and providing adequate support for arguments. Furthermore, the dearth of studies conducted within the specific context of the University of Education, Winneba, underscores the importance of this research in addressing the specific needs and difficulties faced by second-year student-teachers in paragraph composition. There is a need to explore strategies and interventions geared at developing a model as a guide to improving second-year to-be teachers who are being groomed to teach at the basic level of education in Ghana in paragraph writing.

1.3 Purpose of the Study

This study aimed to improve second-year university student-teachers' paragraph-writing skills in their academic writing.

1.4 Objectives of the Study

Specifically, this study aimed to:

1. Analyze the common errors in second-year university student teacher's paragraph writings.
2. Examine challenges second-year university student-teachers encounter in writing paragraphs.
3. Explore the effect of the paragraph model employed on second-year university student-teachers' paragraph knowledge.
4. Examine the impact of the paragraph model employed in improving second-year university student-teachers' paragraph writing skills.

1.5 Research Questions

The following research questions guided the study;

1. Which common errors are frequently observed in written paragraphs of second-year university student-teachers?

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2. What challenges do second-year university student-teachers encounter in writing paragraphs?
3. What is the effect of the paragraph model employed on second-year university student-teachers paragraph knowledge?
4. How does the paragraph model employed improve second-year university student-teachers' paragraph writing skills?

1.6 Significance of the Study

This study sought to improve the paragraph writing skills of second-year university student teachers holds several benefits for the students and stakeholders of education.

First, it is hoped that the findings of this study, in addressing the difficulties that these students face in writing paragraphs, would help to enhance the understanding of paragraph writing and the skills required to write effective paragraphs among Ghanaian second-year university student-teachers. Since paragraph writing, a key ingredient of academic writing, is critical to the success of students, this would contribute to their overall academic writing skills thereby resulting in improved academic performance and understanding of the various course contents taught in Communication Skills, a mandatory course taken by most students in Ghanaian tertiary institutions. In addition, as students experience an enhancement of their writing skills, they are better positioned as functional members of society, more proficient and confident in expressing their ideas and arguments, thereby contributing to their overall personal and career growth.

Also, this study's findings would provide information that will be beneficial to lecturers and tutors, especially those in charge of instructions on English Language and Communication Skills courses about students' difficulties in academic writing and specifically in writing paragraphs. Understanding these unique challenges students face in paragraph writing would enable the lecturers and tutors to tailor their instructions more effectively in addressing some of these challenges while offering targeted interventions to support these students.

Again, the development of paragraph improvement interventions/strategies would help to address the gap in writing instruction and provide a practical tool for students and educators to improve paragraph writing skills. The strategies should provide a clear and concise guide for students to understand the structure and organisation of paragraphs, expand their vocabulary and improve their grammar, and provide examples and exercises to reinforce their

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learning. By providing students with strategies for paragraph writing, they will be equipped with the necessary skills to communicate their ideas effectively in writing.

In addition, the study shall serve as a guide to other stakeholders in formulating policies for the education sector, especially in designing curriculum and educational materials. Findings from this study could guide higher education institutions in developing resources and support systems for students struggling with paragraph writing. It may also help policymakers prioritise writing skills for students across various educational institutions. Understanding the challenges that tertiary-level students face in academic writing could lead to curriculum changes that emphasise writing skills, benefiting students at all levels.

Lastly, this study will also add to the corpus of literature on paragraph writing and provide insights into effective writing training for tertiary students. It would therefore contribute to educational theory on the challenges of paragraph writing among university students, thereby refining existing theories or helping in developing new theories related to writing pedagogy. Similarly, the findings of this study can help in validating or refuting existing theories about the development of academic writing skills, offering empirical evidence to support or revise these theories. It is also hoped that future researchers interested in conducting similar studies would lay hands on the information and insights provided in this current study to guide their works and come out with more valid findings to arguments the existing literature.

1.7 Delimitation of the Study

This study was guided by several boundaries set to narrow the focus of the research to come out with more comprehensive and conclusive findings. In investigating the difficulties of second-year university student-teachers in writing paragraphs in their academic writing, the delimitations set helped to clarify the scope of the study and make the investigation more manageable. First, the study is delimited to paragraph types (introductory, body and concluding paragraphs), paragraph structure (topic, supporting and concluding sentences) and paragraph texture (cohesion, unity, adequacy). Specifically, the study is focused on the analysis of the common errors, examining challenges, exploring the effect of the paragraph model on student-teachers' knowledge, and examining the impact of the paragraph model employed in improving second-year university student-teachers' paragraph writing skills. The study is delimited to only second-year Upper Primary student-teachers from the Department of Basic Education, University of Education, Winneba. This is the group with whom the problem was identified. As such, the findings of this study may not be directly applicable to

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all tertiary students across the various universities in Ghana since each of these universities may have students with unique paragraphing challenges warranting the need for specific interventions to be applied in addressing these challenges.

1.8 Assumptions of the Study

The study assumed that second-year university student-teachers hold a crucial role in the educational system. It is presumed that in their first year, these students are introduced to paragraph writing courses, which are foundational for developing proficient and coherent writing skills in subsequent academic levels. It is further assumed that as they progress into their second year, it is imperative for these students to effectively apply the paragraph writing skills they have acquired in the first year to enhance their academic writing. However, it is assumed that tertiary student-teachers lack the necessary skills and strategies in paragraph writing to improve their academic writing. Therefore, it is assumed to be crucial to provide support for university students at this stage to bolster their ability to write effective paragraphs.

1.9 Structure of the Study

The research is organised into six chapters.

Chapter One introduced the study. The chapter was discussed under subheadings including background to the study, statement of the problem, purpose of the study, research objectives and questions, assumptions of the study, significance of the study, delimitation, and the organisation of the study. Chapter Two reviewed literature on the theory, existing models and the conceptual framework underpinning the study. Chapter Three reviewed literature on empirical studies related to the study. This review focused on studies conducted within the field of paragraph writing, challenges in writing paragraphs, errors in paragraph writing, and paragraph writing models. Chapter Four discussed the research design and methodology for the study and delved into the research philosophy, approach, design, population, sample and sampling procedures used as well as the instruments and procedures involved in the collection and analysis of the data. Chapters Five presented results and findings from data collected from documents (tests) and questionnaires in line with the research questions. Chapter Six discussed and analysed findings as well the summary of findings, conclusion, and recommendations of the study.

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1.10 Conclusion

This chapter laid the foundation for the present study by providing an overview of the background and context within which the research is situated. The statement of the problem highlighted the gaps and challenges necessitating this investigation, while the purpose and objectives clearly articulated the intended direction and scope of the research. The research questions have been formulated to guide the inquiry, ensuring alignment with the stated objectives. Additionally, the significance of the study has been emphasised, underscoring its potential contribution to academia, policy, and practice. The delimitation section defined the boundaries of the study, ensuring focus, while the assumptions acknowledged the underlying beliefs supporting the study. Finally, the structure of the study has been outlined to provide a roadmap for the reader. The following chapter reviews the theoretical and conceptual frameworks of the study.

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CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK

2.0 Introduction

A theoretical framework consists theories expressed by experts in the field into which a researcher intends to conduct research which the researcher draws on to give a theoretical coat-hanger for data analysis and interpretation of outcomes (Kivunja, 2018). It provides a lens to understand the research problem and interpret the findings (Ravitch & Carl, 2021) and a coherence and direction to research by connection existing knowledge with the research objectives and questions (Babbie, 2020). The theories for the study provide the theoretical foundations upon which this research is grounded and are discussed in subsequent sections. The chapter also presents the conceptual framework, a graphical form (map) to explain the key constructs and their relationships, helping to define the scope of the study (Ravitch & Carl, 2021).

2.1 Theoretical Framework

2.1.1 Error Analysis Hypothesis

According to Harmer (2018), errors constitute an integral aspect of the learner's interlanguage, representing the evolving version of the language at a specific stage of development that continuously transforms as the learner progresses toward mastery. Wood (2017) emphasises that when conveying information through written or spoken language, learners may encounter challenges in avoiding errors. The utilisation of language can lead to the creation of incorrect examples. However, with feedback from interlocutors, learners can assimilate new language rules. This suggests that errors are inherent in the language learning process. They are noticeable departure from the grammar employed by native speakers, indicative of the learner's interlanguage competence (Gass et al., 2020; Botley, 2015; Brown, 2014).

Errors emerge from an incomplete understanding and proficiency in language rules during the learning process. It is essential to acknowledge that making errors is an inherent and inevitable part of the foreign language learning journey. Norrish (1983) defines error as a systematic deviation from the accepted system of the target language. On the other hand, a mistake is characterised as a non-systematic deviation resulting from human limitations like tiredness, nervousness, and fatigue when learning a language. This implies that errors may arise due to

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various human factors involved in mastering the target language, including limitations in memory, psychological challenges, lack of comprehension of the material or subject, and the unconscious nature of error occurrence. Syahrani (2018) opines that error is a part of second language acquisition that happens systematically and consistently to learners and caused by a lack of comprehension of linguistic competence. Making errors, therefore, is part of the learning process and no one can learn a language without him/her first making errors.

Simbolon et al. (2021) observed that as students engage in creative use of a foreign language, the generation of errors becomes a common occurrence. These errors naturally manifest during spontaneous communication when students encounter challenges in expressing or comprehending messages in a foreign language to the same proficiency as in their native language. In this context, the term "error" is used to denote any deviation from a predefined norm of language performance, regardless of the characteristics or causes of the deviation. Ancker, as referenced by Fadzilyna (2013), highlights that the occurrence of mistakes or errors is an inherent element in the process of learning and should be acknowledged as a fundamental aspect of cognitive development. Krashen, as cited by Aminah (2016), echoes this perspective, asserting that language acquisition necessitates a systematic commitment to errors. According to Teti (2021), language learners consistently make errors throughout their learning journey, suggesting an incomplete understanding of the language system in the target language (English). Errors are characterised by their systematic nature, lack of recognition by the learner, inability to be self-corrected, and occurrence due to the learners' unfamiliarity with the rules of the target language. In Yakub's (2018) view, an error is characterised as a systematic deviation, occurring persistently when a student consistently makes mistakes due to a lack of understanding. The term "systematic deviation" underscores the regular occurrence of such deviations. Errors are considered systematic and rule-governed incidents, resulting from a learner's insufficient comprehension of the rules governing the target language.

Kushniruk (2021) citing Corder explained that systematic and non-systematic errors play an essential role in highlighting the opposition between them. The author further posits that all errors might have a systematic nature, and it underscores the importance of distinguishing between systematic and non-systematic errors, highlighting their essential contrast. In the course of linguistic performance, errors can arise among adult native speakers due to various factors such as memory lapses, physical conditions like fatigue, and psychological states like intense emotions. Hence, it is important to note that these errors do not necessarily indicate a lack of knowledge in the first language (L1). Native speakers usually recognise and correct

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such errors on their own. However, expecting the same immediate self-correction from a second language (L2) learner, according to Corder (1967), would be illogical.

Corder's fundamental criterion for identifying faults and mistakes is the learner's ability to self-correct (Corder, 1967). According to Mashoor and Abdullah (2020), when learners make mistakes, they can be systematically examined and categorised to reveal insights into the processing system that causes the errors. The analysis of errors reveals that they come from a variety of potential sources, including intralingual errors within the target language, interlingual errors caused by interference from the native language, psycholinguistic strategies, the sociolinguistic context of communication, and other variables (Brown, 2014). These errors can come from a variety of sources, including intralingual faults in the target language, interference errors from the native language, the sociolinguistic context of communication, and other contributing factors.

Lo and Lin (2015) noted three crucial functions that errors serve: Firstly, errors play a pedagogical role by providing teachers with insights into students' knowledge gaps and areas of misunderstanding. Secondly, from a research perspective, errors offer valuable clues about the process of language acquisition, shedding light on how learners navigate and internalise linguistic structures. Lastly, errors serve an educational function by acting as a tool for students to discover and understand the rules of the target language, facilitating their language-learning journey (Lo & Lin, 2015).

2.1.1.1 Concept of Errors and Mistakes

Error Analysis has predominantly concentrated on the errors committed by foreign language (FL)/L2 learners, earning widespread recognition in the field of Applied Linguistics. Errors, according to Corder, do not occur when a learner lacks mastery of a particular grammatical form; rather, they occur when the learner has gaps in their knowledge of English (Ellis & Barkhuizen, 2005). According to Vu (2022), there is a crucial need to differentiate between mistakes and errors in language learning as they represent two distinct phenomena from a technical standpoint. Ellis (1997) emphasises that errors exhibit systematic patterns, indicating a regular occurrence, whereas mistakes lack systematicity. Expanding on this, Brown (2014) distinguishes mistakes as performance errors, characterised by the failure to apply a known system accurately. In contrast, errors manifest as noticeable deviations from the grammatical norms of a native speaker, offering insights into the learner's interlingua competence.

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Syahrani (2018) opines that the distinction between errors and mistakes lies in their causes. Errors occur when students have not yet learned the correct form, representing a lack of knowledge. On the other hand, mistakes result from inconsistent deviations, where learners have previously acquired knowledge of the correct form but may experience a momentary lapse of memory. This means that while error and mistake may seem similar in meaning, they differ fundamentally in the underlying reasons for their occurrence during the learning process. Mistakes, typically arising from temporary memory lapses, can often be corrected by the learner, whereas errors stem from a lack of knowledge, making correction more challenging for the students. Brown (2014) elucidates the distinction clearly by stating that a mistake refers to a performance error that is either a random guess or a 'slip' in that it is a failure to utilise a known system correctly. Making mistakes is an inherent and unavoidable aspect of the human learning process, a sentiment echoed by Melchers et al. (2019).

Chaudary and Moya (2019), referencing Lennon's viewpoint, define an error as a linguistic form or combination of forms that, within the same context and under similar production conditions, is unlikely to be produced by native speakers. In contrast, a mistake represents a momentary lapse in language use, a 'slip of the tongue,' which is typically rectified promptly. These perspectives allow us to perceive errors as indicators of what a learner has not yet acquired, revealing gaps in language knowledge. Conversely, a mistake is a brief breakdown in the use of a language sub-system, arising from momentary mental lapses or tongue slips. Ming (2021) contends that in "The Significance of Learners' Errors," Corder made a crucial differentiation between errors, which result from incomplete knowledge, and mistakes, originating from processing failures like slips of the tongue. Mistakes are usually isolated occurrences that second language (L2) learners can identify and rectify. Conversely, errors act as indicators or red flags, providing insight into the system and serving as evidence of the learner's L2 knowledge status. Nevertheless, a challenge persists in accurately distinguishing between errors and mistakes within the context of L2 acquisition. Mashoor and Abdullah (2020) highlight that language students inevitably encounter both errors and mistakes while speaking, with distinct differences between the two. A mistake occurs as a mere slip of the tongue, and the student is conscious of these errors, possessing the ability to promptly rectify them. James (2013) emphasises the self-correctable nature of mistakes, distinguishing them from errors. Errors, in contrast, are systematic and indicative of a flaw within the language system. When a student commits an error, it signifies a misunderstanding of grammar or rules, leading to an incorrect outcome (Suhono, 2016). Another classification identifies two types of

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mistakes: slips and errors. Slips are mistakes acknowledged by students, allowing for self-correction as they are aware of the correct version. Errors, on the other hand, stem from a lack of knowledge of grammatical structures or spelling, with students being unaware of their occurrence (Jonsson, 2015).

According to Abdi (2018), an error in language learning is viewed as a departure from the grammatical norms of a native speaker, reflecting the learner's interlanguage competence. When learners commit errors due to a lack of knowledge about the rules of the target language, they are categorised as competence errors. Such learners may struggle to rectify these errors independently and often require guidance for correction. Additionally, they may repeat the same errors over time, underscoring the notion that errors constitute an inherent aspect of the flawed side of learner speech or writing. Essentially, this perspective suggests that language acquisition involves a systematic process of making errors. Mistakes, as described by Abdi, represent occasional lapses in performance, occurring when a learner is momentarily unable to execute what they know. These mistakes are attributed to inattention and should be distinguished from errors, which signify gaps in the learner's knowledge arising from an incomplete understanding of correct usage during the ongoing learning process.

Vu (2022) explains that, in general, speakers tend to make mistakes naturally when using both their first language (L1) and second language (L2). Native speakers possess the ability to recognise and rectify mistakes because they prioritise the flow of speech overachieving perfection in language production, rather than a deficiency in language competence. Consequently, when mistakes occur, speakers can self-correct to ensure proper language usage. In contrast, the term "error" is commonly employed to denote a structural form that a native speaker deems unacceptable due to a lack of language competence. This suggests that mistakes are considered non-systematic errors and can be viewed as performance errors, where the user is unaware of the errors but knows the correct rules and can self-correct without external assistance. The author concludes that the distinction between mistakes and errors becomes apparent.

Mistakes can occur in both native and second language use, stemming from a lack of awareness by the user. They can be self-corrected without external aid. On the other hand, errors, predominantly found in second language learning, involve instances where the user may be unaware of the mistake and require external assistance for correction. The distinction between mistakes and errors sheds light on the nature of language use. Mistakes should be viewed as

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natural occurrences in speech production, arising from the spontaneous and fluid nature of communication in both first (L1) and second (L2) languages (Ellis, 1997). Native speakers, in their pursuit of effective communication, prioritise the continuous flow of speech rather than striving for linguistic perfection. Therefore, when a mistake is made, native speakers can often identify and correct it on the spot, showcasing their inherent language competence. Contrarily, the term "error" carries a different connotation, implying a structural flaw that a native speaker deems unacceptable. This judgment is rooted in a perceived lack of language competence rather than a momentary slip in performance. Errors are considered deviations from established linguistic norms, and they may require a more deliberate and systematic correction process. Unlike mistakes, errors may not be immediately recognised or corrected by the speaker, highlighting a divergence from the accepted linguistic structures.

Amara (2015) posits a clear distinction between errors and mistakes in the context of second language (L2) learning. Errors, according to Amara, are characterised as systematic deviations made by learners who have not fully mastered the rules of the L2. These deviations reflect the learner's current stage of L2 development and are considered reflective products of the learning process. Importantly, Amara notes that learners may struggle to self-correct errors due to their systematic nature. In contrast, mistakes are defined as random confirmation slips that may occur due to various factors such as tiredness, excitement, or other sources.

The key differentiator is that learners can readily self-correct mistakes. Unlike errors, which are indicative of ongoing L2 development and a lack of mastery, mistakes are viewed as momentary lapses in language use that can be swiftly rectified by the learner. This distinction emphasises the dynamic nature of language acquisition and the varying degrees of self-correction ability depending on the nature of the language deviation.

Ellis, as cited by Permatasari et al. (2019), states that there are two techniques to distinguishing between errors and mistakes. The first method assesses the constancy of a learner's performance. It is considered a mistake if a learner alternates between using the proper and wrong forms. However, if the student repeatedly uses the incorrect form, it is considered an error. The second strategy is to ask the student to try to correct their utterance. If the learner can fix it, the deviations are deemed mistakes; if not, they are classified as errors. Furthermore, Gass et al. (2020) add to the explanation by characterising mistakes as slips of the tongue that occur only once. Learners who make mistakes are capable of self-correction because they are aware of their errors. In contrast, errors are described as systematic, repetitive occurrences that

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often go unrecognised by the learner. Hakim et al. (2022) highlight the distinctions between errors and mistakes within the realm of language learning. Errors display attributes of being organised by rules, systematic, internally principled, and lacking arbitrariness. They mirror the learner's fundamental grasp of the target language, indicating their transitional competence. Conversely, mistakes are depicted as sporadic deviations without ties to any particular system. They relate to the learner's execution and may manifest in speech and writing, encompassing occurrences like verbal slips, writing errors, misinterpretations of sound, and false starts.

Khan and Khan (2016) characterise an error as the utilisation of a language element in a manner perceived by fluent or native speakers as deficient or indicative of incomplete learning. Such errors represent systematic deviations, reflecting instances where the learner consistently fails to grasp a particular language aspect. The learner, often unaware of these errors, cannot self-correct, highlighting a deficit in mastery. Conversely, mistakes are described as sporadic errors stemming from factors like carelessness, inattention, fatigue, or lack of motivation. Unlike errors, mistakes are viewed as occasional lapses in performance, and learners can rectify them when made aware of the deviations. Complementing this, Permatasari et al. (2019) noted that mistakes are typically unintentional performances in language use, and learners can independently correct them. On the other hand, errors involve the inappropriate application of grammatical rules, and learners may not be aware that they have made errors. Mohammed (2012) observed that errors occur when the correct form or use of a target item is not within a speaker or writer's competence. In contrast, mistakes arise due to factors such as fatigue, stress, or lack of concentration, even though the correct form or use is part of the user's competence. Solihah (2017) suggests that errors are linked to students' deficient competence, indicating a lack of knowledge about the language, making it impossible for them to self-correct. In contrast, mistakes are associated with the quality of students' performance influenced by factors such as fatigue, lack of attention, motivation, carelessness, and other factors. Despite this, mistakes can be considered self-correctable because students are aware of the language rules.

Correcting errors may also take some time in the learning process. Since it can be difficult to tell errors from mistakes when analysing data, finding errors in texts can be challenging. However, Corder created an analytical method for finding writing errors that he calls error analysis. According to Ellis and Barkhuizen (2005), error analysis is a collection of procedures for identifying, outlining, and justifying mistakes made by learners. It is significant to highlight that error analysis goes beyond merely identifying and detecting errors to attempt to explain

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why they occur. When researching materials for second language learners, there are many ways to gather data for a study. Getting samples of the learner's productive English is, in Ellis and Barkhuizen's opinion, the finest technique to investigate the acquisition of a second language. Essays are a great illustration because they reveal the learner's grammatical mastery and how much material they know. When doing an Error Analysis, five procedures must be performed (Ellis & Barkhuizen, 2005): collect a sample of learner language, identify errors, describe errors, explain errors, and evaluate errors.

2.1.1.2 Types of Errors in Writing

Syahrani (2018) argues that identifying the type of error involves a systematic analysis process. Linguists often categorise errors based on various perspectives, with some utilising a taxonomy approach. This classification helps in understanding and categorising errors effectively.

2.1.1.2.1 Linguistic Category

This type of error, as a taxonomy approach, focusses on the specification of errors based on linguistic components. Dulay et al. (1982) proposed this categorisation, claiming that many error taxonomies have been based on linguistic components affected by errors. This category defines the level or component of language where errors occur, which includes phonology, syntax, morphology (grammar), semantics, lexicon (meaning and vocabulary), and discourse (style). It also specifies which linguistic aspects are affected, such as auxiliaries, verb forms, and grammatical components.

2.1.1.2.2 Surface Strategy Taxonomy

The surface strategy taxonomy was proposed by Dulay et al. (1982). This was proposed by Dulay et al. in 1982. This sort of error, as the second descriptive taxonomy, is concerned with how the surface structure of language changes. Language learners may omit or alter sentences, and this form of error is divided into several categories. Omission mistakes occur when pieces of a sentence are absent, most commonly in the form of morphemes, which include lexical and grammatical morphemes. Addition errors, the inverse of omissions, bring extraneous elements into well-formed sentences. Addition errors are classified into three types: double marking, regulation, and simple addition. Misformation happens when learners use the improper form of a structure or morpheme, whereas misordering involves inappropriate placement of morphemes in an utterance (Syahrani, 2018).

Dulay et al. (1982) divided linguistic errors into four categories: omission, addition, misformation, and misordering, as follows: To begin, omission errors are the absence of a critical component in a properly produced statement. Ratmo and MPd (2017) state that any

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word or particle inside a sentence can be omitted; however, grammatical items or function words such as ‘is,’ ‘the,’ ‘of,’ ‘an,’ and so on are more frequently omitted than content words such as nouns, verbs, adjectives, and adverbs. Teti (2021) and Abdi (2018) define omission mistakes as the absence of an item that should be included in a well-formed utterance. While any morpheme or word in a sentence has the potential to be omitted, certain types of morphemes are more prone to omission than others. In contrast, addition errors involve incorporating elements into a sentence that should not be present in a properly structured utterance. Abdi (2018) clarified that these errors stand in direct opposition to omissions, as they manifest when an item is included that ought to be excluded in a well-formed utterance.

According to Ratmo and MPd (2017), the proportion of addition errors frequently increases in the advanced phases of Second Language Acquisition (SLA), indicating a learner’s tendency to rely too much on learnt language norms. Misformation, as defined by Ratmo and MPd (2017), is the use of an incorrect structure or form, including deviations from intended grammatical or syntactic rules. Abdi (2018) expands on this theory by stating that misformation errors are recognised by the use of an improper form for morphemes or structure. In contrast to omission errors, in which all elements are omitted, misformation errors occur when pupils supply something, although incorrectly, in place of the correct form. Ratmo and MPd (2017) define misordering errors as the improper positioning of a morpheme or set of morphemes within an utterance. The statement “He is always late” is an example of misordering since the word order deviates from grammatical accuracy. Abdi (2018) expands on this theory by stating that misordering mistakes manifest as the incorrect placement of a morpheme or collection of morphemes within an utterance.

According to Ming (2021), research indicates that high school English writing commonly exhibits three main types of errors: ontology errors, text errors, and discourse errors. Ontology errors encompass issues such as word spelling, punctuation, and capitalisation, with word spelling and punctuation errors often attributed to insufficient vocabulary knowledge and faulty learning of English, categorised as intralingual errors. However, capitalisation mistakes occur as a result of language conversion issues between Chinese and English. Text errors include lexical collocation, verbs, prepositions, and nouns, as well as grammatical features like as tense, voice, subject-verb agreement, and inflectional alterations. Discourse faults, which include both coherence and pragmatic concerns, notably students’ lack of coherence understanding, have a substantial impact on the overall accuracy and quality of high school

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English writing. The precise dissection of these fault categories provides a comprehensive knowledge of the varied issues that L2 learners confront when writing English in high school.

Several academics, including Brown (2014), Corder (1975), James (1998), and Amara (2015), have attempted to provide categories for various error kinds, based on hypothesised underlying mechanisms. Albooni (2023) categorises errors into five types: performance errors, competence errors, approximation errors, overgeneralisation errors, and incomplete learning errors. Performance errors include slips of the tongue, omissions, spelling errors, excessive repetition, and others. These errors are caused not by a lack of linguistic expertise, but by reasons such as haste, stress, forgetfulness, or carelessness while writing or speaking. Competence errors, on the other hand, indicate limitations in the learner's skill with the target language, exposing areas that have yet to be learnt in the second language (L2). Approximation errors, also known as mother tongue interference, occur when the L2 learner produces forms that closely resemble aspects of their native language. Overgeneralisation errors occur when a learner masters a form in the target language but applies it inappropriately in another context. Finally, incomplete learning errors occur when an L2 speaker has only partially learnt a structure, word, expression, or other element of the target language, resulting in the creation of partially accurate structures or idioms.

2.1.1.3 Causes of Students' Errors in Writing

Ming (2021), commenting on Richards's sources of error, identified two primary causes of errors in language learning. Firstly, interlingual errors manifest when learners draw upon the features of their native language, resulting in interference with the language under study. These interlingual errors manifest across various levels, encompassing phonological, morphological, and grammatical aspects as elements from the first language are incorporated into the second language (Mashoor & Abdullah, 2020). Interlingual errors, also known as transfer or interference errors, occur when the original language influences the acquisition of a second language. This phenomenon is a significant source of errors for learners, especially during the early phases of second language acquisition. Vu (2022) elaborated on the classification of intralingual errors, which include a wide range of linguistic flaws in a learner's use of the target language. These errors might appear as overgeneralisations, in which students apply target language principles in inappropriate circumstances. Simplifications happen when students create linguistic rules that are simpler than those found in the target language. Developmental errors indicate natural stages of language development. Communication-based errors result from strategic communication decisions. Induced errors are caused by training transfer,

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whereas avoidance errors are caused by failing to employ certain target language structures that are thought to be too difficult. Finally, faults in overproduction entail the over use of specific structures. Despite efforts to categorise these errors, establishing their exact origins remains difficult (Brown, 2014; Wood, 2017). The intricate nature of language learning, as well as the multiplicity of factors influencing error incidence, make it impossible to trace errors to a single cause, emphasising the complexities of identifying and treating intralingual errors in language acquisition.

Second, intralingua and developmental errors indicate universal attempts to acquire a second language, illustrating the continuous evolution of learning strategies. According to Ellis (1994), learners' difficulties in acquiring a second language can lead to errors, as differences between first and second languages cause learning challenges that result in errors. However, developmental errors occur when students attempt to build hypotheses about a new language based on their limited experience and comprehension (Mashoor & Abdullah, 2020). These errors are caused by a variety of circumstances, including insufficient rule application, the production of incorrect hypotheses, over-generalisation, and a lack of understanding of rule limits (Al-khresheh, 2016). According to Vu (2022), interlingual transfer is a major source of error for all learners. The impact or interference of the first language (L1) has a significant impact on second language acquisition (L2), especially during the early stages of learning. This influence occurs because L1 is the only pre-existing linguistic system that learners can use to understand the principles of the L2 language. It is important to emphasise that, while it is not acceptable to attribute every error to L1 transfer, many such faults can be detected in learner speech due to linguistic and cultural similarities between the languages. Understanding the intricacies of interlingual interference is critical, given the varying degrees of influence it can have on language learning settings (Corder, 1975; James, 1998; Ferris & Hedgcock, 2014).

In the perspective of Ming (2021), focusing on the distinction between interlingual errors and intralingual errors, noted that interlingual errors, arising from negative transfer or interference from the learner's native language (L1), are attributed to the influence of the native language on the target language. For instance, an erroneous French sentence like "Elle regarde les," constructed according to English word order ("She sees them"), instead of the correct French sentence "Elle les regarde" ("She them sees"), exemplifies interlingual errors. In contrast, intralingual errors are not attributable to cross-linguistic influence but rather stem from faulty or partial learning of the target language itself. These errors occur when a learner makes mistakes within the language being studied, independent of their native language's influence.

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Moreover, Ming underscores that errors in language learning are influenced by various factors beyond language transfer. The context of learning, communication settings, cultural factors, and personal aspects contribute to the occurrence of errors. Ming's insights highlight the complexity of error analysis, emphasising the need to consider a myriad of factors that shape and influence the language learning process.

According to Chomsky, as reported by Dulay et al. (1982), performance errors result from variables such as exhaustion and lack of attention, whereas competence errors result from a lack of awareness of language rules. This distinction is critical for a sophisticated understanding of errors in language acquisition. Hubbard et al. (1983) identify three major reasons of errors in language learning: First, mother-tongue interference occurs when linguistic aspects from the learner's native language are transferred to the target language. For example, Indonesian students may remove plural suffixes at the morphological level due to the influence of their mother tongue. Secondly, overgeneralisation occurs when learners create deviant structures based on their limited or faulty understanding of the target language. An instance of this is when learners use two tense markers simultaneously in a sentence, as in the incorrect sentence "He is comes here," where "is" is misused. Thirdly, errors can be influenced by teaching materials or methods. Although well-chosen and meticulously presented materials can minimise errors, teacher-induced errors may still occur. Hubbard et al. (1983) argue that errors may indicate ineffective teaching or a lack of control. With carefully chosen, graded, and presented materials, errors can be significantly reduced in the learning process.

Brown's classification of errors in language learning, as explained by Simbolon et al. (2021), encompasses four distinct sources. Firstly, Interlingual Transfer is highlighted, where learners, especially in the early stages, tend to draw upon their native language as the only previous linguistic system. Errors arising from interlingual transfer are evident in learners' speech patterns, such as using prepositions incorrectly. Secondly, Intralingual Transfer is identified as a major factor in second language acquisition, indicating errors within the target language itself. For instance, issues related to tenses, as seen in the misuse of 'buyed' instead of 'bought,' fall into this category. Thirdly, the Context of Learning plays a crucial role, encompassing the classroom environment and social situations during language acquisition. Faulty hypotheses can emerge when students receive incorrect information from teachers or textbooks, leading to confusion during recall. Lastly, Communication Strategies involve strategic options for expressing meaning and delivering messages. Although these strategies enhance message delivery, they can also contribute to errors. Identifying these sources of error is essential for

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understanding learners' cognitive processes and formulating an integrated approach to second language acquisition.

Vu (2022) links the prevalence of learners' errors to a variety of circumstances, emphasising that errors stem from insufficient knowledge. Errors in language learning refer to systematic deviations from the target language system's rules. These deviations result from a lack of understanding about the target language or the creation of inaccurate hypotheses about it. It is critical to distinguish between errors and mistakes depending on the possibility of rectification; particularly, errors cannot be self-fixed, whereas mistakes can be addressed if the divergence is brought to the speaker's attention. Amara (2015) argues that a significant number of performance errors may indicate a deficiency in the habituation of language skills, reflecting a lack of second language (L2) competence on the part of learners. Despite the ability to rectify errors, learners may persist in repeating them during actual performance due to their unfamiliarity with the target language.

Additional insights into the sources of errors in English speaking have been gleaned from previous studies that scrutinised the root causes. In a study by Al-Sobhi (2018) focusing on the speaking skill challenges faced by Arab students, it was uncovered that numerous difficulties arose during English language speaking endeavours. The identified reasons encompassed students' lack of knowledge, insufficient motivation, and ineffective teaching techniques. Similarly, Khoshhal (2017), citing Zawahreh, provides a nuanced perspective on the sources of errors in language learning, highlighting three significant contributors: teachers, interference, and false analogy. Teachers can inadvertently contribute to errors through instructional methods, explanations, or feedback that may not effectively address learners' needs. Interference, often stemming from the influence of the learners' native language, can lead to errors as learners try to apply familiar language patterns in the target language. False analogy, another source mentioned by Zawahreh in Khoshhal, refers to the erroneous application of linguistic patterns based on incorrect assumptions or analogies.

In addressing learner errors, Vu (2022) suggests that the appropriate course of action for teachers is to identify the sources of errors and implement measures accordingly by analysing the errors.

2.1.1.4 What is Error Analysis?

The theory of error analysis has been attributed to theoretical underpinnings of Corder's (1974) explanation of mistakes and errors. According to Amara (2015), Error Analysis stands out as

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one of the most influential theories in the realm of second language acquisition. According to Al-khresheh (2016), the inception of Error Analysis is credited to Stephen Pit Corder and his associates in the late 1970s. This approach gained significant popularity for delineating second language (L2) errors, with Corder being acknowledged as the originator of the theory. In his 1967 article, "The significance of learner errors," Corder highlighted the intrigue in L2 errors due to their potential reflection of underlying linguistic rules. His formulation of this theory was a response to the extensive criticisms faced by Contrastive Analysis (CA), necessitating a shift in focus from potential errors to those actually committed. Consequently, Error Analysis (EA) stands out as the initial method employed in studying second language acquisition (Ming, 2021). This approach shifts its focus towards learners' creative capacity to construct language, deviating from a strict reliance on the ideal language structures of both the first language (L1) and second language native speakers. The conceptualisation and significance of errors underwent a transformation following the publication of Corder's article titled "The Significance of Learners' Errors." In contrast to prevailing teacher perspectives, Corder argued that mistakes should not only be viewed as something to be eradicated but also recognised as crucial elements that greatly altered the traditional understanding of errors. Mashoor and Abdullah (2020) posit that the theory of error analysis, a subset of Applied Linguistics, was established in the late 1960s and early 1970s by Corder.

Error analysis, as elucidated by Corder (1974), is a methodical examination of the errors made by learners of a second or foreign language, aimed at anticipating potential challenges during the process of acquiring a new language. This analytical approach serves a multifaceted purpose, encompassing the evaluation of language learning effectiveness, the assessment of individual language proficiency, and the revelation of common difficulties faced throughout the language acquisition journey. Mahmoodzadeh (2012) further characterises Error Analysis (EA) as a systematic process utilised to identify, categorise, and explain errors made by foreign language (FL)/L2 learners. It is acknowledged as the most suitable method for scrutinising learners' errors. Schaumann and Stenson (1976) emphasise that error Analysis plays a crucial role in elucidating and analysing why learners may struggle to acquire one aspect of the target grammar while effortlessly grasping another. Al-khresheh (2016) supports this notion, asserting that error Analysis delves into the ways individuals learn and utilise a language, involving a systematic description and classification of L2 errors present in a sample of learners' speech or writing. Abdi (2018) provides further clarity by explaining that error analysis is a systematic undertaking aimed at identifying, categorising, and describing errors

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committed by language learners in both spoken and written communication. The primary goal of this analysis is to gain insights into the prevalent challenges faced by individuals in constructing English sentences during speaking or writing activities. Essentially, error analysis serves as a comprehensive tool for understanding the intricacies of language learning and proficiency development.

Kushniruk (2021) defines Error Analysis as a comprehensive linguistic methodology intended to discern, scrutinise, categorise, and elucidate the inappropriate patterns emanating from second language (L2) learners. This approach not only grants educators valuable insights into the proficiency levels of learners but also unveils the competencies they have acquired in the language. Adding to this perspective, Hawari et al. (2022) assert that error analysis entails the identification and evaluation of errors across various facets of research, encompassing data collection, analysis, and interpretation. Furthermore, Gass et al. (2020) highlighted that error analysis constitutes a specific form of linguistic examination centred on the mistakes made by learners. Additionally, Keshavarz (2017) notes that error analysis aims to elucidate learners' performance in terms of the cognitive processes employed to comprehend the input received from the target language. The primary focus of error analysis lies in the insights learners' errors provide into the underlying processes of second language acquisition, delving into the unacceptable forms produced by learners of a second or foreign language.

According to Amnuai (2020), the Error Analysis theory in language studies serves as a way for systematically documenting and analysing errors that present themselves in a learner's language. The major goal is to determine whether these errors follow systematic patterns and, if possible, to identify the underlying causes. This idea defines an error as any form in learner language that differs from the accurate forms used by expert speakers of the target language. According to Al-khresheh (2016), error analysis is a language analytical technique that focusses on the mistakes produced by learners. This method entails a detailed comparison of faults in the target language and proper usage of that language. Error analysis emphasises the importance of learner errors in the context of second language acquisition. It is important to emphasise that errors in the target language are not only due to influence from the learner's mother tongue. Al-khresheh emphasises the importance of error analysis in revealing the difficulties inherent in language learning. It is useful in identifying systematic errors and providing insights into a learner's interlanguage or core knowledge of linguistic norms.

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Amara suggested that error analysis is primarily concerned with scrutinising the errors committed by second language (L2) learners through a comparison study of their learnt language norms against the target language norms. The goal is to explicate and comprehend the observed faults. Crystal, as described by Amara, describes Error Analysis in the context of language education and learning as the study of unsatisfactory forms created by people learning a language, particularly a foreign language. This approach thus plays an important role in studying linguistic differences between learners and the target language, providing valuable insights for both language instructors and students. Novita (2018) defined error analysis as looking for learners' errors as well as the factors or contexts that led to their occurrence. According to Febriyanti (2022), error analysis is a comprehensive technique for collecting, identifying, categorising, interpreting, and evaluating errors. The fundamental goal is to understand the nature and causes of errors. This information, in turn, facilitates error remediation by recommending appropriate programs, teaching materials, and instructional strategies aimed at reducing the frequency of student errors.

This theoretical framework is critical in second language acquisition research and is strongly related to the study of error treatment in language education (Sermsook et al. 2017). Furthermore, Khansir (2012) claims that Error Analysis is important in second language learning because it reveals problematic regions that may be targeted for remedial activities and identifies the tactics used by language learners in acquiring a second language.

Corder's findings, as mentioned by Yilmaz and Demir (2020), highlight the importance of mistake analysis in three dimensions. First, error analysis tells the teacher about the students' proximity to their learning objectives and directs them on what has to be learnt. Second, it provides insights into how language is taught or acquired, offering light on the tactics used by language learners during the process of language discovery. Finally, language faults are regarded necessary by the learners themselves, acting as a tool to aid language learning. It represents a means for students to test their hypotheses about the nature of the language they are learning. Making mistakes is a tactic used by children learning their mother tongue as well as adults learning a second language. According to Zafar (2016), error analysis is a useful technique for both students and teachers in understanding the causes of difficulties in learning English. By scrutinising student blunders, educators can design new teaching techniques to the learners' identified weak areas. Additionally, Shamim and Rashid (2019) argue that mistake analysis is an emerging field in education, notably in applied linguistics. It helps teachers and

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students improve their competency in the second language (L2) by identifying errors that contribute to weaknesses in mastering the target language.

According to Amnuai (2020), Error Analysis plays a crucial role in the teaching and learning process by aiding educators and curriculum developers in identifying students' errors, understanding the reasons behind these errors, and devising strategies to eliminate them. Understanding the root causes of errors empowers teachers to directly address problematic areas in their students' language learning journey by developing appropriate teaching materials and effective techniques for error correction. For learners, error analysis serves as tangible evidence of the challenges they face in their writing (Seitova, 2016). The outcomes of error analysis provide factual information that proves highly valuable in creating tailored teaching materials. These materials, in turn, assist students in avoiding specific errors in the future, contributing to an enhanced and more effective learning experience. Mashoor and Abdullah (2020) elucidate that learner errors hold significant implications in three dimensions. Firstly, they serve a research purpose by furnishing valuable evidence regarding the mechanisms of language acquisition, essentially acting as indicators that learning is underway. Secondly, errors fulfil a learning purpose by serving as tools through which learners can uncover the rules of the target language, leveraging feedback on their mistakes to enhance their understanding. Lastly, errors play a pedagogic role by offering insights to educators regarding what aspects learners have successfully acquired and what areas they are yet to master. This pedagogic function serves to inform teachers about the effectiveness of their instructional methods (Mula, 2015).

Analysing errors is regarded as a valuable alternative for elucidating and describing mistakes made by ESL/EFL learners. This approach allows for a comprehensive understanding of the sources of errors, enabling teachers to effectively address and overcome them (Atmaca, 2016). Vu's (2022) argues that the process involves investigating the frequency, nature, causes, and repercussions of language-related mishaps. This analysis serves multiple purposes, including the clarification of strategies employed by learners during language acquisition, the identification of underlying causes for errors, and the acquisition of insights into common challenges in language learning. These findings, in turn, can be instrumental in refining teaching strategies and the development of educational materials, enhancing the overall efficacy of language instruction. Shalichah (2021) summarises error analysis as the examination and evaluation of errors made by second language learners. The purpose of error analysis includes: a) recognising the strategies employed by learners in their learning process,

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b) attempting to pinpoint the causes of learner errors, and c) gathering information on prevalent difficulties in learning, which can assist in teaching and the development of instructional materials.

2.1.1.5 Steps in Error Analysis

Error Analysis is a methodical process that involves several key steps, as proposed by Corder and elucidated by Ming (2021). Ming explained that Corder proposed a procedure with five steps to analyze learners' errors. These are collecting samples of language learners' language; identifying errors; describing errors; explaining errors, and evaluating errors. The five steps are explained as follows;

2.1.1.5.1 Collection of Sample of Learner's Language

Yilmaz and Demir (2020) explained that this step involves gathering a sample of learners' language, which may include written texts, transcriptions of spoken language, or other language production. The purpose is to collect data containing errors made by the learners in their speech or writing. The collection of learner language samples, as expounded by Syahrani (2018), serves as a pivotal initial phase in error analysis. These samples may be gathered from a diverse array of speakers responding to comparable tasks or tests. Some investigations extend over extensive durations—weeks, months, or even years, aiming to meticulously examine the evolving patterns of error occurrences amidst heightened exposure and proficiency in the second language. Al-Khresheh (2016) further elucidated that researchers diverge in their selection of data collection methods. This stage underscores that learners' errors are influenced by a constellation of critical factors. The foremost among these is language, encompassing considerations such as medium, genre, and content. Additionally, the learner's characteristics play a crucial role, encompassing factors such as their proficiency level, mother tongue, and previous language learning experiences.

2.1.1.5.2 Identification of Learner's Errors

Once the data is collected, the next step is to identify the errors present in the learner's language. This process involves systematically going through the collected data to pinpoint instances where the language produced by the learner deviates from the target language norms (Rahal, 2021). Identifying errors involves recognising elements in the learner's language sample that deviate from the target L2. This stage involves comparing the learner's output to what a native speaker would produce in a similar environment (Syahrani, 2018). According to Al-Khresheh (2016), recognising an error does not necessarily imply understanding its nature. Corder's methodology identifies faults by treating all sentences as idiosyncratic unless proven

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differently. The model distinguishes ‘overt’ and ‘covert’ faults. Overtly idiosyncratic sentences violate target language standards, whereas covertly idiosyncratic sentences may not convey intended meaning despite appearing well-formed.

2.1.1.5.3 Description of Learner’s Errors

The method of explaining errors entails distinguishing between the forms generated by the learner and the goal form (Syahrani 2018). Following identification, the errors are explained in terms of their linguistic properties and the specific language components they influence. This stage tries to provide a full description of the errors, including the linguistic features involved and the settings in which they occur (Rahal, 2021). Errors are frequently classified according to language levels (e.g., phonological, morphological, and syntactic), larger linguistic classifications (e.g., auxiliary system, passive sentences, negative constructions), or more particular linguistic elements (e.g., articles, prepositions, verb forms). Al-Khresheh (2016) stressed that no effective description can occur without the identification of errors. Such a descriptive analysis of errors among foreign language learners is essential for a comprehensive understanding and explanation of the errors. This descriptive process serves three crucial purposes. Firstly, it elucidates unarticulated aspects, providing a foundation for validating an individual’s intuition. Secondly, it serves as a prerequisite for tallying learners’ errors. Thirdly, it aids in establishing categories and subcategories for errors, contributing to the development of a comprehensive taxonomy of second language errors.

2.1.1.5.4 Explanation of Learner’s Errors

Explaining why an error occurred is a crucial step in understanding second language acquisition processes (Syahrani, 2018). This may include determining the underlying causes or reasons for the errors, which can be informed by linguistic, cognitive, or psycholinguistic theories. The goal is to understand why the errors occur and what they reveal about the learner’s interlanguage or language learning process (Yilmaz & Demir, 2020). Two primary causes of L2 errors are Interlingua factors (resulting from the influence of the learner’s native language) and Intralingua factors (reflecting general efforts in learning the second language). According to Al-Khresheh (2016), the ultimate objective of EA theory is the explanation of errors. Hence, this stage is considered the most important for EA research.

2.1.1.5.5 Evaluation of Learner’s Errors

The final stage of error analysis is the Evaluation of Errors. This stage involves assessing the identified errors to determine their significance and potential impact on the language learning process. It may also include evaluating the effectiveness of error correction strategies and identifying patterns or trends in the types of errors made by the learners. The evaluation of

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errors is crucial for informing language teaching practices, developing appropriate learning materials, and providing targeted feedback to learners to address their specific language learning needs (Yilmaz & Demir, 2020). In the evaluation of errors, students are actively involved in recognising and correcting their mistakes through processes such as selecting errors for assessment, establishing criteria for judgment, preparing an error evaluation instrument, and choosing the most suitable evaluation method (Syahrani, 2018).

Yilmaz and Demir (2020) noted that these steps are essential in understanding the nature of errors made by language learners and can provide valuable insights for language teaching and curriculum development. These systematic procedures provide a structured framework for teachers to conduct error analysis, by gaining insights into the nature, causes, and implications of errors made by language learners, thereby fostering a deeper understanding of learners' language development and enabling targeted interventions to enhance language proficiency.

Error analysis, as delineated by Gass et al. (2020), follows specific procedures to comprehensively assess learners' mistakes. This process entails the collection of data, primarily focusing on written information but also considering oral data. The subsequent steps involve pinpointing the nature of errors, whether they involve incorrect tenses, verb forms, or subject-verb agreement. The classification of errors into categories, such as agreement or irregular verbs, follows, accompanied by an assessment of their frequency. Furthermore, the analysis extends to scrutinising the sources of errors, facilitating a deeper understanding of their origins. The final step, remediation, involves implementing pedagogical interventions based on the type and frequency of errors identified. Teti (2021) observed that error analysis is a meticulous and systematic approach involving six critical steps: data collection, error identification, error classification, error quantification, source analysis, and remedial measures implementation.

2.1.1.6 Criticism of Error Analysis

Error Analysis Theory (EAT) has been subject to criticism, with linguists highlighting various limitations and challenges. Schachter and Ellis as cited in Khansir (2012) have raised concerns about the theory, including its failure to account for 'avoidance phenomena,' where learners may consciously avoid using certain structures due to the perception of difficulty or the likelihood of making errors. Additionally, Schachter and Murcia as cited in Khansir (2012) argued that error analysis focuses excessively on errors, leading to the exclusion of other important aspects of language use. They also criticised the classification of errors, the identification of points of difficulty in the target language, and the biased nature of sampling procedures in error analysis. Furthermore, the weaknesses of error analysis have been

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highlighted, including the difficulty in determining whether an error exists, the challenge of classifying errors, and the ambiguity in identifying the causes of errors. Moreover, the theory has been criticised for its focus on learner production, which may lead to the neglect of important features of learners' competence, such as structures they avoid. Schachter argued that error analysis is unreliable as it relies just on learner products and requires a priori contrastive analysis to forecast avoidance. McDowell (2020) explores the typical perspective of Error Analysis in Second Language Acquisition. Error Analysis (EA) study began in the 1960s and 1970s to examine the underlying structure of learner language. It later expanded to include English language education research. Despite this evolution, numerous language teachers encounter substantial practical and technological impediments, imposing restrictive barriers on the widespread adoption of EA in their professional practices.

The implication is that though Error Analysis Theory has been valuable in understanding language learning processes, it has faced criticism due to its limitations in accounting for avoidance phenomena, weaknesses in methodological procedures, theoretical problems, and the biased nature of sampling procedures. These criticisms highlight the need for a more comprehensive and nuanced approach to understanding and addressing language learning difficulties.

2.1.2 Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD), developed by Lev Vygotsky (1978), is a core theory in educational psychology that describes how learners gain new abilities and information through social interaction and directed teaching. ZPD is described as the gap between what learners can do individually and what they can achieve with the assistance of a more competent other, such as a teacher or a peer. This study employs ZPD as its theoretical framework to support second-year university student- teachers in improving their paragraph writing skills through structured guidance, scaffolded learning, and active engagement. Social and cultural activities intricately relate to human progression, which is showcased in Vygotsky's theory. It puts into focus how cognitive processes, such as attention and memory, grow through the incorporation of language, symbolical-mathematic systems, tools, and supervision from adults, for instance, parents, firmly aiding the pupils' development.

Vygosrsky's theory stipulates that children ought to be assigned activities that are beyond their present development level in order to enhance their growth through challenge (Afiati & Sartika, 2020; Amin, 2012; Sukiyanto, 2018). Payong (2020) states that children have a current level

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of development that advances when they freely engage in activities, accomplish tasks, and acquire knowledge. Instructional methods of teachers in a given state mostly determine the effectiveness of education in that particular state (Falah, 2015; Hiryanto, 2017; Sirait, 2017). According to Vygotsky (1978), learning occurs most effectively when students are assisted within their ZPD, which is the cognitive space where they struggle to complete a task on their own but can succeed with expert support. The ZPD framework is based on three key principles:

1. Actual Development Level – This represents what learners can do independently without external help.
2. Potential Development Level – This is what learners can achieve with guidance from an expert or collaboration with peers.
3. Scaffolding – The structured support provided by teachers, peers, or instructional tools to help learners bridge the gap between their actual and potential development.

In the context of paragraph writing, student- teachers initially struggle with constructing well-structured paragraphs due to challenges related to paragraph types, structure, and texture (Halliday& Hasan, 1976; Hyland, 2003). However, through targeted interventions aligned with their ZPD, they can progressively refine their skills, moving from dependent to independent paragraph writing.

This study, which sought to enhance the paragraph writing skills of second - year university student- teachers through a structured Paragraph Model, aligns with the principles of ZPD by emphasising the transition from assisted to independent learning. The study examined errors in essays, explored paragraph challenges, and tested paragraph knowledge, all of which required targeted interventions that facilitated learning within the students' ZPD. It utilised ZPD to support student- teachers in developing effective paragraph- writing skills through the model. The model guided participants through various stages of paragraph construction while employing scaffolding techniques to enhance learning. The study focused on three primary aspects:

1. Examining Errors in Essays – Identifying common paragraph writing errors, including weak topic sentences, lack of coherence, and poor cohesion.
2. Exploring Paragraph Challenges – investigating difficulties students face in writing different paragraph types (introductory, body, and concluding paragraphs) and maintaining proper structure and harmony within paragraphs.
3. Testing Paragraph Knowledge – Assessing students' understanding of paragraph and their ability to apply writing conventions.

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By integrating ZPD principles, students received structured assistance in the form of explicit instruction, peer collaboration, guided practice, and self- assessment techniques to overcome their writing difficulties (Wood, Bruner, & Ross, 1976).

2.1.2.1 Scaffolding Strategies Employed in the Study

Scaffolding is a key component of ZPD, allowing students to receive temporary support until they develop the necessary skills to work independently. The following scaffolding strategies were implemented in the study:

1. Expert Guidance

   Instructors provided direct instruction on paragraph types, structure, and texture. For example, student- teachers were guided on constructing a clear topic sentence, developing supporting details, and concluding paragraphs effectively.

2. Peer Collaboration

   Vygotsky (1978) emphasised that learning is a social process. Therefore, peer feedback and collaborative writing tasks were integrated into the intervention. Students were made to work in pairs and small groups to evaluate each other's paragraphs, identify errors, and provide constructive feedback.

3. Gradual Release of Responsibility

   A gradual release approach was employed, where students wrote paragraphs with full support, then received partial guidance, and eventually wrote independently. This approach aligns with ZPD, as students initially depend on external assistance but gradually autonomy in their writing skills.

4. Error Analysis and Self- Assessment

   Students were encouraged to analyze their writing errors through self- assessment checklists and reflective exercises. This allowed them to identify areas for improvement and actively engage in the learning process.

5. Model Texts and Exemplars

   Model paragraphs and well-structured essays were provided as a reference for students to emulate. Vygotsky (1978) noted that observing and imitating expert performance is an essential step in skill acquisition hence, students deconstructed model texts to understand effective paragraph organisation and coherence.

The application of ZPD in the study led to significant improvements in student- teachers' paragraph writing skills. The structured interventions helped participants to:

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- Develop Clear Paragraph Types: Students demonstrated improved ability to write distinct introductory, body, and concluding paragraphs with clarity and purpose
- Enhance Paragraph Structure: There was noticeable progress in students' ability to formulate well- structured paragraphs containing topic sentences, supporting details, and concluding sentences
- Improving Paragraph Texture: Participants showed better cohesion, unity, and adequacy in their paragraphs, making their writing more readable and logically connected
- Gain Confidence in Writing: Through scaffolded support, students became more confident in writing independently, reducing writing anxiety and improving academic performance.

The relevance of ZPD to this study lies in its ability to provide a structured approach to teaching paragraph writing, ensuring that students receive the necessary support to improve their writing skills progressively. By applying ZPD, the study facilitated scaffolded learning experiences that helped students develop competence in paragraph structure, coherence, and cohesion. This theoretical framework supported the intervention by guiding students through their writing difficulties, thereby enhancing their writing performance and academic success.

The ZPD promoted learning within students' zones of proximal development by emphasising that learners develop best when assigned tasks that are somewhat beyond their independent capacity but manageable with assistance (Wood, Bruner, & Ross, 1976). In the context of this study, students often struggled with constructing organised paragraphs, including formulating clear topic sentences, developing coherent supporting details, and concluding effectively. Many student teachers, though familiar with basic paragraph writing principles, lacked an understanding of paragraph types, structure, and texture, making it difficult to produce well-developed paragraphs. Through the Paragraph Model, the study provided structured support to help students navigate their paragraph writing challenges. Instructors, peers, and structured materials offered guidance and feedback to facilitate students' progress within their ZPD (Vygotsky, 1978). This aligns with research by Hyland (2003), which emphasises that explicit instruction and guided writing tasks help students transition from writing fragmented paragraphs to producing coherent, structured texts.

The study also identified common errors in students' essays and by employing ZPD, the study provided students with gradual instructional support, enabling them to recognise and correct these errors through targeted activities such as analysis, peer review, and guided revision sessions. Scaffolding, an essential component of ZPD, allowed students to receive temporary

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instructional support, which was gradually reduced as their writing improved (Graham & Perin, 2007). This method proved effective, as students moved from dependence on guided assistance to independent mastery of paragraph construction. Donato (1994) posits that scaffolding is essential in second- language writing instruction, as it enables students to refine their writing skills through social interaction and structured learning tasks.

ZPD highlights the importance of bridging the gap between what learners know and what they need to learn (Vygotsky, 1978). In this study, student- teachers faced various paragraph writing challenges, including:

- Inability to include or write effective introductory and concluding paragraphs
- Inability to generate clear topic, supporting and concluding sentences
- Challenges in maintaining paragraph unity and coherence
- Weak connections between supporting details

To bridge these learning gaps, the study employed structured interventions based on ZPD principles. For instance, model paragraphs and interactive writing sessions were used to guide students in understanding the elements of a well-informed paragraph. Through peer collaboration, students engaged in discussions where they analyzed each other's paragraphs, identified weaknesses, and suggested improvements. Pearson & Gallagher (1983) emphasise that such gradual release of responsibility helps students build confidence and competence in writing.

The study also aimed to assess students' knowledge of paragraph writing and measure their progress in applying writing conventions. As such, the ZPD framework supported the assessment process by emphasising the importance of continuous feedback and self-reflection. Andrade & Du (2007) argue that self- assessment and peer evaluation enhance metacognitive awareness, enabling students to recognise their strengths and weakness in writing. By using self- assessment checklists, students reviewed their paragraphs based on topic development, supporting details, coherence, and cohesion. Additionally, guided revision activities helped students refine their work before final submission. Research by Graham et al. (2015) suggests that such iterative writing practices, coupled with scaffolded feedback, lead to improved writing proficiency over time.

According to Vygotsky (1978), a core tenet of ZPD is that learning is a social process hence writing, though often perceived as an individual activity, benefits greatly from collaborative

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learning environments. This study incorporated peer interaction and group discussions, enabling students to learn from each other through;

- Collaborative writing activities where students worked in pairs and groups to construct paragraphs and receive feedback from their peers.
- Peer review sessions where students exchanged essays and provided constructive criticism based on structured guidelines.
- Interactive writing workshop sessions which allowed students to engage in guided writing exercises, where they applied feedback from instructors and peers to improve their paragraphs.

As argued by Hyland (2019), writing is best learned through interactive processes where students engage in discussion, critique, and collaborative revision. This aligns with the principles of ZPD, which highlight the role of social interaction in skill acquisition.

2.1.2.2 Application of the Zone of Proximal Development (ZPD)

ZPD enhances learning by providing instructional support that gradually leads learners toward independent competence. This study systematically applied ZPD. Specifically, the study focused on identifying errors in essays, exploring paragraph writing challenges, testing paragraph knowledge, all within a scaffolded instructional framework. Through the structured application of ZPD, the study ensured that student- teachers received appropriate support as they moved from their writing proficiency to a more advanced level of paragraph construction. The application of the theory was guided by scaffolding, peer collaboration, guided Instruction, and independent practice, all of which helped students transition from needing assistance to mastering paragraph writing skills on their own.

A key aspect of ZPD is the concept of scaffolding, which involves temporary instructional support that is gradually removed as learners become more proficient (Wood, Bruner, & Ross, 1976). In this study, scaffolding was used to help student-teachers understand and apply paragraph writing principles, focusing on:

- Writing effective introductory paragraphs
- Generating clear and concise topic sentences
- Developing well–structured supporting sentences
- Ensuring coherence and cohesion within paragraphs
- Writing effective concluding sentences
- Writing effective concluding paragraphs

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The study implemented scaffolding through explicit instruction, guided practice, and feedback mechanisms. At the beginning of the intervention, student-teachers were provided with model paragraphs and direct instruction on the paragraph. They then engaged in collaborative writing activities, receiving support from instructors and peers. Over time, this assistance was gradually reduced, allowing students to write paragraphs independently. Graham and Perin (2007) emphasise that scaffolded writing instruction significantly improves students' ability to develop coherent and well-structured texts. This study followed this principle by progressively withdrawing support, ensuring that students understood the key aspects of paragraph writing.

The ZPD model emphasises the role of social interaction in learning (Vygotsky, 1978). As such, this study integrated peer collaboration to improve paragraph writing skills. Peer support was facilitated through activities such as:

- Peer review sessions where students provided feedback on each other's paragraphs
- Group writing exercises where students collectively constructed paragraphs and discussed paragraph features
- Interactive discussions on paragraph errors and how to correct them

These activities allowed students to support their peers (Lantolf & Thorne, 2006). Donato (1994) highlights that peer-assisted learning fosters knowledge construction and deepens understanding, making it an effective approach within ZPD. By engaging in peer collaboration, student- teachers identified common paragraph errors, analyzed paragraph structures, and exchanged strategies for improving their writing. This interactive learning environment ensured that students remained engaged and actively involved in their learning process.

Another crucial application of ZPD in this study was guided writing instruction. Lecturers and writing instructors demonstrated effective paragraph writing techniques, provided step-by-step guidance on paragraph construction, and offered formative feedback on students' writing progress. This guided instruction was particularly effective in addressing common paragraph challenges, such as lack of coherence between sentences, insufficient supporting details, and weak topic sentences and conclusions. Pearson and Gallagher (1983) suggest that the gradual release of responsibility from instructors to learners enhances writing competence. In line with this, the study employed a staged approach, where students initially received direct instruction but were gradually encouraged to apply their knowledge independently.

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The study employed a corrective scaffolding approach, where students were guided to identify, analyze, and correct their own mistakes. This aligns with Andrade and Du (2007), who argued that self-assessment and reflection enhance students' ability to internalise writing conventions. Hence, through structured feedback sessions, students engaged in self-assessment activities where they evaluated their paragraphs using checklists, instructor-led revision sessions where common errors were discussed and corrected, and collaborative editing exercises where students revised each other's work with guided prompts. These activities ensured that students corrected their mistakes and understood the reasoning behind the corrections leading to long-term writing improvement.

The final stage in applying ZPD involved moving students towards independent paragraph writing. After receiving scaffolded instruction, peer support, and guided feedback, students were encouraged to write complete paragraphs on their own, apply learned strategies without assistance, and review and edit their work independently. This transition from assisted learning to autonomous writing aligns with Vygotsky's (1978) assertion that learners should eventually function beyond their ZPD without external support. At this stage, students demonstrated improved writing skills, indicating that ZPD principles had effectively enhanced their paragraph construction abilities.

The Zone of Proximal Development provided a strong theoretical foundation for this study by offering a structured approach to improving paragraphs writing skills among student- teachers. Through scaffolded instruction, peer collaboration, guided revision and feedback, and independent writing and assessment, the study successfully addressed errors in essay writing, explored paragraph challenges, and tested students' paragraph knowledge. By applying the ZPD, the study enabled participants to progress from writing fragmented, incoherent paragraphs to producing structured, cohesive texts thereby successfully addressing paragraph writing challenges, correcting essay errors, and strengthening students' paragraph knowledge. The findings reinforce the importance of socially mediated learning in academic writing instruction and suggest that ZPD-based approaches can be effectively implemented in writing pedagogy to improve literacy outcomes.

The study also facilitated progressive learning, ensuring that students moved from assisted performance to independent writing mastery. The findings reinforce the importance of social

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learning, scaffolded guidance and structured interventions in academic writing instruction, making ZPD a valuable framework for enhancing writing skills in tertiary education settings.

2.1.3 Models of Paragraph Writing

Writing a paragraph is an essential skill in academic writing and hence, it is key for academic success, especially in the tertiary landscape. There are existing models of paragraph writing, each with its advantages and drawbacks. This section discusses five of these models. However, there is very scanty information on them.

2.1.3.1 Hamburger Model

The "Hamburger Model" or 'three-layer cake model' as elucidated by Ali and Bakar (2020), presents a structured approach to paragraph organisation. This model divides paragraphs into three distinct parts: the introduction (top bun), the body encompassing the main idea and supporting details (meat), and the conclusion (bottom bun). Despite its utility as a teaching tool for paragraph structure, there is a cautionary note about the potential for formulaic writing. Ramadan (2018) defines the hamburger paragraph as a visual writing organiser outlining key components, a sentiment echoed by Rog and Kropp, who liken it to the layers of a hamburger (Puspitawati, 2017). Kurniasih (2020) expands on the comparison, portraying the hamburger as two buns enclosing layers of meat, lettuce, tomatoes, cheese bits, tomato, and chilli sauce. The analogy with the hamburger paragraph is that, just as toppings enhance the burger, details enrich the story substance in the text. Kurniasih emphasises the model's primary idea, details, and ending statement, portraying them as the top bun, layers, and bottom bun, respectively. The core idea acts as the starting point, directing the development of the written content. Details, akin to the fillings of a hamburger, provide information supporting the main idea, with the understanding that additional details may spill into subsequent paragraphs, especially when presented sequentially. The concluding statement, mirroring the bottom bun, encapsulates the final thoughts, essence, expectations, or opinions of the narrative. Employing the hamburger paragraph method, as recommended by Anggelina (2019), becomes a valuable writing approach, empowering learners to organise their ideas effectively within the structured framework of a hamburger image.

Kurniasih (2020) conducted a study to gather empirical evidence about the influence of using the hamburger paragraph and encouraging self-regulated learning on the composition of recount texts among tenth-grade students at Perguruan Rakyat 2 Vocational High School. Using a quasi-experimental method with cluster random selection, two classes of 30 students

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were chosen as samples. The data was analysed using Analysis of Variance (ANOVA) and a two-way design with treatment by level (2x2). The study's findings revealed that using the hamburger paragraph and fostering self-regulated learning improved students' recall text writing.

In a similar line, Anggelina (2019) investigated the possibility of improving students' writing skills and learning activities by using the hamburger technique. The hamburger technique was used by the researcher to organise writing by visually presenting the key components of a paragraph. The study used a classroom action research approach, using 22 eleventh-grade students as participants. Data collecting methods comprised tests (pre-test, post-test 1, and post-test 2), observations, and documentation. The study's findings showed a considerable improvement in both writing skills and learning activities, leading to the conclusion that using the hamburger technique resulted in a significant improvement in students' writing skills and learning activities.

In a separate study, Rosyid (2021) sought to determine the effectiveness of the Paragraph Hamburger technique for teaching reading comprehension of recount narratives to tenth-grade students at MAN 1 Sragen. This study had a sample size of 43 students and used a quantitative research style. The experimental design used in the study classified the Paragraph Hamburger treatment as the independent variable and the scanning treatment as the dependent variable, with both focussing on the subject of reading. Consequently, two groups were formed: experimental and control. Data was collected using test instruments, with purposive sampling as the sampling technique.

2.1.3.2 MEAL Model

The MEAL model aids in organising evidence and analysis but may stifle creativity and synthesis. The model, an acronym for Main Idea, Evidence, Analysis, and Link, provides a systematic framework for organising evidence and analysis in academic writing. According to Duke University's Thompson Writing Program, which recommends the MEAL plan, this model aims to enhance the clarity and coherence of paragraphs.

The sequence begins with the main idea, urging writers to formulate a concise topic sentence that clearly articulates the central claim intended for the paragraph and establishes a solid foundation for the subsequent components of the model. Evidence advocates for the inclusion

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of supporting material, whether paraphrased or directly quoted, to substantiate the claim put forth in the topic sentence. This aligns with the scholarly expectation for well-supported arguments in academic writing. The Analysis requires writers to offer a thorough explanation and evaluation of the evidence presented and encourages writers to articulate the significance of the evidence in their own words, demonstrating a deeper understanding of the material. The Link concludes the paragraph and facilitates a smooth transition to the next set of ideas and encourages a seamless flow between paragraphs, ensuring a logical progression of thought throughout the entire piece of writing. This aspect is crucial for maintaining the coherence and continuity of the argument.

While the MEAL model provides a structured approach to paragraph organisation and supports the development of analysis, it is not without its potential drawbacks. The mention of the MEAL model stifling creativity and synthesis suggests that, like any writing model, it may have limitations. Writers should be mindful of these potential constraints and balance the structured approach with the need for creative expression and the synthesis of complex ideas. It is conclusive to say that the MEAL model offers a systematic and effective approach to paragraph organisation in academic writing, aligning with the conventional structure of assertion, evidence, and explanation. By following this model, writers can establish strong paragraphs with clear central claims, well-supported evidence, thoughtful analysis, and smooth transitions, contributing to the overall effectiveness of their academic writing.

2.1.3.3 PIE Model

The PIE model, consisting of Point, Illustration, and Explanation, stands as a widely recognised framework employed in education to instruct students on crafting well-structured and coherent paragraphs. This model is designed to enhance clarity and conciseness in writing by emphasising the importance of presenting a main point, supporting it with relevant illustrations or examples, and then providing a detailed explanation to connect the elements. This structured approach is especially beneficial for novice writers, as it offers a clear and systematic method for organising thoughts and ideas.

However, despite its advantages, the PIE model does have its limitations, as highlighted by various scholars in the field of composition studies. Scholars (Weigle, 2002; Leki, 1998; Mohan & Lo, 1985) have pointed out certain drawbacks associated with the model. One significant criticism is its potential lack of guidance when it comes to linking paragraphs. While

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the PIE model aids in constructing individual paragraphs effectively, it may not offer sufficient direction on how to seamlessly connect these paragraphs to maintain a coherent flow throughout a larger piece of writing. Another concern raised by scholars is its tendency to oversimplify complex arguments.

While the PIE Model serves as a valuable tool for teaching the fundamentals of paragraph construction, it is not without its limitations. The framework excels in promoting clarity and brevity but may fall short in addressing the intricacies of linking paragraphs and dealing with the complexity inherent in academic writing. Educators and students alike should be aware of these limitations and consider incorporating additional strategies to ensure a more comprehensive and nuanced approach to writing in academic settings.

2.1.3.4 PEEL and STAR Models

There is very little information on the STAR and PEEL models. Proponents are unknown and very little is known about their implementation

The PEEL model is said to emphasise evidence-backed arguments and clear transitions, making it valuable for academic writing but criticised for rigidity. The acronym PEEL represents Point, Evidence, Explanation, and Link, and serves as a structured framework for constructing paragraphs in academic writing. It places a strong emphasis on evidence-backed arguments and coherent transitions between different components of a paragraph, making it particularly valuable for certain types of academic discourse, such as argumentative essays or critical analyses. The technique successfully frames paragraphs, resulting in the presentation of a single, clear, and focused argument that is closely related to the essay topic or thesis. The strategy encourages each paragraph to focus on a single aspect of the argument, simplifying the overall structure. This approach is particularly beneficial in creating paragraphs that are accessible and comprehensible for readers. Acknowledging that the information would be consumed by others, the PEEL structure provides a systematic way to organise ideas, making the content more reader-friendly and facilitating a clearer understanding of the presented arguments.

The ‘Point’ which encapsulates the main idea or argument of the paragraph acts as a guide, providing clarity on the focus of the ensuing discussion. ‘Evidence’ introduces relevant and credible supporting material, such as quotations, statistics, or examples. The ‘Explanation’

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delves into a thorough analysis and interpretation of the provided evidence by clarifying the connection between the evidence and the main point and ensuring the reader comprehends the significance of the supporting material in the context of the overall argument. The final component, 'Link', acts as a transition to the next paragraph or section and may summarise the main point, introduce a new idea, or connect the discussed evidence and explanation back to the overarching argument.

The STAR model emphasises four key components: Situation, Task, Action, and Result. This model is recognised for its suitability in presenting information in a clear, logical, and organised manner (Kearns, 2016). In the Situation phase, the model establishes context by offering background information essential for comprehending the circumstances or problem at hand and defines the setting, providing a clear starting point for the reader. Subsequently, the Task segment outlines specific objectives or tasks, articulating the goals that need to be achieved in response to the identified situation. The Action component delves into the practical steps, strategies, or methods taken to address the specified task, showcasing the decision-making process and implementation of solutions. Finally, the Result highlights the outcomes or consequences of the actions, providing a clear indication of achieved results and aiding in the evaluation of the effectiveness of the undertaken actions.

2.2 Conceptual Framework

Grounded in the theoretical foundations and the objectives of this study, a conceptual framework is developed as displayed in Figure 1.

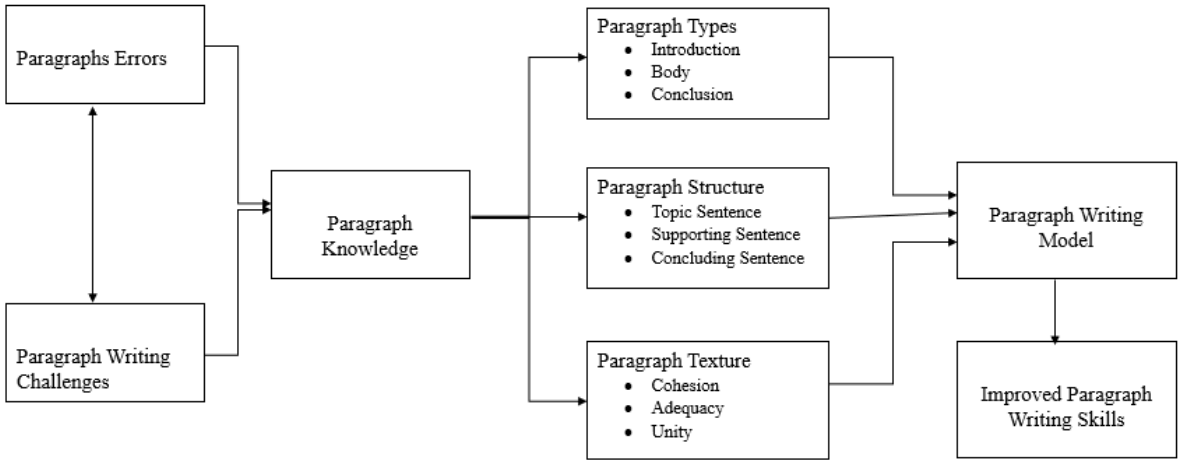


Figure 2:**Conceptual framework for improving student-teachers' paragraph writing skills**

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Source: Researcher's Diary (2024)

The conceptual framework is developed from the error analysis hypothesis and existing paragraph writing models as discussed. Paragraph errors are analysed in the proposed framework to identify areas where students struggle, such as cohesion, coherence, or grammar. This analysis guides the development of targeted interventions. Existing models of paragraph writing emphasise the importance of structure (topic sentence, supporting details, concluding sentence) and texture (coherence and cohesion). These models inform the design of strategies for teaching paragraph writing. The Paragraph Writing Model integrates best practices from these existing models while addressing context-specific challenges identified through the study.

Paragraph errors may include paragraph type defects, structural flaws, texture issues, and mechanical errors. Understanding these errors provides a starting point for designing interventions. These errors are linked to paragraph knowledge, as identifying them helps develop a deeper understanding of writing challenges. For instance, fragmented sentences in body paragraphs signal a need for better instruction in paragraph structure hence, the use of error analysis in improving students' writing by targeting specific weaknesses is important. Also, challenges in paragraph writing often stem from a lack of exposure to writing conventions, insufficient practice, and inadequate feedback. These challenges feed into the need for enhanced Paragraph Writing Strategies, addressing barriers such as limited understanding of paragraph types or inadequate use of cohesive devices. Hyland (2013) notes that challenges in academic writing often arise from mismatches between learners' prior experiences and the demands of academic discourse.

Paragraph knowledge encompasses understanding paragraph types in students' essays such as introductory, body, and concluding paragraphs, each serving distinct purposes. Paragraph structure involves the organisation of ideas, including the topic sentence, supporting details, and concluding sentence while paragraph texture involves features such as unity, coherence, and cohesion that contribute to readability and clarity. Enhancing paragraph knowledge is central to improving writing skills and the given framework emphasises the need for students to master both structural and textual elements of paragraphs as argued by Oshima and Hogue (2006) that a strong foundation in paragraph structure and texture is essential for effective writing.

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The framework is tailored to the unique challenges second-year university student-teachers face, such as limited exposure to academic writing and large class sizes. For instance, peer review and group assignments address the lack of individualised feedback in resource-constrained settings. Combining Corder's error analysis hypothesis with practical strategies from existing paragraph models, the framework bridges the gap between theory and practice and emphasises measurable improvements in paragraph writing skills, aligning with best practices in educational research (Rossi et al., 2018).

Evaluative action research with three phases was adopted to implement the framework. A pre-test is conducted to identify baseline errors and challenges and a questionnaire is administered to gather students' perceptions of writing difficulties. The intervention phase develops a model and implements targeted teaching strategies. Individual readings, peer reviews, and group activities reinforce learning and modify the model. A post-test is conducted to measure improvements and a questionnaire is administered to evaluate the model at the post-intervention phase.

2.3 Conclusion

This chapter provided a review of the literature on the theories that form the foundation of the current study. The exploration of Corder's explanation of errors, the existing paragraph writing model, and the conceptual framework of the study has clarified the complex theoretical perspectives that are key to understanding the phenomenon under investigation. Corder's explanation of errors has provided a focused lens through which the study of language learning and development can be understood, particularly concerning identifying and interpreting errors in paragraph writing. These theories collectively form a robust theoretical framework that underpins the study, guiding the research design, data collection, and analysis. By integrating these theoretical perspectives, the study is well-positioned to explore the complexities of language use, error analysis, and discourse in paragraph writing ultimately contributing to a deeper understanding of the research questions.

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CHAPTER THREE

EMPIRICAL LITERATURE REVIEW

3.0 Introduction

This chapter reviewed literature on concepts and empirical studies related to the study. This review focuses on studies conducted within the field of academic writing. It covers paragraph writing, challenges in writing paragraphs, errors in paragraph writing.

3.1 The Concept of Writing

According to Huwari (2020), writing is essential in any language since it is an active and creative component of that language. It is an effective tool for language development and critical thinking across multiple fields. Writing is regarded as one of the productive abilities that students must master when learning any language (Abdi, 2018). Writing is a skill that is intrinsically productive, despite its complexity. It emphasises the act of making language rather than simply absorbing it (Aguirela & Filologia, 2012), as evidenced in written materials. Writing is a cognitive technique that allows people to communicate their ideas to others via text (Al-Tamimi, 2018). Writing is a kind of communication that is governed by a single fundamental concept that emphasises the role of language in interpersonal interactions (Al Mubarak, 2017) and a form of spoken communication with other people. It is a system of visual symbols that can be utilised to transmit meaning (Nordquist, 2017) and the process of text composition.

According to Yulianti (2018), writing is the act of generating ideas, considering how to convey them, and managing the ideas into sentences or paragraphs to make them understandable to a reader. It entails more than just foretelling sounds. Miko (2018) adds that when someone engages in an activity of making coherent words on paper and composing text, the person is writing. This means that in writing, one presents thoughts, opinions, sentiments, or experiences that someone has read or heard in the form of words, phrases, clauses, and paragraphs in order for his work to be understood and read clearly. Miko goes on to say that the process of writing is a learnt talent since writing is a skill that anyone can master through intensive practice, as it is not an automatic skill. Writing begins with a simple piece of writing and progresses to a more complex level that includes structural and lexical aspects. Ramadhan (2017) adds that the focus of writing is to create pieces of literary works such as poems, stories, or articles to explore

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the researcher's thoughts and ideas. Through this medium, a language is visually represented in a text form.

According to Alfaki (2015), writing needs to be effective by having accuracy of grammar and vocabulary, appropriateness of sentence structure and subject matter, and development and organisation of ideas. Similarly, writing skills demand that the thoughts be presented in a well-structured and well-organised way (Javed et al., 2013). According to Grami (cited in Zuhour & Fatima, 2015), writing is characterised as a "complicated cognitive task." This designation arises from the recognition that writing involves more than a simple, direct production of immediate cognitive capabilities; instead, it requires careful thought, discipline, and concentration. Alsamadani (2010) further underscores the complexity of writing, describing it as a "complex, challenging, and difficult process." In this context, writing encompasses a range of skills, including the identification of a thesis statement, articulating supporting details, and engaging in the crucial stages of reviewing and editing. These perspectives emphasise the intricate nature of writing, highlighting its cognitive demands and multifaceted challenges that extend beyond the mere expression of existing knowledge or abilities.

Typically, one expresses thoughts and ideas through the use of words and symbols that translate speech sounds or language into text for other people to read, not just one sentence or multiple sentences that are connected in precise ways and placed in a certain sequence. According to Al Mubarak (2017), being able to write effectively indicates progress in the learning process. The ability to write well is seen as a cognitive challenge since it aids in the evaluation of linguistic proficiency, memory capacity, and reasoning ability, with success in writing used to achieve a range of school-level goals (Valdes, 2019). Writing in school serves diverse but complementary purposes. First, it is a talent that involves the use of methods (such as preparing, reviewing, and modifying text) to achieve a variety of objectives, such as producing a report or presenting a viewpoint supported by evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter. It can be deduced from these that writing enables students to express their ideas to make good pieces of writing.

Furthermore, Cooper (2014) recommends a set of critical steps in the writing process. These include (1) prewriting gestation, ranging from a few minutes to months or even years; (2) planning the specific piece, whether with or without notes or an outline; (3) initiating the composition; (4) constantly making decisions regarding word choice, syntax, rhetorical style, and organisation; (5) reviewing the written content while anticipating and rehearsing the

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upcoming sections; (6) tinkering and reformulating as needed; (7) knowing when to stop; and (8) contemplating As a result, excellent writing abilities are essential for expressing thoughts and ideas in written form, which includes processes such as organisation, composition, and polishing.

Writing is a complicated activity, as Brown emphasises in Situngkir (2020). This complexity includes various dimensions, including (1) the generation of graphemes and orthographic patterns of language, (2) the production of written content at an effective speed aligned with its intended purpose, (3) the creation of a proficient lexicon and the utilisation of appropriate word order patterns, (4) adherence to acceptable grammatical systems, patterns, and rules, (5) the articulation of specific meanings through diverse grammatical forms, (6) the use of cohesive devices in written discourse, (7) adherence to rhetorical forms and conventions inherent in written communication, (8) the adept performance of communicative functions within written texts in accordance with their form and purpose, and (9) the transmission of links and connections between events, including the communication of relations such as a main idea, supporting idea, new information, given information, generalisation, and exemplification. Furthermore, this complexity necessitates the capacity to distinguish between literal and inferred meanings throughout the writing process. Finally, the complexities of writing are vividly mirrored in its dynamic and intricate procedural features.

The improvement in writing skills of students can be used to assess the success of the teaching and learning process. This progress is obvious in writing assessments, which serve as evaluative instruments for scrutinising and evaluating writers' work in various writing assignments (Jarbel, 2017). The concepts that guide writing assessments in primary and secondary grades revolve around three key aspects of the overall vision: (1) understanding the cognitive foundation for effective writing instruction, (2) crafting formative and summative writing assessment designs aligned with assessment goals, utilising more meaningful tasks and providing effective support for instruction, and (3) conceptualising an approach to essay scoring that maintains a strong rhetorical focus. Writing assessments are intended to score writing activities, allowing for the observation of students' progress in English writing abilities without substituting human judgement about substance and critical thinking in written output (Deane, 2011). Rubrics can be used to assess students' paragraph writing, including topics such as content, organisation, and format; grammar, vocabulary, and fluency; and supporting materials. Rubrics are recommended for complete assessments (NC State University, 2011). Important components of writing skill evaluation include helping students both within and

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outside of the classroom, issuing grades, selecting appropriate students or courses, and assessing programmes. To be transparent and meaningful, the written literacy evaluation process needs to be well-managed and coordinated. Based on the explanation, the researcher assumes that we write something based on our thoughts that we can express through written form and some processes that can develop students' ability in writing and, also by writing we can give information and persuade people around.

3.1.1 Academic Writing

Valdes (2019) defines academic writing as any formal written work created in a learning environment. Academic writing is frequently used by students, professors, and researchers to write papers, arguments, and other written works that serve public purposes. Evidence-based reasoning, careful word choice, logical organisation, and an impersonal tone are some of the characteristics of academic writing. According to Johnson (2016), academic writing is a specific style of representation that specialists utilise to establish intellectual norms for their fields and areas of expertise. Academic writing is distinguished by the use of third-person rather than first-person perspective, a formal tone, a specific concentration on the subject question under consideration, and precise and detailed word choice. Academic writing was created to convey consistent meaning addressing problematic methods or designs for a field of educational professionals, similar to unique languages produced within other fields, most notably legislation, the law, or the practice of medicine. Furthermore, according to Brodhacker (2016), academic writing differs from informal writing in terms of paper arrangement and the usage of words and phrases to convey concepts. To communicate effectively in a given environment, word and phrase selections must be specific and accurate. Because formal and informal communication serve different purposes, the way we write in academic and scientific settings will differ significantly from how we would write to a friend or loved one. Academic writing, like other forms of writing, seeks to communicate ideas from the author to the reader. Its primary goal, like that of technical writing and most professional papers, is to impart information. In educational settings, academic writing is used to generate reports, enquiries, and essays. Academic writing is critical to students' capacity to express themselves and progress through their higher education. It is an essential component of most English curricula due to its importance in students' academic progress (Sawalmeh, 2013).

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3.1.2 Importance of Writing

Writing holds significant significance in our daily existence for various reasons. In both physical copy and digital form, writing is a visual method of communication (Brodhacker, 2016). It enables one to gather thoughts and ideas and record them for future readers to peruse, hence the consideration of the ability to write creatively as a skill albeit not everyone has this ability. A person must be able to convey information or messages in writing to another individual or to a particular, focused group, such as coworkers, clients, consumers, students, and so forth. A person who can write well is seen as well-educated, a member of a literal society, an excellent communicator, and successful in both professional and academic life because writing is a crucial ability for job advancement. Whether it's a letter, an email, a report, or even a handwritten note, there will always be situations where an employee is required to write anything. It is a language skill that is dynamic and productive, and it is necessary for professional and academic success (Al-Ghabra & Najim, 2019). From a social standpoint, it plays a vital role in contemporary life, as it is intertwined with the prevalence of written communication forms like emails, tweets, blog comments, Facebook posts, text messages, and more (Graham et al., 2018).

Writing is an essential part of academic learning and daily communication as it serves as a bridge between the present and the past as well as the future. In terms of academic achievement, writing is an essential skill since it serves as the conduit for collecting, refining, transmitting, sharing, and preserving information and data for future applications in any educational context (Graham et al., 2013). It helps us solve problems, share ideas, and understand how the world is changing. This means that those who fail to acquire good writing skills encounter many barriers in their educational and professional life and are in a disadvantageous position in today's world. Writing is an essential skill for any language in our environment. Being able to write is a valuable skill, especially in English, in this Facebook and WhatsApp-oriented world that offers simpler, less expensive, and faster connection and communication. For this reason, writing has become a critical communication tool for students (Graham, 2016). Ramadhan (2017) further elaborates that writing allows the language learner to convey something and communicate ideas to people beyond their immediate environments to learn something that they do not know yet and to reach other purposes.

Writing ability, according to Arikunto (2006), is the capacity of an individual to convey thoughts and feelings in a written language using visual symbols such that the message is understood by the audience. Thus, the ability to write well refers to the writer's capacity to

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express ideas in clear, reader-friendly words, phrases, and paragraphs. Writing abilities are crucial to language learning. Language skills that are dynamic and useful in writing. Because writing abilities result in a written product that can be read by others and contains the author's ideas, thoughts, and concepts, these abilities are said to be productive. One of the language skills that are taught to students is writing. Hamed (2018) posits that writing is not an inherent skill but rather an acquired one. It necessitates training, instruction, practice, and practical experience. The ability of students to write affects how well they engage in teaching and learning activities at school as the ability to write is the capacity of a person to explore ideas and share them with others through signs or symbols in written form. When students write, they must possess strong writing skills. The full mastery of both micro and macro talents is also necessary to generate quality writing.

According to Al-Tamimi (2018), children who can demonstrate communicative competence in writing can improve their language skills and excel academically at all levels. This is because effective writing is a precondition for success in today's world, and developing writing abilities is thus one of the most valuable contributions that instructors can make to their students' futures. Alfaki (2015) says that writing is an important aspect of language proficiency. Language learners are expected to be proficient in written communication in order to express their thoughts, ideas, and feelings through words. Hussen (2015) provides a more complete look at the reasons for writing. The author believes that writing is critical in ESL or EFL training. To begin, writing helps students cement their mastery of grammatical structures, idiomatic expressions, and vocabulary that have been presented. Second, when students write, they have the opportunity to creatively explore the language, going beyond what they have previously learnt to express themselves and take linguistic risks. Third, as students engage in writing, they naturally immerse themselves in the new language. The act of attempting to verbalise their thoughts and the continuous participation of their eyes, hands, and minds offer a novel technique to reinforce the learning process. As students grapple with what to convey next or how to effectively translate it onto paper, they frequently stumble upon novel insights and ideas to incorporate into their writing.

As a result, writing is not only an important language skill for EFL learners' academic accomplishment, but it also allows them to improve their fluency and accuracy in other language components such as grammar and vocabulary (Tesfaye & Tsadik, 2015). As a result, Kurniasih (2020) claims that there are numerous forms of English writing, each with its own goals. However, there are four primary types: explanatory, persuasive, narrative, and

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descriptive. Within these sorts, writing is divided into two major categories: those that belong to a variety of stories and those categorised as factual genres.

3.1.3 Processes/Approaches to Teaching Writing

Several approaches have emerged as efficient for teaching students to write. Al-Tamimi (2018) identified four of these writing theories as product, process, genre, and integrated. These theories help to understand the writing process used in academic essays. These approaches are discussed as follows:

3.1.3.1 Product Approach

This approach, as explained by Silva (1990), places a strong emphasis on the form and syntax of language and rhetorical exercises. In this approach, the teacher's primary concern is the final written product, with a focus on imparting knowledge about language structure, often neglecting the writing process, audience considerations, and writing purposes. This intense focus on grammar, syntax, vocabulary, and mechanics can lead to student disinterest due to the exclusive emphasis on language accuracy. Recognising the limitations of the product approach, scholars have turned to the "process approach," which focusses on the processes writers take before completing their final manuscript. The product approach sees writing as a product created by combining lexical and syntactic forms, with good writing demonstrating understanding of these forms and the rules employed to construct texts (Hyland, 2013). Teachers that use this technique focus on formal accuracy and correctness at the sentence or paragraph level (Silva, 1990). They teach students about the formal components of written texts, such as vocabulary, syntax, coherence, rhetorical organisation, and the relevance of ideas to the topic, among other things.

Writing is viewed as an extension of grammar, a method of reinforcing language patterns through habit development and measuring learners' capacity to construct well-structured sentences (Hyland 2013). To accomplish this, student writers must copy and adhere to specific models, as demonstrated by White (1988) and elaborated upon by Hyland (2013) and Silva (1990). However, the product-oriented strategy has drawn criticism. To begin, while grammatical structures and lexical patterns are important for second/foreign language (SL/FL) authors, "writing is obviously not only these things" (Hyland, 2003). Many FL students can form suitable sentences but struggle to create appropriate longer texts (Hyland, 2013). Many FL students can construct correct sentences but struggle to write appropriate extended texts (Hyland, 2013). Secondly, this approach places excessive emphasis on the final product and provides little insight into the process that writers go through to develop that end result, namely

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the composing process (Flower & Hayes, 1977). By focusing on the product in writing instruction, we essentially give students standards to evaluate the quality of their finished work without effectively teaching them how to go through the process of creating that work (Rohman, 1965).

3.1.3.2 Process Approach

The approach prioritised writing as a dynamic, multi-stage process, with an emphasis on the act of writing rather than rigid adherence to grammatical rules (Tribble, 2009). Typically, this methodology consists of four stages: prewriting, draughting, revising, and editing, with writers urged to devote significant time to each stage, actively revising, and seeking input from both professors and peers before submitting final versions. Flower and Hayes (1981) define writing as the interaction of three main elements: the work environment, the writer's long-term memory, and the writing processes. The task environment includes external variables such as the rhetorical problem (involving the topic, rhetorical situation, and audience) and the evolving text, which have a significant impact on writers' decision-making processes and their reliance on long-term memory, which stores knowledge not only about the topic but also about the audience and various writing plans, to address the rhetorical problem in the context of the changing text. The writing processes involve planning, translating, and reviewing, overseen by a monitor that tracks progress (Hayes, 2012). Planning entails goal setting, idea generation, and creating a preliminary outline. Translating focuses on capturing ideas without concern for expression accuracy while reviewing involves refining the initial draft, revisiting objectives, and ensuring both fluency and accuracy. These processes occur simultaneously and interdependently (Hayes & Olinghouse, 2015; Flower & Hayes, 1981).

However, despite its focus on the writing process, this approach has faced criticism for downplaying the importance of lexical and grammatical aspects and being time-intensive, particularly in larger class settings. To address these challenges, educators have suggested strategies such as providing writing examples and promoting peer feedback. Similarly, Flower and Hayes' (1981) process-oriented model has drawn criticism for its exclusive emphasis on writing processes, as it may not cater to the needs of all students (Horowitz, 1986). Critics argue that teachers often fail to provide explicit directives and structured instruction on the format of target texts, leaving students to independently discover appropriate forms. This may not sufficiently prepare learners for academic writing, where explicit instructions are typically expected. To address these concerns, Flower and Hayes' (1981) process writing model has undergone revisions, incorporating new research and insights (Hayes, 2012). These updates

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aim to address critiques of the original model and incorporate evolving perspectives on writing instruction. This revised model represents the latest iteration in a series of writing models proposed by Hayes and his colleagues over several decades (Hayes & Olinghouse, 2015).

3.1.3.3 Genre Approach

The genre approach to writing instruction presents a balanced perspective between the traditional product and process approaches, allowing writers to benefit from a rich amalgamation of insights while crafting their final text. In this approach, writers draw from both product and process perspectives as they shape their writing, recognising that it is not just about the end-product or the dynamic writing process, but also about the unique style and conventions associated with specific genres. Genre, often described as a specific style or category of expression in writing, serves as a foundational concept within the genre approach. Writers use genres as templates to structure their writing effectively, allowing them to convey their thoughts coherently. In this aspect, the genre approach shares some similarities with the product-oriented approach by stressing the importance of understanding and applying conventions and structures within a given genre. However, what sets the genre approach apart is its astute awareness of the influence of the social context in which writing occurs (Badger & White, 2000).

This approach acknowledges that writing is not a static, one-size-fits-all endeavor but rather a dynamic practice that varies based on the context and audience. Consequently, it places strong emphasis on explicit teaching about the characteristics of various genres and the strategies for effective genre use, enabling students to adapt their writing to different social contexts and audiences. Moreover, the genre approach encourages a shift in responsibility from teacher to student over the course of instruction. As students become more proficient in understanding and using different genres, they gain increasing independence and autonomy in their writing. This pedagogical strategy cultivates self-regulated writers who can adapt their writing to diverse genres and contexts. Nevertheless, the genre approach is not without its share of criticisms. Some argue that it can be challenging for students to use specialised vocabulary appropriately within different genres, as they need to become familiar with specific terminologies and expressions related to each genre. In essence, the genre approach to writing instruction offers a comprehensive and well-balanced perspective, combining insights from both the product and process approaches. It underscores the significance of genre awareness, the influence of social contexts, and the transition of responsibility from teacher to student.

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However, it may face challenges in terms of vocabulary usage and content generation (Badger & White, 2000).

3.1.3.4 Integrated Approach

The integrated approach to writing instruction is a comprehensive and pragmatic methodology that recognises the merits of the product, process, and genre approaches while combining elements from each. This approach represents a balanced and flexible perspective, aiming to provide a well-rounded and effective framework for teaching writing skills. It incorporates practical elements from these various approaches, offering a compromise that caters to the diverse aspects of writing and seeks to create a harmonious and versatile approach to writing instruction. By integrating aspects from the product approach, the integrated approach recognises the significance of producing a well-structured, coherent, and grammatically accurate final written product. This acknowledges the importance of teaching students to express their ideas clearly and effectively in writing, emphasising the role of conventions and correctness in producing quality written work (Tribble, 2009).

From the process approach, the integrated approach draws the value of understanding writing as a dynamic and multi-stage process. It appreciates the importance of prewriting, drafting, revising, and editing in fostering the development of ideas, organisation, and fluency in writing. In this sense, it encourages students to engage in the process of writing, seeking to improve their writing skills through multiple drafts and revisions (Flower & Hayes, 1981). Furthermore, the genre approach's insights are integrated into the framework, emphasising the awareness of different writing genres and how writing styles vary based on social contexts. This recognises that writing conventions and structures differ across genres and that students should be equipped to adapt their writing to various communicative situations (Badger & White, 2000).

The integrated approach is not about choosing one approach over the others but about creating a synergistic blend of these elements to provide students with a well-rounded education in writing. It recognises that students can benefit from understanding writing as a product, a process, and a function of genre and that all these aspects are interconnected. Understanding the integrated approach to writing can lead to the development of alternative teaching practices that cater to the diverse facets of writing. This approach equips educators with the flexibility to adapt their instruction to different contexts and students' needs. By acknowledging the value of all three approaches, the integrated approach strives to offer a comprehensive framework for teaching writing skills, preparing students for the multifaceted demands of effective communication in various writing contexts. This synthesis allows students to grasp the

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intricacies of writing and become proficient in producing clear, well-structured, and contextually appropriate written texts.

According to Nordin (2017), the process and genre approaches are the two most successful ways to teach writing. The author claims that applying a process/genre-based strategy in ESL writing classrooms ensures that the valuable and effective parts of process writing pedagogy, such as prewriting, draughting, feedback, and revising, are not completely replaced by the genre approach. Rather than competing, these two approaches can be seen as complementary, working together to improve the entire writing instruction experience.

3.1.3.5 Language Experience Approach (LEA)

The Language Experience Approach (LEA) is an educational method designed to facilitate early reading skills by integrating children's language and background knowledge into the learning process (Carter, 2007). This approach recognises that students bring their unique language and experiences to the learning environment, and it leverages these individual elements to create a more personalised and meaningful educational experience. LEA is not only limited to reading but also extends its benefits to the development of writing skills. By using a student's language and grammar, LEA encourages the creation of reading and writing materials that directly resonate with the individual learner. This integration of personal language into literacy instruction serves as a foundation for both reading and writing practice, making it a versatile tool for educators working with students at various proficiency levels (Nunan, 2011).

The key principle behind LEA is to utilise the language that students are familiar with, ensuring that the learning materials are relevant and relatable. This approach embraces the idea that language learning is most effective when it is connected to the learner's existing knowledge and experiences. As students engage with reading and writing materials created from their language, they are more likely to find the learning process meaningful and enjoyable. LEA can be particularly beneficial for students who are just beginning to develop their literacy skills, as it provides a bridge between their spoken language and written expression. Additionally, for improving writers, LEA offers a supportive environment where they can build on their existing language competence while refining their writing abilities. This approach to writing is rather comprehensive and does not only aid in early reading but also serves as a valuable tool for cultivating writing skills. By incorporating students' language and experiences, LEA creates an inclusive and personalised learning environment, fostering a deeper understanding and appreciation for both reading and writing.

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Al-Ghabra and Najim (2019) add that to be successful in writing, writers need to focus on different aspects such as organisation, punctuation, capitalisation, spelling, coherence, cohesion, etc., and employ various writing instructions, such as summarisation, collaborative writing, specific product goals, word processing, sentence combining, prewriting, inquiry activities, the process writing approach, model study, and writing for content learning (Situngkir, 2020). Teachers must not only know these writing rules, but also comprehend how to use them effectively in the classroom. Furthermore, teachers must not only understand writing teaching but also set clear goals for what students are expected to achieve in the writing process. Furthermore, when teaching paragraph writing, educators must carefully choose teaching materials that include interactional and monologue text/paragraphs organised into categories such as descriptive, narrative, spoof/recount, procedure, report, news, anecdote, exposition, explanation, discussion, commentary, and review. These items are useful resources for teaching writing successfully.

3.1.4 Purpose of Writing

This plays a fundamental role in communication and language development. According to the Online Writing Resource Centre (2018), it signifies the objective or intention behind a piece of writing, which can include self-expression, information sharing, persuasion, or creative literary expression. Writers generally employ one of these four purposes when communicating their ideas in writing: self-expression, informing their audience, persuading the reader, or crafting literary works. In an academic context, the emphasis often revolves around two primary purposes for compositional writing, namely, informing or persuading the audience. Miko (2018) underscores that writing extends beyond the mere transmission of ideas to readers; it functions as a vital tool for reinforcing all aspects of language that students have acquired. This perspective underscores the practical and integrative role of writing in language acquisition, encompassing vocabulary, grammar, syntax, and compositional skills, thereby contributing significantly to overall language development.

Grenville (2001) offers a comprehensive categorisation of the purposes of writing, which can be summarised into three key functions: to entertain, to inform, and to persuade. Writing for entertainment is centred on captivating and engaging the reader through storytelling, creative expression, or humour, often encompassing genres like fiction, poetry, and humour pieces. As Saepudin (2019) points out, it falls under the category of “imaginative writing” or “creative writing,” where examples include novels, stories, poems, song lyrics, plays, and screenplays.

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At times, imaginative writing may adopt the guise of a "true story" to enhance its impact, blurring the lines between fiction and reality. In contrast, writing with the intent to inform is focused on conveying factual information, sharing knowledge, and presenting objective accounts of various topics, typically found in non-fiction texts, academic papers, reports, and news articles. This form of writing nurtures research, critical thinking, and organisational skills. As Saepudin (2019) explains, while such writing can also be engaging to readers, its primary purpose is to inform. Examples include newspaper articles, scientific or business reports, instructions or procedures, and academic essays. Lastly, persuasive writing seeks to sway the reader's opinions, beliefs, or actions, often employed in argumentative essays, advertisements, editorials, and speeches. It requires the use of rhetorical techniques, logical reasoning, and evidence to construct compelling and coherent arguments that resonate with the reader's emotions and logic. Saepudin (2019) highlights that persuasive writing encompasses advertisements, certain newspaper and magazine articles, and specific types of essays. It may include the author's opinion as part of a well-structured case supported by evidence, rather than merely expressing personal feelings.

These distinct purposes of writing encompass a broad spectrum of written communication and offer students a versatile range of skills and approaches to develop their writing proficiency. Understanding and practicing these diverse purposes of writing is integral to language development. It equips students with the ability to adapt their writing to different contexts and audiences, fostering their proficiency in effectively conveying ideas, information, and persuasive arguments. Moreover, it reinforces their grasp of the various dimensions of language, from creative expression to factual accuracy and persuasive communication.

3.1.5 Common Challenges Students Face in Writing

Writing is possibly the most demanding of the four language skills because it requires a high level of language control, problem-solving abilities, idea generation, meticulous planning, goal establishment, continuous monitoring, and comprehensive self-assessment (Al-Ghabra & Najim, 2019). Writing is a tough skill for non-native English learners to learn because they must consider other aspects of their writing such as content, organisation, purpose, audience, vocabulary, and proper punctuation, spelling, and capitalisation (Al-Tamimi, 2018). According to the author, the complexity of writing has presented pupils with a number of obstacles, including the capacity to produce well-developed paragraphs and essays in English. Many students understand the language, but most fail to articulate their ideas (Hafiz et al., 2018). As

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a result, many of these pupils develop weak writing skills and lack proficiency in their own language.

There have been numerous reports of mistakes in word order, subject-verb agreement, article usage, and mechanics. They also frequently beat about the bush and repeat terms before delivering their major ideas (Dweik reported in Alsamadani, 2018). Saputra and Ratminingsih (2014) also highlighted typical faults in students' title creation, topic sentence development, coherence, diction, syntax, mechanics, addition, omission, substitution, and concept ordering. Javed et al. (2013) discovered similar difficulty in spelling, sentence structure, tense, punctuation, and paragraph structure, as well as many issues spanning from spelling to sentence and paragraph organisation (Rass, 2015). Students also struggle to differentiate between topic and closing sentences, properly develop a paragraph, or focus on one idea in their paragraph (Siddiqui, 2020), as well as spelling, punctuation, vocabulary, grammar, sentence structure, and idea organisation in academic writing (Afrin, 2016). Postgraduate students also make errors in subject-verb agreement, verb tenses, incorrect vocabulary, and spelling (Jamil et al., 2016). Fareed et al. (2016) highlighted difficulties related to vocabulary, grammar, content selection, topic sentences, and organisation. In summary, Nuruzzaman et al. (2018) divided the obstacles of paragraph writing into four categories: grammar, lexis, semantics, and mechanics, with grammar being the most common challenge for students.

The Writing Center (2017) highlights the critical aspects of development and organisation. Students often grapple with structuring their thoughts cohesively and arranging them in a logical order, making the progression of their written work effective and coherent. Another prevalent issue is the lack of ideas, where students may struggle to generate and articulate meaningful content. This challenge goes beyond the mechanical aspects of writing and involves the creative process of conceptualising and expressing thoughts on a given topic. Furthermore, the issue of grammar intuition poses a significant hurdle. Students may encounter difficulties in grasping the nuances of grammatical rules, leading to errors in sentence construction, verb agreement, and overall language accuracy (Writing Center, 2017). Additionally, the concerns raised by Suyanto (2015) shed light on two specific mechanical aspects missing punctuation and capitalisation. Students may falter in incorporating proper punctuation marks, affecting the clarity and structure of their sentences. Similarly, challenges in capitalisation can impact the readability and professionalism of their written work.

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Numerous factors contribute to the occurrence of writing errors among students. These errors were attributed to factors such as absence of knowledge, less practice, and forgetting (Saputra & Ratminingsih, 2014). According to Siddiqui (2020), the obstacles that students have in writing are caused by two important factors: teacher pedagogy and teacher feedback. A few factors associated with teachers include a lack of sufficient training, traditional pedagogy, little or no (constructive) criticism, and an inability to push pupils to write (Fareed et al., 2016). According to Al Haysony (2012), a lack of emphasis on English as an instructional language contributes significantly to students' writing difficulties. In countries where English is not the primary medium of instruction, students are bound to face challenges with writing. Also, Alkubaidi (2019) attributed students writing errors to the absence of essential social aspects in the writing process, such as a genuine purpose, a well-defined audience, and a specific context. This lack of attention to the social dimension of writing can result in disconnected and incoherent content.

On the other hand, when there is too much emphasis placed on teaching reading and listening skills rather than writing, students are likely to be ill-proficient in writing as suggested by Huwari and Al-Khasawneh (2013). What this means is that when this skewed focus neglects the development of students' writing abilities, this tends to have a detrimental impact on their academic performance and overall language proficiency. Again, the authors noted that when students have a lame understanding of grammatical items, and practice what they learn, they become weak writers. In the view of Ansari (2012), student weakness in writing can be blamed on the schools attended where some poorly teach students English writing. Alsamadani (2018) contends that the challenges associated with learning and teaching writing skills stem from the need for a comprehensive understanding of various elements. These include grammar, appropriate vocabulary, writing mechanics such as punctuation and capitalisation, organisational skills, style, and the ability to engage one's imagination. The assertion underscores the multifaceted nature of writing, highlighting that proficiency in this skill demands a holistic grasp of linguistic rules, structural aspects, and creative elements.

The acknowledgment of these issues in writing underscores the pressing need for dedicated and profound attention as emphasised by Jurianto and Kwary (2015). Effectively addressing writing issues necessitates a strategic and multifaceted approach. One crucial aspect involves meticulous attention to the construction of paragraphs, recognising them as fundamental building blocks of written expression. This entails a focus on key components within a paragraph, including the topic sentence, supporting details, and a coherent conclusion, as

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outlined by Gillet (2017). Emphasising the development of ideas within this framework is pivotal for enhancing students' overall writing proficiency. To implement these strategies successfully, a targeted teaching approach to paragraph writing becomes imperative. Educators play a vital role in guiding students through the nuances of constructing well-organised and cohesive paragraphs. This pedagogical approach involves imparting not only the technical aspects of structuring paragraphs but also fostering a deep understanding of how ideas can be effectively communicated within this framework. In essence, addressing writing issues is a dynamic process that goes beyond correction; it involves equipping students with the skills and knowledge to navigate the intricacies of paragraph writing. By doing so, educators contribute significantly to enhancing students' broader writing capabilities and fostering a foundation for effective written communication. One sure way of achieving this is through mastery of the paragraph as paragraphs are considered the building blocks of any piece of writing.

3.2 The Paragraph

The paragraph serves as a fundamental unit of written communication, embodying the essence of effective writing. Within a paragraph, individuals have the opportunity to express thoughts, convey ideas, and communicate information with precision and clarity. Azimi (2022) asserted that proficient writing skills, essential for success in both academic and professional endeavours, are exemplified in the art of crafting well-structured paragraphs. Moreover, the paragraph serves as a catalyst for critical thinking, encouraging individuals to clarify their ideas and develop logical arguments in written form. Through the process of organising thoughts and arguments into coherent paragraphs, individuals hone their ability to articulate arguments, present findings, and engage with diverse audiences effectively (Husse n, 2015). Whether composing essays, reports, research papers, or business correspondence, mastery of paragraph writing empowers individuals to navigate various contexts and achieve their goals with confidence. Thus, the paragraph emerges as a cornerstone of effective communication, embodying the transformative power of writing as a tool for learning, self-expression, and intellectual growth.

3.2.1 Concept of Paragraph

A paragraph forms a key and fundamental component of academic writing in English. This is because any form of academic writing in higher institutions of learning revolves around a good knowledge of paragraph and paragraph writing. In defining what a paragraph is, Wali and Madani (2020) opine that when a group of closely related sentences comes together to express

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a single idea, a paragraph is constituted. The authors further assert that in every paragraph, one key topic should be raised, hence any single paragraph that discusses more than one key topic is not recommended and acceptable. Sarfo-Adu (2016) defines a paragraph as a group of related sentences that discuss one main idea. The author further stated that usually, paragraphs have their first sentence beginning on a new line. Citing Duncan, the author further opines that a paragraph combines sentences to explain, illustrate, prove, or give the history of events in one subject of thought. In the view of Azimi (2022), paragraph writing involves understanding and choosing appropriate types of facts and linguistic elements to communicate a single idea and further explains that a paragraph consists of a group of sentences, or a single sentence set off as a unit.

Similarly, Messuri (2016) explains that paragraphs indicate that a group of sentences are related and somehow distinct from the other sentences in the text. The author further asserts that this function of a paragraph is what has earned it the term, 'macro-punctuation' acting as rhetorical signifiers to enhance the reader's comprehension of a text. Alsmari (2019) provides insight into the typical structure of a paragraph, stating that it generally consists of five to eight sentences focused on a singular main idea or topic. The paragraph concludes with a single statement that clearly restates the main idea. These supplemental sentences all support the writer's principal point, emphasising its importance as the paragraph's main focus. According to Bailey (2018), a paragraph is a collection of sentences that address a particular issue. The author goes on to explain that, while paragraph length varies greatly depending on the type of writing, it should never be less than four or five sentences. Furthermore, Al-Tameemy and Daradkeh (2019) define a paragraph as a set of phrases on a single topic.

In Hussen's (2015) discussion, he elucidates that composing a paragraph necessitates a comprehensive grasp of organisation. Each sentence must seamlessly fit into this overarching structure. In a skilfully crafted paragraph, thoughts and sentences are meticulously organised lucidly and coherently, all revolving around the central idea of that paragraph. The more coherence and cohesion present in written paragraphs, the more effectively they can convey a meaningful message to their readers. Additionally, students should demonstrate the ability to employ a connected sequence of grammatically correct words and sentences. Unless students arrange their words in, at the very least, the minimally acceptable order, their intended message may not be effectively conveyed. This implies that any well-crafted paragraph is the result of judiciously selecting a topic sentence; understanding how to choose an apt topic sentence for each paragraph empowers students to arrange their information in a logical sequence.

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According to McCloud (2017) and the Writing Pack (2015), a well-developed paragraph has three parts: a topic sentence, supporting sentences, and a conclusion sentence. This indicates that a well-developed paragraph usually has three main parts: a topic sentence, supporting sentences, and a concluding sentence. Rosen and Behren, as cited in Situngkir (2020), emphasised that each paragraph should be cohesive, coherent, and clearly relevant to the paper's argument. Specifically, paragraphs should be cohesive, relating to a single guiding idea; related to the paper's thesis; coherent, with logically structured sentences following a specific plan of development; and well-developed, with ideas fully described and backed by evidence. The process of deciding what to include in paragraph components commences with the "germination process," involving brainstorming, questioning, and note-taking to identify keywords related to the main idea (The Writing Center, 2017).

Sarfo-Adu (2015) defines an ideal paragraph structure as being measurable and describable, governed by six principles: (1) the beginning of each sentence should explicitly build upon what precedes it; (2) consecutive sentences iterating or illustrating the same idea should be formed similarly, following the rule of parallel construction; (3) the opening sentence, unless overtly preparatory, should prominently indicate the paragraph's subject; (4) the paragraph should be consecutive, free from dislocation; (5) it should possess unity, implying a definite purpose that prohibits digression and irrelevance; and (6) a due proportion between principal and subordinate statements should be maintained, mirroring the sentence structure within the paragraph. Commenting on the purpose of a paragraph, Nordquist (2019a) argues that every paragraph gives an indication of a swing in thinking, and also gives readers a rest. Thus, a paragraph signals an introduction of a new line of thinking in a discourse.

3.2.2. Paragraph Types

Paragraph writing is a fundamental aspect of academic and professional communication, shaping coherent and structured texts. Within the broader context of paragraph development, the three core types, introductory, body, and concluding paragraphs play distinct and interconnected roles in shaping the overall flow and impact of written discourse. The introductory paragraph serves as the opening statement, capturing the reader's attention, presenting the thesis, and setting the tone for the subsequent discussion (Swales & Feak, 2012). The body paragraphs form the crux of the text, elaborating on the main ideas through detailed explanations, examples, and evidence while maintaining logical coherence (Langan, 2010). Finally, the concluding paragraph provides a sense of closure, reinforcing the central argument and leaving a lasting impression on the reader (Oshima & Hogue, 2006). These paragraph types

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ensure that written communication is organised, persuasive, and engaging. Each paragraph type is explored in detail, examining their composition, function, significance, and highlighting their distinct contributions to the art of writing.

3.2.2.1 The Introductory Paragraph

The introductory paragraph is a fundamental component of academic and creative writing, serving as the reader's entry point to a written text. Defined as the opening section of a piece of writing, it introduces the topic, establishes the tone, and provides a roadmap for the content that follows (Oshima & Hogue, 2006). The pivotal role of the introductory paragraph in capturing the reader's interest, articulating the main idea, and establishing the writer's purpose is acknowledged by researchers (Swales & Feak, 2012; Langan, 2010). The introductory paragraph typically comprises three essential elements: a hook or attention-grabber, background information, and a thesis statement. This structure ensures clarity and cohesion, preparing the reader for the body of the text. In academic contexts, the introductory paragraph sets the intellectual stage by establishing the research question or argument, which is then explored and substantiated in subsequent paragraphs (Gillet et al., 2009). The importance of this paragraph lies in its dual role as an orientation tool for the reader and as a means for the writer to demonstrate competence and engage the audience effectively.

Research into the structure and composition of the introductory paragraph establishes its critical function in guiding the reader. A well-crafted introductory paragraph begins with an engaging hook, designed to captivate the reader's attention immediately. This can take the form of a compelling question, a stunning statistic, an anecdote, or a relevant quotation (Gillett et al., 2009). Following the hook, background information is presented to provide context for the discussion. This contextualisation helps to situate the reader within the topic, bridging the gap between what the reader knows and what the text aims to explore (Langan, 2010). Finally, the thesis statement, typically placed at the end of the introductory paragraph, simply summarises the main idea or argument of the essay. This three-part structure ensures that the reader is not only engaged but also adequately prepared for the argument or analysis that follows. Swales and Feak (2012) emphasise that a strong thesis statement is particularly critical in academic writing, as it reflects the writer's position and scope of the discussion.

Functionally, the introductory paragraph serves as a navigational tool for the reader, providing clarity and direction. According to Hyland (2013), an effective introduction fulfills the rhetorical purpose of connecting the reader to the writer's intentions. It lays the groundwork

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for understanding the text's purpose and content while establishing a tone that resonates with the audience. In academic writing, the introductory paragraph is often seen as a contract between the writer and the reader, promising specific content and an organised discussion (Swales & Feak, 2012). This alignment of purpose ensures that the reader is not left wondering about the relevance of the material presented. Additionally, the introductory paragraph plays a crucial role in establishing credibility. A poorly structured introduction can disorient the reader and undermine the writer's authority, whereas a clear and concise introduction demonstrates expertise and inspires confidence (Oshima & Hogue, 2006). Thus, the introductory paragraph acts as a conceptual anchor and a rhetorical device, enabling effective communication.

The composition of the introductory paragraph has been the subject of extensive research, with scholars advocating for context-specific strategies that cater to diverse audiences. For instance, in narrative writing, introductions often employ anecdotal hooks to draw the reader into a story, while expository writing relies more heavily on facts or statistics to establish the significance of the topic (Langan, 2010). Academic introductions, in particular, adhere to conventions that prioritise clarity, precision, and objectivity (Hyland, 2013). The introduction's ability to adapt to different genres and audiences makes it a versatile tool in writing pedagogy. Educators emphasise the importance of teaching students to craft introductions that align with their intended purpose and audience, as this skill is crucial for success across academic and professional contexts (Swales & Feak, 2012).

Despite its importance, many writers struggle with crafting effective introductory paragraphs, often due to a lack of understanding of its components and functions. According to Ferris and Hedgcock (2014), common challenges include difficulty in narrowing down the topic, formulating a clear thesis statement, and maintaining coherence between the introduction and the body of the text. These challenges highlight the need for targeted instruction and practice in writing pedagogy. Research also suggests that cultural and linguistic factors influence how writers approach introductions, with variations in rhetorical traditions impacting their structure and style (Connor, 1996). By equipping writers with the tools and strategies needed to overcome these obstacles, educators can enhance their ability to craft compelling and purposeful introductions. As a cornerstone of effective writing, the introductory paragraph provides a roadmap for the reader and sets the tone for the text. Its structure, comprising a hook, background information, and a thesis statement, ensures clarity, engagement, and coherence. It orients the reader and establishes the writer's credibility.

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3.2.2.2 The Body Paragraph

The body paragraph provides the structure and depth necessary to develop and substantiate the writer's ideas. Defined as the central unit of composition within an essay, a body paragraph contains a single main idea or argument supported by evidence, examples, and analysis (Oshima & Hogue, 2006). This paragraph functions as the core component of the text, where the writer systematically elaborates on the thesis introduced in the introductory paragraph. According to Langan (2010), each body paragraph should maintain focus on one idea, ensuring coherence and a logical flow within the larger context of the essay. The organisation of body paragraphs is pivotal, as it determines the clarity and readability of the text. Typically, a body paragraph follows a structured approach that includes a topic sentence, supporting details, and a concluding sentence (Swales & Feak, 2012). This structure not only ensures that the reader is guided through the argument but also reinforces the writer's ability to present information logically and effectively.

The topic sentence is the pillar of the body paragraph, capturing the main idea to be discussed. Positioned at the beginning of the paragraph, the topic sentence provides direction for the reader, outlining what the paragraph will address (Ferris & Hedgcock, 2014). This sentence establishes a clear connection to the thesis, creating coherence between the paragraph and the overarching argument of the essay. Following the topic sentence, the supporting details form the bulk of the body paragraph. These details include evidence, examples, and explanations that substantiate the main idea, demonstrating the writer's ability to analyze and synthesise information. Scholars emphasise the importance of using credible and relevant evidence to bolster the argument, whether in the form of statistical data, expert opinions, or textual analysis (Hyland, 2013). The concluding sentence serves to summarise the paragraph's content and transition smoothly to the next paragraph, ensuring a cohesive progression of ideas throughout the essay (Gillett et al., 2009). This structured approach underscores the dual function of the body paragraph: to develop the writer's argument and to facilitate the reader's understanding.

The function of the body paragraph extends beyond mere explanation, playing a crucial role in persuasion, analysis, and the demonstration of critical thinking. As the space where arguments are developed and substantiated, the body paragraph is central to academic and persuasive writing. According to Hyland (2013), the ability to construct coherent and compelling body paragraphs reflects the writer's analytical skills and their ability to engage with the subject matter critically. In persuasive writing, for instance, the body paragraphs must present evidence

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and address counterarguments, demonstrating the writer's ability to anticipate and refute opposing views (Langan, 2010). Similarly, in analytical writing, the body paragraphs serve as the venue for deconstructing complex ideas and presenting subtle interpretations. This function highlights the importance of transitions within and between body paragraphs, ensuring a logical flow of ideas and maintaining the reader's engagement. Effective transitions, whether through words, phrases, or sentences, create cohesion, making the essay easier to follow and more impactful (Swales & Feak, 2012). Thus, the body paragraph is a vehicle for content and a mechanism for constructing and conveying meaning.

The composition of the body paragraph has been a focus of writing pedagogy, with scholars and educators emphasising different types of body paragraphs to cater to diverse purposes and audiences. Broadly, body paragraphs can be categorised into expository, narrative, descriptive, and persuasive types, each with distinct functions and structural characteristics (Oshima & Hogue, 2006). Expository paragraphs are designed to explain or inform, often employing a logical and straightforward structure. These paragraphs are prevalent in academic writing, where clarity and precision are paramount (Ferris & Hedgcock, 2014). On the other hand, narrative paragraphs focus on storytelling, using vivid language and chronological organisation to engage the reader. Descriptive paragraphs emphasise sensory details, aiming to paint a vivid picture for the reader, whether of a person, place, or event (Gillett et al., 2009). Finally, persuasive paragraphs are crafted to convince the reader of a particular viewpoint, relying on a combination of logical reasoning, emotional appeal, and credible evidence (Hyland, 2013). Understanding the distinctions between these body paragraphs allows writers to adapt their style and structure to suit their purpose, audience, and genre.

Constructing effective body paragraphs presents challenges for many writers, particularly in academic contexts. The common issues include a lack of coherence, insufficient evidence, and an over-reliance on summary rather than analysis (Ferris & Hedgcock, 2014). These challenges highlight the need for targeted instruction and practice in writing pedagogy, particularly in higher education. A process-oriented approach to teaching body paragraphs, emphasising the importance of planning, drafting, revising, and editing need to be considered (Langan, 2010). This approach helps writers overcome structural issues and fosters critical thinking and analytical skills. Recognising and addressing the challenges is crucial for fostering inclusivity and effectiveness in writing instruction. Writers require strategies to construct coherent and compelling body paragraphs to enhance the ability to communicate ideas and arguments

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effectively. The body paragraph is a fundamental element of effective writing serving as the primary space for developing and substantiating ideas. Its structure, comprises a topic sentence, supporting details, and a concluding sentence to ensure clarity, coherence, and depth. It significantly highlights its role in persuasion, analysis, and critical thinking.

3.2.2.3 The Concluding Paragraph

The concluding paragraph is a vital component of any writing, serving as the final opportunity to reinforce the central argument and leave a lasting impression on the reader. Often described as the closure of a written piece, it ties together the key points presented throughout the essay and reaffirms the thesis in light of the evidence and arguments provided (Langan, 2010). According to Swales and Feak (2012), the concluding paragraph provides a sense of finality and completeness, ensuring the reader is not left with unresolved questions or ambiguities. While its primary function is to summarise and synthesise the main points, the concluding paragraph also aims to restate the topic's significance, offer broader implications, and potentially suggest avenues for future research or action. Oshima and Hogue (2006) assert that a well-crafted conclusion should neither introduce new information nor repeat the thesis and supporting details verbatim. Instead, it should depict the essence of the essay while demonstrating the writer's understanding of the subject matter. Thus, the concluding paragraph is not merely a summary but an essential rhetorical device that enhances the coherence and impact of the written work.

The composition of a concluding paragraph typically includes three main components: a restatement of the thesis, a summary of key points, and a closing statement that provides a sense of finality or broader reflection (Bailey, 2018). The restatement of the thesis reminds the reader of the central argument, often reformulated to reflect the insights gained through the essay. This restatement helps reinforce the writer's stance while connecting the conclusion to the introduction, creating a sense of symmetry and balance (Langan, 2010). The summary of key points highlights the major arguments or evidence presented in the body paragraphs, ensuring the reader is reminded of their relevance to the thesis. According to Gillett et al. (2009), this summary should be concise and selective, focusing on the most significant ideas rather than listing all the details. Finally, the closing statement serves as the 'takeaway' of the essay, leaving the reader with a memorable or thought-provoking final impression. This statement can take various forms, such as a call to action, a rhetorical question, a quotation, or a reflection on the broader implications of the topic (Swales & Feak, 2012). These elements

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work together to provide a coherent and impactful conclusion that enhances the reader's understanding and engagement.

The concluding paragraph performs several critical functions that underscore its importance in academic and professional writing. First and foremost, it provides closure by signaling to the reader that the discussion has ended (Hyland, 2013). This sense of closure is essential for maintaining the reader's satisfaction and ensuring the essay feels complete and well-rounded. Furthermore, the conclusion reinforces the writer's central argument, emphasising its significance and relevance in the context of the topic or discipline (Oshima & Hogue, 2006). By synthesising the main points and demonstrating how they collectively support the thesis, the conclusion helps strengthen the writer's position and persuade the reader of its validity. Additionally, the concluding paragraph often serves as a platform for reflection, allowing the writer to explore the broader implications of the topic or suggest potential directions for further research or discussion (Swales & Feak, 2012). This reflective element enhances the intellectual depth of the essay and engages the reader on a deeper level, encouraging them to think critically about the subject matter. Thus, the concluding paragraph is not merely a mechanical ending but a dynamic component that contributes to the overall effectiveness of the written work.

The concluding paragraph, fosters critical thinking and effective communication. According to Ferris and Hedgcock (2014), constructing a compelling conclusion reflects the writer's capacity to synthesise information and articulate complex ideas. This skill is critical in academic writing, where the conclusion often measures the writer's analytical and argumentative abilities. The challenges students face in writing effective findings include repeating information verbatim or introducing new and irrelevant details (Bailey, 2018). These issues highlight the need for targeted instruction and practice in conclusion writing, particularly in educational contexts. Scholars advocate for a process-oriented approach to teaching conclusions, emphasising the importance of planning, drafting, revising, and editing (Hyland, 2013). Additionally, cultural and linguistic factors influence how writers construct conclusions, with variations in rhetorical traditions shaping their organisation and style (Connor, 1996). For instance, while Western academic writing often prioritises explicit and direct conclusions, other traditions may favour a more implicit or circular approach (Ferris & Hedgcock, 2014). Recognising and addressing these differences is crucial for fostering inclusivity and effectiveness in writing instruction.

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The diversity of concluding paragraphs reflects the varied purposes and audiences of written communication. While academic and professional writing often emphasises analytical and reflective conclusions, other genres may adopt different approaches to suit their objectives. For example, narrative essays may end with a resolution or a moral, while persuasive essays may conclude with a call to action or an appeal to the reader's emotions (Gillett et al., 2009). Similarly, technical and scientific writing may prioritise concise and results-oriented conclusions, focusing on the practical implications of the findings (Swales & Feak, 2012). Understanding the nuances of different types of concluding paragraphs allows writers to adapt their style and content to meet the expectations of their audience and purpose. Furthermore, integrating digital and multimodal writing has expanded the possibilities for conclusions, allowing writers to incorporate visual and interactive elements that enhance the reader's experience (Hyland, 2013). These developments highlight the evolving nature of conclusion writing and the need for ongoing research and innovation in this area.

Crucial to effective writing, the concluding paragraph provides closure, reinforces the central argument, and engages the reader on multiple levels. Its composition, which includes a restatement of the thesis, a summary of key points, and a closing statement, ensures coherence and impact. The functions of the concluding paragraph, ranging from providing closure to fostering critical reflection, underscore its rhetorical and pedagogical significance.

In effective writing, the introductory, body, and concluding paragraphs are essential components that ensure clarity, coherence, and impact. The introductory paragraph sets the stage by engaging the reader, introducing the thesis, and outlining the scope of the text (Swales & Feak, 2012). Body paragraphs, as the composition's core, provide detailed analysis and evidence to support the thesis, adhering to principles of unity and logical progression (Langan, 2010). The concluding paragraph brings the discussion to a thoughtful close, summarising the key points, reinforcing the thesis, and offering reflective insights or broader implications (Oshima & Hogue, 2006). Together, these paragraph types fulfill distinct rhetorical functions and interact dynamically to create cohesive and impactful texts. Understanding their individual and collective roles is crucial for mastering the art of paragraph writing, whether in academic, professional, or creative contexts. Ultimately, the ability to craft effective introductory, body, and concluding paragraphs proves the writer's command of language, organisation, and critical thinking, underscoring their value in diverse forms of written communication.

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3.2.3 Structural Parts of a Paragraph

According to Owusu (2020), structure in paragraphing refers to how sentences are organised into paragraphs. A paragraph is made up of three basic components: the topic sentence, supporting sentences, and a conclusion (Rolls & Wignell, 2013; Nordquist, 2019a). Rasheed et al. (2013), on the other hand, used the step model to argue that a paragraph consists of two major parts: (1) a subject sentence that represents the paragraph's main thrust, and (2) supporting phrases that clarify or account for the topic sentence. The number of explanation sentences in a paragraph is determined by the complexity of the main sentence.

3.2.3.1 Topic Sentence

Messuri (2016) defines a topic sentence as the first sentence of a paragraph that expresses the paragraph's major concept. According to the author, a topic phrase frequently introduces a new notion and/or represents a transition between previous and new concepts. According to Nordquist (2019b), the theme sentence in each paragraph contains the text's main idea, and all other ideas serve to support or explain it. This means that each paragraph should focus on one key idea or notion, which is captured by the topic phrase. According to Wali and Madani (2020), a topic phrase expresses the paragraph's major theme. The sentence introduces the topic of the paragraph to the reader. In most cases, this topic sentence summarises the paragraph's major concept. The subject sentence consists of two key parts: the topic and the governing idea. The topic is a word or phrase that introduces what the entire paragraph is or will be about. The guiding notion expresses the writer's opinion about the topic while constraining it. According to Azimi (2022), a topic phrase is intended to limit the topic of the paragraph and is not always mentioned first. It is the most important sentence capable of making it easier for the reader to understand the facts communicated in the paragraph. This type of sentence is usually a complete sentence comprising of subject, verb, and complement, housing the key ideas of the paragraph though it does not present further details on its own. Siddiqui (2020) argues that a topic sentence is usually the first placed sentence that states the main idea of the entire paragraph. Boardman and Frydenberg (as cited in Wali and Madani, 2020) further argue that any good topic sentence that enables writers to develop good paragraphs must possess three key features. Thus, having a descriptive adjective before a noun, having several and many as well as having numbers.

In arguing about the position of a topic sentence, Driscoll and Brizee (2010) assert that it can be placed anywhere in the paragraph be its first sentence, the last sentence, or somewhere in the middle. Conversely, Rolls and Wignell (2013) argue that a topic sentence must appear at

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the beginning of a paragraph to signal readers about the paragraph. The important point, however, is that the position of the topic sentence should make it easy for a reader to understand the topic of the paragraph hence it is better to place the topic sentence near the beginning of the paragraph.

3.2.3.2 Supporting Sentences

A supporting sentence is any sentence that helps to develop the body of a paragraph. Azimi (2022) explains that supporting sentences explain the topic sentence by providing further details, reasons, examples, statistics, or quotes as a way of developing the topic sentence. Usually, such sentences support the topic sentences of the paragraph by way of providing arguments, facts, logic, and evidence to convince the readers or communicate the message the writer wishes to put across. Supporting sentences come in two forms; major supporting sentences and minor supporting sentences in which the major directly supports the topic sentence while the minor acts as a direct support to the major supporting sentences and an indirect support to the topic sentence itself as noted by Wali and Madani (2020). In explaining a supporting sentence, Messuri (2016) opines that such a sentence sheds more light on the topic sentence by way of offering explanations and evidence of other details related to the main concepts of the paragraph. In the view of Siddiqui (2020), supporting sentences usually follow the topic sentence by way of providing details that support the main ideas. Beare (2012) explains that the supporting sentences give specific information about the main idea of the topic sentence in any given paragraph.

3.2.3.3 Concluding Sentence

For a concluding sentence, Messuri (2016) describes it as an ending sentence, which provides the reader with a sense of closure to the paragraph. Usually, this sentence takes various forms, including a summary or a statement of implications based on the key ideas expressed in that paragraph. Wali and Madani (2020) opine that the concluding sentence has also been termed as the restatement sentence, where it is seen as a restatement of the topic sentence, giving the same information as the topic sentence but in a unique way. This comes in forms such as the restatement concluding sentence and summary concluding sentence. The summary concluding sentence rather presents a summary of all major supporting sentences often using transitional words such as in summary, in short, all in all, and conclusion, among others. In the view of Azimi (2022), the concluding sentence signifies the end of the paragraph, making the reader aware of the completeness of the paragraph as well as the development of the topic sentences. This is done through the highlights of the key ideas discussed in the paragraph. It also forms a

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closing sentence synonymous with the topic sentence but with different functions. According to Kemper et al. (2018), the concluding paragraph is the paragraph that closes the entire paragraph with a final restatement of the topic sentences or a summary of the entire paragraph. Any good paragraph must comprise a topic sentence, a supporting sentence, and a concluding sentence with each of these serving different purposes to make the text understandable to the reader.

3.2.4 Paragraph Texture

3.2.4.1 Unity

According to Astanti et al. (2016), unity refers to how well all the concepts in a paragraph "hang together" and make sense to the reader. Each sentence must therefore aim to further the aim of the paragraph. This means that the sub-subject must be related to each sentence, including the topic sentence, any supporting sentences, and the concluding sentence. In a disjointed paragraph, a writer's objective and the links between the phrases can be unclear. All sentences therefore must further the paragraph's purpose as well as the thesis and hence, any unrelated sentences to the topic sentences in a paragraph should be eliminated to produce a good paragraph in English (Wali & Madani, 2020). The writer should start a new paragraph whenever s/he switches to a new idea that is not related to the paragraph's focus or topic.

Paragraph unity is crucial because it makes it easier for the reader to comprehend the writer's ideas. The reader can anticipate that a particular paragraph will only address one main issue; the start of a new paragraph indicates that the writer is shifting to a new topic. Forlini et al. as cited in Owusu (2020) argue that when all of the supporting ideas in the paragraph work together to develop the topic sentence, then we can say that a paragraph has unity. According to Enyi and Chitulu (2015), unity in a paragraph is achieved when all sentences revolve around a single central idea or topic. To maintain unity, it is essential to start with a clear and focused topic sentence. This topic sentence should introduce the main idea or theme of the paragraph concisely. This further means that the writer should ensure that each sentence of the paragraph directly contributes to the development and support of the main idea. There is also the need to eliminate sentences that do not align with the central theme, as they can disrupt the paragraph's unity and confuse the reader. Furthermore, making use of effective transition words and phrases can also help tie the sentences together and guide the reader through the paragraph logically.

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3.2.4.2. Coherence

Coherence is a key quality of any good paragraph as opined by Messuri (2016). Coherence describes how easily a reader can follow the progression of ideas inside a paragraph. The relationship between the ideas provided is referred to as coherence. Either chronologically or in order of importance, the thoughts are logically arranged and concise. Conciseness involves the provision of necessary information in a limited number of words and with clarity (Astanti et al., 2016). Therefore, to achieve coherence, a writer must demonstrate how each idea in a paragraph relates to the main idea. This means that confusion frequently develops when a writer switches major themes or subjects mid-paragraph.

Coherence ensures that all supporting sentences are arranged in good order and are clear and comprehensive (Messuri, 2016). Transitions related to time help us bring coherence to the narrative paragraph. As a final example, coherence for an expository paragraph is based on logical order, and the transitions of example and logical order help us carry out coherence for an expository paragraph (Wali & Madani, 2020). Amenorvi (2011) argues that coherence is not a property inherent in texts; it is assigned to a text by its reader. Yet coherence trait that makes the paragraph easily understandable to a reader (Driscoll & Brizee, as cited in Owusu, 2020). Without it, it becomes difficult for one to grasp or fathom what a writer wants to put across. Coherence is created when one builds logical and verbal bridges in a paragraph.

In achieving coherence in a paragraph, Wali and Madani (2020) argue that sentences in a paragraph should be logically connected to allow the reader to follow the flow of ideas easily. Also, it is crucial to organise the ideas in a logical order that makes sense to the reader. Typically, ideas progress from general to specific or follow a chronological or cause-and-effect structure. Furthermore, one is expected to use clear pronoun references to avoid redundancy and maintain clarity when referring back to previously mentioned nouns or ideas. Employing transitional words and phrases, such as “therefore,” “in addition,” “however,” “moreover,” and “consequently,” can also establish connections between sentences and maintain coherence within the paragraph.

3.2.4.3. Cohesion

Cohesion refers to the meaning relations that exist inside a text, and the text’s cohesiveness maintains its continuity (Halliday & Hassan, 1976). Sentence-level patterns and words promote a sense of wholeness in the paragraph (Messuri, 2016), and the semantic link between two textual pieces is critical to its interpretation (Mensah, 2014). As a result, it is defined as the relationships that exist between sentences and clauses in a text, as indicated by specific

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grammatical and lexical properties that reflect discourse structure on a higher, semologic stratum (Gutwinski, 1976).

Cohesion is signalled by cohesive markers such as subordination, and coordination as they indicate related phrases and sentences. According to Wali and Madani (2020), the various supporting sentences should be connected in support of the topic sentence using cohesive devices such as connectors (i.e., however, etc), definite articles (the), personal pronouns (i.e., he, him, his, etc), and demonstrative pronouns (i.e., this, those, etc.).

Halliday and Hasan (1976), see cohesion as a semantic concept, that encompasses the connections of meaning within a text, ultimately defining it as a coherent whole. Therefore, coherence emerges when the understanding of one element in the text depends on the comprehension of another. This relationship fosters a symbiotic connection between grammatical structures, contributing to the overall coherence of the text. Messuri (2016) contends that for a paragraph to be cohesive, signal words or transitions should connect each sentence to the ones preceding and following it. Furthermore, crucial words should be repeated and applied consistently. However, the author cautions that a paragraph may be cohesive but not coherent. This means that a paragraph's ideas can be connected, but the language used may be far too technical for the audience and confusing, or each sentence may have effective language, explanations, and transitions but fail to adequately develop a central idea, rendering the paragraph incomprehensible.

Cohesion in a text is analogous to what glue does to our shoes and seams do to our clothes. It can be defined as the connections that keep a text together and provide meaning (Amenorvi, 2011). The inference is that cohesiveness links a collection of unconnected phrases together to form what is known as 'a text', which must be understood as a semantic unit. Amenorvi (2011) distinguishes two types of cohesiveness in English: grammatical and lexical. Grammatical cohesiveness is established through reference, ellipsis, substitution, and conjunctions. However, lexical coherence is determined by the lexical items chosen and is achieved through repeating (reiteration) of the same lexeme, superordinates (generic nouns), or other lexemes that share the majority of semantic properties, also known as hyponyms. Lexical cohesion can also build relational patterns in text, linking sentences to generate coherence, which may overlap with other cohesion aspects.

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3.2.4.4 Adequacy

Adequacy in a paragraph refers to the provision of enough relevant and appropriate details to support the main idea. The paragraph should strike a balance between being too brief, lacking sufficient information, and being too verbose, which may lead to redundancy or loss of focus. As a result, each paragraph should adequately describe, clarify, and support the main sentence. The paragraph is not fully developed if the main sentence's "promise" is broken or if the reader has unresolved questions after reading it. A paragraph with only two or three sentences is generally deemed underdeveloped. As a general guideline, a paragraph should include at least four sentences that explain and expound on the topic sentence.

Ensuring adequacy in paragraph writing means providing sufficient and relevant details to support the main idea. To achieve this, it is recommended that the writers include supporting evidence that offers concrete examples, statistics, anecdotes, or quotes, all of which validate the main idea or topic sentence. It is essential to elaborate on supporting points with enough detail to make the argument or explanation compelling. At the same time, writers should avoid overwhelming the reader with excessive details that may distract from the main point being made as suggested by Hacker and Sommers (2011).

3.2.4.5 Completeness

A complete paragraph contains all the necessary elements to convey the main idea comprehensively. It is an essential aspect of paragraph writing. A complete paragraph should include of an introductory sentence (subject sentence) that presents the primary idea, supporting sentences that provide pertinent evidence and details, and a conclusion sentence that reinforces or summarises the main argument. Rosen and Behrens (quoted in Owusu, 2020) define completeness as each notion given in the topic sentence being thoroughly described and supported by relevant facts and details that work together to elucidate the paragraph's main idea. Failing to achieve completeness may lead to unanswered questions and leave the reader seeking further clarification. To avoid making sweeping statements, writers should ensure that all claims are properly substantiated with evidence and relevant information. By doing so, the paragraph can effectively address all aspects of the topic, resulting in a well-structured and compelling piece of writing. Thus, attempting to elaborate on ideas with only a single sentence does not permit adequate development, hindering the paragraph's effectiveness. Bailey (2018) defines a complete paragraph as one that includes an introductory sentence (topic sentence) that clearly states the main idea, supporting sentences that provide evidence, examples, or explanations to back up the main idea, and a concluding sentence that summarises the main

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point or provides a logical conclusion to the paragraph's argument or explanation. Any good paragraph must have a certain structure, unity, cohesion, and a single concept. In addition, they should include a topic, supporting sentences, and a conclusion. Writers must also prevent errors (Huwari, 2020).

While extensive scholarly views have been presented to establish what constitutes the structure of a paragraph, from my perspective, the overall paragraph structure comprising the topic sentence, supporting sentences, and concluding sentence is not merely a formal template for organising thoughts but a pedagogical and cognitive framework that facilitates clear and logical expression. In the context of tertiary education, particularly within Ghanaian universities, many student-writers struggle with structuring paragraphs not due to lack of ideas but due to an underdeveloped sense of how these structural components interact to build cohesion, unity and clarity. I contend that the paragraph's structure should not be viewed rigidly, but rather flexibly adapted to suit the rhetorical demands of the writing task, while ensuring that unity and progression of ideas are maintained. My experience in teaching academic writing affirms that learners perform better when taught to see paragraph structure as a developmental tool rather than a restrictive rule. Therefore, this study advocates for a model that not only defines structural elements, but also contextualises their application in real academic writing situations.

3.3 Studies on Challenges of Students' Academic Writing

This section presents a comprehensive overview of various studies conducted on the challenges faced by students in academic and essay writing. Although several studies have been conducted on errors committed in academic writings, these have primarily been contextualised in non-Ghanaian settings. Among these several research studies that have been conducted to explore the common mistakes that students make in their academic writing were carried out by researchers such as Junaid and Santaria (2022), Al-Khaza'leh (2021), and, Özkayran and Yılmaz (2020), Shousha et al. (2020), Miko (2018), Al-Tamimi (2018), Ramadhan (2017), Chowdhury (2015). These studies aim to identify and analyze the types of errors and challenges that students typically encounter when writing academic papers. It is worth noting that while there is a wealth of research on this topic, only a relatively small number of these studies have specifically focused on second-year university-level students. This is significant because university-level academic writing often demands a higher level of rigour and complexity compared to writing at lower educational levels.

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Shousha et al. (2020) conducted a comparative descriptive quantitative research study, involving 64 students in a preparatory year programme at a Saudi Arabian University. The primary objective of the research was to investigate the most prevalent writing errors among Science and Arts students in the Foundation year programme at a Saudi University. These errors were identified as hindrances to achieving course objectives, learning outcomes, and proficiency in writing. Through the analysis of student-written essays in exams and the administration of questionnaires, the study revealed that Science students struggled most with connecting ideas coherently, while Arts students faced challenges in expressing their ideas effectively and composing well-structured sentences. Science students encountered predominantly syntactic issues, while Arts students grappled with semantic problems. Teachers noted that their students' most common issues were a lack of vocabulary, followed by difficulties in writing mechanics and grammar. Overall, the study identified various error categories, including verb form, tense, subject-verb agreement, pronoun reference, prepositions, articles, sentence structure, spelling, punctuation, and word choice.

Yulianti (2018) conducted a study to confirm the results of research on the learning strategies utilised by students in text writing and the subsequent influence on their writing scores. This qualitative descriptive study took place at the Communication Science Department of Muhammadiyah University in Ponorogo. The data collection instruments employed were observation, documentation, and questionnaires. Upon examination of the data, it was discovered that students employed various learning strategies in the composition of English texts, encompassing metacognitive, compensation, cognitive, affective, memory, and social strategies. The analysis also brought to light common challenges faced by students, including difficulties with grammar comprehension and issues related to punctuation and capitalisation.

Katiya et al. (2015) analysed essays written by first-year Chemistry students. The findings revealed a multitude of issues, including interference from their mother tongue, punctuation, and spelling errors, misapplication of essay structure guidelines, as well as syntactic and morphological errors. These issues significantly compromised the overall quality, coherence, and rhetorical effectiveness of the content. Similarly, Heydari and Bagheri (2012) conducted a comprehensive review of the sources of errors made by second language learners. They categorised the prevalent errors made by learners, including both interlingual errors and causes of intralingual errors among Iranian students and students from other nationalities. The study identified various factors contributing to Iranian students' errors, such as the inherent complexity of the English language, the influence of spoken English on written English,

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incomplete knowledge or unawareness of specific language structures, the transfer of training, unfamiliarity with the requirements of written English, inadequate practice in formal writing, lapses in memory, and the pressure of effective communication.

Likewise, in their study on the errors frequently made by Indonesian students in academic writing, Junaid and Santaria (2022) identified two overarching categories: mechanical inaccuracies and content errors. Mechanical inaccuracies encompass issues such as layout, capitalisation, punctuation, spelling, and font size. On the other hand, content mistakes pertain to grammatical errors, word selection, argumentation, and discussion. Grammatical errors, within this category, encompass problems like subject-verb agreement, singular-plural disagreements, double verbs, omitted verbs, missing nouns, misuse of pronouns, and incorrect article usage.

Al-Tamimi (2018) discovered a common pattern when researching Yemeni students' assessments of the numerous faults observed in academic writing at Hadhramout University - College of Education. The study used 60 respondents in a survey, with data obtained using questionnaires and semi-structured interviews. The study's findings revealed that students made several errors in their academic writing. These problems included faults with sentence structure, vocabulary usage, idea articulation, punctuation, prepositions, spelling, the use of articles, and the use irregular verbs. These errors exhibited varying degrees of frequency, ranging from the most frequently occurring to the least common, thus shedding light on the diverse challenges that students face in the realm of academic writing. Similarly, Miko (2018) also researched the grammatical errors that happen in Indonesian students at Ar-Raniry State Islamic University. Using the qualitative research method in line with a case study design, data collected from 31 students also unearthed a common error in "selection." Notably, students made this error a total of 114 times, constituting 42.72% of the observed errors. Following closely was the error of "omission," which occurred 107 times, accounting for 31.75% of the errors identified. The third most prevalent error was "addition," with a total of 68 instances or 20.17% of the errors recorded. Finally, the least common error category was "ordering," which appeared 18 times, representing 5.74% of the total errors detected. These findings revealed that generally students struggle to apply grammatical structures in their writings.

In Benin, Ekpe (2022) conducted a study on the grammatical errors in the written work of final-year students enrolled in the Department of English and Literature at the University of Benin, Benin City revealing several significant issues impacting the quality of students' essays. These

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issues included the students' struggles to grasp the fundamental grammar rules of the English language, a lack of familiarity with English expressions specific to various fields of discourse, problematic sentence structures, a lack of awareness regarding the characteristics of coherent written discourse, and a tendency to directly transfer language usages from their first language (MT) into English.

In Ghana, Boakye and Boateng's (2018) survey of tertiary students revealed prevalent challenges in critical thinking, idea organisation, and proper citation. A comparative study by Commeh and Amponsah (2019) focused on science and non-science tertiary students in Ghana, highlighting that science students generally exhibited superior writing skills, influenced by factors such as educational background and reading habits. Adjei and Owusu-Agyemang's (2019) investigation concentrated on Ghanaian postgraduate students, uncovering difficulties in synthesising information, constructing arguments, identifying relevant sources, and addressing writing habits and time management. Osei and Arthur (2021) conducted a case study on the challenges faced by Ghanaian Junior High School students, revealing struggles in generating ideas and organising thoughts during the writing process. Commeh and Amponsah's (2019) cross-sectional survey design assessed the Writing Competency of Tertiary Level Students in Ghana, comparing the writing abilities of 150 science and non-science tertiary education students. The study indicated that science students exhibited stronger writing skills than their non-science counterparts. Boakye and Boateng (2018) also shed light on the difficulties faced by tertiary-level students in Ghana when writing academic papers, noting challenges in critical thinking, organising ideas, and adhering to proper citation styles.

Despite the insights provided by these studies, none of them, including others not explicitly mentioned, offered specific strategies for addressing the identified challenges and enhancing students' writing skills.

The challenges students face in academic writing are often symptoms of systemic instructional gaps rather than isolated individual weaknesses. Based on my observation and experience, many students are not explicitly taught the tenets of academic discourse, which contributes to recurring issues in their writing. Additionally, while studies from other contexts identify similar challenges, these findings cannot be wholly extrapolated to the Ghanaian context without critical consideration of cultural, curricular, and institutional differences. Hence, this study positions itself as a necessary contribution to the discourse, not only to fill a geographic gap in the literature but also to advocate for context-specific interventions tailored to Ghanaian

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students' needs. This includes the incorporation of guided scaffolded writing exercises and targeted feedback strategies within academic writing instruction. Therefore, the aim of this study is not merely to echo existing findings but to extend the discussion by contextualising them and proposing practical, evidence-based solutions for improving academic writing competence among tertiary students in Ghana.

3.4 Studies on Paragraph Writing Challenges

On the challenges of academic and paragraph writing, several studies have been conducted encompassing global and Ghanaian contexts. The challenges of writing paragraphs have also garnered significant attention in the literature. Majority of these studies have centred on paragraph errors committed by ESL students. These studies have explored paragraph errors solely from the perspective of non-English speakers outside of the Ghanaian context. Among these were studies conducted by Siddiqui et al. (2023), Pane and Sanchez (2023), Man (2023), Widyasari et al. (2022), Ramendra et al. (2022), Ly et al. (2021), Nuruzzaman et al. (2018), Rass (2015), and Ratnaningsih (2014).

Siddiqui, Abbasi, and Soomro (2023) analysed faults identified in paragraphs written by Pakistani college students, focussing on concerns of unity, development, and coherence. To accomplish this, the researchers evaluated writing examples and conducted individual semi-structured interviews with five participants to learn more about the factors that contribute to paragraph errors among college students. The study's findings revealed that the bulk of student errors were connected to paragraph unity, followed by paragraph development, and finally paragraph coherence. Furthermore, thematic analysis of the interviews revealed numerous critical aspects influencing students' paragraph organisation skills, including a culture of memorisation, an overemphasis on grammar, and a lack of constructive feedback.

Nuruzzaman et al. (2018) investigated the errors committed by 90 Saudi students at the English Language Centre at King Khalid University in Saudi Arabia. The study included 90 undergraduate students distributed equally across three colleges: computer science, engineering, and medicine. These students, who did not major in English, registered in the English foundation course at King Khalid University's English Language Centre (ELC) during the first semester of the academic year 2016/2017. Participant selection used a random sampling strategy to ensure uniformity across language, educational, and socioeconomic backgrounds. Using a descriptive research methodology, the researchers randomly selected written paragraphs from their final exams, in which students were assigned four distinct subjects to create paragraphs ranging from 100 to 150 words. The study used Corder's (1967)

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error taxonomy to classify errors into four categories: grammar, lexicon, semantics, and mechanics. These categories were further subdivided into 18 sub-categories, including nouns, verbs, pronouns, word order, relative clauses, word form, word choice, capitalisation, spelling, and others. The most common errors made by Saudi EFL students when writing English paragraphs were classified into four categories: grammar, lexis, semantics, and mechanics. Then it compares the categories, types, and frequency of errors made by these three student groups. Among these categories, grammar has been observed as the most error-prone area where students commit errors the most.

Al-Ghabra and Najim (2019) focused on paragraph writing faults among second-year students at the University of Baghdad's Department of English. Prior to beginning the study, the students were given instructions on paragraph construction. They were then assigned to write proficient paragraphs on specified topics. The researchers analysed 87 paragraphs and divided the faults into two categories: recognition errors and arrangement problems. The data found that pupils primarily committed mistakes in seven categories: grammar, capitalisation, spelling, punctuation, formatting, handwriting, and coherence.

Also, in a study by Rass (2015), the challenges faced by Palestinian students pursuing a major in EFL (English as a Foreign Language) teaching when it comes to crafting well-structured paragraphs were explored. Using data spanning fourteen years, encompassing written samples contributed by a total of 205 students, the researcher identified recurrent types of error that students consistently grappled with, notably the students' struggles in formulating effective topic sentences and concluding sentences. Additionally, students encountered difficulties in providing adequate supporting details, such as illustrative examples and reasons, and in the appropriate utilisation of discourse markers.

Latifah and Hani (2017) discussed the types of errors made by students at Fakultas Sastra Universitas Pamulang (UNPAM) in Indonesia. They randomly selected and analysed 35 paragraphs using the Ferris and Hedgcock model. The researchers identified 290 errors made by the students, categorising them into four main groups: morphological, lexical, syntactic, and mechanical errors. Sub-categories included nouns, articles, word choice, sentence structure, subject-verb agreement, spelling, punctuation, and capitalisation. Notably, verbs were the most frequently occurring error type.

Similarly, Ramendra et al. (2022) conducted a mixed method research to explore the grammatical errors committed in paragraph writing among Indonesian students. The study

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involved 53 students who were taking various courses on paragraph writing. The researcher sampled some of the students' written end-of-semester examination papers and personal interviews with some of the students to find out the extent to which students are aware of their errors. The data gathered underwent a meticulous analysis process, which included the identification of language errors, determination of the specific elements and locations of these errors, explanations for the errors, classification of the errors, and calculations of their frequency and percentage based on their respective classifications. The findings from the study unveiled a spectrum of error categories that encompassed grammar-related issues, run-on sentences, sentence fragments, subordinate conjunction misusage, number agreement discrepancies, lapses in parallelism, diction concerns, and passive voice-related errors within the sentences crafted by the students. In light of these findings, the study recommended the implementation of interventions that facilitate the growth of students' language proficiency. These interventions should be thoughtfully designed to address the specific areas of difficulty identified in paragraph writing, thereby promoting enhanced language competence among learners.

Ratnaningsih (2014) sought to identify the types of errors produced by third-year students at SMP Muhammadiyah 12 Perumnas Makassar when writing narrative paragraphs. A descriptive research design was used to collect data from 38 students in the 2013/2014 academic year. The results revealed that students' errors fell into four categories. These included 22 omission mistakes, 7 addition errors, 161 misformation errors, and 9 misordering errors. The pupils committed the most common error in the misformation category. The percentage results show that misformation was 80.90%, followed by mistakes of omission (11.11%), errors of misordering (4.54%), and addition (3.53%). Based on these findings, it can be stated that the Third Year Students of SMP Muhammadiyah 12 Perumnas Makassar made numerous errors when writing narrative paragraphs. It was suggested that pupils be given extensive exercises in creating narrative paragraphs.

Hamza et al. (2017) researched the sorts of errors produced by Pakistani English learners in their writing and the causes behind them. The study included 20 students from Sindh Madressatul Islam University and the Ora Soft Training Institute. The principal research tool was a questionnaire, with participants invited to write a paragraph about "The Importance of Education." The findings indicated 111 errors in several categories, including nouns, verbs, pronouns, adverbs, adjectives, punctuation, conjunctions, phrases, spelling, prepositions, and

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articles. These inaccuracies were linked to issues with the school system and a lack of attention on writing teaching.

Pane and Sanchez (2023) investigated the challenges encountered by first-year students when composing English paragraphs. This study aimed to uncover the fresh students' difficulties across various stages of paragraph writing, including pre-writing activities, the writing process itself, and the editing phase. The researchers employed a descriptive qualitative approach for this research. Data collection involved interviews with students, and the researchers also verified the collected data by observing students' work during the writing process. The research findings revealed challenges in identifying topics, grammar errors, vocabulary issues, brainstorming, concluding paragraphs, punctuation, translation, coherence, and language usage.

Research on paragraph writing errors committed by English students has been abundant, albeit with a focus primarily on non-Ghanaian students. These studies have predominantly centred on analysing errors related to various facets of paragraph writing, such as correct punctuation usage and the influencing factors, rather than delving into the overall quality of the composed paragraphs. Furthermore, these investigations have predominantly failed to take the perspective of second-year university students with the intent of implementing remedial actions to assist these students in improving their writing skills. Several noteworthy studies fall within this realm, including a study by Hussen (2015) examining paragraph errors made by English students, Etinurwati's (2017) research on the aptitude for using punctuation in paragraph writing, and examinations of paragraph structure in students' writing conducted by Al-Zahrani (2018), and Nabhila (2016). Likewise, there have been studies that engage in error analysis within the realm of paragraph composition, including research by Huwari (2020) and Wati (2023). These studies focus on identifying and understanding the common errors that emerge during the process of paragraph writing. Additionally, research efforts have sought to assess students' proficiency in the art of constructing paragraphs. Azimi's study in 2022, for instance, falls into this category, exploring the skills students possess when it comes to composing effective paragraphs. Furthermore, studies have been conducted to investigate the various factors that exert influence over the process of paragraph writing.

For instance, Al-Zahrani (2018) conducted research focusing on the challenges faced by female university students at Albaha University in constructing English paragraphs. Employing a qualitative approach, the researcher utilised content analysis and frequency percentages to

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assess written documents, employing an evaluation checklist specifically developed for this study's purpose. The results brought to light that crafting supporting sentences posed the greatest challenge, emerging as the most frequently encountered structural stumbling block. Following closely were difficulties in composing concluding sentences and topic sentences. Notably, the most recurrent specific deficiency was the failure to use appropriate transitions to connect supporting sentences. In summation, the overall conclusion drawn from the findings is that a significant portion of the sentences were generally deemed weak in quality.

Nabhila (2016) explored how introductory paragraphs are employed in student essays and how they relate to the thesis statement. The descriptive research strategy was employed as part of the qualitative research methods in this study. Data were gathered from essays written by fourth-semester students at the English Language and Letters Department of Maulana Malik Ibrahim State Islamic University in Malang. To collect the data, the researcher began by skimming the entire essay provided to determine the text type. She further classified it according to the text type (compare-contrast, cause-effect, persuasion, or process). She then chose four essays for each text type that have the potential to serve as data sources. As a result, the data was compiled from sixteen essays authored by twenty-three pupils. It was discovered that the pupils primarily used general-to-specific approaches. Furthermore, some students use two different strategies in one introductory paragraph. In addition, practically all methodologies are related to the thesis statement. However, in two pieces, the methodologies fail to adequately link to the thesis statement. As a result, in the conclusion, the researcher advises the future researchers to examine how the entire initial paragraph effects the overall theme of the essay.

Azimi (2022) conducted a qualitative study to examine the writing proficiency of students. The primary objective of this research was to assess the paragraph-writing skills of second-semester students enrolled in the English Language Education program at FKIP UIR. The study focused on evaluating students' proficiency in writing paragraphs within the English Language Education department at FKIP UIR, utilising criteria such as organisation, content, vocabulary, grammar, and mechanics. The research methodology employed was qualitative, with the lecturer's documentation serving as the primary instrument. The documents utilised for analysis were the final tests of second-semester students in the English Language Education program at FKIP UIR during the academic year 2020/2021. In these tests, students selected one of five topics and developed it into five cohesive paragraphs. The findings of the research indicated that the students demonstrated a good level of skill in paragraph writing. The

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researcher categorised the students' skills based on the mean scores, which averaged 83.3, placing them in the "good" category. Notably, the highest score was achieved by student S-24, scoring 94, placing it in the "excellent" category. Conversely, the lowest score was obtained by student S-28, scoring 73 and falling into the "adequate" category. The study also revealed that the student's weakness in writing paragraphs was in the mechanics aspect, while their strength was observed in the content aspect.

On the other hand, Siddiqui (2020) delved into the root causes of paragraph organisation errors among Pakistani students when writing in English. Employing a qualitative methodology, the study unearthed the challenges faced by Pakistani students in writing, akin to those of foreign language learners. The primary hurdle identified was the structuring of ideas within a paragraph to effectively convey the intended meaning. Thematic analysis of semi-structured interviews with six participants representing various cities, along with scrutiny of their writing samples, unveiled key contributing factors: rote memorisation, an overemphasis on grammar, and superficial feedback from teachers.

Research studies have extended their scope to encompass investigations into the difficulties associated with paragraph writing among second-year education students. For example, Aziz (2011) delved into the specific challenges faced by geography and history students in Iraq. Employing a quantitative research methodology, the study explores the errors committed by students at the University of Baghdad. In doing this, 200 women were sampled to undertake a test on paragraph writing. Students are instructed to compose a paragraph on themes based on reading passages from their assigned textbooks. According to the survey, the most prevalent and frequent writing errors made by students include tenses, prepositions, and a lack of vocabulary. It was proposed that teachers try to analyse and treat faults efficiently in order to help their students become more conscious of their errors. It is worth noting that though this study focused on second-year education students yet it was not done with students in Ghanaian settings. Moreover, the study targeted only geography students who are not the current sample used in this study. The author again did not provide any intervention to help these students as was done in this study.

One such study was conducted by Putri (2021) to identify the challenges experienced by vocational high school students when writing paragraphs. Upon scrutinising the data, the study unveiled that eleventh-grade students at Vocational High School 4 in Jambi City encountered significant obstacles in their paragraph writing. The primary issues revolved around sentence

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structure (specifically tense) and vocabulary usage (including articles, prepositions, and pronouns). Furthermore, students struggled with conceiving ideas, selecting suitable vocabulary, and translating their writing from Indonesian to English, all contributing to their difficulties in crafting paragraphs.

Hussen (2015) assesses paragraph writing problems among grade 10 students at Bedeno Secondary School, the research utilised a descriptive research design and involved four English teachers and 50 randomly selected students. Three data collection methods were employed: document analysis to identify paragraph writing issues, open-ended questionnaires to uncover student problems and factors affecting paragraph quality, and classroom observation to understand teaching practices. The study identified several key paragraph writing problems encountered by students, including challenges related to organisation, unity, adequacy, grammar, punctuation, capitalisation, and spelling. Factors influencing students' paragraph writing abilities were categorised into two main groups: student-related factors, such as a lack of knowledge of strategic writing, writing apprehension, vocabulary limitations, and infrequent practice; and teacher-related factors, including the methods of providing feedback and the challenges students face. Similarly, Gobena and Bekele (2021), evaluated the paragraph writing challenges and causes among Grade 10 students at General Tadesse Biru Secondary School. Using a descriptive case study design encompassing qualitative and quantitative methods, four EFL teachers and 40 students were selected. Data collection involved document analysis, questionnaires, classroom observations, and interviews. Analysis methods included qualitative and quantitative approaches. Findings revealed that most students struggled with identifying paragraph components and creating unified, coherent, and well-organised paragraphs. Primary causes included inadequate word usage, ineffective teaching methods, and insufficient writing practice. The study recommended collaborative efforts to improve students' writing skills.

Also, Sasmita et al. (2023) examined the paragraph writing skills of university students in the English Language Education Study Program in t Universitas Maritim Raja Ali Haji, Indonesia. The researcher evaluated these skills, calculated scores, and categorised the results. It was determined that the majority of students demonstrated good paragraph writing abilities, with 35 students falling within this category, achieving scores ranging from 65 to 100. However, the study revealed that students' primary weakness in paragraph writing was in the vocabulary aspect, with 60.52% scoring between 90-100, 28.94% achieving scores between 80-89, 5.26% attaining scores between 60-69, and 5.26% failing to pass with scores below 69. In essence,

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the study suggests that university students still face challenges with the vocabulary aspect of paragraph writing.

Chowdhury (2015) also found in an attempt to delve into the writing challenges faced by secondary school students in Bangladesh that the students faced a multitude of difficulties with grammatical errors emerging as the most prevalent issue. Alongside grammatical problems, issues related to information organisation, translation, spelling accuracy, and the use of inappropriate vocabulary were commonly observed among the students. Specifically, the students' writing exhibited a lack of organisation. Instances of information repetition, the absence of a clear thesis statement, the inclusion of irrelevant content, a deficiency in creative expression, and the production of uncontrolled writing were prevalent in their scripts. Notably, many scripts lacked a distinct thesis statement, and even when present, they often lacked supporting details. Students frequently incorporated disparate pieces of information about the topic into their paragraphs, leading to incoherence. Irrelevant information and content repetition were pervasive across all scripts. Spelling errors, incorrect word usage, and instances of copied content were also noted in the scripts. Additionally, some students exhibited poor handwriting, while others included irrelevant and incomplete sentences that disrupted the overall coherence of their paragraphs.

Ly et al. (2021) investigated the challenges experienced by first-year English students at Tay Do University (TDU) in Vietnam when it came to composing paragraphs. The findings revealed that TDU freshmen frequently struggled with paragraph writing, particularly in areas such as grammatical structures, vocabulary usage, and maintaining coherence. These results not only helped students identify their writing difficulties but also suggested the need for teachers to explore and adopt innovative teaching approaches to enhance students' paragraph writing skills.

In addition to the aforementioned points, Ramadhan (2017) delved into the challenges encountered by students when it comes to composing paragraphs. This investigation was specifically tailored for eleventh-grade students at Barru. Employing a descriptive research approach, the study involved 27 students who were tasked with writing paragraphs in the form of recounts. Upon analyzing their written responses, the study identified that the difficulties faced by the eleventh-grade students of SMAN 1 Tanete Rilau in composing English recount texts could be categorised into two main areas: Text/paragraph organisation and grammatical issues. The Text/paragraph organisation challenges were further broken down into three

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distinct types, which encompassed topic sentences, paragraph development, and the aspects of conclusion and coherence whereas challenges on grammar comprised verbs, articles, prepositions, and pronoun usage.

Widyasari et al. (2022) also attempted to identify grammatical faults in students' works and investigate the sources of these problems, particularly in cause-and-effect paragraphs. Their findings found that grammatical errors in students' writing were classified into four categories: omissions (44%), misformation (31%), addition (23%), and disordering (2%). Students made a total of 122 errors when draughting paragraphs. The study determined the causes of these inaccuracies in students' writing. The key factors were intralingual transfer (82 errors, 67%), interlingual transfer (35 errors, 29%), and communication methods (five errors, 4%).

Shiddiq (2015) investigated the errors committed in paragraph writing among third-semester students of the English Department at Makassar Muhammadiyah University, Muhammad reported findings from data analysis which revealed that university students continue to struggle with paragraph writing. It was observed that a significant number of students did not include concluding sentences in their paragraphs. Additionally, their paragraphs exhibited a lack of coherence. Specifically, the data revealed that when it came to paragraph organisation, 42.86% of the total errors identified pertained to the absence of concluding sentences, while 41.90% of the total errors were related to issues of coherence.

Pane and Sanchez (2023) investigated the obstacles faced by freshmen students when it comes to writing English paragraphs. This study aimed to uncover the fresh students' difficulties across various stages of paragraph writing, including pre-writing activities, the writing process itself, and the editing phase. The research findings indicated that students struggled with various aspects, including identifying the topic and main idea, developing content, dealing with grammatical errors, facing vocabulary challenges, generating brainstorming ideas, experiencing difficulties in concluding their paragraphs, encountering punctuation issues, grappling with translation and coherence problems, and making mistakes related to language, such as sentence structure, spelling, and word choice.

Alsied et al. (2018) examined errors among Libyan students at Sebha University. The participants consisted of 70 Libyan EFL undergraduate English students in their first and second years. They were instructed to compose essays on various topics, and their faults were then analysed. The study detected several sorts of errors, including grammar, mechanics, discourse, lexicon, and spelling errors. The most common faults included fragments, subject-

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verb agreement, article abuse, punctuation, coherence, cohesiveness, run-on sentences, poor paragraph development, lexical item selection, and omission.

The case is not any different from the Ghanaian context. In a study by Sarfo-Adu (2015) which investigated paragraph writing skills among tertiary students revealed that tertiary students still had challenges in writing paragraphs. This research sought to delve into the structuring of paragraphs by students, with a specific focus on their utilisation of topic sentences and supporting sentences. To conduct the investigation, a corpus of 120 essays was gathered from Kumasi Polytechnic in Ghana. These essays were subjected to analysis, guided by Bain's principles of paragraph composition. The noteworthy results unveiled that 66% of the essays adhered to a clear and established paragraph format. Additionally, a significant presence of one-sentence paragraphs with irregular indentations was observed during the analysis. A similar observation was made by Owusu (2020) where Ghanaian university students were found to produce paragraphs full of errors in areas of concluding sentences, and coherence.

In the realm of research on the challenges faced by English language learners, there has been a substantial amount of investigation (Siddiqui, 2020). However, it is worth noting that paragraph organisation, particularly at the college level, has not received as much scholarly attention. Also, all of these studies shared a common goal of fishing out the deficiency in writing paragraphs among non-English students. Similarly, no form of intervention was utilised to address these challenges.

The review of literature has revealed a considerable body of research highlighting paragraph writing challenges among ESL learners, with a predominant focus on grammatical, structural, and organisational issues. However, the majority of these studies have concentrated on non-Ghanaian contexts, with little emphasis on second-year university student-teachers within Ghana. Even when Ghanaian tertiary students have been considered, the focus has largely been on general writing issues without a granular examination of paragraph-level competencies, particularly in areas such as topic sentence development, logical progression of supporting ideas, and cohesion. Furthermore, few, if any, studies have proposed context-specific pedagogical interventions aimed at remediating the challenges identified.

This study therefore, seeks to position itself as both a diagnostic and an interventional inquiry into paragraph writing among second-year university student-teachers in Ghana. It builds upon the identified gap by not merely describing recurring issues in paragraph writing but also by

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developing and testing a paragraph improvement model. The model is designed to address the core elements of effective paragraph writing. Hence, this study moves beyond a descriptive orientation and adopts an action research approach that actively involves student-teachers in diagnosing their writing limitations, engaging in reflective practice, and applying strategies aimed at fostering measurable improvement. By addressing both the cognitive and instructional dimensions of the problem, the research responds directly to the current void in literature and practice concerning intervention-based solutions in paragraph writing pedagogy within the Ghanaian context.

3.5 Studies on Paragraph Writing Errors

Numerous research studies have extensively explored the analysis of errors in student writing, providing insights into the types of errors, their origins, and the implications of error analysis for teaching and learning practices. Notable among these studies are works by Yilmaz and Demir (2020), Özkayran and Yılmaz (2020), Nasser (2018), Hasan and Munandar (2018), Al-Husban (2018), Suwastini and Yukti (2017), Tiarina (2017), and Suhono (2016).

For instance, Huwari (2020) analyzed errors in English written paragraphs among students at Zarqa University in Jordan, Western Asia. The study aimed to examine the writing errors made by students and delve into the underlying causes of these errors. Employing a mixed-method design, participants were tasked with composing a 100–150-word paragraph on specified topics. These paragraphs were collected from the final exams of the 2nd semester of the 2017-2018 academic year. Following this, the researcher conducted interviews with 10 students to uncover the reasons behind these errors. A total of 60 English paragraphs were written by participants (both male and female) enrolled in the first year of English Language Literature at Zarqa University. These paragraphs were meticulously collected and subjected to thorough analysis. The findings revealed a spectrum of errors spanning grammar, prepositions, verb usage, spelling, articles, punctuation, organisation, capitalisation, and pronoun usage. Student interviews further unveiled reasons such as difficulties with grammar, limited practice, interference from their mother tongue, and gaps in background knowledge as primary causes. Consequently, the researcher proposed a set of solutions to address and mitigate these errors in future writing endeavours.

Also, Wati (2023) conducted an error analysis of students' paragraph structure in Indonesia. The study aimed to identify the most common types of errors made by class XI students at SMK PGRI Pekanbaru in the domain of sentence structure within paragraph writing. The

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research employed a descriptive quantitative methodology and involved students from the 2021/2022 academic year. A purposive sampling technique was employed, encompassing a sample of 32 students. The study's primary focus was on identifying sentence structure errors related to the use of nouns, adverbials, and the simple past tense. Upon analysing the data, it becomes evident that students in class XI of SMK PGRI Pekanbaru made a range of sentence structure errors while crafting paragraphs. These errors were categorised based on their specific type. Notably, students demonstrated omission errors, addition errors, misformation, and misordering in the category of noun errors. Likewise, in the realm of adverbial errors, students exhibited omission, addition, misformation, and misordering. Furthermore, concerning simple past tense errors, students were found to make omission errors, addition errors, and misformation errors. Of these diverse error categories, it's worth highlighting that misformation errors, particularly in the context of using the simple past tense, were the most prevalent and frequently observed. These misformation errors constituted a substantial portion of the overall errors identified among class XI students at SMK PGRI Pekanbaru in their paragraph writing.

Hasan and Munandar (2018) examined the grammatical errors made by nine students in the English Department of an Indonesian institution, identifying difficult areas as misformation, omission, misordering, and addition. They concluded that students should pay greater attention to the faults they make since they interfere with the transfer of their thoughts to readers and make their sentences confusing. Özkayran and Yılmaz (2020) analysed writing errors among Turkish higher education students. Using a qualitative case study approach, paragraphs from the exam papers of 57 preparatory class students who enrolled at a state institution in Turkey during the 2017-2018 academic year were thoroughly studied. The study used a qualitative research method, namely the case study methodology, using data gathered through document analysis. The acquired data was then analysed using the Surface Strategy Taxonomy, which allowed for the detection and classification of errors. The error analysis process identified 381 mistakes across 57 exam papers. These included 192 misformation mistakes, 113 omission errors, 65 addition errors, and just 11 misordering errors. Misformation was identified as the most common error, accounting for 50.39% of all errors. Furthermore, 29.66% of the errors were omissions, 17.06% were additions, and 2.89% were misorderings. The study recommends that English language educators prioritise certain areas such as prepositions, the verb "to be," spelling, articles, singular/plural forms of nouns, word formation, tenses, word choice, and subject-verb agreement. These were selected as the most difficult components of language

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across the four major error categories. The researchers advocate developing effective instructional approaches and tools to address these issues and improve students' writing abilities.

Similarly, Al-Husban (2018) conducted research on university first-year students in Jordan to analyse their English writing errors, and the findings revealed that the most common types of errors were omission, addition, misformation, and misordering. The study indicated that teachers create efficient course materials and utilise effective instructional approaches to help students overcome the hurdles of learning English. However, Alasfour (2018) investigated how Arabic students in an ESL setting were influenced by their original language (L1) when learning English. Using 50 articles and five student interviews, the researcher used Contrastive Analysis (CA) and Error Analysis (EA) to uncover errors and their underlying causes. According to the survey, the most common errors were connected to the formulation of relative clauses, the use of passive voice, and the usage of definite articles. Interestingly, despite the preponderance of L1 transfer errors, there was no significant difference in the frequency of transfer versus non-transfer errors. The study's recommendations included raising teachers' awareness of potential error origins and encouraging error analysis. Furthermore, using an education technique informed by Contrastive Analysis (CA) was recommended to help students reduce and remedy these errors.

Ylmaz and Demir (2020) conducted an error analysis study among Turks residing in Sydney, Australia. They examined errors in Turkish written texts, categorising them into linguistic, cognitive processing, communicative, spelling, and punctuation errors. The study involved 41 participants between the ages of 10 and 25 and employed content analysis. The findings revealed a variety of errors, with 951 linguistic and cognitive processing errors, 343 communicative errors, 230 spelling errors, and 178 punctuation errors. The authors highlighted the importance of categorising errors for effective language teaching and avoidance of such errors in future writing. In a similar vein, Ababneh's (2017) study looked into particular types of faults found in the writing samples of 50 female English major students at Tabuk University in Saudi Arabia. The study looked into the core causes of these problems and provided relevant solutions. The discovered faults were divided into three categories: grammar, syntax, and content (word choice). The study revealed that the bulk of the errors were related to grammar, specifically tenses, singular/plural usage, and articles. Syntax errors, particularly related to subject-verb agreement, also featured prominently, along with substance errors, specifically related to spelling. These errors were attributed to factors such as a lack of English

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conversation, limited exposure to English reading, and the influence of the Arabic language. To address these issues, the study recommended enhancing the course syllabus and supplementing it with a diverse range of teaching strategies and methods to effectively address and rectify these errors.

Suhono (2016) examined the English compositions of 36 students at an Indonesian institution across multiple semesters and discovered 268 sentences with mistakes. When errors were classified using the Surface Strategy Taxonomy, the most common category was omissions, followed by misformation, addition, and misordering. The origins of errors were mother tongue impact (interlingual errors), intralingual errors, misanalysis (wrong hypothesis), and insufficient rule application. Teachers were advised to appreciate students' blunders and lead them through the language learning process in order to identify and correct their errors.

Hafiz et al. (2018) investigated syntactic errors made by preparatory year students at Jazan University in Saudi Arabia. In this qualitative study, the researcher used a documentary error analysis procedure, and the findings revealed that copula errors (the absence of a verb), subject-verb agreement issues, tense, infinitives, articles, prepositions, and conjunctions were the most frequently occurring problematic areas. These errors were primarily attributed to a lack of practice and the influence of the students' first language and based on it, recommendations were offered for the enhancement of the curriculum, creating more interactive classrooms, allocating sufficient time to activities that promote learning, and urging teachers to place a stronger emphasis on students' performance. Furthermore, teachers were encouraged to motivate their students and use English as the medium of instruction in the classrooms.

Nasser (2018) conducted a study in India, emphasising the significance of error analysis in English writing assignments. The study encompassed definitions of errors, steps for error analysis, and the relevance of errors. It involved 150 undergraduate students from diverse disciplines and employed a mixed-methods approach, utilising written tests, interviews, and questionnaires. The findings indicated that students made errors in grammar, vocabulary, spelling, punctuation, and syntax, with grammar errors being the most frequent. These errors were often influenced by students' first language. Overall, students perceived error analysis positively, appreciating its contribution to their writing skills, although some concerns about feedback timeliness and relevance were raised.

Tiarina (2017) focused on first-year students in higher education, particularly those enrolled in the English literature study program. The author delved into the exploration of interlanguage

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exhibited by these students, with a sample of 20 participants from the English Literature department. The data collection involved analysing errors in guided writing tasks, specifically recounting texts. The findings of the study unveiled 15 distinct aspects of grammar errors encountered by the students. Notably, the most prevalent error category was omission, followed by misformation, addition, and, to a lesser extent, misordering. The research highlighted that among the various types of errors, freshmen most frequently struggled with omission errors, aligning with the outcomes of the investigation. The study emphasised the importance of exposing students to the English language as extensively as possible and encouraging active use. The recommendation underscored the idea that increased exposure and encouragement would contribute to a more effective development of language skills among first-year students in higher education.

Amoakohene (2017) focused on error analysis among first-year students at the University of Health and Allied Sciences (UHAS) in Ghana. The study examined 50 essays and identified a total of 1,050 errors, including grammatical, mechanical, and structural errors. Despite two semesters of the Communicative Skills curriculum, students continued to struggle with producing error-free writing. The study emphasised the importance of dedicating time and resources to developing academic writing and communicative skills to enhance students' competency in English for their academic and professional development.

Saputra and Ratminingsih (2014) analysed the errors committed by Indonesian eleventh-grade students in writing academic reports, narrative, and analytical exposition essays. The author further aimed at finding the sources of the errors as well as how effective the use of the 'please' strategy could help to reduce the errors. Using a descriptive research approach, 24 students' replies were analysed through content analysis and interviews. The study's findings revealed the presence of faults in the title, theme sentences, developing sentences, coherence, diction, syntax, mechanics, addition, omission, substitution, and ordering. It was also shown that errors are caused by both interlingual and intralingual transfers. The interview revealed that the errors were caused by a lack of knowledge, insufficient experience, and forgetfulness. The use of the 'please' method resulted in some decreases in errors in students' writing. However, topic sentences and grammar indicated an increase in errors. It was influenced by the increased number of phrases produced by students following the deployment of the 'please' method.

Al-Khaza'leh (2021) did an error study on writing errors made by third and fourth-year college students at Shaqra University in Saudi Arabia. Using a qualitative content analysis approach,

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the results revealed that students made mistakes in all tasks, paragraphs, and short phrases they produced. These problems include, but are not limited to, punctuation, subject-verb agreement, capitalisation, and singular-plural. Abdel-Fattah et al. (2018) also carried out a case study to determine the root causes of writing errors among Saudi EFL university students. The research technique includes doing an error analysis on writing samples from three male students enrolled in the European Languages Department. Errors were classified into two primary categories: interlingual and intralingual, further subdivided into areas like grammar, syntax, lexis, semantics, substance, and organisation. The study's findings revealed that intralingual errors outnumbered interlingual errors. These errors were attributed to differences between the student's first language and their target language, as well as their relatively low language competence. Consequently, it was deemed necessary to implement teaching strategies and materials that facilitate the learning process. Among the recommendations discussed by the participants were the utilisation of dictionaries for vocabulary acquisition, independent self-correction, setting specific error-related goals for improvement over defined periods, and reducing the use of red ink for correction. The researchers also advised encouraging students to publish their writing for audiences beyond their class teachers and maintaining writing portfolios that include previous drafts. Additionally, the importance of keeping dialogue journals was highlighted. Furthermore, teachers were encouraged to alleviate students' anxiety and provide more guided practice in paragraph writing to enhance the writing skills of the students.

Alkubaidi (2019) similarly researched the perceptions of students and teachers in a Saudi university about students' writing and the writing curriculum used. The study used an action research design comprising three phases: observation, intervention (writing workshops), and reflection. It was revealed through the exploration stage that students struggled with basic sentence construction but enjoyed free writing, while innovative teaching methods were hindered by time constraints. Private school-educated students demonstrated higher proficiency. Teachers also used collaborative approaches due to time limitations, and students appreciated technology in writing. College materials were seen as dull and repetitive. Data further revealed students' use of compensational strategies and teachers' criticism without making learning enjoyable. This was attributed to outdated teaching methods which hindered the enhancement of students' language abilities.

Error analysis in postgraduate students' academic writing has also been explored. Amiri and Puteh (2017) delved into this domain by conducting an assessment of writing errors made by

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16 international postgraduate students enrolled in an intensive English course at a Malaysian public university. Employing a comprehensive mixed-methods approach, the researchers meticulously scrutinised a collection of term papers submitted by these students. During this process, the term papers were gathered and meticulously evaluated to pinpoint potential errors, leading to the identification and categorisation of error types within the term papers. The study's outcomes illuminated the prevalence of four primary categories of English language errors among the participants: sentence structure, articles, punctuation, and capitalisation. Furthermore, the research shed light on how students often applied the conventions of their native language when writing in English, emphasising the influence of their mother tongue on their writing patterns. Importantly, the study underscored the formidable challenge students would face in successfully crafting their theses if they were unable to address these linguistic and conceptual difficulties.

While existing literature has meticulously documented the types and frequency of paragraph-level errors committed by students across diverse educational and cultural settings, there remains a significant oversight in relation to contextualised, pedagogically-driven solutions, particularly within the Ghanaian tertiary education context. Understanding error patterns must go hand-in-hand with developing and implementing targeted interventions that respond to the specific linguistic, cognitive, and instructional realities of the learners involved. Moreover, although scholars have made valuable contributions by categorising errors into omission, misformation, addition, and misordering, such taxonomy, on its own, does not translate into improved student writing outcomes. There is, therefore, a pressing need for actionable frameworks that bridge the gap between theoretical understanding of errors and practical classroom strategies. This study positions itself as a response to that gap. It advances an intervention-oriented approach that goes beyond error diagnosis to encompass remedial teaching, reflective practice, and scaffolded learning. Thus, error analysis should not be an end in itself, but a means to informing contextually relevant and empirically supported instructional practices capable of equipping student-teachers with the tools to improve their academic writing skills meaningfully and sustainably.

3.6 Studies Conducted on Interventions to Improve Paragraph Writing

Limited studies have placed a primary emphasis on bolstering paragraph writing skills through various interventions. For example, Lestari and Nurhamdah (2019) delved into the utilisation of paraphrasing techniques, while Hamid (2022) centred on picture composition. Similarly,

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Alsmari (2019) harnessed Edmodo, and Situngkir et al. (2020) embraced a process writing approach. Collectively, these investigations pursued the shared objective of addressing challenges related to paragraph writing by implementing targeted interventions. However, it is imperative to acknowledge that despite their shared goal, each of these studies diverged significantly from the present research in terms of context, research design, and the educational level of the participants. All these studies adopted an experimental design employing distinct intervention models to enhance effective paragraph writing for non-Ghanaian students.

Situngkir et al. (2020) investigated the effectiveness of the Process Approach in enhancing paragraph writing skills at SMA Negeri 1 Lembang. The study included a quantitative approach with a pre-test-post-test experimental design and included steps such as prewriting, draughting, editing, revising, and publishing. The participants were two classes of senior high school students from SMAN 1 Lembang, both in the same grade level. Second-year students majoring in natural science made up the sample. The study included a pre-test and post-test for 64 students, with one group using the Individual Process Approach and the other using the Collaborative Process Approach. Statistical analysis using the Statistical Package for the Social Sciences (SPSS) demonstrated a significant improvement in paragraph writing skills in both classes. The data revealed a significant difference in paragraph writing enhancement between the two classes, highlighting the Process Approach's efficacy in improving students' writing abilities.

Lestari and Nurhamdah (2019) focused on improving second-grade students' paragraph writing skills by using paraphrase approaches. The students' mean pre-test score was 41.76, which was classed as extremely low, but the post-test score was greater than the pre-test mean score of 79.88, which was classified as good. Furthermore, according to the data analysis, the t-test value was greater than the table value (11.050 > 1.711). This indicates that there was a big difference. As a result, the null hypothesis was rejected, and the alternative was accepted. Using an experimental methodology, the findings demonstrated the effectiveness of paraphrase in overcoming writing obstacles among students.

Also, in his experimental study, Hamid (2022) used picture composition to improve paragraph writing skills among grade 10 pupils in the Gowa Regency of South Sulawesi, Indonesia. The study attempted to determine whether employing image composition had a substantial effect on improving writing skills in grade ten at SMA Negeri 4 Gowa. The study employed a pre-experimental design, with 75 students from SMA Negeri 4 Gowa serving as the population and

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25 students selected using the purposive sampling technique. The researcher employed a writing test as the study's instrument. The test findings showed that using picture composition improved students' paragraph writing, as shown by an increase in mean scores from pre-test to post-test. The pupils' mean pre-test score was 41.76, which was classed as very low, whereas the post-test score was 79.88, which was classified as good. Furthermore, according to the data analysis, the t-test value was greater than the table value (11.050 > 1.711). This indicates that there was a big difference. As a result, the alternative hypothesis was accepted whereas the null hypothesis was rejected. This suggests that the incorporation of picture composition effectively contributed to the enhancement of paragraph writing skills, particularly in the context of descriptive text.

Similarly, Alsmari (2019) evaluated the effectiveness of Edmodo, a technology tool, specifically Web 2.0, in improving paragraph writing skills among English as a Foreign Language (EFL) Saudi students. The study employed an experimental research approach, with examinations administered to 80 students in level one of the English Language Department of the College of Sciences and Humanities. The samples were drawn from two classes and randomly assigned to two groups: experimental (n=40) and control (n=40). The experimental group included those who were taught using Edmodo, while the control group did not use Edmodo. The Oxford Placement Test (OPT) and the Test of Paragraph Writing Skills (TPWS) were developed as primary data collection tools. The data were analysed descriptively and inferentially using a t-test using SPSS 16.0 to quantify the differences in mean scores between the two groups before and after intervention. The test results showed that the control and experimental groups had equal paragraph writing skills prior to the intervention. However, the post-test findings revealed statistically significant variations in performance, favouring the experimental group. The inclusion of Edmodo into the writing lesson was found to be quite beneficial in developing EFL students' writing abilities, particularly at the paragraph level. It was therefore recommended that EFL university instructors be trained in using Edmodo to develop EFL learners' paragraph writing skills.

Situngkir et al. (2020) used the Process Writing Approach to improve paragraph writing skills among 64 senior high school students in Lembang, Indonesia. Using a comparative research design, pre-test and post-test results showed an improvement in students' paragraph writing skills, with a significant difference observed between students who underwent the Individual Process Approach and those who participated in the Collaborative Process Approach. This implies that the Process Approach helped students enhance their paragraph writing skills. In

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essence, while these studies had a common subject of improving paragraph writing, they used different methodologies and produced different results, highlighting the multifaceted nature of treatments and their impact on different learner groups.

Having reviewed various intervention-based studies aimed at improving paragraph writing, from paraphrasing techniques and picture composition, to digital tools like Edmodo and the Process Writing Approach, it is evident that while these methods yielded positive outcomes in diverse contexts, they are not without limitations. Most notably, these studies were conducted outside the Ghanaian context, and their participants were predominantly secondary school students or learners from non-English-major disciplines. Moreover, many of the interventions lacked theoretical grounding in models that explicitly address paragraph structure in terms of topic development, coherence, cohesion, and completeness. There is an urgent need for a locally contextualised, pedagogically robust intervention tailored to the paragraph writing challenges faced by Ghanaian second-year university student-teachers. Unlike the interventions previously reviewed, this study introduces the SSHE paragraph improvement model, a structured, research-informed framework that combines theory and practice. It is designed to respond directly to the cognitive and instructional gaps observed in paragraph writing through deliberate strategies. Thus, this research not only builds upon the strengths of prior interventions but also distinguishes itself by incorporating a contextual and holistic model that integrates the structural and rhetorical demands of academic writing. In doing so, I advocate a shift from isolated intervention techniques to a comprehensive instructional model, aimed at transforming how paragraph writing is taught and learned within Ghanaian tertiary institutions.

3.7 Studies Conducted in Ghana

In Ghana, the majority of research efforts have been directed towards the broader domain of academic writing, with limited attention given to the specific nuances of paragraph composition. For example, previous studies have primarily centred around topics such as the analysis of English language errors among second-year university students (Mandor, 2021), the examination of students' usage of tenses in academic writing (Saeed, 2016), and the exploration of cohesion in both English and Ewe writings (Amenorvi, 2011). Mensah (2014) analyzed cohesive techniques used by Ghanaian students and examined how teaching methods might influence their cohesion skills. Agor (2018) evaluated intra-sentence issues in undergraduate writing in Ghana and found variable levels of expertise among students.

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Amenorvi (2011) investigated how the Ewe language and English create harmony. This study also sought to determine the level of mutual interference between these two languages in terms of the employment of cohesive devices, specifically among Ghanaian undergraduate students majoring in Ewe. The study discovered that both English and Ewe use cohesion in similar ways, including reference, substitution, ellipsis, conjunction, and lexical coherence. However, when individual coherent devices, like reference and ellipsis, were examined, certain disparities arose. It was also discovered that English, the participants' second language, had a substantial impact on their first language, Ewe, in terms of achieving coherence. In contrast, Ewe had no substantial influence on English in terms of cohesion. These findings challenge the prevailing notion in contact linguistics that only first languages possess the potential to affect second languages in bilingual language use.

Similarly, Mandor (2021) used a mixed-methods technique to assess second-year students' writing proficiency at a Ghanaian university. The study included 200 level students from Wisconsin International University College's Departments of Business, Communication, Humanities, and Social Sciences. After reviewing students' written essays, the study's findings revealed that pupils had deficits in their writing skills, as evidenced by frequent grammatical errors and a lack of cohesion and coherence in their papers. A thorough examination revealed 16 unique error categories, with 25% of the faults (covering issues such as expression, omission, spelling, and capitalisation) occurring at an unusually high frequency. Another 25% of the errors encompassed matters such as plurality, addition, choice of words, and concord. Furthermore, while errors related to tense, punctuation, prepositions, pronouns, faulty parallelism, fragments, wrong transitions, and articles were less frequent, they collectively accounted for the remaining 50% of identified errors. These findings underscore the multifaceted nature of writing challenges among second-year students in the university, without necessarily shedding light on paragraphing areas where improvement and support are needed. It was recommended as part of the study for the revision of the English curriculum and instructional approaches used in teaching the English language at the tertiary level.

The limited body of research dedicated to paragraph writing has predominantly explored the theoretical aspects and skills associated with paragraph composition, lacking practical interventions to assist students in addressing the challenges they face. Unfortunately, within the available literature and to the best of the researcher's knowledge, there is a noticeable scarcity of studies conducted within the specific context of the University of Education, Winneba, with a particular focus on second-year students.

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In a study conducted by Owusu (2020), the examination primarily centred on identifying factors contributing to students' difficulties in constructing paragraphs. Through a descriptive survey involving an analysis of various theories of paragraph structure and essays written by university students, the findings highlighted significant issues in the paragraph-writing abilities of the student participants. These issues, according to the researcher, were particularly evident in areas such as the formulation of concluding sentences and maintaining overall coherence. Likewise, Sarfo-Adu (2015) conducted a study that investigated the proficiency of paragraph writing skills among students at Kumasi Polytechnic, one of the ten polytechnics in Ghana offering 3-Year Higher National Diploma (HND) programs. The study specifically aimed to uncover the challenges that polytechnic students encountered when composing paragraphs, focusing on how they structured their paragraphs and developed controlling ideas through topic sentences and supporting sentences. The study used HND students within the Faculty of Business, consisting of four departments: Accountancy Management Studies, Purchasing and Supply, and Marketing. As the methodology, a mixed-method approach was employed. A total of 240 examination scripts were randomly selected, with 60 scripts chosen from each department. Then, 120 essays were purposefully sampled for in-depth analysis. The study's results indicated that 66% of the essays adhered to a clear and well-established paragraph format. However, the analysis also revealed a significant prevalence of one-sentence paragraphs with irregular indentations. These findings underscored the persistent challenges that students faced in constructing effective paragraphs.

The literature reviewed reveals that while a number of studies in Ghana have explored broad issues in academic writing—such as grammatical competence, cohesion, and coherence—there is a conspicuous lack of focus on paragraph writing as a distinct and integral component of academic proficiency. Even where paragraph-level challenges have been briefly touched upon, as in the works of Owusu (2020) and Sarfo-Adu (2015), there has been limited depth in terms of intervention-oriented approaches or systematic pedagogical models to address these challenges. Furthermore, few studies have situated their analysis within the specific context of second-year university student-teachers, who represent a critical demographic responsible for transferring writing skills to future generations.

Addressing paragraph writing should not only involve identifying the difficulties students encounter but also devising effective, contextualised solutions to support their academic writing development. This study therefore intervenes at the intersection of an acknowledged gap and an unmet instructional need by proposing the SSHE paragraph improvement model.

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This model is grounded in the structural and rhetorical demands of academic writing and is specifically designed to improve paragraph writing among student-teachers at the University of Education, Winneba. In summary, existing literature, though valuable, remains largely diagnostic. There is a pressing need to move beyond description towards intervention. It is this critical shift from assessment to action that this study embodies. The work thus contributes not only to knowledge but also to practice.

3.8 Conclusion

In conclusion, this chapter reviewed empirical studies relevant to the present study. The literature reviewed spans various aspects of writing, emphasing academic writing and the specific details of paragraph writing. By delving into existing studies, this chapter has highlighted key findings, patterns, and gaps in the literature that directly inform the current study's focus. The review has revealed that mastering academic writing involves understanding content and the ability to organise and express ideas coherently within structured formats such as paragraphs. In exploring paragraph writing specifically, the literature has identified the essential components of effective paragraph construction, including topic sentences, supporting details, concluding sentences, coherence, and cohesion. The chapter also highlighted some challenges, which range from a lack of clarity in topic development to difficulties in maintaining coherence and cohesion, which are critical issues that need addressing, particularly in educational settings. Again, the review has drawn attention to common errors in paragraph writing, providing a foundation for understanding the types and frequencies of these errors in different contexts. Identifying these errors is pivotal as it informs pedagogical strategies for improving writing skills. The insights gained from this review established a contextual foundation and guided the data analysis, helping to situate the findings within paragraph writing. Chapter Four explored the methods and procedures employed in gathering and analysing data.

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CHAPTER FOUR

METHODOLOGY AND DATA COLLECTION

4.0 Introduction

This chapter aims at identifying and understanding the methods applied in finding solutions to the stated problem of the study. It presents the specific procedures used to identify, choose, process, and examine information about the study. The chapter describes the research philosophy, research approach, research design, the population, the sample and sampling procedures used, and the instruments and the procedures involved in the collection and analysis of the data.

4.1 Research Paradigm

The study was grounded within the broader research context of enhancing paragraph writing skills among undergraduate student-teachers. As Creswell and Creswell (2018) emphasised, every research endeavour is underpinned by a philosophical framework that shapes the researcher's approach and perspective. In line with this understanding, the study was conducted within the context of the pragmatic philosophical paradigm. A research paradigm is a worldview that includes the philosophical assumptions or basic set of concepts that define a researcher's method and perspective (Kivunja & Kuyini, 2017). The paradigm, introduced by Thomas Kuhn in 1970, is a method of thinking about and building meaning from the intricacies of the real world (Creswell & Plano-Clark, 2018; Patton, 2002; Rossman & Rallis, 2003). Paradigms are shared generalisations, ideas, and ideals among experts about the nature of reality and knowledge.

Pragmatism holds that human action is intrinsically tied to one's prior experiences and the concepts that emerge from those experiences. Hence, action and the human mind are intricately linked. Humans make decisions based on the prospective results of their actions, and they use those outcomes to predict the outcomes of future decisions that will most likely be made in the same way (Kaushik & Walsh, 2019). The pragmatic paradigm has certain drawbacks, the first of which is the difficulty in identifying contextualised research problems. For instance, Thompson (1997) notes that its orientation restricts its capacity to recognise and assess systemic societal issues. Second, pragmatism poses certain methodological issues in transforming epistemological concerns into research techniques, and ultimately choosing the

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research methodologies and how all of the layers of a research topic, for instance, can be measured or observed (Feilzer, 2010).

Creswell (2014) asserted that pragmatic researchers consider "what" and "how" to investigate based on the anticipated outcomes, asserting that the pragmatic research perspective is problem-centred and emphasises the effects of choices. This approach is particularly relevant in mixed methods research, where researchers often draw on both quantitative and qualitative premises. However, the pragmatics paradigm was chosen based on certain reasons. Firstly, since the pragmatic paradigm looks at problems from the perspective of consequences of actions, it was necessary to employ this paradigm to help student-teachers overcome writing challenges that will potentially mirror the types of writing tasks they will encounter in their professional lives, such as writing and communication thereby improve their paragraph writing skills. Second, it was chosen to achieve complementarity, completeness, development, growth, verification or confirmation, compensation, and diversity (Tashakkori & Newman, 2010). Third, pragmatic inquirers liberally draw on mixed methodologies assumptions, which inspired the employment of both quantitative and qualitative research approaches for a comprehensive investigation.

Pragmatism emphasises the importance of context in understanding a problem and finding practical solutions. In the case of improving paragraph writing skills among Ghanaian student-teachers, it is crucial to consider the specific educational, cultural, and linguistic contexts in which these students are learning and writing. Pragmatism allows a researcher to integrate both qualitative and quantitative data to analyse the real-world classroom settings, instructional methods, and student experiences. This approach provides a comprehensive understanding of the unique challenges faced by these student-teachers, which is essential for developing targeted and effective interventions. The pragmatic paradigm is inherently results-oriented and concerned with the practical implications of research. In this study, the goal is not only to understand the underlying issues affecting paragraph writing skills but also to implement strategies that can directly improve these skills. Pragmatism supports the use of mixed methods to test and refine practical interventions, ensuring that the findings are actionable and relevant to stakeholders, such as educators, curriculum developers, and policymakers. This focus on real-world application and tangible outcomes aligns well with the objective of enhancing student-teachers' writing proficiency in a way that can be immediately beneficial in their professional practice.

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In this context, the chosen paradigm enabled me to delve into the unique challenges experienced by each selected student, unravelling the intricacies of their writing obstacles within the context of paragraph composition. Also, to gain a comprehensive understanding of students-teachers' paragraph writing difficulties, it was essential to actively involve them in interactions throughout the instructional process. The objective of the study was to explore strategies to assist in improving second-year student-teachers' paragraph writing skills in their academic writing. By gaining this valuable insight it became possible to generate meaningful interpretations that could serve as the foundation for designing interventions aimed at enhancing their proficiency in academic writing. This, the pragmatic paradigm helped to achieve.

The study explored strategies to assist in improving second-year students-teachers' paragraph-writing skills in their academic writing. Through pragmatic methods, the research aimed to improve student-teachers' paragraph writing skills. Ultimately, this approach aligns with the overarching goal of the study to propose a paragraph writing improvement model tailored to address the distinct challenges faced by student teachers, thereby contributing to the advancement of writing pedagogy and student success.

4.2 Research Design

The evaluative design, emphasising systematic assessment and data-driven decision-making, offers a strong foundation for improving student-teachers' paragraph writing skills. Evaluation design is a systematic process of analysing the merit, worth, or value of a programme, activity, or intervention (Rossi et al., 2018). It entails establishing explicit criteria, gathering evidence, and analysing findings to assess the success of a specific endeavour. The primary objective is to enhance decision-making and inform stakeholders of the intervention's effectiveness. Weiss (1998) asserts that evaluation research assesses effectiveness while also providing insights and reasons behind certain outcomes. The evaluative design is mostly appropriate for educational research, because interventions tend to be complex and context-dependent. In this study it aims at evaluating the effectiveness of intervention strategies such as classroom instruction, peer assessments, and collaborative assignments in enhancing paragraph writing skills among student-teachers.

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The evaluative research design includes systematic processes which employ structured approaches that encompasses the gathering, processing, and interpretation of data, clear objectives defined to evaluate success, practical recommendations for stakeholders, and specific environment and needs of participants. (Rossi et al., 2018; Patton, 2008; Stufflebeam & Shinkfield, 2007; Weiss, 1998). Topping (2017), and Black and Wiliam (1998) employed evaluation and ascertained the effectiveness of implemented measures. This study employs these qualities using pre-intervention assessments to establish a foundation, intervention activities to tackle identified challenges, and post-intervention evaluations to measure progress and guide future practices.

The Context, Input, Process, and Product (CIPP) model offers a thorough framework for evaluation (Stufflebeam & Shinkfield, 2007). This model closely corresponds with the phases of this study as follows;

a. Context Evaluation where students' preliminary writing competencies and difficulties are assessed with pre-test and questionnaire.
b. Input Evaluation where intervention strategies are assessed and a model designed based on identified needs from (a) above.
c. Process Evaluation where the intervention (model) is assessed and enhanced throughout its execution.
d. Product Evaluation where results are assessed using post-test and questionnaire.

The evaluative design incorporates these components to provide a comprehensive assessment of the intervention's success and complements action research by offering a systematic framework for evaluating interventions.

Action research, according to Kemmis et al. (2023), Coghlan and Brannick (2022), Stringer (2021), and Creswell (2014), involves iterative cycles, distinct in its participatory approach, with the goal to improve educational practices, and focuses on practical outcomes. In the context of the study, action research was chosen as a fitting approach to address the identified challenges in enhancing paragraph-level writing skills among student-teachers. Action research is preferred because I sought to find a workable solution by gathering data and taking necessary actions to address an identified challenge within my working environment as asserted by Johnson and Onwuegbuzie (2004). Action research bridges the gap between research and practice as such, I employed participatory action research in the study to improve the quality of paragraphs written by student-teachers thereby empowering them to be better writers in their

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academic pursuits. The design provides the teacher with the avenue to investigate a challenging issue hampering the teaching and learning process while finding a solution to it. Lesha (2014) adds that the action research is best suited for teachers because they are the ones directly involved and interested in solving problems associated with their instructional practices. Adopting this method would help them identify, solve, and reflect on the solutions within their classrooms. Action research is characterised by its cyclical nature of planning, acting, observing, and reflecting, making it a suitable methodology to enact meaningful change within a specific educational context (McNiff & Whitehead, 2018) and conducted by educators for their benefit (Mertler, 2019). Mertler argues that adopting action research would imply conducting an inquiry-based study to improve classroom or school situations more innovatively and adaptively. In doing so, researchers help to make situations better and bring about the world they wish to live in and learn in as highlighted by Lewis and Winkelman (2017).

The action research design is the preferred research design because I am keen to make a change in the conceptual understanding and pedagogical approach of student-teachers in my classroom. It aligns with the goal of the study of proposing a practical and tailored Paragraph Writing Improvement Model. The cyclical process of action research involves collaborative and iterative steps that enable researchers to work closely with participants to identify challenges, design interventions, implement changes, and assess outcomes. Hoover (2013) contends that in contrast to traditional research, which often maintains a clear separation between the researcher and the environment under investigation, action research bridges this divide. It achieves this by involving the researcher as an active participant, either individually or in collaboration with fellow educators, in addressing everyday challenges encountered in schools and classrooms. This approach is undertaken primarily for the benefit of both students and teachers. Creswell and Creswell (2018), and Creswell and Plano-Clark (2011) emphasise the cyclical nature of action research, which offers educators a continuous opportunity for reflection. This ongoing reflection facilitates a deeper and more critical examination of their practices daily, with the ultimate goal of making necessary adjustments, modifications, or formative assessments. As a result, educators can significantly enhance the quality of the teaching and learning process, leading to improved student engagement and learning outcomes.

The action research design is particularly well-suited for educational contexts where change and improvement are sought, and where collaboration between researchers and practitioners is

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essential (Coghlan & Brydon-Miller, 2014). In the case of the study on paragraph writing improvement, this approach ensures that the proposed model is not only theoretically sound but also practical, relevant, and effective in addressing the challenges faced by student-teachers. This goal aligns with the priority of action research as a design. In essence, the primary goal of action research is to equip educators with fresh insights directly relevant to their classrooms. It seeks to encourage reflective teaching and critical thinking, broaden teachers' pedagogical skill sets, empower teachers to take ownership of their profession, strengthen the connection between teaching methods and student achievements, foster receptivity to novel ideas and continuous learning, and enable educators to claim effective practices as their own as emphasised by Hensen, and cited by Hine (2013). In aligning with this perspective, Creswell and Creswell (2018) contends that researchers who embrace action research are driven by the dual objective of investigating a phenomenon while concurrently identifying solutions to the issues at hand. This approach is inherently interactive and action-oriented, making it particularly suitable for educational contexts. It places a strong emphasis on reflection as a means of bridging the gap between theoretical concepts and practical application.

Diagnosis, Confirmation, and Justification of diagnosis, intervention planning and model development, intervention application, and evaluation are the phases of the action research for the study. This is presented as follows;

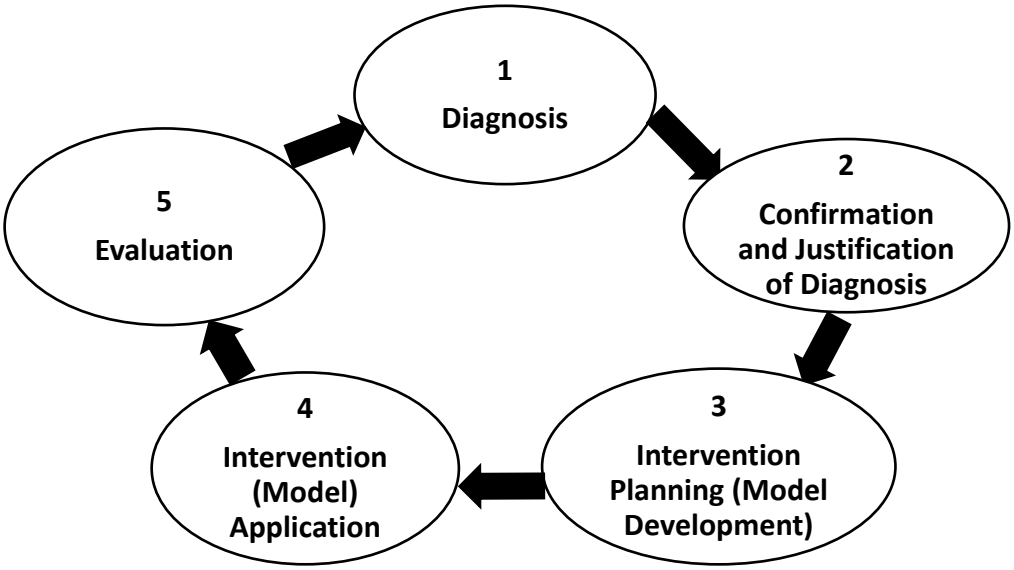


Figure 2: Phases of action research on improving second-year university students' paragraph writing skills

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The diagnostic phase identified the problems to be addressed by analysing sampled written texts by students. The confirmation and justification of diagnosis stage engaged students to identify their specific paragraph writing challenges through structured questionnaires. Based on the challenges identified, I designed an intervention plan that outlined strategies, instructional materials, and assessment methods for improving paragraph writing skills. This phase draws upon the expertise of both researchers and practitioners (Mertler, 2019). The intervention planning phase was key in planning the strategies to be implemented as an intervention to help overcome the challenges identified and confirmed. These strategies were then used to develop a simple and easy-to-use model which organised the possible solutions to the identified challenges. Phase 4 is the stage where the various strategies were administered/implemented and the model was put to use. The evaluation phase was used to assess the model (intervention) to determine its impact on the diagnosed challenges. This was done through written tests and questionnaires. The final phase also used the results to confirm/modify the model to ensure improvement in student-teachers' paragraph writing. The collaborative processes in Phases 2 and 5 ensured the study was grounded in the participants' experiences and perspectives (Dustman et al., 2014).

The study was organised into three main stages namely pre-intervention, intervention, and post-intervention.

4.2.1 Pre-Intervention Phase

The pre-intervention comprised the administration of a pre-test, semi-structured interview, and questionnaire. The pre-test was used to generate text documents produced by students on paragraph writing, which I analysed to identify typical characteristic features and common errors in students' writing. The questionnaire was used to have an in-depth knowledge of the intricacies of student-teachers' paragraph writing errors and difficulties and explored student-teachers' paragraph writing challenges. Through the phase, I delved into students' peculiar challenges while finding out how best these students could be helped to address the challenges of paragraph writing.

4.2.2 Intervention Phase

The intervention phase involved the use of strategies to help student-teachers understand the paragraph, reduce their errors and challenges, and thereby improve their paragraph writing skills. This treatment was carried out within a period of six (6) weeks and was comprised of

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one or two meetings a week made up of two hours of devoted teaching of aspects and components of the paragraph per each meeting. Challenges and errors identified in the pre-intervention stage served as a guide and yardstick for the treatment. In developing the instruments, insight gathered from the pre-test and the questionnaire were used to come out with strategies/approaches to help the student-teachers improve their paragraph writing skills. Two research assistants were engaged in this phase.

The intervention phase of this study aimed at improving the paragraph writing skills of second-year university student-teachers. This was preceded by the pre-intervention phase which involved an essay-writing test to diagnose paragraph errors and questionnaire to assess students' paragraph knowledge and challenges. The findings from this preliminary assessment revealed significant weakness in students' ability to include introductory and concluding paragraphs, state thesis statements and topic sentences, organise their ideas coherently, maintain unity within their paragraphs and ensure logical flow. To help student overcome the stated weakness and improve their paragraph writing skills, a model was developed specifically to improve student's knowledge of different paragraph types, structure and texture. Based on the peculiar errors and challenges that emerged from the pre-intervention, an interventional model christened SSHE was developed to support the student-teachers. This model aims to provide a structured approach to paragraph development.

4.2.2.1 The SSHE Paragraph Model

SSHE stands for Survey, Structure, Harmonise, and Evaluate. The model was designed to systematically guide students through the paragraph writing process, ensuring that students produced organised and meaningful paragraphs. Each of the components of the model plays a crucial role in enhancing writing proficiency and fostering clarity in their writing. SSHE provides a structured yet flexible framework of guiding student-teachers in developing well-informed paragraphs. This model enhances students' ability to write clear and effective paragraphs, which is essential for academic writing. As it directly addresses the writing challenges by equipping students with a systematic approach to paragraph construction, this intervention serves as a crucial step in bridging the gap between student's theoretical knowledge of paragraph writing and their practical application.

For student-teachers, thus SSHE Model will not only improve their writing skills but also prepare them to effectively teach paragraph writing to their future students in basic schools. Through this model, student will be better positioned to foster strong writing habit in their

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learners. Each component of the SSHE Paragraph model is discussed in the following sub-sections.

4.2.2.1.1 Survey

The survey component of the SSHE paragraph Model involves carefully examining the writing task, understanding the purpose of the paragraph, and gathering relevant ideas before drafting. This stage is crucial because it ensures that student-teachers approach writing with clarity and direction, preventing poorly structured and incoherent paragraphs. This stage enhances understanding of the writing task. This is necessary because it was found from the diagnostic stage that many students-teachers struggled with writing not because they lacked ideas, but because they did not fully grasp what the task requirement. Surveying therefore helps analyze the writing prompt, ensuring that paragraphs align with the topic and purpose. In addition, it encourages critical thinking as students engage in brainstorming and reflection, allowing them to select the most relevant points to include in their paragraphs. Again, it reduces writing anxiety by taking time to plan and organise thoughts before writing. This way, students feel more confident in their ability to develop a coherent paragraph. Finally, surveying improves relevance and focus by ensuring that all ideas within a paragraph contribute to the main idea, reducing unnecessary information or repetition.

During the survey stage, the following steps and employed;

a) Understanding the question/writing task: Participants analyze the question or topic to determine what is required. They consider whether the paragraph should describe, explain, argue, or narrate.
b) Identifying the thesis statement: Students pinpoint the central theme of the essay. This main idea will guide the supporting ideas and ensure logical development.
c) Generating and selecting supporting ideas: Brainstorming is conducted to list possible supporting details, after which the most relevant ones are selected, to satisfy the thesis statement.
d) Considering the audience and purpose: Writers reflect on who will read their paragraph and the purpose it should serve, ensuring that the language, tone and examples used are appropriate.
e) Organising ideas: a rough outline is created, showing the flow of ideas within the essay. This provides a guide for constructing a well-structured paragraph.

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To help student-teachers effectively apply the survey stage, guided questioning, use of graphic organiser, brainstorm sessions, think-pair-share were strategies employed. The following activities were undertaken to ensure student grasp the survey component of the SSHE model;

a) Analysis of essay thesis statement prompts: Students were given sample writing prompts and asked to identify the main idea, audience, and purpose.
b) Drafting thesis statements and topic sentences: Participant practiced writing thesis statements based on main ideas they generated.
c) Idea sorting exercises; Participants wrote down various topic sentences and worked in groups to categorise them into strong, weak, or irrelevant ideas.
d) Pre-writing discussions: Interactive discussions were held on real-life experiences related to assigned topics to help student generate relevant topics.
e) Peer review survey: Students exchanged their brainstorming notes with peers, who provided feedback on the clarity and relevant of the selected ideas.

The survey component is pre-writing process which boosts student's confidence and minimise errors. This component ensures that students could effectively analyze topics, select relevant supporting details, and organise their thoughts before drafting their paragraphs. This structured approach helps improve writing skills and equip to-be teachers with techniques they could use in their future teaching careers.

4.2.2.1.2 Structure

The structure component focuses on ensuring that each paragraph follows a logical arrangement, allowing ideas to flow smoothly from one point to the next. Without proper structure, even the most insightful ideas can become confusing and difficult to understand. A well-structured paragraph is essential for effective communication in writing in that it provides clarity and organisation to help readers follow the writer's line of thought, making the message easier to understand and ensures logical progression of idea by arranging sentences in a logical order to make the paragraph flow smoothly from the main idea to its supporting details and conclusion. A structured paragraph also prevents fragmentation and repetition as structure helps writers stay focused on their main point prevents fragmentation and repetition as structure helps writers stay focused on their main point without introducing unrelated or redundant ideas. Again, it improves academic writing as student-teachers develop structured paragraphs to communicate effectively in academic environments.

The structure state consists of two main components; essay structuring and paragraph structuring. The essay structuring focuses on the inclusion of three main components;

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a) Introductory paragraph: Here, the entire essay is introduced and background information provided. The introductory paragraph also state the thesis statement which is the main argument of the essay.
b) Body Paragraph: This provides support for the thesis statement by providing evidence. It also provides analysis and explanation of the evidence.
c) Concluding paragraph: The summaries the main point/ideas given restates the thesis statements and may also provide final thoughts on the topic.

The paragraph structuring involves three key components, each serving a unique function in paragraph development:

a) Topic Sentence: In academic writing, this is usually the first sentence of the paragraph stating the main idea. It gives the reader a clear expectation of what the paragraph will discuss.
b) Supporting Sentences: These sentences provide explanations, examples, and details to develop the main idea. They ensure that the paragraph in informative and well-developed.
c) Concluding Sentence: This sentence summarises the main point of the paragraph or provides a transition to the next paragraph. It reinforces the writer's argument and ensures a strong ending.

To support students to effectively structure paragraphs, the following strategies were employed;

a) Sentence skeletons: Students were guided to construct paragraphs using a skeleton format that included (1) topic introductions, background information, thesis statements, (2) a topic sentence, one or more supporting sentences, and a concluding sentences and (3) summarising main points, restating thesis statement, providing final thoughts.
b) Shape organisation: Different shapes were used to project and visually reinforce the three paragraph types.
c) Paragraph deconstruction: Participant analyzed sample paragraphs by identifying their compositions.
d) Color-coding technique: Different colors were used to highlight different components of paragraphs to visually reinforce paragraph structure.
e) Peer evaluation and feedback: Students exchange their structured paragraphs with peers, who provided feedback on clarity, coherence, and organisation.

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Several hands-on activities were implemented to strengthen participants' ability to structure paragraphs effectively. These include thesis statement and topic sentence writing exercise, supporting detail development, paragraph rearrangement task, and writing and revising practice

The structure component of the SSHE Paragraph Model aids in ensuring that student-teachers write clear and well-organised paragraphs. By understanding the importance of structure and practicing the various strategies, students improve their ability to develop effective paragraphs to enhance academic writing skills.

4.2.2.1.3 Harmonise

The Harmonise component ensures that all elements within a paragraph work together to convey a clear and unified message. A paragraph may have a well- defined structure but it must also exhibit cohesion, unity, and adequacy to make it meaningful and effective. Without harmony, paragraphs become disjointed, difficult to follow, and less impactful.

The Harmonise stage ensures smooth flow of ideas, reinforces the main idea, enhances readability, and improves academic professional writing. This component consists of three key components that work together to create a well-balanced paragraph. These are;

a) Cohesion: This refers to the logical connection between sentences/ideas. It is achieved through the use of linking words, pronouns, and consistent sentence patterns. Cohesion ensures that the paragraph does not feel fragmented.
b) Unity: Here, all sentences within the paragraph should support the main idea. Also, every detail must be relevant to the main idea and any unrelated information avoided.
c) Adequacy: A paragraph must provide enough information to fully develop the main idea. It is clear that a paragraph that is too brief may lack depth. While an overly lengthy one may lose focus.

Strategies such as the use of transition words (however, therefore, in addition, consequently, and for example) to connect sentences smoothly, eliminating off-topic sentences, paragraph expansion exercises, and rewriting for unity. Cohesion exercise, unity check, and paragraph expansion task were designed to reinforce harmony in paragraph writing. Harmony is crucial in ensuring that paragraphs are cohesive, unified, and adequately developed. It is important in writing logically connected and well-balanced paragraphs.

4.2.2.1.4 Evaluate

This component enables student-teachers to assess the quality of their paragraphs critically. It allows student-teachers to systematically review and refine their paragraphs to meet academic

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and professional writing standards. The component ensures that paragraphs are clear, coherent, and flow logically. Without proper evaluation, even well- structured and harmonised paragraphs may still contain errors that affect effectiveness. The Evaluate phase incorporates an assessment of paragraph types, structure, and texture, as well as the effectiveness of the other components of the SSHE model.

The stage supports the developing of strong paragraph-writing skills as it enhances writing quality by systematically assessing written works to ensure that paragraphs are clear, well-structured, and cohesive. It also reinforces paragraph development through the assessment of introductory, body, and concluding paragraphs for each to serve its intended function effectively. Again, Evaluation promotes structure and contain topic, supporting, and concluding sentences so as to make necessary adjustments. Evaluation strengthens paragraph texture by reviewing cohesion, unity, and adequacy to help improve the overall flow and completeness of paragraphs. Finally, it improves self-editing skills as students develop the ability to independently revise their work before submission thereby reducing errors.

To ensure a proper evaluation, the stage follows three key processes. These include;

1. Evaluating Paragraph Types
    a) Introductory Paragraph: Assesses for a clear topic introduction, background information, and a strong thesis statement.
    b) Body Paragraph: This is reviewed to ensure that the body paragraph supports the main idea with relevant explanations, examples, and logical flow.
    c) Concluding Paragraph: Here, the concluding paragraph is checked for its effectiveness in summarising key points and reinforcing the main argument without introducing new ideas.
2. Evaluating Paragraph Structure
    a) Topic Sentences are evaluated for clarity and relevance to each paragraph's main idea.
    b) Supporting Sentences are examined for logical development, sufficient explanation, and appropriate evidence.
    c) Concluding Sentences are assessed for their ability to effectively close the paragraphs while maintaining coherence with the overall text.
3. Evaluating Paragraph Texture
    a) Cohesion: Each paragraph is examined to determine whether ideas flow smoothly with appropriate transition words and logical sentence connections.

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b) Unity: The paragraphs are reviewed to ensure that all sentences relate directly to the main idea

c) Adequacy: paragraphs are evaluated by determining whether they contain enough relevant details to support the topic sentence fully. Also, the entire essay is evaluated to ensure the thesis statement is fully developed.

4. Grammar and Mechanics Proofreading

The final check focuses on correcting grammatical errors, punctuation mistakes, and typographical errors to enhance readability.

Activities employed in the evaluation phase include paragraph-sorting task where participants were given mixed paragraphs and tasked to categorise them as introductory, body, or concluding paragraphs and thesis statement analysis (assessing introductory paragraphs for the presence and clarity of thesis statements). Sentence labeling exercise (labelling sentences in sample paragraphs as topic, supporting, or concluding sentences) and structure reconstruction (rearranging disorganised paragraphs to create a well-structured paragraph) were also employed. Others include cohesion chain exercise (connecting related ideas using appropriate transition words to improve paragraph flow), unity assessment task (examined sample paragraphs and removing off-topic sentences to maintain focus), and adequacy expansion activity (identifying underdeveloped paragraphs and adding supporting details to enhance completeness).

The evaluate component is an important phase that ensures student-teachers produce well-structured, cohesive and, logically developed paragraphs. The evaluation process helps develop self-editing skills, critical thinking, and confidence in their writing thereby ensuring the quality of paragraphs. By assessing paragraph types, structure, and texture, participants improve their ability to write good paragraphs.

The SSHE Paragraph Model with Survey, Structure, Harmonise, and Evaluate as its components is a structured guide to systematically guide students to produce structured and coherent paragraph. SSHE stands for a writing process with the focus of ensuring students approach writing with ease and confidence so as to ensure clarity in their paragraphs. Mastery of each of the components of the model is important in improving paragraph writing skills. Ultimately, this model unlocks the power to convey ideas with clarity and create a lasting impression on their readers.

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4.2.3 Post-Intervention Phase

The procedure for conducting the post-intervention activities was similar to the steps followed during the pre-intervention phase. A post-test, similar to the pre-test, was given to the research subjects. Afterward, a questionnaire was developed to explore student-teachers' views on the use of the model especially on how the model and the strategies employed imparted their understanding and production of well-organised and coherent paragraphs as well as the overall improvement or otherwise of their paragraph writing skills.

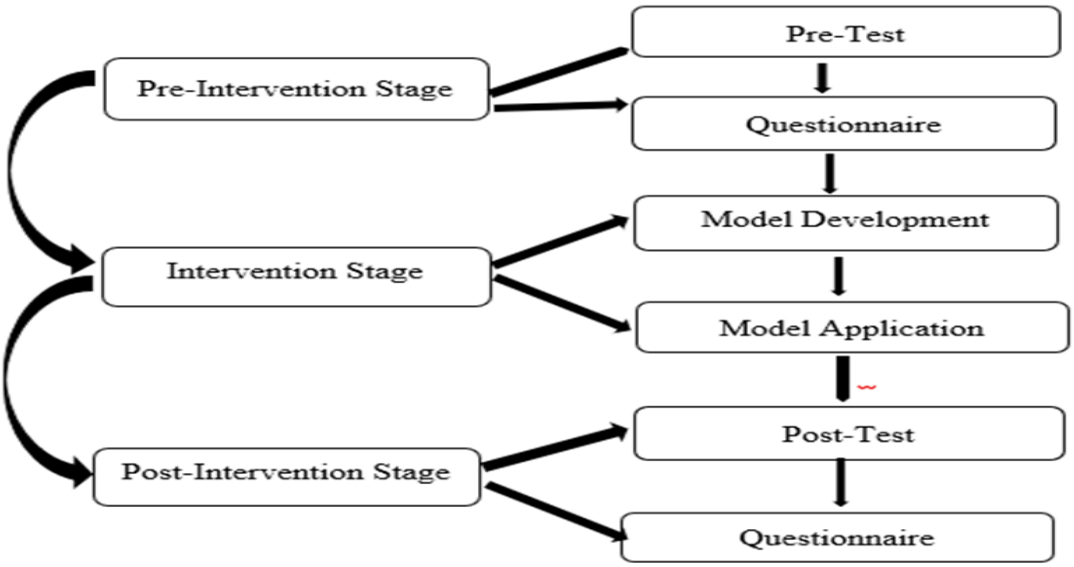


Figure 3: Research Design Procedure on improving second-year university students' paragraph writing skills

4.3. Research Site

The study was carried out at the University of Education, Winneba (UEW) which is situated of located in the Effutu Municipality of the Central Region of Ghana. UEW is one of the public universities in the Central Region notable for teacher education.

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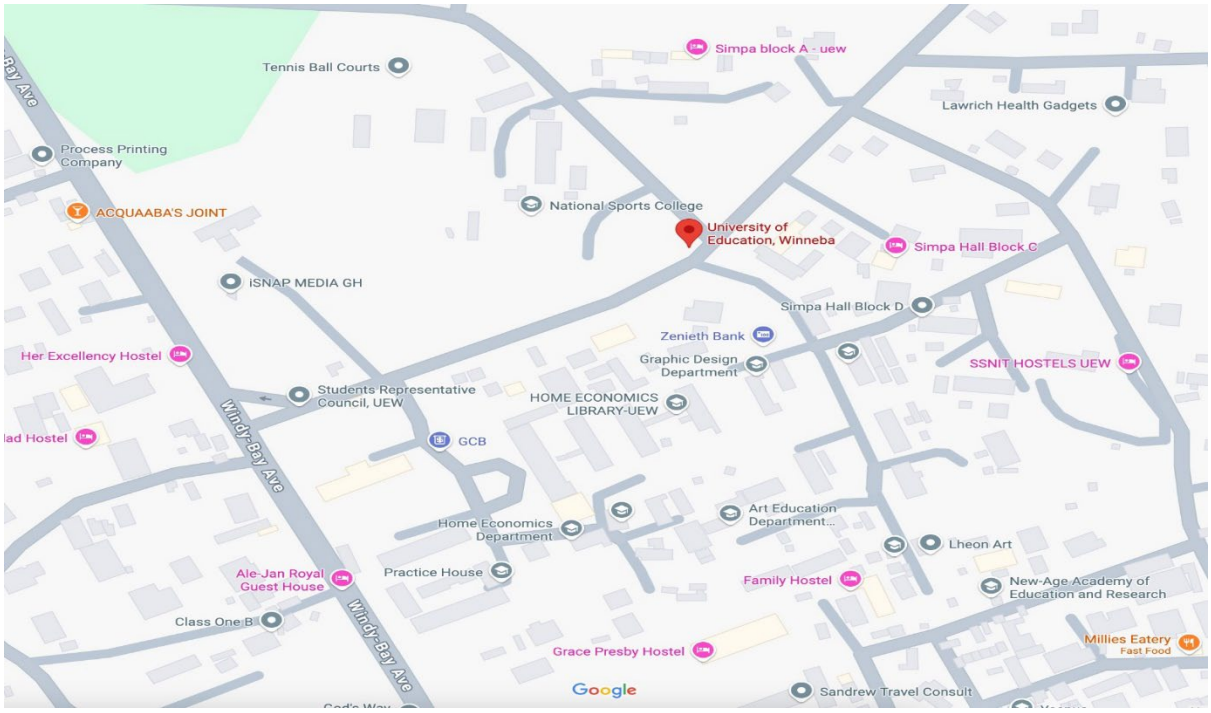


Figure 4: Map of University of Education, Winneba.

The University of Education, Winneba (UEW) was formerly the Advance teacher Training College and later instituted in September, 1992 as a University College of Education under PNDC Law 322. In the early beginnings, The University College of Education of Winneba brought together seven diploma awarding colleges located in different towns under one umbrella institution. These Colleges were the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Asante-Mampong. On 14th May, 2004, the University of Education Act, (2004) Act 672 was legislated to upgrade the status of the University College of Education to the status of a full University. This birthed the University of Education, Winneba (UEW) with the principal aim to train teachers for Ghana's education system. It had satellite campuses in Winneba, Ajumako, Kumasi and Mampong. By enactment of the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development Act (2020) Act 1026, the Kumasi and Asante-Mampong Campuses have ceased to be satellite campuses of UEW. Therefore, the University currently operates with the Winneba (main) and Ajumako (satellite) campuses. The Winneba site has three main campuses namely South Campus, Central Campus and North Campus.

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Figure 5: Entrance of the North Campus of the University of Education, Winneba.

The University's mission is "*To train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development"*. Its vision is to "*To be an internationally reputable institution for teacher education and research"*. Among its core values are Academic Excellence, Service to Community, Good Corporate Governance, Judicious Utilisation and Management of Funds, Gender Equity and Social Inclusiveness, Teamwork and Partnerships, Development and Positive Work Attitude and Environmental Responsibility

The University is charged with the responsibility of producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development. The University of Education, Winneba is expected to play a leading role in the Ghana's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region.

UEW boasts of twelve (12) faculties namely, Faculty of Applied Behavioural Sciences in Education, Faculty of foreign languages Education, Faculty of Ghanaian Languages Education,

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Faculty of Health, Allied Sciences and Home Economics Education, Faculty of Science Education, Faculty of Social Sciences Education, School of Business, School of Communication and Media Studies, School of Creative Arts, School of Education and Lifelong Learning, School of Graduate Studies and Institute for Teacher Education and Continuing Professional Development (https://www.uew.edu.gh/academics/faculties-schools). The Faculty of Ghanaian Languages Education, School of Communication and Media Studies and Faculty of Foreign Languages Constitute the College of Languages. It also has the College for Distance Education and E-Learning.

The School of Education and Lifelong Learning (SELL) was carved from the then Faculty of Educational Studies with the Faculty of Applied Behavioural Sciences Education (FABSE) as part of a broader university-wide reorganisation. The university underwent a major restructuring, adopting a collegiate system. This involved the merging and splitting of existing faculties and departments. As part of this restructuring, the Faculty of Educational Studies was reconfigured. The name "Lifelong Learning" likely reflects a greater emphasis on providing educational opportunities throughout a person's life, beyond traditional degree programs. This includes continuing education, professional development, and other forms of learning. SELL houses departments like Educational Foundations, Basic Education and Educational Administration and Management. It and plays a vital role in teacher training and educational development (www.uew.edu.gh/selll).

The Department of Basic Education (DBE) is an integral part of SELL, UEW. The Department of Basic Education was established in the 2000/2001 academic year and began operations in the 2001/2002 academic year (https://www.uew.edu.gh/bedu). DBE mission and vision ate "*To train competent teachers for Upper Primary and JHS levels of education, conduct research, disseminate knowledge, and contribute to educational policy and development at the Upper Primary and Junior High School levels"* and *"To be a globally reputable department for teacher education and research for Upper Primary and Junior High School levels of education*" respectively. It offers programmes such as Bachelor of Education (B. Ed.) Basic Education, Post-Diploma in Basic Education, M.Ed in Basic Education and M.Phil. Basic Education. DBE specialises in Upper Primary and Junior High School (JHS) Education. The JHS specialisms include English Language and Literature, Mathematics, Science, Social Studies, ICT, Religious and Moral Education, and Physical Education. It was the first

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department to run both Primary and JHS programs, which were later combined into a single B.Ed. Basic Education program (https://www.uew.edu.gh/bedu).

The study was therefore conducted at the North Campus of the Winneba satellite site of the University because it has a representative population of second-year student-teachers experiencing challenges in paragraph writing, which aligns with the focus of the study. This site provided a practical setting for efficient data collection and the implementation of targeted interventions due to the accessibility of participants and the feasibility of conducting timely assessments. Selecting this site ensured that the strategies employed could be promptly adapted to address the specific writing challenges identified among the student-teachers, thereby enhancing the relevance and applicability of the research findings. The choice of this particular university was influenced by several factors among which were proximity, convenience, and ease of access to the data required to complete the study.

4.4 Population

The population in research refers to the entire group of individuals or objects that researchers are interested in studying and about which they wish to draw conclusions (Creswell & Creswell, 2018; Kumar, 2019; Saunders et al., 2019). The population is crucial as it determines the scope of the study and ensures that findings can be generalised to the broader group. Hair et al. (2016) contend that a target population encompasses all potential cases that a study intends to include. It is also regarded as the bigger group from whom participants in a study are chosen. Target population, according to Babbie (2020), Saunders et al. (2019), Kumar (2019), and Creswell and Creswell (2018), is the entire group of individuals or elements to which researchers want to generalise the findings of their study. The target population is essential to ensure that the results of the research are applicable and meaningful to the larger group beyond the sampled individuals. Hence, the population of the study comprised second-year student-teachers in the Department of Basic Education in the School of Education and Life-Long Learning (SELL), UEW. The Department of Basic Education had students with two key specialisms: Junior High School (JHS) and Upper Primary Education. The second-year student-teachers added up to two hundred and eighty-three (283). The accessible population was all Upper Primary specialism students.

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4.5 Sample and Sampling Procedure

Sampling refers to the selection of respondents from a larger population to be part of a study (Etikan et al., 2016) and a sample is a collection of a relatively small number of people chosen from a population for a study (Alvi, 2016) which usually represents a group of people, objects, or items that are taken from a large population for measurement (Bhardwaj, 2019). It is a subset of individuals or elements selected from a larger population to study them to draw inferences about the population as a whole (Gravetter & Forzano, 2020; Kgopane, 2021; Kothari, 2015). Since it is impossible to evaluate every single component of a population in a research study, a group of individuals or things that are numerically smaller than the population are chosen for evaluation. The information acquired from the sample would then be used to derive conclusions about the population.

As a mixed method research, different methods were used to choose sample sizes for both the qualitative and quantitative phases of the study as a result, convenience and purposive sampling techniques were employed. Mason (2010) advises that while choosing the right sample size for qualitative investigations, researchers should take into account the time, resources, and study objectives. To do this, I sampled and employed a suitable sample size as it is important to choose a sample that will enable an understanding of the phenomenon being studied.

4.5.1 Convenience sampling

Convenience sampling is employed in selecting the institution and department based on proximity and ease of accessibility to me. The technique is also used to select an intact class of upper primary student teachers based on class size. This specialism records sizeable enrolment numbers ranging between forty and eighty (40-80) students as compared to JHS specialism which records between two hundred and fifty and six hundred (250-600) students. With the convenience sampling technique, researchers select participants based on their accessibility and convenience (Creswell & Creswell, 2018; Oliver, 2006). Babbie (2020) asserts that convenience sampling is commonly used in situations where researchers have limited time, resources, or access to a broader population. I used convenience sampling given practical constraints, such as time and budget limitations, which may hinder conducting more extensive and comprehensive sampling. This technique allows for quick data collection and insights, which can be especially valuable in time-sensitive situations or when exploring new research areas. Convenience sampling may introduce bias into the sample, as individuals who are more accessible might not represent the entire population accurately (Neuman, 2014; Stahl & King 2020).

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The sampling methods helped to select subjects who provided the needed data, but I noticed that an element of bias could occur since the selection of the sample was dependent on me so to minimise, if not prevent, the effect of the bias I ensured an internal consistency between the sample selection criteria and the goals of the study. To do this effectively, two lecturers were assigned roles in administering the intervention and gathering data for the study.

4.5.2 Purposive sampling

Purposive sampling was used to select Upper Primary specialism students for the entire study. With purposive sampling, a sample is selected based on the researcher's subjective judgment, and here, not every unit in the population has an equal chance of inclusion in the study. Therefore, purposive sampling was used to select the entire class for the study. This sampling technique is particularly valuable when subjects possessed a particular trait (Palinkas et al., 2015) as the selected sample had common characteristics since they were all students of the same class, offering the same programme and courses in Upper Primary education, and taught by the same lecturers in the university. Using purposive sampling, allowed for the selection of information-rich participants to suit the purpose of the study (Etikan et al., 2016). Hence, I was able to choose an intact class based on their merit or suitability for the study (Taherdoost, 2016). Both pre-intervention and post-intervention questionnaires as well as the intervention were administered to the entire membership of the class. The intact class sample consisted of an intact class of fifty-seven (57) Upper Primary specialism students. This group was chosen due to observed paragraphing challenges specific to them, which were identified through formal interactions.

As action research, the focus on this group is based on the assumption that their challenges may differ from those in other specialisms, levels and departments. Including only these students allows for the development of an intervention model tailored to their unique needs, as the research aimed to address issues specific to this context. Through the application of purposive sampling, I effectively engaged with participants, harnessing their insights to gain a more profound understanding of the subject (Baah-Duodo et al., 2019). In this context, purposive sampling enabled me to pick students for an in-depth exploration of their strengths, weaknesses, and challenges in writing paragraphs as well as the strategies that could help them improve their paragraph writing skills.

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4.6 Data Collection Instruments

Research instruments are fact-finding strategies and tools for collecting data (Munir & Ilyas, 2017). Two key instruments were administered for data collection. The study drew on written academic texts to gather data on students' level of proficiency in paragraph writing. This was complemented by questionnaires to gain insight into students' challenges and offer possible solutions on paragraph writing. The instruments for collecting data for the study included pre-test, post-tests and pre-intervention questionnaire and post-intervention questionnaire.

In designing the tools aimed at improving student-teachers' paragraph writing skills, the following steps were followed:

1. Development of test items for the pretest.
2. Development of questionnaire after the pretest.
3. Planning strategies and a model for paragraph improvement skills.
4. Administering strategies and a model for paragraph writing model.
5. Designing a post-test after the intervention.
6. Designing two questionnaires after the intervention.

Table 1:Tools used for data gathering

S/N	*Instrument*	*No. of Items*	*Stage of Administering*	*Target Respondents*
1	Pre-Test	1	Before the intervention	All respondents
2	Questionnaire	42	Before the Intervention	All respondents
3	Post- test	1	After the intervention	All respondents
4	Questionnaire	50	After the Intervention	All respondents
5	Questionnaire	37	After the intervention	All respondents

4.6.1 Test

Students' test scripts were examined as documents to find out the significant elements students employ in writing paragraphs as well as to identify common paragraphing difficulties and errors related to paragraph construction. According to Bretschneider et al. (2017), using documents as part of a review allows for the researcher to see the areas in which the students frequently make mistakes very closely. A test is a type of standardised tool that measures the knowledge and skills learned in a particular subject or area of study and is administered in educational settings to assess students' academic progress and achievement over time (Kane & Bridgeman, 2017). In this study, two forms of tests were administered: essay test and multiple-choice test and administered at both the pre-intervention and post-intervention stages. The pre-intervention tests were conducted to assess student-teachers' prior knowledge and proficiency in paragraph writing before implementing the interventions while the post-intervention tests

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were administered to measure the effectiveness of the Model in improving student-teachers' paragraph knowledge. Additionally, the essay test component required respondents to produce academic essays. Each of the two essay tests comprised a single essay-type question from which students were to produce an academic writing. "Discuss four (4) effects of the excessive use of social media on the academic performance student-teachers" and "Discuss four ways in which your programme of study is beneficial to you and the society at large" are the topics for the pre-test and post-test respectively. The students were to ensure that their write-ups had all the qualities of well-organised paragraphs. The duration of each test was thirty-five (35) minutes.

The two essay questions were chosen to align with the study's core aim to improve the paragraph writing skills of second-year university student-teachers using the SSHE Paragraph Model. Both essay questions were selected for their capacity to elicit academic writing that requires logical reasoning, coherent paragraph development, and critical thinking. Each question calls for an extended response comprising an introductory paragraph, multiple body paragraphs and a concluding paragraph, thereby providing an appropriate framework for evaluating key paragraph features. This aligns directly with the components targeted by the SSHE Paragraph Model and allows for systematic analysis of writing performance before and after the intervention.

The two essay prompts are thematically different but structurally parallel. Each requires students to present four distinct points, allowing for consistency in paragraph quantity and depth. This parallel structure supports valid comparison of students' performance between the pre-test and post-test. Both questions demand expository writing and offer opportunities for learners to demonstrate paragraph development skills within a familiar and contextually meaningful frame. The pre-test question on the effects of excessive social media use taps into a prevalent and relatable issue in contemporary student life. It encourages students to critically analyse a common challenge and organise their ideas coherently. This ensures that all students are likely to have adequate content knowledge to respond, making the writing task an effective baseline assessment of paragraph writing skill rather than content mastery. Also, the post-test question encourages reflection and application of academic knowledge to personal and societal contexts. By asking students to explore the relevance of their training, it engages higher order thinking including analysis, application, and evaluation. This aligns with the SSHE model's focus on developing paragraphs that demonstrate insight and evaluative depth. Moreover, the

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positive and forward-looking nature of the question may motivate students to express themselves more confidently after the writing intervention.

Both questions were designed to avoid specialised technical vocabulary or field-specific knowledge that could disadvantage students. They were also crafted to minimise bias and allow all participants to engage meaningfully with the prompts based on their experiences, reflections, and general academic orientation. Each question naturally invites a multi-paragraph response,

4.6.2 Questionnaire

A questionnaire is a data collection instrument made up of prompts and questions relevant to the study objectives and is apparent from the start how the results will be used (Roopa & Rani, 2012) ensuring the results are internally consistent and coherent for analysis. The use of questionnaires comes with advantages such as relative ease of administering and their ability to cover a large group of respondents at the same time (Young, 2015) and they are better suited for data collecting when information is obtained directly from persons involved in the problems under inquiry (Neuman, 2009; Creswell, 2003). In the current study, a structured questionnaire, a document that has a series of standardised questions with a predetermined system that dictates the precise words and sequence of the questions used to collect information from respondents (Cheung, 2021), was used as supporting instrument for gathering quantitative data on student teachers' paragraph knowledge and challenges. Expected solutions in improving their paragraph challenges were also sought.

The questionnaires contained closed or prompted questions with predetermined responses as I anticipated all potential answers using pre-coded responses. Pre-intervention and post-intervention questionnaires were administered. The questionnaires contained closed or prompted questions with predetermined responses as I anticipated all potential answers using pre-coded responses. The pre-intervention questionnaire, sought data on student-teachers' paragraph knowledge and challenges encountered by students in writing paragraphs. The pre-intervention questionnaire consisted 42 items with 25 testing paragraph knowledge and the remaining 17 measuring student-teachers' challenges regarding paragraph types, paragraph structure, and paragraph texture. Questions testing students' paragraph knowledge comprised multiple-choice responses from which students selected the most correct option as they deemed. However, with the questioning exploring challenges, students were provided a number of difficulties to select as many as apply to them.

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However, the post-intervention questionnaire was made up of 37 items aimed at ascertaining the efficacy of the SSHE paragraph model implemented, the degree to which it helped to reduce the challenges students encounter in writing paragraphs, and recommendations. The post intervention questionnaire used in this study was designed as a structured five-point Likert scale ranging from strongly disagree (1) to strongly agree (5), to capture the perceptions, and experiences of second-year university student-teachers regarding paragraph writing and the effectiveness of the SSHE Paragraph Model. The structured scale was chosen for its ability to quantify subjective responses, allowing for detailed statistical analysis of students' opinions and experiences (Creswell & Creswell, 2018). The scale prevented forced binary responses and provided room for respondents to express varying degrees of agreement or disagreement by offering five response categories. The inclusion of a neutral category also helped to capture genuine uncertainty or balanced opinions, reducing bias and ensuring a more accurate representation of students' perspectives. Additionally, the Likert scale format enhanced response consistency, as it provided standardised answer options across all survey items. This uniformity ensured that respondents answered questions in a systematic manner, reducing the likelihood of random responses or inconsistencies in interpretation. The structured format of the questionnaire facilitated efficient data collection and analysis, ensuring that a comprehensive evaluation of student-teachers' paragraph writing challenges and the impact of the SSHE Paragraph Model.

The questionnaire instruments were self-developed. The self-development was to ensure alignment with the study's objectives, contextual realities, targeted population and the localised nature of the intervention. The development of the questionnaire items followed a rigorous and systematic process grounded in both theory and empirical literature. First, a comprehensive review of relevant literature on academic writing, paragraph types, paragraph structure, paragraph texture, and paragraph challenges faced by ESL students was conducted. Key themes emerging from this review guided the generation of content areas for the items. Secondly, empirical studies that explored writing difficulties and intervention models were consulted to ensure contextual relevance and theoretical grounding. Additionally, qualitative inputs from a preliminary needs assessment (error analysis of student essays, classroom teaching) informed the formulation of the questionnaire items. The combination of deductive (theory-driven) and inductive (data-driven) approaches enabled the generation of items that were contextually sensitive, linguistically appropriate, and practically meaningful.

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The self-developed instrument provided the flexibility to tailor questions to align with the intervention goals, the theoretical underpinnings of the model developed, and the observed linguistic gaps of the participants. This is to ensure sufficiency in capturing the unique pedagogical and linguistic context of the University of Education, Winneba's Upper Primary student-teachers. Furthermore, the use of self-developed questionnaires employed culturally and contextually appropriate terminology, phrasing, and examples that would resonate with the students' educational experience and linguistic background.

4.7 Data Collection Procedure

Table 2 presents the dates and schedules of data collection.

Table 2: Data Collection Schedule

Dates	Activity
Tuesday, 13th June, 2024	Briefing, Discussions on Meeting Days and Times
Tuesday, 18th June, 2024	Administration of Pre-Intervention Essay Test
18th June – 8th July, 2024	Analysis of Pre-Test Essays & Development of Questionnaire
Tuesday, 9th July, 2024	Administration of Pre-Intervention Questionnaire
10th July – 22nd July, 2024	Analysis of Pre-Intervention Questionnaire Intervention Strategies Planning Model Planning and Development
Tuesday 23rd July, 2024	Treatment Day 1
Thursday 25th July, 2024	Treatment Day 2
Tuesday 30th July, 2024	Treatment Day 3
Tuesday 6th August, 2024	Treatment Day 4
Thursday 8th August, 2024	Treatment Day 5
Tuesday 13th August, 2024	Treatment Day 6
Tuesday 20th August, 2024	Administration of Post-Intervention Questionnaire on Knowledge
Thursday 22nd August, 2024	Administration of Post-Intervention Essay Test
Tuesday 27th August, 2024	Administration of Post-Intervention Questionnaire on Perception

From Table 2, it is noticed that the entire engagement process with learners lasted for approximately

Data collection was carried out in three stages; pre-intervention, intervention, and post-intervention. During the pre-intervention stage, students were made to write an essay on the question "Discuss four (4) effects of the excessive use of social media on the academic performance of student-teachers". The decision to use the student-teachers' essay was to ensure

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reliability. This ensured the originality of the student's work as the students were not allowed to take help from their peers as much as possible. Students may write a homework assignment, but the probability of seeking help is very high so the reliability of the study would be questionable. Therefore, essays were deemed best suited to make clear how appropriately students established the elements in their paragraphs. This provided me with the best opportunity to identify and analyse the errors made. The marked scripts were scored and based on findings from the essays, a structured questionnaire was developed and administered to an intact class.

During the intervention phase, the study implemented intervention as a form of treatment within six (6) meetings and was comprised two meetings a week made up of one hour of devoted teaching of aspects and components of the paragraph and the SSHE model per each meeting. The treatment was done by two colleague Senior Lecturers from the Departments of English Education and Communication Skills. Challenges and errors identified in the pre-intervention stage served as a guide and yardstick for the treatment. These include challenges and errors in developing introductory, body and concluding paragraphs, constructing topic, supporting and concluding sentences, and ensuring cohesion, unity and adequacy of the paragraph.

The study ended with post-intervention activities. A questionnaire was developed to test student-teachers' knowledge of the paragraph and later, a post-test, similar to the pre-test, was given to the student-teachers. Student-teachers were asked to write an essay on the question, "Discuss four ways in which your programme of study is beneficial to you and the society at large". After, another questionnaire was developed to explore student-teachers' perceptions on the model used as well as the overall effect on their understanding and production of well-organised and coherent paragraphs.

All activities were carried out in a normal classroom setting with students facing the white board. During the intervention stage, however, siting arrangements varied as group and pair works were carried out. Challenges encountered during the data collection process include venue allocation and changes, abrupt change in meeting time, official university programmes and activities among others which distorted if not disorganised the smooth flow of data collection.

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4.8 Trustworthiness of the Qualitative Instruments

To ensure the credibility of the qualitative aspect of the study, particularly the essay tests, Lincoln and Guba's (1985) four criteria of trustworthiness were adopted: credibility, transferability, dependability, and confirmability. Credibility was ensured through respondent validation and triangulation. The essay questions, "Discuss four (4) effects of the excessive use of social media on the academic performance of student-teachers" (pre-test) and "Discuss four ways in which your programme of study is beneficial to you and the society at large" (post-test), were designed to elicit analytical and coherent paragraph writing that could be assessed against clear rubrics. These were compared with questionnaire data to establish consistency. Also, transferability was established by providing descriptions of participants and research settings, allowing readers to make informed judgments about the applicability of findings to other contexts (Shenton, 2004). In addition, dependability was enhanced by thoroughly documenting the research process and tools, while confirmability was achieved by maintaining an audit trail of decisions made during the instrument development and analysis stages.

4.9 Validity of the Research Instruments

Validity refers to the extent to which an instrument measures what it is intended to measure (Creswell & Creswell, 2018). The validity of the instruments used in this study was established through content, construct, and face validity strategies. The instruments consisted of a pre-test essay, a pre-intervention questionnaire, a post-test essay, and two post-intervention questionnaires, one focused on student-teachers' knowledge of paragraph writing and the other on their perceptions of the SSHE paragraph model.

Content validity was ensured by aligning each item on the questionnaires and essay tests with the study's research objectives and the key components of paragraph writing: type, structure and texture. A panel of three experts in English Language Education at the University of Education, Winneba, reviewed the instruments to determine their relevance, clarity, and comprehensiveness. Again, construct validity was reinforced through the use of established theoretical principles and paragraph development models as the basis for item design (Bailey, 2018). The 5-point Likert scale used in the perception questionnaire was structured to measure dimensions such as clarity, organisation, relevance, and applicability of the SSHE model. The items were adapted following best practices for scale construction to reduce ambiguity and bias (DeVellis, 2017). Finally, face validity was addressed during expert review by ensuring the

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instruments appeared to measure what they were designed to measure (Oluwatayo, 2012). Feedback from expert reviewers led to revisions that improved clarity and alignment with academic writing outcomes.

4.10 Reliability and Pretesting of Instruments

Reliability refers to the consistency and stability of an instrument over time (Gall et al., 2007). The questionnaires and essay items were pretested at Komenda College of Education, involving a sample of 30 student-teachers with similar characteristics to those in the main study. This pretesting process helped identify ambiguities, assess response patterns, and refine question items.

Cronbach's Alpha was used to assess the internal consistency of the structured questionnaires. The following reliability coefficients were obtained:

Table 3: Reliability values for the questionnaire, pre-test and post-test

Instrument	Cronbach's Alpha
Pre-Intervention Questionnaire (Paragraph Challenges)	0.81
Post-Intervention Questionnaire (Knowledge Test)	0.79
Post-Intervention Questionnaire (Perception Survey)	0.86

These values presented in Table 3 exceed the 0.70 threshold considered acceptable for research instruments (Tavakol & Dennick, 2011), thereby confirming the reliability of the instruments.

The validity and reliability of the quantitative instruments and the trustworthiness of the qualitative essay components were assured through expert reviews, pretesting, and statistical verification. These processes reinforce the rigour of the study's design and the credibility of its findings.

4.11 Data Analysis Procedures

The process of organising data to discover the regularity of patterns in a study is usually referred to as data analysis (Cheung, 2021; Edwards & Burns, 2018). This is done to help the researcher understand the data and give the reader a clear picture of the research's findings.

The demographic variables were presented using bar charts and pie charts to visually depict the distribution of key characteristics among student teachers. Both quantitative and qualitative data were analysed to answer the research questions of the study. This combined qualitative

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and quantitative approach offered a comprehensive understanding of both the challenges in paragraph writing and the effectiveness of the implemented strategies.

4.11.1 Analysis of Qualitative Data

Qualitative data was analysed through thematic as well as error analysis. Emerging patterns within student-teachers' essays were captured through thematic analysis, whereas error analysis evaluated the structure and coherence of paragraphs. This method facilitated understanding of the writing problems and the impact of the supportive strategies. The next section provides a detailed outline of the procedures employed in the use of thematic, and error analysis.

4.11.1.1 Thematic analysis

Thematic analysis to provide a qualitative understanding of the data. This involved identifying, analysing, and reporting patterns (themes) within the qualitative data collected through the essays written. The thematic analysis involved student-teachers' understanding and use of paragraph types, structure, and texture. This three-tiered approach comprises identifying, analyzing, and reporting patterns within the data (Braun & Clarke, 2022). Thematic analysis was conducted in the following steps:

1. *Familiarisation:* The written essays were thoroughly read and re-read to be intimately familiar with the data. This step is crucial for situating the analysis in a deep understanding of the data.

2. *Coding:* Initial codes were generated from the data, focusing on key features of paragraph writing such as structural features and internal elements. Coding involved segmenting the data into meaningful units and labeling them with concise codes reflecting their content.

3. *Theme Development*: Codes were organised into themes that captured significant aspects of the data relevant to the research questions. Themes were reviewed and refined to ensure they accurately represented the data and provided coherent answers to the research questions.

4. *Theme Definition and Naming*: Each theme was clearly defined and named to reflect its essence. This step involved refining the scope and focus of each theme to ensure clarity and precision in their representation.

5. *Reporting:* The final themes were used to construct a detailed narrative that addressed the research questions and highlighted the students' errors and improvement in their written paragraphs.

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I remained as close as possible to the data being collected during the description stage and sometimes deviated from the original data to conclude to fill in any gaps in otherwise significant but unfinished assertions or to utilise language and grammar suitable for a dissertation.

I looked beyond the facts to consider how the data was to be used during the interpretation step based on the study's questions. The data was organised into topics for analysis. I continually looked for patterns in the data that indicated that specific bits of data belong together, as recommended by Creswell (2014). To draw analytical findings, I also looked for similar characteristics in coding. Through this process, I was able to identify emerging issues that served as themes for discussion.

4.11.1.2 Analysis of Errors

The identified errors in students' paragraphs were analysed using Corder's (1974) error analysis model. In conducting an error analysis of student-teachers' written paragraphs, the five key steps proposed by Corder were followed. These are *collection, identification, description, explanatio*n, and *evaluation* of errors. According to this sequence, in analysing the errors made by second-year student-teachers in constructing well-organised and coherent paragraphs, the first thing was to collect samples of students' written paragraphs. After, the errors therein were identified and specified. The third step was to describe paragraph errors where there was a systematic arrangement of these errors. The next step was explaining why the identified paragraph errors were made. Finally, these paragraph errors were evaluated. This model of error analysis is further presented in Figure 6.

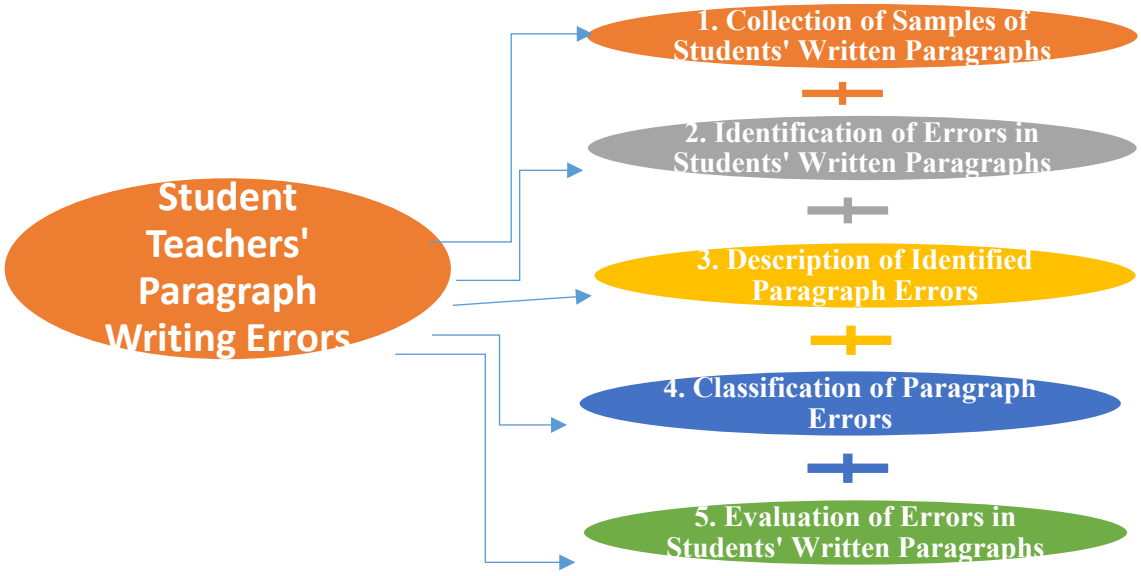


Figure 6: ***Student Teachers' Paragraph Writing Error Analysis Procedure***

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4.11.2 Analysis of Quantitative Data

The quantitative analysis for this study was conducted systematically to ensure the accuracy and reliability of the findings. The process involved data entry, cleaning, descriptive statistics, and inferential statistical analysis, all performed using SPSS (Statistical Package for the Social Sciences) version 26. The analysis was structured to address the specific research questions and to provide meaningful interpretations of student-teachers' challenges in paragraph writing, as well as the effectiveness of the SSHE Paragraph Model in improving their writing proficiency. Once the questionnaires were collected, the responses were carefully coded and entered into SPSS version 26. Each response was assigned numerical values according to the five-point Likert scale used in the study, where 1 represented "Strongly Disagree," 2 represented "Disagree," 3 represented "Neutral," 4 represented "Agree," and 5 represented "Strongly Agree." This structured coding ensured that the data could be analyzed efficiently while maintaining consistency and accuracy. Before proceeding with the analysis, a data cleaning process was conducted to identify and correct errors, missing values, and outliers that could affect the accuracy of the results. The cleaning process involved:

1. Checking for Missing Data: Each questionnaire was reviewed to ensure that all responses were complete. If missing values were identified, appropriate handling techniques, such as mean substitution or listwise deletion, were applied based on the nature and extent of the missing data.
2. Identifying and Handling Outliers: Extreme values or inconsistencies in responses were examined using boxplots and standard deviation analyzes. Outliers that could significantly skew the results were either removed or adjusted to align with the general data pattern.
3. Ensuring Data Consistency: The dataset was cross-checked to confirm that all responses were entered correctly and aligned with the respective questionnaire items. This step helped to prevent errors in analysis and ensured that the dataset accurately reflected participants' responses.

4.11.2.1 Frequency and Percentage

To answer the Research Question 2, the data collected on the challenges encountered by student-teachers in writing paragraphs were analysed using frequencies and percentages to determine the occurrence of specific challenges among the students, and percentage analysis to provide a clearer understanding of the distribution and prevalence of these issues.

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4.11.2.2 Paired Samples T-test

To determine whether the SSHE Paragraph Model had a statistically significant impact on student-teachers' writing proficiency, inferential statistical test was applied to Research Question 3, which investigated the effect of the paragraph model on students' paragraph knowledge. Paired Samples T-Test was conducted to compare students' pre-test and post-test scores and to assess whether the observed improvements in their writing skills were statistically significant. The t-test measured the difference between the mean scores before and after the intervention, providing insights into the effectiveness of the paragraph model. The t-value and p-value were examined to determine whether the differences in scores were due to the intervention rather than random variation. A p-value less than 0.05 was considered statistically significant, indicating that the improvements observed in students' writing were a direct result of the SSHE Paragraph Model.

4.11.2.3 Mean and Standard Deviation

The effectiveness of the paragraph improvement model was analysed using mean and standard deviation to answer Research Question 4. The means were calculated to ascertain the average effectiveness of the paragraph improvement model, providing a measure of central tendency. Standard deviation was used to assess the variability or dispersion of the data, offering insights into how consistently the improvement model performed across different students. This statistical analysis enabled a detailed and nuanced understanding of the effectiveness of the implemented strategies.

4.11.2.4 Independent Samples T-Test

An Independent Samples T-Test was employed to determine whether there was a statistically significant difference in paragraph writing knowledge between male and female student-teachers. This test compared the means of the two gender groups to assess if any observed differences were due to chance or were statistically meaningful. The T-test results provided insight into whether gender had an impact on student-teachers' paragraph structuring abilities.

4.12.2.5 Analysis of Variance (ANOVA)

A one-way Analysis of Variance (ANOVA) was used to assess whether there were significant differences in paragraph writing knowledge across student-teachers of different age groups and educational backgrounds. The ANOVA test allowed for the comparison of mean scores among more than two groups, making it appropriate for detecting variance in performance linked to categorical variables with multiple levels. The results helped determine whether age or

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educational background had a statistically significant influence on paragraph writing competence.

4.12 Ethical Considerations

According to Creswell and Creswell (2018), there are established principles and criteria for carrying out studies in an ethically appropriate manner, and these call for researchers to have consent from both gatekeepers and participants. As professionals, each research team or institution must have a code of ethics for guiding their research activities (Head, 2020), protecting the dignity of research subjects, and ensuring accurate presentation of facts (Fouka & Mantzorou, 2011). In the context of this study, I took into account all research guidelines including maintaining confidentiality, anonymity, truthfulness, openness, and responsibility as well as requesting approval from the head, Department of Basic Education, UEW. Proper protocol was followed at every stage of the data-gathering process. To do this, I carried out all my activities as discussed below;

4.12.1 Application for Approval of Ethical Clearance

Approval for ethical clearance was sought through the Department of English, Media Studies, and Linguistics in the Faculty of Humanities, Social Sciences and Education, to the Directorate of Research and Innovation of the University of Venda. Upon receiving the clearance, another clearance and/or permission was sought from the University of Education, Winneba's Basic Education Department.

4.12.2 Informed Consent Form

A consent form was administered to student-teachers. The form introduced the lead investigator and stated the purpose, objectives, and nature of the study. Also, the possible benefits and risks, non-payments, and rights of participants were explained. The form was administered to the intact class in an open and spacious lecture hall. Orally, I reiterated the content of the form and clarified concerns as well as answered questions from students. This ensured that respondents fully understood what was required of them as participants before appending their signatures. In this evaluative action research, the consent form helped to ensure that participants were informed, willing, and able to participate in the research process. In line with the current study, the form served the following purposes;

- Informed participation: Participants were informed about the purpose, scope, and procedures of the research, as well as their rights and responsibilities. This helped them make an informed decision about whether or not to participate.

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- Voluntary participation: The consent form also ensured that participants were aware that their participation was voluntary and that they could withdraw at any time without any penalty or offence or punishment.
- Protecting participants' rights: The consent form helped in protecting participants' rights by ensuring that they were aware of any potential risks or benefits associated with the research.
- Establishing trust: By obtaining informed consent, I was able to establish trust with participants and demonstrated a commitment to their well-being and safety.
- Documenting agreement: The consent form provided a written record of the participant's agreement to participate in the research, which could be useful for auditing and quality assurance purposes.

As action research, the consent form also addressed specific issues related to the participatory nature of the research, such as:

- Shared ownership: The consent form acknowledged that participants have shared ownership in the research process and its outcomes.
- Co-researcher roles: The consent form also clarified the roles and responsibilities of participants who were involved in co-researcher activities, such as data collection.
- Power dynamics: The consent form addressed issues related to power dynamics, such as ensuring that participants are not pressured or coerced into participating.

4.12.3 Adherence to Ethical Issues

The study's scope and target respondents raised ethical concerns in several areas. For instance, there were issues related to the gender of the respondents, as well as their willingness to participate in the entire study. Additionally, ethical considerations were considered when analysing respondents' responses and in citing all referenced materials. Ethical issues were adhered to throughout the study by complying with rules and regulations, and codes as well as avoiding falsification, fabrication, plagiarism among others. The following were considered;

- Clearance was sought from the Research Ethics Committee of the Directorate of Research and Innovation, University of Venda.
- Permission was granted by the Department of Basic Education, University of Education, Winneba to collect data from its students.

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- Consent form was explained and administered to second-year Upper Primary Specialism student-teachers of the Basic Education students to ensure that they were informed and agreed to their role in the study.
- To improve second-year university student-teachers' paragraph writing skills, the study used data from pre-test, pre-intervention questionnaire, post-test, and post-intervention questionnaire. The instruments were subjected to scrutiny and accuracy to minimise, if not prevent, any harm to the participants such that all elements of intolerable, offensive, and discriminatory language, prejudice, or partiality were eliminated.
- The test procedures, intervention activities and sessions, and questionnaires were designed to avoid asking for sensitive or invasive information. The intervention process did not expose the second-year student-teachers to any physical, emotional, or psychological harm.
- Names, religion, gender, and ethnicity of respondents were not included to prevent bias at any stage of the data collection process.
- Also, confidentiality was of utmost importance in this study. The identities of the student-teachers and their responses were kept confidential. The collected data was stored securely, and only the research team had access to it. In reporting the study's findings or any subsequent publications, the personal names of the student-teachers were not used/will not be used to ensure their anonymity and protect their privacy.
- To ensure the integrity of the research study, it was crucial to address the issue of fabrication and misreporting of research results (Kour, 2014). To prevent biases, the analysis, presentation, and storage of data were thoroughly and accurately done. As such, the study maintained a high level of objectivity in all discussions and analyses, and this same level of objectivity was maintained throughout the writing process.
- Every source cited and consulted was properly credited and referenced, and the contributions of all individuals involved in the research were acknowledged.
- Again, voluntary participation was emphasised throughout the study. Student-teachers were assured that their involvement was entirely voluntary, and they had the freedom to decline participation or withdraw from the study at any point without facing any form of penalty or negative repercussions.

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4.13 Conclusion

In this chapter, the research design and methodology employed to improve the paragraph writing skills of second-year university student-teachers have been outlined. Anchored in the pragmatic paradigm, the mixed-methods approach allowed for a comprehensive exploration of both qualitative and quantitative dimensions of the problem, ensuring a holistic understanding of the challenges and improvements in students' writing abilities. The action research design facilitated continuous feedback and iterative refinements throughout the intervention, aligning with the goals of educational improvement and professional development. The data collection instruments - essay writing tests and questionnaires - provided rich and varied data. The triangulation of data ensured the validity and reliability of the findings. Data analysis incorporated thematic analysis, error analysis, and statistical measures such as frequency, percentage, mean, standard deviation, and paired samples t-test. These complementary approaches enabled a detailed assessment of both the content and structure of student-teachers' written work, alongside an understanding of recurring patterns and errors. Ethical considerations, such as informed consent, confidentiality, and the right to withdraw from the study, were adhered to throughout the research process.

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CHAPTER FIVE

ANALYSIS AND PRESENTATION OF FINDINGS

5.0 Introduction

Following the research methodology outlined in the preceding chapter, this chapter presents the findings derived from the data collected to explore and address the paragraph writing challenges of second-year university student-teachers to enhance their paragraph writing skills. The presentation of results is organised to reflect the sequence of the research questions that guided the study. It begins with a summary of the demographic characteristics of the respondents, followed by an analysis and interpretation of data in response to each research question. The findings serve as a foundation for the discussion and interpretation that follows in the subsequent chapter.

5.1 Demographic Data

The demographic characteristics of the participants provide valuable insights into the composition of second-year university student-teachers involved in this study. This analysis examines gender distribution, age group, and educational background and their potential implications for the study's findings. The gender distribution of the participants is shown in Table 4.

Table 4: Demographic Characteristics of Respondents

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	18	31.6
	Female	39	68.4
	Total	57	100.0
Age Group	Below 25 years	14	24.6
	25–29 years	34	59.6
	30–39 years	7	12.3
	40–49 years	2	3.5
	Total	57	100.0
Educational Background	BECE	57	100.0
	WASSCE/SSSCE	57	100.0
	Diploma	6	10.5
	Higher National Diploma	2	3.5

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The data in Table 4 shows that the study involved 57 participants, 18 males (31.6%) and 39 females (68.4%), indicating more than twice as many female respondents as males. This would have implications for the findings. For instance, previous research suggests that there is a significantly higher number of female teachers than male teachers in primary education. In 2021, female teachers comprised 67.12% of primary (early grade and upper primary) school teachers. Again, research shows that gender differences may influence writing skills, with some studies indicating that female students tend to exhibit stronger writing abilities due to factors such as linguistic development and attention to detail. However, this does not preclude male students from excelling in writing tasks. The predominance of female participants also suggests that the findings might reflect trends more accurately among female student-teachers than their male counterparts.

The age distribution of the participants reveals that 14 (24.6%) were below 25 years old, 34 (59.6%) were between 25 and 29 years old, 7 (12.3%) were between 30 and 39 years old, and 2 (3.5%) were between 40 and 49 years old. Most participants (59.6%) fell within the 25-29 age group, indicating that most second-year student-teachers in the study were young adults who had likely progressed directly from high school to university with little gap. However, a notable proportion (12.3%) were between 30-39 years, suggesting that some student-teachers may be returning to education after working or pursuing other interests. The presence of older students (those above 30 years) is significant because they might have different learning experiences, possibly showing various proficiency levels in paragraph writing compared to their younger counterparts. Older students may have developed better writing skills through work experience or prior education, while younger students may still be refining their academic writing competencies. These differences may impact how the paragraph model employed in the study influences students across various age groups.

The educational background of participants indicates that all had completed the Basic Education Certificate Examination (BECE) (100%) and West African Senior School Certificate Examination (WASSCE/SSSCE) (100%), confirming that they had foundational secondary education. However, some respondents had acquired higher qualifications before enrolling in their current program, with 6 (10.5%) holding a Diploma and 2 (3.5%) having obtained a Higher National Diploma (HND). The presence of diploma and HND holders suggests that some respondents had prior exposure to formal academic writing, which could influence their paragraph-writing performance. Those with only WASSCE/SSSCE

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qualifications might require more structured support in paragraph development, while those with higher education backgrounds might demonstrate more excellent proficiency in academic writing. The study results are presented according to the research questions and discussed in the following sections.

Research Question 1: Which common errors are frequently observed in written paragraphs of second-year university student-teachers?

5.2 Analysis of Errors

The question sought to analyse the common errors in second-year university student teacher's paragraph writings. It was answered through a pre-test requiring respondents to write an essay by answering the question, *"Discuss four (4) effects of the excessive use of social media on the academic performance of student-teachers."* The data collected was thematically analysed and presented in this section. The analysis of the common errors in respondents' written essays focused on the following themes;

1. Errors in Paragraph Types: introductory and concluding paragraphs.
2. Errors in Paragraph Structure: topic, supporting, and concluding sentences.
3. Errors in Paragraph Texture: cohesion, unity, and adequacy.

Other errors, such as grammatical, mechanical, etc., were identified, but these are not presented or discussed. In the presentations, the excerpts are presented without any form of modification.

5.2 1. Errors in Paragraph Types

5.2.1.1 Errors in Introductory Paragraphs

1. No introductory paragraph

Of the fifty-seven (57) essay scripts gathered, twenty-four (24) had no introductory paragraph. The respondents began their essays with the body.

2. No Thesis Statement

Nine (9) out of the twenty (23) essays with introductory paragraphs lacked thesis statements. The following is an example of such introductory paragraphs.

> ***Example 1:*** *"Social media is important to student teachers because it has a lot of benefits or brings much impart to them it serves as a place of earning funds or money especially Tik-tok and other app. It also helps of finding information and knowing current situations. Upon serving all these needs it also has it effects towards academic of students."*

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***Example 2**: "Social media which serves as platforms for people to engage socially and also to find information either for academic or non-academic purposes can have much effects on the performances of student teachers in their academic environment, the following are some…."*

***Example 3**: "Excessive social media use can have several effects on the academic performance of students. Below are some potential effects to consider"*

Thirteen (13) respondents introduced their essays and included thesis statements with varied errors, as described in the following sub-themes. A maximum of four (4) excerpts are given under each sub-theme.

3. Unspecified Thesis statement

Some respondents failed to outline the specific goal of the essay clearly. The thesis statements stated, therefore, were not specific. Some lack essential elements such as hooks, background information, or a clear roadmap. In contrast, others begin the thesis statements with intention but end abruptly without including the points of interest. Examples of these responses are captured in the following excerpts;

***Example 4:** "The effects of the excessive use of social media on the academic performance of students are."*

***Example 5**: "Here are some of the effects of the excessive use of social media on the academic performance of student-teachers."*

***Example 6:** "Social media also has negative impacts on student teachers when they use it more excessively. Below are some of the effects of excessive use of social media on the academic performance of student teachers."*

***Example 7:** "Here are some of the effects of the excessive use of social media on the academic performance of student teachers."*

Most respondents employed phrases such as 'the following are some,' 'some potential effects,' 'positive and negative effects,' etc., without being specific with the essay's focus.

4. Unclear Thesis statements

Few respondents attempted to write thesis statements but failed to pose coherent and clear ones. The following excerpts exemplify this error;

***Example 8:** "Looking at this 21st, social media has taken over the world which has a very high percentage in each and everyone's life ... Social media has been helpful*

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and at the same time not helping at all ... Today, I will like to talk about both the negative and the positive effects of it."

Example 9: *"Social media a very vital part of the 21st century individual and in as much as it is vital, it also comes with both good and bad. In this essay, I will highlight some of the effects (both positive and negative) social media has on the academic performance of students."*

Example 10: *"Social media has become the fastest ways we accessed information these days. There are numerous effects of excessive use of it and the following paragraphs I am going to list will contain and explain those effects."*

Example 11: *"There are four (4) effects of excessive use of social media on the academic performance of student-teachers."*

In examples 8 to 11 above, respondents are unclear about the thesis statements as they cannot state exactly what they intend to write. They could not indicate whether their essays were on positive effects, negative effects, or both positive and negative effects. They were also unable to state the number of 'the effects' items they intend to develop.

5. Irrelevant or Overly Broad Introduction

Other introductions did not focus on the scope of the essay but rather, contained generalised statements as exemplified below;

Example 12: *"Social media is a network provider that help and assist student in all academic research and also help or enhances the way of using digital literacy in educational field."*

Example 13*: "Social media refers to online platforms and websites that enable users to create and share content, connect with others, and engage in social interactions."*

Example 14*: "To begin with, I would like to talk about social media and how it is in one way or the other being used by student teachers in academic performance."*

Example 15*: "Social media is a global platform that gives the individual information and access to things that happens around us. Social media is also one important equipment or material in our daily life. This is because, it serves us information and binds the social world together."*

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In examples 12-15 above, the respondents defined social media without transitioning to its academic effects or the purpose of their essays.

From the excerpts above, it is clear that almost all the respondents had little idea on what an introductory paragraph is or how important it is in any academic writing. This observation is evident in the fact that 56 out of 57 respondents either did not write any introduction at all or wrote an incomplete, or overly broad introductory paragraphs without transitioning them to academic performance. The respondents who began the thesis statements did so without giving any preview or enumerating the negative effects. Only 1 respondent demonstrated an appreciable knowledge of good introductory paragraphs.

5.2.1.2: Errors in Body Paragraph

Errors in the broad development of the body paragraph are presented in this section. Specific errors are discussed in sections 5.2.3 and 5.2.4.

1. *Deviation*

Some respondents deviated from the focus of the question/topic and wrote on subjects irrelevant to the essay. The following are some excerpts;

> ***Example 16:*** *"Acadamic excellence plays an important role in an individual's life; be it in the family, at school gatherings, at workplace, in an institution or even among peers. Much emphasis is placed on academic excellence because of the role it plays in an individuals' life as far as a successful life and respect is concerned in every part of the world."*
>
> ***Example 17 Example 17:*** *"Social media has changed the existing world and created a new and modern world by giving people a voice which can now be heard by the whole world. Facebook, WhatsApp, Instagram are some facilities that have made it possible for individuals to communicate with each other irrespective of their geographical locations and for this reason, people are now able to stay connected through these mediums."*

> ***Example 18:*** *"Working on a budget is one of the many challenges that student-teachers face in their efforts to advance professionally. Very few students can afford the cost of tuition, textbooks, transport, and additional weekly expenditures, which means that their attention is not fully focused on studying."*

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The focus of the examples above are academic excellence, communication, and financial difficulties, hence a deviation. These are so unrelated to the focus of the essay which is the effect of excessive social media use on student-teachers' academic performance.

5.2.1.3: Errors in Concluding Paragraphs

1. Lack of Concluding Paragraph

As many as forty-five (45) students ended their essays abruptly without summarising the main points or *providing* closure. Below are five examples;

> ***Example 19:*** *"Also…When student teachers rely mostly on social media for information, it would definitely compel them to use such platforms more often and if the information acquired are not true and are for academic purpose, the student teacher may drop in performance."*
>
> ***Example 20:*** *"The excessive use of social media can cause stress, depression or eye problem for student teacher which will affect their eyes."*
>
> ***Example 21:*** *"to continue, the use of social media has also affected student teacher help. This is occured due to the continue use of laptops and also being addict to their phone with a break."*
>
> ***Example 22****: "To conclude, the social media has both good and bad effects on the student-teachers' academic performance, yet it is mostly needed to help improve academic performance."*
>
> ***Example 23:*** *"In conclusion to the above-mentioned point, social media also helps create a platform for student-teachers to learn new things"*

A few respondents were able to conclude their essays but not without issues. These are captured under the following themes;

2. Repetition Without Insight

Some students provided conclusions but they are mere restatement of points from the body paragraph without offering synthesis or reflection**.**

> ***Example 24:*** *"In conclusion, excessive social media use act negatively on student and teacher of their overall well-being and ability to perform without the use of social media". It therefore becomes part of their daily life activity."*
>
> ***Example 25:*** *"In conclusion, excessive use of social media affect student – teachers a lot such that they may develop poor health, incure debt, poor performance and limited social life."*

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Example 26: *"In conclusion, excessive use of social media can affects the performance of students through; time reduction in studies, poor time management, increased in stress and anxiety and above all mental health conditions."*

3. Introducing New Ideas in the Conclusion

Some respondents added new points to the conclusion that were not covered in the body.

Example 27: *"To sum up, there is a saying, 'Too much of everything is bad'. Student teachers should be very concerned about how they use the social media. It has also contributed to the lack of creativity and innovation."*

Example 28: *"In a nut shell, excessive use of social media has made student teacher to involve in procrastination…"*

Example 29*: "In conclusion to all the above mentioned points social media also helps to create a platform for student-teachers to learn new things."*

In example 27 and 28, the respondents neither previously discussed 'lack of creativity and innovation' and 'procrastination' in the body paragraphs nor were those the focus of the introductory paragraphs. These however became the focus of the concluding paragraphs. In example 29, a new point was introduced in the concluding paragraph.

From the foregoing discussion it is clear that most respondents did not seem to be familiar with effective conclusion writing strategies so, they ended their essays abruptly without summarising them. The few who managed to conclude theirs did so ineffectively as they could not reiterate their thesis statements, use rhetorical devices or provide insights or final thoughts. The respondents thus, needed guidance on conclusion writing strategies and encouragement to constantly practice to enhance their abilities to provide better concluding paragraphs in subsequent writings.

5.2.2 Errors in Paragraph Structure

This section presents analysis of errors in paragraph structuring. It examined errors in topic sentences, supporting sentences, and concluding sentences.

5.2.2.1 Errors in Topic Sentences

1. Absence of Topic Sentences

Quite a significant number of respondents omitted topic sentences, starting paragraphs with details instead of a clear main idea. Excerpts are presented below;

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Example 30: *"Moving on, student teachers take bet and gamble with their phones through or via betway, Msports and many more others and this reduces the attention and focus on the academic performance and even gets to an extreme end of them, that which they wouldn't love."*

Example 31: *"Furthermore, another effect that can ruin their academic performances with the excessive use of social media is that, student teachers do not love to read and find ways on the social media reading quotes."*

Example 32: *"Student teachers spent much of their time on the social media refusing to learn what is to be learnt leading to poor performance in academics this comes as a result of excessive use of social media by student teachers."*

Example 33: *"Also, social media can affect the performance of student teacher if he/she decides to make the social media his favorite. It is true every rational human has he or her favorite hobby or game he or she like to enjoy but mind you there must be limitation. And if a person who is yet is to become a professional teacher decides to make social media his or her favorite, he or she will worsen his or academic performance because any little time he or she gets he or she will be online forgetting his books or slides."*

2. Vague or generalised topic sentence

In the following examples, the stated topic sentences lack specificity, failing to clearly capture the paragraph's focus.

Example 34: *"Secondly, student inability to focus and remember information is exacerbated when they often go back and forth between social media used and school work."*

Example 35: *"Study started that the use of social media tools improve the students' learning."*

Example 36: *"Lastly. Research has proved the heavy presence of social media among students."*

Example 37: *"Social media has also been a dangerous and bad way in our lives." Without specifying what impact social media's danger makes on academic performance of student-teachers."*

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3. Topic sentences dovetailing into supporting sentences

A number of respondents wrote clear topic sentences but failed to separate them from the supporting sentences. The topic sentences equally began their own explanations or details. This is seen in the following examples;

> ***Example 38:*** *"Firstly, excessive use of the social media will affect student teachers performance because the time alocated and spent on media is much such that, they lack time to learn adequately."*
>
> ***Example 39:*** *"Secondly, student teachers may develop bad health due to their too much activities on the media which may reduce their sleeping, eating and even personal contact with friends, hence they may fall sick."*
>
> ***Example 40:*** *"Then again too much time is also spent on social media making students to abandon academic work which leads to weaker grades or failure."*
>
> ***Example 41: "****Secondly, Poor time management, spending excessive time on social can lead to poor time management, as students may prioritise social media over their academics."*

4. Noun Phrases as Topic Sentences

Forty-six (46) respondents employed noun phrases as topic sentences for either all or one or two body paragraphs rather than full sentences. In the following excerpts, the noun phrases 'sleep disturbance', poor time management', cyberbullying', 'increased stress and anxiety', 'decreased academic performance', among others were used instead of complete sentences as presented as follows;

> ***Example 42:*** *"To begin with, sleep disturbances," "Secondly, poor time management," "Thirdly, negative self-esteem," "Lastly, distraction,"*
>
> ***Example 43: "****Cyberbullying," "Increased stress and anxiety," "Decreased academic engagement"*
>
> ***Example 44:*** *"Also not being time conscious", "Again mental health"*
>
> ***Example 45****: "Secondly, decreased* academic participation and involvement."

A careful study of the examples shows that most respondents did not understand the importance or purpose of topic sentences. They chose the easier option of not writing them at all. Those who wrote vague or generalised topic sentences seemed to lack the knowledge of specificity and clarity. These require interventions to help them write concise topic sentences in descriptive forms.

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5.2.2.2 Errors in Supporting Sentences

1. Insufficient evidence and examples

Some supporting sentences lack concrete evidence, data, or examples to justify claims. In the following excerpts, respondents were unable to provide readers enough information to clarify or expand the topic sentences. They did not provide enough explanations or real-life scenarios. This results in the error of paragraphs inadequacy.

> ***Example 46:*** *"Again Mental Health: like a drug, social media is addictive. These include increased anxiety around your job or feelings of inadequacy compared to other teachers."*
>
> ***Example 47: "****Social media can sometimes become sources of harassment and life threatening,"*
>
> ***Example 48:*** *"The major effect excessive use of social media on the academic performance of student teachers is that, it leads to anxiety and depression."*
>
> ***Example 49****: "Lastly, Excessive use of social media has reduced study time on student teachers."*

2. Misaligned supporting sentences

Here, respondents used supporting sentences which do not match the topic sentence of the paragraph. Two excerpts are provided.

> ***Example 50:*** *"To end-up, one can be addicted so easily. Monies for up-keeping and other educational expenses would be used to purchasing data to keep long hours on the media, for unnecessary engagement."*
>
> ***Example 51:*** *"To continue; The use of social media has also affected student teacher. This is occured due to the continue use of laptops and also being addicted to their phones with a break."*

3. Repetition of topic sentences

Some respondents repeated the same ideas in the topic sentences in the supporting sentences without adding depth or detail. The following are excerpts;

> ***Example 52:*** *"When we talk about addiction to social media, <u>when one gets addicted, it reflects in what he/she does</u>."*
>
> ***Example 53:*** *"One effect of the excessive use of social media on the academic performance of student teacher is laziness. <u>The use of social media has made a lot of student teachers to be lazy in terms of learning.</u>"*

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***Example 54**: Writing, "Lastly, its blurred professional boundaries. Social media can blur the lines between teacher's personal and professional lives."*

***Example 55:** "Excessive use of social media on the academic performance of student teachers can cause poor time management. Excessive use of social media can lead to poor time management skills."*

The underlined is a mere repetition of the topic sentence.

4. Inclusion of Irrelevant Ideas

In some write-ups, respondents included supporting sentences containing information unrelated to the main idea of the paragraph. Excerpts are as follows;

***Example 56**: Main idea here is 'addiction' but the supporting sentence is about misapplication of funds "To end-up, one can be addicted so easily. Monies for up-keeping and other educational expenses would be used to purchasing data to keep long hours on the media, for unnecessary engagement."*

***Example 57:** "Writing about the role of academic excellence instead of effects of excessive use of social media on it."*

***Example 58:** "Writing about social media users copying fake life from the platforms instead of discussing the excessive use of social media leading to emotional ill-health and its impact on academic performance of student teachers."*

It is observed that respondents lacked the skill of finding or incorporating relevant evidence or data or examples to support their points. They also lacked the understanding of sentence structure variations so they kept repeating themselves. Other respondents could not distinguish between relevant and irrelevant information, and lacked the ability to effectively integrate relevant details. An intervention session is therefore required to guide these respondents to conduct research, evaluate sources and incorporate relevant information into their writing transition. There is also the need to encourage the respondents to use transitional phrases and vary sentence structure as well as relevant details to avoid including unnecessary information

5.2.2.3 Errors in Concluding Sentences

1. Omission of Concluding Sentences

Several respondents ended their body paragraphs abruptly without summarising the argument or transitioning to the next paragraph. The following are few excerpts;

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Example 59: *"Students may spend more time on social media instead of reading through their ˛ and also completing assignments from school." above is an abrupt end of paragraph*

Example 60: *"Distraction and Decreased Focus: social media notifications, alerts and the constant stream of information can be distracting, making it challenging for student teachers to concentrate on their studies, leading to decreased focus and productivity."*

Example 61: *"Academic distraction: excessive using of social media can lead a student teacher to bad performance. Concentrating more on the media makes one feel lazy, weak to study for a longer time because one feels there is a new update on the media to check out, and that leads to bad academic work."*

Example 59 to 61 demonstrate paragraphs ending with supporting sentences summing up arguments raised in the paragraphs, restating the topic sentences or linking existing paragraphs to subsequent ones.

2. Weak or Unfocussed Concluding Sentences

Several of the concluding sentences failed to reinforce the paragraph's main ideas as many respondents concluded their paragraphs without demonstrating how their points affect academic performance. The following are excerpts from respondents' write-ups;

Example 62: *"The media is a very big platform that has so many impact on each other."*

Example 63: *"Engaging in social media late at night can disrupt sleep patterns leading to fatigue and decreased."*

Example 64: *"Social media can be a source of stress and anxiety for students, particularly if they feel pressure to present a perfect online image."*

Example 65: *"They may form friends on media but the physical socialisation will help them more than that of social media."*

3. Premature Transition to New Ideas

Many of the respondents wrote conclusion that introduced new ideas that can best be suited for a fresh paragraph. These paragraphs failed to neither link to the topic sentence, provide a sense of closure of transition to the next paragraph as expected of concluding paragraphs. Example 69 to 72 are excerpts.

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Example 66: *"... Decreased attention span can lead to making it difficult for students to focus on longer acadic tucks." (academic tasks perhaps)*

Example 67: *"... inappropriate content sharing"*

Example 68: *"... and the waste of time can cause ill-health."*

Example 69*: "And this may lead to them engaging in other bad morals such as theft prostitution etc. which will not end them well."*

Example 66 is a paragraph about mental health yet ends with *'... decreased attention span'*. A paragraph on lack of depth in learning ends with the introduction of a new idea *'... content sharing'* (Example 67). In example 68, one may wonder why '*ill health'* is included when the paragraph is about time wastage. Respondents therefore required tuition on the importance of unity and cohesion among sentences in the paragraph.

The errors identified in the themes above indicate that respondents may not have understood the purpose of concluding sentences or lacked knowledge of how to couch sentences that effectively recap the main idea. Again, they lacked the ability to provide ample evidence to support their points so most of the paragraphs were underdeveloped. This problem also resulted in respondents introducing new ideas unrelated to the point under development. Exposure of respondents to model paragraphs, guided practice, peer review and provision of detailed feedback can help these respondents improve their paragraph writing skills.

5.2.3 Errors in Paragraph Texture

5.2.3.1 Errors in Cohesion

1. Lack of Linking Words or Phrases

There was lack of cohesion within some paragraphs due to missing connectors, thus, hampering the flow of these paragraphs. Excerpts are presented as follows;

Example 70: *"When spending more time on social media than necessary. Social media can sometime become sources of harassment and threatening."*

Example 71: *"Student teachers watch ponographic vedios_on the media which affect their academic performance."*

Example 72: *"Because social media is influenced, with so many things, and with continuous being on social media, can affect your studies and it will lead to laziness."*

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2. Inconsistent Pronoun Referencing

In the following examples, respondents' used pronouns which did not clearly refer to any antecedent.

> ***Example 73:*** *"Furthermore, another effect that can ruin their academic performances with the excessive use of social media is that, student teachers do not love to read and find ways on the social media reading quotes (motivational) and encouraging ones to enhance their speaking and writing skills but rather love the broken ones."*
>
> ***Example 74:*** *"With that, it reduces their attention on how to manage their time…"*
>
> ***Example 75:*** *"Due to the excessive use of social media, it reduces the time period students to study for their academics…"*
>
> ***Example 76:*** *"First of all, it can decrease critical thinking of the student teachers."*
>
> ***Example 77:*** *"Secondly, it has cause eye damage or some of the teachers."*
>
> ***Example 78:*** *"It make student teachers not to think critically that means whenever there is a question to the class the student teachers don't normally use their mind to think."*

In example 73, the respondent referenced 'ones' without providing any noun antecedent. In examples 74 to 78, the pronoun 'it' used had no clear antecedent and hence does not specify what 'it' refers to. This results in ambiguity as clearly displayed in example 75 where it is not clear whether 'it' refers to social media or excessive use.

3. Wrong Parallelism

Some respondents mixed up grammatical structures, which did not allow sentences to flow smoothly.

> ***Example 79:*** *"In conclusion, excessive use of social media affect student-teachers a lot such that they may develop poor health,* ***incure*** *debt, poor performance and limited social life."*
>
> ***Example 80:*** *"In a situation whereby a student would be given an assignment to do by thinking critically and come out with his or her solutions…"*

In extract 79, the respondent started listing effects in clauses only to introduce noun phrases like poor performance, and limited social life. In example 80, thinking should go with coming instead of *come.* Many of the responses lacked cohesive devices. A few of the respondents

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exhibited little knowledge of connectors either used them ineffectively. Some respondents also had problems with consistent pronoun referencing leading to confusion and unclear paragraphs. One other challenge of respondents was their lack of understanding of parallel structures. Respondents thus, required exposure to the different kinds of cohesive devices, the concept of parallelism or parallel structures, effective use of connectors, and guidance on how to use pronouns effectively to ensure they clearly refer to specific nouns or ideas.

5.2.3.2 Errors in Unity

1. Inclusion of Off -Topic Sentences

In the following examples, some sentences are unrelated to the topic sentences.

> ***Example 81:*** *"Social media has brought laziness to students." "When there is the need for them to work without the use of internet when student teacher are addicted to the use of internet".*
>
> ***Example 82:*** *"Lastly, its blurred professional boundaries, social media can blur the lines between teachers personal and professional lives potentially leading to inappropriate relationships with students or the sharing of inappropriate content."*
>
> ***Example 83:*** *"Also, social media can affect the performance of student teacher if he/she decides to make the social media his favorite. It is true every rational human has he or her favorite hobby or game he or she like to enjoy but mind you there must be limitation. And if a person who is yet is to become a professional teacher decides to make social media his or her favorite, he or she will worsen his or academic performance because any little time he or she gets he or she will be online forgetting his books or slides."*

In excerpt 81, the topic sentence is unrelated to the supporting sentences and in example 83, the underlined sentence is not linked to the focus of the paragraph neither has it any direct relationship with all the other sentences in the paragraph. This created logical gaps between ideas robbing the paragraph of a logical sequence.

2. Mixing Multiple Effects in One Paragraph

Instead of discussing effect per paragraph, some respondents combined multiple points.

> ***Example 84:*** *"Furthermore, social media also have negative effect on the academic performance of student- teachers. These includes introducing*

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unwanted information which do not help them in their learning which polute their previous knowledge". It also wastes the time of the student – teacher."

Example 85: *"Poor self-esteem- social media has caused a lot of people to give false identification to themselves and Reputations. They end up editing their identity in terms of body image, career or lifestyle in quest to search for money for a living. ..... staffs and other people stick to information on social media which causes distraction and lack of focus on tasks."*

Example 86: *"Furthermore, excessive use of social Media leads to Sleep Disturbances. World Health Organisation (WHO) stated the human body the Human Body needs Rest for about 8 hours for the Body to restart the next day. Social Media used excessively has caused many people to avoid Resting and keeping online in the name of Business and it yield Health related issues such as eye sight and back bone etc."*

In example 84, the respondent was writing about pollution of the mind due to exposure to inappropriate information and waste of time while in example 85, the respondent mixed poor self-esteem and distraction in the same paragraph. Example 86 shows a mixture of sleep disturbance and issues with eye sight and backbone. In these instances, the sentences in the paragraphs are not unified.

3. Contradictory Statements

The examples below show the inclusion of statements that conflict with each other. Some respondents did not understand the negative implication of the adjective 'excessive' so they use it in a positive sense.

Example 87: *"With the excessive use of social media, it help a student teacher to learn or do research on things…"*

Example 88: *"Excessive use of social media on the academic performance of student teacher: it help them to learn new words and their spelling which help them in the exams."*

Example 89: *"The positive effect of the excessive use of social media on the academic performance of student teachers includes improvement on their reading skills."*

Example 90: *"Social media helps with learning," in a paragraph about its negative effects.*

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4. Fragmented Ideas

Here, respondents wrote paragraphs where ideas were disjointed and lacked a central focus. Such essays lacked focus as the central ideas could not be easily deciphered. Examples 89 to 91 are excerpts of respondents essays with fragmented ideas.

> ***Example 91:*** *"Lack of proper training, the excessive use of social media on the academic performance of the student teachers can affect them in a way that, if the teacher do not have access to proper training during the training field it can easily affect them on performing on social media."*
>
> ***Example 92:*** *"In addition, inadequate to necessary materials to suport their teaching and learning at the training field, which they were suppose to have them in other to improves their academic performance presentation on social media so for that matter, it affect them easily on social media performance."*
>
> ***Example 93****: "Secondly, most student teachers use the social media on the academic performance by learning some new aspect which entangle them to entangle their teaching and learning process to become good teachers in coming."*

In example 91, the ideas in the paragraph are so disjointed that the focus of the paragraph is unclear. This is situation is repeated in example 92 and 93.

5. Ambiguous or Unclear Statements

The excerpts below are examples of some confusing sentences due to vague phrasing. This occurrence results in ambiguous statements which mar the flow of ideas in the paragraph. Excerpts are provided as follows;

> ***Example 94:*** *"This play a vital role in using social media excessive."*
>
> ***Example 95:*** *"Decesing (decreasing) productivity can be a significant distraction, reducing the time available for studying."*
>
> ***Example 96:*** *"Firstly, when used in academic has both advantages and disadvantages."*
>
> ***Example 97:*** *"The major excessive use of social media on the academic performance as student is that, it leads to anxiety and depression."*

6. Sentence Fragments

In examples 96 to 99, respondents put dependent clauses together as sentences thereby resulting in incomplete sentences.

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Example 98: *"When there is the need for them to work without the use of internet"*

Example 99: *"When student teacher are addicted to the use of internet"*

Example 100: *"Because students are easily distracted from their studies by constant alerts, endless scrolling feeds and the appeal of viral material"*

Example 101: *"Social media can affect the performance of student teacher in way that if he or she gives much attention"*

In this session, it is observed that some of the respondents wrote topic sentences that they were incomprehensible. Also, they struggled to stay focused on the main idea. This lack of understanding may have led to their inability to recognise inconsistencies or conflicts within their writing. A good number of respondents also wrote sentences that are ambiguous or difficult to understand. All these could be the resultant of lack of writing experience, inadequate instruction or guidance and poor reading comprehension skills. Some respondents also may not have had good knowledge about the structural sentence types that there are in the English language hence their tendency to write sentence fragments or incomplete sentences. It is therefore important to teach respondents how to identify the main idea, create an outline and ensure that all sentences support the topic sentence. Again, they must be taught how to create an outline, use transitional phrases and connect ideas reasonably.

5.2.3.3 Errors in Adequacy

1. Underdeveloped/Insufficiently Developed Paragraph/Ideas

In example 102 to 105, respondents wrote paragraphs which did not fully explore or support the main ideas. Excerpts of full paragraphs lacking depth and failing to adequately explain the effects of the excessive use of social media are presented as follows;

Example 102: *"Firstly one of the* ***use*** *of excessive social media is it makes the student teacher feels lazy to learn."*

Example 103: *"Again Mental health: like a drug, social media is addictive these include increase anxiety around your job or feelings of inadequacy compared to other teachers."*

Example 104: *"One of the effects of excessive us of social media on the academic performance of student – teachers is wast of resources. Student teacher use most of their money to buy data bundle to use on media leaving what is needed to be done aside."*

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Example 105: *"To begin with, sleep disturbances, engaging in social medial late at night can disrupt sleep patterns leading to fatigue and decreased."*

Example 106: *"Reduced Study Time: Due to the excessive use of social media, it reduces the time period students to study for their academics which ends up decreases their performance on academics."*

Example 107*: "Social comparison and decreased self-esteem. Social media can foster social comparison and competition, leading to decreased self-esteem and self-confidence."*

The respondents, in example 106-107, failed to enumerate and explain how excessive use of social media affects respondents' academic performance.

2. Misalignment of Ideas with Paragraph Focus

Some respondents discussed related effects such as health or mental well-being, low self-esteem, time management, laziness, cyber bullying, etc. without any link to academic performance. Below are some examples of full paragraphs that are unrelated to academic performance.

Example 108: *"Again Mental health: like a drug, social media is addictive these include increased anxiety around job or feelings of inadequacy compared to other teachers".*

Example 109: *"Lastly, research has proved the heavy presence of social usage among the students."*

Example 110: *"Thirdly, Negative self -esteem; Social media can lead to feelings of low self-esteem."*

Example 111: *"Thirdly, too much use of social media has reduce motivation on our academic works. Students are not motivated to used their thinking ability."*

The respondents in example 108-111 failed to elaborate on their points and also align them with the focus of the essay, that is, academic performance. Each paragraph was underdeveloped.

Other respondents either deviated from the focus of their paragraphs or underdeveloped the paragraphs as they wrote one and two sentence paragraphs. The errors encountered may be suggesting that most of the respondents lacked clear understanding of the topic. Again, they may not have adequately planned or organised their essays.

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3. Insufficient points across content.

Twenty-six (26) respondents gave less than the four required effects of excessive use of social media on the academic performance of student-teachers. This inability may be due to several factors including lack of understanding of the task, inadequate critical thinking and analysis and time management among others.

In the analysis of errors, findings reveal errors in writing introductory and concluding paragraphs, errors in paragraph structure including topic, supporting and concluding sentences as well as errors in paragraph texture where cohesion, unity and adequacy errors were identified. These errors affected respondents' ability to connect ideas and create cohesive paragraphs marring the beauty of their essays.

Research Question 2: What challenges do second-year university student-teachers encounter in writing paragraphs?

5.3 Challenges in Writing Paragraphs

This research question sought to examines the challenges second-year university student-teachers face in writing paragraphs. The figures presented in Table 5 were derived from responses provided by a total of 57 participants who identified various challenges they experienced with different types of paragraphs during writing tasks. Each challenge indicator corresponds to a specific aspect of paragraph writing, such as constructing introductory, body, or concluding paragraphs, and related skills like crafting thesis statements or integrating evidence. To determine the percentage for each challenge, the number of respondents who indicated that specific challenge was divided by the total number of participants (57) and then multiplied by 100. In Table 5, each row represents a separate and independent challenge related to paragraph writing, and participants were allowed to select multiple challenges they experienced not just one. Therefore, the data represent multiple response items, not mutually exclusive categories. A single respondent could have reported more than one challenge (e.g., difficulty with concluding paragraphs *and* inability to integrate evidence). Thus, the same individual contributes to the frequency count for several different items. For example, if 43 out of 57 respondents reported challenges with concluding paragraphs (75.4%) and 44 also reported difficulty integrating evidence (77.2%), those percentages are based on separate counts, even though some participants likely selected both

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5.3.1 Challenges Regarding Paragraph Types

Table 5 presents the results of the challenges second-year university student-teachers face in paragraph writing. The results reveal that difficulties are widespread across all paragraph types, including introductory, body, and concluding paragraphs.

Table 5: Challenges Regarding Paragraph Types

S/N	Challenge Indicator	N	Percentage
1	Introductory paragraph	33	57.9%
2	Body paragraphs	40	70.2%
3	Concluding paragraphs	43	75.4%
4	Inability to create reader interest	43	75.4%
5	Difficulty in crafting a strong thesis statement	39	68.4%
6	Unclear or weak opening sentence	40	70.2%
7	Struggling to provide sufficient background information	38	66.7%
8	Inability to create reader interest	21	36.8%
9	Difficulty in providing relevant supporting details	24	42.1%
10	Weak transitions between sentences and ideas	20	35.1%
11	Struggling to maintain a clear focus on the main idea	16	28.1%
12	Inability to integrate evidence effectively	44	77.2%
13	Repeating ideas instead of summarising effectively	33	57.9%
14	Struggling to provide a strong closing statement	40	70.2%
15	Difficulty in linking the conclusion to the introduction	43	75.4%
16	Inability to leave a lasting impression on the reader	43	75.4%

Source: Fieldwork, 2024 **Key: N = Number of respondents**

The data in Table 5 indicates that student-teachers face challenges in structuring various paragraph types. The most challenging aspect was writing concluding paragraphs, with 43 respondents (75.4%) reporting difficulties in effectively summarising their ideas and linking the conclusion to the introduction. This suggests a lack of understanding of how to create cohesion between different parts of their writing. Similarly, 40 respondents (70.2%) struggled with body paragraphs, indicating difficulties in maintaining logical development, coherence, and sufficient supporting details within the main sections of their essays. Additionally, 33 respondents (57.9%) reported issues with introductory paragraphs, highlighting weaknesses in crafting engaging and clear openings that set the stage for their discussions.

Beyond general paragraph types, student-teachers also faced challenges with key structural components of paragraphs. The most prevalent challenge was the inability to integrate evidence effectively (77.2%), which is critical for supporting arguments in academic writing. This suggests that many respondents struggled to use relevant examples, citations, and explanations to substantiate their points, potentially weakening their arguments.

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Other major challenges include linking the conclusion to the introduction (75.4%), which indicates difficulty in creating a strong sense of closure and maintaining logical consistency throughout an essay. Additionally, leaving a lasting impression on the reader (75.4%) suggests that respondents may not be using effective concluding strategies, such as thought-provoking statements, recommendations, or reinforcing key arguments. Furthermore, crafting a strong thesis statement (68.4%) was a challenge for many respondents, showing difficulty in formulating a clear and arguable thesis, which is crucial for guiding an essay's direction.

Providing sufficient background information was another issue, with 66.7% of respondents struggling to introduce their topics effectively. Many respondents also had trouble creating a strong opening sentence (70.2%), failing to write compelling topic sentences that introduce the main idea of each paragraph. Additionally, weak transitions between ideas (35.1%) made their writing appear disjointed, and struggling to maintain a clear focus (28.1%) indicated difficulties in staying on topic or fully developing a central argument. The results indicate a clear need for structured writing interventions to help student-teachers develop their paragraph-writing skills. Addressing these challenges through targeted instructional support can significantly enhance their academic writing proficiency**.**

5.3.2 Challenges Regarding Paragraph Structure

The various challenges second-year university student-teachers face in structuring their paragraphs is highlighted in Table 3. Effective paragraph writing requires a well-developed structure that includes a clear topic sentence, logically organised supporting details, and a well-crafted concluding sentence. However, many respondents struggled with these fundamental elements, which negatively impacted the coherence and readability of their writing. The results of the challenges regarding paragraph structure are presented in Table 6.

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Table 6: Challenges regarding paragraph structure

S/N	Challenge Indicator	N	Percentage
1	Topic sentence	25	43.9%
2	Major supporting sentence	23	40.4%
3	Minor supporting sentence	21	36.8%
4	Concluding sentence	19	33.3%
5	Write a topic sentence that does not align with the rest of the paragraph	22	38.6%
6	Struggle to state the main idea concisely	35	61.4%
7	Face difficulty in making the topic sentence clear and specific	21	36.8%
8	I am unable to make the topic sentence engaging or interesting	27	47.4%
9	Struggling to identify key points that support the topic sentence	32	56.1%
10	Including ideas that are too broad or unrelated	27	47.4%
11	Difficulty in logically organising supporting points	33	57.9%
12	Lack of clarity in explaining major supporting ideas	24	42.1%
13	Difficulty in providing relevant details, examples, or explanations	26	45.6%
14	Challenges in expanding major supporting ideas effectively	27	47.4%
15	Difficulties in connecting minor supporting details smoothly	23	40.4%
16	Challenges in using concrete details	35	61.4%
17	Struggling to restate the main idea without repeating it word for word	23	40.4%
18	Difficulty in providing a smooth and logical closure to the paragraph	25	43.9%
19	Writing a conclusion that introduces new, unrelated ideas	27	47.4%
20	Inability to reinforce the paragraph's purpose effectively	26	45.6%

Source: Fieldwork, 2024 **Key: N = Number of respondents**

A strong topic sentence is crucial as it sets the stage for the entire paragraph by presenting the main idea concisely and clearly. However, 35 respondents (61.4%) reported struggling to state the main idea concisely, suggesting that they either include too much information or failed to make their central idea clear. Additionally, 21 respondents (36.8%) noted difficulty in making the topic sentence clear and specific, which often resulted in vague or generalised writing. Another significant issue was that 22 respondents (38.6%) wrote topic sentences that did not align with the rest of the paragraph, leading to a disconnect between the main idea and supporting details. Similarly, 27 respondents (47.4%) admitted to being unable to make their topic sentences engaging or interesting, making it difficult to capture the reader's attention. Without a compelling topic sentence, respondents may struggle to maintain coherence throughout their paragraphs.

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Once a clear topic sentence is established, the paragraph should develop and support the main idea with relevant details. However, 32 respondents (56.1%) reported difficulty identifying key points that support their topic sentence, leading to weak or disorganised paragraphs. Additionally, 27 respondents (47.4%) admitted to including ideas that were too broad or unrelated, which disrupts the logical flow of their writing. A significant 33 respondents (57.9%) struggle with logically organising supporting points, thus presented ideas in an unstructured or scattered manner. Similarly, 24 respondents (42.1%) noted a lack of clarity in explaining major supporting ideas. This can cause confusion for the reader. When expanding on major points, 26 respondents (45.6%) indicated difficulty in providing relevant details, examples, or explanations, while 27 respondents (47.4%) struggled with expanding major supporting ideas effectively. This finding suggests that respondents may have ideas but lack the skills to develop them fully. Additionally, 23 respondents (40.4%) reported difficulties in connecting minor supporting details smoothly, leading to abrupt shifts in their writing. One of the most critical issues was their struggle to use concrete details, which was reported by 35 respondents (61.4%). Without concrete examples, paragraphs may lack depth, making it difficult for readers to follow the argument.

A strong concluding sentence helps reinforce the paragraph's main idea and provides a sense of closure. However, 23 respondents (40.4%) admitted to struggling to restate the main idea without repeating it word for word, which can make their writing redundant. Additionally, 25 respondents (43.9%) reported difficulty in providing a smooth and logical closure to the paragraph, which may leave the reader feeling unsatisfied. Also, 27 respondents (47.4%) tend to introduce new, unrelated ideas in the conclusion, which disrupts the coherence of their paragraphs. Finally, 26 respondents (45.6%) indicated inability to reinforce the paragraph's purpose effectively, making their conclusions weak or disconnected from the rest of the text.

The results indicate that second-year university student-teachers face significant challenges in structuring their paragraphs, particularly in crafting clear topic sentences, developing coherent supporting details, and writing effective conclusions. These structural weaknesses may stem from a lack of explicit instruction in paragraph writing, limited practice, or insufficient feedback.

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5.3.3 Challenges Regarding Paragraph Texture

The challenges second-year university student-teachers face in paragraph texture with focus on cohesion, coherence, unity, and adequacy is presented in Table 4. These elements are essential in ensuring clarity and logical progression in writing, yet the data reveals that many respondents struggled with them.

Table 7: Challenges regarding paragraph texture

S/N	Challenge Indicator	N	Percentage
1	Cohesion	39	68.4%
2	Unity	38	66.7%
3	Adequacy	21	36.8%
4	Difficulty in using appropriate linking words (e.g., however, therefore)	24	42.1%
5	Sudden jumps between ideas without clear connections	20	35.1%
6	Repetitive use of the same transitions	16	28.1%
7	Lack of pronoun consistency leading to confusion	43	75.4%
8	Ideas appear scattered and disconnected	42	73.7%
9	Sentences do not follow a logical order	41	71.9%
10	Difficulty in structuring sentences to make the paragraph flow smoothly	42	73.7%
11	Unclear topic sentence that makes the paragraph's purpose confusing	25	43.9%
12	Including off-topic sentences that do not relate to the main idea	38	66.7%
13	Struggling to ensure all supporting details align with the topic sentence	41	71.9%
14	Difficulty in maintaining a consistent point of view	35	61.4%
15	Inserting unrelated examples that weaken the focus of the paragraph	36	63.2%
16	Providing too few supporting details to develop the idea fully	24	42.1%
17	Writing too many vague or general statements	27	47.4%
18	Struggling to include relevant examples or explanations	24	42.1%
19	Difficulty in meeting the required paragraph length	35	61.4%

Source: Fieldwork, 2024 **Key: N = Number of respondents**

One of the most significant issues identified in Table 7 is lack of pronoun consistency (75.4%), which often leads to confusion in the reader's understanding of the paragraph. This suggests that respondents frequently misused pronouns or failed to maintain a clear referent, resulting in unclear connections between ideas. Additionally, ideas appearing scattered and disconnected (73.7%) and difficulty in structuring sentences smoothly (73.7%) indicate a struggle with logical flow and sentence transitions. Another major challenge was coherence (70.2%), which refers to the logical arrangement of ideas within a paragraph. Many respondents failed to establish a clear relationship between sentences, leading to abrupt shifts in ideas. Similarly, cohesion (68.4%), which ensures that sentences within a paragraph are connected using

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appropriate linking words and logical sequencing, was also a prevalent issue. Respondents' struggles with using appropriate linking words (42.1%) and experiencing sudden jumps between ideas without clear connections (35.1%) further highlight this problem.

In terms of unity, 66.7% of respondents reported difficulty ensuring that all sentences within a paragraph contribute to the main idea. A related challenge was including off-topic sentences (66.7%), which disrupted the paragraph's focus. Then, struggle to align all supporting details with the topic sentence (71.9%) further suggests a lack of clarity in paragraph development. Respondents reported issues related to sentence order (71.9%), with many paragraphs lacking logical progression from one idea to another. This can make it difficult for readers to follow arguments smoothly. Another key issue is difficulty in maintaining a consistent point of view (61.4%), which implies shifts in perspective that confused readers. Regarding adequacy, some respondents struggled with providing relevant supporting details (42.1%) and meeting the required paragraph length (61.4%). Additionally, writing vague or general statements (47.4%) and inserting unrelated examples (63.2%) weakened the effectiveness of their paragraphs.

Overall, these findings suggest that second-year university student-teachers struggled with essential paragraph texture elements, that made their writing unclear and disjointed. Explicit instruction on coherence and cohesion strategies aid reinforcing the importance of relevance and unity in supporting details can help respondents develop clearer, more structured paragraphs. Also, targeted feedback and practice can improve the clarity and effectiveness of student-teachers' academic writing.

Research Question 3: What is the effect of the paragraph model employed on second-year university student-teachers paragraph knowledge?

5.4 Effect of SSHE Paragraph Model on Paragraph Knowledge

This research question examines the effect of the SSHE Paragraph Model on second-year university student-teachers' paragraph knowledge. Paragraph knowledge refers to respondents' ability to construct well-structured, coherent, and logically developed paragraphs while applying fundamental writing conventions. The effectiveness of the model is evaluated based on respondents' knowledge, improvements in writing skills, confidence levels, ease of application, and potential for broader use in writing contexts. This section compares the pre-

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test and post-test results on student's paragraph knowledge. The results are presented in Tables 5, 6 and 7.

5.4.1 Pre-Intervention Test Results

This section presents results of the section of the pre-intervention test which tested respondents' knowledge of paragraph. The items covered knowledge of paragraph types, structure and texture.

Table 8: Pre-Intervention test result of respondents' paragraph knowledge

Score Range	Frequency	Percent	Remarks
0-12	26	45.6	Below Average
13-18	22	38.6	Average
19-25	9	15.8	Above Average
Total	**57**	**100.0**	

The pre-test results, as presented in Table 8, offer a comprehensive understanding of respondents' paragraph writing abilities before the introduction of the SSHE Paragraph Model. These results establish a baseline against which improvements in respondents' writing skills after the intervention can be measured. The results reveal a significant disparity in respondents' paragraph writing proficiency, with the majority demonstrating either weak or average levels of competence.

A closer look at the distribution of scores highlights three key performance categories. First, the Below Average Performance (0–12 score range) category included 26 respondents (45.6%), nearly half of the total participants. This group struggled significantly with paragraph construction, facing challenges such as formulating clear topic sentences, maintaining coherence, using relevant supporting details, and ensuring logical flow between ideas. Their paragraphs were likely fragmented and lacked smooth transitions, making it difficult to establish clarity and meaning in their writing.

Second, the Average Performance (13–18 score range) category comprised 22 respondents (38.6%), representing those who demonstrated a moderate understanding of paragraph structure. While these respondents were able to include topic sentences and supporting details, they struggled with depth of analysis, sentence fluency, and logical organisation. Their writing, though structured to some extent, may have lacked persuasive coherence and fluidity, resulting in disjointed or underdeveloped paragraphs.

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Finally, only 9 respondents (15.8%) achieved an Above Average Performance (19–25 score range). These respondents exhibited strong paragraph-writing skills, demonstrating a firm grasp of essential elements such as topic sentence formulation, coherence, logical progression, and supporting details. However, their low representation within the total sample suggests that the majority of respondents required significant improvement in their paragraph writing abilities before the intervention.

The pre-test results reveal that, prior to the introduction of the SSHE Paragraph Model, most respondents faced considerable challenges in constructing well-structured paragraphs. The fact that 84.2% of respondents fell within the below-average or average categories indicated widespread difficulty in effectively organising ideas, maintaining coherence, and developing paragraphs with sufficient supporting details. This highlights a clear need for structured interventions aimed at improving respondents' paragraph structuring, logical flow, and overall writing proficiency. Overall, the pre-test findings served as an essential benchmark for assessing the impact of the SSHE Paragraph Model, the intervention model. Given that the majority of respondents exhibited weaknesses in paragraph writing, it is crucial to examine the post-test results to determine whether the intervention effectively addressed these challenges. The following sections will provide a detailed comparative analysis of the post-test results, highlighting the extent of improvement and the overall effectiveness of the SSHE Paragraph Model in enhancing respondents' paragraph structuring, coherence, and writing proficiency.

5.4.2 Post-Intervention Test Results

The post-test results, as presented in Table 6, provide valuable insights into the impact of the SSHE Paragraph Model on the paragraph-writing skills of second-year university student-teachers. These results allow for a direct comparison with the pre-test scores, revealing significant improvements in respondents' paragraph structuring, coherence, and overall writing proficiency. The results of the post-test result of university student-teachers paragraph knowledge in Table 9.

Table 9: Post-test result of university student-teachers paragraph knowledge

Score Range	Frequency	Percent	Remarks
0-12	6	10.5	Below Average
13-18	29	50.9	Average
19-25	22	38.6	Above Average
Total	**57**	**100.0**	

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A detailed breakdown of the post-test scores in Table 9 highlights notable progress across all performance categories. First, the number of respondents in the Below Average Performance (0–12 score range) category decreased significantly from 26 (45.6%) in the pre-test to only 6 (10.5%) in the post-test. This sharp decline suggests that the majority of previously struggling respondents improved their paragraph construction abilities after being exposed to the SSHE Paragraph Model. Although some respondents still found paragraph writing challenging, their reduced proportion indicates that fewer respondents faced severe difficulties in applying fundamental writing conventions.

For the Average Performance (13–18 score range) category, there was an increase in the number of respondents, rising from 22 (38.6%) in the pre-test to 29 (50.9%) in the post-test. This expansion suggests that many respondents who previously scored in the below-average range improved their writing abilities and progressed into the average category. These respondents likely developed a better grasp of paragraph structure, coherence, and logical sequencing, but still exhibited some weaknesses in idea development and sentence fluency. The Above Average Performance (19–25 score range) category saw the most significant improvement, with the number of respondents more than doubling from 9 (15.8%) in the pre-test to 22 (38.6%) in the post-test. This strong upward shift indicates that the SSHE Paragraph Model had a significant impact on enhancing respondents' ability to construct well-developed, logically structured paragraphs. These respondents demonstrated stronger coherence, improved logical flow, and effective use of supporting details, resulting in more polished and well-organised writing.

The post-test results provide strong evidence that the SSHE Paragraph Model had a positive effect on respondents' paragraph writing skills. The most remarkable change is the sharp decline in the number of respondents in the below-average category, reflecting the effectiveness of the model in helping struggling respondents overcome their initial writing challenges. This improvement suggests that respondents who previously lacked coherence, logical progression, and clarity in their writing were able to apply the structured approach of the SSHE model to enhance their skills. Furthermore, the significant increase in the number of respondents in the above-average category indicates that the model not only helped weaker respondents improve but also enabled stronger respondents to refine their writing skills further. This suggests that the SSHE Paragraph Model is an effective instructional tool that benefits respondents across different levels of proficiency, helping them develop stronger

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organisational skills, coherence, and logical reasoning in their paragraph construction. Additionally, the findings indicate that respondents became more confident in their writing abilities, as evidenced by their improved performance and ability to apply structured paragraphing techniques. The increase in average and above-average performers suggests that respondents gained greater control over their writing process, particularly in areas such as topic sentence formulation, idea development, and transition use.

A comparison between the pre-test and post-test results reveals clear shifts in student performance, demonstrating the effectiveness of the SSHE Paragraph Model in enhancing paragraph knowledge. The percentage of respondents in the below-average category dropped significantly from 45.6% to 10.5%, indicating a marked improvement in weaker respondents' writing abilities. The percentage of respondents in the average category increased from 38.6% to 50.9%, suggesting that many respondents progressed from weaker writing skills to a more competent level. Meanwhile, the percentage of respondents in the above-average category more than doubled, rising from 15.8% to 38.6%, demonstrating that a considerable number of respondents mastered paragraph structuring, coherence, and logical sequencing after using the SSHE model. These findings highlight the SSHE Paragraph Model as an effective instructional approach that significantly enhanced the paragraph writing skills of second-year university student-teachers. The model helped respondents overcome weaknesses in paragraph structuring, organisation, and coherence, ultimately leading to a higher level of writing proficiency.

5.4.3: Comparison of Pre-Test and Post-Test Scores

The statistical analysis presented in Table 10 provides a comprehensive assessment of the effect of the SSHE Paragraph Model on the paragraph writing proficiency of second-year university student-teachers. This analysis is based on a comparison of pre-test and post-test scores, highlighting key differences in mean scores, standard deviations, and statistical significance through a paired samples t-test. The results, as presented in Table 10, offer empirical evidence of the effectiveness of the SSHE model in improving respondents' knowledge in constructing well-structured paragraphs with coherence, logical flow, and clarity.

Table 10: Comparison of Pre-Test and Post-Test Scores

Scores	N	Mean	Std. Dev.	T	Df	Sig-Value
Pre-test	57	12.88	4.51			
				5.393	56	0.000
Post-test	57	16.96	3.66			

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The results in Table 10 show that the mean score of respondents' paragraph knowledge before exposure to the SSHE Paragraph Model was 12.88, with a standard deviation of 4.51, indicating that many respondents had difficulty in organising their ideas into coherent paragraphs. The relatively high standard deviation suggests that there was considerable variability in respondents' writing abilities before the intervention, with some respondents demonstrating a reasonable understanding of paragraph construction, while others struggled significantly. These results align with earlier findings from the pre-test analysis, which indicated that a significant proportion of student-teachers had limited skills in structuring paragraphs effectively, resulting in poor logical sequencing, weak transitions, and a lack of coherence in their writing.

Following the implementation of the SSHE Paragraph Model, a substantial improvement was observed in respondents' paragraph writing skills, as reflected in the post-test results. The mean score increased to 16.96, while the standard deviation decreased to 3.66. This notable improvement suggests that respondents acquired a stronger understanding of paragraph structure, logical sequencing, and coherence through the structured approach of the SSHE model. The decline in standard deviation indicates that respondents' performance became more consistent, implying that a greater number of respondents demonstrated proficiency in paragraph writing after the intervention. The reduced variability in scores suggests that the SSHE model was effective across different levels of student ability, ensuring that both weaker and stronger writers showed progress in their paragraph development skills.

To determine whether this observed improvement was statistically significant, a paired samples t-test was conducted. The t-value of 5.393 and the degrees of freedom (df) of 56 demonstrate the robustness of the statistical test in evaluating the difference between pre-test and post-test scores. Most importantly, the significance value (Sig = 0.000) is well below the conventional threshold of 0.05, confirming that the increase in respondents' paragraph writing proficiency was not due to random chance but rather the result of the intervention using the SSHE Paragraph Model. This statistical significance provides strong empirical support for the effectiveness of the SSHE model in enhancing student-teachers' ability to write well-structured paragraphs.

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The findings from this analysis highlight several important implications for teaching and learning. Firstly, the substantial improvement in mean scores suggests that the SSHE Paragraph Model is an effective instructional tool that can be integrated into writing pedagogy to enhance paragraph development skills among university student-teachers. By providing a structured framework for paragraph construction, the model enabled respondents to improve their logical organisation, coherence, and use of supporting details in their writing. Secondly, the reduction in performance variability indicates that the model was beneficial to respondents across different levels of proficiency, ensuring that even those who initially struggled with paragraph construction were able to achieve noticeable progress. This suggests that the SSHE model is an inclusive and adaptable instructional approach, suitable for respondents with varying levels of writing competency.

Additionally, the statistical significance of the results underscores the pedagogical value of the SSHE Paragraph Model as an evidence-based teaching strategy. Given that the improvement in respondents' writing skills was measurable and statistically validated, instructors may consider adopting the model as a key component of paragraph writing instruction. The findings also indicate that respondents not only gained a deeper understanding of paragraph structuring techniques but also became more confident in their writing abilities, leading to better academic performance in written assignments. The statistical evidence provided in Table 7 demonstrates that the SSHE Paragraph Model had a significant positive impact on respondents' paragraph writing proficiency. The increase in mean scores, the reduction in standard deviation, and the statistical significance of the t-test results all confirm that the intervention successfully improved respondents' ability to construct coherent and logically sequenced paragraphs. These findings strongly support the integration of the SSHE Paragraph Model into writing instruction to enhance respondents' writing skills. The next section will further explore respondents' perceptions and experiences regarding the usefulness and practical applicability of the SSHE Paragraph Model, offering qualitative insights into its impact on their learning process.

5.4.4 Integration of Socio-Demographic Variables into Paragraph Knowledge Outcomes

In order to ascertain the effect of socio-demographic data on analysis in the improvement in student-teachers' paragraph knowledge after the SSHE Paragraph Model intervention, additional inferential statistics are provided in Tables 11, 12, and 13. These variables were

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analysed using independent samples t-tests and one-way ANOVA, and the results are presented in Tables 11-13.

5.4.4.1 Gender and Paragraph Knowledge

Table 11 presents the results of an independent samples t-test comparing male and female participants' post-test paragraph knowledge scores.

Table 11: Gender and Student-Teachers' Paragraph Knowledge

Gender	N	Mean	Std. Dev.	T	df	Sig (2-tailed)
Male	18	18.36	2.97			
Female	39	16.32	3.80	2.012	55	0.049

The results indicate a statistically significant difference in post-test scores between male and female participants ($t = 2.012$, $df = 55$, $p = 0.049$). On average, male student-teachers scored higher ($M = 18.36$, $SD = 2.97$) than their female counterparts ($M = 16.32$, $SD = 3.80$). This suggests that gender had a modest but significant influence on paragraph knowledge outcomes following the intervention. While both groups improved, male participants appeared to benefit slightly more in terms of measurable paragraph writing proficiency. This aligns with studies that suggest learning gains can manifest differently across gender groups depending on instructional style, learning environment, or confidence levels in writing tasks.

5.4.4.2 Age and Paragraph Knowledge

Table 12 summarises the results of a one-way ANOVA conducted to determine whether there were statistically significant differences in paragraph knowledge across four age groups: below 25, 25–29, 30–39, and 40–49 years.

Table 12: Age Group and Student-Teachers' Paragraph Knowledge

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.800	3	7.267	0.530	0.663
Within Groups	726.130	53	13.701		
Total	747.930	56			

The ANOVA results show that the differences in post-test paragraph knowledge scores among the age groups were not statistically significant ($F = 0.530$, $p = 0.663$). This indicates that age did not significantly affect the extent to which student-teachers benefitted from the SSHE Paragraph Model. The model appeared to be effective across age groups, reinforcing its applicability to diverse learner populations.

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5.4.4.3 Educational Background and Paragraph Knowledge

Table 13 presents a one-way ANOVA assessing differences in paragraph writing scores based on educational background: WASSCE/SSSCE only, Diploma, and Higher National Diploma (HND).

Table 13: Educational Background and Student-Teachers' Paragraph Knowledge

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.184	2	3.592	0.262	0.771
Within Groups	740.745	54	13.718		
Total	747.930	56			

The analysis reveals no significant difference in paragraph writing performance among participants with different educational backgrounds ($F = 0.262$, $p = 0.771$). This suggests that the SSHE Paragraph Model was equally effective for student-teachers regardless of their prior academic qualification, whether they entered teacher training with only WASSCE or had post-secondary diplomas.

These findings demonstrate that while the SSHE Paragraph Model significantly improved student-teachers' paragraph knowledge overall, the effectiveness of the intervention was largely independent of age and educational background. However, gender differences were observed, with male participants showing slightly greater post-test gains.

Research Question 4: How does the SSHE paragraph model employed improve second-year university student teachers' paragraph writing skills?

5.5 Impact of SSHE paragraph model on paragraph writing skills

Writing well-structured paragraphs is essential for academic success, yet many student-teachers face challenges in developing coherence, clarity, and logical flow in their writing. One approach to improving their paragraph writing skills is the implementation of the Paragraph Model, which provides a structured framework for organising ideas effectively. This analysis explores how the SSHE Paragraph Model enhances second-year university student-teachers' ability to construct clear, logical, and cohesive paragraphs, addressing the specific difficulties they encountered in paragraph writing. The analysis was conducted using a post-test (written essay) and post-intervention questionnaire and presented accordingly.

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5.5.1 Post-Intervention Essays

The purpose of the post-test (essays) was to examine the effect of the SSHE Paragraph Model on respondents' paragraph writing skills. Particularly, it sought to examine improvements, if any, in the sample's paragraph writing skills. The question for this test tasked respondents to *"Discuss four (4) ways in which your programme of study is beneficial to you and the society at large".* Data collected was thematically analysed and presented with unaltered excerpts. The focus of this presentation is to identify improvements in written paragraphs and residual errors after implementing the SSHE Paragraph model. The findings are presented in the following sections.

5.5.1.1 Improvement in Paragraph Types

This section presents improvements in the respondents' introductory and concluding paragraphs.

5.5.1.1.1 Improvement in Introductory Paragraphs

1. Presence of Introductory Paragraphs

All essays, except one respondent, had introductory paragraphs with a few unclear or incomplete thesis statements. This is an improvement in respondents' writing skills. These introductory paragraphs are further analysed in the following sub-sections.

2. Clarity in stating the main idea

An introductory paragraph must present the main idea of the essay, ensuring that the reader immediately understands the focus of the discussion. This is achieved by explicitly stating the key subject in a concise manner, and these respondents exemplified in the following excerpts;

> ***Example 1:*** *As a student of Basic Education the knowledge and skills acquired are not beneficial to my personal growth but also have significant implication for the border community.*
>
> ***Example 2:*** *Education in Basic Education is beneficial to me and the society at large.*
>
> ***Example 3:*** *The study of Basic Education as a course offers numerous benefits to individuals and society as a whole.*
>
> ***Example 4:*** *Education has a manifold impact on society from raising the quality of life, to creating conditions conductive to the development of talented individuals capable of changing society.*

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Example 5: *My program of study, basic education is designed to provide foundation skills and knowledge that empower individuals and drive societal progress.*

Example 6: *Basic education plays a crucial role in shaping individuals and creating opportunities for growth and advancement.*

Example 7: *My program of study, basic education focuses on equipping learners with essential knowledge and skills that fosters development and empowerments.*

From the responses, as many as 56 respondents introduced their essays with varying levels of correctness. The majority of respondents stated clear main ideas in their introductory paragraphs. The excerpts above justify this clarity and specificity as these statements are linked to both the individual and society as a whole. This improvement is a justification that the intervention about the rudiments of writing a good essay, given to the respondents has really helped their understanding of what an introduction should be as well as the need to introduced one's essay. There is a great improvement in the output of respondent in the post-test as compared to the pre-test.

3. Effective use of hook statements

A well-crafted hook statement captures the reader's attention, making the introduction engaging. This can be achieved through a thought-provoking question, a compelling fact, or an anecdote that relates to the topic. Some essays made use of effective hooks and background information to engage the reader. Below are a few examples;

Example 8: *Basic education is more than just a stepping stone, it is the heart of personal growth and societal development.*

Example 9: *Education is a powerful tool that shapes individuals and transforms societies.*

Example 10: *Education is a cornerstone of development, equipping individuals with the tools they need to succeed and shaping societies for the better.*

Example 11: *Education is powerful tool that shapes individuals and societies creating opportunities for growth and developments.*

The examples above demonstrate the use of interesting hooks on the course of study to introduce the essays. Respondents used these hooks to introduce readers to what they are about to read. This is a clear indication that the respondents did receive an intervention that equipped

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them with the knowledge and skill of introducing academic writing. However, some respondents gave very broad and generic hooks without tying them to their program of study. A little more intervention by way of re-teaching the skills of staying focused on a given topic while introducing their essays, will go a long way to address this residual error.

4. Logical flow from general to specific

Effective introductory paragraphs generally start with broad ideas and gradually narrow down to the specific focus of the essay. This ensures a logical progression, helping the reader transition smoothly into the main argument. This flow was also demonstrated in respondents' introductions with extracts presented as follows;

> ***Example 12:*** *"Education is the foundation upon which nations are built, and basic education serves as the cornerstone for personal growth and societal progress. It equips individual with essential skills and knowledge that drive life - long development."*
>
> ***Example 13:*** *"Basic education serves as the foundation for individuals and societal development, providing essential knowledge and skills that contribute to personal growth and collective progress. As a cornerstone of education systems worldwide, it plays a critical role in fostering literacy, numeracy and critical thinking while promoting values such as empathy, collaboration and innovation."*
>
> ***Example 14:*** *"Basic education is the foundation upon which an individual's future is built, and its benefits extend far beyond the classroom. Not only does it equip a person with essential skills and knowledge, but it also has a profound impact on society as a whole."*
>
> ***Example 15:*** *"Education is a powerful tool that shapes individuals and transforms societies. As a program of study, basic education focuses on providing the foundation skills, knowledge and values necessary for personal and societal growth."*
>
> ***Example 16:*** *"Choosing to study basic education is a decision that resonates deeply with my desire to contribute positively to society. This program offers a unique opportunity to not only develop my teaching abilities but also to impacts the lives of young learners and their communities."*

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Example 17: *"My program of study, Basic Education, is instrumental in laying the foundation for lifelong learning and social progress. This field enables me to contribute to personal and communal growth in meaningful ways. "*

Example 18: *"Bachelor of education in Basic Education equips future educators with the knowledge, skills and attitudes necessary to effectively teach and inspire young learners. This program is not only crucial for the personal and professional development of the individuals but also plays a significant role in shaping a well- informed and responsible society."*

In the above extracts, it is observed that respondents, in their introduction, carefully transitioned from general statements on education, basic education to specific information on the opportunities offered, what they entailed, their benefit to the individual and society among others. This ensured a smooth flow of ideas and made it easier for a reader to connect with the message.

5. Incorporation of background information

In the following excerpts, respondents provided relevant background information that helps set the stage for discussion. This include definitions, historical context, or explanations that connect the topic to a larger framework, making it easier for the reader to understand.

Example 19: *"In Ghana, access to quality basic education empowers individuals with essential knowledge, skills and values."*

Example 20: *"Basic education serves as the foundation for lifelong learning and personal development, playing a crucial role in shaping individuals and society as a whole."*

Example 21: *"Pursuing a program in basic education is like planting a seeds for the future, both for myself and for the young minds, I hope to nurture. As I delve into this field, I am discovering not just how to teach, but also how to connect with others and make a real difference in my community."*

Example 22: *"In today's world, education is not just about knowledge transfer but also about inspiring creativity and innovation in young minds."*

6. Clear and well defined thesis statements

A thesis statement is the most critical component of the introduction, as it explicitly states the central argument of the essay. A strong thesis is specific, concise, and provides a roadmap for

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the reader, outlining the key points that will be discussed in the body paragraphs. Respondents demonstration of this is presented in the following excerpts;

Example 23: *This essay will explore four keys benefits of my program the developments of critical thinking skills, the promotion of innovation and technology, the enhancement of social responsibility and the fostering of collaboration and teamwork.*

Example 24: *This essay outlines four ways in which my study of basic education benefits both me and the society.*

Example 25: *In this essay, I will discuss four significant advantages of my program, the acquisition of vital teaching skills, the fostering of inclusivity and cultural sensitivity, the promotion of critical thinking and creativity and the strengthening of community connections.*

Example 26: *This essay will explore four key benefits of my program, the development of foundational skills, the promotion of social equity, the encouragement of critical thinking and the fostering of community engagement.*

Example 27: *In this essay, I will discuss four distinct ways my program of study benefits both me and the wider community empowering digital literacy, fostering health education, promoting gender equality and encouraging entrepreneurship.*

Example 28: *In this essay, I will explore four distinct ways in which my program of study benefits me and society enhancing cultural understanding, promoting environmental awareness, building emotional intelligence and encouraging active citizenship.*

Example 29: *In this essay, I will outline four significant advantages of my program, the development of essential teaching skills, the promotion of inclusivity and respect for diversity, the encouragement of critical thinking and problem-solving abilities and the enhancement of community involvement.*

Example 30: *I will share four ways my study in basic education benefits both me and the society I am part of.*

The above excerpts present thesis statements that are clear, specific and well define. They tell what exactly the reader should expect in the essay. As some stated the number of items to be read, others went further to give details of exactly what they would be reading about. They express the scope of the essays.

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5.5.1.1.2 Improvement in Body Paragraphs

1. Paragraphs Focused on Individual Points

The majority of respondents dedicated one paragraph to each benefit as can be observed from the examples below

> ***Example 31***: *"Another significant benefit is the development of emotional intelligence. My study emphasises the importance of empathy, self-awareness and interpersonal skills which are essential for effective teaching. On a societal level, increased emotional intelligence fosters better communication, conflict resolution, and understanding among individuals".*
>
> ***Example 32***: *"Again, the program fosters creativity and innovation. As a teacher in training, I am encouraged to develop engaging teaching method and creative lesson plans that inspire students to think critically and solve problems, ... On a larger scale, a creative and innovative mindset contributes to societal progress and economic development"*
>
> ***Example 33:*** *"Firstly, the programme enhances my professional qualifications and employability. By pursuing B.Ed Basic Education, I am not only deepening my understanding of educational theories and practices but also positioning myself as a competitive candidate in the job market."*
>
> ***Example 34***: *"Secondly, Basic education advances mental health awareness. As an educator, I am trained to identify signs of emotional and psychological challenges among students."*

The examples above are a few of the many paragraphs which were dedicated to one point, and very few paragraphs that mixed multiple ideas. For instance, example 31 on emotional intelligence began with the topic and continued to develop or discuss the above main idea only. This is an indication that most of the respondents were able to identify and isolate a single idea and organised same idea in a clear and logical manner, hence demonstrating their concise writing skills. Only two of the residual errors were encountered among the 57 scripts. The two mixed multiple benefits without focus as presented as follows;

> ***Example 35:*** *"Basic education is a key or factor to economic growth... being well trained in Basic Education, I can contribute to the development of skilled workforce. My role as an educator will help me prepare future generation to meet the demands of all learners and enable them to become responsible individual".*

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Example:36: *"Basic education is a key driver of economic growth. A well-educated workforce is more productive and innovative, leading to high-paying jobs and improved livelihoods. Basic education provides the foundation for further education and training."*

This means the intervention given to the respondent yielded result. Some respondents, however, need more remedial work to sharpen their skills in effective organisation and concise writing. For instance, the inclusion of "Basic education provides the foundation for further education", could have been avoided altogether and rather developed into a fresh paragraph."

2. Improved Use of Supporting Sentences

Some respondents provided concrete and relevant examples

Example 37: *"Through my studies, I learn how to create learning environments that accommodate diverse needs of students including those with disabilities or from marginalised communities."*

Example 38: *"This training equips me with the tools to create engaging lesson plans, manage classrooms effectively, and assess students' progress."*

Example 39: *Basic Education ensures social awareness by teaching individuals about their rights, responsibilities, history, culture and importance of contributing positively to the society. Educated individuals are also likely to engage in civic activities, for example, volunteering or advocating for social justice."*

Example 40: *"Finally, my program fosters community engagement by encouraging students to participate in local initiatives and service projects. This hands-on experience not only enhances my understanding of community dynamics but also have a sense of responsibility towards others."*

Example 41: *"Finally, it has greatly improved my language skills, enhancing my ability to communicate effectively and inspire others."*

From the above excerpts, the respondents gave concrete and relevant examples to personalise how their courses of study are beneficial to them. They demonstrated deeper understanding of the topic and were able to create meaningful connection between their ideas and realty. Notwithstanding these improvements, the following example was generic or loosely tied to the programme;

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Example 42: *"Furthermore, it promotes empowerment and independence: The study of basic Education empowers individuals to make informed decisions, think independently and participate actively in their communities."*

3. Logical Development of Ideas

Supporting sentences were built on the topic sentences logically and most respondents demonstrated maturity in their essays as ideas were logically presented and cogently developed.

Example 43: *"Again, teaching programs often involve learning about diverse cultures, educational philosophies and social contexts. This broadens my perspective, making me more empathetic and adaptable in diverse environments. Teachers who are culturally aware and socially informed can promote inclusivity and understanding in the classroom, I can help create an environment where everyone has an opportunity to succeed."*

Example 44: *"One of the most significant benefits of my program is the development of critical thinking skills. In an age where information is abundant yet often misleading, the ability to analyze data, evaluate sources and make informed decisions* ***is*** *crucial. My studies encourage me to question and approach problems logically."*

Example 45: *"One of the most prominent benefits of my program in basic education is the acquisition of vital teaching skills. throughout my course and practical experiences, I have been exposed to various teaching methodologies that enhance my ability to engage students effectively."*

Example 46: *"One of the primary benefits of my program in basic education is the development of foundational skills. Basic education provides students with the essential literacy and numeracy skills that are critical for success in everyday life. By mastering these foundational skills, I am better prepared to navigate various challenges in both my personal life and professional life."*

Nonetheless, some paragraphs lacked logical progression, with abrupt shift in ideas as demonstrated as follows;

Example 47: *Another benefit which cannot under look is the fact that it will add up to productivity. Productivity is the output per man hour is spent in a work, productivity will also increase. It can also be emphatically emphasised that*

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countries with working force are the ones with lower productivity, hence lower gross domestic product within the country."

The above extract show that many respondents organised their ideas in a logical and sequential manner, which demonstrates their ability to reason logically and think critically. It is also a demonstration of a clear understanding of writing structure. Most of them developed their ideas cohesively where each sentence built on the previous one. They are good examples of logically developed paragraphs. However, example 47 is a paragraph that shows a total confusion in the respondent's mind. The idea developed lacks cogency and logic. This respondent and the few others who found themselves in this category need a little more help to acquire the skill of organising their thoughts sequentially.

5.5.1.1.3 Improvement in Concluding Paragraphs

1. Restating the thesis statement

The following excerpts are examples of well-written conclusions which reinforce the thesis statement without merely repeating it word-for-word. This reinforces the central argument, ensuring that the reader is reminded of the purpose of the discussion. It also involves rewording the thesis while maintaining its original intent as shown below;

Example 48: *In conclusion, program of study in basic education offers numerous benefits that extend beyond personal development if plays a vital role in enhancing societal well-being*

Example 49: *To draw the curtains down, pursing basic education has not only enhanced my knowledge and skills but has also made a positive impact on the society at large, contributing to a more educated, informed and engaged society*

Example 50: *In conclusion, my study in basic education provides invaluable benefits that extend beyond personal growth*

Example 51: *In conclusion, basic education is a vital component of individual and societal development offering numerous benefits that extend far beyond the classroom*

Example 52: *In conclusion, my study in basic education offers a wealth of benefits that extend beyond individual success.*

2. Summarisation of Main Points

Many respondents summarised their points effectively.

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***Example 53**: "In conclusion, my study in Basic Education is a powerful tool for driving personal and societal progress. It enables me to promote inclusive education, foster creativity, address social inequalities and support lifelong learning. I am not only preparing for a fulfilling career but also contributing to the creation of a brighter for more inclusive future for all."*

***Example 54:** "My programme of study provides knowledge acquisition and skills, social impact and community engagement, enhancement of communication skills and critical thinking and problem-solving skills. These advantages collectively contribute to personal growth and societal advancement."*

***Example 55:** "In conclusion, my program of study offers numerous benefits that extend beyond personal development; it plays a vital role in contributing to society as a whole. Through the cultivation of critical thinking skills, promotion of innovation and technology, emphasis on social responsibility and encouragement of collaboration, I am not only preparing for a successful career but also positioning myself for a successful career but also addressing societal challenges."*

***Example 56:** "In conclusion, the Basic Education programme is beneficial not only to my personal and professional development but also for society at large. It enhances my employability, cultivates critical thinking and research skills, encourages community development and ultimately contribute to the development of the future generation."*

No paragraph introduced new ideas but very few were mere repetitions.

***Example 57**: "By studying basic education, the society and I have a strong foundation for future success, informed citizenship and economic growth."*

***Example 58:** "In conclusion, Basic Education is a cornerstone for both individual and societal development. It equips individuals with essential skills that enhance their employability, promote healthier lifestyles, reduce the likelihood of crime and foster active civic participation."*

The above excerpts are just few examples of concluding paragraphs that were effectively written. Many respondents demonstrated good understanding of paragraph structure. They concluded their essays not only by reiterating the main ideas but also indicating what impact they will make on society with the knowledge and skills acquired from their program of study.

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3. Logical and Coherent Closure

Respondents presented strong concluding paragraphs that ensured that the essay did not end abruptly. They smoothly transitioned from the last body paragraph to a well-structured closing statement. This logical closure was achieved by maintaining consistency in tone, idea sequencing, and sentence structure. Excerpts are presented as follows;

> ***Example 59:*** *"These arguments clearly illustrate the indispensable role of Basic Education in shaping both individuals and communities."*
>
> ***Example 60:*** *"Together, these contributions demonstrate how my program of study play a vital role in shaping a brighter future, for individuals and society as a whole."*
>
> ***Example 61:*** *"These benefits not only transforms me as an individual but also it positions me as an agent of positive change in society."*
>
> ***Example 62:*** *"These contributions demonstrate the far-reaching impact of education on individuals and communities."*

4. Emphasising the relevance and broader impact

A good conclusion as shown the following excerpts, highlights why the topic matters beyond the immediate discussion. This is done by showing the broader societal implications of the essay's arguments. The conclusion also reinforces the significance of the subject and leaves a lasting impression.

> ***Example 63:*** *By pursing this program, I am preparing to make a lasting impact, empowering leaners and fostering a better more equitable world.*
>
> ***Example 64:*** *"Beyond personal development, my training in Basic Education has a ripple effect on the broader society, ensuring that future generations receive quality education."*
>
> ***Example 65*** *"By becoming a well-trained teacher, I contribute to reducing illiteracy, fostering innovation, and supporting economic growth in Ghana."*
>
> ***Example 66:*** *"Investing in teacher education is crucial for national progress, and my programme enables me to play a part in this mission."*
>
> ***Example 67:*** *"Through this programme, I am not only building my career but also shaping the future of education in my community."*

5. Reflective and Insightful Closures

Many respondents' conclusions showed deeper reflection

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Example 68: *"Through this programme, I am not only preparing for a fulfilling career but also contributing to the creation of a brighter and more inclusive future for all."*

Example 69: *"By pursuing this program, I am not only advancing my career but also playing a vital role in building a more inclusive, healthy and innovative society."*

Example 70: *"The transformative power of education is undeniable, and my program of study embodies this potential to create a lasting change."*

Example 71: *"In conclusion, basic education extends beyond individual achievement, impacting society in profound and transformative ways. Basic education contributes to the holistic development of individuals and the progress of communities."*

Example 72: *"In conclusion, basic education is a vital component of individual and societal development, offering numerous benefits that extend far beyond the classroom."*

Example 73: *"To conclude with, studying basic education is a fundamental cornerstone for individual's and societal development. Therefore, investing in basic education is crucial for unlocking the full potential of individuals and society."*

From the stated examples respondents creatively and insightfully concluded their essays with a clear demonstration of their mastery of paragraph structure and profound understanding of the topic. The stated examples and those of other respondents indicate that the respondents possessed reflective thinking skills that enabled them to reflect on their ideas, synthesise them and draw meaningful conclusions.

6. Transition to Societal Relevance

A great number of respondents tied personal benefits to societal impact**.**

Example 74: *"Through my training, I learn how to integrate technology into teaching, enabling students to acquire critical digital skills. This benefits society by creating a workforce that is prepared to navigate and contribute to the digital economy, closing the digital divide and fostering innovation."*

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Example 75: *"In nutshell, as continue my studies, I am committed to using the knowledge and skills I acquire to make a meaningful impact on both my personal life and broader society at large."*

Example 76: "*In conclusion, through my program, I am prepared to play a pivotal role in building a stronger, healthier and more responsible society."*

Example 77: *"In conclusion, I am not only preparing for a successful career but also positioning."*

Most respondents, from the extracts, exhibited a high level of reflection and application by effectively tying the benefits from their course of study to societal impact. That is also an indication of respondents' societal awareness. They understood the context in which their course of study would benefit society. It is also a shows of a sense of responsibility to want to use the knowledge and skills acquired from their course of study to impart society

5.5.1.2 Improvements in Paragraph Structure

5.5.1.2.1 Improvement in Paragraph Topic Sentence

1. Clarity and directness

In the following extracts, the topic sentences are clear and directly introduce the main idea of the paragraph. This helps the reader to quickly grasp the focus of the paragraph and improve the overall readability. Thus, a clear topic sentence ensures that all supporting sentences remain aligned with the main idea thereby enhancing coherence.

Example 78*: "The first benefit of my programme is knowledge acquisition and skill development."*

Example 79*: "Social impact and community engagement is another benefit of my programme."*

Example 80*: "Basic Education advances mental health awareness."*

Example 81*: "Basic Education helps in shaping my language and builds my communication skills which qualifies me to be in the society."*

Example 82*: "My programme of study (Basic Education) helps in building and shaping the young people in the society."*

Example 83*: "The most profound benefit of my programme is the development of interpersonal skills,"*

Example 84*: "Another significant advantage of my program is its emphasis in fostering love and compassion."*

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2. Relevance to the main idea

The following extracts of topic sentences directly relate to the main theme of the paragraph, ensuring unity and focus. It clearly connects to the main idea prevents off-topic discussions and maintains paragraph unity.

Example 85: *"Basic Education has groomed me to become a good role model in my society."*

Example 86: *"Basic Education open doors to better career opportunities, enabling individuals to secure well-paying jobs and improve their socio-economic status."*

Example 87: *"Finally, my program promotes community involvement, emphasising the importance of connecting with local organisations and initiatives."*

Example 88: *"Basic Education helps individuals to develop critical thinking and problem solving skills which are essential for navigating the complexities of everyday lives."*

Example 89: *"My program is a key driver of economic growth and development as it helps reduce poverty and income inequality."*

3. Use of key terms from the prompt

The following topic sentences incorporated key terms from the essay prompt to establish a direct connection to the given task.

Example 90: *"Studying Basic Education in this University (University of Education, Winneba) has provided me with solid foundation in essential subjects such as English Language, Science, Social Studies, Psychological Basis of Learning etc."*

Example 91: *"This programme (Basic Education), has prepared me to be an effective teacher."*

Example 92: *"This programme emphasises the importance of lesson planning, which improves teaching quality."*

Example 93: *"By enrolling in this course, I have developed the knowledge and skills required for teaching."*

Example 94: *"My training equips me with pedagogical knowledge to teach effectively in upper primary classrooms."*

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Example 95: *"Basic Education enhances my understanding about pedagogical methods and educational theories in teaching."*

Example 96: *"My program provides a comprehensive understanding of teaching methodologies, and educational theories essential for aspiring educators."*

The topic sentences employed keywords such as lesson plan, pedagogical methods, knowledge, skills, and educational theories to ensure the paragraphs stay relevant to the question asked and aid in clear, focused writing.

4. Specific Topic Sentences

A great number of respondents, that is, fifty-two (52), wrote clear and focused topic sentences. This is evident from examples 97-106 cited below. This is a demonstration of respondents' ability to break down complex topics into clear and manageable parts.

Example 97: *"One of the most significant benefits of my program in basic education is the enhancement of essential teaching skills."*

Example 98: *"In addition to teaching skills, my program places emphasis on the promotion of inclusivity and respect for diversity."*

Example 99: *"One of the primary benefits of my program in basic education is the development of foundational teaching skills."*

Example 100: *"Firstly, the program enhances my qualifications and employability."*

Example 101: *"Also, this study has helped me to develop critical thinking, problem- solving, and analytical skills, essential for lifelong learning."*

Example 102: *"Another vital aspect of my programme is its focus on innovation and technology."*

Example 103: *"First, it provides a comprehensive understanding of teaching methodologies and educational theories, essential for aspiring educators."*

Example 104: *"Another significant benefit is the promotion of civic responsibility."*

Example 105: *"In addition, Basic Education provides broader understanding about inclusivity and diversity among learners in the classroom."*

Example 106: *"To begin with, it enhances carrier opportunities and cultural competence."*

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Five **(5)** respondents, however, still used noun phrases as 'topic sentences' as demonstrated as follows;

> ***Example 107****: "Firstly, foundational knowledge**. Leadership development is also a way which has been beneficial to me and the society."*
>
> ***Example 108:*** *"Also, promoting economic development. Basic Education is a vital driver of economic growth."*
>
> ***Example 109:*** *"Also leadership Development. Leadership development is also a way which has been beneficial to me and the society."*
>
> ***Example 110:*** *"First and foremost, improved education system. Educated teachers contribute to the development of more effective and efficient education system."*
>
> ***Example 111:*** *"Firstly, Quality teacher's. This is important or beneficial because well trained teachers produce highly skilled and educated students leading to more informed and productive society."*

The improvement proves respondents' understanding of what a coherent structure is, hence their ability to use clear and focused topic sentences to guide the reader through their argument. Examples 97 to 106 typify clear and focused topic sentences. Examples 107 to 111, however, exemplify respondents' use of noun phrases as topic sentences. In example 110, for example, after opening the paragraph with the transitional phrase, 'first and foremost', the respondent continued with the noun phrase, 'improved education system'.

5. Alignment Between Topic and Content

Almost all respondents developed paragraphs that aligned with the topic sentences and the noun phrases that some of them wrote in the name of full sentences. They were able to exhibit, to a large extent, a deep understanding of topic and go beyond surface level to develop well supported arguments as follows;

> ***Example 112*** *"Secondly, Basic Education helps me develop strong decision-making skills. In this program, I learn to access situations, evaluate options and make choices that benefit not only me but my students and the larger educational community. On a broader scale, these skills contribute to building a society where informed and thoughtful decisions drive progress and innovation."*
>
> ***Example 113:*** *"Another significant aspect of my program is its focus on innovation and technology. In this digital age, technological advancements are*

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at the forefront societal progress. By learning how to leverage technology effectively, I am positioned to contribute to advancements that can improve efficiency."

Example 114: *"Secondly, Basic Education advances mental health awareness. As an educator, I am trained to identify signs of emotional and psychological challenges among students and provide appropriate support or referrals."*

For example, in example 112, the respondent wrote about "decision-making skills" and highlighted assessment and evaluation of situation before making a decision as the variables that come together for one to get the benefit of acquiring decision-making skill. Unlike the pre-test, the respondents have so much improved that it was difficult to spot a paragraph that digressed from its main point.

6. Engaging and Varied Sentences

The ability of the respondents to use varied sentence structures to introduce their main points is highly commendable as demonstrated in the following excerpts;

Example 115: *"First of all, basic education has improved my career opportunities."*

Example 116: *"One of the most rewarding aspects of my program is the development of strong communication skills."*

Example 117: *"Finally, my program promotes active citizenship, instilling a sense of responsibility towards our communities."*

Example 118: *"Moreover, Bachelor of Education in Basic Education equips graduates with the tools to address and mitigate educational inequalities."*

Example 119: "*Another significant advantage of basic education is its role in promoting social equity."*

Example 120: *"In addition to developing teaching skills, my program emphasises the importance of inclusivity and cultural sensitivity within educational settings."*

Example 121: *"Further, basic education helps in reducing poverty and inequality by opening up opportunities for individuals."*

The ability of the respondents to use varied sentence structures to introduce their main points is highly commendable. Almost all respondents used different sentence structures to introduce

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the reader to a new idea. Although most of the respondents whose works have been cited, used simple sentences, their ability to use complex noun phrases as subjects, objects and complements in the sentences is a reflection of their mastery of grammatical structures. In example 120, the respondent beautifully transitioned from the previous point to the new idea; a mark of sophisticated writing.

5.5.1.2.2 Improvement in Paragraph Supporting Sentences

1. Expansion of Topic Sentences

Here, supporting sentences elaborated on key points with examples and explanations as demonstrated in the following excerpts;

> ***Example 122***: *"The skills and knowledge gained from Basic Education are applicable in various fields such as public administration, social work and policy making."*
>
> ***Example 123***: *"Through hand-on activities, project-based learning and open discussions, I am learning how to think outside the box and approach problems from different angles."*
>
> ***Example 124*** *"Through my program, I learn how to connect with families, local leaders, and organisations to create supportive educational network."*
>
> ***Example 125:*** *I have been exposed to various teaching methodologies that enhance my ability to engage students effectively. For instance, I have learned how to design lesson plans that cater to diverse learning style …"*
>
> ***Example 126:*** *"Through various assignments, presentations and discussions, I learn to convey complex ideas clearly and persuasively."*

There were however instances where some supporting sentences lacked depth or remained repetitive as evidenced in three scripts.

> ***Example 127:*** *"Educated women are more likely to participate in the workforce and community service and development initiatives. This involvement fosters a sense of belonging and responsibility towards improving local conditions."*
>
> ***Example 128:*** *"In addition, it sum up to economic growth. Persuing higher education (Basic Education at the tertiary level) improves the economic situation. Basic Education helps individuals become useful members of the society which supports the development of the economy too."*

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Example 129: *"Another benefit which cannot under look is the fact that it will help to add up to productivity. Productivity is just the output per man hour is spent, in a work, productivity is will also increase."*

2. Use of Relevant Evidence

Respondents employed supporting sentences that included relevant evidence to substantiate the topic sentence, strengthening the credibility of the paragraph. This is achieved by incorporating factual information, research findings, expert opinions, and real-life experiences. Including ,this evidence ensures that the paragraph is not merely an opinion but a well-supported argument. Using relevant evidence helps develop analytical writing skills essential in academic and professional contexts. Below are some examples;

Example 130: *"Basic Education provides students with essential literacy and numeracy skills that are critical for success in everyday life. By mastering these skills, I am better prepared to navigate various challenges in both my personal and professional life."*

Example 131: "*In today's technology driven world, it is crucial to educators to be well-versed in digital tools and resources. Through my training, I learn how to integrate technology into teaching enabling…"*

Example 132: *"My programme enables me to use phonic-based teaching approaches as statistics show that literacy levels of learners improve when their teachers use these approaches to teaching."*

Example 133: "*Research shows that well-trained teachers contribute significantly to student performance. This highlights the importance of my programme in developing competent educators."*

Example 134: *"My programme teaches me how to implement interactive strategies as I observed during STS that learners learn well when teachers use these strategies."*

Example 135: *"The Ministry of Education and other stakeholders of education emphasise the role of well-trained teachers in national development. This assertion justifies the importance of my programme."*

3. Elaboration for depth and engagement

Respondents also elaborated on supporting sentences to provide depth. This ensures that their paragraphs fully develop the main idea. They achieved this by expanding on key points with

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additional details, explanations, or contrasting perspectives. The use of elaboration for depth and engagement helped student-teachers to write detailed and meaningful content. The following are examples from the respondents' paragraphs

Example 136: *"Understanding child psychology helps me address learners' emotional and academic needs effectively, creating a better learning environment."*

Example 137: *"By learning about differentiated instruction, I can organise lessons to suit both fast and slow learners, ensuring that no child is left behind."*

Example 138: *"Through my programme, I have realised that effective assessment does not only measure knowledge but also identifies learning gaps for improvement."*

Example 139: *"The emphasis on technology integration allows me to incorporate digital tools, making lessons more engaging and interactive for learners."*

4. Illustration through examples

In the following excerpts, respondents used examples that helped reinforce the topic sentence by making abstract ideas more concrete and relatable. Many respondents achieved this by presenting personal experiences, real-world scenarios, or case studies that directly link to the main idea. Without such examples, the supporting sentences may appear detached from practical applications. These effective use of examples allowed student-teachers to show understanding and enhance their arguments, making their writing more engaging and impactful.

Example 140: *"For instance, in my Teaching Practice course, I applied scaffolding techniques to help struggling learners."*

Example 141: *"A good example is my recent lesson on storytelling, where I used pictures to help students understand narratives better."*

Example 142: *"When I taught a class on environmental conservation, I used a practical approach, allowing students to plant trees."*

Example 143: *"For example, I conducted a reading session where I grouped students based on their proficiency levels, and it improved their comprehension."*

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Example 144: "*For instance, when I collaborate with fellow students on group projects or interact with parents during school events, I am honing my ability to listen actively, express ideas clearly, and resolve conflicts amicably."*

5. Use of minor supporting sentences

All respondents used at least one minor supporting sentence to further expand or reinforce the major supporting sentences by providing explanations, evidence or examples, etc. The following are excerpts;

Example 145: *"Basic Education advances mental health awareness. As an educator, I am trained to identify signs of emotional and psychological challenges among students and provide appropriate support or referrals. By addressing these issues early, I help students build emotional resilience and focus on their studies."*

Example 146: *"My programme of study empowers digital literacy. In today's technology driven world, it is crucial to educators to be well-versed in digital tools and resources. Through my training, I learn how to integrate technology into teaching enabling …"*

Example 147: *"Lastly, my program encourages entrepreneurship. Through my studies, I gain the skills to teach students about financial literacy, creativity, and problem solving which are essential for entrepreneurial success. By nurturing these skills in young learners, I help cultivate a generation of innovators…"*

Example 148: *"Another vital vital aspect of my program is its focus on innovation and technology. In today's digital age, technology advancements are at the forefront of societal progress. My coursework includes hands-on experience with cutting-edge tools."*

5.5.1.2.3 Improvement in Paragraph Concluding Sentences

The improvements identified in respondents' paragraphs also covered their use of concluding sentences. This is exemplified in the following themes generated from the analysis of their post-test essays.

1. Encouraging reflection

Respondents employed concluding sentences that inspire readers to think critically. This was done by making statements that provoke thinking. The following excerpts are a few of the respondents' expressions;

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Example 149: "*A well-connected community values education and invests in the success of its younger members, leading to a more cohesive and supportive society."*

Example 150: *"A trained teacher is an asset to his/her nation."*

Example 151: *"Resilient individuals are better equipped to navigate life's uncertainties, contributing to a society that can thrive in the face of adversity."*

Example 152: *"A society with engaged and informed citizens is better equipped to tackle challenges and drive positive change."*

2. Restating the main idea

Respondents also employed concluding sentences reinforcing the central idea by summarising the main argument. This, to a very large extent, strengthens coherence and ensures readers grasp the vital message. Below are a few examples;

Example 153: *"This, therefore, contributes to economic stability and growth by creating workforce that can support industries and businesses."*

Example 154: *"So health education reduces health care costs and improves the overall quality of life within communities."*

Example 155: *"In sum, by gaining a deeper understanding of these subjects, it has helped me in contributing meaningfully to the society."*

Example 156: "*In conclusion, these pedagogies and theories are beneficial as a Basic Education tutor."*

Example 157: "*Thus, Basic Education promotes literacy and numeracy in educational fields."*

3. Creating a smooth transition to the next paragraph

Respondents demonstrated improvement in the use of transitional markers or phrases, as seen in the following examples;

Example 158: *"In my studies, I am not only preparing myself for a successful career but also committing to making a positive difference in society."*

Example 159: *"Moreover, these collaborative experiences allow me to contribute more effectively to community initiatives and collective problem-solving efforts."*

Example 160: *"Furthermore, strong communication skills enable me to collaborate effectively with colleagues, parents, and the community, thus contributing to a more cohesive and supportive educational environment."*

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Example 161: *"Beyond improving my knowledge, this course prepares me for real-life teaching challenges."*

Example 162: *"In addition to teaching skills and inclusivity, my program encourages critical thinking and problem-solving abilities."*

Example 163: *"In addition to foundational skills and social equity, my program encourages critical thinking among students."*

Example 164: *"In addition to developing teaching skills, my program emphasises the importance of fostering inclusivity and cultural sensitivity within educational settings."*

Examining the above examples, the use of markers or phrases such as 'beyond improving my knowledge, furthermore, moreover, I am not only preparing…' such a movement or preparation for an additional point and therefore the sentences act as bridges to the next idea, maintaining logical progression in the essays. The concluding sentences above are, therefore, suggestive of what to expect in the subsequent paragraph.

4. Encouraging action

In the following excerpts, respondents employed concluding sentence to inspire their readers to 'think critically' or 'take action' or 'embrace this training' to 'create good learning environments', 'enhance his/her learners' success', or 'improve their skills'.

Example 165: *"As future teachers, we must embrace this training to improve teaching standards."*

Example 166: *"Teachers should utilise these insights to create good learning environments."*

Example 167: *"It is a teacher's duty to apply these principles to enhance his/her learners' success."*

Example 168: *"Teacher-trainees should commit to lifelong learning to improve their skills."*

5. Summary of key points

In the following examples, the concluding sentences provided at the end as summary reinforces key arguments raised in the paragraphs, ensures clarity and emphasises important lessons or thoughts.

Example 169: *"Thus, the training received, knowledge gained, and skills developed make me an effective teacher."*

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Example 170: *"To conclude, this programme shapes my career and benefits the larger society."*

Example 171: *"In essence, my studies contribute to personal and national educational growth."*

Example 172: *"In summary, studying Basic Education is a step towards a more educated society."*

6. Reinforcement of Ideas

Respondents used concluding sentences to summarise their paragraphs effectively in the following excerpts;

Example 173: *"This foundation not only prepares me for a successful career in education but also ensures that I can I can provide quality instruction that meets the diverse needs of my future students."*

Example 174: "*By producing educated and skilled individuals, I contribute to a more competent workforce, lower crime rate, and better equipped to face challenges and seize opportunities, leading to overall national prosperity."*

Example 175: *"Through culturally responsive teaching, I also create inclusive learning environments that value diversity and promote equity."*

Example 176: *"As I develop these critical thinking abilities, I become better equipped to contribute to discussions and solutions that address pressing societal issues, from climate change to public health challenges."*

Example 177: *"By prioritising social responsibility in my studies, I am not only preparing myself for a successful career but also committing to making a positive difference in society."*

Many respondents were able to include concluding sentences in their paragraphs to reflect, restate the main ideas, transition to the next paragraph, reinforce ideas, encourage action and summarise key points (the topic sentences) before moving on with a new point. As can be seen from the examples above, respondents provided good summaries to their paragraphs. This is a mark of maturity in writing and the depth of understanding of the topic sentence, as well as the ability to reflect on their ideas to draw meaningful conclusions. There were very few respondents whose concluding paragraphs were detached from the topic sentence.

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5.5.1.3 Improvements in Paragraph Texture

In this section, the findings on improvements in respondents' paragraph texture are presented. The presentation is made with illustrations on paragraph cohesion, unity and adequacy as sub-themes.

5.5.1.3.1 Improvement in Paragraph Cohesion

Respondents presented paragraphs with links and connections between ideas and sentences. This was done by adhering to the logical progression of ideas, use of transitional devices, sentence and idea connections, and consistencies in subject and pronoun reference. Findings with each of these key features in cohesion are presented below;

1. Logical Progression of Ideas

In the following excerpts, respondents demonstrated logical progression of ideas where the ideas are developed with much clarity.

> ***Example 178:*** *"In a globalised world, this cultural awareness enhances collaboration across diverse communities."*
>
> ***Example 179:*** *"For the individual, this creates career opportunities, while for society, it ensure a supply of professionals who are well-equipped to address social issues, educate the youth, and contribute to sustainable development,"*
>
> ***Example 180:*** *"This program equips me to guide young learners, promote literacy and inspire positive change in my community."*
>
> ***Example 181:*** *"Before this program, I was shy about speaking up in class. Now, I feel confident in my ability to lead a discussion and share my ideas with others."*
>
> ***Example 182:*** *"Finally, emphasising the practical application on knowledge I love the hands on experiences in the program, which is from observing classrooms to creating lesson plans."*

2. Use of Transitional Devices

Respondents used transitional devices such as 'in addition', 'finally', 'furthermore', 'again', 'secondly' among others to transition from one idea or sentence into another. Excerpts are presented below;

> ***Example 183:*** *"In addition to communication and empathy, my program encourages creativity and exploration in both leading and learning."*

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Example 184: *"Finally, my program promotes active citizenship, in stilling a sense of responsibility towards our communities."*

Example 185: *"In addition, the process of teaching encourages continuous learning as I must stay updated with new educational methods, technological advancement and subject knowledge."*

Example 186: *"Furthermore, basic education helps in reduces poverty and inequality by opening up opportunities for individuals."*

Example 187: "*Again, the program fosters creativity and innovation."*

Example 188: *"Secondly, basic education fosters inclusivity."*

3. Sentence and Idea Connection

In the following excerpts, respondents demonstrated a good connection between the ideas they harboured and the sentences they constructed to sell out these ideas to their readers.

Example 189: *"In Basic education, effective communication is essential not just for teaching concepts but also for building relationships with students, parent and colleagues."*

Example 190: *"By learning about diverse cultures and perspectives, I am becoming more cultured to the challenges that some students may face."*

Example 191: *"In addition, the process of teaching encourages continuous learning, as I must stay updated with new educational methods, technological advancements and subject knowledge. This commitment to life - long learning enhances my personal and professional growth."*

Example 192: *"By mastering educational techniques and deepening my knowledge in specific subjects, I will develop the ability to inspire and mentor students."*

In example…, the respondent effectively connected the essence of effective communication to teaching concepts and building relationships with parents, students and colleagues. This same connection is demonstrated in the remaining examples above.

4. Consistency in Pronoun and Subject Reference

One key element in exploring cohesion is the use of pronouns. In the following examples, respondents demonstrated consistency in subject and pronoun referencing.

Example 193: *"Basic education provide a solid foundation in core subjects like reading, writing, mathematics, science and social studies. It has also enable me*

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to acquire essential literacy and numeracy skills, empowering me to navigate everyday life."

Example 194: *"Basic Education produces informed citizens who can participate actively in civic life and make informed decisions. It has promotes those skills that allow people to become active responsible citizens in the society that respects the rights and involvement of its individuals and fundamental democratic values."*

Example 195: *"Also learning aspects of Basic Education can provide solid foundation for future educators. It equips individuals with the necessary skills to effectively support various backgrounds and abilities."*

Example 196: *"Additionally, it enhances critical thinking and communication skills."*

Example 197: *"These skills are essential for future academic success, as well as for personal and professional development."*

Example 198: *"By acquiring these skills, individuals can effectively communicate, solve problems, and make informed decisions. This in turn, benefits society by producing informed, skilled and productive citizens."*

Example 199: *"Basic education is a foundational course that lays the groundwork for future academic success. It encompasses primary and junior high school education, providing students with essential knowledge and skills in core subjects, like mathematics."*

From the above examples, respondents mostly employed the third person singular pronoun, 'it'. Other pronouns used included 'this' and 'these' to refer to their subjects.

5.5.1.3.2 Improvement in Paragraph Unity

Findings in improvements regarding the unity of the written paragraphs of respondents are presented in this section. To do this effectively sample unified paragraphs are presented. Each paragraph these paragraphs has the focus around a single main idea as demonstrated in the following examples;

Example 200: *"Moreover, it also enhances career opportunities and social impact. The skills and knowledge gained from Basic Education are applicable in various fields such as education, public administration, social work and policy- making. For the individuals, this create career opportunities, while for*

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society, it ensures a supply of professionals who are well-equipped to address social issues, educate the youth, and contribute to sustainable development."

Example 201: *"One of the most rewarding aspects of my program is the development of strong communication skills. In Basic Education, effective communication is essential not just for teaching concepts but also for building relationship with students, parents and colleagues. Through group discussion, presentations, and collaborative projects, I am learning how to express myself clearly and listen actively. These experiences are helping me become more confident in sharing my ideas while also valuing the perspectives of others. This skill set will be invaluable as I move forward in my career, allowing me to create a classroom environment where open dialogue thrives and every voice is heard."*

Example 202: *"In addition to communication and empathy, my program encourages creativity and exploration in both teaching and learning. Basic Education is all about sparking curiosity and inspiring young minds to ask questions about the world around them. Through hands- on activities, story telling, and interactive lessons, I am discovering how to make learning fun and engaging. This creative approach not only makes education enjoyable for students but also allows them to express themselves in unique ways. By fostering an environment where creativity flourishes, we empower children to think critically and explore their interest skills that are essential for success in life."*

Example 203: *"Secondly, Basic Education promote literacy and numeracy. A strong foundation in an individual's life is being able to have the concept of reading, writing, speaking and listening and numeracy to be able to succeed higher in education and in life. My program equips me with the tool of effectively teach essential skills, moreover, helping to improve educational outcomes in my community as whereas help student become proficient in reading and mathematics. Basic education therefore promotes literacy and numeracy in educational fields."*

Example 204: *"Furthermore, studying Bachelor of Basic Education helps set good role model for students and other peoples in the society. Teachers inspires and mentor students, shaping the next generation of leaders and change- makers. Good role models in education demonstrate a range of positive behaviors, including responsibility, respect, perseverance, and a strong work ethic. These behaviors not only help student excel academically but also prepare them*

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success in their future careers and personal life in the society. When students or children's see others accomplishing their goals and working hard to succeed, they are more likely to believe that they can do the same. The role models who children look up to help shape how children behave in school, in relationship and when making decisions. Students or children learn how to treat other people including being courteous generous from their role models and a contributing member of society."

Example 205: *"To begin with, one of the most prominent benefits of my program in Basic Education is the acquisition of vital teaching skills. Throughout my coursework and practical experiences, I have been expose to various teaching methodologies that enhance my ability to engage students effectively. For instance, I have learned how to design lesson plans that cater for diverse learning styles, ensuring that every child has the opportunity to succeed. This hands-on approach not only builds my confidence as an educator but also equips me with the tools necessary to create a dynamic and supportive classroom environment. As a result, I am better prepared to inspire and motivate my future students."*

The excerpts above are examples of unified paragraphs as all sentences within the paragraph focused on one main idea. Here, there was logical development of ideas and consistency in maintaining the focus of the topic of the paragraph. This unity is seen in the provision of clear central idea in each paragraph as in,

Example 206: "*It also enhances career opportunities and social impact."*

Example 207: "*One of the most rewarding aspects of my program is the development of strong communication skills."*

Example 208: "*In addition to communication and empathy, my program encourages creativity and exploration in both teaching and learning."*

Example 209: "*Secondly, Basic Education promote literacy and numeracy."*

Example 210: "*Furthermore, studying Bachelor of Basic Education helps set good role model for students and other peoples in the society."*

Example 211: "*To begin with, one of the most prominent benefits of my program in Basic Education is the acquisition of vital teaching skills."*

Within the paragraphs, respondents used relevant supporting sentences, both minor and major, to expand the central idea. These supporting details explain, clarify and/or expand the topic sentences as in,

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Example 212: *"The skills and knowledge gained from Basic Education are applicable in various fields such as education, public administration, social work and policy- making."*

Example 213: *"For the individuals, this create career opportunities, while for society, it ensures a supply of professionals who are well-equipped to address social issues, educate the youth, and contribute to sustainable development."*

Example 214: *"In Basic Education, effective communication is essential not just for teaching concepts but also for building relationship with students, parents and colleagues."*

Example 215: *"These experiences are helping me become more confident in sharing my ideas while also valuing the perspectives of others."*

Example 216: *"Basic Education is all about sparking curiosity and inspiring young minds to ask questions about the world around them."*

Example 217: *"Through hands- on activities, story telling, and interactive lessons, I am discovering how to make learning fun and engaging."*

Example 218: *"Teachers inspires and mentor students, shaping the next generation of leaders and change- makers."*

Example 219: *"For instance, I have learned how to design lesson plans that cater for diverse learning styles, ensuring that every child has the opportunity to succeed."*

The paragraphs also exhibited effective conclusions to reiterate the central idea. These concluding sentences either summed the paragraph or transitioned into the next paragraph as in,

Example 220: *"For the individuals, this create career opportunities, while for society, it ensures a supply of professionals who are well-equipped to address social issues, educate the youth, and contribute to sustainable development."*

Example 221: *"By fostering an environment where creativity flourishes, we empower children to think critically and explore their interest skills that are essential for success in life."*

Example 222: *"Basic education therefore promotes literacy and numeracy in educational fields."*

Example 223: *"As a result, I am better prepared to inspire and motivate my future students."*

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5.5.1.3.3 Improvement in Paragraph Adequacy

Respondents also demonstrated improvement in the adequacy of their paragraphs. This was done with the provision of sufficient development and support of the main idea. This was done with the provision of relevant explanations, evidence and details. The following examples of respondents' adequately developed and complete paragraphs are presented;

Example 224: *"Moreover, my program actively encourages the promotion of critical thinking and creativity among students. In today's rapidly changing world, it is crucial for learners to develop these skills in order to navigate complex challenges effectively. Throughout my education, I have been introduce to inquiry based learning techniques that encourage students to ask questions and explore concepts in depth. By fostering an environment where curiosity is encouraged, I am to inspire my future students to think critically about the world around them. This focus on analytical skills not only prepares them for academic success but also equips them with the ability to adapt and thrive in various situations."*

Example 225: *"In addition to developing teaching skills, my program emphasises the importance of fostering inclusivity and cultural sensitivity within educational settings. It is essential for children to feel valued and respected, regardless of their background or abilities. Through my studies, I have gained insights into different cultures and perspectives, which has deepened my understanding of the diverse needs of students. By promoting an inclusive classroom environment, I can help the diverse needs of students feel a sense of belonging. This commitment not only enhances their learning experience but also contributes to a more equitable society where diversity is celebrated."*

Example 226: *"Firstly, my program of study enhances community engagement. Through by training, I learn how to connect with families, local leaders, and organisations create a supportive educational network. This engagement strengthens the ties between schools and communities, fostering collaboration and mutual growth. A well- connected community values education and invests in the success of its younger members, leading to a more cohesive and supportive society."*

Example 227: *"Secondly, Basic education advances mental health awareness. As an educator, I am train to identify signs of emotional and psychological challenges among students and provide appropriate support or referrals. By*

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addressing these issues early, I help students build emotional resilience and focus on their studies. On a societal level, promoting mental health awareness reduces stigma and encourages communities to prioritise well-being, ultimately creating a healthier population."

Example 228: "*Another significant benefit is the promotion of civic responsibility. My studies equip me to instill values such as integrity, fairness, and active participation in students. By teaching the importance of voting volunteering, and contributing to society, I prepare students to become responsible citizens. A society with engaged and informed citizens is better equipped to tackle challenges and drive positive change."*

Example 229: "*To begin with, Basic education equips me to promote inclusive education. Through my studies, I learn how to create learning environments that accommodate the diverse needs of students, including those with disabilities or from marginalised communities. This inclusivity ensures that every child has access to quality education, fostering a sense of belonging and equality. By addressing these differences, society becomes more united and respectful of diversity leading to stronger communities."*

Example 230: "*Finally, development of responsible citizens is also a benefit of my programme. Basic Education plays a critical role in developing responsible citizens who are equipped to contribute positively to their communities. By acquiring Basic Education, individuals develop essential values, such as respect, empathy, and civic responsibility. This benefits society by producing informed, engaged and responsible citizens who can participate actively in the democratic process promote social justice, and contribute to the development of their communities."*

The above paragraphs were unified and developed adequately. First, each paragraph has a topic sentence/main idea around which all other sentences revolved. Examples of these include,

Example 231: "*My program actively encourages the promotion of critical thinking and creativity among students."*

Example 232: "*My program emphasises the importance of fostering inclusivity and cultural sensitivity within educational settings."*

Example 233: "*My program of study enhances community engagement, Basic education advances mental health awareness. As an educator, Basic education*

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equips me to promote inclusive education, Development of responsible citizens is also a benefit of my programme."

Again, each of the main ideas of the paragraphs was sufficiently explained with adequate supporting evidence such as,

Example 234: "*Through by training, I learn how to connect with families, local leaders, and organisations create a supportive educational network."*

Example 235: "*As an educator, I am train to identify signs of emotional and psychological challenges among students and provide appropriate support or referrals."*

Example 236: "*My studies equip me to instill values such as integrity, fairness, and active participation in students."*

In addition, ideas were expanded for clarity as in

Example 237: "*Through by training, I learn how to connect with families, local leaders, and organisations create a supportive educational network."*

Example 238: "*As an educator, I am train to identify signs of emotional and psychological challenges among students and provide appropriate support or referrals."*

Example 239: "*Through my studies, I learn how to create learning environments that accommodate the diverse needs of students, including those with disabilities or from marginalised communities."*

These explanations clarified the main idea and aided coherence.

Finally, the paragraphs' explanation of the programme's impact on society was comprehensive. Most students carefully crafted in the societal component of each of the paragraphs developed.

The improvements observed in respondents' essays is a demonstration of the effectiveness of the SSHE Paragraph Model in improving student-teacher's paragraph writing skills. This improvement is evident in the use of introductory and concluding paragraph types. Again the development and use of topic, supporting and concluding sentences in structuring paragraphs was largely improved. Finally, student-teachers' paragraphs were more cohesive, united and adequate resulting in improvement of paragraph texture. These improvements enhanced the coherence of student-teachers' paragraphs.

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5.5.2 Post-Intervention Questionnaire

The analysis aimed at exploring respondents' perceptions of the use of the SSHE Paragraph Model in improving their paragraph writing skills. The study employed a five-point Likert Scale with the mean scores for positive statements categorised as follows: 1.00 – 1.80 interpreted as Very Low, 1.81 – 2.60 as Low, 2.61 – 3.40 as Moderate, 3.41 – 4.20 as High, and 4.21 – 5.00 as Very High. The perception of second-year university student teachers on the effectiveness of the SSHE Paragraph Model employed in improving their paragraph writing skills are presented in Tables 14 to 18.

5.5.2.1 Perceptions of the Survey Component of the SSHE Paragraph Model

Writing well-structured paragraphs requires careful planning, organisation, and critical thinking. The Survey component of the SSHE Paragraph Model was designed to help student-teachers improve their paragraph writing skills by guiding them through brainstorming, outlining, and analysing essay prompts. The results of respondents' perception of the *survey* component of the SSHE Paragraph Model are presented in Table 14.

Table 14: Perceptions of the *Survey* Component of the SSHE Paragraph Model

Indicator	N	Mean	SD	Interpretation
1. Outlining my essays is easier with the Survey component of the model	57	4.44	.71	Very High
2. Survey prompts me to brainstorm ideas and concepts.	57	4.44	.80	Very High
3. The Survey component empowers me to conduct preliminary research on given prompts.	57	4.28	.73	Very High
4. The Survey component helps me to read and analyse questions (prompts of essays).	57	4.21	.73	Very High
5. Survey encourages me to ask questions and identify key issues about given prompts/questions	57	4.14	.83	Very High
6. I find the Survey component of the SSHE model least useful.	57	2.14	.58	Low
7. The Survey component of the SSHE model is challenging.	57	1.88	.73	Low
Mean of means/standard deviations	**57**	**3.75**	**.73**	**High**

Source: Fieldwork, 2024 **Key: N = Number of respondents**

The results in Table 14 reveal that respondents generally perceive this component as highly beneficial in enhancing their ability to construct clear and coherent paragraphs. The overall mean of means (3.75, SD = 0.73) falls within the "High" improvement category, indicating

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strong positive responses from the majority of the respondents. The following analysis examines the specific aspects of the Survey component and its impact on paragraph writing.

One of the most highly rated benefits of the Survey component was its role in making the outlining process easier for respondents. The statement, "Outlining my essays is easier with the Survey component of the model," received the highest mean score of 4.44 (SD = 0.71), categorised as "Very High" improvement. This suggests that respondents find the Survey component instrumental in organising their ideas before writing, leading to more structured paragraphs. The low standard deviation (0.71) indicates a high level of agreement among respondents, reinforcing the idea that this aspect of the model was widely appreciated. Since effective paragraph writing relies on a well-defined structure, the ability to outline ideas efficiently can significantly enhance respondents' ability to write logically connected and coherent paragraphs.

The ability to generate relevant and well-developed ideas was a crucial skill in paragraph writing. The statement "Survey prompts me to brainstorm ideas and concepts" also recorded a mean score of 4.44 (SD = 0.80), indicating a "Very High" level of improvement. This finding suggests that the Survey component successfully fosters critical thinking and creativity, helping respondents to develop strong topic sentences and supporting ideas. The slightly higher standard deviation (0.80) suggests some level of variation in responses, possibly due to differences in individual brainstorming techniques or prior experience with structured writing. Nonetheless, the overall high rating indicates that the Survey component was an effective tool for helping respondents generate and organise relevant ideas, a fundamental requirement for producing well-developed paragraphs.

As strong paragraphs are built on a clear understanding of the topic and supporting details, with a mean score of 4.28 (SD = 0.73), classified as a "Very High" improvement, the Survey component was also highly rated for its ability to assist respondents in conducting preliminary research on essay prompts. This suggests that the model encourages respondents to gather relevant information before drafting their paragraphs, ensuring that their writing is based on well-informed and well-supported ideas. Research-based writing is essential for producing paragraphs that are not only coherent but also credible and persuasive. The relatively low standard deviation (0.73) further suggests a strong consensus among respondents regarding the usefulness of this feature. Also, one of the significant challenges in paragraph writing was

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understanding and responding appropriately to prompts. As such, the Survey component was found to be highly effective in helping respondents read and analyse essay questions, as indicated by a mean score of 4.21 (SD = 0.73), categorised as "Very High" improvement. This suggests that respondents find the model beneficial in breaking down essay prompts into manageable parts, allowing them to stay focused on the main idea when constructing paragraphs. Similarly, the statement "Survey encourages me to ask questions and identify key issues about given prompts" received a mean score of 4.14 (SD = 0.83), further confirming the role of this component in enhancing respondents' analytical skills. While the standard deviation (0.83) is slightly higher than others, indicating some variation in responses, the overall positive rating suggests that the majority of respondents benefit from this feature. Being able to identify key points and frame them effectively is crucial in paragraph writing, as it ensures clarity and relevance in the presentation of ideas.

Supporting the overwhelmingly positive perception of the Survey component, respondents reported higher levels of usefulness and ease. The statement "I find the Survey component of the SSHE model least useful" received a mean score of 2.14 (SD = 0.58), categorised as "Low" but as a negative statement, the result suggests that respondents found the component beneficial and significant. The relatively low standard deviation (0.58) indicates a consistent response among those who held this view. Similarly, the statement "The Survey component of the SSHE model is challenging" received the lowest mean score of 1.88 (SD = 0.73), also classified as "Low". Again, as a negative statement, this finding suggests that respondents did not find the component difficult to use, further reinforcing its accessibility and effectiveness. The slightly higher standard deviation (0.73) indicates that some respondents experienced difficulty, but this perception was not widespread.

The results from Table 7 indicate that the Survey component of the SSHE Paragraph Model significantly enhances respondents' ability to write well-structured paragraphs. The high overall mean score of 3.75 (SD = 0.73) suggests that respondents generally perceive the Survey component as highly effective in improving their paragraph writing skills. The high ratings across various indicators, particularly in areas such as brainstorming ideas (M = 4.44, SD = 0.80), outlining essays (M = 4.44, SD = 0.71), and conducting preliminary research (M = 4.28, SD = 0.73), highlight the Survey component's role in fostering critical thinking and pre-writing skills. The Survey component ensures that they approach writing tasks with a clear understanding of the topic by guiding respondents to analyse essay prompts, ask relevant

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questions, and identify key issues. The structured nature of this phase helps respondents overcome the initial difficulty of idea generation, allowing them to develop well-organised paragraphs with coherent arguments and relevant supporting details. The Very High improvement ratings in these areas confirm that respondents find this model beneficial in enhancing their ability to construct logical and well-developed paragraphs.

5.5.2.2 Perceptions of the Structure Component of the SSHE Paragraph Model

The Structure component of the SSHE Paragraph Model is an essential tool that supports respondents in crafting coherent, logical, and well-supported paragraphs. With continued practice and instructional support, respondents can fully integrate this structured approach into their academic writing, leading to long-term improvements in their writing proficiency. The results are presented in Table 15.

Table 15: Perceptions of the Structure Component of the SSHE Paragraph Model

Indicator	N	Mean	S. D	Interpretation
1. Structure ensures the inclusion of supporting sentences in my paragraphs.	57	4.45	.43	Very High
2. The Structure helps me develop and include clear topic sentences in my paragraphs.	57	4.40	.65	Very High
3. The Structure component prompts me to provide additional information for my supporting sentence.	57	4.32	.66	Very High
4. Outlining my essays is ensured by the Structure component of the model.	57	4.19	.79	High
5. Structure reminds me to include a concluding sentence in my paragraph.	57	3.96	.91	High
6. I find the Structure component of the SSHE model least useful.	57	2.05	.77	Low
7. The Structure component of the SSHE model is very challenging.	57	1.72	.73	Very Low
Mean of means/standard deviations	57	3.44	.75	**High**

Source: Fieldwork, 2024 **Key: N = Number of respondents**

The results presented in Table 15 indicate that the Structure component of the SSHE Paragraph Model plays a fundamental role in enhancing the clarity, organisation, and logical progression of respondents' paragraphs. With an overall mean score of 3.44 (SD = 0.75), the Structure component is rated high, demonstrating its effectiveness in helping respondents construct well-structured, cohesive paragraphs. This component is particularly beneficial in guiding respondents through the essential elements of paragraph writing, ensuring that their ideas are systematically presented.

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One of the most notable contributions of the Structure component is its emphasis on developing supporting sentences, which was rated the highest among all indicators (M = 4.45, SD = 0.43). This suggests that respondents strongly agree that the model encourages them to incorporate supporting details effectively, reinforcing their arguments and ensuring their paragraphs contain substantive content. Without well-developed supporting sentences, paragraphs may lack depth, clarity, and persuasive strength. The Structure component helps eliminate this issue by prompting respondents to expand on their ideas and provide relevant explanations, evidence, or examples to substantiate their claims.

Additionally, the Structure component played a crucial role in helping respondents construct clear and concise topic sentences (M = 4.40, SD = 0.65). A strong topic sentence is essential for guiding the reader and setting the direction of the paragraph. The high rating for this aspect indicates that respondents find the Structure component effective in helping them craft precise, focused, and well-defined topic sentences. This suggests that the model not only helps respondents introduce their main ideas effectively but also reduces instances of vague or ambiguous paragraph openings. Furthermore, the Structure component was also highly rated for its role in prompting respondents to add relevant supporting information (M = 4.32, SD = 0.66). This is critical in academic writing, as well-developed paragraphs require more than just a main idea; they need explanations, justifications, and examples to enhance reader comprehension. The model ensures that respondents avoid underdeveloped or superficial paragraphs by encouraging them to elaborate on their points systematically.

Another key benefit of the Structure component was its contribution to helping respondents organise their essays through outlining (M = 4.19, SD = 0.79). Outlining is an essential pre-writing strategy that allows respondents to plan the logical flow of their ideas before drafting their paragraphs. The high rating for this indicator suggests that respondents recognise the importance of outlining and how it contributes to the coherence of their writing. The Structure component also plays a role in reminding respondents to include concluding sentences (M = 3.96, SD = 0.91). A strong conclusion is necessary for effectively wrapping up a paragraph by reinforcing the main idea. The high score for this indicator suggests that respondents find the model useful in ensuring that their paragraphs end with a sense of closure, rather than leaving ideas hanging or introducing new, unrelated concepts.

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Confirming the significant positive perceptions of the Structure component, respondents found it less challenging. The usefulness of this component in, 'I find the Structure component of the SSHE model least useful' received a low rating (M = 2.05, SD = 0.77). As a negatively structured statement, the finding suggests that respondents found the Structure component beneficial. Additionally, respondents did not find the Structure component challenging (M = 1.72, SD = 0.73). This suggests that certain aspects of structuring paragraphs, such as ensuring logical transitions between ideas or maintaining consistency in supporting sentences, may not require additional practice and support. The positive perceptions from the students might stem from the effectiveness of the SSHE Paragraph writing model employed, leading to effective organising of their thoughts, integrating supporting details smoothly, or distinguishing between major and minor supporting ideas.

The results in Table 15 highlight the effectiveness of the Structure component in helping second-year university student teachers improve their paragraph writing skills. The consistently high ratings across multiple indicators demonstrate that this component enhances respondents' ability to develop clear, well-organised, and logically structured paragraphs. The structure component significantly contributes to the overall quality of respondents' writing by emphasising topic sentences, supporting details, paragraph coherence, and effective conclusions.

5.5.2.3 Perceptions of the Harmony Component of the SSHE Paragraph Model

The Harmony component of the SSHE Paragraph Model is designed to help respondents maintain coherence, logical flow, and consistency within their paragraphs. Writing a well-structured paragraph is not just about generating ideas; it also requires the ability to connect thoughts in a seamless and organised manner. The results of the perception of the *harmony* component of the SSHE paragraph model are presented in Table 16.

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Table 16: Perceptions of the Harmony Component of the SSHE Paragraph Model

Indicator	N	Mean	S.D	Interpretation
1. The Harmony components ensures that all parts of my paragraphs work together smoothly.	57	4.40	.65	Very High
2. Harmony ensure I provide enough sentences to support the topic sentence.	57	4.35	.69	Very High
3. The logical flow of my paragraphs improved using the Harmony component of the model.	57	4.34	.66	Very High
4. Harmony ensures each sentence in my paragraph support the main idea more effectively.	57	4.19	.79	High
5. The Harmony component ensures the use of transitions to connect ideas from one sentence to the next.	57	3.96	.91	High
6. I find the Harmony component of the SSHE model least useful.	57	2.05	.77	Low
7. The Harmony component of the SSHE model is very challenging.	57	1.72	.73	Very Low
8. Mean of means/standard deviations	57	3.57	.73	High

The results presented in Table 16 indicate that respondents perceive the Harmony component of the SSHE Paragraph Model as highly effective in enhancing cohesion, logical flow, and structural integrity in paragraph writing. With an overall mean score of 3.57 (SD = 0.73), categorised as high, the findings suggest that most respondents benefitted from this component in constructing well-organised and logically connected paragraphs. One of the most significant contributions of the Harmony component is ensuring that all parts of a paragraph work together smoothly, which received the highest rating (M = 4.40, SD = 0.65). This suggests that respondents strongly agreed that the model helped maintain consistency and coherence throughout their writing, ensuring that each sentence contributes meaningfully to the overall paragraph. A paragraph that lacks harmony often feels disjointed, but the high rating indicates that the model effectively guides respondents in crafting well-integrated content.

Another highly rated function of the Harmony component is its role in ensuring that enough sentences are provided to support the topic sentence (M = 4.35, SD = 0.69). This suggests that respondents find the model useful in prompting them to expand their ideas with relevant supporting details, preventing underdeveloped or vague paragraphs. The logical flow of paragraphs was also highly rated (M = 4.34, SD = 0.66), indicating that respondents believe the Harmony component helps them present their ideas clearly and sequentially. Logical flow is essential for readability and comprehension, and the positive rating suggests that respondents

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recognise how the model aids in structuring their thoughts effectively. Additionally, the Harmony component was rated high for its ability to ensure that each sentence in a paragraph supports the main idea (M = 4.19, SD = 0.79). This highlights the model's effectiveness in helping respondents maintain focus and relevance throughout their writing. Paragraphs that stray from the main idea often lose clarity and coherence, but the high rating suggests that the Harmony component helps respondents avoid such issues by reinforcing their arguments with relevant details.

The component was also recognised for its role in facilitating the use of transitions to connect ideas between sentences (M = 3.96, SD = 0.91). Transitions are crucial for smooth readability and logical connections between thoughts. The relatively high rating suggests that respondents acknowledge the importance of using transition words and phrases to guide readers through their paragraphs seamlessly. Additionally, the statement 'I find the Harmony component of the SSHE model least useful' received a low rating (M = 2.05, SD = 0.77), indicating that respondents generally consider this component valuable. Also, respondents did not find the Harmony component particularly challenging, as indicated by a very low mean score of 1.72 (SD = 0.73) to the statement, 'the Harmony component of the SSHE model is very challenging'. This suggests that most respondents could integrate coherence-enhancing techniques, maintain logical sequencing, and use transitions effectively without significant difficulty. The findings indicate that the Harmony component of the SSHE Paragraph Model is well-received by respondents, as it supports them in constructing cohesive and logically structured paragraphs. The positive reception implies that structured writing techniques improved clarity and organisation. However, while most respondents find this approach beneficial, a few may think otherwise.

5.5.2.4 Perceptions of the Evaluation Component of the SSHE Paragraph Model

The Evaluation component of the SSHE Paragraph Model plays a crucial role in assisting respondents in refining and improving their paragraph writing skills. This component encourages learners to critically analyse their writing for structure, coherence, mechanics, and tone, ensuring that their paragraphs are well-organised and effectively communicate their intended message. The perception of the *evaluation* component of the SSHE Paragraph Model is presented in Table 17.

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Table 17: Perceptions of the Evaluation Component of the SSHE Paragraph Model

Indicator	N	Mean	S.D	Interpretation
Evaluation examines the structure of the paragraph.	57	4.42	.65	Very High
The Evaluation component reminds me to analyse the paragraph's texture.	57	4.40	.78	Very High
Evaluation helps to assess the mechanics of my paragraph.	57	4.25	.85	Very High
The Evaluation component helps assess the general structure of my essay.	57	3.98	.92	High
The Evaluation component of the SSHE model ensures I examine the tone of my paragraphs.	57	3.86	.95	High
I find the Evaluation component of the SSHE model least useful.	57	2.19	.90	Low
The Evaluation component of the SSHE model is challenging.	57	1.91	.99	Low
Mean of means/standard deviations	**57**	**3.57**	**.86**	**High**

Source: Fieldwork, 2024 **Key: N = Number of respondents**

Table 17 presents respondents' perceptions of the Evaluation component, revealing an overall high level of appreciation for its benefits, as reflected in a mean of means score of 3.57 (SD = 0.86). The data suggests that respondents find this component particularly valuable in reviewing paragraph structure, analysing textual flow, assessing grammatical correctness, and maintaining a consistent tone. However, a small percentage of respondents expressed challenges in using this component effectively, indicating that some learners may require additional guidance in self-assessment techniques.

One of the most highly rated aspects of the Evaluation component is its ability to examine the structure of a paragraph (M = 4.42, SD = 0.65). This rating indicates that respondents recognise the importance of evaluating how well their paragraphs adhere to a clear and logical structure. Effective paragraph structure includes a clear topic sentence, supporting details, and a concluding statement, all of which contribute to the overall clarity and impact of the writing. The high rating suggests that respondents actively engage with the Evaluation component to assess whether their paragraphs are logically sequenced and well-developed.

Closely related to paragraph structure is the Evaluation component's role in prompting respondents to analyse the texture of their paragraphs (M = 4.40, SD = 0.78). In writing, "texture" refers to the flow of ideas, the effectiveness of transitions, and the consistency of

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sentence structure. The fact that respondents rated this aspect highly suggests that they recognise the importance of smooth transitions and logical progression in making their paragraphs more cohesive and readable. Through evaluation, respondents can identify awkward phrasing, redundancy, or abrupt shifts in ideas and make necessary revisions to improve the overall readability of their paragraphs.

The mechanical accuracy of writing is another critical aspect that respondents found beneficial in the Evaluation component. The ability to assess paragraph mechanics received a very high rating (M = 4.25, SD = 0.85), indicating that respondents appreciate how this component helps them detect and correct grammatical errors, punctuation mistakes, and inconsistencies in sentence structure. Writing mechanics are essential for ensuring clarity, professionalism, and adherence to academic writing conventions. The relatively high rating for this aspect suggests that respondents use the Evaluation component as a self-editing tool, helping them refine their writing before submission.

Beyond paragraph-level analysis, respondents also rated the Evaluation component highly in assessing the general structure of their essays (M = 3.98, SD = 0.92). This suggests that respondents find the Evaluation component useful not only for individual paragraphs but also for ensuring that their entire essay follows a coherent structure. A well-structured essay requires logical progression from introduction to conclusion, with each paragraph contributing meaningfully to the overall argument. The high rating for this aspect indicates that respondents see the Evaluation component as a tool for reviewing how their paragraphs interact within a larger essay framework, ensuring that their writing remains cohesive at a macro level.

Another crucial aspect of the Evaluation component was its ability to help respondents assess the tone of their paragraphs (M = 3.86, SD = 0.95). Tone refers to the writer's attitude toward the subject and the audience, which can range from formal and academic to conversational or persuasive, depending on the writing context. Maintaining an appropriate and consistent tone is essential in academic writing, as it enhances credibility and ensures that the message is effectively communicated. The relatively high rating for this aspect suggests that respondents recognise the importance of tone and find the Evaluation component useful in maintaining consistency. However, the slightly lower score compared to other indicators suggests that some respondents may need further guidance in identifying tone inconsistencies and adjusting their writing style accordingly.

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A small number of respondents reported difficulties in using the Evaluative component effectively. The statement "I find the Evaluation component of the SSHE model least useful" received a mean score (M = 2.19, SD = 0.90), indicating that many respondents recognise its value in improving their writing. This suggests that most respondents appreciate the role of self-evaluation in refining their work, enhancing their ability to identify strengths and areas for improvement. However, a minority may perceive this component as less beneficial due to differences in learning preferences, writing proficiency levels, or confidence in self-assessment. Some respondents might rely more on teacher feedback or peer reviews rather than engaging in self-evaluation. Similarly, the mean score for difficulty (M = 1.91, SD = 0.99) suggests that most respondents do not find the Evaluation component particularly challenging. This implies that the majority are comfortable with assessing their writing and applying self-evaluation techniques effectively. However, for the few respondents who did experience difficulties, this may be due to the cognitive demands of self-assessment, which require critical thinking, attention to detail, and a solid understanding of writing conventions.

5.5.2.5 Perceptions of the Overall Usefulness of the SSHE Paragraph Model

The SSHE Paragraph Model is highly regarded by respondents as an effective writing tool. Its structured approach enhances writing skills, builds confidence, and provides a clear and systematic method for paragraph development. While some respondents faced minor challenges in its application, the overwhelmingly positive perception suggests that the SSHE model has the potential to become an essential writing framework in academic and professional contexts. The results of respondents' perception of overall usefulness of the SSHE Paragraph Model are presented in Table 18.

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Table 18: Perception of the Overall Usefulness of the SSHE Paragraph Model

Indicator	N	Mean	S. D	Interpretation
I would recommend the SSHE model to other students.	57	4.67	.51	Very High
I intend using the SSHE model in future writings.	57	4.58	.60	Very High
The model has improved my paragraph writing skills.	57	4.56	.71	Very High
The SSHE model is easy to apply.	57	4.49	.60	Very High
I feel more confident in my writing abilities when using the SSHE model.	57	4.42	.80	Very High
The SSHE model has potential for use in writing contexts beyond academic assignments.	57	4.39	.75	Very High
The SSHE model should be integrated into the Communication Skills curriculum	57	4.35	.74	Very High
The SSHE model is easy to understand.	57	4.23	.89	Very High
I would recommend the SSHE model to other students.	57	3.88	1.46	High
I encounter challenges when using the SSHE model.	57	3.68	1.17	High
Mean of means/standard deviations	**57**	**4.33**	**0.73**	**Very High**

Source: Fieldwork, 2024

The results presented in Table 18 reveal that the SSHE Paragraph Model is widely perceived as highly effective and beneficial in enhancing paragraph writing skills among second-year university student-teachers. The mean of means score of 4.33 (SD = 0.73) falls within the "Very High" improvement category, signifying that respondents overwhelmingly endorse the model's impact on their writing abilities. The low standard deviation (0.73) suggests a high level of consensus among respondents, indicating that most respondents shared similar perceptions of the model's usefulness.

A key indicator of the model's success is respondents' willingness to recommend it to others and continue using it in their future writing. The highest-rated statement, "I would recommend the SSHE model to other respondents", received a mean score of 4.67 (SD = 0.51), indicating a very high level of approval. This suggests that respondents not only found the model useful for their own writing but also believed in its potential benefits for their peers. Similarly, the statement "I intend to use the SSHE model in future writings" was rated 4.58 (SD = 0.60), further reinforcing the notion that the model has left a lasting impact on respondents' writing habits. The relatively low standard deviations for both indicators (0.51 and 0.60, respectively)

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demonstrate a strong consensus among respondents regarding the continued usefulness of the model.

The statement "The model has improved my paragraph writing skills" received a mean score of 4.56 (SD = 0.71), indicating a very high level of perceived effectiveness. This rating suggests that respondents experienced tangible improvements in their ability to construct well-structured, coherent, and logically developed paragraphs. Additionally, "I feel more confident in my writing abilities when using the SSHE model" was rated 4.42 (SD = 0.80), highlighting the model's role in boosting respondents' self-assurance in academic writing. This suggests that the model does not merely provide a rigid structure for paragraph writing but also empowers respondents to approach writing tasks with greater confidence and skill. The practicality and accessibility of the SSHE model are crucial factors that influence respondents' willingness to adopt it in their academic writing. The statement "The SSHE model is easy to apply" garnered a mean score of 4.49 (SD = 0.60), demonstrating that most respondents found the model intuitive and straightforward to use. Similarly, "The SSHE model is easy to understand" was rated 4.23 (SD = 0.89), further supporting the notion that the framework is well-structured and does not pose significant challenges in comprehension or implementation.

Beyond academic assignments, respondents also acknowledged the model's broader applicability in other writing contexts. The statement "The SSHE model has potential for use in writing contexts beyond academic assignments" received a mean score of 4.39 (SD = 0.75), signifying that student recognised its relevance in professional and creative writing settings. This suggests that the structured approach of the SSHE model may enhance respondents' writing abilities beyond the classroom, equipping them with transferable skills for diverse writing tasks. The strong endorsement of the SSHE model's effectiveness is further demonstrated by respondents' responses to the statement "The SSHE model should be integrated into the Communication Skills curriculum", which received a mean score of 4.35 (SD = 0.74). This suggests that respondents perceive the model as an essential tool for academic writing instruction and believe that its formal adoption into the curriculum could benefit a larger number of respondents. Given the high mean score and low standard deviation, this response indicates a broad consensus among respondents regarding the model's potential as a standardised instructional tool.

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Despite the overwhelmingly positive perception of the model, some respondents acknowledged facing certain challenges when using it. The statement "I encounter challenges when using the SSHE model" received a mean score of 3.68 (SD = 1.17), which falls within the "High" improvement category. The relatively higher standard deviation (1.17) suggests greater variability in responses, indicating that while some respondents found the model entirely manageable, others experienced difficulties. This may be attributed to differences in individual learning styles, prior writing experiences, or the need for additional guidance and practice in applying the model effectively.

The high overall mean score (4.33) and relatively low standard deviation (0.73) suggest that the majority of respondents recognise the SSHE model as a valuable tool for improving their paragraph writing skills. The model's effectiveness is particularly evident in its ability to enhance writing skills and confidence, provide a clear and structured approach to paragraph construction, facilitate ease of application and understanding, have broader applicability beyond academic writing, and warrant integration into formal writing instruction.

The few challenges reported by respondents indicate that while the SSHE model is generally accessible, some learners may require additional support or modifications to maximise its effectiveness. Addressing these challenges through further instructional scaffolding, training sessions, and supplementary exercises could help ensure that all respondents fully benefit from the model's structured approach to paragraph writing. The SSHE Paragraph Model has proven to be a highly effective and well-received instructional tool for enhancing paragraph writing skills among second-year university student-teachers. The overwhelmingly positive ratings, strong endorsement for future use, and calls for its integration into the curriculum underscore the model's potential as a foundational writing framework. While some respondents faced challenges in applying the model, these difficulties can be addressed through additional instructional support. The results suggest that the SSHE model can serve as a valuable tool for both academic and professional writing, equipping respondents with essential skills for constructing coherent and well-organised paragraphs.

5.6 Conclusion

This chapter provided a deeper understanding of the research questions and ultimately contributed to improving second-year university student-teachers' paragraph writing skills. It

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presented the findings data collected from respondents through both pre-intervention and post-intervention tests and questionnaires. The pre-intervention test and questionnaire were analysed to explore errors, knowledge, and challenges in paragraph writing. Findings reveal that second-year university student-teachers demonstrated weaknesses and hence made errors in the development and use of the introductory, body and concluding paragraphs, as well as topic, supporting and concluding sentences. These errors also transcended into inability to ensure paragraph cohesion, unity, and adequacy and affected the overall coherence of student-teachers' paragraphs. These findings were corroborated by student-teachers when they identified the same variables as the challenges they encountered in paragraph writing. These birthed the SSHE Paragraph model as intervention for the stated challenges and errors (other errors identified included spelling, grammatical, mechanical, citation, punctuation among others but these were not discussed as they are not the focus of the study).

After employing the SSHE paragraph model as intervention, it was revealed that the SSHE Paragraph Model had a significant positive impact on second-year university student-teachers' paragraph knowledge and writing proficiency. Before the intervention, the majority of students demonstrated weak or average paragraph structuring skills, struggling with coherence, logical sequencing, and supporting detail development. The pre-test results indicated that nearly half of the students had below-average writing skills, highlighting the need for structured instructional support. However, after implementing the SSHE Paragraph Model, there was a marked improvement in students' performance. The post-test results showed a substantial decline in the number of students in the below-average category, while those in the above-average category more than doubled. The statistical analysis further confirmed the effectiveness of the model, with a significant increase in mean scores and a reduction in performance variability. These results suggest that the SSHE Paragraph Model not only enhanced students' ability to construct well-structured and coherent paragraphs but also fostered greater confidence in their writing abilities. The findings support the integration of structured paragraph models in writing instruction to improve student-teachers' academic writing proficiency.

The use of the SSHE Paragraph Model also improved the use of the introductory, body and concluding paragraphs. Additionally, there were major improvements in paragraph structure as student-teachers exhibited better proficiency in the use of topic, supporting and concluding sentences. Similarly, paragraph texture also registered significant improvements in paragraph

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cohesion, paragraph unity and paragraph adequacy. These improvements enhanced the clarity and coherence of student-teachers' paragraphs. The majority of students recognised the SSHE model as a valuable tool for improving their paragraph writing skills. The SSHE Paragraph Model's effectiveness is particularly evident in its ability to enhance writing skills and confidence, and provide a clear and structured approach to paragraph construction. It also facilitates ease of application and understanding, has broader applicability beyond academic writing, and warrant integration into formal writing instruction. This is the justification of the efficacy of the SSHE Paragraph Model in improving student-teachers' paragraph writing skills.

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CHAPTER SIX

INTERPRETATION AND DISCUSSION OF FINDINGS

6.0 Introduction

This chapter serves as the concluding part of the study aimed at improving the paragraphing writing skills of second-year university student teachers. It builds upon the findings presented and analysed in the preceding chapter, where both qualitative and quantitative data gathered from essay scripts, pre- and post-intervention questionnaires, and perception surveys were systematically examined. While Chapter Five focused on the empirical results, this chapter provides a critical interpretation and discussion of those findings in relation to the study's research objectives, theoretical framework, and existing literature. In addition to interpreting and discussing the major findings, this chapter presents the overall conclusions drawn from the study, highlighting how the research questions were addressed. It further offers practical recommendations for pedagogical practice and curriculum development, proposes suggestions for future research, and reflects on the broader implications of the study for academic writing instruction, particularly within the context of teacher education in Ghana. Through this structure, the chapter synthesises the research outcomes and underscores the contributions made by the SSHE Paragraph Improvement Model in enhancing student-teachers' paragraph writing competence.

6.1 Discussions

This section discusses findings and their interpretations. The discussions are presented according to the research questions.

Research Question 1: Which common errors are frequently observed in written paragraphs of second-year university student-teachers?

6.1.1 Errors in Second-Year University Student-Teachers' Written Paragraphs

With the overarching aim of improving student teachers' paragraph writing skills, the study explored students' paragraph writing errors. This was essential in understanding respondents' existing proficiency level to ensure the development of targeted intervention strategies to achieve the purpose of the study. Respondents' essays on the test item, '*Discuss four (4) effects of the excessive use of social media on the academic performance of student-teachers',* brought

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to light the various errors student-teachers make in paragraph development. After the analysis, there were notable errors in respondents' use of the three different paragraph types, structuring of paragraphs, and ensuring paragraph texture. These three broad error types are discussed in the subsequent sub-sections.

6.1.1.1. Errors in Paragraph Types

The analysis of students' written essays revealed common difficulties in constructing the three major paragraph types: introductory, body, and concluding paragraphs. A significant number of student-teachers experienced challenges drafting both introductions and conclusions. In several instances, critical components like the thesis statement were either weakly articulated, missing, or misplaced. These recurring issues can be best understood through the lens of Error Analysis Theory (EAT), which emphasises the identification and categorisation of learner errors as a diagnostic tool to inform teaching (Corder, 1967). EAT provides insight into paragraphing challenges and helps shape instructional responses to them.

In this study, 24 out of 57 student-teachers omitted the introductory paragraph entirely, highlighting a lack of understanding of its academic purpose. Within the EAT framework, this omission points to an interlanguage gap, often caused by inadequate learning of essential writing structures (Corder, 1967). Academically, the introductory paragraph sets the stage for the essay by presenting a clear thesis statement and outlining the primary arguments (Hyland, 2019; Demir, 2020). However, errors such as vague openings, missing thesis statements, and irrelevant background details were common. These conform to James' (1998) classification of omission, addition, and misformation errors under EAT. Misformation errors, such as unclear or overly broad introductions, weaken the essay's argumentative structure and reduce coherence (Tiarina, 2017; Özkayran & Yılmaz, 2020). These findings align with Özkayran and Yılmaz (2020) observation that explicit instruction in thesis development significantly improves students' ability to produce focused and engaging introductions. Likewise, Al-Husban (2018) maintains that scaffolding instruction supports students' independent mastery of paragraphing skills. The study reinforces these perspectives, highlighting the importance of structured and explicit guidance in teaching students how to write strong introductory paragraphs.

Regarding body paragraphs, notable issues included deviation from the topic, inclusion of unrelated information, and lack of paragraph unity. Following Corder's (1981) application of

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EAT, such omission errors result from poor interpretation of essay prompts, lack of planning, or limited proficiency in idea organisation. These issues often stem from weak prewriting strategies, such as inadequate brainstorming and outline formulation (Hasan & Munandar, 2018; Suhono, 2016). The inability to build coherent and well-developed body paragraphs often indicates that students are struggling to structure claims and support them with logically sequenced evidence (Nasser, 2018).

The SSHE Paragraph Model is recommended as an instructional scaffold to guide students in constructing unified body paragraphs, each centred on a single idea that contributes to the thesis. Cohesion and coherence are critical, and as noted by Hyland (2019) and Al-Husban (2018), students benefit greatly from learning structured steps in the writing process. Additionally, research indicates that constructive feedback and guided practice facilitate students' achievement of a more logical flow in their paragraphs (Graham & Perin, 2007; Suwastini & Yukti, 2017). These results support the need for explicit instruction in body paragraph development, particularly through models that reinforce topic focus, evidence use, and paragraph unity.

The absence or weakness of concluding paragraphs was another significant issue. Many students ended their essays abruptly without summarising key points or restating the thesis. According to Demir (2020) and Tiarina (2017), such omissions negatively affect the overall coherence and purpose of the text, often leaving the essay feeling incomplete and disconnected. A well-crafted conclusion should revisit the thesis, summarise main arguments, and provide thoughtful reflection or suggestions (Hyland, 2019; Suwastini & Yukti, 2017). In this study, where conclusions were present, common errors included repeating earlier points with no synthesis or introducing new, unsupported ideas, both of which reflect a weak grasp of conclusion writing conventions (Özkayran & Yılmaz, 2020; Al-Husban, 2018).

These patterns are consistent with Nasser's (2018) assertion that inadequate instruction in rhetorical structures often results in students' inability to write purposeful and logically connected conclusions. Similarly, Hasan and Munandar (2018) emphasise that effective writing instruction should include modeling and practice on how to close essays meaningfully, connecting the body of work back to the central thesis. Research by Suwastini and Yukti (2017) and Demir (2020) further supports the idea that students benefit from scaffolded writing strategies, especially for composing impactful conclusions that align with academic

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conventions. Therefore, teaching should focus on explicit, step-by-step instruction in conclusion writing, including examples, feedback, and guided practice to ensure students can produce cohesive and reflective endings to their essays.

6.1.1.2 Errors in Paragraph Structure

Outlining and construction issues with topic sentences, supporting sentences, and concluding sentences revealed alarming gaps in the paragraphs that were previously identified in the student-teachers' essays. These errors align with the aforementioned Error Analysis Theory (EAT), which claims that teaching writing to learners is more effective when their errors are systematically classified. Wijaya and Irwansyah (2021) distinguish three types of errors: omission (absence of one or more elements), misformation (use of incorrect structures), and addition (insertion of unnecessary elements). The gaps in the student-teachers' paragraph competencies frequently fall under omission and misformation, as many failed to include appropriate paragraph elements or included them incorrectly.

The absence of topic sentences often made it difficult for readers to understand the purpose of a paragraph. Hyland (2019) asserts that an appropriately crafted topic sentence gives the reader clear direction and outlines the organisational plan of the paragraph. Without this, paragraphs become isolated units rather than contributing to a cohesive argument. Students in this study commonly misused topic sentences, writing vague generalisations, fragments (such as noun phrases), or blending topic sentences with supporting ideas. These examples align with Corder's (1981) classification of misformation errors, where students construct sentences they believe make sense but that do not conform to academic writing norms. Wijaya and Irwansyah (2021) further emphasise that instruction in paragraph writing must focus on clarity and function of topic sentences to ensure that students' writing is coherent and goal-oriented.

In many cases, students lacked adequate supporting sentences failing to provide details, logical reasoning, or chronological development. Some presented unsupported ideas or repeated vague claims, disrupting the coherence and persuasiveness of the paragraph. Such errors reflect omission, especially the failure to substantiate claims, thereby weakening the writer's message (James, 1998). Al-Husban (2018) and Latifi and Khosravi (2022) emphasise that supporting sentences serve to develop the central idea by offering explanations, examples, or evidence. Weaknesses in this area suggest a pressing need for explicit instruction in how to develop and organise supporting content to enhance logical flow and cohesion.

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The analysis also revealed that many paragraphs lacked proper concluding sentences, or when they were present, they were vague, unfocused, or introduced unrelated ideas. According to Demir (2020), failing to end a paragraph with a proper concluding sentence interrupts the paragraph's unity and the essay's progression. This kind of omission or misformation creates abrupt shifts and diminishes the impact of key ideas. Some students merely rephrased the topic sentence without offering synthesis or forward movement, while others introduced new, irrelevant points—both of which reduce textual coherence. As Tiarina and Aprianti (2019) argue, a conclusion should reflect the paragraph's development and support the transition to the next idea. The findings suggest that student-teachers require foundational instruction in the purpose and structure of concluding sentences, possibly through scaffolded activities that model and practice paragraph closure.

6.1.1.3. Errors in Paragraph Texture

Student-teachers exhibited notable discrepancies in paragraph coherence, unity, and adequacy. These issues manifested as disorganised, fragmented, and ambiguous paragraph structures, which weakened the logical flow of ideas. Such deficiencies in textual cohesion are consistent with the concerns addressed by Corder's (1981) Error Analysis Theory (EAT), which emphasises identifying and analyzing learner errors not as failures but as crucial indicators of learning gaps. EAT supports the systematic collection of learner errors to inform pedagogical interventions aimed at remediation.

Recent studies affirm the persistence of paragraphing challenges among pre-service teachers. Derewianka and Jones (2021) stress that achieving paragraph cohesion requires learners to master logical connectors, consistent pronoun referencing, and structural parallelism. Unfortunately, many student-teachers failed to include appropriate transitional markers (e.g., *however*, *moreover*, *as a result*) and misused or omitted pronouns, which led to incoherent and disjointed writing. These cohesion gaps reflect Corder's omission and misformation error types, where learners either leave out essential elements or construct sentences using incorrect forms.

Moreover, the lack of parallel grammatical structures within paragraphs contributed to syntactic awkwardness and semantic ambiguity. As Schleppegrell and Moore (2018) note, the absence of parallelism reduces sentence clarity and undermines the logical unity of paragraphs.

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Similarly, Kim and Park (2020) found that student-writers often lack the metalinguistic awareness needed to maintain cohesion throughout extended texts. Pronoun misreference, unclear antecedents, and abrupt shifts in perspective were other frequent issues. These problems disrupted paragraph coherence and weakened the persuasive power of student arguments. Such issues are considered serious misformation errors under James's (1998) classification of error types. In line with this, Mahboob (2022) argues that cohesive writing cannot be achieved without explicit instruction in textual linking and referential clarity.

Errors in paragraph unity were also evident. Many student-teachers included off-topic or loosely related sentences that detracted from the main idea. These sentences lacked a clear connection to the topic sentence, leading to paragraphs that were conceptually fragmented. Ravelli and Ellis (2020) identify such "unity breakdowns" as common among novice academic writers who lack experience in organising supporting details around a central thesis. In Corderian terms, these are addition errors, where irrelevant elements are unnecessarily inserted into a paragraph, diluting its central message.

Additionally, some student-teachers wrote vague and repetitive sentences without meaningful elaboration. Instead of clarifying or expanding on a topic, they simply reworded earlier statements. This undermined paragraph adequacy, a critical component of effective writing. According to Zhang and Hyland (2023), paragraph development must involve detailed examples, factual evidence, and in-depth explanations to persuade readers and demonstrate analytical reasoning. Yet, several student-teachers wrote paragraphs consisting of only two or three sentences often underdeveloped and lacking concrete details. Corder (1981) would categorise such omissions of elaborative content as omission errors, where essential textual components are missing. These errors render the arguments shallow and fail to provide readers with adequate information to grasp the writer's intention. Furthermore, Leki (2022) contends that students require structured scaffolds such as guided writing frames and paragraph models to learn how to build logically sequenced and well-developed paragraphs. When such instructional tools are not employed, novice writers tend to struggle with ensuring that all ideas presented are aligned and support the central topic sentence.

The analysis of student-teachers' writing highlights the urgent need for explicit instruction in paragraph cohesion, unity, and adequacy. Modern writing pedagogy emphasises scaffolded practices, peer review, and iterative feedback (e.g., Gibbons, 2020; Hammond, 2021), which

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help learners internalise the conventions of academic writing. Based on the observed patterns of omission, misformation, and addition errors, there is a clear necessity for more direct and sustained pedagogical support to enhance the paragraph texture of student-teachers' written compositions.

Research Question 2: What challenges do second-year university student-teachers encounter in writing paragraphs?

6.1.2. Challenges Second-Year University Student-Teachers' Encounter in Writing Paragraphs

The study's findings regarding the challenges second-year university student-teachers face in writing different paragraph types, structure, and texture are discussed as follows.

6.1.2.1 Challenges Regarding Paragraph Types

There is a problem for many student-teachers in elaborating different paragraph types and combining important elements of composition. The difficulties noted correspond with the theoretical construct provided by Vygotsky (1978), who argues that learners tend to require some level of guidance before being able to fully utilise complex skills independently. The SSHE Paragraph Model is designed to overcome these challenges by scaffolding taught and learnt processes and gradually moving students towards the achievement of proficiency in paragraph construction. One of the most prominent issues identified was the students' inability to write conclusions, especially in linking the conclusions to the introductory parts of the paragraphs and encapsulating the principal arguments effectively. Many students were unable to effectively restate the thesis, summarise the central ideas of the essay, and provide a logical conclusion to their discussion. Hyland (2019) underwrites the necessity of teaching students how to write academic papers, as it helps them learn how to systematically and logically structure their conclusions. In the same vein, Siddiqui et al. (2023) asserts that students who receive structured guidance and explicit instruction on how to effectively conclude their essays tend to produce more coherent and logically organised arguments compared to their peers who are not provided with such support.. The noted gaps indicate that students need additional support and instruction, among other things, to enable them to create effective conclusions to their essays.

A cohesive body paragraph is developed thoughtfully, which was another major challenge that resulted in incomplete and disorganised writing. A large number of student-teachers found it difficult to incorporate main claim evidence, explain the primary claim, and provide both

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paragraph and supporting evidence unity. Their effectiveness in constructing relevant arguments was further complicated by a lack of citations, explanations, or examples. Ramendra et al. (2022) assert that scaffolded instruction significantly improves students' capacity to construct logically cohesive and well-integrated body paragraphs by guiding them in formulating clearly stated and supported claims. This conclusion strongly supports the necessity of controlled assistance when attempting to achieve proper cohesion and flow within a paragraph.

Students also struggled to create captivating introductions due to a lack of adequate context, attention-grabbing sentences and thesis statements. These weak attempts to introduce the topic usually led to poorly structured essays. Fisher and Frey (2014) suggest that writing instruction must focus on how to build engaging introductions since they guide the rest of the essay. Nystrand (2006) also comments that students need an adequate amount of assistance when writing introductory paragraphs so that the argumentative skeleton is robust. There needs to be more focus on enabling pupils to create clear, active, and interesting introductions.

Writing suffered gaps that were made even worse by poor transitions, a lack of logical flow, and focus. Many student-teachers found it quite difficult to link ideas both within paragraphs and across them. Owusu (2020) asserts that teaching writing through a step-by-step approach enables learners to better organise their thoughts and structure their ideas logically. Similarly, Widyasari et al. (2022) argue that instructing students on the use of transitions and the logical sequencing of ideas reduces cognitive overload and promotes greater writing fluency. These findings highlight the importance of intentional instructional strategies that support students in maintaining clarity, logical coherence, and smooth transitions within their writing.

6.1.2.2 Challenges Regarding Paragraph Texture

Student-teachers have serious problems regarding cohesion and coherence, unity, and adequacy, all of which are crucial to paragraph writing. Many students have difficulties remaining consistent with the use of pronouns, which confuses within the text. Furthermore, their ideas are often jumbled and disconnected, making it hard for the audience to follow a logical sequence. There is a lack of smooth structure in the sentences, as well as in the ability to relate the ideas with the right transition phrases. Their capability to arrange their paragraphs is also disrupted by coherence and cohesion mismatches. Also, a lack of overall unity is clear whereby students tend to use irrelevant sentences to support their details instead of giving the main ideas. Many also neglect giving proper examples and explanations, which are essential to

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supporting, making their writing flawed in numerous ways. These problems seem to indicate that learners are still working around the lower area of their ZPD and require system-designed teaching and support in order to become skilled in paragraph construction (Shabani, 2020).

One of the glaring difficulties noticed was the absence of unity and coherence which impeded students' logical presentation of cohesively structured paragraphs. Many students tended to use ineffective transitional devices, thereby complicating the readers' ability to follow the flow of ideas. Hyland (2019) pointed out that teaching cohesion strategies like linking words, maintaining reference, and logical sequencing increases students' writing fluency and readability. Widyasari et al. (2022) further contend that students who receive structured and coherent writing instruction are more likely to develop strong logical reasoning and argumentative skills in their essays. These findings reinforce the need for scaffolded instruction to support learners in constructing logically ordered and cohesively structured paragraphs.

In addition, students repeatedly added irrelevant sentences within the body paragraphs and did not correlate supporting sentences with the main ideas, which shows a lack of coherence in paragraph development. Such discrepancies do not enhance the strength of the arguments, thus rendering the writing unpersuasive and unorganised. The explanation and description of writing instruction processes encompass teaching strategies that guide students toward achieving paragraph unity by maintaining a clear topic focus and eliminating irrelevant details (Siddiqui et al., 2023; Pane & Sanchez, 2023).

The absence of details arose from students not providing appropriate supporting evidence, which was a recurring theme. The lack of evidence and explanations weakened the arguments' persuasive qualities. Recent studies emphasise the importance of scaffolded instruction in helping students effectively integrate evidence to support their claims. For instance, Zhang and Lee (2021) highlight that structured guidance in evidence use is essential for developing students' analytical writing skills. Similarly, Ahmad and Yusuf (2022) assert that targeted instruction in elaborating supporting details enhances students' ability to expand on main ideas, thereby improving the overall coherence and depth of their writing. These findings underscore the necessity for teachers to work closely with students in developing the skills needed to provide clear explanations and relevant examples that reinforce their arguments.

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6.1.2.3 Challenges Regarding Paragraph Structure

As second-year student-teachers at a university, they face major gaps in their ability to construct paragraphs. A number of students have serious issues with crafting topic sentences as they relate to the rest of the text. Their sentences are either vague, off topic or dull, which ultimately affects writing coherence. Moreover, the inability to logically rank the supporting elements results in poor argumentation and disorganised paragraphs. In many cases, students have poorly formed and vague ideas, do not give necessary details, and do not clarify their explanations. These additional details do nothing to improve the structure of the paragraphs and consequently lower the power of these arguments. Many students find it too complicated to provide a concluding sentence because it's difficult for them to refer to the central point without being too redundant, put a logical final punctuation or give one which does not correspond factually to the argument. These issues suggest that students are still lacking the requisite competencies at the lower bounds of their zone of proximal development. This lack means that there is a strong necessity for support and guidance in developing their skills and strategies in paragraph construction (Shabani, 2020). The SSHE Paragraph Model is one scaffold designed to assist learners as they move from the incoherent, disconnected pieces of writing towards logically sequenced paragraphs.

Perhaps the biggest issue was the lack of well-defined topic sentences. Most students struggled to clearly articulate the main idea, which resulted in vague or poorly aligned topic sentences. The absence of well-defined topic sentences results in a lack of coherence and cohesion in writing, leaving the audience unaware of the controlling idea for each respective paragraph. Hyland (2019) explains that teaching the construction of topic sentences enables students to write straightforward and focused paragraphs which are easier to read and more logical. Using McGuffin and Wathen (2013), they argue that teaching students how to construct topic paragraphs enables them to formulate better organised and more persuasive main ideas. Together, these results indicate that guided instruction on the construction of topic sentences is necessary for improving the clarity and coherence of students' writing.

A major issue observed was students' difficulty in logically sequencing supporting details, which resulted in poorly organised and underdeveloped paragraphs. Many students presented vague or irrelevant ideas, lacked sufficient supporting evidence, and provided unclear explanations. The absence of cohesion and well-developed supporting details weakened the overall structure of their arguments, making their claims less convincing. According to

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Ramendra et al. (2022) and Widyasari et al. (2022), scaffolded instruction that focuses on paragraph development plays a critical role in helping learners construct coherent and logically sequenced arguments. Similarly, Demir (2020) and Özkayran and Yılmaz (2020) highlight the importance of instructional strategies that guide students in selecting, organising, and elaborating on details to strengthen their argumentative writing.

Additionally, several students struggled with writing effective concluding sentences. Their conclusions often failed to clearly restate the main idea, ended abruptly, or included irrelevant information. These weak paragraph endings contributed to essays that felt disjointed and lacked cohesion. Siddiqui et al. (2023) and Pane and Sanchez (2023) emphasise the importance of explicit instruction in paragraph unity and coherence, including strategies for crafting meaningful conclusions. Likewise, Ly et al. (2021) and Owusu (2020) advocate for structured writing instruction that models how to synthesise and wrap up ideas effectively, reinforcing the overall message of the paragraph. This evidence suggests that students require further support in writing conclusions that not only summarise key points but also enhance the flow and coherence of the entire essay.

Research Question 3: What is the effect of the paragraph model employed on second-year university student-teachers paragraph knowledge?

6.1.3. Effect of the SSHE Paragraph Model on Second-Year University Student-Teachers' Paragraph Knowledge

The analysis of the impact of the employed paragraphing model on the second-year student teachers' knowledge indicates that the SSHE Paragraph Model was beneficial to second-year university student teachers' paragraphing and writing skills. Prior to the treatment, most of the students had lower than average paragraphing skills, with a lack of cohesion, logical order, and supporting details. The pre-test results revealed that close to fifty percent of the students were low writers to the extreme, even though they were low average writers. There was a need for every student who showed an ability to write to receive some help in instruction. However, with implementing the SSHE Paragraph model, there was a noticeable change in the students' performances. The results of the post-test turned out to be lower than the average scores. The number of students categorised as above average more than doubled the number who were deemed below average. Further statistical assessment of the model's effectiveness was confirmed by higher mean scores with lower extremes of performance. The findings above

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indicate that the SSHE Paragraph model increases the students' skills to write sound and well-organised paragraphs and precise detail enhanced their self-efficacy objectives.

The results corroborate the use of the SSHE paragraph model as an efficient aid in teaching English academic writing for student-teachers at the university level. These student-teachers represent the second year of their undergraduate training. The effectiveness of the SSHE Paragraph Model is in agreement with Vygotsky's Theory of Proximal Development (ZPD) (1978), where learners cognise new learning through the aid of prior knowledge and instruction. For Vygotsky, the ZPD is the space between a student's potential skill level and the level achieved with the help of an adult or trainer to navigate through complexities in skills and knowledge. The notable enhancement in the structuring, coherence, and logical sequencing of pupils' paragraphs after learning the model within the ZPD context is evidence of how the appropriate teaching techniques can provide effective direction towards mastering the necessary skills.

Scaffolding, a term originally created by Vygotsky and later built upon by Wood, Bruner, and Ross (1976), denotes the help an instructor or instructional tool is able to provide that skilfully enables progress towards a goal. The SSHE Paragraph Model served as an effective scaffold for developing paragraph writing, offering structured instruction, modelled examples, guided practice, and constructive feedback (Situngkir et al., 2020). Prior to its implementation, students demonstrated limited self-regulation and had difficulties in achieving paragraph coherence and logical organisation challenges often observed among novice writers (Lestari & Nurhamdah, 2019; Hamid, 2022). This aligns with Alsmari's (2019) assertion that structured writing platforms such as Edmodo, when integrated with effective pedagogical strategies, can significantly enhance learners' cognitive organisation and writing outcomes.

Explicit instruction in paragraph structure has consistently been shown to enhance students' writing proficiency. For example, Ramendra et al. (2022) and Siddiqui et al. (2023) found that students who received clear guidance in structuring and developing their ideas wrote more coherent and cohesive texts compared to those who did not. Widyasari et al. (2022) further emphasise that writing instruction grounded in scaffolding techniques enables learners to articulate their thoughts more logically and persuasively. This suggests that the SSHE Paragraph Model provided essential scaffolding that gradually empowered learners to internalise the structure of effective paragraph writing and apply it independently.

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The improvement in students' paragraph construction skills observed after the intervention supports the theoretical foundations of the Zone of Proximal Development (ZPD), which advocates for guided support that diminishes as learners gain competence (Pane & Sanchez, 2023; Ly et al., 2021). The transition observed from low-performing to high-performing writers between the pre-test and post-test results reflects this instructional impact. As noted by Owusu (2020) and Nuruzzaman et al. (2018), writing development flourishes when learners are supported through staged assistance, with feedback and modelling playing crucial roles. Hence, the SSHE Paragraph Model not only improved students' writing quality but also fostered greater autonomy in their writing processes, confirming its value as a pedagogical scaffold in writing instruction.

Research Question 4: How does the paragraph model employed improve second-year university student-teachers' paragraph writing skills?

6.1.4 Impact of the Paragraph Model on Second-Year University Student-Teachers' Paragraph Writing Skills

Findings on how the paragraph model employed improved second-year university student teachers' paragraph skills revealed a significant improvement in student-teacher's essays. There were improvements in the use of the different paragraph types, paragraph structure and paragraph texture as discussed in the following sub-section.

6.1.4.1 Paragraph Types

Introductory paragraphs improved significantly with the addition of introduction paragraphs, main ideas being expressed, movement from general to specific reasoning, elaboration of the background, and inclusion of well-framed thesis statements. The body paragraphs were better structured with frequent topic sentences, improved modifying sentences, and logical ideas. The concluding paragraphs rephrased the thesis statement, summarised the main arguments, maintained logical complementation and coherence, emphasised the relevance, reflection, insight, and wider implications, and then added the relevance to society. This implication shows that the SSHE Model of Paragraphing has greatly enhanced the abilities of second-year university student-teachers in writing paragraphs, especially in structure, coherence, and logical order of ideas. These changes are consistent with Vygotsky's (1978) Zone of Proximal Development (ZPD), the term that underscores the fact that learning is best achieved with proper guidance prior to independent control of ideal results. The paragraph model acted as a supporting tool that assisted the students to shift from a low to a high level of writing skills in

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order to support the ZPD position that students work above their capabilities when adequate guidance is made available.

Scaffolding that lies at the heart of Vygotsky's ZPD offers definable instructional aid which diminishes with the learner's increasing level of mastery. Many students exhibited poor coherence, logical development, and paragraph differentiation, meaning their writing skills were likely on the lower bounds of the ZPD. Nonetheless, the paragraph model enabled students to close the gap by aiding them in developing coherent paragraphs with topic sentences, supporting details, and smooth transitions. This corresponds with Hyland's proposition (2019) that novice writers need direct teaching of the components of a paragraph to aid them in the transition from writing in fragments to creating comprehensive essays. Identically, scaffolded instruction facilitates writing development in students by enhancing their ability to write coherent paragraphs within offered scaffolds (Ramendra et al., 2022; Demir, 2020). This intervention aligned students' reasoning with their writing, allowing them to create distinct introductory, body, and concluding paragraphs. Essays previously contained thesis statements, but without logical theses and supporting arguments to follow them. These essays became more sophisticated after the interventional procedure, revealing greater structural organisation in the introductory portion of the essay on a multi-layered outline. More specifically, the logical flow from the main idea in the thesis statement to the background information was more structured. Body paragraphs also improved, including topic sentences that progressed logically and coherently (Ly et al., 2021; Nuruzzaman et al., 2018). Concluding paragraphs became more effective, containing summaries of the most important discussion points and restating the thesis questions in a reflective way. This supports the argument that students learn better when writing instruction is provided in a systematic and incremental way (Pane & Sanchez, 2023). The same is claimed by instructional models such as the Gradual Release of Responsibility (GRR) Model, under which learners are given the opportunity to apply independently the skills they have learnt through explicit modelling and guided practice (Widyasari et al., 2022; Siddiqui et al., 2023).

The research also showed that students were able to connect concepts and compose paragraphs more logically than before. Initially, most of the essays were missing transitions, and the logical order of the ideas was unclear, making them difficult to read. Nevertheless, following the implementation of the SSHE Paragraph Model, there was greater paragraph coherence, better use of linking phrases, and more logically ordered claims among the students (Rass, 2015;

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Özkayran & Yılmaz, 2020). Also, scaffolding through organised models enhances students' ability to reason, relate ideas, and compose logically sequential writing (Nuruzzaman et al., 2018; Owusu, 2020).

Apart from improving the coherence and structure of paragraphs, the research also noted that the SSHE Paragraph Model helped foster higher levels of writing self-efficacy among the students. Several students who had difficulty writing at first reported feeling more capable and encouraged after adopting the structured approach. This is in agreement with self-regulated learning theories, which assert that writing self-efficacy increases when instruction provides direction and reduces variability in writing tasks (Ly et al., 2021; Demir, 2020). Similarly, comprehensive writing instruction enhances self-efficacy, resulting in more positive engagement in writing (Widyasari et al., 2022).

The findings of this study strongly support Vygotsky's (1978) Zone of Proximal Development (ZPD) framework, which posits that learners require appropriate levels of support and scaffolding to bridge the gap between what they can do independently and what they can achieve with guidance. In this context, the structured paragraph model functioned as a targeted scaffold, providing the instructional support necessary for students to progress from producing disorganised and fragmented texts to constructing coherent and logically sequenced paragraphs. The observed improvements in paragraph coherence, organisation, and student confidence align with existing research that emphasises the value of scaffolded writing instruction, direct teaching of writing conventions, and sustained guided practice in enhancing students' academic writing competencies (Demir, 2020; Widyasari et al., 2022; Hamid, 2022; Alsmari, 2019).

Moreover, the structured model addressed a critical instructional gap by offering learners a replicable framework that made abstract writing principles more concrete and accessible. As students internalised the model, they were better able to organise their ideas, use appropriate transitions, and articulate arguments more fluently—demonstrating increased writing proficiency and self-efficacy. These outcomes reinforce the pedagogical argument that systematic and explicit instruction in paragraph development has a cumulative and transformative effect on students' writing development (Pane & Sanchez, 2023; Siddiqui et al., 2023). Ultimately, the study illustrates that when writing instruction is grounded in developmental theory and aligned with learners' cognitive needs, students are more likely to demonstrate long-term improvements in writing performance.

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6.1.4.2. Paragraph Texture

Improvements were seen in paragraph texture, also. In this regard, student-teachers demonstrated mastery with the topic, supporting, and concluding sentences. Topic sentences were more specific and clearer and direct, relevant to the main idea, made use of key terms from the prompt, aligned with the content, and employed the use of varied sentences. Supporting sentences elaborated on the topic sentences, included relevant evidence, used illustrations through examples, and employed supporting sentences adequately. The improvement in the restated concluding sentences enabled reflection, restated the main idea, ensured smooth transition to the next paragraphs, encouraged action, summarised key points, and reinforced ideas. These improvements imply that the SSHE Paragraph Model afforded the necessary assistance to enable learners to structure their paragraphs better by more effectively challenging them to use the textures of their paragraphs. The improvements are consistent with Vygotsky's (1978) Zone of Proximal Development (ZPD), which states that learners acquire new skills when they receive appropriate support prior to taking full independent control of the situation. In this instance, the paragraph model provided designed pedagogical aid, where students received direct assistance to enable them to organise their writing in the form of paragraphs in a way that had order, clarity, and coherence, as well as engagement.

Many student-teachers had difficulty with vague topic sentences, loose supporting details, and ineffective closing statements, which resulted in unorganised paragraphs with no flow before the intervention. However, after being introduced to the structured model, student-teachers proved to possess greater specificity in topic sentences, guaranteeing the main ideas were unambiguous, straightforward, and relevant to the essay prompt. Hyland (2019) argues that paragraph development instruction helps learners clarify their writing because the purpose of each sentence in a paragraph is made explicit. Likewise, recent studies have confirmed that structured support in paragraph writing significantly enhances learners' ability to craft clear and purposeful topic sentences that organise and direct the flow of ideas (Yazdani & Mahdikhani, 2020; Nguyen & Gu, 2022). The findings of this study align with those conclusions, as student-teachers exposed to the structured paragraph model demonstrated noticeable improvements in constructing effective topic sentences. These improvements provided clarity and cohesion, allowing readers to follow the logical progression of arguments within each paragraph.

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Moreover, student-teachers showed substantial advancement in writing supporting body paragraphs that featured relevant details, illustrative examples, and well-sequenced supporting ideas. This level of organisation and evidence-based elaboration reflects a deeper comprehension of paragraph development and unity. Such findings are consistent with the work of Hwang, Cho, and Choi (2021), who reported that structured and scaffolded writing instruction leads to greater coherence and analytical depth in student compositions.

Additionally, notable progress was observed in students' concluding sentences. Participants were increasingly capable of summarising key points, reinforcing central arguments, and transitioning smoothly to subsequent paragraphs. These outcomes are supported by the work of Teng (2023), who emphasised that explicit paragraph instruction enhances students' ability to synthesise information and sustain textual coherence. Similarly, the findings corroborate with recent research by Aslan and Seker (2021), which indicates that scaffolded paragraph-level instruction promotes fluency and logical organisation in learners' writing. Improvements in reflective closure, logical transitions, and idea reinforcement highlight the value of the paragraph model in helping student-teachers in the study area develop academic writing skills with greater fluency, structure, and confidence.

6.1.4.3. Paragraph Structure

There has been noted progress in the cohesion, unity and adequacy of paragraphs in the SSHE model. Improvements to cohesion were achieved through the logical flow of ideas (thematic progression), the employment of transition devices, sentence and idea linking, and referential pronoun and subject consistency. Unity was realised with paragraphs having a single focus, an appropriate combination of relevant minor and major supporting sentences, and the presence of effective concluding sentences that encapsulate the main idea. In addition, the paragraph adequacy was improved through the student-teachers' efforts in formulating topic sentences together with adequate description and supporting of the main idea with relevant explanations, evidence and details. To enhance clarity, the sentences were also revised and connected to societal implications. These changes point out that the SSHE paragraph model functioned as an instructional scaffold for the student teachers, enabling them to restructure their writing more effectively. This is in line with Vygotsky's (1978) Zone of Proximal Development (ZPD), in which he notes that learners need to surpass certain prerequisites to develop higher skills. These changes in paragraphing suggest that students are able to overcome step by step their

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writing difficulties because they internalised principles of paragraph organisation with the help of the model.

Based on the data, paragraph cohesiveness saw great improvement as students adhered to better logical ordering of ideas, use of transitional devices, and stronger interrelationships among sentences and concepts. Prior to the intervention, a number of the student teachers had problems with the constancy of pronoun and subject reference, which led to the construction of paragraphs that were incomplete and disjointed. But following the application of the paragraph model, students demonstrated improved sentence-level structures and a logical flow of ideas. Hyland (2019) supports this claim, as he argued that teaching cohesion strategies like linking words and sentence transitions improves stroking fluency and the text's readability. Likewise, Graham and Perin (2007) stressed that learners given scaffolded instruction in cohesion techniques produce more logically structured and interrelated paragraphs. The finding of the study reinforced these ideas in demonstrating how the paragraph model helped learners develop cohesive, logically sequenced writing.

Improvements were also noted in the unity of the paragraphs. Student-teachers appeared to be more skilled in focusing on one issue within the paragraph. Prior to the intervention, students repeatedly wrote unrelated and associatively connected sentences, which made ideas incomplete. However, after using the paragraph model, students were able to write more complete paragraphs comprising an independent and central idea with good minor and major details. Moreover, students were able to write strong concluding statements that restated the central idea without deviating from the scope of the paragraph. As noted by Nystrand (2006), writing instruction focusing on increasing paragraph unity tends to enable students to integrate their ideas within a well-structured frame, which makes their arguments more persuasive and developed. In the same way, Pearson and Gallagher (1983) suggest their GRR model for teaching indicates that students need to be supported initially in attempting to paragraph before they master the skill of doing it independently. This evidence suggests that paragraph models are essential in directing the learners to concentrate on the paragraphs so as to help them focus on the coherence of the paragraphs.

In addition, there was remarkable improvement in paragraph adequacy as students were able to develop more proficiently supported and elaborated paragraphs. Prior to the intervention, a significant number of student teachers crafted paragraphs that were not developed adequately in terms of evidence, explanation, or depth. On the contrary, after the structured paragraph

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model, students were able to present clearer topic sentences, augment their arguments with relevant explanations, and include adequate supporting details and examples. The ability to relate their ideas to broader societal impacts demonstrates an advanced level of critical thinking and contextual understanding. Basic writing instruction will often focus on teaching students the mechanics of writing.

The analysis of the questionnaire data revealed that the SSHE model has been registered by most of the participants of the study as a useful device for improving paragraph writing skills. It enhances one's confidence and skill in writing, offers a step-by-step guide for crafting a paragraph, is easy to comprehend and implement, transcends the limits of academic writing, and should therefore be included in teaching formal writing. The implications of these perceptions relate to Vygotsky's (1978) ZPD, which claims that learners reach greater heights of competence through systematic help prior to them being able to perform the skills independently. These favourable perceptions further confirm the importance of structured writing instruction within Vygotsky's (1978) ZPD, which asserts that learners attain greater levels of mastery with proper support before they try to use the skills independently.

The recognition of the SSHE Model as a learning tool makes Vygotsky's theory applicable because it claims that learning takes place best when there is some form of scaffolding support available. With the model's level of structure, students were able to put their ideas into order, follow the order of written composition, and believe in their writing capabilities. As Hyland (2019) claims, students taught the particular parts of writing structures appreciate the organisation of texts and consequently perform better in writing. In the same vein, recent research emphasises that writing instruction models that provide explicit and structured guidance significantly enhance students' writing outcomes, self-confidence, and engagement compared to less guided approaches. For instance, Ahmed and Abouabdelkader (2021) demonstrated that structured and strategy-based instruction leads to improved academic writing quality and fosters students' belief in their writing abilities. These results illustrate the effectiveness of comprehensive instructional techniques such as the SSHE model in addressing the varying needs of both developing and proficient writers.

The findings of the current study also indicate that the SSHE model not only enhances students' technical writing skills but also improves their self-esteem and motivation toward writing tasks. The model's clarity and organisation reduce ambiguity, making it easier to follow, thus reducing writing-related anxiety and cognitive overload. In a similar study, Li and Razali

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(2023) reported that students exposed to structured writing frameworks demonstrated greater self-regulation and confidence when engaging in academic writing tasks. Additionally, Uçar and Yükselir (2020) found that structured and scaffolded instruction significantly contributes to learners' self-efficacy and active participation in writing tasks.

Participants also attested to the versatility of the SSHE model, stating that it was useful not only for academic purposes but also in writing genres like creative and business writing. This highlights the model's adaptability beyond classroom contexts. According to Sari et al. (2022), effective writing instruction should extend to genres beyond the academic to prepare students for real-world communication demands. Likewise, Nguyen and Habók (2021) stress the importance of scaffolded writing instruction that allows learners to internalise writing structures, enabling them to apply writing strategies across various contexts. The integration of these structures empowers students to write purposefully and confidently beyond school settings. The acknowledgement of the model's wide range of applications supports its significance as a fundamental teaching resource beyond the classroom. Students' positive appreciation of the SSHE Paragraph Model reflects its usefulness in nurturing writing capability, boosting self-esteem, and offering organised learning. The model's congruence with Vygotsky's ZPD, together with current writing research, gives justification for the claim that there is a need for structured instructional support in writing. These findings inform educators to adopt the use of structured paragraph models when teaching writing to help learners write better and be able to use their writing skills meaningfully.

6.2 Summary of Findings

The study revealed the following key findings:

1. Student-teachers struggled with introductions and conclusions, often omitting them or writing unclear, overly broad, or irrelevant content. Body paragraphs lacked focus, deviated from the topic, and failed to use effective topic, supporting, and concluding sentences. Cohesion, unity, and adequacy were major challenges due to missing transitions, misused pronouns, and fragmented ideas, weakening overall essay coherence.

2. Logical flow and argument development were weak, with poor thesis statements, weak evidence integration, and inconsistent pronoun use. Transitions were ineffective, ideas were scattered, and conclusions failed to connect with introductions. Topic sentences

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were vague or misaligned, and supporting details were insufficient or off-topic, further disrupting coherence.

3. The SSHE Paragraph Model significantly improved structuring and coherence. Post-test results showed enhanced logical sequencing, stronger supporting details, and better cohesion. The number of below-average students decreased, while those performing above average more than doubled, confirming improved writing skills and confidence.

4. Students improved in introduction, body, and conclusion construction. Thesis statements became clearer, body paragraphs more focused, and conclusions more reflective. Topic sentences aligned with main ideas, supporting details were enriched with relevant evidence, and concluding sentences provided logical closure. Cohesion, unity, and paragraph adequacy improved through better transitions, focused arguments, and well-developed supporting details.

6.3 Conclusion

The research focused on the most common mistakes made by second-year student teachers during paragraph writing, understanding difficulties, determining the effect of a model taught on second-year university student teachers' paragraph knowledge, and assessing the role of the SSHE Paragraph Model in enhancing paragraph writing skills of second-year university student-teachers. The results indicate that the students were unable to construct well-developed paragraphs, which was detrimental not only to their writing proficiency but also to their academic productivity, teaching exercise and vocational preparation. The results show that student-teachers have difficulties in paragraph construction because there seems not to be a systematic writing instruction and hardly any writing practice. The errors noted in the introductory and concluding paragraphs, the topic sentence, the supporting sentences, and the coherence of the paragraph indicate that writing is considered a natural talent instead of a skill that should be explicitly taught. Students without any instruction continue to add sentences to a paragraph without attending to the logical flow of those sentences or the overall coherence and cohesion of the paragraph. These challenges suggest that the approach to teaching writing should not only focus on the final product, such as an essay, but should include specific strategies that deal with the organisation and structuring of paragraphs within the essay. The evidence also implies that students' difficulties in writing extend beyond surface errors, suggesting a lack of deeper engagement with critical thinking, argumentation, and development

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of ideas. The integration of supporting evidence, logical continuity, and cohesion highlights the fact that most students do not have the necessary analytical capabilities to create sound academic arguments. This indication means that the attempts to increase the writing proficiency have to involve higher cognitive skills such as organisation, reasoning, and synthesis rather than emphasising only lower-level skills like grammar and sentence construction accuracy.

Moreover, the research emphasises the importance of scaffolded writing instruction in teaching paragraph construction to novice writers. This was done through the development and implementation of the SSHE Paragraph Model. This model significantly improved participants' paragraph writing skills as it enabled them to construct better-structured and more coherent paragraphs which improved the overall writing proficiency. The SSHE Paragraph Model's role in the greater improvement in the clarity of student-teachers' paragraphs shows that students are in great need of assistance in writing guidance. Models for teaching writing, such as the SSHE, should be offered more frequently for incorporation to enable students to improve their writing and, consequently, academic performance.

An equally important discovery was that good writing instruction should focus on revision, feedback, and metacognitive thinking. It was observed that the learners who changed the most were those who took part in feedback and iterative writing tasks. This indicates that writing growth is not a one-off event; it is an ongoing process of self-evaluation, peer assessment, and teacher feedback. The writing difficulties of student teachers are not simply issues of technique; they represent deeper systematic and cognitive problems that can only be solved with broad-based solutions. In order to assist student teachers with academic writing and effective teaching, they must be provided with well-structured instruction as the SSHE Paragraph Model extensively.

6.4 Pedagogical Implications and Recommendations

This research offers a valuable contribution towards the effective pedagogy of writing courses at the college or university level, especially in relation to training prospective teachers. The problems described regarding paragraph types, paragraph structure, and paragraph texture indicate that student-teachers need instruction that is guided by highly structured frameworks and feedback to foster control over academic writing. These matters are essential, first, to help them improve their own writing and, second, to help them prepare for teaching writing in their future classrooms. An important consideration arising from the findings is that all teacher

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education programmes need to incorporate writing instruction as a basic component. Many student-teachers who experienced difficulty in paragraph construction did so because they received no adequate direction, resulting in topic sentences being missing or placed with weak supporting details and conclusions being abrupt or otherwise missing altogether. Such findings point to the conclusion that writing is one of the competencies which is not self-taught, hence the dire need for direct instruction. Writing instruction should involve use of some research-based strategies such as modelling, guided practice, and frameworks like SSHE Paragraph Models. These methods can be taught through an academic writing course so that educators enable students to master the formulation of logical paragraphs containing a topic sentence, supporting sentences, and a concluding sentence.

The analysis also points out the need to integrate scaffolding strategies in writing instruction. The noted changes in students' writing performance after using the SSHE Paragraph Model indicate that moving from guided practice to independent writing with the use of certain aids improves writing skill levels. Writing instruction should incorporate scaffolding procedures like teacher modelling, peer editing, and guided writing to enable students to master skills related to paragraph construction over time. In Vygotsky's Zone of Proximal Development (ZPD), scaffolding is an essential element of the instructional design since learners need some support prior to when they can use these skills independently.

Another critical implication is the learners' engagement in paragraphing activities that require them to revise and provide feedback. The focus of the study is on students, who actively participated with guidance and iterative writing assignments and had the best results in paragraph coherence and structure. This indicates that writing teaching should not be based on a single-draft document but on several draft versions with a formative evaluation. Educators need to comment on the students' paragraphs regarding the structure, clarity, coherence, and supporting details so that they can learn to change these identifiable weaknesses. Furthermore, peer review exercises should be added to promote appreciation of collaborative writing and critical thinking about the written pieces.

Aside from the mechanical blunders, it is shown that students' writing problems go beyond the surface to critical thinking skills, argumentation, and logic development. Not being able to incorporate evidence, maintain logical progression, and enforce paragraph cohesion implies that a significant number of students do not possess the required logic-centred analysis needed to articulate academic arguments. This underscores the need for teaching techniques that

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develop cognitive skills like planning, reasoning, and synthesis. Therefore, instruction in writing must include exercises that enhance the analytical skills of students, including, but not limited to, questioning writing, argument construction or employing graphic organisers in outlining conceptual ideas.

The fact remains that if student-teachers have difficulties with paragraph construction, they will certainly have difficulties teaching writing. This deficiency most likely has dire repercussions for many, including pre-service teachers, and may begin a vicious cycle of no one being able to teach writing well. Not having fundamental skills in academic writing means that a student-teacher is ill-equipped to help his/her learners become proficient in writing. There is an urgent need to revise the approach taken to writing instruction in the education of teachers so that the focus is on ensuring that teachers, as prospective and practising educators of writing, teach writing as expected. Teacher training programmes need to include add-on courses or short courses that focus on teaching writing, evaluating writings, and writing in the context of different subjects. This will adequately prepare student-teachers to develop the writing competencies of their will-be learners.

The research places importance on fostering metacognitive awareness in the writing processes of student teachers. A number of student-teachers did not realise the deficiencies in their composition skills until they received feedback from their instructors, implying that writing-teaching approaches must include some forms of self-evaluating writing techniques. Self-reflective writing exercises, self-assessment rubrics, and thinking-aloud methods would assist learners to recognise their shortcomings and understand more fully the processes involved in writing. Writing needs to be approached as an activity that involves critical thought and engagement in a variety of interactions; rather, it is a process towards a particular result.

To sum up, the results indicate that there is a need to revise the curriculum with respect to how writing is taught in higher education institutions, as students need more support with academic writing. The fact that there are still mistakes in the areas of coherence, logical progression, and the formulation of arguments demonstrates that some of the existing teaching methods and strategies are failing to address adequately the students' needs. It is time for universities to give serious consideration to the teaching of writing by developing specialised courses in pedagogy, supported not only by dedicated writing-support services such as writing centres, one-on-one tutoring, peer review programmes, and academic writing workshops but also by interdisciplinary instruction, where writing is integrated into various subject areas across the

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curriculum. This means that writing should not be confined solely to language or communication departments but taught as a vital skill within disciplines like science, education, business, and the humanities. The enhancement of writing in different academic disciplines leads to students gaining the ability to use different subjects as contexts for writing, which helps in improving their different academic skills.

6.5 Theoretical and Practical Contributions

This study has made major theoretical contributions in the scope of academic writing through the application of Corder's (1967) Error Analysis Theory and Vygotsky's (1978) Zone of Proximal Development Theory (ZPD) pertaining to the problems encountered by student-teachers in paragraphing. The default errors of learners in any language are indicative of cognitive processes and linguistic development. These errors provide information that can be used to improve teaching strategies. This study contributes to the theory by analysing the kinds of errors that are most frequent with regard to paragraphing, cohesion, and unity of sentences in a paragraph draughted by a student-teacher. The result obtained contributes to further classifying and explaining the writing errors in different disciplines in academic contexts for the learners of English as a second language. The study also proves the relevance of Vygotsky's ZPD in that students need guidance if they are to proficiently develop paragraphs independently. The problems found, such as inadequate topic sentences, supporting details, and concluding sentences, pose a clear need for guidance, peer help, and appropriate teaching to move learners from a low level to a more advanced skill level of academic writing.

As a result, the study adds empirical support for scaffolding as a fundamental pedagogical technique in teaching students how to write while, at the same time, advocating that learners progress better when external support is withdrawn gradually. As well, the research adds to the increasing literature on the pedagogy of writing in the context of teacher education by pointing out that student-teachers' effectiveness in writing instruction is conditioned by their writing skills. Considering writing as a mental and social activity, the theoretical findings of the study stress the need to incorporate structured paragraph models, metacognitive models, and peer reviews into the teaching and learning of writing in order to develop proficiency in writing at an advanced level in the education system.

This analysis aids in writing instruction and curriculum design, especially in the case of training student-teachers. This study assists school administrators with a methodology for crafting

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precise writing interventions after noticing particular paragraph-related mistakes. The suggestion to integrate the SSHE Paragraph Model into the teaching of writing is one of the most important practical results of the study. This model offers step-by-step aids for students in the creation of developed paragraphs with an emphasis on their harmony, wholeness, and sufficiency. There is also a need to improve the mechanisms of academic writing instruction for the purpose of giving adequate guidance in responding to students' work. The gaps in the student's writing clearly show that he or she has not been given adequate personal attention to their writing at the level at which they are required to be at during training. From the findings of this research, instructors can construct formative evaluations intended to systematically remediate students' identified weaknesses in paragraph construction. Feedback on the clarity of the topic sentence, supporting sentences, appropriate use of transitions, and effective concluding sentences will lead to improved student writing skills.

Their conclusions are also relevant for the educators' students' curriculum developers, especially for those working in the educational field. The results advocate for the addition of writing training in the teacher education programmes to ensure that student-teachers utilise proficient academic writing skills during professional teaching practices. Because writing is basic to any instruction, it means that prospective teachers have a professionally realistic possibility of actually teaching effective writing to their students. Incorporating detailed writing instruction within education curricula would enable institutions to raise teacher effectiveness and students' achievement. In addition, the study highlights the value of learning and collaborative writing methods. The problems concerning paragraph cohesion and unity indicate that students can benefit from peer review and peer group writing sessions to make necessary modifications in their writing. Students can reinforce their writing skills and develop higher-order thinking about the structure of paragraphs through collaborative writing in which participants critique a given piece of work and make suggested changes.

6.6 Suggestions for Further Research

Based on the findings of your study, here are four well-informed suggestions for further research:

1. Future studies could examine whether the improvements observed through the use of the SSHE Paragraph Model are sustained over time. A longitudinal study could assess students' writing after several months or semesters to determine whether the gains in coherence, organisation, and clarity are maintained without continued intervention.

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2. Future studies could compare the effectiveness of the SSHE Paragraph Model with other paragraph or essay writing instructional methods, such as the PEEL method or the Hamburger model. Such comparative studies could identify which strategy yields better writing outcomes across different student groups or contexts.

3. Additional research could investigate how student characteristics such as learning styles, language proficiency, motivation, or prior writing experience influence their response to paragraph writing instruction using the SSHE Model. This would help tailor instruction to meet diverse learner needs more effectively.

4. While the current study focused on paragraph writing in a general or language-focused context, further research could explore how well the SSHE Model supports writing development in subject-specific disciplines such as science, social studies, or business communication. This would help determine its adaptability and efficacy in content-based writing.

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APPENDICES

Appendix A: Ethical Clearance

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Ms SLG Agbevivi

STUDENT NO:
23038819

PROJECT TITLE: **Improving Second-Year University Student-Teachers' Paragraph Writing Skills.**

ETHICAL CLEARANCE NO: **FHSSE/24/EMS/09/0706**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof EK Klu	UNIVEN, English, Media studies and Linguistics	Supervisor
Dr TE Sikitime	UNIVEN, English, Media studies and Linguistics	Co-Supervisors
Dr NV Demana	UNIVEN, English, Media studies and Linguistics	Co-Supervisor
Ms SLG Agbevivi	UNIVEN, English, Media studies and Linguistics	Investigator – Student

Type: Doctoral Research
Risk: *Minimal risk to humans, animals, or environment (Category 2)*
Approval Period: June 2024 – June 2025

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
  - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
  - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
  - Request access to any information or data at any time during the course or after completion of the project,
  - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
  - Any unethical principles or practices of the project are revealed or suspected.
  - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
  - The required annual report and reporting of adverse events was not done timely and accurately,
  - New institutional rules, national legislation or international conventions A it necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: June 2024

Name of the RESSC Chairperson of the Committee: Prof M. Mwale-Manjoro

Signature.....

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Appendix B: Permission to Collect Data

Department of Basic Education,
School of Education and Life-Long Learning,
University of Education, Winneba.

10th June, 2024.

The Head,
Department of Basic Education,
School of Education and Life-Long Learning,
University of Education, Winneba.

DEPARTMENT OF BASIC EDUCATION
RECEIVED
10/06/2024
UNIVERSITY OF EDUCATION, WINNEBA

Dear Madam,

PERMISSION TO COLLECT DATA

I write to request your permission and approval to collect data from students of the Department of Basic Education for educational research purpose only. This is in respect to my study at the University of Venda, South Africa.

Please find attached the Ethical Clearance certificate issued by the Research Ethics Social Sciences Committee of the University of Venda for your perusal.

I count on your kind consideration and necessary action.

Thank you.

Yours faithfully,

Shine Lillian Gifty Agbevivi
(PhD Student, University of Venda)

Ms. Agbevivi
Permission is granted for data collection.

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Appendix C: Approval to Collect Data

UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF EDUCATION AND LIFE-LONG LEARNING
DEPARTMENT OF BASIC EDUCATION
P. O. Box 25, Winneba, Ghana
beducation@uew.edu.gh
+233 (050) 9212015

Our ref : SELL/DBE/ S.6/VOL.1/11 June 12, 2024

Miss Shine L. G. Agbevivi
Department of Basic Education,
School of Education and Life- Long Learning.
University of Education, Winneba.
Winneba.

Dear Madam,

APPROVAL FOR PERMISSION TO COLLECT DATA
With respect to your letter dated 10th June, 2024, seeking permission to collect data from the Department.
I wish to inform you that approval is granted for you to conduct your research in the Department as you requested.

Thank you.

PROF. MRS SAKINA ACQUAH (PHD)
HEAD OF DEPARTMENT

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Appendix D: Informed Consent

INFORMED CONSENT FORM

Title of Study:
Improving Second-Year University Student-Teachers' Paragraph Writing Skills

Principal Investigator: Shine Lillian Gifty Agbevivi
Address I: Department of English, Media Studies, and Linguistics, Faculty of Humanities, Social Sciences and Education, University of Venda, South Africa.
Address II: Department of Basic Education, Faculty of Education and Life-Long Learning, University of Education, Winneba, Ghana.
Tel: +233 (0) 244 203 493/206 961 105
Email: pashyn22@gmail.com)

Introduction

I am Shine Lillian Gifty Agbevivi, a University of Venda, South Africa student. I am researching *improving second-year university student-teachers' paragraph writing skills.* The study explores challenges, identifies strategies/approaches, and develops a paragraph-writing improvement model to enhance second-year university student-teachers' paragraph-writing skills.

I invite you to participate in the study hence, the need to walk you through the nature of the study so you understand what will be required of you as a participant.

Nature/Procedure of the Study

A team of five, myself with the support of four trained assistants will engage you. The study involves the following;

- A 35-minute essay test on a given topic/question. Your written essays will be analysed and used for this research only.
- A questionnaire to be completed and submitted.
- A series of classroom lessons and other strategies aimed at helping improve your paragraph writing skills.
- Another 35-minute essay test on a given topic/question. Your written essays will, again, be analysed and used for this research only.
- Two other questionnaires to be completed and submitted.

Possible Benefits

Your participation in this study will provide you the opportunity to revise and deepen your understanding of paragraph writing skills and the skills required to write effectively. This will go a long way to help your academic writing skills. Aside from university student-teachers, Ghanaian students will eventually benefit as the findings of this study will inform lecturers, especially English Language and Communication Skills lecturers, about students' difficulties in academic writing and specifically in writing paragraphs. The study will also provide you, other students, and educators with a practical tool to improve your paragraph writing skills.

Possible Risks and Discomforts

There are no anticipated physical harm or risks associated with participating in this study. However, the structured questionnaires may require you to indicate your difficulties in paragraph writing and the support you need to minimize the challenges identified. You may choose to skip or not to answer a particular question.

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No Payments

You do not need to and you are not required to pay any money to anybody in the process of your participation in this study. No gift is required from you in material, cash, or kind while participating in the study. All materials needed for the study shall be provided free of charge. Also, you shall receive no payment for participating in this study.

Your Rights as a Participant

- *Voluntary Participation*

You may withdraw before or during any of the study procedures if you feel uncomfortable. You will not be asked to explain your decision nor will you be punished or reprimanded in any way.

- *Confidentiality*

Your participation in this study will remain confidential. Your information will be kept safe and used for the study only. I will do whatever it takes to keep the information provided secure and confidential.

- *No Harm*

The University of Venda has granted clearance and the Department of Basic Education, UEW has permitted me to conduct this research. This implies that you will not be exposed to any form of harm.

Contacts for Additional Information

You may ask me any questions about this study. Please feel free to contact me *(Tel: 0244203493/0206961105; Email: pashyn22@gmail.com)* or talk to me when you see me.

Consent

By signing this form, you acknowledge that you have read and understood the information provided above, and voluntarily agree to participate in this research study. You also consent to the collection and use of your information for the stated research purpose.

Signature: ……..…… Date: ……..……

Thank you.

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Appendix E: Sample Signed Informed Consent Form

No Payments

You do not need to and you are not required to pay any money to anybody in the process of your participation in this study. No gift is required from you in material, cash, or kind while participating in the study. All materials needed for the study shall be provided free of charge. Also, you shall receive no payment for participating in this study.

Your Rights as a Participant

- *Voluntary Participation*

You may withdraw before or during any of the study procedures if you feel uncomfortable. You will not be asked to explain your decision nor will you be punished or reprimanded in any way.

- *Confidentiality*

Your participation in this study will remain confidential. Your information will be kept safe and used for the study only. I will do whatever it takes to keep the information provided secure and confidential.

- *No Harm*

The University of Venda has granted clearance and the Department of Basic Education, UEW has permitted me to conduct this research. This implies that you will not be exposed to any form of harm.

Contacts for Additional Information

You may ask me any questions about this study. Please feel free to contact me *(Tel: 0244203493/0206961105; Email: pashyn22@gmail.com)* or talk to me when you see me.

Consent

By signing this form, you acknowledge that you have read and understood the information provided above, and voluntarily agree to participate in this research study. You also consent to the collection and use of your information for the stated research purpose.

Signature: ..... Date: 13/06/2024

Thank you.

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Appendix F: Pre-Intervention Test (Essay)

PRE-INTERVENTION TEST

Time Allowed: 35 minutes

INTRODUCTION

Dear Participant,
This test is part of a study that seeks to *improve second-year university student-teachers' paragraph writing skills* for their academic writing. As such, the information you provide in this test is purely for academic research only. The test results would also not be used to grade you in any way. Instead, it would help the researcher to develop effective measures to help you overcome the challenges you face in paragraph writing.

Please feel free to answer the question to your ability.

Instruction:
Read the following question carefully and provide your response. After, submit your script.

Question:

Discuss four (4) effects of the excessive use of social media on the academic performance of student-teachers.

Thank you.

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Appendix G: Sample Students' Pre-Intervention Written Essays

Discuss four (4) effects of the excessive use of social media on the academic performance of the student teacher

Firstly one of the use of excessive social media is it makes the student teacher feels lazy to learn.

Secondly it leads to lack of sleep. Staring at a device before bed could be causing to lose sleep. bright light and info-mation overload can interrupt your sleep circle. It can also reduce quality of your sleep

Also not being time conscious ; there are not enough hours in the day to complete the job of an ~~an~~ teacher taking time to browse professional social media during lectures time may give you a false sense of productivity it is easy to waste hours of precious time and leave without nothing

Again Mental health : like a drug, social media is addictive these include increased anxiety around your job or feelings of inadequacy Compared to other teachers.

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There are many effects of social media on the academic Performance of student-teacher. Below are some of them;

Social media makes academic work easy and faster. The media help student teacher in academic discourse to speed up their academic work in no time.

Another ~~reason~~ effect of the excessive use of social media on the academic Performance of student teachers is, "the media help

There are many effects of ~~social~~ the excessive use of social media on the academic Performance of student-teachers. Some are as follows;

Student teachers spent much of their time on the social media refusing to learn what is to be learnt leading to Poor Performance in ~~acce~~ academics ~~making it a factor to reason for~~ this comes as a result of excessive use of social media by student-teachers.

One of the effects of excessive use of social media on the academic Performance of student-teachers is 'Wast of resources'. Student teacher use most of their money to buy data bundle to use on media leaving what is needed to be done aside.

Excessive use of social media by student-teacher lead them to ~~hades~~ bad behaviors in the community they found their self. Student teachers watch Pornographic medios on the media ~~and other~~ which affect their academic Performance.

~~last but not the least~~, for me to add, Excessive use of social media by student-teachers leads them to death. There are some People on the mediat ~~education~~ educating People how to make money spiritually. By doing this, it will end up demanding blood and if care is not taking you will end up ~~dy~~ ~~dey~~ dying ~~due to~~ leaving ~~social media which is an effective of~~ social your academics behind.

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Today, the internet is most important source of information and the growing dimensions of the use of social media by students cannot understand. It has been observed that students devote more attention and time to social media than they do for their studies and cannot pass their examinations well if they do not learn. Also media use contribute to lower performance, low self perceptions and less interest in college oriented carrie

Academic excellence because plays an important role in an individual's life; be it in the family, at social gatherings, at workplace, in an institution or even among peers.
Much emphasis is placed on academic excellence because of the role it plays in an individuals life as far as a successful life and respect is concerned in every part of the world.

Social media on the other hand, helps student to do things very fast. Due to the media, student do their research and because of can do any other thing they want to do.

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Appendix H: Pre-Intervention Questionnaire

PRE-INTERVENTION QUESTIONNAIRE

Instruction

Please answer all questions honestly based on your knowledge and experiences with paragraph and paragraph writing skills. Your feedback is crucial for evaluating your performance in paragraph writing and developing strategies to improve your paragraph writing skills if required.

Section A: Demographic Information

1. Gender: Male [ ] Female [ ]
2. Age Group: 16-20 [ ] 21-25 [ ] 26-30 [ ] 31-35 [ ] 36-40 [ ] Above 40 [ ]
3. Educational background (select as many as applicable)
   BECE [ ] Diploma [ ] WASSCE/SSSCE [ ]
   HND [ ] Degree [ ] Teachers' Certificate 'A' [ ]

Section B: Knowledge of Paragraph Structure

1. In academic writing, which of the following should be the final sentence in a paragraph?
   - ☐ Concluding sentence.
   - ☐ Topic sentence.
   - ☐ Supporting sentence.
   - ☐ Transitional sentence.
2. Which sentences in a paragraph are responsible for giving detailed explanations and evidence?
   - ☐ Concluding sentences.
   - ☐ Exploratory sentences.
   - ☐ Supporting sentences.
   - ☐ Transitional sentences.
3. Other sentences in the paragraph that provide additional support, examples, explanations, or details to the second sentence are referred to as … sentences.
   - ☐ topic
   - ☐ minor supporting
   - ☐ major supporting
   - ☐ concluding
4. Which sentence ensures the reader understands the main idea by providing examples?
   - ☐ The concluding sentence.
   - ☐ The initial sentence.
   - ☐ The major supporting sentence.
   - ☐ The minor supporting sentence.
5. Identify the type of paragraph that typically begins with a transition word or phrase, such as 'however' or 'in addition.'?
   - ☐ Body Paragraph
   - ☐ Introductory paragraph
   - ☐ Supporting paragraph
   - ☐ Topic paragraph
6. Which sentence provides the main point of a paragraph?
   - ☐ The concluding sentence.
   - ☐ The minor sentence.
   - ☐ The supporting sentence.
   - ☐ The topic sentence.

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7. The … paragraph restates the thesis statement and leaves a lasting impression on the reader.
   - ☐ body
   - ☐ concluding
   - ☐ introductory
   - ☐ topic

8. Why is it important to have a clear central idea in a paragraph?
   - ☐ To confuse the reader.
   - ☐ To introduce multiple ideas.
   - ☐ To make the text shorter.
   - ☐ To organize thoughts logically and clearly.

9. Pick the odd one out.
   - ☐ Grabbing the reader's attention.
   - ☐ Introducing the thesis statement
   - ☐ Providing background information on the topic
   - ☐ Summarizing the main points discussed

10. What function do additional explanatory sentences serve in a paragraph?
    - ☐ To create conclusion details in the mind of the reader.
    - ☐ To introduce the major supporting point.
    - ☐ To provide minor supporting details.
    - ☐ To summarise the entire paragraph.

11. Why are detailed sentences important in supporting the main point?
    - ☐ They confuse the reader.
    - ☐ They introduce new topics and sub-topics.
    - ☐ They make the text shorter and brief.
    - ☐ They provide evidence and clarity.

12. Which of the following develops and supports a claim made in the thesis statement?
    - ☐ Body paragraph.
    - ☐ Concluding sentences.
    - ☐ Exploratory paragraphs.
    - ☐ Transitional sentences.

13. Where is the main idea usually located in a paragraph in academic writing?
    - ☐ At the beginning.
    - ☐ At the end.
    - ☐ In the middle.
    - ☐ It can be anywhere.

14. The second sentence of the paragraph that details the main idea of the paragraph is called… sentence.
    - ☐ concluding
    - ☐ major supporting
    - ☐ minor supporting
    - ☐ topic

15. What is the role of the final sentence in a paragraph?
    - ☐ To introduce a new topic.
    - ☐ To introduce the very main idea.

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- ☐ To provide supporting details.
- ☐ To summarize the main point.

Section C: Internal Elements of a Paragraph

16. When we use, 'however, in addition, meanwhile' etc. to help connect ideas between sentences in a paragraph, we ensure …
    - ☐ Adequacy
    - ☐ Coherence
    - ☐ Cohesion
    - ☐ Unity
17. Which of the following ensures all sentences in a paragraph are connected coherently?
    - ☐ Introduction of multiple ideas.
    - ☐ Lack of connection between sentences.
    - ☐ Logical flow of ideas.
    - ☐ Random sentence order.
18. How do transitional and linking words and phrases between sentences affect the paragraph?
    - ☐ They disconnect the ideas.
    - ☐ They encourage the development of shorter paragraphs.
    - ☐ They ensure smooth flow and connection.
    - ☐ They introduce very new topics.
19. Which element ensures a paragraph includes all necessary information to support the main idea?
    - ☐ Adequacy
    - ☐ Coherence
    - ☐ Cohesion
    - ☐ Unity
20. Why is it crucial to have all sentences in a paragraph focused on one main idea?
    - ☐ To encourage the reader to read more.
    - ☐ To ensure unity and coherence.
    - ☐ To introduce multiple topics in a brief.
    - ☐ To make the text longer and more interesting.
21. How can a writer ensure that all sentences are relevant to the main idea?
    - ☐ By including all irrelevant details.
    - ☐ By introducing various topics.
    - ☐ By making sentence themes longer.
    - ☐ By sticking to the central theme.
22. When you employ clear and concise language, active voice, effective sentence structure, and organize sentences in a logical order, you are ensuring paragraph …
    - ☐ Adequacy
    - ☐ Coherence
    - ☐ Cohesion
    - ☐ Unity
23. How can a writer ensure a paragraph is thorough and covers all points?
    - ☐ By adding relevant unrelated ideas.
    - ☐ By including sufficient supporting information.
    - ☐ By making the paragraph sufficiently shorter.

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- ☐ By omitting enough details.

24. Why is it important for a paragraph to be thorough?
    - ☐ To introduce multiple main ideas for understanding.
    - ☐ To make the text shorter.
    - ☐ To provide a complete understanding.
    - ☐ To support the reader's misunderstanding.

25. When all sentences in a paragraph focus on a single main idea, the paragraph is said to have …
    - ☐ Adequacy
    - ☐ Coherence
    - ☐ Cohesion
    - ☐ Unity

NOTE:
From 26-42, select as many options as apply to you from the given options.

Section D: Difficulties with Paragraph Writing

26. What paragraph type do you have difficulty developing?
    - ☐ Introductory paragraph
    - ☐ Body paragraphs
    - ☐ Concluding paragraphs

27. Which challenge do you encounter when writing an introductory paragraph?
    - ☐ Difficulty creating a strong hook to grab the reader's attention
    - ☐ Uncertainty about how much background information to include
    - ☐ Struggling to formulate a clear and concise thesis statement
    - ☐ Lack of confidence in starting the essay effectively

28. In planning the introductory paragraph, I …
    - ☐ overthink the length of the introduction
    - ☐ write vague or unfocused statements
    - ☐ fail to align the introduction with the essay's purpose
    - ☐ start without a clear understanding of the topic

29. Often, in writing body paragraphs, I ...
    - ☐ struggle to maintain unity and coherence in their ideas
    - ☐ include insufficient evidence or examples to support their points
    - ☐ write topic sentences that clearly express the main idea
    - ☐ ensure paragraphs flow logically from one to the next
    - ☐ suffer to balance the amount of explanation and evidence provided

30. Which sentence type do you struggle with when writing a body paragraph?
    - ☐ Concluding sentence
    - ☐ Major supporting sentence
    - ☐ Minor supporting sentences
    - ☐ Topic sentence

31. In crafting the topic sentence of a paragraph, I often have …
    - ☐ difficulty in setting the tone for the paragraph
    - ☐ issues with being too vague or too detailed

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- ☐ struggling to introduce the main point clearly

32. Which challenges do you face when developing major supporting sentences?
    - ☐ Challenges in linking these sentences to the main point
    - ☐ Difficulty in providing clear and relevant examples
    - ☐ Problems with varying sentence structure
    - ☐ Trouble in maintaining focus on the central idea

33. What problems do you encounter in developing minor supporting sentences?
    - ☐ Difficulty in providing sufficient minor details
    - ☐ Issues with making these sentences relevant to the main idea
    - ☐ Problems with using appropriate vocabulary
    - ☐ Struggling to integrate minor details smoothly

34. Developing concluding sentences pose …
    - ☐ challenges in leaving a lasting impression
    - ☐ difficulty in effectively summarizing the main point
    - ☐ issues with linking the conclusion to the rest of the paragraph
    - ☐ problems with providing a strong conclusion

35. In crafting concluding paragraphs, I …
    - ☐ struggle to restate the thesis in a fresh and concise way
    - ☐ fail to summarize the key points effectively
    - ☐ include new ideas or arguments in the conclusion
    - ☐ end the essay with a weak or abrupt statement
    - ☐ am unable to connect the conclusion to the introduction
    - ☐ lack clarity about the purpose of a conclusion

36. In writing paragraphs, I face challenges in
    - ☐ Ensuring the flow of ideas in my paragraphs
    - ☐ Arranging ideas logically
    - ☐ Focusing on the main idea of my paragraph
    - ☐ Ensuring thoroughness in your paragraphs?

Section E: Strategies for Overcoming Difficulties in Paragraph Writing

37. Which of the following would you prefer to help in overcoming your paragraph writing challenges?
    - ☐ Classroom teaching
    - ☐ Personal readings
    - ☐ A guide to paragraph writing (paragraph writing model)
    - ☐ Technology integration
    - ☐ Writing activities

38. What type of classroom instruction will you find most helpful for understanding the organization of paragraphs?
    - ☐ Detailed lectures on paragraph components
    - ☐ Group discussions and peer feedback sessions
    - ☐ Interactive tutorials with practical exercises
    - ☐ One-on-one tutoring and personalized feedback

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39. A paragraph writing model/guide must …
    - ☐ encourage awareness and idea generation
    - ☐ provide guidance on clarity and organization
    - ☐ focus on achieving unity and coherence
    - ☐ be adaptable and easy to apply
    - ☐ incorporate reflection and improvement

40. How should using paragraph models help you with paragraph writing? The model should …
    - ☐ Provide a clear framework
    - ☐ Provide a step-by-step guide to writing effective paragraphs
    - ☐ Develop critical thinking skills
    - ☐ Facilitate transferable skills
    - ☐ Build confidence in writing

41. How would paragraph models help in teaching you thoroughness and detail?
    - ☐ Encouraging complete idea development
    - ☐ Provide guidelines on breadth and depth
    - ☐ Promote the use of evidence and examples
    - ☐ Teach logical sequencing of information

42. … would help improve your paragraph writing skills?
    - ☐ Attending workshops and seminars on writing skills
    - ☐ Engaging in peer review and collaborative writing
    - ☐ Receiving consistent, clear and detailed feedback
    - ☐ Regular writing practice with specific goals
    - ☐ Offering opportunities to discuss feedback in detail

Thank you for your participation.

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Appendix I: Sample Students' Completed Pre-Intervention Questionnaire

PRE-INTERVENTION QUESTIONNAIRE

Instruction
Please answer all questions honestly based on your knowledge and experiences with paragraph and paragraph writing skills. Your feedback is crucial for evaluating your performance in paragraph writing and developing strategies to improve your paragraph writing skills if required.

Section A: Demographic Information

1. Gender: Male [✓] Female [ ]
2. Age Group: 16-20 [ ] 21-25 [✓] 26-30 [ ] 31-35 [ ] 36-40 [ ] Above 40 [ ]
3. Educational background (select as many as applicable)
   BECE [✓] Diploma [ ] WASSCE/SSSCE [✓]
   HND [ ] Degree [ ] Teachers' Certificate 'A' [ ]

Section B: Knowledge of Paragraph Structure

1. In academic writing, which of the following should be the final sentence in a paragraph?
   - [✓] Concluding sentence.
   - [ ] Topic sentence.
   - [ ] Supporting sentence.
   - [ ] Transitional sentence.
2. Which sentences in a paragraph are responsible for giving detailed explanations and evidence?
   - [ ] Concluding sentences.
   - [ ] Exploratory sentences.
   - [ ] Supporting sentences.
   - [✓] Transitional sentences.
3. Other sentences in the paragraph that provide additional support, examples, explanations, or details to the second sentence are referred to as … sentences.
   - [ ] topic
   - [ ] minor supporting
   - [✓] major supporting
   - [ ] concluding
4. Which sentence ensures the reader understands the main idea by providing examples?
   - [ ] The concluding sentence.
   - [ ] The initial sentence.
   - [✓] The major supporting sentence.
   - [ ] The minor supporting sentence.
5. Identify the type of paragraph that typically begins with a transition word or phrase, such as 'however' or 'in addition.'?
   - [✓] Body Paragraph
   - [ ] Introductory paragraph
   - [ ] Supporting paragraph
   - [ ] Topic paragraph
6. Which sentence provides the main point of a paragraph?
   - [ ] The concluding sentence.
   - [ ] The minor sentence.
   - [✓] The supporting sentence.
   - [ ] The topic sentence.

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7. The … paragraph restates the thesis statement and leaves a lasting impression on the reader.
   - ☐ body
   - ☑ concluding
   - ☐ introductory
   - ☐ topic

8. Why is it important to have a clear central idea in a paragraph?
   - ☐ To confuse the reader.
   - ☐ To introduce multiple ideas.
   - ☐ To make the text shorter.
   - ☑ To organize thoughts logically and clearly.

9. Pick the odd one out.
   - ☑ Grabbing the reader's attention.
   - ☐ Introducing the thesis statement
   - ☐ Providing background information on the topic
   - ☐ Summarizing the main points discussed

10. What function do additional explanatory sentences serve in a paragraph?
    - ☐ To create conclusion details in the mind of the reader.
    - ☐ To introduce the major supporting point.
    - ☑ To provide minor supporting details.
    - ☐ To summarise the entire paragraph.

11. Why are detailed sentences important in supporting the main point?
    - ☐ They confuse the reader.
    - ☐ They introduce new topics and sub-topics.
    - ☐ They make the text shorter and brief.
    - ☑ They provide evidence and clarity.

12. Which of the following develops and supports a claim made in the thesis statement?
    - ☑ Body paragraph.
    - ☐ Concluding sentences.
    - ☐ Exploratory paragraphs.
    - ☐ Transitional sentences.

13. Where is the main idea usually located in a paragraph in academic writing?
    - ☑ At the beginning.
    - ☐ At the end.
    - ☑ In the middle.
    - ☐ It can be anywhere.

14. The second sentence of the paragraph that details the main idea of the paragraph is called… sentence.
    - ☐ concluding
    - ☐ major supporting
    - ☑ minor supporting
    - ☐ topic

15. What is the role of the final sentence in a paragraph?
    - ☐ To introduce a new topic.
    - ☐ To introduce the very main idea.

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- [ ] To provide supporting details.
- [x] To summarize the main point.

Section C: Internal Elements of a Paragraph

16. When we use, 'however, in addition, meanwhile' etc. to help connect ideas between sentences in a paragraph, we ensure …
    - [ ] Adequacy
    - [x] Coherence
    - [ ] Cohesion
    - [ ] Unity

17. Which of the following ensures all sentences in a paragraph are connected coherently?
    - [ ] Introduction of multiple ideas.
    - [ ] Lack of connection between sentences.
    - [x] Logical flow of ideas.
    - [ ] Random sentence order.

18. How do transitional and linking words and phrases between sentences affect the paragraph?
    - [x] They disconnect the ideas.
    - [ ] They encourage the development of shorter paragraphs.
    - [ ] They ensure smooth flow and connection.
    - [ ] They introduce very new topics.

19. Which element ensures a paragraph includes all necessary information to support the main idea?
    - [ ] Adequacy
    - [x] Coherence
    - [ ] Cohesion
    - [ ] Unity

20. Why is it crucial to have all sentences in a paragraph focused on one main idea?
    - [ ] To encourage the reader to read more.
    - [x] To ensure unity and coherence.
    - [ ] To introduce multiple topics in a brief.
    - [ ] To make the text longer and more interesting.

21. How can a writer ensure that all sentences are relevant to the main idea?
    - [x] By including all irrelevant details.
    - [ ] By introducing various topics.
    - [ ] By making sentence themes longer.
    - [ ] By sticking to the central theme.

22. When you employ clear and concise language, active voice, effective sentence structure, and organize sentences in a logical order, you are ensuring paragraph …
    - [ ] Adequacy
    - [x] Coherence
    - [ ] Cohesion
    - [ ] Unity

23. How can a writer ensure a paragraph is thorough and covers all points?
    - [ ] By adding relevant unrelated ideas.
    - [x] By including sufficient supporting information.
    - [ ] By making the paragraph sufficiently shorter.

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- [ ] By omitting enough details.

24. Why is it important for a paragraph to be thorough?
    - [ ] To introduce multiple main ideas for understanding.
    - [ ] To make the text shorter.
    - [x] To provide a complete understanding.
    - [ ] To support the reader's misunderstanding.

25. When all sentences in a paragraph focus on a single main idea, the paragraph is said to have …
    - [ ] Adequacy
    - [x] Coherence
    - [ ] Cohesion
    - [ ] Unity

NOTE:
From 26-42, select as many options as apply to you from the given options.

Section D: Difficulties with Paragraph Writing

26. What paragraph type do you have difficulty developing?
    - [x] Introductory paragraph
    - [ ] Body paragraphs
    - [x] Concluding paragraphs

27. Which challenge do you encounter when writing an introductory paragraph?
    - [x] Difficulty creating a strong hook to grab the reader's attention
    - [x] Uncertainty about how much background information to include
    - [x] Struggling to formulate a clear and concise thesis statement
    - [ ] Lack of confidence in starting the essay effectively

28. In planning the introductory paragraph, I …
    - [ ] overthink the length of the introduction
    - [x] write vague or unfocused statements
    - [x] fail to align the introduction with the essay's purpose
    - [ ] start without a clear understanding of the topic

29. Often, in writing body paragraphs, I ...
    - [ ] struggle to maintain unity and coherence in their ideas
    - [x] include insufficient evidence or examples to support their points
    - [ ] write topic sentences that clearly express the main idea
    - [x] ensure paragraphs flow logically from one to the next
    - [ ] suffer to balance the amount of explanation and evidence provided

30. Which sentence type do you struggle with when writing a body paragraph?
    - [x] Concluding sentence
    - [x] Major supporting sentence
    - [x] Minor supporting sentences
    - [x] Topic sentence

31. In crafting the topic sentence of a paragraph, I often have …
    - [x] difficulty in setting the tone for the paragraph
    - [ ] issues with being too vague or too detailed

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- [ ] struggling to introduce the main point clearly

32. Which challenges do you face when developing major supporting sentences?
    - [ ] Challenges in linking these sentences to the main point
    - [ ] Difficulty in providing clear and relevant examples
    - [x] Problems with varying sentence structure
    - [ ] Trouble in maintaining focus on the central idea

33. What problems do you encounter in developing minor supporting sentences?
    - [x] Difficulty in providing sufficient minor details
    - [ ] Issues with making these sentences relevant to the main idea
    - [x] Problems with using appropriate vocabulary
    - [ ] Struggling to integrate minor details smoothly

34. Developing concluding sentences pose …
    - [x] challenges in leaving a lasting impression
    - [x] difficulty in effectively summarizing the main point
    - [ ] issues with linking the conclusion to the rest of the paragraph
    - [ ] problems with providing a strong conclusion

35. In crafting concluding paragraphs, I …
    - [ ] struggle to restate the thesis in a fresh and concise way
    - [ ] fail to summarize the key points effectively
    - [x] include new ideas or arguments in the conclusion
    - [x] end the essay with a weak or abrupt statement
    - [ ] am unable to connect the conclusion to the introduction
    - [x] lack clarity about the purpose of a conclusion

36. In writing paragraphs, I face challenges in
    - [x] Ensuring the flow of ideas in my paragraphs
    - [ ] Arranging ideas logically
    - [ ] Focusing on the main idea of my paragraph
    - [x] Ensuring thoroughness in your paragraphs?

Section E: Strategies for Overcoming Difficulties in Paragraph Writing

37. Which of the following would you prefer to help in overcoming your paragraph writing challenges?
    - [x] Classroom teaching
    - [ ] Personal readings
    - [x] A guide to paragraph writing (paragraph writing model)
    - [ ] Technology integration
    - [ ] Writing activities

38. What type of classroom instruction will you find most helpful for understanding the organization of paragraphs?
    - [x] Detailed lectures on paragraph components
    - [x] Group discussions and peer feedback sessions
    - [ ] Interactive tutorials with practical exercises
    - [x] One-on-one tutoring and personalized feedback

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39. A paragraph writing model/guide must …
- [x] encourage awareness and idea generation
- [ ] provide guidance on clarity and organization
- [ ] focus on achieving unity and coherence
- [x] be adaptable and easy to apply
- [x] incorporate reflection and improvement

40. How should using paragraph models help you with paragraph writing? The model should …
- [x] Provide a clear framework
- [ ] Provide a step-by-step guide to writing effective paragraphs
- [x] Develop critical thinking skills
- [x] Facilitate transferable skills
- [ ] Build confidence in writing

41. How would paragraph models help in teaching you thoroughness and detail?
- [ ] Encouraging complete idea development
- [x] Provide guidelines on breadth and depth
- [x] Promote the use of evidence and examples
- [x] Teach logical sequencing of information

42. … would help improve your paragraph writing skills?
- [x] Attending workshops and seminars on writing skills
- [x] Engaging in peer review and collaborative writing
- [ ] Receiving consistent, clear and detailed feedback
- [x] Regular writing practice with specific goals
- [ ] Offering opportunities to discuss feedback in detail

Thank you for your participation.

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32. Which sentence type do you struggle with when writing a body paragraph?
- ☐ Concluding sentence
- ☑ Major supporting sentence
- ☐ Minor supporting sentences
- ☐ Topic sentence

33. In crafting the topic sentence of a paragraph, I often have …
- ☑ difficulty in setting the tone for the paragraph
- ☐ issues with being too vague or too detailed
- ☐ struggling to introduce the main point clearly

34. Which challenges do you face when developing major supporting sentences?
- ☐ Challenges in linking these sentences to the main point
- ☐ Difficulty in providing clear and relevant examples
- ☑ Problems with varying sentence structure
- ☐ Trouble in maintaining focus on the central idea

35. What problems do you encounter in developing minor supporting sentences?
- ☑ Difficulty in providing sufficient minor details
- ☐ Issues with making these sentences relevant to the main idea
- ☑ Problems with using appropriate vocabulary
- ☐ Struggling to integrate minor details smoothly

36. Developing concluding sentences pose …
- ☑ challenges in leaving a lasting impression
- ☐ difficulty in effectively summarizing the main point
- ☑ issues with linking the conclusion to the rest of the paragraph
- ☐ problems with providing a strong conclusion

37. In crafting concluding paragraphs, I …
- ☐ struggle to restate the thesis in a fresh and concise way
- ☐ fail to summarize the key points effectively
- ☑ include new ideas or arguments in the conclusion
- ☑ end the essay with a weak or abrupt statement
- ☐ am unable to connect the conclusion to the introduction
- ☑ lack clarity about the purpose of a conclusion

38. In writing paragraphs, I face challenges in
- ☑ Ensuring the flow of ideas in my paragraphs
- ☐ Arranging ideas logically
- ☐ Focusing on the main idea of my paragraph
- ☑ Ensuring thoroughness in your paragraphs?

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39. Which of the following would you prefer to help in overcoming your paragraph writing challenges?
- ☑ Classroom teaching
- ☐ Personal readings
- ☑ A guide to paragraph writing (paragraph writing model)
- ☐ Technology integration
- ☐ Writing activities

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40. What type of classroom instruction will you find most helpful for understanding the organization of paragraphs?
    - ☐ Detailed lectures on paragraph components
    - ☑ Group discussions and peer feedback sessions
    - ☐ Interactive tutorials with practical exercises
    - ☑ One-on-one tutoring and personalized feedback

41. A paragraph writing model/guide must …
    - ☑ encourage awareness and idea generation
    - ☐ provide guidance on clarity and organization
    - ☐ focus on achieving unity and coherence
    - ☐ be adaptable and easy to apply
    - ☑ incorporate reflection and improvement

42. How should using paragraph models help you with paragraph writing? The model should …
    - ☑ Provide a clear framework
    - ☐ Provide a step-by-step guide to writing effective paragraphs
    - ☑ Develop critical thinking skills
    - ☑ Facilitate transferable skills
    - ☐ Build confidence in writing

43. How would paragraph models help in teaching you thoroughness and detail?
    - ☐ Encouraging complete idea development
    - ☑ Provide guidelines on breadth and depth
    - ☐ Promote the use of evidence and examples
    - ☑ Teach logical sequencing of information

44. … would help improve your paragraph writing skills?
    - ☑ Attending workshops and seminars on writing skills
    - ☑ Engaging in peer review and collaborative writing
    - ☐ Receiving consistent, clear and detailed feedback
    - ☑ Regular writing practice with specific goals
    - ☐ Offering opportunities to discuss feedback in detail

Thank you for your participation.

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Appendix J: Pre-Test and Post-Test Raw Scores

Pre-test Scores on Paragraph Knowledge

Marks out of 25	Frequency	Percent
23	2	3.6
20	1	1.8
19	5	8.8
18	2	3.5
17	7	12.3
16	1	1.8
15	4	7
14	4	7
13	6	10.5
12	4	7
11	5	8.8
10	2	3.5
9	4	7
8	4	7
7	3	5.3
6	1	1.8
2	2	3.5
Total	**57**	**100.0**

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Post-test Scores on Paragraph Knowledge

Marks out of 25	Frequency	Percent
26	1	1.8
24	1	1.8
24	1	1.8
23	1	1.8
23	1	1.8
22	2	3.5
22	1	1.8
21	2	3.5
21	1	1.8
20	2	3.5
20	2	3.5
19	1	1.8
19	2	3.5
18	3	5.3
18	4	7
17	4	7
17	5	8.8
16	3	5.3
16	3	5.3
15	1	1.8
15	2	3.5
14	2	3.5
14	2	3.5
13	2	3.5
13	2	3.5
12	2	3.5
12	1	1.8
11	1	1.8
10	1	1.8
10	1	1.8
Total	**57**	**100.0**

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Appendix L: Post-Intervention Test Item (Essay)

POST-INTERVENTION TEST

Time Allowed: 35 minutes

INTRODUCTION

Dear Participant,
This test is part of a study that seeks to *improve second-year university student-teachers' paragraph writing skills* for their academic writing. As such, the information you provide in this test is purely for academic research only. The test results would also not be used to grade you in any way. Instead, it would help the researcher to develop effective measures to help you overcome the challenges you face in paragraph writing.

Please feel free to answer the question to your ability.

Instruction:
Read the following question carefully and provide your response. After, submit your script.

Question:

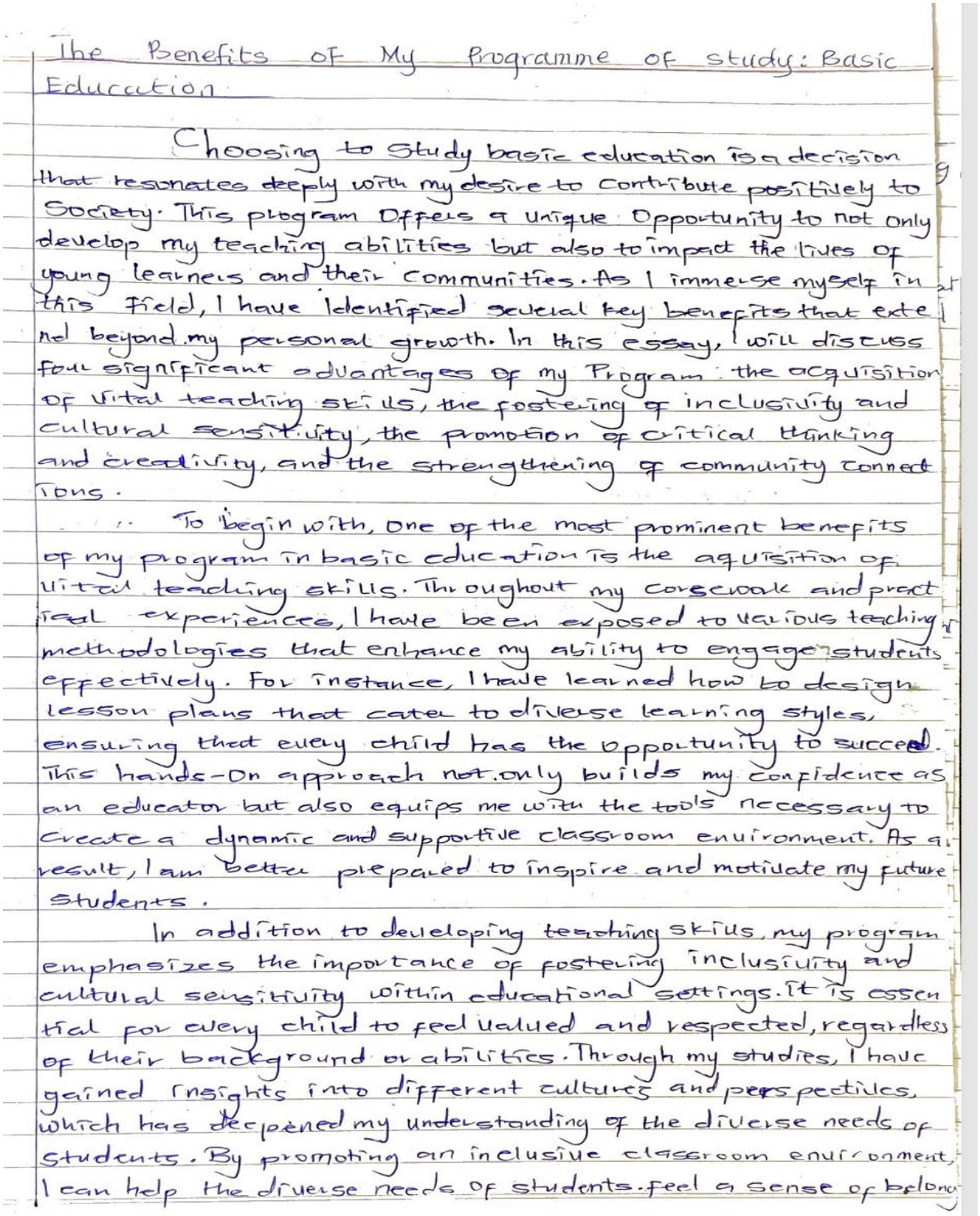
Discuss four (4) ways in which your programme of study is beneficial to you and the society at large.

Thank you.

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Appendix M: Sample Students' Written Post-Intervention Essay



The Benefits of My Programme of study: Basic Education

Choosing to study basic education is a decision that resonates deeply with my desire to contribute positively to society. This program offers a unique opportunity to not only develop my teaching abilities but also to impact the lives of young learners and their communities. As I immerse myself in this field, I have identified several key benefits that extend beyond my personal growth. In this essay, I will discuss four significant advantages of my Program: the acquisition of vital teaching skills, the fostering of inclusivity and cultural sensitivity, the promotion of critical thinking and creativity, and the strengthening of community connections.

To begin with, one of the most prominent benefits of my program in basic education is the aquisition of vital teaching skills. Throughout my coursework and practical experiences, I have been exposed to various teaching methodologies that enhance my ability to engage students effectively. For instance, I have learned how to design lesson plans that cater to diverse learning styles, ensuring that every child has the opportunity to succeed. This hands-On approach not only builds my confidence as an educator but also equips me with the tools necessary to create a dynamic and supportive classroom environment. As a result, I am better prepared to inspire and motivate my future students.

In addition to developing teaching skills, my program emphasizes the importance of fostering inclusivity and cultural sensitivity within educational settings. It is essential for every child to feel valued and respected, regardless of their background or abilities. Through my studies, I have gained insights into different cultures and perspectives, which has deepened my understanding of the diverse needs of students. By promoting an inclusive classroom environment, I can help the diverse needs of students feel a sense of belong

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ing. This commitment not only enhances their learning experience but also contributes to a more equitable society where diversity is celebrated.

Moreover, my program actively encourages the promotion of critical thinking and creativity among students. In today's rapidly changing world, it is crucial for learners to develop these skills in order to navigate complex challenges effectively. Throughout my education, I have been introduced to inquiry-based learning techniques that encourage students to ask questions and explore concepts in depth. By fostering an environment where curiosity is encouraged, I aim to inspire my future students to think critically about the world around them. This focus on analytical skills not only prepares them for academic success but also equips them with the ability to adapt and thrive in various situations.

Finally, another significant benefit of my program is its emphasis on strengthening community connections. Education plays a vital role in linking individuals with their communities and fostering civic engagement. Throughout my studies, I have participated in service-learning projects that connect classroom knowledge with real-world applications. These experiences have illustrated how education can directly address community needs and contribute ~~with local~~ to positive change. By encouraging students to engage in community service or collaborate with local organizations, I can help instill a sense of responsibility and empowerment among them. This connection between education and community involvement ultimately leads to stronger, more resilient communities.

In conclusion, my program of study in basic education offers numerous benefits that extend well beyond personal development; it plays a crucial role in shaping a better society for everyone involved. Through the acquisition of vital teaching skills, fostering inclusivity and cultural sensitivity, promoting critical thinking and creativity, and streng

ns, basic education

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gives me for a fulfilling career while enabling me to make meaningful contributions to my community. As I continue on this journey, I am excited about the opportunity to inspire young learners and help create a brighter future for all members of society. Each step along this path reaffirms my commitment to making a positive impact through education

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THE BENEFITS OF MY PROGRAMME OF STUDY

Pursuing a program in basic education is like planting a seeds for the future, both for myself and for the young minds I hope to nurture. As I delve into this field, I am discovering not just how to teach, but also how to connect with others and make a real difference in my community. This essay will explore four key benefits of my program: the development of strong communication skills, the cultivation of empathy and understanding, the encouragement of creativity and exploration, and the promotion of active citizenship. Each of these aspects enriches my personal journey and empowers me to contribute positively to society

One of the most rewarding aspects of my program is the development of strong communication skills. In basic education, effective communication is essential—not just for teaching concepts but also for building relationships with students, parents, and colleagues. Through group discussions, presentations, and collaborative projects, I am learning how to express myself clearly and listen actively. These experiences are helping me become more confident in sharing my ideas while also valuing the perspectives of others. This skill set will be invaluable as I move forward in my career, allowing me to create a classroom environment where open dialogue thrives and every voice is heard.

Another important benefit is the cultivation of empathy and understanding. My studies emphasize the importance of recognizing each student's unique background and experiences. By learning about diverse cultures and perspectives, I am becoming more attuned to the challenges that some students may face. This awareness fosters a sense of compassion within me, motivating me to create an inclusive classroom where ~~my~~ every child feels safe and valued. When students know that their feelings are acknowledged and respected, they are more likely to engage in their learning. This empathetic approach not only enriches

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their educational experience but also helps build a stronger sense of community among classmates.

In addition to communication and empathy, my program encourages creativity and exploration in both teaching and learning. Basic education is all about sparking curiosity and inspiring young minds to ask questions about the world around them. Through hands-on activities, storytelling, and interactive lessons, I am discovering how to make learning fun and engaging. This creative approach not only makes education enjoyable for students but also allows them to express themselves in unique ways. By fostering an environment where creativity flourishes, we empower children to think critically and explore their interests, skills that are essential for success in life.

Finally, my program promotes active citizenship, instilling a sense of responsibility towards our communities. Education is not just about academics; it's about preparing students to be engaged members of society. Through service-learning projects and community partnerships, I am learning how important ~~it~~ is to give back and make a positive impact on those around us. Whether it's volunteering at local shelters or organizing community events, these experiences remind me that education has the power to transform lives beyond the classroom walls. By encouraging students to be active participants in their communities, we help cultivate a generation that values social responsibility.

In conclusion, my program of study in basic education offers profound benefits that extend beyond personal growth; it plays a vital role in shaping a better society for everyone. Through developing strong communication skills, cultivating empathy and understanding, encouraging creativity and exploration, and promoting active citizenship, basic education equips me not only for a fulfilling career but also for meaningful contributions to my community.

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Appendix N: Post Intervention Questionnaire (Test Item - Knowledge)

POST-INTERVENTION QUESTIONNAIRE (TEST ITEM)

Instruction:
From the given options, tick the one which best answers/completes the question/statement.

1. Why is an introductory paragraph important in academic writing?
   - ☐ Lists key points without explanations
   - ☐ Provides supporting evidence for the body paragraphs of the essay
   - ☐ Sets the tone and provides background information for the essay
   - ☐ Summarizes the key ideas of the essay
2. Which of the following is an ineffective strategy for writing a conclusion?
   - ☐ Summarizing the main points of the essay.
   - ☐ Restating the thesis in different words.
   - ☐ Introducing new ideas or arguments.
   - ☐ Ending with a call to action or reflection.
3. How can you make an introductory paragraph more engaging?
   - ☐ Begin with a hook, provide context, and state the thesis
   - ☐ Focus on using simple vocabulary with unreal context
   - ☐ Include only statistical data to support your argument and finding
   - ☐ Use a general statement specifying unrelated ideas of the topic
4. Which of the following best describes a body paragraph?
   - ☐ A paragraph that concludes the discussion and ideas
   - ☐ A paragraph that contains only examples without explanation
   - ☐ A paragraph that introduces the essay topic
   - ☐ A paragraph that supports the thesis with specific details
5. A concluding paragraph is essential in academic writing to …
   - ☐ critique the essay structure and framework
   - ☐ introduce new ideas or arguments and provide detail
   - ☐ repeat the thesis statement verbatim without explanation
   - ☐ summarize main points and provide closure
6. A body paragraph contributes to the overall structure of an essay by …
   - ☐ developing and supporting the thesis with evidence and examples
   - ☐ introducing new topics and sub-topics unrelated to the thesis or main idea
   - ☐ restating the thesis in different terms, forms, and language
   - ☐ summarizing the key points of the essay to reinforce the thesis statement
7. Which sequence best represents the structure of an effective introductory paragraph?
   - ☐ Thesis Statement → Supporting Evidence → Hook
   - ☐ Hook → Detailed Evidence → Restated Thesis
   - ☐ Hook → Background Information → Thesis Statement
   - ☐ Background Information → Hook → Concluding Sentence
8. Which feature distinguishes a strong concluding paragraph?
   - ☐ It ties the main ideas together and leaves the reader with a final thought.
   - ☐ It repeats the thesis statement without variation leaving the reader amazed.
   - ☐ It presents detailed supporting sentences with both major and minor details.
   - ☐ It ends abruptly without transitions.

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9. Why is the thesis statement a vital part of an introductory paragraph?
   - It summarizes the conclusion of the essay.
   - It provides detailed supporting evidence.
   - It presents the main idea and focus of the essay.
   - It eliminates the need for transitions in the essay.

10. Concluding paragraphs connect to introductory paragraphs by …
   - focusing only on body paragraph details
   - introducing appropriate examples in support of the thesis
   - presenting a new argument to buttress the argument initiated
   - restating the thesis in different words

11. What is the primary component of a well-developed body paragraph?
   - A summary of the introductory paragraph, thesis statement and argument
   - A topic sentence, supporting details, and a concluding sentence
   - An extensive and purposeful restatement of the thesis of the essay
   - The introduction of supporting but unrelated supporting sentences

12. Why are body paragraphs essential in academic writing?
   - They allow the writer to introduce new ideas with unfit context.
   - They eliminate the need for an introductory paragraph effortlessly.
   - They ensure the essay has an appropriate length and volume.
   - They provide detailed evidence and analysis to support the thesis.

13. Which element strengthens the impact of a concluding paragraph?
   - Repeating all the examples from the body paragraphs
   - Providing a vague summary of the essay
   - Introducing unrelated details to extend the essay
   - Ending with a thought-provoking statement or question.

14. What is a common error in crafting introductory paragraphs?
   - Clearly defining key terms
   - Including details that distract from the main topic
   - Providing clear context and stating the thesis
   - Starting with a compelling hook

15. A body paragraph is deemed problematic when it …
   - includes both major and minor supporting sentences
   - introduces details that distract from the main idea
   - provides examples and evidence for the topic sentence
   - uses transitions to connect ideas

16. Why is a concluding paragraph essential in academic writing?
   - To critique the essay structure and framework
   - To introduce new ideas or arguments and provide detail
   - To repeat the thesis statement verbatim without explanation
   - To summarize main points and provide closure

17. Which of the following hooks is most suitable for an introductory paragraph?
   - A summary of the main points and explanations of the essay
   - A statement unrelated to the essay topic
   - A question or striking fact related to the essay topic
   - A detailed example that explains the conclusion of the essay

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18. How can you ensure that a concluding paragraph is effective?
    - End with a strong statement that emphasizes the essay's purpose
    - Include new arguments for discussion within each sentence
    - Provide a list of references as cited in the main body of the essay
    - Repeat the introduction word-for-word to emphasize the main purpose

19. Why is the topic sentence considered the backbone of a paragraph?
    - It connects the paragraph to the conclusion
    - It includes minor details to enhance the discussion
    - It provides evidence to support the argument
    - It states the main idea of the paragraph clearly

20. Which of the following makes a topic sentence effective?
    - Stating a specific, clear idea that guides the paragraph
    - Starting with a question to provoke thoughts and memory
    - Containing unrelated examples for variety
    - Being overly general to encompass multiple ideas and thoughts

21. How do major supporting sentences strengthen a paragraph?
    - They introduce new, unrelated topics, thoughts, ideas, feelings, and explanations
    - They introduce, explain, simplify and summarize the topic sentence properly
    - They provide evidence, examples, and analysis related to the main idea
    - They reiterate the topic sentence without further details

22. Which of the following demonstrates a weak topic sentence?
    - A sentence supported by examples and evidence
    - A sentence that introduces the main idea of the paragraph
    - A sentence that lacks a clear focus or direction
    - A sentence that transitions smoothly from the previous paragraph

23. How can you ensure that minor supporting sentences enhance a paragraph?
    - Avoid them to maintain a concise and explanatory paragraph
    - Include simple but unique vocabulary with inappropriate explanation
    - Use them to add relevant details that support the major points
    - Use them to introduce new and unrelated ideas

24. What role does a concluding sentence play in paragraph structure?
    - It introduces a new argument for discussion in detail.
    - It repeats the topic sentence word-for-word for emphasis.
    - It serves as an additional minor detail summarizer.
    - It summarizes the paragraph and connects to the next.

25. It is important for major and minor supporting sentences to align with the topic sentence to ...
    - add variety and complexity to the paragraph
    - maintain the unity and coherence of the paragraph
    - make the paragraph more challenging for the reader
    - provide multiple perspectives on unrelated topics

26. What is a common error when writing major supporting sentences?
    - Aligning them with the topic sentence
    - Including details that oppose the topic sentence
    - Using examples, data, or analysis
    - Using them to provide detailed evidence

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27. How should a topic sentence connect to the essay's thesis?
    - By directly reflecting one key aspect of the thesis
    - By introducing new arguments unrelated to the thesis
    - By repeating the thesis statement verbatim
    - By summarizing the entire essay paragraph by paragraph

28. Which of the following strategy ensures the clarity of a concluding sentence?
    - Focus on providing additional examples
    - Focus solely on transitions to the next paragraph for effective flow
    - Sum up the main points without introducing new ideas
    - Use it to critique the topic sentence reasonably

29. How can you differentiate a major supporting sentence from a minor one?
    - Major supporting sentences provide primary evidence, while minor ones add details
    - Major supporting sentences repeat the paragraph's main idea while minor ones state new details
    - Minor supporting sentences introduce related ideas while minor ones exclude details
    - Minor supporting sentences summarize the topic sentence while minor ones add flesh

30. A concluding sentence may fail to be effective when it …
    - connects the paragraph to the essay's thesis
    - introduces new ideas that disrupt the flow
    - provides a sense of closure
    - restates the main points of the paragraph

31. How should minor supporting sentences relate to the major ones?
    - They should critique the major supporting sentence.
    - They should provide further details to support the major points.
    - They should introduce new concepts beyond the major supporting sentence.
    - They should summarize the topic sentence properly.

32. How can transitions between major supporting sentences improve a paragraph?
    - They add unnecessary complexity to the paragraph.
    - They are not essential for a well-written paragraph.
    - They clarify the relationship between ideas and improve coherence.
    - They only apply when introducing minor supporting sentences.

33. Which of the following is an example of a well-written concluding sentence?
    - "For example, many students use social media for recreation and entertainment."
    - "It is evident that social media is very popular among the educated youth these days."
    - "Therefore, social media's impact on education requires a balanced approach."
    - "To conclude, we will discuss this further in the next paragraph."

34. What is the relationship between a paragraph's topic sentence and its concluding sentence?
    - The concluding sentence introduces a new perspective to be discovered by the topic sentence.
    - The concluding sentence reinforces the main idea introduced by the topic sentence.
    - They are diversely unrelated components of a purposeful paragraph.
    - They contradict each other to spark interest and attention in formal documentation.

35. How does unity enhance a paragraph's effectiveness?
    - By summarizing the essay's thesis in every sentence in the paragraph
    - By introducing multiple main ideas for variety and consistency
    - By including diverse and unrelated ideas to show versatility
    - By focusing exclusively on the main idea throughout the paragraph

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36. Which of the following breaks the unity of a paragraph?
    - Using cohesive devices to connect ideas
    - Introducing examples that distract from the main idea
    - Ensuring all sentences support the topic sentence
    - Elaborating on the main idea with evidence

37. Cohesion is achieved in a paragraph by all the following except …
    - repeating key words and ideas
    - using transitional phrases
    - linking sentences logically
    - introducing random synonyms

38. Why is coherence important in a paragraph?
    - It helps introduce multiple unrelated ideas.
    - It focuses solely on providing examples.
    - It ensures the paragraph flows logically.
    - It ensures each sentence stands independently.

39. What makes a paragraph inadequately developed?
    - Providing more than one example for every point
    - Maintaining unity and coherence throughout
    - Lacking sufficient evidence to support the main idea
    - Including only a topic sentence and concluding sentence

40. Which strategy best improves coherence in a paragraph?
    - Using examples without explaining their relevance
    - Repeating the topic sentence in every supporting sentence
    - Avoiding transitional words to keep sentences brief and specific
    - Arranging sentences in a logical order and using appropriate transitions

41. Why is it essential for a paragraph to demonstrate unity?
    - To make sure the paragraph is not too long or too short
    - To include as many ideas as possible for variety in structure
    - To ensure all sentences contribute to the main idea
    - To create uniquely distinct sections within the paragraph

42. What feature of cohesion connects a concluding sentence to the rest of the paragraph?
    - Reiteration of key ideas or terms
    - Introduction of a completely new perspective
    - Exclusion of transitional devices
    - Use of rhetorical questions

43. How can adequacy in a paragraph be evaluated?
    - By checking if the paragraph contains enough supporting details to justify its main idea
    - By limiting the content of the paragraph to a maximum of three sentences only
    - By excluding examples, details, suggestions, and definitions to avoid overwhelming the reader
    - By focusing solely on structure, grammar and vocabulary

44. Which of the following is a common error that affects a paragraph's coherence?
    - Using examples to support the topic sentence
    - Repeating key ideas for emphasis and understanding
    - Jumping between ideas without clear transitions
    - Ending the paragraph with a strong concluding sentence

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45. Transitional devices can enhance cohesion in a paragraph by …
    - making sentences stand-alone without connection
    - linking sentences and ideas smoothly to avoid abrupt shifts
    - emphasizing the topic sentence in every sentence within the paragraph
    - adding necessary complexity to sentences to confuse readers

46. A paragraph may lack unity when it …
    - uses too many examples to support the main idea
    - is too focused on one idea
    - includes sentences that do not support the main idea
    - contains cohesive devices like "therefore" and "however"

47. Which of the following indicates a lack of adequacy in a paragraph?
    - Overuse of cohesive devices to connect ideas and sentences in the paragraph
    - Minimal supporting details that fail to explain the topic sentence
    - Logical arrangement of sentences with clear transitions
    - Inclusion of a concluding sentence

48. Which of the following contributes most to coherence in a paragraph?
    - Repeating key terms excessively
    - Logical progression of ideas that guide the reader
    - Introducing unrelated details to broaden the scope
    - Ending the paragraph abruptly

49. How does a lack of cohesion affect a paragraph?
    - It makes the paragraph difficult to follow and understand.
    - It emphasizes the importance of the topic sentence within the paragraph.
    - It allows for multiple interpretations of the sentences in the paragraph.
    - It adds complexity and richness to the discussion.

50. A paragraph should be adequately developed to …
    - provide sufficient support for the main idea and create a complete thought
    - prioritize the use of transitions over examples within a specific paragraph
    - make the paragraph easy to skim without reading the entire document
    - include as many ideas as possible with limited space, time, effort, and attention

Thank you for participating.

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Appendix O: Sample Students' Completed Post Intervention Questionnaire I

POST-INTERVENTION QUESTIONNAIRE (TEST ITEM)

Instruction:
From the given options, tick the one which best answers/completes the question/statement.

1. Why is an introductory paragraph important in academic writing?
   - ☐ Lists key points without explanations
   - ☐ Provides supporting evidence for the body paragraphs of the essay
   - ☑ Sets the tone and provides background information for the essay
   - ☐ Summarizes the key ideas of the essay
2. Which of the following is an ineffective strategy for writing a conclusion?
   - ☐ Summarizing the main points of the essay.
   - ☐ Restating the thesis in different words.
   - ☑ Introducing new ideas or arguments.
   - ☐ Ending with a call to action or reflection.
3. How can you make an introductory paragraph more engaging?
   - ☐ Begin with a hook, provide context, and state the thesis
   - ☑ Focus on using simple vocabulary with unreal context
   - ☐ Include only statistical data to support your argument and finding
   - ☐ Use a general statement specifying unrelated ideas of the topic
4. Which of the following best describes a body paragraph?
   - ☐ A paragraph that concludes the discussion and ideas
   - ☐ A paragraph that contains only examples without explanation
   - ☐ A paragraph that introduces the essay topic
   - ☑ A paragraph that supports the thesis with specific details
5. A concluding paragraph is essential in academic writing to …
   - ☐ critique the essay structure and framework
   - ☐ introduce new ideas or arguments and provide detail
   - ☐ repeat the thesis statement verbatim without explanation
   - ☑ summarize main points and provide closure
6. A body paragraph contributes to the overall structure of an essay by …
   - ☑ developing and supporting the thesis with evidence and examples
   - ☐ introducing new topics and sub-topics unrelated to the thesis or main idea
   - ☐ restating the thesis in different terms, forms, and language
   - ☐ summarizing the key points of the essay to reinforce the thesis statement
7. Which sequence best represents the structure of an effective introductory paragraph?
   - ☐ Thesis Statement → Supporting Evidence → Hook
   - ☐ Hook → Detailed Evidence → Restated Thesis
   - ☑ Hook → Background Information → Thesis Statement
   - ☐ Background Information → Hook → Concluding Sentence
8. Which feature distinguishes a strong concluding paragraph?
   - ☐ It ties the main ideas together and leaves the reader with a final thought.
   - ☑ It repeats the thesis statement without variation leaving the reader amazed.
   - ☐ It presents detailed supporting sentences with both major and minor details.
   - ☐ It ends abruptly without transitions.

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9. Why is the thesis statement a vital part of an introductory paragraph?
   - ☐ It summarizes the conclusion of the essay.
   - ☐ It provides detailed supporting evidence.
   - ☑ It presents the main idea and focus of the essay.
   - ☐ It eliminates the need for transitions in the essay.

10. Concluding paragraphs connect to introductory paragraphs by …
   - ☐ focusing only on body paragraph details
   - ☐ introducing appropriate examples in support of the thesis
   - ☐ presenting a new argument to buttress the argument initiated
   - ☑ restating the thesis in different words

11. What is the primary component of a well-developed body paragraph?
   - ☐ A summary of the introductory paragraph, thesis statement and argument
   - ☑ A topic sentence, supporting details, and a concluding sentence
   - ☐ An extensive and purposeful restatement of the thesis of the essay
   - ☐ The introduction of supporting but unrelated supporting sentences

12. Why are body paragraphs essential in academic writing?
   - ☐ They allow the writer to introduce new ideas with unfit context.
   - ☐ They eliminate the need for an introductory paragraph effortlessly.
   - ☐ They ensure the essay has an appropriate length and volume.
   - ☑ They provide detailed evidence and analysis to support the thesis.

13. Which element strengthens the impact of a concluding paragraph?
   - ☐ Repeating all the examples from the body paragraphs
   - ☐ Providing a vague summary of the essay
   - ☐ Introducing unrelated details to extend the essay
   - ☑ Ending with a thought-provoking statement or question.

14. What is a common error in crafting introductory paragraphs?
   - ☐ Clearly defining key terms
   - ☑ Including details that distract from the main topic
   - ☐ Providing clear context and stating the thesis
   - ☐ Starting with a compelling hook

15. A body paragraph is deemed problematic when it …
   - ☐ includes both major and minor supporting sentences
   - ☑ introduces details that distract from the main idea
   - ☐ provides examples and evidence for the topic sentence
   - ☐ uses transitions to connect ideas

16. Why is a concluding paragraph essential in academic writing?
   - ☐ To critique the essay structure and framework
   - ☐ To introduce new ideas or arguments and provide detail
   - ☐ To repeat the thesis statement verbatim without explanation
   - ☑ To summarize main points and provide closure

17. Which of the following hooks is most suitable for an introductory paragraph?
   - ☑ A summary of the main points and explanations of the essay
   - ☐ A statement unrelated to the essay topic
   - ☐ A question or striking fact related to the essay topic
   - ☐ A detailed example that explains the conclusion of the essay

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18. How can you ensure that a concluding paragraph is effective?
- ☑ End with a strong statement that emphasizes the essay's purpose
- ☐ Include new arguments for discussion within each sentence
- ☐ Provide a list of references as cited in the main body of the essay
- ☐ Repeat the introduction word-for-word to emphasize the main purpose

19. Why is the topic sentence considered the backbone of a paragraph?
- ☐ It connects the paragraph to the conclusion
- ☐ It includes minor details to enhance the discussion
- ☐ It provides evidence to support the argument
- ☑ It states the main idea of the paragraph clearly

20. Which of the following makes a topic sentence effective?
- ☑ Stating a specific, clear idea that guides the paragraph
- ☐ Starting with a question to provoke thoughts and memory
- ☐ Containing unrelated examples for variety
- ☐ Being overly general to encompass multiple ideas and thoughts

21. How do major supporting sentences strengthen a paragraph?
- ☐ They introduce new, unrelated topics, thoughts, ideas, feelings, and explanations
- ☐ They introduce, explain, simplify and summarize the topic sentence properly
- ☑ They provide evidence, examples, and analysis related to the main idea
- ☐ They reiterate the topic sentence without further details

22. Which of the following demonstrates a weak topic sentence?
- ☐ A sentence supported by examples and evidence
- ☐ A sentence that introduces the main idea of the paragraph
- ☑ A sentence that lacks a clear focus or direction
- ☐ A sentence that transitions smoothly from the previous paragraph

23. How can you ensure that minor supporting sentences enhance a paragraph?
- ☐ Avoid them to maintain a concise and explanatory paragraph
- ☐ Include simple but unique vocabulary with inappropriate explanation
- ☑ Use them to add relevant details that support the major points
- ☐ Use them to introduce new and unrelated ideas

24. What role does a concluding sentence play in paragraph structure?
- ☐ It introduces a new argument for discussion in detail.
- ☐ It repeats the topic sentence word-for-word for emphasis.
- ☐ It serves as an additional minor detail summarizer.
- ☑ It summarizes the paragraph and connects to the next.

25. It is important for major and minor supporting sentences to align with the topic sentence to ...
- ☐ add variety and complexity to the paragraph
- ☑ maintain the unity and coherence of the paragraph
- ☐ make the paragraph more challenging for the reader
- ☐ provide multiple perspectives on unrelated topics

26. What is a common error when writing major supporting sentences?
- ☐ Aligning them with the topic sentence
- ☐ Including details that oppose the topic sentence
- ☑ Using examples, data, or analysis
- ☐ Using them to provide detailed evidence

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27. How should a topic sentence connect to the essay's thesis?
- ☑ By directly reflecting one key aspect of the thesis
- ☐ By introducing new arguments unrelated to the thesis
- ☐ By repeating the thesis statement verbatim
- ☐ By summarizing the entire essay paragraph by paragraph

28. Which of the following strategy ensures the clarity of a concluding sentence?
- ☐ Focus on providing additional examples
- ☐ Focus solely on transitions to the next paragraph for effective flow
- ☑ Sum up the main points without introducing new ideas
- ☐ Use it to critique the topic sentence reasonably

29. How can you differentiate a major supporting sentence from a minor one?
- ☑ Major supporting sentences provide primary evidence, while minor ones add details
- ☐ Major supporting sentences repeat the paragraph's main idea while minor ones state new details
- ☐ Minor supporting sentences introduce related ideas while minor ones exclude details
- ☐ Minor supporting sentences summarize the topic sentence while minor ones add flesh

30. A concluding sentence may fail to be effective when it …
- ☐ connects the paragraph to the essay's thesis
- ☑ introduces new ideas that disrupt the flow
- ☐ provides a sense of closure
- ☐ restates the main points of the paragraph

31. How should minor supporting sentences relate to the major ones?
- ☐ They should critique the major supporting sentence.
- ☑ They should provide further details to support the major points.
- ☐ They should introduce new concepts beyond the major supporting sentence.
- ☐ They should summarize the topic sentence properly.

32. How can transitions between major supporting sentences improve a paragraph?
- ☐ They add unnecessary complexity to the paragraph.
- ☐ They are not essential for a well-written paragraph.
- ☑ They clarify the relationship between ideas and improve coherence.
- ☐ They only apply when introducing minor supporting sentences.

33. Which of the following is an example of a well-written concluding sentence?
- ☐ "For example, many students use social media for recreation and entertainment."
- ☐ "It is evident that social media is very popular among the educated youth these days."
- ☑ "Therefore, social media's impact on education requires a balanced approach."
- ☐ "To conclude, we will discuss this further in the next paragraph."

34. What is the relationship between a paragraph's topic sentence and its concluding sentence?
- ☐ The concluding sentence introduces a new perspective to be discovered by the topic sentence.
- ☑ The concluding sentence reinforces the main idea introduced by the topic sentence.
- ☐ They are diversely unrelated components of a purposeful paragraph.
- ☐ They contradict each other to spark interest and attention in formal documentation.

35. How does unity enhance a paragraph's effectiveness?
- ☐ By summarizing the essay's thesis in every sentence in the paragraph
- ☑ By introducing multiple main ideas for variety and consistency
- ☐ By including diverse and unrelated ideas to show versatility
- ☐ By focusing exclusively on the main idea throughout the paragraph

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36. Which of the following breaks the unity of a paragraph?
- Using cohesive devices to connect ideas
- Introducing examples that distract from the main idea
- Ensuring all sentences support the topic sentence
- Elaborating on the main idea with evidence

37. Cohesion is achieved in a paragraph by all the following except …
- repeating key words and ideas
- using transitional phrases
- linking sentences logically
- introducing random synonyms

38. Why is coherence important in a paragraph?
- It helps introduce multiple unrelated ideas.
- It focuses solely on providing examples.
- It ensures the paragraph flows logically.
- It ensures each sentence stands independently.

39. What makes a paragraph inadequately developed?
- Providing more than one example for every point
- Maintaining unity and coherence throughout
- Lacking sufficient evidence to support the main idea
- Including only a topic sentence and concluding sentence

40. Which strategy best improves coherence in a paragraph?
- Using examples without explaining their relevance
- Repeating the topic sentence in every supporting sentence
- Avoiding transitional words to keep sentences brief and specific
- Arranging sentences in a logical order and using appropriate transitions

41. Why is it essential for a paragraph to demonstrate unity?
- To make sure the paragraph is not too long or too short
- To include as many ideas as possible for variety in structure
- To ensure all sentences contribute to the main idea
- To create uniquely distinct sections within the paragraph

42. What feature of cohesion connects a concluding sentence to the rest of the paragraph?
- Reiteration of key ideas or terms
- Introduction of a completely new perspective
- Exclusion of transitional devices
- Use of rhetorical questions

43. How can adequacy in a paragraph be evaluated?
- By checking if the paragraph contains enough supporting details to justify its main idea
- By limiting the content of the paragraph to a maximum of three sentences only
- By excluding examples, details, suggestions, and definitions to avoid overwhelming the reader
- By focusing solely on structure, grammar and vocabulary

44. Which of the following is a common error that affects a paragraph's coherence?
- Using examples to support the topic sentence
- Repeating key ideas for emphasis and understanding
- Jumping between ideas without clear transitions
- Ending the paragraph with a strong concluding sentence

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POST-INTERVENTION QUESTIONNAIRE

Instruction

Please answer all questions honestly based on your experience. Your feedback is crucial for evaluating and improving the Survey Structure Harmony Evaluate (SSHE) Paragraph Model.

Section A: Report

1. Gender: Male [✓] Female [ ]
2. How many classroom teaching and learning sessions on Paragraph writing did you participate in?
   Three [ ] Four [ ] Five [ ] Six [ ] Seven [✓] Eight [ ]
3. Which of the following activities/strategies did you participate in? ***Tick as many as applicable.***
   Lectures [✓] Individual Readings [✓] Group Discussion & Presentation [✓]
   Peer Reviews [✓] Individual Writings [✓] Group Reading Reviews [✓]
4. Which of the following activities/strategies did you find helpful? ***Tick as many as applicable.***
   Lectures [✓] Individual Readings [✓] Group Discussion & Presentation [✓]
   Peer Reviews [✓] Individual Writings [✓] Group Reading Reviews [✓]

Section B: SSHE Paragraph Model Components

Please respond to each statement by selecting the number that best represents your experience, expectations, and opinion. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.***

Component 1: Survey

Please rate the following statements based on your experience using the SSHE Paragraph Model. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree***

SN	Statement	1	2	3	4	5
1.	The Survey component helps me to read and analyze questions (prompts of essays).				✓	
2.	Outlining my essays is easier with the Survey component of the model					✓
3.	Survey prompts me to brainstorm ideas and concepts.					✓
4.	The Survey component empowers me to conduct preliminary research on given prompts.				✓	
5.	Survey encourages me to ask questions and identify key issues about given prompts/questions					✓
6.	I find the Survey component of the SSHE model least useful.			✓		
7.	The Survey component of the SSHE model is challenging.		✓			

Component 2: Structure

Please rate the following statements based on your experience using the SSHE Paragraph Model to structure your paragraphs. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree***

SN	Statement	1	2	3	4	5
1.	Outlining my essays is ensured by the Structure component of the model.					✓
2.	The Structure helps me develop and include clear topic sentences in my paragraphs.					✓
3.	Structure ensures the inclusion of supporting sentences in my paragraphs.				✓	
4.	The Structure component prompts me to provide additional information for my supporting sentence.				✓	
5.	Structure reminds me to include a concluding sentence in my paragraph.					✓
6.	I find the Structure component of the SSHE model least useful.		✓			
7.	The Structure component of the SSHE model is very challenging.		✓			

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Appendix P: Post Intervention Questionnaire I

Instruction

Please answer all questions honestly based on your experience. Your feedback is crucial for evaluating and improving the Survey Structure Harmony Evaluate (SSHE) Paragraph Model.

Section A: Report

1. Gender: Male [ ] Female [ ]
2. How many classroom teaching and learning sessions on Paragraph writing did you participate in?
   Three [ ] Four [ ] Five [ ] Six [ ] Seven [ ] Eight [ ]
3. Which of the following activities/strategies did you participate in? ***Tick as many as applicable.***
   Lectures [ ] Individual Readings [ ] Group Discussion & Presentation [ ]
   Peer Reviews [ ] Individual Writings [ ] Group Reading Reviews [ ]
4. Which of the following activities/strategies did you find helpful? ***Tick as many as applicable.***
   Lectures [ ] Individual Readings [ ] Group Discussion & Presentation [ ]
   Peer Reviews [ ] Individual Writings [ ] Group Reading Reviews [ ]

Section B: SSHE Paragraph Model Components

Please respond to each statement by selecting the number that best represents your experience, expectations, and opinion. Use the scale:

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.

Component 1: Survey

Please rate the following statements based on your experience using the SSHE Paragraph Model. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree***

SN	Statement	1	2	3	4	5
1.	The Survey component helps me to read and analyze questions (prompts of essays).					
2.	Outlining my essays is easier with the Survey component of the model					
3.	Survey prompts me to brainstorm ideas and concepts.					
4.	The Survey component empowers me to conduct preliminary research on given prompts.					
5.	Survey encourages me to ask questions and identify key issues about given prompts/questions					
6.	I find the Survey component of the SSHE model least useful.					
7.	The Survey component of the SSHE model is challenging.					

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Component 2: Structure

Please rate the following statements based on your experience using the SSHE Paragraph Model to structure your paragraphs. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree***

SN	Statement	1	2	3	4	5
1.	Outlining my essays is ensured by the Structure component of the model.					
2.	The Structure helps me develop and include clear topic sentences in my paragraphs.					
3.	Structure ensures the inclusion of supporting sentences in my paragraphs.					
4.	The Structure component prompts me to provide additional information for my supporting sentence.					
5.	Structure reminds me to include a concluding sentence in my paragraph.					
6.	I find the Structure component of the SSHE model least useful.					
7.	The Structure component of the SSHE model is very challenging.					

Component 3: Harmony

Please rate the following statements regarding the Harmony component of the SSHE Paragraph Model. Use,

1 - Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 - Strongly Agree

SN	Statement	1	2	3	4	5
1.	The Harmony components ensures that all parts of my paragraphs work together smoothly.					
2.	Harmony ensure I provide enough sentences to support the topic sentence.					
3.	The logical flow of my paragraphs improved using the Harmony component of the model.					
4.	Harmony ensures each sentence in my paragraph support the main idea more effectively.					
5.	The Harmony component ensures the use of transitions to connect ideas from one sentence to the next.					
6.	I find the Harmony component of the SSHE model least useful.					
7.	The Harmony component of the SSHE model is very challenging.					

Component 4: Evaluation

Please rate the following statements regarding the evaluation component of the SSHE Paragraph Model. Use, ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.***

SN	Statement	1	2	3	4	5
1.	The Evaluation component helps assess the general structure of my essay.					
2.	Evaluation examines the structure of the paragraph.					

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3.	The Evaluation component reminds me to analyze the paragraph's texture.					
4.	Evaluation helps to assess the mechanics of my paragraph.					
5.	The Evaluation component of the SSHE model ensures I examine the tone of my paragraphs.					
6.	I find the Evaluation component of the SSHE model least useful.					
7.	The Evaluation component of the SSHE model is challenging.					

Section C: Overall Usefulness

Please rate the overall usefulness of the SSHE Paragraph Model. Use the scale:

1 - Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 - Strongly Agree

SN	Statement	1	2	3	4	5
1.	The SSHE model is easy to understand.					
2.	The SSHE model is easy to apply.					
3.	The model has improved my paragraph writing skills.					
4.	I feel more confident in my writing abilities when using the SSHE model.					
5.	I encounter challenges when using the SSHE model.					
6.	The SSHE model has potential for use in writing contexts beyond academic assignments.					
7.	I intend using the SSHE model in future writings.					
8.	I would recommend the SSHE model to other students.					
9.	The SSHE model should be integrated into the Communication Skills curriculum					

Thank you for your participation!

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Appendix Q: Sample Students' Completed Post Intervention Questionnaire II

POST-INTERVENTION QUESTIONNAIRE

Instruction
Please answer all questions honestly based on your experience. Your feedback is crucial for evaluating and improving the Survey Structure Harmony Evaluate (SSHE) Paragraph Model.

Section A: Report

1. Gender: Male [✓] Female [ ]
2. How many classroom teaching and learning sessions on Paragraph writing did you participate in?
   Three [ ] Four [ ] Five [ ] Six [ ] Seven [✓] Eight [ ]
3. Which of the following activities/strategies did you participate in? ***Tick as many as applicable.***
   Lectures [✓] Individual Readings [✓] Group Discussion & Presentation [✓]
   Peer Reviews [✓] Individual Writings [✓] Group Reading Reviews [✓]
4. Which of the following activities/strategies did you find helpful? ***Tick as many as applicable.***
   Lectures [✓] Individual Readings [✓] Group Discussion & Presentation [✓]
   Peer Reviews [✓] Individual Writings [✓] Group Reading Reviews [✓]

Section B: SSHE Paragraph Model Components
Please respond to each statement by selecting the number that best represents your experience, expectations, and opinion. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.***

Component 1: Survey
Please rate the following statements based on your experience using the SSHE Paragraph Model. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree***

SN	Statement	1	2	3	4	5
1.	The Survey component helps me to read and analyze questions (prompts of essays).				✓	
2.	Outlining my essays is easier with the Survey component of the model					✓
3.	Survey prompts me to brainstorm ideas and concepts.					✓
4.	The Survey component empowers me to conduct preliminary research on given prompts.				✓	
5.	Survey encourages me to ask questions and identify key issues about given prompts/questions					✓
6.	I find the Survey component of the SSHE model least useful.		✓	✓		
7.	The Survey component of the SSHE model is challenging.		✓			

Component 2: Structure
Please rate the following statements based on your experience using the SSHE Paragraph Model to structure your paragraphs. Use the scale: ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree***

SN	Statement	1	2	3	4	5
1.	Outlining my essays is ensured by the Structure component of the model.					✓
2.	The Structure helps me develop and include clear topic sentences in my paragraphs.					✓
3.	Structure ensures the inclusion of supporting sentences in my paragraphs.				✓	
4.	The Structure component prompts me to provide additional information for my supporting sentence.				✓	
5.	Structure reminds me to include a concluding sentence in my paragraph.					✓
6.	I find the Structure component of the SSHE model least useful.		✓			
7.	The Structure component of the SSHE model is very challenging.		✓			

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Component 3: Harmony

Please rate the following statements regarding the Harmony component of the SSHE Paragraph Model. Use,

1 - Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 - Strongly Agree

SN	Statement	1	2	3	4	5
1.	The Harmony components ensures that all parts of my paragraphs work together smoothly.					✓
2.	Harmony ensure I provide enough sentences to support the topic sentence.					✓
3.	The logical flow of my paragraphs improved using the Harmony component of the model.				✓	
4.	Harmony ensures each sentence in my paragraph support the main idea more effectively.					✓
5.	The Harmony component ensures the use of transitions to connect ideas from one sentence to the next.				✓	
6.	I find the Harmony component of the SSHE model least useful.	✓	✓			
7.	The Harmony component of the SSHE model is very challenging.	✓				

Component 4: Evaluation

Please rate the following statements regarding the evaluation component of the SSHE Paragraph Model. Use, ***1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.***

SN	Statement	1	2	3	4	5
1.	The Evaluation component helps assess the general structure of my essay.				✓	
2.	Evaluation examines the structure of the paragraph.			✓		
3.	The Evaluation component reminds me to analyze the paragraph's texture.				✓	
4.	Evaluation helps to assess the mechanics of my paragraph.					✓
5.	The Evaluation component of the SSHE model ensures I examine the tone of my paragraphs.					✓
6.	I find the Evaluation component of the SSHE model least useful.		✓			
7.	The Evaluation component of the SSHE model is challenging.		✓			

Section C: Overall Usefulness

Please rate the overall usefulness of the SSHE Paragraph Model. Use the scale:

1 - Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 - Strongly Agree

SN	Statement	1	2	3	4	5
1.	The SSHE model is easy to understand.					✓
2.	The SSHE model is easy to apply.				✓	
3.	The model has improved my paragraph writing skills.					✓
4.	I feel more confident in my writing abilities when using the SSHE model.					✓
5.	I encounter challenges when using the SSHE model.					✓
6.	The SSHE model has potential for use in writing contexts beyond academic assignments.				✓	
7.	I intend using the SSHE model in future writings.					✓
8.	I would recommend the SSHE model to other students.					✓
9.	The SSHE model should be integrated into the Communication Skills curriculum					✓

Thank you for your participation!

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