



Writing Paragraphs: Strategies and Experiences of Bachelor-Level Learners

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DOI: <http://doi.org/10.36892/ijlls.v7i1.2005>

APA Citation: Khatri, D. K. & Khadka, B. K. (2025). Writing Paragraphs: Strategies and Experiences of Bachelor-Level Learners. *International Journal of Language and Literary Studies*. 7(1).70-86. <http://doi.org/10.36892/ijlls.v7i1.2005>

Received:

06/12/2024

Accepted:

21/01/2025

Keywords:

Paragraphs, strategies, experiences, Bachelor-level learners.

Abstract

Paragraph writing is a fundamental skill in academic writing, requiring learners to articulate a single theme supported by coherent evidence. This study investigates the strategies employed and experiences encountered by first-year Bachelor in Education (B.Ed.) learners in writing paragraphs. Employing a mixed-methods approach, the research integrates a quantitative cross-sectional survey of 295 participants with a narrative inquiry involving five interviewees. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) for univariate, bivariate, and multivariate analyses, while qualitative data were gathered through semi-structured interviews, which were audio recorded, transcribed, coded, categorized, and thematized. The findings reveal that a majority of learners (65.8%) adopted 'planning' as a pre-writing strategy, while 55.3% engaged in 'editing' and 40.7% sought 'feedback' as a post-writing strategy. Notably, significant differences were observed between learners from public and private schooling backgrounds, particularly in the use of 'planning' and 'editing' strategies, both demonstrating moderate effect sizes. Additionally, learners reported receiving more guidance on writing points than crafting complete paragraphs, resulting in inadequate feedback on paragraph organization. These findings highlight the need for instructors to provide explicit instruction, detailed feedback, and structured support in paragraph writing. The study underscores the importance of equipping learners with comprehensive strategies to enhance their paragraph-writing skills, bridging gaps between instructional practices and learner needs. This research contributes to understanding writing strategies and experiences in the context of tertiary-level education and suggests practical pedagogical implications for improving paragraph-writing instruction.

1. INTRODUCTION

Writing requires a complex skill, and thus students need to regulate themselves in employing the appropriate strategies to achieve good writing performance (Sari et al., 2023). It has been claimed that "reading is like breathing in; writing is like breathing out" (Allyn, 2018, as cited in Carver & Pantoja, 2022, p. 2). In writing a paragraph, students need to consider the content (i.e., the topic being discussed), the organization (i.e., coherence and cohesion), and the language use (i.e., grammar) (McDonough et al., 2018). Thus, writing is not a single skill

and it is also not a singular cognitive process. It requires “content knowledge, content vocabulary, written discourse structure, critical thinking, and executive function” (Carver & Pantoja, 2022).

In academic writing, paragraphs are used to help guide the readers to follow the key points that are being made in response to an assignment brief (A paragraph, the fundamental unit of writing, is a structured combination of two or more sentences, ensuring coherence and cohesion (Kartawijaya, 2018). To be effective, a paragraph must include three essential components: a topic sentence, supporting sentences, and a concluding sentence (Oshima & Hogue, 2007). In paragraph writing, the content consists of three structures: topic sentence, supporting sentence, and concluding sentence (Oshima & Hogue, 2006, as cited in Sari et al., 2023). Recognized as the foundation of academic writing, paragraphs require systematic strategies to enhance quality and organization (Andrade & Evans, 2015, as cited in Tran, 2021).

A paragraph, as the foundational unit of academic writing (Andrade & Evans, 2015, as cited in Tran, 2021), can be developed effectively using self-regulated learning strategies and structured approaches. Self-regulated strategies encompass six dimensions: motive (self-motivation for challenging tasks), method (using diverse techniques and strategies), time (effective time management), performance (self-assessment for progress), physical environment (minimizing distractions), and social environment (seeking external support). Additionally, specific strategies enhance paragraph writing. The outline strategy (Kartawijaya, 2018) involves pre-writing preparation, including planning content, organizing ideas, selecting appropriate vocabulary, and refining punctuation. This method encourages iterative improvement, focusing on both structure and details.

The footstep strategy (Arini, 2016) emphasizes step-by-step progress, akin to following "footsteps" in writing. It starts with brainstorming ideas, and gathering information, and progresses through editing and revising until the final draft is complete. Another approach, the CAF (Consider All Factors) strategy (Sabra, 2014), integrates structured thinking to guide the writing process. It includes brainstorming to gather ideas, planning for the organization, decision-making to determine what to include or exclude, and drawing conclusions to finalize the paragraph. This method ensures a logical and comprehensive approach to creating well-structured paragraphs, emphasizing the importance of preparation, reasoning, and evaluation. Collectively, these strategies provide learners with systematic tools to enhance their writing skills, ensuring clarity, coherence, and effectiveness in constructing paragraphs as the essential unit of academic writing.

Writing well-organized paragraphs is a fundamental skill required for academic success, yet many university-level students struggle with it. While school-level courses

introduce the basics of paragraph writing, higher education demands more formal and independent writing skills. Despite introductory academic writing units in bachelor-level courses at Tribhuvan University, Nepal, students often fail to produce well-structured paragraphs in assignments and exams, as observed by the researcher. This issue mirrors findings from other contexts, such as Iranian and Sudanese universities, where students face challenges in paragraph organization, developing ideas, and distinguishing between the topic and closing sentences (Shahhoseiny, 2015; Siddiqui, 2020). Ragasa and Tadesse (2021) emphasize that crafting a well-formed paragraph is essential yet challenging, serving as the foundation for academic writing. However, in practical teaching settings, learners frequently exhibit confusion about paragraph organization, often asking whether a new paragraph is needed or if they should continue with the current one. This reflects a lack of awareness about paragraph components and effective writing strategies.

Furthermore, there has been limited research on learners' strategies for writing paragraphs, particularly regarding what they do before, during, and after writing. This gap highlights the need for studies exploring whether students use consistent or diverse strategies in paragraph writing. Addressing these issues through focused teaching strategies and research could improve learners' ability to produce structured, coherent, and academic paragraphs.

2. LITERATURE REVIEW

Writing-to-learn and learning-to-write are two different activities (Fisher & Frey, 2004, as cited in Carver & Pantoja, 2022). Writing a good paragraph is a learning process that benefits from effective strategies. In paragraph writing, Karim et al. (2017) revealed that EFL students face difficulties in all stages of writing (writing, revising, and planning—in sequence) and in using idiomatic expressions and lexical aspects (Sari et al., 2023). Several studies have illustrated the close relationship between academic vocabulary knowledge and L2 academic writing (Min & Sukying, 2024).

The metacognitive strategy (Dewita, 2020) is particularly useful, as it involves planning, monitoring, problem-solving, and evaluating the writing process. Research suggests that males and females exhibit distinct preferences in task execution. Males tend to work independently in quiet settings, while females are more collaborative and motivated by achieving high grades (Abdollahzadeh, 2010). Studies, including Hartley (2008), indicate that women are generally more verbal, which may influence their approach to paragraph writing. Further, Thonus (1999) and subsequent research (Beard & Burrell, 2010; Berninger & Fuller, 1992; Olinghouse, 2008; Troia et al., 2013, as cited in Al-Saadi, 2020), have identified potential gender differences in writing tasks, including style and vocabulary selection. For example,

females often use more melodious tones and distinct word choices compared to males, reflecting broader gendered patterns in language use. Although evidence is limited, these observations suggest that males and females may employ different strategies when writing paragraphs. Understanding these variations can help educators tailor teaching approaches to address diverse learner needs effectively, promoting skill development in paragraph writing for all learners.

Many learners face challenges in identifying effective strategies for crafting complete and coherent paragraphs. One common issue is their uncertainty about where and when to transition to a new paragraph while writing longer texts, which reflects a lack of proficiency in organizing ideas within paragraphs. This difficulty stems from limited awareness and application of essential writing strategies, underscoring the need for targeted guidance and consistent practice to improve their skills. Addressing these issues, the primary objective of this research was to explore the paragraph-writing strategies used and experienced by Bachelor-level students.

The study aimed to investigate several key aspects: the pre-writing, while-writing, and post-writing strategies employed by first-year B.Ed. students at Tribhuvan University's Surkhet Multiple Campus, Nepal; students' awareness of the three essential components of a paragraph—topic sentence, supporting sentences, and concluding sentence; the similarities or differences in strategies based on gender and schooling background (public vs. private); and learners' experiences with paragraph writing, including the support they received from teachers at various educational levels. By examining these areas, the study highlights the importance of understanding learners' practices and experiences to foster their ability to produce well-structured paragraphs. It further emphasizes the need for educators to provide focused support and instruction to enhance students' paragraph-writing skills effectively.

3. METHODOLOGY

The study employed a mixed-method approach to examine the paragraph-writing strategies and experiences of Bachelor-level learners. Initially, a quantitative approach, as outlined by Kumatongo and Muzata (2021), was adopted to analyze the strategies used by the learners. This non-interventional, descriptive design explored the effects of writing strategies to trace their causes (Kumar, 2011). The research was conducted at Surkhet Multiple Campus, a constituent campus of Tribhuvan University in Karnali Province, Nepal. From the total population of 1,120 B.Ed. first-year students enrolled in the 2021/22 academic year, a sample of 295 students was randomly selected using Slovin's Formula and a lottery method.

A structured questionnaire was utilized as the primary data collection tool, focusing on pre-writing, while-writing, and post-writing strategies. The instrument included yes/no,

frequency-based options, and open-ended questions for learners to share additional strategies. The researcher, leveraging rapport as a teacher on the campus, obtained informed consent from participants and ensured confidentiality. The collected data were analyzed using SPSS software, applying univariate, bivariate, and multivariate analyses to identify significant relationships among variables such as gender, schooling background, and strategy usage.

To complement the quantitative findings, a qualitative narrative approach was adopted, aligning with Creswell's (2014) suggestion for exploring participants' lived experiences. Five purposefully selected learners shared their diverse backgrounds and experiences in paragraph writing through semi-structured interviews and focus group discussions. Their narratives, collected via audiotaping and note-taking, were analyzed using Thomas's (2006) inductive approach to develop themes. Ethical considerations were rigorously observed, including the use of pseudonyms, voluntary participation, and participant validation of interpretations.

The study emphasized the interpretive paradigm, aiming to understand the learners' strategies and experiences contextually, acknowledging the plurality of learning processes in paragraph writing. This research not only provided insights into the learners' practices and challenges but also underscored the importance of understanding writing as a multifaceted skill influenced by diverse strategies and experiences.

4. RESULT ANALYSIS AND INTERPRETATION

To find out the strategies used by the Bachelor in Education first-year learners in writing paragraphs, the quantitative cross-sectional survey method was used with the help of a questionnaire tool. Among the 295 randomly selected samples, more than two-thirds (68.8%) were females and less than one-third (31.2%) were males. Likewise, the number of samples was also higher from the public schooling (78.3%) background which was more than one-fourth of the private schooling (21.7%) background.

It was found that most of the learners (65.8%), 'make plans' before writing any paragraph. But the learners who make plans 'always' were fewer (20.4%) only than those who make plans 'sometimes' (79.6%). Similarly, they reported that a maximum (85.4%) of learners give focus on the 'topic statement' rather than the 'supportive sentences' and 'concluding sentences' in the process of while-writing strategies. In the post-writing activities, a fewer number of learners (40.7%) were found taking 'feedback' on their written tasks. Likewise, a slightly higher number of learners were found taking feedback 'from friends' (51.9%) in comparison to 'the teachers' (48.1%). In a similar line, 55.3% of learners used 'editing' as the post-writing strategy.

Nearly half of the learners (44.5%) conceptualized the 'topic statement' of the paragraph as the 'title' of the paragraph. Likewise, less than one-third (31.2%) of learners understood that the topic statement is the 'main sentence' of an organized paragraph. Similarly, the frequency of 'editing' the produced paragraph 'always' was (38.7%) lower than those who edit it 'sometimes' (61.3%).

Among the 295 samples asking them open questions, the highest percent (44.7%) of learners were found using 'planning' as the strategy to write a paragraph. Similarly, 38.0% of learners 'did not have any idea' of what strategies to use, and the lowest 1.4% of learners used 'memorization' as the strategy to write a paragraph.' The other strategies, they used were reading, writing, thinking, understanding, and knowing about paragraphs. Similarly, 37.6% of learners suggested teachers 'teach writing strategies' explicitly in the classroom. The other strategies they suggested were writing practice, making plans, giving a good introduction, and objectives as well. But a large number of learners (48.8%), 'did not have any idea' to make a suggestion in this aspect.

Table 1

Gender-wise Comparison of Prewriting and Post-Writing Strategies

			Sex of the Total respondents		
			Female	Male	
Make Plan as the Prewriting	Yes	Count	134	60	194
		% within the sex of the respondents	66.0%	65.2%	65.8%
	No	Count	69	32	101
		% within the sex of the respondents	34.0%	34.8%	34.2%
Total	Count		203	92	295
	% within the sex of the respondents		100.0%	100.0%	100.0%
Editing the Paragraph as the Post Writing	Yes	Count	119	44	163
		% within the Sex of the respondents	58.6%	47.8%	55.3%
Total	No	Count	84	48	132
		% within the Sex of the respondents	41.4%	52.2%	44.7%
Total	Count		203	92	295
	% within the Sex of the respondents		100.0%	100.0%	100.0%
	Yes	Count	92	28	120

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Take Feedback as the Post-Writing	No	% within Sex of the respondents	45.3%	30.4%	40.7%
		Count	111	64	175
Total		% within Sex of the respondents	54.7%	69.6%	59.3%
		Count	203	92	295
		% within Sex of the respondents	100.0%	100.0%	100.0%

Table 1 shows that 66.0% of females and 65.2% of males 'make a plan' which is termed the pre-writing strategy (the p is 0.89, i.e. higher than 0.05) is not significant with weak (0.008, i.e. less than 0.1) effect size. Similarly, 58.6% of females and 47.8% of males were found to 'edit' the paragraph as the post writing strategy which is also not significant (the p is 0.08) with a weak (0.10) effect size. On the other hand, 45.3% of females and 30.4% of males were reported to take 'feedback' on their writing from others which is significant (the p is 0.01) with a modest (0.14) effect size.

Table 2

Educational Background-wise Comparison of Prewriting and Post-Writing Strategies

		+2 Background(Prior Educational Background)		Total	
		Private School	Public School		
Make Plan as the Prewriting	Yes	Count	60	134	194
		Background(Prior Educational Background)	93.8%	58.0%	65.8%
	No	Count	4	97	101
		Background(Prior Educational Background)	6.2%	42.0%	34.2%
Total	Count	64	231	295	
	Background(Prior Educational Background)	100.0%	100.0%	100.0%	
Editing the Paragraph as the Post Writing	Yes	Count	48	115	163
		Background(Prior Educational Background)	75.0%	49.8%	55.3%
	No	Count	16	116	132

Total		Background(Prior Educational Background)	25.0%	50.2%	44.7%
	Count		64	231	295
Total		Background(Prior Educational Background)	100.0%	100.0%	100.0%
	Count		36	84	120
Take Feedback as the Post Writing	Yes	Background(Prior Educational Background)	56.2%	36.4%	40.7%
	Count		28	147	175
Total	No	Background(Prior Educational Background)	43.8%	63.6%	59.3%
	Count		64	231	295
			100.0%	100.0%	100.0%

Table 2 depicts that 93.8% of private, and 58.0% of public schooling background learners 'make a plan' that is termed the pre-writing strategy which (the p is 0.000, i.e. less than 0.05) is significant with moderate (0.31, i.e. higher than 0.3, and lower than 0.5) effect size. Similarly, 75% and 25% of private and public schooling background learners found using 'edit' their paragraphs as the post writing strategy which is significant(the p is 0.000) with a modest (0.20, lower than 0.3) effect size. Likewise, 56.2% of private and 36.4% of public schooling background learners were found to take 'feedback' from others which is significant (the p is 0.00) with a modest (0.16) effect size (Annex F Tables).

Table 3

Net Effect on Feedback as the Post-Writing Strategy

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Planning	.858	.296	8.371	1	.004	2.358	1.319	4.216
Editing	.737	.266	7.687	1	.006	2.090	1.241	3.519
Sex-wise Schooling Background	.688	.287	5.748	1	.017	1.989	1.134	3.489
Constant	-1.989	.341	33.931	1	.000	.137		

Table 3 represents the relationship between feedback: and post-writing strategy as the dependent variable with independent variables: planning, editing, sex, and background of the learners. It predicts that there is a strong association among them where the odds ratio is higher than 1, i.e. 2.35, 2.9, 1.98, and 1.64 respectively. It means those learners who were using planning, and editing (maybe males or females, public or private schooling background) as the paragraph writing strategies are more likely to get feedback from others.

While exploring the Bachelor in Education learners' experiences via informal talks a focused interview was conducted with the five selected participants. It shows that learners were encouraged to write tasks in the form of points rather than paragraphs. The learners were not found to be aware of the topic statement, supportive sentences, and concluding sentences as the main components of a good paragraph. Even if they were ever involved in writing paragraphs in almost all the writing tasks, they were not given input and feedback explicitly, instead, they were told to write paragraphs by the teachers. The main findings of how the Bachelor's level learners are experiencing writing a paragraph are presented on the following three themes.

4.1.Focused on Writing Points Rather Than a Paragraph

The learners understood that writing answers in points is better than writing in paragraphs. Most of the teachers write points on the board and are involved in the discussion of the topic. Learners are also encouraged to write points for the assignment and in the exam too. So they were not aware of making paragraphs well organized. Participant A expressed:

All the time teachers write points on the board and discuss them in class. Most of the time, teachers tell us to write points in the exam rather than a paragraph. We also memorize the points and write counting the points and marks. Our friends talk about writing more points in the exam than writing a paragraph. Points are better than the paragraph so we write points in the exam. As the homework, teachers in college, give very little time to check homework and they search for how many points are written on the answer sheet. So just write very few points and teachers tell us to explain the points rather than in the paragraph.

The learners find it easier to memorize the points and write in the exam as well as in the assignments. They also can discuss with friends based on points. As a result, they were not aware of writing paragraphs, rather they were inspired to write points. The learners should be made aware of using points as the basics for organizing a good paragraph. The learning strategies also can be used in writing a good paragraph as learning to write a paragraph is also a kind of learning.

The learners realized that writing points are more important than writing paragraphs. They experienced that writing many points means writing more and writing paragraphs shows little knowledge in the form of text. Participant B said:

And our teacher many times tells us to write points in the exam so we write more points than the paragraph in the exam. In homework also when we write in points, our teacher become happy. They said how many points did you write, they do not ask how many paragraphs, they asked how many points. I think point writing is good and easy for us than writing a paragraph. Paragraphs become small but point many.

The learners wrongly understood that when they write in the form of points, they will score better marks in the exam. They also thought mistakenly that it will be less amount when they write in the form of a paragraph rather than points.

4.2.Lack of Sufficient Input and Feedback

Input and feedback are the most important factors for learners, especially in second language learning situations. The input provides the data for learning and feedback helps to follow the right path of learning. But these two were less experienced by the learners in writing paragraphs as participant E said:

I do not remember about my other lower classes whether a teacher taught or not about writing paragraphs but I remember as I was in 6th or 7th grade, our teacher taught us to write paragraphs. After that, no teachers told us to write paragraphs this way and that way but told us to write paragraphs. No students asked the teacher how to write a paragraph. Instead, they used to write paragraphs that the teacher told as homework and the teacher gave tick marks. If the answer is correct, the teacher tells thank you and good. If we do not know the answer, sir said you cannot write a paragraph and how you passed the exam. In fact, we memorize answers in the exam to pass the exams.

The learners expected more input as they are even if at the higher level of study but did not get in their college-level of study. In this regard, participant A expressed:

Writing paragraphs was taught in my lower grades nine or ten. No teachers taught to write paragraphs during the 11th and 12th grades. We are not told how to write paragraphs at the bachelor level but only teachers tell us to write paragraphs, they do not say ways of writing.

As the learners were somehow told ways of writing paragraphs in their early level of learning, they need continuation of the input and feedback at a higher level too. The learners are expecting from teachers more insight and further explicit ideas for their paragraph

writing skill development. As Gass and Selinker (2008) suggest, explicit or implicit feedback provides the learners with additional information to get success in their learning.

4.3. Unfamiliarity and Overgeneralization

Most of the participants did not know the components of a good paragraph. They did not know the situation of changing paragraphs. Participant B expressed:

I said to change the paragraph when it becomes longer. I have no idea when to change the paragraph. I think when it is larger we can change it. If we know the answer, it will be a paragraph. If we do not know the answer how can it be a paragraph. So if we know the answer, there is a paragraph.

The learners were not familiar with the topic statement, supportive sentences, and concluding sentences which are the components of a well-organized paragraph. And when to change paragraphs.

A new paragraph can be constructed to give a coherent but new idea to demonstrate. But the learners did not have an intended motive of changing paragraphs while writing paragraphs for the written tasks to be completed. Participant C tells:

We write it and change it when it becomes larger. The big writing is not good so we have to change the paragraph. We are not thinking about how to write a paragraph, we think to write the answer. We think we should not take seriously this in the exam. If we know the answer we can write anyway. If we do not know the answer how can we make a paragraph? It becomes a paragraph itself when we write an answer.

The organizing parts of an essay and a paragraph are not the same. But the learners experienced that they were confidently claimed that the introduction, body, and conclusion are the components of a good paragraph to be well organized.

5. DISCUSSION

It shows that the number of females is higher in Bachelor in education than that of males. Similarly, more learners in Bachelor in education are from public schooling backgrounds than that of the private school which can be interpreted that the number of females is higher in Bachelor in education than males. Similarly, a higher number of learners in Bachelor in education come from the public schools than the private schools.

Although most of the learners were found planning before writing a paragraph, the number who makes plans always was very low. So they should be encouraged to make plans very often for better organization of a paragraph. Likewise, the highest number of the learners were found to focus on the topic statement more than on the supporting and concluding sentences which should be instructed and encouraged to give priority to the three components

of the paragraph not only on the topic statement for a perfect paragraph. In fact, all three components should be given equal priority in writing a complete paragraph (Oshima & Hogue, 2007). The number of learners who took feedback was below fifty percent which reflects the need for encouragement to take feedback for better awareness in writing paragraphs (Diab, 2010). Although editing is the most important component of good writing, only 55.3% of learners found applying it is not enough at the Bachelor's level. So the frequency of editing must be increased utilizing direct input to improve learners' abilities (Diab, 2010).

As most (44.5%) of the learners misunderstood the 'topic statement' as the title of a paragraph which shows learners have a lack of knowledge about the components of writing a good paragraph. It meant without understanding the necessary components, they could not produce a complete paragraph. So it requires an explicit and practical way of instruction. Likewise, the rate of frequency involved in editing their written task is not even fifty percent which needs to be increased for better writing tasks to accomplish.

It shows that 44.7% of Bachelor level learners making plans to write a paragraph is not sufficient. Although some of them were using writing practice as the strategy for writing development, the number of those learners was very low which needs to be increased. Similarly, almost half of the learners did not know how to write a good paragraph, as a result, they could not make further suggestions to develop this skill. One of the suggestions was for teachers to teach those writing strategies which meant they expect direct input. It reflects a lack of sufficient exposure to learners about strategies and components of paragraphs that need to be fulfilled by explicit teaching.

It can be interpreted that there is no difference between males and females in applying pre and post-writing strategies which is in opposition to Thonus (1999) who claimed there is some gender difference in writing. Likewise, the writing-related result is not supported as mentioned by Hartley (2008) females are more verbal than males in general. But in specific, females were taking significantly more feedback than males which is good for better development of writing paragraphs. It may be because of the nature of females as Hartley described they are more talkative. The finding is somehow similar to the explanation of males' nature as they enjoy working alone (Abdollahzadeh, 2010).

It can be interpreted that there is a difference between private and public schooling backgrounds learners in applying pre and post-writing strategies. Although the private schooling background learners have been found to use a significant amount of ideas regarding the pre-and post-writing strategies than public schooling background, it is also not sufficient in producing a complete paragraph. So in general both of those, specifically the public school and

having this background should be given insights on strategies and components of writing paragraphs.

The descriptive, significant with its degree of effect size, and regression analysis helped to determine the association among the variables. This overall result indicates a similar situation to Iran as mentioned (Shahhoseiny, 2015) there is a problem among university-level students with writing paragraphs. There is an immediate need for instruction about frequency and input sources of planning as the pre-writing strategies. Likewise, the inclusion of all three components: topic statement, supportive sentences, and concluding sentences as the while writing strategies. Along with, frequency and sources of editing and feedback as the post-writing strategies need for the better production of paragraphs.

Metacognitive strategy (Dewita, 2020) can be a strategy to improve the learning process of writing development. As stated by them, it is a learning strategy that makes students use their own knowledge or strategies to help them accomplish a task by planning, monitoring, problem-solving, and evaluating. So while writing a paragraph, the learners can make use of planning to write as one step, monitor their writing as the next step, manage the paragraph in another step, and they can make a judgment of their own paragraph whether it is purposeful and well organized or not. Moreover, the learners experienced not having enough input and sufficient feedback in their writing tasks. The teachers give writing tasks but do not give insight into how to write a good paragraph. The teachers did not even take the learners' problem of not being able to write paragraphs seriously. Taking reference from Krashen, Gass, and Selinker (2008) state that there should be a sufficient quantity of comprehensible input for the success of the learners in their second language learning. Further, the learners did not have well-known insight into the idea of changing paragraphs as needed to demonstrate new information. They only change paragraphs to avoid bigger text and make the text smaller. The supportive assumption of gender differences is found in Beard and Burrell, 2010; Berninger and Fuller, 1992; Olinghouse, 2008; Troia et al., 2013 as cited in (Al-Saadi, 2020), they clearly mentioned that a broad potential of gender differences has been identified in writing which is not realized in this narrative.

In the study, the learners have used the knowledge that they learned to write essays is also generalized to be used in writing paragraphs. The overgeneralized knowledge can lead to erroneous output which needs to be corrected by the teacher in second language learning. Similar to the above explanation and taking into consideration all aspects of writing. As Sabra (2014) has described CAF (Consider All Factors) strategy, can be used in writing a good paragraph. Furthermore, CAF is explained as a thinking process: a kind of preparation, and

reasoning exercise: to claim what should be involved in writing and what should be extracted from the particular writing task in the form of a paragraph. It is suggested to do brainstorming as the prewriting strategy to collect ideas. The next step is planning what to write and how to write. Another strategy is decision making what to include and exclude in the written form and the next is drawing a conclusion or making a judgment. Thus CAF involves a structured thinking process which may result in finding all elements and steps needed to achieve a paragraph as the basic but the most important unit of academic writing.

Although there is little evidence, it is found studying various literature and observing daily activities that there are differences in word choices and style of using language between males and females. In our daily life observation, we see males and females are using somehow different strategies in doing day-to-day work. Comparatively, most females have naturally melodious voices than males. Gender differences are also reflected in the selection of the vocabulary in speaking: females use more polite words compared to males. According to Abdollahzadeh (2010), the males are found to prefer to work alone in a quiet environment and the females are involved in writing tasks and are more interested in getting good grades shows that gender variation in doing work. From this study, I tried to explore how the participants have been experienced writing paragraphs. However, there were not found gender-based varieties in the narratives of participants as the experience of writing paragraphs.

6. CONCLUSION

As most of the learners were females with public schooling backgrounds, very few (20.4%) of them were found to make plans always to write a paragraph, and most of them (79.6%) made plan sometimes which needs to be improved and encouraged the learners to make plans most of the time in writing a perfect paragraph. They were also found less aware of the components of the paragraph and a maximum (85.4%) of them giving focused only on the 'topic statement,' rather than other equally important parts; supportive sentences, and concluding sentences. So they need explicit instructions about the strategies and components of a good paragraph as they suggested in response to the open question. Likewise, less than forty percent of learners 'always' edit the paragraph which should be improved by encouraging them to edit more frequently to produce a perfect paragraph. Moreover, it was felt that the learners are facing problems working with a paragraph at the university level where courses demand a more formal and organized way of writing. They had a lack of awareness of using the knowledge of paragraph writing in their practical life. It is because of one-off input at the school level which was not sufficient.

To conclude, there was a lack of sufficient ideas related to paragraph writing strategies and components among the learners. So, there is a need for explicit instruction to English

language learners regarding the use of suitable pre-writing, while writing, and post-writing strategies making them aware of the parts of a complete paragraph with adequate feedback.

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