

Teaching Organization of Essays and Paragraphs: A Tertiary Level Scenario

**A Dissertation Submitted in Partial Fulfillment of the Requirement for M. A
in English**



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The work is dedicated to my loving parents, Syed Shah Jahan and Khondokar Rabeya Akter, whose constant support and encouragement made me what I am today.

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ABSTRACT

This thesis is concerned with teaching organization of essays and paragraphs in writing at tertiary level universities in Dhaka. It tries to assess the strengths and weaknesses of teaching writing with a view to suggesting improvements. This research will be helpful for future researchers to have an understanding about teaching organization in writing.

Our students' level of English proficiency in writing at tertiary level is not adequate at all. One of the major reasons for this may be ineffective teaching. It is, therefore, significant to examine the effectiveness of teaching writing in the light of the recent theoretical developments in the field.

The objectives of the study are to examine the teaching strategies for: (a) topic sentence, (b) thesis statement, (c) introduction and conclusion, (d) unity and coherence, (e) linking devices.

For this study semi-structured interview is used. The results show that the teaching strategies are effective to some extent, but the study found few problems associated with teaching writing.

The study has been divided into the following chapters:

Chapter 1: Introduction

Chapter 2: Theoretical Developments in Teaching Organization of Essays and Paragraphs

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Chapter 1: Introduction

1.1 Introduction

Writing is an important area of ELT like other areas such as reading, listening and speaking skills. An effective learning largely depends on effective teaching that can meaningfully engage the students in using the target language.

There are various types and areas of teaching writing like essay, letter, paragraph, application, report, thesis paper, journal article, summaries, portfolios of work, book/chapter reviews, case study analyses, reflective journals and essays etc and content, form or organization, vocabulary, grammar, punctuation are to teach in any language learning program.

There have been significant developments in the theories of teaching writing. A vast body of literature is now available on teaching writing. In the light of those developments this present study will focus on teaching of organization in writing at tertiary level in Bangladesh.

1.2 The Role of Teaching Writing

A successful language teaching-learning program depends on a number of factors one of which is effective teaching of writing skill.

Writing an excellent composition is similar to produce a piece of superior art. It is like any budding artist goes about perfecting his art, sticking a number of basic ground rules. In the same way, a promising writer goes about refining his art, by writing different type of composition.

This art is not complicated to perfect, if once the methodology is understood, the writer develops a great sense of satisfaction throughout life (Singh & Singh, 2002, p. 1).

As Ur (1991) states that the purpose of the teaching of writing in a foreign language is required the students to obtain the abilities and skills they need to produce a range of different kinds of written texts. It is similar to those an educated person would be expected to produce in their own language (p. 162).

When the goal of teaching writing comes, Nunan (2003) says that the maximum disappointment with teaching writing comes when the teacher's objectives do not correspond with the students', or when the teacher's objectives do not match those of the school or institution in which the student works. It is essential to understand both and to express the objectives to students in ways that make sense to them (p. 92).

The grounds for teaching writing to students of English as a foreign language contains reinforcement, language development, learning style, and most significantly, writing as a skill in its own justification. The most significant intention for teaching writing, as an individual skill evidently, is that it is a basic language skill, just as important as speaking, listening, and reading. Students should know how to write letters, how to put written reports together, how to reply to advertisements and more and more, how to write using electronic media. Students also need to be acquainted with some special principles of writing like punctuation, paragraph construction etc (Harmer, 1998, p. 79-80). When emphasizing writing, Ur (1991) conveys that students learn to write through writing. One of the main tasks of the teachers is to get students to write a lot (p. 169).

1.3 The Problems Defined in Teaching Writing

In our context, English has been taught for a long time but still a large number of students cannot write properly and effectively. One of the major reasons may be the absence of effective teaching of writing.

A certain way to ruin chances of learning how to write proficiently is to believe that writing is a 'natural gift' rather than a learned skill. This type of people think that they are the only ones for whom writing is terribly difficult and everybody else finds writing easy. Such people characteristically say, "I'm not any good at writing" or "English was not one of my good subjects." This attitude results that people try to avoid writing, and when they do write, they do not try their best. Their approach becomes a self-fulfilling prediction and their writing fails essentially as they have brainwashed themselves into thinking that they do not have the "natural gift" needed to write. If they do not change their attitudes, they possibly will not learn how to write effectively (Langan, 2001, p. 10).

English is a representative language. It is common to find that people who are good at spoken English are not able to convey themselves in writing. The cause may be they do not visualize and write to a plan. To write a meaningful composition, it is not necessary that it should be written in superfluous language, with bombastic words. Writing always requires the composition should be written according to a plan, with a line of continuity and should express the feelings of the writer in plain simple English (Singh & Singh, 2002, p. 1).

Bly (1998) states according to a survey of hundreds of engineers who have attended his writing seminars, poor organization are the first problem in engineering writing. As one of the technical

writer points out that if the reader considers the importance of the content, he can plow through a report even if it is dull or has lengthy sentences and big words. But, if it is inadequately organized there is no way to make sense of what is written. Defectively organized writing stems from weak planning of writing.

1.4 Significance of the Study

It is well established that it is not possible to write skillfully without effective teaching. In our context writing is taught, learned, tested, assessed and evaluated from SSC to Graduation level both in English and Bengali medium schools, colleges and universities. As the issue of English language teaching is of great national significance, in the present realities of an increasing demand of English in an increasingly globalizing world, having an effective ELT program is a priority area for national progress and prosperity. Reading, Writing, Listening and Speaking skill are the most important factors of ELT, and teaching writing skill, is crucial aspect of our education system.

Students of today's literate world need to learn writing for very practical reasons. For example, newcomers to a country soon need to begin communicating through writing or have to take down telephone messages, or have to fill out job applications and applications for health insurance. Students in school, colleges, or universities at all stages of the academic step need to express themselves in writing to do well in institutions.

Graham and Perin (2007) found that:

A wide range of jobs require employees to produce written documentation, visual/text presentations, memoranda, technical reports, and electronic messages. The explosion of electronic and wireless

communication in everyday life brings writing skills into play as never before. Recent reports by the National Commission on Writing (2004, 2005) reveal that the majority of both public and private employers say that writing proficiency has now become critical in the workplace and that it directly affects hiring and promotion decisions. The demand for writing proficiency is not limited to professional jobs but extends to clerical and support positions in government, construction, manufacturing, service industries, and elsewhere. In fact, about 30% of government and private sector employees require on-the-job training in basic writing skills. Private companies spend an estimated \$3.1 billion annually on remediation, and state governments spend an estimated \$221 million annually (National Commission on Writing, 2005) (cited in, p. 8-9).

Writing proficiently is not considered an option for young people rather it is a mandatory. Besides reading comprehension, writing skill is a prophet of academic achievement and a fundamental prerequisite for participation in public life and in the universal economy (ibid, 2007, p. 3).

Generally, the circumstances of life such as school, workplace, social community etc require some level of writing skill and skilled writers can adapt their writing flexibly to the situation in which it takes place (ibid, 2007, p. 9).

This study is significant because by examining the effectiveness of teaching organization of writing in the light of the developments in the field, it will be possible to find out the strengths and weaknesses of the existing teaching techniques will suggest ways to overcome.

1.5 Objectives of the Study

Teaching is a matter of evaluating students' competence and performance level through various tactics and techniques. This present research will try to identify the effectiveness and

inefficiencies in teaching at tertiary level and find out how effectively teachers are teaching writing skills. To be more specific, the objectives of this study are to examine:

- (a) Topic sentence
- (b) Thesis statement
- (c) Introduction and conclusion
- (d) Unity and coherence
- (e) Linking devices

1.6 Methodology

The research methods employed for this study are:

- (a) Library research to examine the theoretical developments in teaching organization of essays and paragraphs, and
- (b) Teachers' interview (semi-structured)

1.7 Limitations of the Study

During the period of data collection for this study political situation of Bangladesh was not stable. Opposition party called hartals consistently and political violation took place in those days. That is why a good number of teachers were absent in their institutions. So it took much time and effort to collect the data from different universities.

As this research was done to fulfill the academic requirement of a Masters' thesis in ELT and Applied Linguistics within a specific period of time, it was not possible for a researcher to cover

a large area from all around the country. It would have cost a lot of money, manpower, and large period of time. Therefore, the sample size was rather small and the universe was only few universities. However, this small universe and small sample size was examined closely and carefully to analyze the current teaching status of Bangladesh.

1.8 Conclusion

This chapter focuses the role of teaching, problems defined in writing and significance of the study. Next chapter discusses a detailed review of the theoretical developments in teaching organization of paragraph and essay writing.

Chapter 2: Theoretical Developmental in Teaching Organization of Essays and Paragraphs

2.1 Introduction

This chapter discusses the theoretical developments of teaching organization in writing in tertiary level education of Bangladesh. There have been noteworthy developments in the theories and practices of teaching of writing. Some of the major considerations for organization of writing have been discussed in some details in this chapter with reference to the literature available in the field.

2.2 Elements of Organization in Writing

The key elements of organization in writing are discussed below:

2.2.1 Topic Sentence

When students are assigned to write on topics that are too broad to develop adequately in one paragraph, they need to restrict the topic or to narrow it down. For example, if students are asked to write about “your favorite place” and they choose a country such as *Mexico*, they could easily write several sentences naming all things they like about *Mexico*. They can narrow down the topic *Mexico* to a particular place in Mexico, such as the Great Temple in the Aztec ruins. So the topic ‘Mexico’ can be narrowed down by focusing on *Mexico*, *Mexico City*, *Historical Sites of Mexico*, *Aztec Ruins*, *The Great Temple* etc (Smalley, Ruetten & Kozyrev, 2001, p. 14-15).

So, the topic of a paragraph is generally introduced in a sentence which is called the topic sentence. A good topic sentence introduces the central idea of a paragraph. The idea or the thought about a topic is called the controlling idea. A controlling idea “controls what the sentences in the paragraph will discuss” (ibid, 2001, p. 17). Every sentence should be related and “should develop the controlling idea” (ibid, 2001, p. 17). An example of a topic sentence and controlling idea is as follows:

Smoking cigarettes can be an expensive habit (Smalley, Ruetten & Kozyrev, 2001, p. 17)

In the above sentence, the topic is the *habit of smoking cigarettes* and the controlling idea is that smoking may be *expensive* (ibid, 2001, p. 18). To write a topic sentence, teacher can ask students to study a set of sentences given by the teacher and circle the controlling idea and underline the topic in each sentence. The first one can be done by the teacher so that the students have an idea about what to do (ibid, 2001, p. 19).

(See appendix-I for further illustration of the example).

In a paragraph, topic sentence introduces the topic and the controlling idea. Students can place the topic sentence near the beginning of the paragraph. Though, it depends on what kind of paragraph students are writing and it may be placed near the middle or even at the end of the paragraph (ibid, 2001, p. 21).

2.2.1.1 Controlling Ideas

While expressing a particular idea in the form of a controlling idea, students should write very clearly and writing should be directed towards a particular aspect. For example, they should consider the following topic sentence:

Drinking coffee is bad (Smalley, Ruetten & Kozyrev, 2001, p. 19).

The above sentence has a topic—drinking coffee—and a controlling idea—bad—but they are unclear. Now many questions can be raised in students mind like in ‘What way is coffee bad?’ or ‘For whom or what is it bad?’ or ‘Is drinking only a little coffee bad, or is drinking a lot of coffee bad?’ It has been seen that this topic sentence leaves a lot of questions that probably cannot be answered effectively in one paragraph. The sentence requires extra focus and that focus can come from the controlling idea (ibid, 2001, p. 19). Teachers can show the following example,

Drinking over four cups of coffee a day can be harmful to pregnant women (Smalley, Ruetten & Kozyrev, 2001, p. 19)

From the above example, students can see that the topic itself has been narrowed down and the controlling idea is more specific (ibid, 2001, p. 20). Sometimes supporting ideas involve supporting the opinion or attitude expressed in the topic sentence. It provides to back up, clarify, illustrate, or explain the point students make in their topic sentence and supports are often taken from factual details from recourses like magazines, journals, or books etc (ibid, 2001, p. 25). Teachers can give some weak topic sentences to students and asks them to read. Students can rewrite each one to make it more specific. Students can narrow down the topic and/ or the controlling idea. Sometimes teachers have done the first one for the students (ibid, 2001, p. 20). (See appendix-I for further illustration of the example)

2.2.2 Thesis Statement

A thesis statement is a sentence that explains the main idea of the whole essay and it can be compared to a topic sentence, which gives the main idea of a paragraph (Zemach & Rumisek,

2003, p. 58). The "Thesis" stands for the text segment that contains the writer's position, and has a straight connection to the essay topic (Burstein & Marcu, 2003, p. 457).

When students write a thesis statement, it is important to remember the purpose of a thesis. A thesis statement should present an argument; identify the main ideas supporting the argument (Petkus, 2009). A successful thesis statement should create a strong assumption about the topic and function as a map for the rest of the essay. It should have a tight focus and should be supported with evidence in subsequent paragraphs (Lomanno, 2009). A thesis statement is often placed at the end of the introductory paragraph. It serves as a transition into the body of the essay and the body paragraphs should begin with a topic sentence that links straight to a portion of the thesis statement so the readers can easily follow the organizational pattern and relate details back to the author's crucial points (Petkus, 2009).

2.2.2.1 Effective Strategies of Thesis Statement

(a) The thesis statement should be written in a complete sentence, as it is the main statement for the full essay and thus should express a complete thought. And since it is a statement, it should not be written in the form of a question (Smalley, Ruetten & Kozyrev, 2001, p. 106). For example,

Wrong thesis: My fear of the dark.

Correct thesis: My fear of the dark has made my life miserable.

(b) A thesis statement conveys an opinion, attitude, or idea and it should not simply announce the topic the essay will develop. For example,

Wrong thesis: I am going to discuss the effects of radiation.

Correct thesis: The effects of radiation are often unpredictable (ibid, 2001, p. 106).

(c) The thesis should not express a fact rather it should express an opinion. The thesis expresses an opinion, attitude, or idea about a topic and someone could disagree with it. The thesis is a statement that should be explained or proved. For example,

Wrong thesis: Cows produce milk.

Correct thesis: The milk cows produce is not always fit for human consumption (ibid, 2001, p. 106).

(d) The thesis should express only one idea. If the thesis contains more than two ideas, the essay will lack its unity and coherence. For example,

Wrong thesis: Going to college in the Midwest can be fun, and I have found that living in a suburb of a large city is the best way to live while at college.

Correct thesis: Going to college in the Midwest can be fun (ibid, 2001, p. 106-107).

Teachers can give various activities, for example, they can provide some sample thesis statements and asks students to read the thesis statements and identify the general topic of the sentences. After giving the topics teachers can ask them 'What is the narrow topic? What is the writer's opinion or attitude about the topic? What predictions can you make about the ways the writer may develop the thesis? (Greenberg, 1994, p. 28).

(See appendix-I for further illustration of the example).

2.2.3 Introduction and Conclusion

Greenberg (1994, p. 377) defines that 'the introduction is actually the most crucial paragraph because it makes the reader decide whether or not to continue reading.' To write a good

introduction, one has to present the topic very clearly; provide a number of sentences of information about the topic; and assert the thesis or the main idea of the essay (Zemach and Rumisek, 2003, p. 72).

The "Conclusion" is the main idea that summarizes all the points discussed in the essay (Burstein & Marcu, 2003, p. 457). A good conclusion should present the reader a concise overview of what the essay has discussed or in other words, it should remind the readers of the key points. It gives closure to the entire project (Jones-Shoeman, 2010). Writing effective conclusions requires the right understanding of the purpose of the conclusion (Sharber, 2009). In a concluding paragraph, the first sentence should point to the future in a way that relates to the topic. The second sentence of the paragraph can suggest a future action that needs to be taken. The third and fourth sentences can relate to the thesis statement (Petkus, 2009).

2.2.3.1 Effective Strategies for Teaching Introductions:

The introductory paragraph of an essay should be able to grab the reader's attention and it may begin with a memorable quote, an illustrative anecdote, a question the essay will answer, or an interesting or unexpected fact to create an individual and unique opening (Richards, 2010). Teachers can teach 'introduction' applying various strategies. According to Greenberg (1994, p. 377-378):

(a) Students' may start with the thesis statement or the reason why they are writing on the given topic. For example:

There is nothing like a tag sale to force you to confront the hard choices in life. To junk the class notes from introduction to psychology and give away the trunk

(b) Students' may start with a general statement about the subject and then narrow down the point until they reach the end of the paragraph and present the thesis. For example:

It was always the look on their faces that told me first. I was the freshmen dormitory counselor, and there were the freshmen at a women's college where everyone was smart. One of them....

(c) Introduction may start with a direct quotation. For example:

The most hateful words I've heard in the last three years were "He'll need surgery." It was not major surgery, thank God; we brought him

(d) An introduction may begin by telling a brief story that will lead to the thesis. For example:

When I was little girl, I loved Halloween because it was the only day of the year when I was beautiful. I had friends who went out dressed as hobos....

(e) Students should introduce the significance of the subject by presenting facts, statistics, or testimony.

In 1971, The New England Journal of Medicine reported the discovery of a connection between a rare form of cancer in young women and a synthetic estrogen

(f) An effective beginning may startle the audience with an eye opening statement. For example:

Well, another year has gone by and still the Nobel Prize has not been awarded to the inventors of the Snugli baby carrier. I can't figure it....

While teaching introduction, teachers can ask students to choose a partner or two for an activity. Then he asks them to exchange an essay that they have written for an assignment and answer the given questions (provided by teacher, on a separate sheet of paper) about their partner's essay introduction (ibid, 1994, p. 379).

(See appendix-I for further illustration of the example)

2.2.3.2 Effective Strategies for Teaching Conclusions:

According to Greenberg (1994, p. 380) students may refer to something said in the introduction, recall a key phrase, an image, or a story and close with an appropriate quotation or anecdote in conclusion. Greenberg's (1994, p. 380) suggestion regarding several ways of writing conclusions and examples are as follows:

(a) A student may briefly summarize the main points of an essay. For example:

"I would like to maintain the obscenity standards set so well by my mother and me that afternoon in our living room".

(b) In concluding paragraph the writer may make an interesting comparison or image. For example:

"They are not homeless. They are people who have no homes. No drawer that hold the spoons. No window to look out upon the world. My God! That is everything".

(c) Students may suggest an action or an idea that readers should consider in light of the essay.

For example:

"Of course, between one [housekeeper] leaving and the other arriving, I have thought the same thing: Do it yourself. No one can do it as well as you."

(d) A writer can speculate about what the thesis implies for the future. For example:

"I will try to teach my sons about sex, after I've explained fertile periods and birth control and all the other mechanics that are important to understand but that never really go to the heart of the matter: I believe I will say that"

(e) A writer can make a brief remark that sums up his feelings. For example:

"I was born a Catholic and I think I will die one. I will ask for a priest to give me Extreme Unction, as it was given to my mother, and to her mother before her."

Teachers can make them practice by giving sample thesis statements, supporting topic sentences related to the thesis statement, and sample conclusions. Students may read the conclusion to determine if it logically concludes or if the conclusion is not appropriate and asks them to write *not good* in the blank, and write the reason why it is not good in the space provided. If the conclusion is appropriate, students should simply write *logical* in the blank (Smalley, Ruetten & Kozyrev, 2001, p. 122)

(See appendix-I for further illustration of examples).

2.2.4 Unity and Coherence

One of the important qualities of good writing is unity or singleness of purpose and development. In a unified paragraph or essay, all the sentences work together to support and develop the

central idea. Successful writers help the audience follow their ideas by ensuring that every detail sticks to the main point (Greenberg, 1994, p. 82).

A paragraph or an essay always contains only one idea and all the thoughts, explanations, and examples should be connected to the main idea (Turkenik, 2008, p. 42). Audience expects the writer to “stick to the subject,” to carry out the promise of the main idea. In a unified essay, the point of each supporting paragraph relates directly and closely to the main idea of the essay, and in each supporting paragraph, all the information relates directly and closely to the main idea of the paragraph. If the writing contains any information that is not directly related, the essay lacks unity (ibid, 2008, p. 44).

The main idea of an essay is very crucial for a reader and it contains what the essay will be about. Readers expect the writer to fulfill the promise. If the writer guides the reader in a different direction and discusses something else, the reader will be confused. Teachers may provide an essay to students and after each paragraph of the essay, a question can be given. Teachers can ask them to write the answers of the paragraphs to evaluate how successful the writer has been in sticking to the main point and fulfilling the promise to the reader (ibid, 2008, p. 43).

(See appendix-I for further illustration of examples)

2.2.4.1 Coherence

A properly controlled paragraph and essays should have coherence. Coherence ensures that every idea is clearly and logically related to the one that comes before it and follows it.

Coherence means “sticking together,” and the details and sentences in coherent writing stick together in an order that flows smoothly (Greenberg, 1994, p. 87). A coherent paragraph should assure two criteria: First, relevance—every idea must be related to the topic. Second, effective order—ideas must be arranged in a way that clarifies their logic or importance (Kane, 2003, p. 95). Students can imagine that a paragraph is a brick wall of a house. If all the bricks in the wall are similar in shape, size, color, and pattern, the wall is unified. By reading minutely, students realize that the cement or mortar that connects the bricks to one another is what makes the wall coherent. Like the bricks in the wall, the sentences in the paragraphs need to be cemented together in a logical way. When students develop examples and reasons to support the main idea, they should think about an appropriate order for presenting the details. Students should use transitions and phrases to achieve coherence that signals the relation among ideas and details (Greenberg, 1994, p. 87).

Teachers can supply a topic sentence and provide some information on writing a paragraph. By using the information and the topic sentence, students can produce a coherent paragraph (student can rearrange the order in which the information is presented). Another activity can be done by using the information where Students should compare the text with the original (supplied separately). Students may make a note of similarities and differences (Nunan, 1999, p. 296).

(See appendix-I for further illustration of examples)

By providing a sequence, students can write a report which focuses coherence in writing. The topic of the report may be based on the statistics about women in the USA and the statistics list may be number, life span, families, race, education, children, age, marriage, political power etc.

Students start in three groups by deciding which topics go together to make a coherent paragraph (as an example they are told that the topic of children probably goes well with the topic of families). Every person in the group chooses one of the paragraphs they have planned and writes it up. Students are told to link the information together with cohesive devices they have studied, particularly contrasting two pieces of information with words such as *whereas*, *but*, *on spite of*, etc. Students study their three paragraphs and work out what order they should go in and how to join them together. If they are provided access to computer screens, each group has a chance to make immediate changes of sequence and language. When the complete report has been finished, they can be put up on the board or included in a web site so that they can be compared with other group's versions. A discussion can take place to develop which versions are more coherent or easy to read (ibid, 2001, p. 267). This sequence displays how planning the order of ideas in a text, coupled with the use of previously studied cohesive language, can produce well thought out reports which can then provide good material for comparison and discussion (ibid, 2001, p. 268).

2.2.5 Linking Devices

The consideration of cohesion or linking devices and 'coherence' forms a text as a thematic whole (McDonough and Shaw, 1993, p. 159). Connor (1996) describes cohesion as "the use of explicit linguistic devices to signal relations between sentences and parts of texts." These cohesive devices are phrases or words that facilitate the reader to understand previous statements with subsequent ones (cited in Shen, 2010: 105). The analysis of cohesion reveals that cohesion is an important property of writing. Several types and frequencies of cohesive ties seem to reflect the invention skills of student writers and to influence the stylistic and organizational properties

of the text they write (Witte and Faigley, 1981: 202). Linking devices or phrases indicate connections between sentences and paragraphs. They show the backward or forward to other parts in paragraphs. Linking devices are the indication of the relationship of ideas and it makes the ideas easier for a reader to follow and understand (Greenberg, 1994, p. 62).

Shahidullah (2008, p. 62-63) discusses various types of Transitional Words and Expressions in the following.

To Add or Show: again, also, and then, equally important, first, further, further more.

To Compare: also, in the same way, likewise, similarly.

To Contrast: although, but, despite, even though, however, in contrast.

To Indicate Place: above, adjacent to, below, elsewhere, farther on, here, near, nearby.

To Indicate Time: afterward, as soon as, at last, at that time, immediately, simultaneously.

To Show Cause: accordingly, as a result, because, consequently, otherwise.

Linking devices include various connectives like pronouns or article system. The following techniques require the learners to understand the overall purpose of a piece of writing (McDonough and Shaw, 1993, p. 160). The techniques are:

- Providing a text to read as a model for a particular function.
- Answering questions on a text, and using the answer as the basis for a piece of writing.
- Using non-verbal information in many forms. This may be a simple visual, such as a picture or a drawing; or a table, a graph, a diagram. On the other hand, the overall structure of a text may be represented visually, as an 'information structure' diagram. The last of these is particularly common with classifications.
- Selecting appropriate connectives in a paragraph.

- Reconstructing a paragraph from sentences given in the wrong order, or a whole text from a set of jumbled paragraphs. Paragraph or story completion, which can be done by adding an ending, but also a beginning or a middle section.
- Writing maintaining parallelism.
- Choosing an appropriate title for a piece of writing, such as a newspaper article.
- Working on identifying and creating 'topic sentences' as the basis for developing paragraphs.

Teachers can give a paragraph to students and ask them to rewrite the paragraph, and put transitional words and phrases to improve the continuity of the paragraph. But teachers should mention that students must be careful that they do not change the meaning of the paragraph (Shahidullah, 2008, p. 67).

(See appendix-I for further illustration of examples)

Teachers can make the students practice using linking devices. Teacher can ask students to fill in the blanks by using linking devices with either 'on the other hand' or 'on the contrary', whichever is appropriate (Smalley, Ruetten & Kozyrev, 2001, p. 176).

(See appendix for further illustration of the examples.)

2.2.5.1 Repetition of Key Words and Phrases

Teachers can instruct the students to repeat the key words that can help the ideas to tie together in a piece of writing. For example, in a paragraph, if a word is repeated several times, it reminds

the readers of the key ideas of the paragraph around which the discussion is centered (Langan, 2001, p. 85).

Teacher can provide a paragraph to students where there is a great deal of unnecessary repetition of words and ask students to rewrite the paragraph using cohesion (that is, words such as he, it, this, such) to remove excessive repetition (Nunan, 1999, p. 293).

(See appendix-I for further illustration of the example).

2.2.5.2 Synonyms

Synonyms refer to words with similar meaning in the text. The use of synonyms increases variety and interest by avoiding needless repetition of the same words (Langan, 2001, p. 86). McGee (2008, p. 219) suggests that the teachers warn their students against adopting a simplistic attitude towards the use of synonyms. Students can be given altered texts asking them to identify inappropriate uses of near synonyms, and students can also be challenged to choose from a variety of options which word (from a list of 'synonyms') is missing from a stretch of discourse. Teachers can give some sentences which are underlined and ask students to write the synonyms for the underlined word (Langan, 2001, p. 96).

(See appendix-I for further illustration of the example).

2.2.5.3 Pronoun References

The use of pronouns such as he, she, it, these, we, those, they, etc. to refer to a subject named in a previous sentence facilitates to unify the paragraph (Shahidullah, 2008, p. 49). He shows that the use of the following rules of pronoun can unify a paragraph.

(a) Students should give the noun first which the pronoun represents. They should not start out with 'this', 'that', 'they', 'it', 'he' or 'she'. If they do, readers will not know to whom or to what the pronoun refers.

(b) Students should use the pronoun that must agree in number with the noun to which it refers. If the noun is a child, then students must use a singular pronoun, he or she, not they. If the pronoun is plural, they must use a plural pronoun – them, not him or one.

(c) The use of pronoun must be consistent in class or person with the noun to which it refers. If the noun is motorist, the pronoun must be he, not you or we

To make students practice with pronoun references, teachers provide them some sentences and ask them to write the appropriate pronoun (their, they, them, it) in the blank space provided for each of the sentences (Langan, 2001, p. 476).

(See appendix-I for further illustration of the example).

2.2.6 Conclusion:

The aspects discussed in this chapter provide teachers a guideline to teach organization in writing skills. The provided literature in this field will be used in constructing teachers' questionnaires as a research tool in this study.

Chapter 3: Research Methodology

3.1 Introduction

This chapter discusses the research methodologies that were used in this research. Methods of data collection for this study were teachers' interview. The research tool (the interviews) and their implications, sampling, administration of the study and process of data analysis have been discussed in detail in the present study.

3.2 Methods of Data Collection

The research methodology used for this study was semi structured interview. Seligar and Shohamy (1989, p. 166) stated that the purpose of interview is to gain information by actually talking to the subject. The interviewer asks questions and the interviewee responds in a face-to-face situation. Interviews are personalized and therefore permit a level of in-depth information-gathering, free responses, and flexibility that cannot be obtained by other procedures.

Semi structured interviews contain questions that have been set beforehand, but it permits some elaboration/modification during the interview. It also provides researcher with the opportunity to record the information (Seligar & Shohamy, 1989, p. 167).

Kothari (1989, p. 98-99) discusses the major advantages of the interview method. They are as follows:

(a) Interviewer can get in-depth information.

- (b) Interviewer can overcome the resistance by his own skill, if any, of the respondents; the interview method can be made to yield a perfect sample of the general population.
- (c) There is a greater flexibility of this method: it allows the opportunity to restructure the questions, if necessary, for the study.
- (d) Personal information can be obtained easily through this method.
- (e) The interviewer can generally control which persons will answer the questions. This is not possible in other techniques like emailed questionnaire approach.
- (f) The interviewer may notice the informant off-guard and for this reason, may secure the most spontaneous reaction.
- (g) The language of the interview can be adopted according to the ability or educational level of the interviewee and such misinterpretation concerning questions should be avoided.
- (h) The interviewer can collect additional information about the respondents' personal characteristics and environment which are often of great value for the interpretation of results.

3.3 Guidelines for Successful Interview

The researcher maintained several guidelines for arranging and taking the teachers interview for this research. Kothari (1985, appendix-ii, p. 119) discusses few guidelines for making successful interviews. They are:

- (a) The interviewer should plan in advance and should fully know the problem under consideration. He must choose a suitable time and place to let the interviewee feel at ease. For this reason, some knowledge of the daily routine of the interviewee is necessary.

- (b) Interviewer's approach must be friendly and comfortable. At the beginning, friendly greetings in accordance with the cultural pattern of the interviewee should be exchanged and then the purpose of the interview should be explained.
- (c) All potential efforts should be made to establish proper rapport with the interviewee; people are inspired to communicate when the atmosphere is favorable.
- (d) Interviewer should understand that ability to listen with understanding, respect, and curiosity is the gateway to communication, and therefore must act accordingly during the interview. For all this, the interviewer must be intelligent and a person with self-restraint and self-discipline.
- (e) There should be a free-flow of the interview and the questions must be well phrased in order to have full cooperation from the interviewee. But the interviewer must control the course of the interview according to the objective of the study.

The above steps were followed while conducting the interviews for this study.

3.4 Planning and Conducting the Interview

The researcher had several plans for conducting the interviews with the teachers in various universities. There are a number of practical suggestions for planning and conducting the interview. Nunan (1992), Kothari (1985) and McDonough & McDonough (1997) identified some steps of interview. The steps are discussed below:

3.4.1 Preparing the Interview Schedule

Cohen and Manion (1985: 305) state that, the researcher will need to decide on the type of questions to be used (open-ended, close-ended, direct or indirect) and in what form the responses are to be collected and analyzed (cited in Nunan, 1992, p. 151).

3.4.2 Piloting the Study

It is very essential that interview questions should be piloted with a small sample of subjects before being used. This phase will provide the researcher with the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the interviewee (Nunan, 1992, p. 151).

3.4.4 Elements of the Interview

The structure of the interview depends on the extent to which the sequence of questions is fixed. The key elements are presented below:

3.4.4.1 Briefing and Explanation

Before beginning the interview, the researcher explains the nature of the research and the purpose of the interview to the interviewee and answers any questions that he or she may have. It involves telling the interviewee how the data are to be used. If the data are to be recorded and made available to other people, the interviewee's permission must be sought (Nunan, 1992, p. 152).

3.4.4.2 Questioning

In the interview session, a range of question types must be used. In order to encourage the respondents to recount his or her experiences, opinions, and so on, the researcher may also use various types of strategies (Nunan, 1992, p. 152).

3.4.5 Seating Arrangement

Physical positioning of the interviewer and interviewee, proposes that sitting side-by-side can often result in a more productive interview than sitting face-to-face (sitting side-by-side can convey the message that the interaction is meant to be cooperative rather than confrontational) (Walker: 1985, cited in Nunan, 1992, p. 152).

3.4.6 Recording

The interviewer must have a plan how the interview is going to be recorded. The tape-recording procedure is the obvious choice for collecting the linguistic data but the other option for the interview is note-taking (Walker: 1985, cited in Nunan, 1992, p. 152). Audio recording requires the permission from the interviewer. There is a clear advantage of recording the data as it measures an accurate and detailed record of actual language data (McDonough & McDonough, 1997, p. 186).

3.4.7 Personality and Attitude

Every effort should be made to create friendly atmosphere of trust and confidence to make the interviewee feel at ease while talking to the interviewer. The interviewer must ask questions properly and intelligently and the interviewers approach should be courteous, conversational and

unbiased. The interviewer should not show surprise or disapproval at respondent's answer but he must keep the direction of interview in his own hand (Kothari, 1985, p. 99).

The above steps were followed carefully for planning and conducting the interviews during the survey period. The researcher completed the survey in consultation with the Supervisor of this study.

3.5 Interview Questionnaire

Questionnaires are printed forms of data collection, which incorporate questions or statements to which the subject is expected to respond often anonymously. Interview questionnaires may vary in their degree of explicitness. Unstructured questionnaires consist of a low degree of explicitness, will include open questions to which the subject will be expected to respond in a descriptive manner (Seligar & Shohamy, 1989, p. 172). In an open question, the subject can make a decision on what to say and how to say it, for example: 'What do you think about the proposal that second languages should be compulsory in high schools?' The responses to open question will more accurately reflect what the respondent wants to say (Nunan, 1992, p. 143).

3.6 Reliability and Validity of the Interviews

Reliability and validity are the two most significant principles for assuring the quality of the data collection procedures. Seligar and Shohamy (1989, p. 185) define reliability as the criterion which "provides information on whether the data collection procedure is consistent and accurate". Nunan (1992, p. 14) defines reliability as the 'consistency of the results obtained from

a piece of research. Validity, on the other hand, has to do with the extent to which a piece of research actually investigates into what the researcher purports to investigate'.

It is essential to study the quality of the procedure before it is administered in the actual research, so the researcher can insert changes and revisions if necessary. It is suggested that data collection procedures be tried out in the pilot stage of the study. At this stage, the researcher investigates the different data collection procedures with the purpose of avoiding problems during the administration of the actual research. Therefore, the results of the pilot study used to revise the data collection procedures as a whole (Seligar & Shohamy, 1989, p. 184).

3.7 Universe of the Study

Every item in any field of investigation represents a 'Universe' or 'Population'. But when field studies are undertaken in practical life, considerations of time and cost almost invariably guide to a selection of respondents i.e., selection of a small amount of items. The respondents selected should be representative of the total population and technically they are called a 'sample' and the selection process is called 'sampling technique' (Kothari, 1985, p. 55).

The sample designs are basically of two types – 1) deliberate sampling or non-probability sampling or purposive sampling, 2) random sampling or probability sampling or chance sampling (Kothari, 1985, p. 58).

It is admissible that the topic of the study requires a large scale of representative samples to increase the reliability and validity of the study, but due to money, time, and manpower

constraints, the researcher had to confine the universe of the study to a small representative sample. The researcher used non-probability sampling because it involved purposive or deliberate selection of particular units of the universe for constituting the samples of the study. It was so done for the convenience of data collection. According to Kothari (1985, p. 59) non-probability sampling is also recognized as purposive sampling or judgmental sampling. In non-probability sampling, items for the sample are selected deliberately by the researcher and his choice concerning the items remains supreme.

The universities chosen for this empirical research were: 1) University A, 2) University B, 3) University C, 4) University D, 5) University E, and 6) University F.

The reasons for choosing these universities were that these were the representative Private universities in the areas of Banani, Gulshan, Mohakhali and Siddheswari. Keeping in mind the costs, time and other resources involved in this study, these universities were selected.

3.8 Sampling for the Study

A sample design is a specific plan for obtaining a sample from a given population. It indicates the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before they collected (Kothari, 1985, p. 56-57). When a researcher develops a sample, he should pay attention to the following steps.

(a) Type of Universe: In developing any sample, the first step is to clearly define the universe, to be studied. The universe can be finite or infinite. In finite universe, the number of items is

definite, for example, the population of a city or the number of workers. In case of infinite universe, the number of items is infinite, for example, the number of stars in the sky, listeners of a specific radio program etc.

(b) Sampling Unit: A decision should be taken by the researcher concerning a sampling unit before selecting samples. It may be geographical such as state, district etc., or construction unit like house or flat or may be social unit like school etc.

(c) Size of Sample: It refers to the number of items the researcher should select from the universe.

(e) Budgetary Constraint: The researcher should consider the cost considerations while conducting the research

To collect the data, the main task was to set a sample unit where 6 private universities of the country were chosen for the study and the number of subjects was 10. Most of the respondents were co-operative.

Samples selected for the survey are shown in the following table:

Type	Number
Teachers' Interview	10

University wise numbers of teacher respondents are given below:

Name of the University	Number of Teachers
University A	2

University B	2
University C	2
University D	2
University E	1
University F	1

3.9 Administering the Teacher's Interview

The researcher administered the empirical study in six universities by herself. The first university was University A located at Siddheshwari in Dhaka where the researcher did her pilot study. One of the friends of the researcher is a lecturer of the Department of English that university. So she contacted her friends the day before she went to University A and her friend took permission in advance from the Chairperson to conduct teachers' interview. So, she went to the university on the scheduled day and her friend introduced her to two of the lecturers who teach composition. Both the teachers were very helpful and friendly. First, the researcher interviewed Teacher 1; she handed him the questionnaire to read and after 20 minutes, the teacher started the interview. Before starting the interview, the teacher asked a few questions about the research and the questionnaire. The teacher took 30 minutes to give all the answers. He provided few materials to the researcher which she uses in her writing classes. Then the researcher recorded the second teacher's interview. She was also very helpful and provided the answers carefully and also provided handout which she uses in class. This is how she completed her pilot study at that university.

The second university which the researcher surveyed was University B located in Banani. The researcher went to the administration office and showed the letter of the Chairperson of the Department of English and Humanities, BRAC University to allow her to conduct the survey. The Dean of the university talked to her and gave her approval for her survey at that organization. Then she went to the Head of the English Department and asked her permission to take the interview. The Head of the department was very co-operative and convinced two of the teachers to sit for the interview. The first teacher didn't allow the researcher to record her voice as she was suffering from cold and fever. So the researcher noted down all the information the teacher provided during the interview. Then the second teacher asked the researcher to come in the following day. So, in the following day, the researcher conducted the interview with the teacher and this teacher allowed her to record her voice during the interview.

The third University was University C which is located in Gulshan. The researcher went to the university and took permission from the Head of the Department of English. She interviewed two teachers there. Both the teachers requested the questionnaire and took a few minutes to prepare themselves for the interview. After 15 minutes, the interview started, and the researcher recorded their answers.

The fourth university the researcher surveyed was University D which is located in Mohakhali and the researcher conducted the interview with two teachers there.

The fifth university was University E which is located in Mohakhali. The researcher took the interview with one teacher and she found that teachers had very busy schedules and most of the teachers were not interested in giving an interview.

The sixth university was University F situated in Gulshan. The researcher went to the university and her survey was approved by the Head of the department. She found only one teacher for interview and gave her the interview questionnaire. The teacher had given a date for the interview and that very day the researcher went to the university and recorded her interview and completed her survey for this research paper.

3.10 Process of Data Analysis

Qualitative data has been collected and analyzed manually. The steps for analyzing the data have been taken from Taylor-Powell and Renner's (2003) article "Analyzing Qualitative data".

3.10.1 Getting to know the Data

A significant analysis depends on the researcher's understanding of the data. In qualitative research, the researcher should read and re-read the texts and listen to the recording several times and write down his/ her impressions (Taylor-Powell & Renner, 2003, p. 2).

3.10.2 Data Analysis Focuses the Interview Questions

At this phase, the researcher should focus the analysis to look at how all individuals responded to each question. This is frequently done with open ended questions. The researcher organizes the data by question to look across all respondents and their answers in order to identify

consistencies and differences. The researcher can collect the data from each question together (Taylor-Powell & Renner, 2003, p. 2).

3.10.3 Categorize the Information according to Themes and Emergent Categories

The researcher identified a few key themes or patterns to base the analysis on. The themes refer to ideas, concepts, behavior, interaction, incidents, terminology or phrases used. This phase is very labor-intensive depending on the amount of data the researcher has to analyze. But this phase is considered to be the “crux” of qualitative data analysis. Qualitative data analysis requires the researcher to read and re-read the text and identifies the coherent categories with their assigned codes (Taylor-Powell & Renner, 2003, p. 2)

Various categories emerge out of the data. Categories are classified after the researcher has worked with the data. The researcher should read and re-read the data which is helpful and ensures that the data be correctly organized (ibid, 2003, p. 3).

3.10.4 Summarizing and Interpreting the Data

The researcher may be interested in summarizing the information under themes. To make it possible, the researcher needs to assemble all the data pertaining to particular themes. The researcher can consider, “What are the key ideas being expressed within the category?” ‘What are the similarities and differences in the way people responded?’ It is beneficial to write a summary for each category that describes these points (Taylor-Powell & Renner, 2003, p. 5).

The researcher can use his themes and connections to explain her findings. A good place to start is to develop crucial points or important findings that she discovered as a result of categorizing and sorting the data (ibid, 2003, p. 5).

3.11 Conclusion

The chapter discusses the methodology of the study, the universe of the study, sampling, administering the interview and the data analysis procedure. The results from the teachers' interview surveys have been analyzed and presented in the next chapter.

Chapter 4: Results

4.1 Introduction

The data obtained from the semi structured interview are carefully analyzed and the researcher followed the procedures of qualitative data analysis following the steps suggested by Taylor-Powell and Renner's (2003) article "Analyzing Qualitative data".

4.2 Analysis

Each question of the interview is discussed under themes and their emergent categories.

Question: 1

How do you teach a topic sentence in relation to controlling ideas while teaching paragraph writing to your students?

Theme: Topic sentence and controlling ideas

Emergent Categories: (i) Example Paragraphs, (ii) Recommended Books, (iii) Common Errors, (iv) Students' Interest and (v) Dealing with Different Topics

(i) Example Paragraphs:

The teacher gives the students a paragraph to read and tells them that a topic sentence captures the main idea of a paragraph and is not necessarily the first sentence of a paragraph. Then the teachers provides the students with example paragraphs in which topic sentences are underlined

to make the students develop an understanding of a topic sentence followed by an activity in which they have to write topic sentences for paragraphs in which the controlling idea was missing.

(ii) Recommended Books

A number of teachers use and follow the books recommended by their university and one of the teachers uses course packets compiled by the university.

(iii) Common Errors

In teaching topic sentence, one of the teachers describes how he teaches the common errors of topic sentence. One common error in topic sentence is for example, announcement; in which the statement is simply an announcement of a subject but the teacher says that a topic sentence expresses an idea about the subject. Another error can be that the statement is too broad to be supported adequately with specific details in a single paragraph. The opposite is also true: the statement is too narrow to be expanded into a paragraph.

(iv) Students' Interest

In many cases, teachers care about students' interest and observe that if students are interested in the topic, they can come up with their best production. One of the teachers picks up topics as per the students' interest. Before she writes the topics on the board, she generally asks them to come up with their own topics. Students usually come up topics like "tree plantation", "pollution", "load shedding", "cricket" etc.

(v) Variation in Topics:

One of the teachers picks various interesting or unusual topics to teach a topic sentence. She thinks that this is how she can grab the attention of the students to break the monotony of learning. She picks a topic and asks her students to think through it and come up with a good topic sentence. She mentioned topic like 'The pleasant day of your life' or 'the terrible day of your life' or 'I want to visitagain' (students can write any of their favorite places where they visited).

Question: 2

What are the steps you follow or techniques you employ while teaching a thesis statement?

Theme: Thesis statement

Emergent Categories: (i) Topic selection, (ii) Teaching Topic Sentence and Thesis Statement together (iii) Linkers and (iv) Using teachers' own writing

(i) Topic selection

To teach a thesis statement, teachers provide the students with a sample essay with the thesis underlined. For example, the topic could be 'watching television for more than two hours is bad for children'. Then the teacher gives the students various essay ideas and hints about what is coming up in the next paragraphs and asks the students to come up with effective thesis statements.

In the following paragraphs he may be going to discuss the disadvantages of watching television for more than two hours for a child. Then he gives them various topics and asks them to write the thesis statement of those topics as extended practice.

(ii) Teaching Topic Sentence and Thesis Statement together

Teachers teach the topic sentence and thesis statement simultaneously. First they teach them a topic sentence and then describe a thesis statement. It is easier to teach topic sentence and thesis statement together. If they understand the topic sentence, they will understand the thesis statement. They state that the topic sentence applies for a paragraph, and the thesis statement applies for an essay. Once they learn the topic sentence they can easily learn the thesis statement. They teach them the difference between the topic sentence and the thesis statement. For example, the topic sentence is usually the first sentence of a paragraph but thesis statement can be anywhere in the introductory paragraph. So, the writer has the liberty to place the thesis statement anywhere in the introductory paragraph.

(iii) Linkers

Teacher discusses that there must be a link between the thesis statement and the body of the essay. Students' ideas must be relevant and logical in terms of the body of the essays. They have to explore, explain, and expand the ideas that they have written in the thesis statement.

(iv) Using teachers' own writing

Sometimes teachers use their own write-ups as examples. It is not necessary to follow the texts or recommended books. They sometimes present their own write-up. Students are encouraged with this technique. In the sample writing, teachers ask them to identify the thesis statement.

Question: 3

What are your teaching strategies for introduction and conclusion to an essay?

Theme: Introduction and Conclusion

Emergent Categories: (i) General Idea, (ii) Use of Pictorial Materials (iii) Using Anecdotes or Examples (iv) Readers' Attention (v) Interesting or dramatic start vi) Example Paragraph

(i) General Idea

Teachers give the students a general idea about introduction and conclusion in paragraph or essay writing. They tell them that in an introduction, generally, students will introduce the topic and what will come up in the subsequent paragraphs. In conclusion, students will restate what he supported or opposed at the very beginning of the paragraph. Introduction will give the reader the ideas or impressions of what they are going to write about and conclusion will wrap up with an opinion.

(ii) Use of Pictorial Materials:

Teachers sometimes use pictorial materials for this purpose. For example, she shows them a picture of a gentleman wearing a coat, pant and a pair of shoes. Then she tells them that any kind of writing has three parts. First part is similar to the cap of that gentleman which is called introduction. The second part, which is called the body, is similar to the coat of the gentleman or the details of the paragraph. And third or the last part of the gentleman is the shoe of the gentleman which is the conclusion of the paragraph. This is how she gives students the ideas on how to write an introduction and conclusion of an essay with the help of pictures.

(iii) Using Anecdotes or Examples

Teachers suggest that students insert interesting anecdotes or examples or start with a question while writing an introduction. For example, the topic is 'If you get one million dollar what will you do with that money?' In this essay, students can start with a question like "Who does not want to be a millionaire overnight?" It contains the main idea as well as it gives a good introduction to the reader. In concluding the essay, students can summarize the ideas that have already been discussed in the essay.

(iv) Readers' Attention

Most of the teachers suggest that their students catch the readers' attention. If students do not start with an interesting opening, the reader will not be interested to read the overall essay or paragraph.

(v) Interesting or dramatic start:

Teachers suggest that in any kind of writing, for example, stories, dramas, essays, paragraphs, the introduction should be dramatic and interesting. In writing conclusions, students should focus

on interesting or dramatic things. This is the part which leaves an everlasting effect on the readers' mind.

(vi) Example Paragraph:

Teachers sometimes provide students example paragraphs and make them identify introduction and conclusion. They provide them example paragraphs and ask them to read. After reading, they ask various questions like 'does the paragraph introduce the topic? Or does it indicate how the topic is going to be developed? Or does it contain a thesis statement?' After asking the questions, teachers tell the students that an introduction should catch the readers' attention. In introductory paragraph, the thesis statement takes place but its position may vary. Then he mentions that a conclusion should restate the main points of the paragraph and in conclusion, no new information should be included.

Question: 4

How do you guide your learners to learn how to maintain paragraph unity and coherence?

Theme: Unity and Coherence

Emergent Categories: (i) Linking Devices (ii) Using Biographies (iii) Practical Examples and (iv) Example Paragraphs

(i) Linking Devices:

Teachers use a list of linking devices to teach unity and coherence. Teachers sometimes give them ideas about a topic and demonstrate the connectivity of the ideas by using the transitional devices or logical connectors. Teachers give them the charts of transitional devices and ask them to study the chart and use the words in essay or paragraphs in essay writing classes.

(ii) Using Biographies

In teaching unity and coherence, teachers sometimes use biographies of famous persons. One of the teachers feels that biography is the best example of unity and coherence. She wants to make her students get a sense of the flow of ideas in biography. It means that ideas are related from first to last or the situations are related to each other in biographies. Sometimes, she asks them to write their favorite celebrities' short biography. When students start writing, she mentions that their ideas should be interrelated to each other. For example: 'I love rainy day', 'I want to enjoy in a rainy day', 'Rainy days are most beautiful days in Bangladesh' etc. So, this is an extended training in writing which helps them polish their writing.

(iii) Practical Examples:

Teachers often use practical examples to make the students understand unity and coherence. One of the teachers shows them her five fingers and tells them that if they pull apart one finger from the five, the sequence will collapse. But if they keep their fingers together in a line, it will achieve unity which is unbreakable throughout. Similarly, they have to get involved with the topic and they have to maintain the relevance of all the supporting details to let their readers feel they are not out of track. Students have to restate the topic in conclusion.

(iv) Example Paragraphs

Teachers provide example paragraphs containing irrelevant points and supporting details and ask the students to remove the irrelevant details. They ask them questions like: 'Is there a clear opening statement?' Or 'Is all supporting point supports the opening point?' So students have to find out whether the paragraph is unified or not. Then he describes how the paragraph is unified

in terms of the ideas and specific details. Sometimes, they provide scratch outlines of a paragraph and students have to cross out the items that do not support the opening point. These items must be omitted in order to achieve paragraph unity.

Question: 5

How to teach your students' cohesion or linking devices, repetition of key words or phrases, synonyms and pronoun references?

Theme: Linking Devices

Emergent Categories: (i) Providing a List of Linking Devices (ii) Various Examples and Paragraphs and (iii) Emphasizing Vocabulary Development

(i) Linking Devices

Teachers provide students a list of linking devices or logical connectors most of the time. They show them how to use the transition markers or linking devices, for example, controversy, sequence, time etc. So, students can easily read the connectors and put them in the paragraph where it is necessary.

(ii) Various Examples and Paragraphs

Sometimes teachers use various example words like show, display, exhibition, surprise, overwhelm, astonished etc and describe the synonyms and antonyms of those words. One of the teachers uses a paragraph to teach pronoun references and the paragraph is:

“Mena is a beautiful girl. She has many beautiful dresses. She likes to decorate her dresses beautifully. She has a beautiful voice and she sings beautifully. Everybody loves her face in the school” Using this paragraph she teaches them how to use synonyms.

(iii) Vocabulary Development

Teachers suggest that students enrich their vocabulary items through practice to develop the ideas of linking devices. They observe that sometimes students have the ideas but they do not know how to present the ideas. They cannot present the ideas due to inadequate stock of vocabulary items. So, teachers suggest that they read newspapers and English magazines, articles, novels etc.

4.3 Conclusion

The results, as a whole, indicate that teachers apply many good teaching strategies, but in a number of areas, their teaching strategies need improvement.

Chapter 5: Conclusion and Recommendations

5.1 Introduction

This chapter sums up, concludes and makes some recommendations based on the findings of the empirical survey to teaching strategies and techniques. To be precise, this chapter summarizes the findings in the light of the objectives and suggests further action to improve the language teaching-learning situation in Bangladesh.

5.2 Conclusion

The objectives of the study are to find out the teachers' teaching strategies and techniques while teaching organization of essays and paragraphs at tertiary level. The major findings of the study are presented briefly in the following sections.

5.2.1 Topic Sentence

Teachers use various strategies while teaching a topic sentence and controlling ideas. They use sample paragraphs or example paragraphs to make students ideas clear about the topic. Sometimes they follow recommended books as well as the materials their institutions published. They show how to avoid the common errors while writing a topic sentence. Few teachers are conscious about their students' interest and enthusiasm. They also deal with various types of topics and ask them to write paragraphs or essays with those topics.

5.2.2 Thesis Statement

Teachers give the students various types of essay topics and make them understand how to write a thesis statement focusing on the central idea of the topic. Sometimes they provide hints on how to develop the paragraphs. They usually teach topic sentence and thesis statements together as they find it beneficial. They believe that if a student knows how to write a topic sentence, it would be easier for them to write a thesis statement. They also teach how to link or make connections between the thesis statement and the body paragraphs of the essay. Occasionally, one or two of the teachers present their own write-up as an example paragraph.

5.2.3 Introduction and Conclusion

Teachers provide general idea in teaching introduction and conclusion of an essay or a paragraph. For this purpose, they use pictorial materials for the students to visualize various ideas about the topic. They also suggest that students insert anecdotes or examples in the introduction and reaffirm or restate the whole idea in conclusion. Teachers also ask the students to catch the readers' attention in the introduction. They also use example or sample paragraphs to make students identify the introduction and conclusion of essays or paragraphs.

5.2.4 Unity and Coherence

While teaching unity and coherence, teachers provide list of linking devices to make them understand the connectivity of ideas. They use short biographies to teach the relationship between ideas. Sometimes they provide practical examples with body languages like showing their fingers to illustrate the fact that how, like the 5 fingers, ideas stick together. From time to time, they supply various activity based example paragraphs such as paragraph with irrelevant

points and supporting details and makes them identify the connectivity of ideas through unity and coherence.

5.2.5 Linking Devices

Teachers always provide a list of linking devices or logical connectors to teach linking devices or cohesion in paragraph or essay writing. They use various synonyms and pronoun references and ask them to use the words. Few teachers emphasize on vocabulary development and suggest that the students read newspapers, magazines or articles regularly.

5.3 Recommendations

To maximize output of teaching organization classes, the researcher suggests a few recommendations to overcome the weaknesses or shortcomings of different teaching areas in teaching organization of essays and paragraphs. They are as follows:

- (I) Teachers have to know their students background and prepare the task according to their proficiency level.
- (II) Teachers can have the students brainstorming about a topic to encourage group interaction while teaching writing.
- (III) Teachers can use more pictorial materials to bring in variety in the class.
- (IV) Teachers may assign project work to the students as an extended practice of the organizational elements of writing.
- (V) Teachers may encourage peer feedback among students to ensure interactive participation.

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Appendix- I

Topic Sentence

Study the following sets of sentences and circle the controlling idea and underline the topic in each sentence. The first is done for the student.

1. Another way to reduce the rate of inflation is to balance the federal budget.
2. Savings bonds are also a safe investment.
3. Although bright, Maria is a very shy girl.
4. Another problem for students is finding a part-time job (Smalley, Ruetten & Kozyrev, 2001, p. 19).

Controlling Ideas

Students should read the weak topic sentences. Rewrite each one to make it more specific. Students can narrow down the topic and/ or the controlling idea. The first one is done for students (Smalley, Ruetten & Kozyrev,, 2001, p. 20).

1. The Honda Civic is an excellent automobile

The Honda Civic is economical to maintain.

2. My hometown is a wonderful place.

.....

3. Many improvements are needed at this school.

.....

4. Exercise is good for you.

.....

Thesis Statements

Students should read the given thesis statements and identify the general topic of the sentences. What is the narrowed topic? What is the writer's opinion or attitude about the topic? What predictions can the students make about the ways the writer may develop this thesis? (Greenberg, 1994, p. 28).

1. No matter how far I traveled or how long I've been gone, this church will always be my home, the place where I grew up.
2. A child, in growing up, may meet and learn from three different kinds of disciplines.
3. When she died at the age of 94, I lost more than a good friend—I lost a mentor who inspired me to do my best.

Introduction

Students should choose a partner or two to work on this activity. They should exchange an essay that they wrote for an assignment and answer the given questions (on a separate sheet of paper) about their partner's essay introduction. The questions are:

1. What strategy did the writer use to develop the introduction?
2. Was the introduction effective in making the student want to read the rest of the essay? Why or why not?
3. How else might the writer have introduced his opinion?
4. What suggestions for revision do students have? (Greenberg, 1994, p. 379)

Conclusion

Read the following thesis statement, their supporting topic sentences, and the conclusion. Study the conclusion to determine if it logically concludes or if the conclusion is not appropriate, write *not good* in the blank, and write the reason why it is not good in the space provided. If the conclusion is appropriate, simply write *logical* in the blank (Smalley, Ruetten & Kozyrev, 2001, P. 122-123).

Thesis Statement: Television commercials are entertaining.

Supporting topic sentences

- a. The Coca-Cola commercial is a good example of an entertaining commercial.
- b. The Chevrolet commercial is as good any situation comedy.
- c. The Fritos commercial is particularly amusing.

If you do not have a television, you are certainly missing out on the fun of commercials. There are also a lot of entertaining programs to see. In addition, the news programs can keep you informed about the world. Indeed, everyone should have a television set.

.....

.....

Unity

The following paragraph is a student's essay. There is a question after each paragraph to evaluate how successful the writer has been in sticking to the main idea and fulfilling the promise to the reader (Turkenik, 2008, p. 43-44).

If I could change something about myself, I would do one thing. I would change my weight.

Underline the writer's main idea. What do you expect the rest of the essay to be about?.....

When I arrived in New York, my weight was 100 pounds. I thought, "I have to take of myself. Nobody will worry about my health like my mother, so I have to gain weight a little bit in order to keep my body healthy."

Does this paragraph support the main idea of the essay?

But now I am getting to be a big eater. My weight has become 110 pounds on only two weeks. So it is harder to do anything than before. I'm a sluggish woman now! I want to change my size immediately and I will try to go back to my shape as soon as possible.

Does this paragraph support the about main idea of the essay?.....

However, I would not change anything except my size. My name was given by my parents whom I love very much. I think they spent a lot of time to find my name. So I appreciate it and I've never thought to change my name.

Does this paragraph support the main idea of the essay?.....

How about my age? I would not change it because I have a policy not to regret anything about my life. Life is just once. Even if I can go back to 18, 19 years old, or even if I can skip my age, I don't want to do it. I'm enjoying now, right now!

Does this paragraph support the main idea of the essay?.....

That's why I prefer not to change anything about me except my weight.

Is this the same idea that the writer started out with at the beginning of the essay?.....

Coherence

Using the following sentence as a topic sentence in a paragraph produce a coherent paragraph incorporating the following information (student can rearrange the order in which the information is presented).

Students should compare the text with the original (supplied separately). Make a note of similarities and differences (Nunan, 1999, p. 269).

Topic sentence: "Communication between people often takes place through media such as television, radio, video, books, and magazines."

Information:

There is a form of communication called mass-media communication.

Mass-mediated communication differs from interpersonal communication.

Interpersonal communication typically involves face-to-face interactions between participants.

Participants in an interaction affect, and are affected by, each other.

Mass-mediated communication may affect people from different cultures.

For example, some people from Russia might have learned about the United States from broadcasts.

These broadcasts are on television and radio.

These people will have a set of expectations.

These people will have certain knowledge about the United States.

Other people in Russia might have listened to the Voice of America.

The Voice of America is a U.S.-sponsored radio station in Europe.

These people might have a different set of expectations from other Russians.

These people might have different knowledge from other Russians (ibid, 1999, p. 269).

Linking Devices

Students may rewrite the following paragraph, putting in the transitional words and phrases needed to improve the continuity. Be careful that the writer should not change the meaning of the paragraph (Shahidullah, 2008, P. 67).

I was accepted and started work. My experience had been derived chiefly from books. I was not prepared for the difficult period of adjustment. I soon became discouraged with myself and so dissatisfied with my job that I was on the point of quitting. My employer must have sensed this. He called me into his office and talked to me about the duties of my position and the opportunities for advancement. I realized that there was nothing wrong with me or the job, and I decided to stay.

Students should fill in the blanks by using linking devices with either *on the other hand* or *on the contrary*, whichever is appropriate (Smalley, Ruetten & Kozyrev, 2001, p. 176).

1. New Orleans does not have a harsh winter, it is quite mild.
2. New Orleans does not have a harsh winter., its summers are terrible.
3. New Orleans does not have a large population., it is not a village.
4. Many people think that New Orleans is a large city., it has quite a small population.
5. New Orleans is a big seaport., its manufacturing industry is quite small (ibid)

Repetition of Key Words and Phrases

In the given paragraph there is a great deal of unnecessary repetition of words. Students rewrite the paragraph using cohesion (that is, words such as he, it, this, such) to remove excessive repetition (Nunan, 1999, p. 293).

Languages are made by ordinary human beings, not by God or the pundits who stand in for him. Languages seem to be somewhat arbitrary collections of sounds, symbolized as written or printed signs, and the origins of language belong in the mists of prehistory. There was, when people became human, clearly a need for languages. We may think of a language as a system of communication used within a particular social group. Inevitably, the emotions aroused by group loyalty to the particular language we speak obstruct the making of objective judgments about language. When we think about making an objective judgment about language, we are often merely making a statement about our prejudices. It is instructive to examine our prejudices occasionally. I used to have powerful objections to the Americanization of British English. In having powerful objections to the Americanization of British English, of course, I was in complete agreement with many of the people in my country.

Synonyms

In the space provided students will write the synonym for the underlined word.

1. I checked my car's tires, oil, water, and belts before the trip. But the ungrateful machine blew a gasket about fifty miles from home.

.....

2. Women's clothes, in general, use less material than men's clothes. Yet women's garments usually cost more than men's.

.....

3. The temperance movement in this country sight to ban alcohol. Drinking liquor, movement leaders said, led to violence, poverty, and insanity

..... (Langan 2001, P. 96).

Pronoun References

Students may write the appropriate pronoun (*their, they, them, in*) in the blank space in each of the following sentences (Langan, 2001, P. 476-477).

1. People should try to go into a new situation withminds open, not with opinions already firmly formed.
2. Fred never misses his daily workout; he believeskeeps him healthy.
3. Sometimes, in marriage, partners expect too much frommates.
4. Our new neighbors moved in three months ago, but I have yet to met.....

Appendix-II

Question for Teachers Interview

A Note for the Teacher:

This interview is meant for a Masters Level thesis titled “Teaching Organization of Essay and Paragraphs: A Tertiary Level Scenario”. Your answers will be strictly confidential and used only for the purpose of the research. Thank you for your co-operation.

Section A:

Name:

Teaching experience (year/s):

Teaching institution:

Section B:

- 1. How do you teach a topic sentence in relation to controlling ideas while teaching paragraph writing to your students?**
- 2. What are the steps you follow or techniques you employ while teaching a thesis statement?**
- 3. What are your teaching strategies for introduction and conclusion to an essay?**
- 4. How do you guide your learners to learn how to maintain paragraph unity and coherence?**

5. How do you teach your students' cohesion or linking devices, repetition of key words or phrases, synonyms and pronoun references?

Question 1: How do you teach a topic in relation to controlling ideas while teaching paragraph writing to your students?

Theme: Topic Sentence and controlling ideas

Emergent Categories: (i) Example Paragraphs, (ii) Recommended Books, (iii) Common Errors, (iv) Student's Interest and (v) Dealing with Different Topics

Name of the Teachers	Teachers Responses
Teacher 1	The teacher gives the students a paragraph to read and then tells them that the first sentence of that paragraph is called a topic sentence and makes their idea clear about the topic sentence. He shows them university recommended books and describes the point that opens a paragraph is called a topic sentence and the topic sentence has two parts: limited topic and writers' attitude toward the limited topic . Writer's attitude or point of view or idea is usually expressed in one or

	more key words. All the details in a paragraph should support the idea expressed in the key words. He then describes the common errors in topic sentences- direct announcement, too broad statement, too narrow statement. announcement: where the statement is simple announcement of a subject rather than a topic sentence expresses an idea about the subject. too broad statement: the statement is too broad to be supported adequately with specific details in single paragraph. too narrow statement: the statement is too narrow to be expanded into a paragraph.
Teacher 2	In teaching a topic sentence, first of all she shows them a paragraph where there is a topic but there is no relevance between the topic and the paragraph. At that time students could not recognize the mismatch of the paragraph and the topic. Secondly, she asks them to write a paragraph about 'Their first day experience in 'X' University'. They are given 10 minutes to complete the paragraph. After 10 minutes when the teacher collects the papers from the students she finds that most of the students wrote wrong topic sentences. Some of them wrote "X University is one of the famous universities in Bangladesh". She found these kinds of flaws in most of the students' paragraphs. Then she asks them "Is this topic sentence relevant to your given topic"? Then she describes that they are going to write a paragraph on their first day experience in 'X' University not going to write on X University. Her

	students realize that their topic sentence is totally wrong as their topic sentence do not indicate the main idea of the paragraph. Lastly she told them to have a look the paragraph that she has given at the beginning of the class and find out the flaws of the paragraph.
Teacher 3	In any writing class, the first class is the ice breaking class and she tries to find out her students' level of competence. She actually measures what is the current stage of her students writing level. In writing classes students come from different backgrounds like Bengali, English, Arabic mediums etc and most of the time 70% students have poor writing competency. They have good communication skills but they cannot write properly. She feels that writing is more challenging and difficult task. So, in the first class she just assesses students' level and in the second class she decides on some topic which will meet students' interest. If students are interested with the topic then they can come up with their best production. Instead of dealing with only one topic, she deals with different topics. Before providing learners with five topics, she generally asks them to come up with their own topics and generate those topics. Students always write "tree plantation", "pollution", "load shedding", "cricket" etc and they cannot get out of these topics. In advance level the teaching of paragraph writing is totally different from their school and college level education. They are now advanced level students having to deal with topic sentence, introduction, body of the

	paragraph, concluding sentences etc. So first she writes the topics on the board and asks them to judge the topics. She wants her students to think about the topic. 'The pleasant day of your life' or 'the terrible day of your life' or 'I want to visitagain' (students can put any of their favorite places which they visited) could be the suggested topic for them to write. She generally lets students know what a general topic is and what a narrow topic is. She suggests that if the topic is limited, the ideas should be limited in the paragraphs. But if the topic is big, ideas should be elaborated. Then she describes the structure of the paragraphs or the skeleton of the paragraphs, vocabularies, different ideas etc.
Teacher 4	In any kind of writing she makes her students do brainstorming. When students find a topic she makes them understand what a narrow topic and what a general topic are. When they get to know the differences they can easily write the general topic and narrow topic. Then she describes how to get the main idea of a paragraph and the topic sentence. The topic sentence should give the impression of what the paragraph is going to be about.
Teacher 5	A topic sentence is the basic sentence which contains the main idea of the paragraph. There is a similarity between the topic sentence and the thesis statement of an essay. If students know how to write a topic sentence then they can easily capture how to write a thesis statement.

Teacher 6	She provide students the paragraph and makes them understand what is called a topic sentence, how to control the ideas etc. She lets them know what is a topic sentence, how to focus on, what is the necessity of topic sentence etc. The topic sentence basically focuses on the whole paragraph and develops the main ideas of the paragraph.
Teacher 7	He teaches topic sentences in terms of ideas. Ideas are necessary to write something and a topic sentence consists of that ideas.
Teacher 8	She chooses some texts that are a good read. Sometimes the recommended books are a good option as well. Basically these are good sources of topic sentences and controlling ideas. Through practice, they learn to identify the need for topic sentences and controlling ideas. They gradually develop their own paragraph writing skills.
Teacher 9	A paragraph develops a topic and a topic is the subject of the paragraph. He first orally describes what topic and controlling ideas are and why is it necessary in a paragraph. He provides students with an example paragraph and asks them to read the paragraph. The given paragraph does not have any topic sentence and students sometimes get confused after reading the paragraph. Then he describes the missing topic sentence in the paragraph. After that he provides other small paragraphs without topic sentences and asks them to write the topic

	sentences of those paragraphs.
Teacher 10	She usually uses books as well as examples for teaching topic sentence and controlling ideas. She follows university recommended books prepared by her own department. She provides them with a sample paragraph and then tells them to identify the topic sentence or controlling ideas. Sometimes they cannot come up with the answers then she helps them to get the answers. She also helps them to get the ideas as well. Then she writes a topic on the board and discusses about that topic and controlling ideas.

Question 2: What are the steps you follow or techniques you employ while teaching a thesis statement?

Theme: Thesis Statement

Emergent Categories: : (i) Giving Topics, (ii) Simultaneous Teaching Topic Sentence and Thesis Statement, (iii) Link or Connection and (iv) Presenting Own Write-up

Name of the teachers	Responses
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Teacher 1	He provides example of topics and orally describes how to write a thesis statement. When he teaches the thesis statement he gives examples like 'exercise is good for health or watching television for more than two hours is bad for children'. He gives them a topic and asks them to write the thesis statement of that topic. He gives them hints about what is coming up in the next paragraphs. In the following paragraphs he may be going to discuss about the disadvantages of watching television for more than two hours for a child. He gives them various topics and asks them to write the thesis statement of those topics for practice.
Teacher 2	In teaching thesis statement she individually defines the two terms "thesis" and "statement". When these two sentences joint together they become a different meaning. Basically first she teaches them what is a topic sentence and then she describes what a thesis statement is. It is easier for her to teach chronologically the topic sentence and the thesis statement. If they understand the topic sentence then easily they can understand the thesis statement.
Teacher 3	Thesis statement is very similar to topic sentence. If a student knows how to write a topic sentence then he/she would be able to write a thesis statement. The topic sentence is for a paragraph. And the same thing when is written for an essay, it is known as thesis statement i.e. the thesis statement plays the same role in an essay as a topic sentence in a

	paragraph. So they can learn thesis statement easily just by learning to write topic sentence. She teaches them the difference between the topic sentence and the thesis statement. For example, the topic sentence is the first sentence of a paragraph but thesis statement can be anywhere of the introduction paragraph. So the writer has the liberty to place the thesis statement anywhere in the introductory paragraph.
Teacher 4	In teaching a thesis statement she lets them know that the thesis statement itself is the introduction of the theme are going to write on or the theme they are proposed to write on.
Teacher 5	While teaching thesis statement she tells that in paragraph writing she emphasized on the topic sentence as it is more or less parallel to the thesis statement. Thesis statement is an indicator of essay which contains the main idea of the essay. Then she describes the necessity of keeping a link between the thesis statement and the body of the essay. Students must be relevant and logical in terms of the body of the essays. They have to explore, explain, and expand the ideas mentioned the thesis statement.
Teacher 6	Thesis statement is to some extent related to topic sentence. The statement should be written in such a way that it can focus on each and every part of your thesis.

	Students cannot keep anything that will not include in the statement. So she considers thesis statement to be the limelight of the thesis.
Teacher 7	No response
Teacher 8	For teaching thesis statement it does not always need to follow a text or other recommended books. Sometimes she presents her students her own write-up. And students encourage it. In the sample writing, she makes them identify the thesis statement.
Teacher 9	First describes what is a thesis statement, why is it important, where it is placed and then provides the example essays for practice.
Teacher 10	She first gives them examples (sometimes from the book). She describes how to write a thesis statement and why is it important for an essay. First she shows them a paragraph and then she describes the thesis statement. She makes them identify the thesis statement from the given essay.

Question 3: What are your teaching strategies for introduction and conclusion to an essay?

Theme: : Introduction and Conclusion

Emergent Categories: (i) General Idea, (ii) Pictorial Material (iii) Using Anecdotes or Examples (iv) Reader's Attention (v) Interesting or Dramatic vi) Example Paragraph

Name of the Teachers	Responses
Teacher 1	In the introduction the students should give the readers a general notion about the topic and what will come up in the next paragraphs. In conclusion, students will restate or prove again what he supported or opposed at the very beginning of the paragraph.
Teacher 2	In teaching introduction to an essay, she shows them a picture of a burger and tells them to think about a gentleman wearing a coat and pant. Then she tells them that any kind of writing has three parts. First part resembles the cap of the gentleman or the cover of the burger which is the introduction; the second part resembles the body or the detail of the paragraph and the last part of the burger or the shoe resembles the conclusion of the paragraph. She tells her students how to write the introduction and conclusion of the essay after showing them the pictures.
Teacher 3	No response

Teacher 4	Introduction will give the reader the ideas or impression of what they are going to write about. The conclusion will provide them with their opinion about the topic.
Teacher 5	In writing introduction, she suggests that her students insert interesting anecdotes or examples or other approaches to make the introduction eye catching. She tells them that sometime they can start with a question. For example, the topic is 'If you get one million dollar what will you do with the money?' In this essay, students can start with a question like "Who does not want to be a millionaire overnight?" It contains the main idea as well as it gives a good introduction to the reader. While concluding the essay, students can do two things: they can either just rephrases the statement that is the thesis statement or they can sum up the ideas that are already discussed in the essay.
Teacher 6	In any kind of writing like stories, dramas, essays, paragraphs, the introduction should be dramatic and interesting as well. The writing should attract the reader. If students do not start with an interesting opening, the reader will not be interested to continue reading the whole essay or paragraph. In writing conclusion, students should focus on interesting or dramatic aspects. The last part which will leave a lasting effect on the readers' mind.

Teacher 7	First he suggests the students that they brainstorm the ideas and then writes the main ideas in the introduction. He tells them that only those ideas need to be discussed. In teaching conclusion, he tells them that there must be re-affirming or re-stating of the ideas discussed before.
Teacher 8	No response
Teacher 9	An introduction should grab the readers' attention. He tells his students the thesis statement should be in the introductory paragraph and many a times, it comes at the end of the paragraph. Then he provides them with a few example paragraphs and asks them to read. After reading, he asks various questions like 'does the paragraph introduce the topic? Or does it indicate how the topic is going to be developed? Or does it contain a thesis statement?' Sometimes, students become confused and asks the teacher how to start an introduction. He explains that a conclusion should restate the main points of the paragraph and in conclusion, no new information should be included.
Teacher 10	More or less she follows the same strategy while teaching introduction and conclusion. She asks them 'what is an introduction? what should be an introduction? What are things that should be included in the introduction?' and 'what is conclusion, what are the steps that should be

	maintained in conclusion? How do you conclude your essay?' So, at first she provides them example paragraph or essays then she make them read and understand.
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Question 4: How do you guide your learners to learn how to maintain paragraph unity and coherence?

Theme: Unity and Coherence

Emergent Categories: : (i) Providing List of Linking Devices (ii) Using Biographies (iii) Showing Practical Examples and (iv) Example Paragraphs

Name of the teachers	Responses
Teacher 1	By giving them the ideas about the topic, he emphasizes on the connectivity of the ideas by using the transitional devices or logical connectors. He just gives them the charts of transitional devices and asks them to read. Then he asks them to use the words in the essays or paragraphs.
Teacher 2	First of all she shows them her five fingers and tells them that if you pull

	apart one finger from the five, the sequence will collapse. But if they keep their fingers together in a row, there will be a unity throughout. Similarly, they have to get themselves involved in the topic. Moreover, they have to connect between the ideas of all the supporting details to make their readers feel that they are not out of track. Students have to restate the topic in conclusion.
Teacher 3	To teach unity and coherence, sometimes she collects short biographies. She feels that biography is the best genre to teach unity and coherence. Focusing on the chronology of events in a biography, she tries to give them a sense of ideas sticking together. For example: 'I love rainy day', 'I want to enjoy a rainy day', 'Rainy season is most beautiful season in Bangladesh' etc. So, this expanded training in writing polished their writing. Unity and coherence get the ideas flowing in a natural order. Sometimes she asks them to write short biographies of their favorite celebrities.
Teacher 4	No response
Teacher 5	Students have to logically connect the ideas. They cannot suddenly jump from one idea to another. In terms of paragraph or essay, if they do not maintain coherence, they will digress and fail to guide the reader to a well-structured conclusion. For this purpose, she gives them the list of

	linking devices and handouts and asks them to read the handouts and try to understand them. Later on, she asks the students to use linking words in a different work sheet. She emphasizes that there should be sufficient amount of reading in a writing course so that students develop a sense of unity and apply it while writing. If they follow the class, and do more practice at home, they will become more experienced readers.
Teacher 6	She provides the students with a list of linking device or logical connectors. Through the devices, students can learn how to connect between sentences. She provides them with worksheets. In work sheets, students do fill in blanks, matching sentences etc by using connectors.
Teacher 7	For teaching unity, he first gives them an example paragraph and asks them to read. After reading the examples, he asks them questions, for example 'is there a clear opening statement of the point of the paper? Or is all the material on target in support of the opening statement? Sometimes, he gives them a paragraph which contains irrelevant points with unnecessary supporting details and asks the students to work on it and identify the irrelevant points and the supporting details. So, students have to find out whether the paragraph is unified or not. Then he describes the how the paragraph is unified with the ideas and specific details. Sometimes he provides scratch outlines of a paragraph and students have to cross out the items that do not support the opening point.

	The irrelevant items must be omitted in order to achieve paragraph unity. For coherence, he uses the same techniques. He provides them with example paragraphs and asks them to read. He provides them with two paragraphs, one is a well-written one in which all the ideas are organized logically and the other one is ill-written and disorganized. After the students go through the paragraphs, he asks them questions, for example, 'Is the paragraph logically organized? Or are transitions and other connecting words used to tie the material together?' Then he lets them know how to link between ideas/sentences, and how to maintain coherence in a paragraph. The supporting ideas and sentences in a paragraph must be organized so that they stick together.
Teacher 8	No response
Teacher 9	No response
Teacher 10	No response

Question 5: How do you teach your students cohesion or linking devices, repetition of key words or phrases, synonyms and pronoun references?

Theme: Linking Devices

Emergent Categories: (i) Providing a List of Linking Devices (ii) Various Examples and Paragraphs and (iii) Emphasizing Vocabulary Development

Name of the teachers	Responses
Teacher 1	For teaching logical connectors or linking devices, he uses examples of various words then gives them the chart of transitional devices. He verbally explains the words like show, display, exhibition, surprise, overwhelm, astonished etc and describes the synonyms and antonyms of those words. Sometimes he describes the logical connectors as well. Students get very much interested to learn the words and they enjoy the process of learning.
Teacher 2	She asks ‘What is transition? What are the transitional devices? How to maintain unity? Then she gives them the list of linking devices. In terms of synonyms, she writes the following paragraph on the board. “Mena is a beautiful girl. She has many beautiful dresses. She likes to decorate her dresses beautifully. She has a beautiful voice and she sings beautifully. Everybody loves her face in the school” From this paragraph, she teaches them how to use synonyms. From this,

	students can see the repetition of the word 'beautiful' and instead of this word students can use words like, 'pretty', 'graceful', 'nice' etc.
Teacher 3	Students are made to practice using linking devices in writing paragraphs. They have a list of connectors or transitional markers. In her university, students have the opportunity to upload the class notes. So they can upload the materials and make photocopy of those materials. She shows them how to use the transitional markers or linking devices, for example, 'controversy', 'sequence', 'time' etc. so they can easily read the connectors and put them in the paragraph wherever it is necessary.
Teacher 4	She make her students do a lot of activity by giving them handouts, references from books to teach them logical connectors, synonyms, pronoun references.
Teacher 5	For teaching linking words, synonyms or antonyms, she suggests her students that they enrich their vocabulary bank. Sometimes they got the ideas for writing but they do not know how to present it or how to deal with the ideas. They can understand but they cannot comprehend the ideas due to inadequate supply of vocabulary. To improve their bank of vocabulary, she suggests them to go through the newspaper daily and English magazines, articles, novels are also effective tools to develop writing.

Teacher 6	She just uses some worksheets for this purpose. At first, she lets them know what pronoun references, linking devices are then students solve the work sheet given by the teacher. Sometimes she uses short stories or funny jokes and makes work sheet out of those.
Teacher 7	He provides them with a list of logical connectors and handouts. He makes them practice in the class by using logical connectors, pronoun references, various synonyms and antonyms etc. He provides handouts /work sheets with various types of activities.
Teacher 8	No response
Teacher 9	No response
Teacher 10	For this purpose, she gives students fill in the blanks, shows them sample essays where exercises are given related to logical connectors or pronoun references. She uses the course packet prepared by the university he works for to teach essay and paragraph writing. Sometimes, she downloads the material and gives them exercises to do in the class. She actually makes them practice in class as she feels that students do not study at home. She realizes that practice session depends on the level of students and emphasis is given on their competence level. In the same

	class, there are few students who know or understand most of things but there are some students who do not know anything about organization in writing. She emphasizes on the development of the vocabulary as well. At this level, students should build up their vocabulary bank.
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