An Assessment of Students' Paragraph Writing Problems and Causes: The Case of General Tadesse Biru Secondary School Grade 10 in Focus

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Abstract

The aim of this study was to assess students' paragraph writing problems and causes of General Tadesse Biru Secondary school grade 10 in focus. The researcher designed 3 research questions which were set to identify students' problems in writing paragraph, and causes. A descriptive case study design which contains both qualitative and quantitative method was used. Four EFL teachers were selected through availability sampling, whereas; 40 students were selected using simple random sampling technique. The study employed four data gathering tools: document analysis, questionnaire, classroom observation and interview. Analyses of written paragraphs were employed to identify the problems students commit in writing paragraph. Questionnaire and interview were designed to identify the major causes of the problems. Classroom observation was employed to assess the methods teachers use in teaching paragraph writing in the classroom. The data collected through document analysis, questionnaire and classroom observation were analyzed qualitatively and quantitatively whereas interview was analyzed qualitatively. The finding of the study revealed that almost all students have problems of identifying three parts of the paragraph and writing unified, coherent, and well organized paragraph. The major causes of the aforementioned problems were lack of proper word use, absence of appropriate teaching techniques, and lack of writing practice. Thus, all the concerned bodies were recommended to do their best to restore students' writing skill.

1. Introduction

Writing is one of the four basic language skills used in communication. Through writing, students promote their ability of sharing ideas, feelings, believes, attitudes and values. Murcia (2000) argues writing is one of productive skills, which contains a symbol and involves a complex process. In making good writing, we must use correct grammatical rules, choose right vocabulary, and consider coherence and cohesion. Almost every aspect of everyday life for common people was carried out orally. Business transactions, records, and legal documents, political and military agreements all were written by specialists. Today, the ability to write has become a key skill in our global literate community. The above points depicted that writing was not taking place when compared with speaking skills. Even though writing is very important issue to communicate, it was out of the game for long and all every day activities were carried out orally. Different scholars forward their views about how writing in English is difficult. According to Richard, learning to write either in the first or second language is one of difficult tasks a learner encounter (Richards, 1990, p. 100).

English language competence is a broad term with regards to writing which might include learners' grammatical competence, vocabulary mastery, and good organization of paragraph (Brown, 2004, p. 233). Lack of either grammar competence or vocabulary in particular, makes learners difficult to produce not only a paragraph but also a sentence, even. "Learners engaged in a productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves" (Harmer, 2001, p. 252). As to Grisham and Wolsey (2011), "for many teachers, writing is the area of language arts that they feel themselves least prepared to teach well" (p. 348). In addition, the lack of writing instruction can then result in a lack of self-efficacy among students to use writing strategies. As to the above scholars, teaching writing is complex for most teachers. After observing certain classes during teaching writing process was on going, they observed as teachers were not teaching appropriately. Written products are often the result of thinking, drafting, and revising procedure that require specialized skills, which speaker can't develop naturally.

For the first time, the paragraph theory was primarily established in (1818-1903).The theory asserts that the paragraph is a unit of a piece of writing and generally consists of several sentences. A paragraph is a group of related sentences which a writer develops about a subject. The starting sentence explains the certain idea while the other sentences are stated to support it". They also explained that it is emphasized by identifying the first word from the left hand margin. Therefore, a complete paragraph is made of of three sorts of sentences: topic, supporting and concluding sentence.

Scholars pointed that, students whose L1 is not English often have significant difficulties with some aspects

of English language in writing that are distinct from the problems that native speakers have. As Clifford (1987) states L2 learners of English face problems of exploring ideas and thought to communicate. According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. The other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately. Several studies discovered how much time students spent writing and then how much time was spent on writing instruction. Teachers need enough time to instruct students in writing and then the students need time to practice the skills they learned. In a survey by Cutler and Graham (2008) discovered that students only spend about twenty minutes a day on writing and teachers spend fifteen minutes on instructing their students in writing. In a similar study, Gilbert and Graham (2010) found that students in the participants' classes spent about two hours per week writing and then received about one hour and fifteen minutes of instruction per week.

As to Education and Training Policy of Ethiopia (1994) English is taught as a foreign language and a medium of instruction in secondary and tertiary levels. In Ethiopian context, teaching English is not as easy as teaching a native speakers. As a result, students cannot get the opportunity to practice writing outside of the classroom because their families and friends do not speak and write in English regularly. According to various sources, writing is a complex and difficult skill to teach and learn. Teachers and students face several problems in teaching and learning writing as a whole. Most of General Tadesse Biru secondary school students are incapable in writing paragraph in organized way. For this reason, based on the researcher teaching experience and informal observation, their performance in writing is very low when compared with other skills. This shows that there are problems which could be studied exhaustively.

2. Objectives of the Study

The general objective of the study is to assess the problems and causes that hinder grade 10 students' paragraph writing in EFL classroom at General Tadesse Biru secondary school. Accordingly, the specific objectives of the study were:

1. To identify the problems that grade 10 students face in paragraph writing
2. To find out the causes of the problems the students have in paragraph writing
3. To explore how teachers teach paragraph writing in the classroom

3. RESEARCH METHODOLOGY AND DESIGN

3.1. Research Design

To attain the intended objectives of the study, descriptive case study design which contains both quantitative and qualitative methods were used. Scholars argue research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. To analyze and discuss the gathered data, the researcher used mixed methods which gives us greater confidence in our findings and increases the validity of the results. If we use multiple methods and they reveal similar information, we can be more confident in our conclusions. And if we find different results across methods we can learn a great deal from considering why the results differ, (Kalof, Dan and Deitz, 2008).

3.2. Research Setting

The study was conducted in General Tadesse Biru Secondary School which is found in A. A, Gulalle Sub-city, 09 District, Addis Ababa, Ethiopia in 2020. The reason why the researcher selected the school was due to the fact that, the school was newly launched and nobody conducted any research on students' paragraph writing problems till the current study was designed and conducted, so the researcher inspired to conduct the study to assess students' paragraph writing problems and causes. Moreover, the researcher has been working there; so, it is advisable to save time and gather data from the students and his colleagues closely and cooperatively.

3.3. Samples and Sampling Techniques

Literature claims that when population is pretty homogeneous, the amount of variation is less and so the sample can be smaller. Based on this view, the researcher took 40 (25%) of 160 students via systematic sampling technique. The researcher took 4 Grade 10 English Language teachers of General Tadesse Biru Secondary School through availability sampling.

3.4. Data Gathering Instruments

3.4.1. Document Analysis

Analysis of written paragraphs was used to achieve the intended objectives. To collect actual data about

students' paragraph writing, analyzing the written paragraphs was used to identify the common errors that students commit in paragraph writing. Document analysis is a technique, which generates valid and reliable data. With this view, the researcher prepared a checklist with 8 questions to analyze the written paragraphs. The purpose of this text analysis was to identify students' problems related to topic sentence, supporting sentences and concluding sentence. Second, the problems associated to qualities of a good paragraph like unity, coherence, cohesion, adequate development, and organization were critically analyzed and interpreted. Third mechanical errors such as grammar, spelling, punctuation and capitalization were analyzed and discussed well. To save time, the researcher prepared and wrote different topics on the chalkboard which was familiar with students' prior knowledge.

3.4.2. Questionnaire

In this study, the questionnaire was carefully designed to answer the 2nd and the 3rd objectives of the study. Taking the scholars views into consideration, the researcher prepared 16 items for students to identify the major problems affecting students' paragraph writing skills and to assess how teachers teach writing skills. The items 1-6 were presented with five point Likert scale ranging from 'strongly agree' to 'strongly disagree'. To maintain reliability of the questionnaire, the researcher used different tools and validation techniques. Kalof et al (2008) argue that validity is concerned with congruence, or a goodness of fit between the details of the research, the evidence, and the conclusions drawn by the researchers. Finally, the researcher analyzed the quantitative data quantitatively and quantitative data quantitatively orderly.

3.4.3 Observation

To observe the teachers' actual teaching of writing paragraph, classroom observation was carried out using a checklist to assess how teachers' teach paragraph writing. "Observations are useful tools for providing direct information about language and language learning, and it is the best data collecting technique for gaining insight into the subject in a natural environment" (Morrison, 2000 as cited in Dula, 2017). The researcher used overt type of observation where the subjects being observed knew that they were observed. The observation was intended to answer research question number 2, and 3. The researcher observed four selected sections while the actual classroom was taking place. Accordingly, the researcher observed writing sessions of four teachers, two times each, which made a total of 8 sessions, and during the observation, he made a tick mark based on the observation checklist. In addition, the researcher also triangulated the data sources to ensure reliability and validity of the instrument.

3.4.4. Interview

In order to triangulate data collected from questionnaire and classroom observation, 9 interview questions were designed and gathered from the respondents. The researcher decided to use this tool to obtain the views and opinions of the respondents and other unexpected idea about the issue under study that otherwise might not be obtained through other tools. Bryman (2012) claims interviews are more suitable for questions that require probing to obtain adequate information. Semi-structured interview is one that contains structured and unstructured sections with standardized and open type questions. Though suitable for quantitative data collection, interviews are particularly useful when qualitative data are required. Therefore, the researcher prepared the interview questions based on the results of the document analysis, students' questionnaire and the classroom observation. The interview was made to answer research question 2 & 3. Finally, the collected data from teachers' interview were analyzed, discussed and interpreted.

3.5. Method of Data Analysis

The gathered data were analyzed quantitatively and qualitatively to find out students' paragraph writing problems. Observation, interview and document analysis were analyzed qualitatively while, questionnaire data were analyzed quantitatively. On the bases of the data analysis, the findings and conclusions were drawn and recommendations were forwarded.

4. DATA ANALYSIS, DISCUSSION AND INTERPRETATION
4.1. Analysis of Students' Written Paragraphs
Table. 4.1.1: Summaries of Students' Problems in Written Paragraphs.

No	Classification of the problems	Number of problems from 40 written paragraphs	
		Frequency	Percent (%)
1	topic sentence	27	67.5%
2	supporting sentences	30	75%
3	concluding sentence	27	67.5%
4	Unity	34	85%
5	Coherence	31	77.5%
6	Clarity	34	85%
7	adequate development	36	90%
8	Organization	38	95%
9	Grammar	37	92.5%
10	Spelling	39	97.5%
11	Capitalization	16	40%
12	punctuation marks	28	70%

In this section, the paragraphs written by 40 students were analyzed with regards to the problems students make during paragraph writing. In this section the researcher discussed more about students' problems in paragraph writing to answer the first objective. The researcher prepared a checklist to identify how students open, develop and conclude the paragraph; and he analyzed the flow of ideas, logical order, organization, unity, coherence and clarity of the written paragraphs.

In order to check whether students know their problems they were facing in writing, the students were asked two questions (Q 1 &2). In item 1, 62%, 15%, 12.5%, 10% reported 'always', 'sometimes, 'rarely' and never respectively. On item 2, many students agreed on lack of vocabulary, lack of organizing ideas, lack of using proper grammar, lack of identifying topic, supporting and concluding sentences, and spelling error were their challenges in writing. To triangulate this data, the researcher interviewed two teachers in which they replied that lack of vocabulary, organization of ideas, lack of appropriate grammar use were the major problems. So, as it can be seen from the data analysis, the major problems students face in writing paragraphs were lack of vocabulary, lack of organization and lack of language use.

4.1.2. Problems Related to Parts of a Paragraph
4.1.2.1. Problems Related to Writing Topic Sentence
To suspense the reader to read in attention, topic sentence or opening part is the crucial point in writing. But, most students wrote their paragraphs without topic sentence. Out of 40 students, 27(67.5%) of them wrote the paragraphs without topic sentence and unclear introduction. They simply write down their ideas without considering the opening points. For example, look at the following sample paragraph written by S11.

> *Televizion is very important example watch news, films, and dramas. In another ways, Televizion can afect our eyes, and ears. When waching it we can get informasion and education. We are happy and enjoy looking films, dramas. It is first disadvantage is students busy while looking different films and moves. The second disadvantage is we don't give attension for education. The third advantage is burning time. General looking televizion is good and bad.*

As indicated in the above paragraph which was written by S11, the student wrote the topic sentence by saying '*Television is very important to watch news, films and dramas.'* This is not topic sentence; it seems supporting sentences because the word 'television' is mentioned in detail by providing example even it is incomplete and senseless to read. This shows that many students cannot differentiate topic sentence from the detail points.

4.1.2.2. Problems Related to Writing Supporting Sentences
Supporting sentences are the sentences which explain the topic sentence. It should be more specific and developed by examples, justification and illustrations. Of the written 40 paragraphs, 30(75%) of them wrote unclear and inappropriate supporting sentences which were not well developed and not detailed. Look the sample paragraph written by S25.

> *Television has many advantages in the world for human bings. First of all People can watch television get information from news. News can help us to know about world. Second is watching films, dramas and commedy. The third advantage is people learned different things from it. Television has many disadvantages like eye poroblems, teach us conflict, boxes, horror films. Generally, watching television has many advantages and disadvantages in the world.*

As it can be seen from the above data analysis, many students could not write detailed and attractive supporting sentences. They simply listed its advantages and disadvantages without using transitional words, conjunctions and examples in the right way. From the above discussions, the researcher concluded that many

students have no awareness about the ways of developing paragraphs.

4.1.2.3. Problems Related to Writing Concluding Sentence

The concluding sentence is like your topic sentence, leaves the reader with an overall impression of the paragraph's subject. Out of 40 written paragraphs, only some students wrote their paragraphs which have concluding sentence. 27(67.5%) of the respondents could not write the paragraphs with attractive conclusions. For instance, look this paragraph written by S30.

> *Water polution can be hapened in many ways. The first one is city garbage which can mak water dirty. For example. people are living in rural area are drinking pollution water and using for different things. The second one is industrial waste or chemical from different factars. When people and cattle drink and use dirty water they can die and sick. Generally, the plastics throws from different sorces in river, lakes, stream, ocean, and sea.*

As it can be seen from the above data, many respondents have the problems of summarizing the ideas well. Here, he started with the word 'generally' but he couldn't summarize rather give another detail.

In general, as explained earlier, among 40 students, only 14(28%) of them wrote a complete paragraph. In contrary, 29(72.5%) of them could not organize their ideas into topic, supporting and concluding sentences respectively. Of the written paragraphs 25(62.5%) of them have no clear starting, supporting and concluding points. They simply jot down their ideas in paragraph forms without organizing their ideas into introduction, supporting, and concluding parts. Of all 2(5%) wrote all the given topics in a paragraph. From the whole respondents 2(5%) of them didn't write about the given topics; they simply moved around and went out of the track. In line this, Raimes (1983) states the problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. From the above discussion, the researcher generalizes that students couldn't identify topic, supporting and concluding sentence. Therefore, in writing identifying three parts of the paragraph was their serious problem.

4.1.3. Problems Related to Qualities of Good Paragraph

Items 3, 4 & 5, are related to problems that students commit during organizing their paragraphs. The written paragraphs have different problems related to organizing ideas. In this part, the researcher observed that many students lack organizing their ideas while writing the paragraphs. Among 40 students except 5(12.5%) of them, nobody wrote well organized, logically arranged, and well linked paragraphs to one another. The vocabularies they used to construct the paragraphs were not this much attractive, clear and explain the required message. They wrote the same words repeatedly in a paragraph to explain the same ideas. From the written paragraphs 34(85%) students wrote the paragraphs which did not have linkage to one another, illogically arranged and no flow of ideas between sentences.

4.1.3.1. Analysis Related to Writing Unified Paragraph

In writing, unity is very essential point which should be considered to deliver a message. If there is no unity in a paragraph it is difficult to manage the oneness of the topic. On this, Pincas (1982) showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately. Out of 40 written paragraphs 34(85%) of them have problem of unity. Here, a sample of written paragraph by S18,

> *Pollution is the process which water, land, and air contaminate by many things. There are water pollution, land pollution and air pollution. Water is used to drink people. If water add chemical, industry darti water and animals die in water so coled water pollution. Land pollution also when cows and animals die on land is coled land pollution. Air pollution is smoking from factor and industry in capital city. General water pollution, land pollution and air pollution can damege many things.*

As indicated in the first paragraph, though the given topic was 'water pollution' the student wrote about pollution in general including water pollution, land pollution and air pollution. The way he attempted to narrate was not specified in to water pollution. The paragraph had problems as lack of unity, run on and spelling. It showed that many students did not understand how unified paragraph written appropriately.

4.1.3.2. Analysis of the Problems Related to Writing a Coherent Paragraph

Coherence is the quality of a paragraph which is needed to connect one sentence to another sentence using different transitional words/phrases and prepositions in a paragraph. Even though coherence is very important to explain our ideas in writing, many students did not write coherent paragraph on the analyzed papers. To support this, Johns (1986) stated that foreign language students often lack the ability to organize ideas in a way which is appropriate to produce a coherent paragraph. Of the written paragraphs 31(77.5%) of them did not use necessary conjunctions/discourse markers, prepositions and linking words properly. Here is the sample paragraph written by S39: "*My school is very big. By guessing it is more than one hectar. It is grade 9 and 10. The students more than 600 hundreds. Grade 9 eight classes grade 10 eight classes total 16 classes. Girl student has two toilet and boy student has two toilet. General we have library and good compound in beitiful school.*" As observed from the analysis, the written paragraph was senseless because it has serious problems in using words, conjunctions and transitional words. This indicates that most students have no awareness about conjunctions, prepositions and linking words to write coherent paragraph.

4.1.3.3. Analysis of the Writing Problems Related to Clarity

Clarity is the very important issue to be considered in writing a paragraph to transfer the intended message. To be said the message is communicated, it should be clear and legible for the readers. In this study, out of 40 students, 34(85%) of them wrote unclear paragraphs. Of the written paragraphs 15(37.5%) of them have poor hand writing. Their hand writings were not clear to read and understand their messages. Their paragraphs were full of repetitions fragments and lack of subject verb agreement. Here is a sample paragraph written by S39, *"School is my learning and I like school. I have books, pens, pencils and bag. My teacher is like me and students. I learn English, afaan Oromoo mats, piziks, chemisitiry and so on. I am go to school by time by taxi. By break time I play football and handball with friends. I like my school, teachers and students general."* This paragraph is unclear for it lacks clear introduction and conclusion and lack of conjunctions too. The paragraph was full of faulty sentences like run on and fragments.

4.1.3.4. Analysis of Problems Related to Adequate Development

Adequate development is the most important issues in delivering message through writing. In the process of writing the writer has to develop his/her paragraph giving different examples, justifications and illustrations. Though a paragraph should be developed in appropriate methods, 36(90%) of the written paragraphs were inadequate. They did not give tangible examples, appropriate justifications and illustrations to make the paragraphs more acceptable. Here is the sample paragraph written by S22:

> *Television is very important invention to transfer information throughout the world. It has many advantages and disadvantages for human beings. Advantages of television: is transfer information, it is watch films and dramas, know the good news and source of happy. Disadvantages of television: eyes problems, burn or killing time and conflict or horror films. Students cannot write homework assignment. General, television has many advantages and disadvantages for students. Television has so many advantages for human beings.*

As indicated in above sample paragraph, the written text was inadequately developed. The student simply wrote what comes to her mind without using examples, justifications and illustrations. He didn't use any discourse markers and prepositions to connect ideas. The paragraphs have the problem of faulty sentences. This shows that many students could not write well developed paragraphs.

4.1.3.5. Analysis of Problems Related to Organization

Organizing ideas into different texts is the prominent issue which should be clearly stated in writing process. In this case, the written paragraphs are expected to tie together, linked in a logical sequence and smooth manner. So, to convey the reader, the paragraph should be well organized, clear, unified, adequately developed, and coherent. However, in this study, 38(95%) of the written paragraphs were not organized well. There were no linkage, clarity, unity and coherency among the sentences in the paragraphs. As sample, look at the following paragraphs written by S3: *"My school is very beatiful and good from Addis Ababa schools. It has many more classes with grade 9 and 10. It has many teachers, directors and gards. Our class have 52 students fimale 24 mele 28. In the school we learn English, Afan Oromo, maths, physics, History, Chemistry, ICT, civics, Geograph and so on. So, I like my General TadeseBiru School. "*

As indicated in the above paragraph, the student made so many problems during writing their paragraphs. The paragraphs which were written by S3 have no clear introduction, supporting sentences and conclusion. It looks like listing something in series than organized paragraph. In addition, there were no conjunctions, prepositions, examples, justifications, unity, clarity, and coherence. In short, it is very difficult to understand message and to get the main idea of the text.

4.1.4. Analysis of Cognitive Problems

The cognitive problems in writing include punctuation, capitalization, spelling, content and organization. Items 7, 8, 9, & 10 are directly related to the cognitive problems that occurred in writing. In this study, the written 40 paragraphs were critically analyzed and evaluated in relation to grammar usage, spelling errors, problems of capitalization and punctuation marks.

4.1.4.1. Grammar Problems

Grammar is all about how words and sentences are arranged and structured in a given text. It communicates meaning as precisely as the writer wants to covey (Thornsbury, 1999). So without grammar communication is difficult. In this study, many students had problems of using correct grammar in their paragraphs. Of all 37(92.5%) of the written paragraphs have fully grammar problems. They simply used any verbs in any position without considering when, where, and how they were used during writing. The most common problems they made in their paragraphs were tenses, subject verb agreement, and problems of active and passive. For example, look at the paragraph below:

> *My school is locat in Addis Abebe. My school have grade 9 and grade 10 students. We have two sport place. one is football, two is vole ball. So I liked football and my friends Gadisa and Hailu are liked volleyball every day. I went to learn English language. My teacher give homework daily but some students are do the homework and some students are no write the homework. every day we went to*

school on bus. General I am like school very much every time. The school have many advantages for students.

As observed in the above paragraph by S6, the paragraph has serious problems of grammar usage as whole which detract message. To conclude, they have problems of tenses, subject-verb agreement, active and passive voice, persons, singularity and plurality, and spelling errors which different scholars (Tyner, 1987; Kharma, 1986) have mentioned.

Table. 4.1.4.1: Summary of Grammatical problems from sample paragraphs written by some students.

Types of grammatical problems	Examples or samples of problems students commit	Should be written as
Muses words	many more	many
	it is very disadvantages for people	it has many disadvantages for people
Tense problems	Went	Want
	I liked	I like
	pollution water	polluted water
	Learned	Learn
Subject-verb-agreement problems	school have	school has
	our class have	our class has
	teachers teaches	teachers teach
	plastics throws	plastics throw
	teacher give	teacher gives
Conjunctions	homework assayment films dramas	homework and assignment films and dramas.
Faulty-sentences	If water add chemical,	If we add chemical into water,
	Water is used to drink people,	people used water to drink,
	Televizion is very important example watch news, films, and dramas.	Television is very important for us. For example we can watch news, films, and dramas.
	Grade 9 eight classes grade 10 eight classes total 16 classes.	Grade 9 eight classes grade 10 eight classes total 16 classes.
Problems of plurality and singularity	two sport place	two sport places
	has two toilet	has two toilets

4.1.4.2. Analysis of Problems Related to Spelling

In writing, using correct spelling to forward the required information basic. If a writer does not use correct spelling, the message might be changed. To support this, as Moats (2000), said poor spellers often have low motivation to write. Though it is very important to deliver messages with correct spelling, many students wrote their paragraphs with full of spelling problems. Of the written 40 paragraphs, 39(97%) of them wrote the paragraphs with full of spelling problems. S33 wrote: *"My school is very betiful in Addis Abebe. There are many students like femel and mele. We have two sport feilds. Theire are so many techers in the schools. The school has one libirar and one IT room. Theire is two tolets one is for girls and one is for boys. In conclusion, our school has many things like libirar, sport feilds, and tolets."* As shown in the above paragraph, there are many words which were wrongly spelt. One of the most important criteria that learners must improve in paragraph writing is to spell the words correctly to convey meaning to the reader. English orthography is notoriously complex. We should not expect children to get it right from the start. O'Sullivan & Thomas, (2007) said children should be reinforced to learn to spell effectively in English, they need to be trained to attend to both the sounds of words, their visual configurations and, the structure of words.

Table. 4.1.4.2: Summaries of spelling errors written by some students.

Wrongly spelt words	Should be written as
Informasion	Information
Moves	Movies
Bings	Beings
Happened	Happened
Prolusion	Pollution
Televishion	Television
Commedi	Comedy
Waching	Watching
Problems	Problems
Mak	Make
Factors	Factors
Sorces	Sources
Coled	Called
Damage	Damage
Darti	Dirty
Industry	Industry
Beitiful	Beautiful
Libirari	Library
Invension	Invention
Thurought	Throughout
Canot	Cannot
Advantags	Advantages
Disadvantags	Hisadvantages
Horror	Horror
Gards	Guards
Fimale	Female
Mele	Male
Eyesight	Eyesight
Communicate	Communicate
Frends	Friends
Westing	Wasting
Now	Know
Languge	Language

4.1.4.3. Analysis of Problems Related to Capitalization

In writing process, using the rule of capitalization is important to identify names of country, person, and at the initial part of the sentences. To support this, Kroll (1991) claims that capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc. However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. Of all the written 40 paragraphs 16(40%) of them wrote the paragraphs with the problems of capitalization. For instance, S19 wrote the following, "*My school is very large and clean. our school is located in addis ababa. my school has toilets, Library, stores and many classes. my school director is yohannes and my english language is clever. General tadese biru secondary school has many students in different classes. In all our school is very good and nice.*" As it can be seen from sample paragraph, there were many problems of capitalizations, punctuation and organization. So, correct capitalization use was also their problem.

Table. 4.1.4.3: Samples of capitalization errors written by some students

Wrongly capitalized	Should be written as
General tedese biru secondary school	General Tadese Biru Secondary School
addis ababa	Addis Ababa
our school	Our school
my school	My school
Yohanes	Yohannes
Library	Library
English	English
First	First
One	One
Every	Every
Maths	Maths
Physics	Physics
Civics	Civics

4.1.4.4. Analysis of Problems Related to Punctuation Marks

In writing something in our mind, we have to use punctuations in different conditions. Simply jotting down what comes to our mind may not be communicated. So, there must be different punctuation marks accordingly. Carrol and Wilson (1995, p 191) state students' writing encounter punctuation problems as there are no universal rules of punctuation. In this study, some students wrote their paragraphs without using correct punctuations. Of the written 40 paragraphs 28(70%) of the students wrote the paragraphs which were not correctly punctuated. Sample paragraph written by S26.

> Television, is the very important for all people in the world. It has many advantages, and disadvantages. First the advantage of Television is, showing different informations about the new things. Second we can watch films dramas and comed to make us happy. Third we learn everything like Educational Political Science and Langue. In another ways. Television has disadvantages firstly it affect our eyes when we see it so many times. Secondly when we watch films all day it wastes our time. The third when we watch it for very long time we have no attension for education. In general television very good material for human.

 As it can be seen in the above paragraph, the paragraph has serious problem of punctuations like comma (,) and full stop (.). Here, he simply misplaced mechanics. Therefore, more than half respondents could not write well punctuated sentences. Hall (2001) found out that meaningful understanding of punctuation results from a combination of meaningful reading and writing activities, talk about punctuation, emphasizing the effect it produces, encouragement of an experimental approach, a well punctuated classroom environment.

4.2. Analysis of Students Questionnaire Data

This section commences 15 close ended and 2 open ended questions. This tool was used to answer the 1st, 2nd and 3rd objectives of the study. The first part eight close ended questions were designed separately whereas the second part eight questions were designed in summary forms to identify the causes in related to students and teachers problems to make more brief and clear for readers.

Table 4.2.1: Students' awareness and understanding on their paragraph writing problems.

No	Item	Frequency/ Percent	Always	Sometimes	Rarely	Never
1.	How often do you make problems in paragraph writing?	Frequency	25	6	5	4
		Percent	62.5%	15%	12.5%	10%

    In order to check whether students have awareness and understanding on the problems they commit in paragraph writing or not the above closed item was asked. Of 40 respondents, 25(62.5%), 6(15%), 5(12.5%), and 4(10%) said 'always,' 'sometimes,' 'rarely,' and 'never' respectively. As it can be seen from the data, most students have understanding about their problems in writing paragraph. In contrary, some students believe that as they were wiring well organized and good paragraph without any problems. This indicated that many students knew that their paragraphs have problems.

Table 4.2.2: EFL students' Paragraph Writing Practices\Performances

No	Item	Frequency/ Percent	Always	Sometimes	Rarely	Never
2.	How often do you practice (perform) paragraph writing activities in EFL classroom?	Frequency	0	2	37	1
		Percent	0	5%	92.5%	2.5%

    In the above table, item number 2 was prepared to collect data about the performance/practice of students' paragraph writing in the classroom. Out of 40 students 37(92.5%) of them said 'rarely', 2(5%) of them said

'sometimes' and 1(2.5%) of them said never. Nobody said 'always'. This indicated that the students were not practicing writing in the classroom based on the writing activities as given in their textbook. Andrews, (1999), states that writing is a skill acquired only through practice. It is, like dance and sport, an activity that could be improved only through practice. As the above analyzed data showed that, lack of practice was their serious problem.

Table 4.2.3: Analysis of Students' Ability on Using Three Parts of Paragraph Writing

No	Item	Frequency/ Percent	Yes	No
3.	Do you know the difference between topic sentence, supporting sentences and concluding sentence in writing paragraph appropriately?	Frequency	10	30
		Percent	25%	75%

In the above table, out of 40 respondents 10(25%) of them said 'Yes' whereas 30(75%) of them said 'No'. This revealed that most students cannot write the paragraph which has the main three parts like topic, supporting and concluding sentences. In writing process, there should be an introduction with general ideas, supporting sentences with their detail, examples, illustrations, and concluding with short summaries to be said a paragraph. In line this, the result of document analysis also shown that more than 70% of the respondents could not write topic, supporting and concluding sentences appropriately. In short, students couldn't identify three main parts of the paragraph in writing.

Table 4.2.4: Analysis of Students Using Elements of a Good Paragraph in Writing

No	Item	Frequency/ Percent	Yes	No
4	Can the problems of unity, coherence, and organization be the major causes in writing paragraph?	Frequency	4	36
		Percent	10%	90%

Item number 4 was asked to check whether students can write well organized paragraphs or not using criteria of a good paragraph. Of 40 respondents only 2(5%) of them said 'Yes' whereas 38(95%) of them said 'No'. This showed that almost all students have no awareness and practice about writing a unified, coherent, and well organized paragraph. This means, they were poor in expressing their ideas in well-organized way.

Table 4.2.5: The Importance of Learning Paragraph Writing Skills before Writing the Final Version

No	Item	Frequency/ Percent	Always	Sometimes	Rarely	Never
5	How often do your English language teachers teach you the steps/process of writing a good paragraph before writing it?	Frequency	0	2	4	34
		Percent	0	5%	10%	85%

Item number 5 was prepared to collect information to know how students practice the steps or process that should be exercised before writing a good paragraph. Out of 40 students 34(85%), 4(10%), 2(5%), and 0(0%) of them replied 'never,' 'rarely,' 'sometimes,' and always respectively. This indicated that almost all students could not learn and exercised the different steps and processes of writing paragraph. To conclude, the teachers were not giving the opportunity to practice writing in the actual classroom; they simply ordering the students to write a paragraph.

Table 4.2.6: Assessing Students' Believe on the Techniques and Strategies of EFL teachers use to improve their writing skills

No	Item	Frequency/ Percent	Yes	No
6	Do you think the actual techniques/ strategies your English language teachers use are sufficient to improve your paragraph writing skills?	Frequency	2	38
		Percent	5%	95%

In the above table, the item was prepared to check whether the actual techniques/ strategies teachers use to improve students' paragraph writing skill is sufficient or not. Out of 40 respondents 38(95%) of them said 'No' and 2(5%) replied 'Yes'. This showed the students were not interesting in the methods their teachers were using in the class to teach writing skill. This means, teachers were using tradition approach of teaching writing. To this effect, the students could not get the chance to improve their ability of writing as it could be. From this, the researcher concluded that the techniques/strategies that teachers were using to teach paragraph writing was not systematic and student centered or process oriented.

Table 4.2.7: Analyzing teachers' role in teaching paragraph writing skills

No	Item	Frequency/ Percent	Yes	No
7	Do you think your teachers play their role to improve your paragraph writing skills?	Frequency	4	36
		Percent	10%	90%

In the above table, item number 8 was used to check whether ELT teachers were playing their role to improve students' paragraph writing skills. Of the 40 students, 4(10%) of them said 'Yes' and 36(90%) of them

said 'No'. As it is seen from the above result, most of the respondents said 'No'. This implies that English language teachers were not playing their role to enhance students writing skills which is one of the major factors why students are poor in paragraph writing skills.

4.2.9. Causes of EFL Students' Paragraph Writing Problems

The respondents were asked to identify factors which affect their writing performance. Accordingly they responded to it which is analyzed bellow.

Table 4.2.9.1: Causes of EFL Students' Paragraph Writing Problems

No	My problems of paragraph writing are due to:	Frequency/ Percent	SA	A	UN	DA	SD
1	lack of vocabulary	Frequency	38	2	0	0	0
		Percent	95%	5%	0	0	0
2	lack of organizing ideas	Frequency	28	9	0	3	0
		Percent	70%	22.5%	0	7.5%	0
3	lack of using proper grammar	Frequency	22	13	0	5	0
		Percent	55%	32.5%	0	12.5%	0
4	lack of teaching techniques	Frequency	36	2	0	2	0
		Percent	90%	5%	0	5%	0
5	lack of practice	Frequency	36	4	0	0	0
		Percent	90%	10%	0	0	0
6	lack of motivation	Frequency	20	8	2	10	0
		Percent	50%	20%	5%	25%	0
7	shortage of time	Frequency	24	6	4	6	0
		Percent	60%	15%	10%	15%	0
8	lack of adequate feedback and assessment	Frequency	20	10	3	7	0
		Percent	50%	25%	7.5%	17.5%	0

Key: SA=Strongly Agree A=Agree UN=Undecided DA=Disagree SD=Strongly Disagree

As shown above, to check students' problems and causes of the problems in general, 8 questions were provided to respondents. The researcher categorized questions number 1, 2, and 3, are the causes of the problems which are related to students; whereas, questions number 4, 5, 6, 7, and 8 were related to teacher's related problems.

4.2.9.1. Students Related Problems

In item 1, lack of vocabulary was the most serious problem. Here, out of 40 students 38(95%) said 'strongly agree' and the left 2(5%) of them said 'agree' with the lack of vocabulary is the main cause that for the students' problems in paragraph writing. Nobody replied 'undecided,' 'disagree' and 'strongly disagree'. From this data, the researcher generalized that all students have lack of using appropriate vocabulary in writing. Therefore, the most serious problems that affecting the students during paragraph writing was lack of using appropriate vocabulary. If they are not rich in vocabulary, they cannot write down something in their mind properly. To this effect, lack of using proper vocabulary was the first and the most serious causes of their incapable of writing a paragraph. In item 2, out of 40 respondents 28(70%) of them said 'strongly agree' and 9(22.5%) of them said ''agree' whereas 3(7.5%) of them said 'disagree'. This showed that many students cannot organize their ideas in unified, coherent, and well organized ways. Few of them can write organized paragraph with minor problems. The same result of this one was shown (94%) after the written paragraphs were analyzed through document analysis in the previous section. From the above data, lack writing well organized paragraph was the fourth factor that affecting students in writing paragraph. In item 3, of the respondents 22(55%) said 'strongly agree' and 13(32.5%) of them said 'agree' respectively, but 5(12.5%) of them said 'disagree'. Clifford (1987) suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others. This indicated that many students have the problem of using correct grammar in their writing. They couldn't proper grammar to express their ideas.

4.2.9.2. Teachers Related Problems

In item number 5, 36(90%) of the respondents said 'strongly agree' 2(5%) said 'agree' and 2(5%) them replied disagree. Among the respondents, nobody said 'undecided', and 'strongly disagree'. Here almost all students replied strongly agree and agree, except two of them. This revealed that all students pointed to teachers. This means, teachers were not teaching appropriately to improve students' paragraph writing skills. The students didn't feel happy the strategies that teacher were using in EFL class. From the above analysis and discussion, the researcher conclude that the strategies and techniques that teachers were using in EFL class was the third major problem that affecting students' paragraph skills. Similarly, in item number 5, of 40 respondents 36(90%) of them said 'strongly agree' and 4(10%) of them said 'agree'. No one said 'undecided,' 'disagree' and strongly disagree.' This indicated that their teachers were not letting the students to practice as it is avail on their textbook.

Without practicing, nobody can get experience and improve something in their mind. In line this, Andrews, (1999), states writing is a skill acquired only through practice. It is, like dance and sport, an activity that could be improved only through practice. To conclude, lack of practice was the second serious factors hindering their ability to write a good paragraph. Accordingly, in item number 6, out of all respondents, 20(50%), 8(20%), 2(5%), and 10(25%) of them replied 'strongly agree', 'agree' 'undecided' and 'disagree respectively. This implies that many teachers were not motivating or encouraging their students to be competent in writing. Some students replied as their teachers were motivating them during writing. Few students could not decide whether motivation was their problems or not. As to Atkinson (2002), the teacher does not have other choice except to try to wake learners' motivation. Motivation means a cluster of factor that 'energizes' the behavior and gives it direction. The above discussion indicated that lack of motivation was also one of the factors affecting students' paragraph writing skills.

Likewise, in item number 7, out of the 40 respondents 24(60%), 6(15%), 4(10%) and 6(15%) replied 'strongly agree', 'agree', 'undecided' and 'disagree' respectively. In this case, more than 50% of them have shortage of time during writing a paragraph, but some students said the given time was not the major problem in writing. To support the above response, Kroll (1990: 140) claims that time may also be a key factor in producing a text with full of control over organization and coherence. In addition, many students and teachers feel that writing under time pressure is a very unnatural situation and perhaps cannot lead them to produce compositions that are truly representative of their capabilities. From the analysis of the above data, the shortage of the given time was also problem in writing. In item number 8, out of the 47 respondents 20(50%), 10(25%), 3(7.5%) and 7(17.5%) of the respondents replied 'strongly agree', 'agree', 'undecided' and 'disagree' respectively. The result revealed that English language teachers were not giving appropriate feedback for students. In short, this can affect students' performance of writing their ideas in attention. If there is no feedback, students do it carelessly.

To collect more reliable information about the problems of students' paragraph writing, the students were asked 2 open ended questions. In the first item, the students were asked to list their problems according to their problems difficulty. As the collected data indicated, all students have various problems during writing paragraphs. Among 40 students, nobody was good at in writing process. The students said that they have several problems during writing their paragraphs. As they said many students had the problems of using proper vocabulary, organizing their ideas, writing topic, supporting and concluding sentences. According to some students' point of view, the other problems they made in writing paragraph were lack of grammar, spelling error, and using punctuation marks. Here, many students mentioned the same and nearly the same ideas with the following responses. For example S5 said, "*My first big problem writing is lack of using vocabulary. When my give writing paragraph, I always think the word I used to write my idea. I cannot have use words express the things. The second problem I canot organizing ideas. I canot identify topic sentences, supporting sentences and conclusion in a paragraph. It confusion me. My other problems are error spelling and puntution marks.*" From this, the researcher critically evaluated and checked the responses which were given by 40 students. Then after he concluded that the serious problems that students made during writing their paragraphs were lack of using appropriate vocabulary, lack organizing their ideas, the problem of identifying topic, supporting and concluding sentences and grammar usage. In addition, they cannot spell words and use punctuation marks correctly.

In the second item, the question was asked to gather information about the causes of EFL students' paragraph writing problems to support the causes mentioned in the above table. Of 40 respondents, many of them gave the same responses. According to their responses, the major reasons that hinder their paragraph writing were lack of vocabulary they used, lack of practice they perform in their actual classroom, lack of organizing their ideas, lack of teaching techniques and lack appropriate feedback respectively. Some the respondents wrote as their reasons that affect their paragraph writing were lack of spelling words correctly, lack of grammar usage and lack of the given time respectively.

After analyzing and evaluating the written responses carefully, the result of data showed that the major problems were using appropriate vocabulary, lack of organizing ideas, inappropriate teaching methods teachers. As some students responses, lack of grammar usage, error of spelling and shortage of the given were also the major reasons for some them.

4.3. Analysis of Classroom Observation

The third instruments that the researcher used to collect data from different angles were classroom observation. The researcher employed this instrument to collect real and actual performance during the actual classroom is ongoing. Based on the plan, the researcher critically observed each section during the actual classroom was ongoing. To observe the ongoing lesson, six (6) questions were employed as classroom observation checklist.

Table 4.3.1: Results of Classroom Observation Checklist

No	During teaching paragraph writing does:	Code of observed teachers	Day 1		Day 2	
			Yes	No	Yes	No
1	English language teacher gives familiar, clear and relevant topic with the students' knowledge?	T1	√		√	
		T2		√		√
		T3		√	√	
		T4		√		√
2	English language teacher tells the students the steps of paragraph writing before they start it?	T1		√		√
		T2	√			√
		T3		√		√
		T4		√	√	
3	English language teacher encourages students during writing the paragraph in EFL class?	T1		√	√	
		T2	√			√
		T3	√		√	
		T4		√		√
4	English language teacher uses proper approach to improve the students' writing skills?	T1		√		√
		T2	√			√
		T3		√		√
		T4		√	√	
5	English language teacher uses appropriate techniques to promote students' writing skills?	T1		√		√
		T2	√			√
		T3		√		√
		T4		√		√
6	English language teacher gives enough time for writing?	T1		√	√	
		T2		√		√
		T3	√		√	

Key: T1, T2, T3, and T4 represent Teacher 1, Teacher 2, Teacher 3 and Teacher 4 respectively.

As shown in table 4.3.1, item 1, among the four teachers observed, one of them let the students to select appropriate topic themselves. Three of them gave relevant and clear topics for the students because they are familiar with these topics. As it can be shown, based on their teaching experience, teachers attempted to give clear, easy and relevant topics for them. This showed that many teachers gave different titles for their students. In item 2, Of 4 teachers, only two teachers told them as they have to write the first draft and then write the last paragraph in second day session. Two of them didn't tell the students any steps to be followed before writing in both days' sessions. From this, the researcher generalized, the teachers were not teaching the steps or process of paragraph writing to promote students' writing skills before submitting the final version. In item 3, out of 4 teachers, two of them tried to encourage their students by moving between them during they were writing the paragraph. The left two teachers were not encouraging their students to practice writing. They simply ordered students as they are familiar with the language to write instead of practice. From this data, most of the time, teachers were not motivating their students as it could. This can be a factor affecting students' writing skills. In item 4, during teaching paragraph writing, all teachers didn't use the approach that improves students' writing skills. They simply entered the class and told them as they have to write a good paragraph based on the topics given. Two teachers told them as it could be marked out 10% whereas the left two teachers told them as it could be marked out of 5%. This implies that many teachers were not using the right approaches to promote their students writing skills. They never let them to practice and exercise writing; rather they were rushing to mark. So, the teaching approaches teachers were using to improve students writing skill was one of the major problems. In item 5, of the four teachers only one teacher taught them as they have to write the first draft and then write the final version. He told them, if they wrote good paragraph, it would be marked, if not, it would not be. Three of the respondents simply entered the class and ordered them to write a paragraph according to the given topics on the chalk board. To conclude, teachers were not trying their best to promote students writing skills. So, this was also another serious problem affecting students' paragraph skills. In item 6, of the four teachers 2 of them gave the task in the class and collected after 35 minutes in the classroom in their first day sessions. They told them as it could be marked out of 10 marks. But, two teachers couldn't collect the paper with in the given time. One teacher told them as it could be submitted in the next session because most of them didn't finish it. The two teachers let the students to write the paragraph within 25 minutes. For this reason, the teachers could not collect the papers; one teacher postponed to next session whereas the second teacher added 10 minutes. So, this shows that the allotted time was not sufficient to do writing activities for some students. As the result indicates, shortage of the given time was one factor.

4.4. Analysis, Teachers' Interview Data

In this section, the researcher prepared about nine (9) interview questions based on the objectives of the study. Accordingly, in the first interview question, the researcher asked the interviewees to know whether students face problems through writing a paragraph or not. All interviewees replied and agreed that all students encountered various problems in writing a paragraph. All of them said 'Yes'. This means, all students have problems in paragraph writing.

In the second interview question, the interviewer asked the interviewees, to collect data about the problems that students make during writing. The respondents replied almost the same responses. They said the problems that students commit in writing process were repetition of words or lack of choosing appropriate words, lack of organizing ideas, lack of identifying topic sentence, supporting sentences and concluding sentence accordingly. The other problems they mentioned were lack of using correct grammar, spelling error and punctuation problems. For example, T2 said, *"during paragraphs they made problems like lack of using appropriate vocabulary, lack of writing organized, unified and coherent paragraph. The other problems were spelling errors, lack of word choice, lack of using appropriate punctuation and so forth."*

The analysis of the above data shows that students have serious problems in using appropriate words or vocabulary and organizing their ideas during writing. So, lack of vocabulary, lack of organizing ideas were their major problems in writing paragraph.

In the third interview question, the researcher asked to identify the causes of the problems. Out of 4 teachers, 2 of them replied the major causes that affect students' paragraph writing skills were lack of using appropriate vocabulary and lack of practice. In addition, the given time which was allowed to practice was too short. For this reason, we couldn't apply all strategies to promote their writing skills. So, this can be the serious problems could be solved. Two of the respondents said that the strategies/ techniques they were using were too traditional. So, the serious causes of writing unorganized paragraph were the method they were employing while teaching it. To support this, Leki (1991) claims that learners of English as a second or foreign language face problems of exploring ideas and thought to communicate with others could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. In line this, T3 replied, "*I think their problems are due to lack of using appropriate vocabulary, lack of practice in and outside of the school, the methods we use to teach writing skills and their motivation to do writing tasks.*" The analysis of the above data reveals that lack of vocabulary, practice and inappropriate teaching methods were the first, second and third causes of students' problems in paragraph writing respectively.

In the fourth interview question, the researcher asked to check and evaluate how teachers give opportunity to their students to improve their writing skills. All teachers agreed on that they were not applying writing activities as it is available on their textbook in the classroom.T1, T3 & T4 said that it was too difficult to apply all writing activities on the students' textbook in the classroom. The reason was its time consuming, it was subjective to mark and grade, it was boring to teach and it needs small number of students in the classroom, but we have more than 40 students in a classroom. So, applying such writing activities in the classroom was impossible in our school context they said. T2 said, "*since their text book was bulky to cover within a year, we have to rush to finish it. Another reason was that the numbers of students in the classroom were large and subjectivity of writing, so it was hard to do it.*" From the above analysis, the researcher concluded that the teachers were not teaching them writing skills for the above mentioned reasons. This means that teachers were not teaching writing as it is available in their textbook and not trying their best to enhance students' writing skills.

The fifth interview question was designed to analyze how teachers give the chance to practice writing in the classroom. Of the four respondents, 1 teacher replied that students didn't like to perform or participate in writing activity. If writing activities given for them, they simply wait only the selected student to write from members. 2 teachers replied, almost all students were not interested to participate in writing activities. Most students preferred to do as an assignment instead of writing in the classroom. For this reason, they let the students to practice rarely, sometimes, and twice per semester. For instance, T4 replied, *"Most of the time I gave them assignment instead of class work due to shortage of time and to cover the portion on time. So, I rarely let them to practice."* As their responses, the students didn't feel happy when writing a paragraph was given. For this reason, to save time usually they gave them assignment instead of writing in the classroom. From this discussion, the researcher conclude, teachers were not giving the chance to practice writing paragraph in the classroom. This indicated students were not practicing or performing writing activities in the classroom. So, lack of practicing is the most serious problem affecting their writing skills.

The sixth interview question was designed to analysis whether the techniques that teacher were using during teaching writing skills was appropriate for students or not. Of 4 the respondents of them said the methods they were using to teach writing were not this much appropriate for students. They reason out that to cover the portion and save time, we were not using as helpful methods as possible to promote students' writing skills. For instance T4 said, "*I usually use product approach, sometimes I used process approach. When I use process approach, it needs more than two periods to teach and perform paragraph writing.*" This indicated that the methods or

strategies that teachers were using directly affected the students writing skill. As to Grisham and Wolsey (2011), "for many elementary and secondary teachers, writing is the area of language arts that they feel themselves least prepared to teach well" (p.348). So, the analysis shows that ELT failed in using apt teaching methods, so it is the other serious problems in writing.

In the seventh interview question, the interviewer asked to analyze whether teachers teach the step or process of writing paragraph or not. Of the 4 teachers, 2 of them said they didn't teach any steps about paragraph writing in the classroom. According to their responses, the students cannot follow and apply the steps in a period (45'), so most of the time they did it at home as an assignment. The left 2 teachers replied as they taught the steps orally and in written forms, but there were no application in the classroom because of shortage of the given time and number of the students in the class.

From the above discussion, the researcher concluded that due to shortage of time and numbers of the students in the classroom teachers were not giving due attention about teaching the steps of paragraph writing in the actual classroom.

In interview question item 8, the researcher raised whether students can write well organized, unified, and coherent paragraph. On this issue, all four teachers replied the same ideas. They said that almost all students couldn't write well organized, unified and coherent paragraph. As they said, only few students attempted to write a good paragraph with minor problems. According to their responses, due to lack of vocabulary, lack of practice, lack of grammar and inappropriate methods that teachers use students' ability of writing paragraph was highly affected.

The last interview question was designed to assess about teachers role in teaching writing in the classroom. All respondents replied that many of them were not playing their role as it could be. Brown (2000, p. 340). The role of the teacher has to be one of facilitator and coach, not an authoritative arbiter. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her thoughts on student writing. The paragraphs written by students have various problems like illegibility, grammar, organization, spelling, punctuation and clarity. The teachers in the interview also claimed that they were not playing their roles as a teacher. Students' weakness in writing paragraph emanated from teachers fault in providing proper care.

5. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
5.1. Findings
On the bases of the data analysis made, the following findings were obtained:

1. With regards to the problems EFL students face in paragraph writing were lack of organization of their ideas, lack of writing unified, coherent, adequate paragraph, lack of awareness about three main parts of the paragraph, and mechanical problems like; spelling, word choice, grammar, and punctuation were identified as the major ones.
2. The second objective is the causes of students' problems in writing paragraph.' major causes of the problems were lack of using appropriate vocabularies, lack of regular practice/performance in the classroom, and lack of grammar usage.
3. With regards to the third objective, the data analysis revealed that ELT teachers under the study were not using appropriate teaching approaches, methods, techniques and strategies to improve students' writing skills.

5.2. Conclusions
Based on the overall summaries made above, the following conclusions are drawn.

❖ Though writing needs to be well organized and clear for the reader, almost all students wrote illogical, inadequate, unorganized and incoherent paragraphs. As observed from written paragraphs, students couldn't write the paragraphs which have unity, coherence, clarity, adequate development and organization. Most of their paragraphs have no clear topic sentence, supporting sentences and concluding sentence as well. In addition, they couldn't spell words, choose suitable words, use correct grammar and use appropriate transitional words. This revealed that students have not been practicing writing in and outside of the classroom.

❖ The major causes of EFL students' paragraph writing problems were lack of using right vocabulary in their writing, lack of confidence, lack of interest to practice writing, short of time to practice and lack of teachers' feedback.

❖ During EFL teachers were teaching writing skills, students didn't feel happy and interesting in the classroom. They didn't actively participate during writing activities given due to lack of word choice, lack of grammar, lack of spelling and organization.

❖ English language teachers failed to use appropriate techniques, strategies and methodologies to improve students' paragraph writing skills during teaching writing. They did not play their roles to promote

students' paragraph writing skills. During teaching writing paragraph, they didn't teach them the steps or process of writing paragraph before they start to write. They simply ordered them to write a paragraph within the allowed time.

5.3. Recommendations

Based on the conclusions drawn, the following recommendations have been suggested.

- ❖ Students should identify their own writing problems and do their best to improve their writing skills in addition to their teachers support.
- ❖ English language teachers should identify students' writing problems and should use different strategies to slash the same. In line to this, the teachers should teach students how well organized paragraph can be written. In addition, they should give awareness about three parts of paragraph writing such as topic sentence, supporting sentences and concluding sentence in detail. They should follow their application in regular ways.
- ❖ English language teachers should pay due attention to writing skill to be practiced seriously in writing class. They should let their students to practice and improve their vocabularies through practice. They also should give sufficient time and feedback for students. From the lower classes writing skill should be practiced as other skills.
- ❖ English language teachers should read different references which improve their teaching methods and strategies to enhance their students' writing skills. Likewise, they should employ as many techniques, strategies and methods as possible to improve students' writing skills. In addition, ELT teachers should teach students the process of writing which could be employed students they started writing, and should follow its execution attentively.
- ❖ TTI need to develop additional courses for EFL teachers which focus on how to teach writing skills at high schools level.

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An Evluation of Students' Practice of Using Reading Strategies in EFL Classes: The Case of Chagni General Secondary School Grade Ten in Focus

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Abstract
The purpose of this study was to evaluate learners' practices of using reading comprehension strategies. A descriptive case study design which consisted of quantitative and qualitative data was used. The participants of the study were selected from200 grade 10 students and English language teachers in Chagni General Secondary School. To this end, 60 students were selected through simple random sampling technique followed by lottery method for questionnaire and 4 English language teachers were also selected through purposive sampling technique for interview purpose. Three data gathering tools: questionnaire for students, classroom observation and semi-structured interview for teachers were used. Therefore, both quantitative and qualitative data analysis techniques were employed. As a result, the qualitative data was qualitatively analyzed to triangulate the quantitative data obtained through questionnaire. Thus, the result of the questionnaire, interviews and classroom observation showed that most students have negative attitude towards the reading strategy and strategy use. Moreover, most students were not using reading comprehension strategies in an EFL class when reading their instructional materials. The study concluded that there was a weakness of students in using reading comprehension strategies. It is also possible to conclude that most of the students were reading the instructional materials with no care of the strategies which were believed to maximize their text understanding. Moreover, lack of interest and awareness and lack of reading habit were among the major challenges to execute reading strategies in EFL classes. Lastly, the researcher suggested that the practice of reading strategies in EFL classes at Chagni General School needs continuous follow up.

1. Introduction
In the Ethiopian educational policy, English language is taught as a course starting from grade 1 to 12 and used as a medium of instruction starting from 9 to the higher education. Thus, Ethiopian students use this language to read and understand with the ability of constructing meaning from a certain text. Reading is a complex process that highly requires the use of various strategies which are vital in lifting comprehension (Brown, 1994). Therefore, there seems to be general agreement that a reading strategy is conscious procedure that facilitates comprehension and knowledge acquisition (Brantmeier, 2002). Thus, as it is central in all academic disciplines, the failure to usesuitable reading strategies greatly hampers comprehension and this in turn could adversely affect academic performance at large.

As to Hudson (2007), most of the comprehension activities of efficient readers take place at meta- cognitive level. Meta cognitive awareness, or Meta cognition, refers to one's ability to understand, control, and manipulate his/her own cognation process to maximize learning. In parallel with the above idea, Penn, Ur (1996) also defined the term as a means of reading and understanding'. A foreign language learner who says, 'I read the words, but I don't know what they mean' is not, therefore, reading in this sense. He or she is merely decoding translating written symbols into corresponding sounds (P.138).It is also asserted that reading comprehension is not simply recognizing individual words, or even understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of the text, a process that requires integration across a range of sources of information, from word features to knowledge concerning events in the world. For this reason, the simple view of reading, which could be seen as the first attempt to describe the "balanced literacy", suggests that reading comprehension results from developing skills in the areas of decoding and linguistic comprehension (Kirby & Savage, 2008).

In this regard, comprehension of language does not only involve the understanding of individual words but also active engagement with the content to create a mental representation. This is due to the fact that successful comprehension requires coordination of skills at many levels to extract and construct meaning. The level of difficulty associated with comprehension of certain content depends on the complexity of the language being used. There are important differences between the language that we use in everyday conversations and the language used in school where everyday conversations are originally used to achieve daily tasks and share

personal information. Academic language includes a different set of words, more complex grammatical structures and different text organization to express content that describes complex relationships (Zwiers, 2008).

Moreover, Sweet and Snow (2002) agree that the main goal of reading is to extract and construct meaning from the text. This is also due to the fact that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the prior knowledge of the reader and resulting in the elaboration of a mental representation. On top, Abebech (2015) agreed that reading comprehension is an interactive process that takes place between a reader and a text and during this interaction; the reader brings variable levels of experiences and skills which include language skill, cognitive resources and world knowledge. In other words, it entails readers' knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust strategies as needed (Pressley, 1998). This concept has offered great insights to let learners manage their cognitive activities to achieve comprehension before, during, and after reading. Cognitive strategies, on the other hand are one type of learning strategies that learners use in order to learn more successfully and includes making prediction, summarizing, translating and guessing meaning from the context, repetition and imagery for memorization and they all of these strategies involve deliberate manipulating of language to improve learning (Oxford, 1990).

Studies indicate that reading comprehension strategies can be taught. For example, once students' Meta cognitive knowledge about reading strategies and strategy use is developed, they will become better readers (Farrell, 2001; Sheorey and Mokhtar, 2001). Anderson & Pearson, (2004) also stated that some of the active reading strategies that need to be cultivated in our students' mind through instruction and regular practice are: generating questions about ideas in text while reading; constructing mental images representing ideas in text; summarizing and paraphrasing; analyzing the text into components of setting, language structure, main idea, cohesive devices and transitions. As Snow (1998) in Tesfu (2015), the application of such reading comprehension strategies results in improved memory and comprehension of text for students. Hence, language educators insist on teaching students to use reading strategies in a self-regulated fashion with extensive teacher explanation and modeling of strategies, followed by teacher-scaffold use of the strategies, and culminating in student self-regulated use of the strategies during reading.

When reading to learn, students need to follow four steps: first, students need to figure out the purpose for reading; formulate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies (reading with purpose). Secondly, they should attend the parts of the text that are relevant to the identified purpose and ignore the rest (being selective). This selective reading activity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory. Thirdly, they need to select strategies that are fitting to the reading task and use flexibly and interactively; and finally, they need to check their comprehension while reading and after reading task is completed. Monitoring comprehension helps to detect in consistencies and comprehension failures, helping them learn to use alternative strategies. With this understanding, the benefits of reading comprehension strategy need to be considered as helpful and wisely applied so as to facilitate comprehension.

Yet, as the researchers' experience and observation in Chagni General Secondary School, it seems that most students are not practically using the suggested reading strategies to monitor their own learning. More than this, students lack willingness to engage in different classroom activities especially in an EFL reading class. In addition, some students informally reflect that they think teachers create additional activities so as to use the same as a means of punishing their students rather than for the benefit them. This implies that students are at low level of practice. Hence, this was the main reason that inspired the researcher to study the case. So, the aim of this study was to see grade ten students' understanding about reading strategies and to evaluate current actual practice of using reading comprehension strategies in an EFL class in Chagni General Secondary School.

2. Objectives of the Study

This study generally aimed to evaluate grade ten students' reading strategies use while reading instructional texts particularly in Chagni General Secondary School. The specific objectives of this study were:
1. To explore students' perceptions on reading strategies.
2. To evaluate the students' practice of using different reading strategies while reading instructional materials.
3. To explore the way grade ten students carry out reading strategies in EFL classes.
4. To explore the major challenges of implement reading strategies in EFL classes.

3. Methodology and Design

The purpose of this study was to evaluate students' practice of using reading strategies in EFL class, the researcher used descriptive case study in which the data could be collected through questionnaire, interview and classroom observation. The study used quantitative and qualitative research approach on the ground that it would help to get reliable and pertinent information. In line with this, Nunan (1992) states that descriptive case study is

an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. This scholar explains that descriptive Case study is particularistic and heuristic and relies heavily on inductive reasoning in handling multiple data sources. The study was conducted at Chagni Public General Secondary school, Western Amhara region, Awi Zone at Chgeni town 520 km from Addis Ababa, the capital. The school was selected purposively as most students have critical reading comprehension problems in reading instructional materials. In addition, the setting was convenient for the researchers to successfully run the study.

3.1 Population of the Study

The populations of the study were 200 Grade 10 students and 4 English language teachers at Chagni General Secondary School in 2012 E.C. The researcher used simple random sampling and purposive sampling to select the respondents. Probability sampling, namely, simple random sampling technique was used to select the student respondents as it was believed to offer equal chance for the entire population. Moreover, the teacher respondents were selected through census method. As far as the sample size for students is concerned, Cohen (2005) state that there is no clear-cut answer to determine how large a sample size for a research should be for the correct sample size depends on the purpose of the study and the nature of the population. But Kothari (2004) states that it is possible to take 20-30 % sample size when using descriptive survey studies. So, the researcher took 60 students 15 in each of the 4 section that constitutes about (30%) of the population. With regard to teacher participants, there are 4 English language teachers in Chagni General Secondary School and all four (4) (1=male and 3=female) of them were taken through purposive sampling.

3.2 Data Gathering Instruments

The researcher employed different data gathering instruments: questionnaire (students), classroom observation and interview (for the teachers) for the researcher believed that the tools could help the researcher to obtain both valid qualitative and quantitative data for the best of the study. To validate the questionnaire, different ELT experts reviewed the tool and necessary amendments were made.

3.2.1 Observation

To see in to the students' actual practice of using reading comprehension strategies, t he researcher made classroom observation. As Tesfu (2015) pointed out, observation is not simply a question of looking at something and then noting down 'the facts. Rather it is a complex combination of sensation (sight, sound, touch, smell and even taste) and perception. Observation involves the systematic viewing of people's actions and the recording, analysis and interpretation of their behavior. Kothari (2004) also states that the main advantage of using observation method is that subjective bias is eliminated if observation is done accurately. Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. As a result, the researcher used observation checklist with nine (9) items and observed each teacher for three times. The observation checklists were used to see into the way students apply reading strategies and to obtain relevant data about the way students carry out reading comprehension activities.

3.2.3. Questionnaire

The researcher collected the data through questionnaire adapted from the survey of reading strategies (SORS) by Mokhtari and Sheorey (2002) and that was developed to measure cognitive awareness and perceived use of reading strategies of adolescent and adult learners of English as second language; while, reading academic materials in English. The questionnaire consisted 30 items; the first 8 questions which were used to measure the way students perceive strategy use in reading class the rest items related to measuring the three broad categories of reading strategies: global reading strategies (GRS), problem-solving strategies (PSRS) and support strategies (SRS). A 5-point Liker scale following each item indicates the frequency of strategy use ranging from 1 (never) to 5 (always). Nunan (1992, P143) states that questionnaire is a relatively popular means of collecting data which enables the researcher to collect the required data in his/her desired area. The researcher used closed-ended questions followed with Likert- scale to assess students' perception on reading strategies, how often do students use reading strategies, how students use reading strategies in an EFL class and to explore the challenges of using reading strategies in EFL classes.

3.2.3 Interview

The researcher employed semi-structured interviews for participant teachers for it is flexible to obtain data. All the seven (7) items were self- developed based on insights obtained from literature review. Kothari (2004), states that an interview is purposeful to triangulate data that may not be obtained via other tools. The semi-structured interview for sampled teachers was used to obtain vital input about the practice of reading comprehension strategies and for eliciting rich data on people's views, attitudes and the meanings that underpin their lives and behaviors. Kothari, (2004) justifies that more information and that too in greater depth can be obtained when we

use interview and the interviewer can usually control which person(s) will answer the questions. This is not possible in mailed questionnaire approach. The main purpose of the interview for this study is to obtain data in relation to the practices of reading strategies. The interview data were qualitatively analyzed using frequencies. To gather the data, the researcher first made classroom observation followed by questionnaire distribution to the respondents and finally interview was made with the subjects concerned. So, the data collected via close-ended questionnaire and classroom observation were analyzed quantitatively; while, the data obtained through interview were analyzed qualitatively.

4. DATA ANALYSIS AND INTERPRETATION
4.1. Students' Questionnaire Data Analysis
4.1.1 Analysis of students Perceptions of Reading Strategies Use

Hussein (2013) defined perception as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in a persons' environment. To this end, the data obtained via questionnaire with regards to students' perceptions were numerically quantified as follow in Table 4.1.1.1 below.

Table 4.1.1.1Students' Response on their Perception regarding Reading Strategies Use

No	Statements	Responses											
		SA		A		U		D		SD		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	I understand that using reading strategies in EFL class helps me better comprehend the text.	16	26.6	20	33.3	5	8.3	14	23.3	5	8.33	60	100
2	I perceive using different reading strategies enhance my understanding.	13	21.3	23	38.3	7	11.6	10	16.6	7	11.6	60	100
3	I perceive that it is not easy to understand written texts without using reading strategies.	14	23.3	24	40	5	8.3	10	16.6	7	11.6	60	100
4	I think reading strategies are helpful if used in reading class.	15	25	24	40	10	16.6	15	25	6	10	60	100
5	I always bored in the class when the teacher models reading strategies.	10	16.6	12	20	8	13.3	9	15	21	35	60	100
6	I perceive that using reading strategies when reading academic text makes learning difficult especially in EFL reading class	10	16.6	6	10	9	15	21	35	14	23.3	60	100
7	I am not willing to use reading strategies in reading class	20	33.3	18	30	3	5	10	16.6	9	15	60	100
8	I do not think that reading strategies are helpful rather than adding work loads	18	30	16	26.6	7	11.6	15	25	4	6.6	60	100

The respondents were asked to indicate their scale of agreement and disagreement with the statement related to their perception regarding reading strategies. The result in the table confirmed that most of the students 16(26.66%) strongly agree that using reading strategies helps them comprehend their instructional materials and also 20 (33.33 %) of the students reported they agree that they perceive positively that using reading comprehension strategies helps them to comprehend academic materials particularly in EFL reading class. Furthermore, 5 (8.33 %) of the respondents reported that they cannot decide that using reading strategies helps them comprehend their academic materials. On the other hand, 14 (23.33%) of the respondents reported that they disagree that using reading strategies helps them comprehend their instructional materials and also 5 (8.33 %) of the respondents indicated that they strongly disagree that using reading strategies help them comprehend their academic materials. From this analysis the researcher concluded that the majority 36(70%) of the respondents have awareness about the importance of reading comprehension strategies.

As stated on item number 2 in the above table 4.1.1.1, 13 (23.33 %) of the respondents strongly agree and 23 (38.33 %) of the respondents also agree that using reading strategies enhance their understanding while reading instructional materials and 7 (11.66 %) of the respondents replied that they didn't decide that reading strategies enhance their understanding while reading instructional materials in EFL reading class. The rest 10 (16.66 %) of the respondents and 7 (10.66 %) of the respondents replied that they disagree and strongly disagree that reading strategies enhance their understanding respectively. Therefore, from the data analysis, the researcher

found out that the majority 36 (67%) of the respondents have good awareness about reading strategies among other students.

Item number 3 in table 4.1.1.1 requested the respondents to indicate scales of their agreement and disagreement in relation to the way they perceive that it is not easy to understand written texts without using reading strategies. Regarding this, 14 (23.33%) replied that they strongly agreed; whereas, 7(11.66) replied that they strongly disagree that it is not easy to understand written texts without using reading strategies. Similarly, 24 (40%) of the respondents agreed; whereas, 10 (16.66%) of the respondents disagree with the statement that it is not easy to understand written texts without using reading strategies. From this analysis the one can conclude that few 17 (28%) students lack awareness that it is not easy to understand written texts without using reading comprehension strategies.

As the students were asked to indicate their scale of agreement and disagreement with the statement related to their perception regarding reading strategies on item number 4 in the above table 4.1, 15 (25 %) and 24 (40 %) the respondents pointed out that they strongly agree and agree respectively that reading strategies are helpful if well used in EFL reading class, and 10 (16.66) of the respondents were not able to decide whether it is helpful or not. However, the rest 15 (25 %) and 6 (10.66 %) of the respondents indicated that they disagree and strongly disagree with the statement that reading strategies are helpful if used in EFL reading class. From the data analysis, the researcher concluded that most of the students have good awareness that reading strategies are vital if used in reading classes though few students still lack awareness the strategy use in an EFL reading classes.

With a reference to the items 5 and 6, which deals with students lack of comfort and a feeling of difficulties when teachers model reading strategies, 38(63%) of the respondents strongly agree that modeling reading strategies makes them bored and difficult for them, while, 18 (30%) of the respondents agreed that modeling reading strategies makes them bored and difficult for them to practice. Whereas, 30(40%) of the respondents disagreed with the statement; while 35 (45%) of the respondents strongly disagreed to the statement on the items. From analysis of the data the one concluded that nearly half of the respondents have negative perception about reading strategies due to lack of awareness that reading strategies are very helpful for students to understand what they read.

Regarding with item 7 in table 4.1.1.1, which asked students' scale of agreement on their willingness to use reading strategies, 20 (33.33 %) of the respondents marked that they strongly agree; similarly, 18 (30%) of the respondents also answered that they agree that they are not willing to use reading strategies. 3 (5 %) of the respondents reported that they didn't decide whether they will or not. On the other hand, only 10 (16.66 %) and 9 (15 %) of the respondents answered that they disagree and strongly disagree that they are not willing to use reading strategies in an EFL reading class. From this it is clear for the researcher that the majority of the students have no awareness about the uses of reading strategies and which implied that only few students are willing to use the strategies.

Finally, the students were asked to indicate their scale of agreement and disagreement on the statement on item 8 in which, 18 (30 %) of the respondents replied that they strongly agree and, 16 (26.66 %) of the respondents replied that they agree to the item in point. In addition to this, 7 (11.66 %) of the respondents were not able to decide on their perception about the importance of reading strategies. However, 15 (25 %) and only 4 (6.66 %) of the respondents replied that they disagree and strongly disagree with the statement that *'reading strategies are helpful rather than adding work load.'* This implies that only a few students perceive that reading strategies are helpful to better comprehend academic materials rather than loading them with a useless works.

4.1.2. Students' Responses on the Practice of Using Reading Strategies

All the items below refer to the students' practice of using reading comprehension strategies in reading instructional materials. However, to make the analysis clearer, the researcher used the existing systems in the literature to provide a categorization adapted from Mokhtari and Sheorey (2002, p. 4). Based on the above categorization, the data were divided in to three categories. Finally, they were tabulated, presented and analyzed as follows (See 4.1.2.1, 4.1.2.2, and 4.1.2.3).

Table 4.1.2.1:Students' Response on the Practice of Global Reading Strategies

No	Statements	Responses											
		Never		Rarely		Sometimes		Usually,		Always		Total	
		F	%	Ꞙ	%	ƒ	%	f	%	ƒ	%	f	%
9	I have a purpose in mind when I read	20	33.3	16	26.6	14	23.3	5	8.3	5	8.3	60	100
10	when I read, I try to realize if the content of the text fits my reading purpose	26	43.3	11	18.3	9	15	9	15	5	8.3	60	100
11	I review the text to know about its main idea	16	26.6	16	26.6	16	26.6	10	16.6	4	6.6	60	100
12	When I read, I decide what to read closely and what to ignore	28	46.6	9	15	11	18.3	7	11.6	5	8.3	60	100
13	I use my prior knowledge (e.g., knowledge about the theme of the text) to understand what I read	13	21.6	15	25	9	15	14	23.3	9	15	60	100
14	I use tables, figures, and pictures in text to increase my understanding	15	25	13	21.6	20	33.3	8	13.3	5	8.3	60	100
15	I use context clues to better understand what I read	17	28.3	15	25	14	23.3	8	13.3	6	10	60	100
16	I check my understanding when I come across new information	20	33.3	17	28.3	7	11.6	10	16.6	6	10	60	100
17	I use bold to identify key information	6	10	10	16.6	26	43.3	8	13.3	10	16.6	60	100
18	I predict about the text to get a general idea of what it says before I read it.	24	40	15	25	10	16.6	7	11.6	4	6.6	60	100

As shown in table 4.1.1.2.1 above, the students gave their response to the questions on how often they use global reading strategies. So, the data on item number 9, shows that 20 (33.33 %) of the respondents never have a purpose in their mind when they read their academic materials. In the same manner, 16 (26.66) of the respondents also indicated that they rarely have a purpose in mind when they read their academic materials. In addition to these, 14 (23.33 %) of the respondents replied that they sometimes have a purpose in mind when they read their academic materials. However, 5 (8.33 %), 5 (8.33%) of the respondents respectively replied that they usually and always have purpose in mind when they read their instructional materials. From this, one can realize that the majority of students always read their instructional materials without purpose in a mind.

Students were also asked to indicate whether or not they realize the content of the text fit their reading purpose. In line with this, the data showed that 26 (43.33%) of the respondents never realize if the content of the text fit their purpose of their reading. Similarly, 11 (18.33%) of the respondents also replied that they rarely do it; while, 9 (15 %) of the respondents reported that they sometimes realize whether the content of the text fit their purpose of reading the material. Only 9 (15 %) and 5 (8.33 %) of the respondents replied that they usually and always realize whether the content of the text fit their purpose of reading. So, the researcher concluded that most of the students did not realize if the content of the text fit their reading purpose and only a few students did it.

Item number 11 in table 4.1.1.2.1 above, also asked the students if they review the text to know its main idea. Here, the data indicated that 16 (26.66 %), 16 (26.66 %) respectively reported that they never and rarely review the text to know the main idea; while, 16 (26.66 %)of the respondents review the test sometime. However, 10 (16.6%), 4(606%) of the respondents respectively proved that they usually and always review the text to know its main idea. This revealed that only few students always tried to review their instructional materials to get the main idea and also some students sometimes and as well as usually reviewed the text while more than half rarely and never did it.

As shown in table 4.1.1. 2.1, item 12, the students were asked if they decided what to read and what to ignore. With regard to this, their response revealed that 28 (46.66%) of the respondents never decided on the material they read. Likewise, 9 (15%) of the respondents also rarely decided what to read or what to ignore. Yet, 11 (18.33%) of the respondents sometimes decided what to read and what to reject. Only 7 (11.66 %) and 5 (8.33%) of the respondents respectively decide usually and always what to read or what to ignore. From the analysis one can understand that only few students always select what to read whereas majority of the students were unable to decide what to read or ignore.

In item 13 the students were asked if they used their prior knowledge while reading their instructional materials. With this, 13 (21.66%) of the respondents never used their prior knowledge when they were reading their instructional material. Similarly, 15 (25 %) of the respondents rarely used their prior knowledge. 9 (15%) of the students sometimes use their prior knowledge. Still, 14 (23.33 %), 9 (15%) of the respondents respectively usually and always used the prior knowledge when they read their instructional materials. From this we can see that majority of the respondents do not use their prior knowledge to comprehend the text.

Item 14 in table 4.1.1.2.1, requested the students to provide their answer on the extent to which they use tables, figures and pictures to increase their underfunding when they read their academic materials. With this question, 15 (25%) of the respondents reported that they never used tables, figures and pictures to increase their understanding. 13 (21.66%) of the respondents rarely used and 20 (33.33%) of the respondents sometimes used tables, figures and pictures to increase their understanding; whereas, 8 (13.33%) and the rest 5 (8.33%) of the respondents usually and always use tables, pictures, figures and other aids in the text to increase their understanding. The data revealed that the majority of the respondents did not use the techniques to aid their text understanding.

Students were also asked if they use contextual clues to comprehend what they read as shown on table 4.1.1.2 item number 15. To this end, the respondents indicated the extent to which they used context clues to understand what they read. As an illustrated, 17 (28.33 %) replied that they never used contextual clues to maximize their understanding. Similarly, 15 (25%) of the respondents marked that they rarely used. 14 (23.33%) of the respondents sometimes tried to use and 8 (13.33%) and only the rest 6 (10 %) of the respondents usually and always used context clue to comprehend what they read respectively. Therefore, the data analysis indicates that the majority of the respondents do not use contextual clues to understand what they read in their instructional materials.

As it is shown in table 4.1.1.2.1, on item number 16, respondents were asked to indicate their practice of checking their understanding when they come across new information. In relation to this, 20 (33.33%), 17 (28.33 %), 7 (11.66 %),10 (16.66 %), 6 10 (6.66 %) of the respondents respectively reported that they never, rarely, sometimes, usually and always practice checking their understanding when reading instructional materials. Here, the data analysis vividly revealed that the majority of the students did not check their understanding when they come across new information.

Item 17 in table 4.1.1.2.1 that request the students to put their answer with a reference to the extent to which they used typological features like bolds and italics, 6 (10 %) of the respondents never used bolds and italics to identify new information, 10 (16.66 %) of the respondents also rarely used bolds and italics; whereas, 26 (43.33 %) of the respondents sometimes used bolds and italics in order to get new information in their instructional materials. But, 8 (13.33%), 10 (16.66 %) of the respondents respectively usually and always used bold and italics in order to understand what they read. Here, we can understand that the majority of the students use typological features to better comprehend what they read.

Item 18 in table 4.1.1.2.1 above enquired students if they predict the contents of the text before they read it. Regarding this, 24 (40 %) of the respondents never practiced predicting the contents of the text before they read it. Likewise, 15 (25 %) of the respondents rarely predict the contents of the text before reading the full text. Yet, 10 (16.66 %) of the respondents sometimes predict the text content before reading the text. 7 (11.66 %) usually predict and the rest 4 (6.66 %) of the respondents reported that they have a practice of predicting the content and main idea of the reading texts in their instruction materials. This analysis pointed out that only few of the respondents always tried to predict what the text would talk about before they read the material. On the other hand, the analysis indicated that the majority of the respondents have low practice of prediction of the contents of the reading text.

In general, with regard to the participants' use of global strategies, the result indicated that they tried to use only bolds and italics to extract new information and understand what they read in their text materials. Still, the participants appeared to have some problems, such as, confusion to decide what to read or ignore, reading the text with purpose, checking their understanding, predicting what the text would be about before reading the full text and activating prior knowledge to understand what they read.

4.1.2.2. Problem Solving Reading Strategies Use

The Problem-Solving reading strategies are localized focused problem-solving or repaired strategies used when problems develop in understanding textual information (e.g., re-reading for better understanding, going back when losing concentration, pausing and thinking about reading, etc.).

Table 4.1.2.2:Students' Response on Problem Solving Reading Strategies

No	Statements	Responses											
		Never		Rarely		Sometimes		Usually		Always		Total	
		f	%	F	%	ƒ	%	ƒ	%	ƒ	%	ƒ	%
19	I read slowly to understand what I read	14	23.3	18	30	11	18.3	8	13.3	9	15	60	100
20	I try to adjust my reading speed according to my reading purpose what I am reading	18	30	16	26.6	13	21.6	9	15	5	8.3	60	100
21	I try to visualize information from what I read	17	28.3	15	25	15	25	6	10	7	11.6	60	100
22	When a text becomes difficult, I re-read it to increase my understanding	14	23.3	16	26.6	13	21.6	10	16.6	7	11.6	60	100
23	When I read, I try to guess the meaning of unknown words or phrases	16	26.6	14	23.3	14	23.3	6	10	10	16.6	60	100

In the above table 4.1.2.2, students were asked to indicate the frequencies to which they used problem solving reading strategies. With a reference to item number 19, the collected data indicated that, 14 (23.33%) of the respondents never read slowly in order to understand what they read. 18 (30 %) of the respondents rarely read slowly to maximize their understanding. 11 (18.33 %) of the respondents sometimes read slowly to understand what they read whereas the rest 9 (15 %) of the respondents always tried to practice reading their academic materials slowly to understand what they read. Therefore, the majority of the respondents did not have the practice of reading a text slowly which means that the students read words, sentences and paragraphs without caring for their required understanding.

In the same table 4.1.2.2, item 20, students were also asked to put the rate of frequencies of their practice of adjusting speed of reading. Regarding this practice, the respondents pointed out 18 (30 %) of the respondents never adjusted their speed according to their reading purpose. Similarly, 16 (26.66 %) of the respondents also rarely adjusted their reading speed based on purpose of their reading. 13 (21.33 %) sometimes, 9 (15 %) and the rest 5 (8.33 %) always adjust their reading speed according to their reading purpose. This analysis showed that most students did not adjust their reading speed based on the nature of the reading text and their purpose of reading. This in turns implies that most students did not worry for understanding their text rather than glancing through the text.

On item 21 in table 4.1.2.2, students were asked to indicate the frequency to which they visualize the information in text when they read. They indicated that 17 (28.33 %) of the respondents never tried to visualize what they read. 15 (25 %) of the respondents also answered that they rarely visualize or organize what they read in their instructional materials. However, 15 (25 %) of the respondents sometimes practice visualizing the contents of what they read. The rest 6 (10 %) and 7 (11.66 %) of the respondents reported that they usually and always tried to visualize information in their reading material when they read respectively. But, the result of the data analysis indicated that the majority of the students have low practice of visualizing the information, they read in their text materials. So, one can concluded that for most respondents reading is just glancing the text rather than trying to concentrate on and visualize what they read to comprehend their reading materials.

As shown in the same table, item 22, respondents indicated the extent to which they re-read the text to maximize their understanding. Concerning this, 14 (23.33 %) of the respondents never tried to practice re-reading difficult texts. Likewise, 16 (26.66 %) of the respondents also rarely practiced re-reading to understand when the text become difficult. 13 (21.33 %) of the respondents usually re-read their instructional material to understand and the rest 7 (11.66 %) of the respondents always tried to re-read their material so as to increase their text comprehension skills. As it is clearly pointed out, it is proportional that half of the respondents have such practice of rereading their text materials to enhance their text comprehension while half of the respondents rarely and even never did it.

The final question on items 23 asked the students to indicate the extent to which they guess the meaning of new words or phrases. With a reference to this, 16 (26.66 %) of the respondents never had such practice and 14 (23.33 %) of the respondents rarely guess the meaning of words and expressions whereas 6 (10 %) of the respondents sometimes guess the meaning unknown words and expressions. 10 (16.66 %) of the respondent usually practiced guessing meanings of unfamiliar words and expressions. Likewise, 7(11.66%) of the respondents always practiced guessing the meaning of new words the face in their reading materials. From the analysis, the researcher concluded that the majority of the respondents have low practice of guessing meanings

of new words and expressions they read in their instructional materials while less than half of the respondents did it.

Therefore, from the analysis of the whole item under Table 4.1.2.2, most of the respondents did not use problem solving strategies frequently probably because either they did not know these strategies very well or were not informed about the use of problem-solving text reading strategies.

4.1.2.3. Support Reading Strategies

The support reading strategies provide the support mechanism to sustain responses to reading (underlining or circling information, paraphrasing, taking notes, reading aloud, and using a dictionary, going back and forth in the text). Students were asked to indicate their practice on support reading strategies.

Table 4.1.2.3: Students' Response on Support Reading Strategies

No	Statements	Responses											
		Never		Rarely		Sometimes		Usually		Always		Total	
		No	%	F	%	f	%	f	%	f	%	f	%
24	I take note of the key expressions while reading to understand what I read.	7	11.6	24	40	11	18.3	10	16.6	9	15	60	100
25	I paraphrase (restate ideas in my own words) written texts while I read to understand better what I read	20	33.3	19	31.6	7	11.6	9	15	5	8.33	60	100
26	I go back and forth in the text to find relationships among ideas in it	17	28.3	20	33.3	13	21.6	4	6.6	6	10	60	100
27	I ask myself questions while I read to understand the text.	13	21.66	17	28.33	12	20	10	16.66	8	13.33	60	100
28	While I read, I translate English into my native language	8	13.33	14	23.33	15	25	13	21.66	10	16.66	60	100
29	When read, I realize ideas in English	16	26.66	18	30	10	16.66	6	10	10	16.66	60	100
30	I summarize what I read to reflect important information in the text.	14	23.33	16	26.66	18	30	8	13.33	4	6.66	60	100

Table 4.1.2.3 presented question to gather data about students' practice of using support reading strategies. Therefore, as indicted on item 24, 7 (11.66 %) of the respondents never took notes when they were reading and similarly 24 (40 %) of the respondents also rarely took notes of the key expressions from what they read.11 (18.33 %) of the respondents sometimes took notes of the key expressions. 10 (16.66 %) of the respondents usually took notes and the rest 9 (15 %) always take a note of the key points from what they read. From the analysis one can see that the majority of the respondents do not take short note of key ideas and expressions while reading to understand the text.

In the same table item 25, students were asked to mark their answers regarding their practice of paraphrasing or restating written texts using their own words and expressions when they read their instructional materials. Following this, 20 (33.33 %) reported that they never restated or paraphrased the idea in the reading text using their own words. While, 19 (31.6%) of the respondents reported that they rarely use the strategy mentioned. 7(11.66 %) of the respondents reported that they sometimes paraphrased idea in their own words whereas 9 (15 %) of the respondents answered that they usually paraphrased idea of what they read and the rest 5 (8.33 %) of the respondents marked that they always tried to paraphrase or restate written texts by using their own words from what they read. As to the analysis, only a few students paraphrased what they read and from this one can concluded that there was weakness among the majority of the respondents in paraphrasing the contents of the reading material as they read their instructional materials.

Students also gave their answer concerning the practice of going back and forth in the text to find relationship among ideas. Here, 17 (28.33 %) of the respondents reported that they never go back to the text to see the relationship between idea in the text. More than these, 20 (33.33 %) of the respondents marked that they rarely go back to the text they read so as to see the connection of idea in that reading text. However, 13 (21.33 %) of the respondents replied that they sometimes go back in to the reading text in order to see the relationship among the idea. 4 (6.66%) students reported that they usually see in to the relationship among the idea in the

reading materials whereas only the rest 6 (10 %) of the respondents always go back or forth to the text they read to notice the relationship between the idea in that text and as well as to maximize their comprehension. Hence, the analysis shows that the majority of the respondents did not try to realize the unity of the text they read. For this reason, we can say that there was a firm weakness in identifying the relationship of the idea in the text by going back in to the text in order to maximize their text comprehension skills.

As it can be seen from table 4.1.2.3, the students also indicated the frequency to which they ask themselves a question while reading their materials. As evidence showed, 13 (21.33 %) of the respondents reported that they never question themselves and 17 (28.33 %) of the respondents do. 12 (20 %) of the respondents answered that they sometimes practice self-questioning. 10 (16.66 %) of the students marked that they usually asked themselves to understand the text and the rest 8 (13.33 %) reported that they always forward question for themselves when the read their reading material. The analysis indicated that, the majority of the students have a practice of reading without questioning themselves. So, we can say that students' poorly practice self-questioning to understand the text they read.

In table 4.1.2.3 with item number 28, the researcher requested the students to put their responses on the extent to which they translate idea in the written materials into their mother tongue language. In relation to this, 8 (13.33%) of the respondents replied that never translated the idea in the reading text into their mother tongue language and 14 (23.33 %) of the respondents also replied that they rarely translate; whereas, 15 (25 %) of the respondents marked that they sometimes use their mother tongue language to translate the idea in the text. 13 (21.33 %) and the rest 10 (16.66 %) of the respondents replied that they usually and always tried to translate what they read in English into their mother tongue language. From this, we can understand that the majority of the respondents have a practice of translating words and expressions from English language in to their mother tongue language in order to maximize their understanding while there was weakness in the practice among some students in the same educational setting.

In the same table 4.1.2.3, item number 29 was used to measure the extent to which the students use English language to realize words and expressions of what they read. For this request, the respondents gave their answer as follow. 16 (26.66%) of the respondents replied that they never use English language to realize words and expressions from what they read and 18 (30 %) of the students also answered that rarely used English to recognize the idea of the text they read whereas 10(16.66 %) of the students marked that they sometimes recognized the idea of the text they read. 6 (10%) of the students also reported that they usually used English and the rest 10 (16.66 %) of the respondents marked that they always practice realizing words and expressions of what they using English language. As a result, we can conclude that the majority of the respondents rarely and even never try to use the target language or English in order to conceptualize and realize the contents of the text they read. This in turns implies that there is weakness in practicing to recognize idea in English language to scale up their understanding.

In table 4.1.2.3, the final item number 30, was used to evaluate the actual practice of the students in summarizing the key concepts and point of what they read. Then as indicated 18 (30 %) of the respondents replied that they never practiced summarizing the key concepts of the text they read. Similarly 16 (26.66 %) of the respondents answered that they rarely practiced summarizing the main idea of the text they read whereas 14 (23.33%) of the respondents replied that they sometimes summarize the key expressions. 8 (13.33 %) and the rest 4 (6.66 %) of the respondents marked that they usually and always summarize the key points of what they read. This reveals that most students do not summarize only the key idea of what they read in order to enhance their text comprehension. For this reason, we can conclude that they simply read the text without caring for their understanding. In generally, the effort was made to survey students' current practice related to using support reading strategies. Here, the data analysis shows that there was limitation in students' practice. For an illustration, most of the support reading strategies were not executed by students as expected. Thus, the failure in using these strategies leads the readers to misunderstanding of what they read.

4.1.3 Challenges Affecting Use of Reading Strategies
4.1.3.1 Response on Students Challenges in Using Reading Strategies
In order to identify the major challenges that deter students reading strategy use, seven questions were posed to the respondents. Thus, the results of the data analysis were given in Table 4.1.3 bellow.

Scale value	Statements		4	3	2	1	Total	Mean
Items		Fr& %						
1	Students lack of awareness and interest	Fr&%	3	1	0	0	4	
			75	25	0	0	100	
2	Shortage of time to cover the lessons	Fr&%	2	1	1	0	4	
			50	25	25	0	100	
3	Students lack of good reading habit	Fr&%	1	1	1	1	40	
			25	25	25	25	100	
4	Teachers lack of training on teaching language skills	Fr&%	3	1	0	0	40	
			75	25	0	0	100	
	Mean							3.3

Key: 4=Most serious (A), 3=serious (S), 2=Uncertain (U), 1=Not serious (NS)

Generally, the results of the entire questionnaires data analysis indicated that the majority of the students have poor perception of the reading strategies, and were not practicing reading comprehension strategies for many reasons like students' lack of awareness, interest and lack of good reading habits. The classroom observation and interview data analyses also indicated the same finding with the questionnaire basically related to the major research questions and objectives of the study.

5. Findings of the Study

The purpose of this study was to examine the current practice of reading comprehension strategies in EFL classroom particularly in grade 10 at Chagni General Secondary School. The study intended to answer the following research questions.

1. What perceptions do students have with regard to the reading comprehension strategies?
2. How often do students practice reading comprehension strategies?
3. How do students carry out reading strategies in EFL classroom?
4. What are the major challenges of implementing reading strategies in EFL classes?

In order to answer these research questions, descriptive case study design was used. Literature review was made adequately to treat the key questions raised. Primary source of data was used as the main source. Data were collected using questionnaire, semi-structured interview, and observation. Finally, the study came up with the following findings which were based on students' perception about reading strategies, the actual practice of students in using the global, the problem solving and the support reading strategies. Furthermore, the finding also based on the way students apply reading strategies in EFL classroom and the major challenges of executing reading strategies in EFL classes.

1. In relation to students' perception about reading strategies and strategy use, the study revealed that there was negative outlook from the students on reading strategy use in an EFL class. The study reflected that the students were not willing to engage in comprehension activities. The interview and observation data reflected that there was weakness of creating awareness for the students about the functions of reading strategies in EFL classes.
2. Regarding reading comprehension strategies use, as it can be seen from students' response, classroom observation and interview data, the finding revealed the existence of limitations in practice. As the data analysis reflected, the practice of using global, problem solving and support reading strategies was very low. The results from the students' response also indicted that the frequency of using reading comprehension strategies is very limited between the ranges of "rarely" and "never". This shows that majority of the learners do not frequently use different reading comprehension strategies.
3. As indicated in the analysis part that data gathered from the interview, students were reading their instructional materials without using the model activities provided from the teachers. As the observation and interview data analysis revealed, the students appeared with low practice of answer comprehension questions using the appropriate reading strategies.
4. The data analysis indicated that, students' lack of awareness, lack of interest and lack of reading habit were among the major challenges to implement reading strategies in EFL classes.

5.2. Conclusion

Based on the above findings, the following conclusions were drawn.

1. It is possible to conclude that most students have no clear awareness about reading comprehension strategies and the importance of using reading comprehension to maximize their understanding. Furthermore, it is also possible to conclude that the students have not been addressed that using reading strategies is helpful of maximizing their text comprehension skills.

2. It is possible to conclude that most students had low frequency of applying reading strategies the EFL classroom.

3. It is also possible to conclude that most of the students were reading their instructional materials with no care for the strategies which maximize their understanding.

4. Moreover, it is possible to conclude that lack of interest, awareness, and lack of reading habit were among the major challenges of implementing reading strategies in EFL classes.

5.3. Recommendations

Based on the above major conclusions, the following recommendations were suggested.

- Teachers had better create awareness for students through frequent explanation about strategy and strategy use in class room.
- Students should practice using different types of reading strategies in and out of classroom.
- Students should use model reading comprehension questions provided by their teachers.
- Teachers should construct more different model activities from reading passages in the students' textbook in order to make students frequently apply different reading strategies.
- Teachers should prepare their reading passages from different sources by introducing, modeling, and implementing different reading strategies to create interest among the students towards strategy use.
- Students should be exposed to reading comprehension activities so as to develop their reading habit.
- Finally, this study was limited only to grade ten students at Chagni General Secondary school. It would have been more comprehensive if more schools had been included in the study. Therefore, further research is needed to obtain better result.

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Conceptual Exploration of the Rites of Passage With The Kumasi Central Market

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Abstract

As a concept, the Rites of Passage –a phrase which was coined by the French anthropologist and folklorist Arnold van Gennep, is represented with paintings to depict the stages of life from the time of birth to death. This write-up, conceptually represents the behavioural tendencies at each stage of life with scenes captured from the Kumasi Central Market at the four major periods of the day which are morning, afternoon, evening and night. The captured scenes were selected based on the effect of light on the particular scene, specifically, the brightness of the hues, and its capability of portraying the specific period of the day. To achieve the exact optical effect, the selected scenes were photographically painted on canvasses. Descriptions were made of the scenes and were finally analysed. Thus Observatory, Participatory, Descriptive and Analytical methodologies were utilized to observe and capture snapshots of the scenes from the Kumasi Central Market, then painted the scenes, described them and finally analysed them respectively. The analyses resulted in conceptually portraying the Rites of Passage theory with the paintings. The statement or morals is that in nature, everything passes through the four stages of life and eventually dies. It is therefore concluded that nothing is permanent in life as it goes through several challenges and changes before finally deteriorating and dying or annihilating.

Keywords: Conceptual, Exploration, Rites of passage, Kumasi Central Market.

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1. Introduction

he Central Market is a practical tool from which scenes could be philosophically analysed to link with the rites of passage. The Kumasi Central Market is bounded by the Railways, the Roman Hill, Akwatia Line, Asante New Town, Krobo Odumasi and Kejetia. It is within the proximity of the spectrum of the city's urbane mercantilism which are Adum and Kejetia. This article makes use of four scenes from the Kumasi central market for each of the four major periods of the day to symbolise the *Rites of Passage* in the life of man (Gennep, 1960). From the Kumasi central Market, four scenes were captured at four different periods of the day which are 1. Early Morning, 2. The afternoon, 3. Evening and 4. Night. The scenes were later painted on stretched canvases with colour, specifically, acrylics paint. As said above, the four scenes were purposefully studied and captured at the four major periods of the day to represent the rites of passage in nature which are Childhood, Youthful stage, Adult stage and Death respectively. This shows that each individual is liable to constant visible changes. The first of the four paintings which is a morning scene is titled Infantilism / Uncertainty. The afternoon scene is titled Vitality, whilst the scene captured in the evening is titled Preparation. The last one which is a night scene and symbolises the last stage in the life of man is also titled Death or Tranquillity.

2. Methodology

The primary data was collected from the Kumasi Central Market (the target population also abbreviated as (KCM) and its auxiliaries which are the Kumasi Metropolitan Assembly (KMA) and the Fire Service at KMA and the Regional Fire Office at Chirapatre. The two main tools employed to gather data were questionnaire and interviews. Before that, the Central Market was visited on three occasions as preliminary survey to strategize how the interview process could be effectively conducted. This took place on three consecutive days from 4th through 6th December, 2010.

Two different groups of methodologies were utilized for this research which are briefly described here but with the details at the appropriate time of execution. (a) Field work Research Methods and (b) Studio Work Research Methods. For brevity and simplicity, I have cocooned the two different methods employed to acquire the secondary data on related materials and the primary data from the market under one umbrella as *Field Work*. The secondary data was accessed through the use of the Main Library, The College of Art and Social Sciences Library, both at KNUST. The British Council Library was also visited on one occasion and on two occasions the Ashanti Library was also visited. The purpose of visiting the said libraries was to gather secondary information from published materials like books, journals and periodicals. The internet was also very helpful and provided a fraction of the secondary data as we sat comfortably in a settee with our laptops. As no artist or a good researcher would end his/her research with the said facilities without being dubbed "an arm-chair researcher,"

we had to move out to conduct what could be called the actual field work research for the primary data. Two different modus operandi were adopted for the primary data collection. The first was to embark on observational trips to study the behavioural tendencies of colour at the said four different periods of the day at the Kumasi Central Market. The study was conducted in accordance with the variations of the weather condition. It was done to find the strength and effect of light on the market at the different times of the day. As earlier said, photographs of the scenes composed with humans and objects at the market were taken in the morning, afternoon, the evening and at night. The snapshots were taken of observed scenes which had the potential of eliciting conceptual interpretations. These observational study trips also served as an opportunity to purchase all the tools and materials that would be needed for the studio practice.
The next methodology was the conduct of interviews on three categories of respondents which were;
   (1)   The managers of the Kumasi Central Market at the Kumasi Metropolitan assembly
   (2)   The traders at the Central Market (people who actually sell at the market, particularly, those owning stores, stalls, tables, floor spaces) and finally;
   (3)   Ghanaian artists who explore colour or paint market scenes.
The interviews of the said three classes of respondents were conducted with interview guides, but with the third category who are the artists, the unstructured type of interview was mostly used. Pictures were taken of some of their works which we felt had bearings on our research.
   (4)   Data collected from the said sources were finally analysed.
    The interview on the Kumasi Central Market was conducted with the view of ascertaining the phenomenological signification of the market to the users, particularly, the registered beneficiaries of the facilities and the authorities that manage the market. The interview took the form of structured type. The interview was conducted with questionnaires. Two hundred and fifty questionnaires were administered. It was an open-end questionnaire but due to the nature of business at the market, the answers provided by the respondents had to be personally filled. Out of the two hundred and fifty questionnaires administered, about one hundred and seventy, approximately seventy per cent (70%) proved positive to our envisaged expectations. As no questionnaire was left with anyone, there were no 'casualties.'

    The quantitative methodology was employed to ascertain the number of respondents and responses to certain particular questions that served the purpose of the research. That pertaining to the users was to find out the kind of items each respondent sold. This was to, particularly, ascertain the type of colours that could be emitted by the wares. Also, how important was the market to them. As some of them were hawkers, there were definitely some of the traders that depended more on the market than others. Though most of the respondents were literates we did not bother them with perception of hues or brightness of colour. Nevertheless a few of them could detect that the brightness of the colours of their wares could be intense at sunny mid-days and reduced in the evenings. This indicated that at least some of the traders at the market, in spite of their "untrained" nature had artistic eyes. It was found out that most of them have been in the market for a long period of time, some of them from as far back as thirty-five years ago, while a few joined the market not so long ago. This indicates that the market has for a long period helped in solving the employment canker of the country, those people who might be stranded in life may look on the market with religious reverence.

    The interview as well aimed at finding out how comfortable were the users of the market. As to whether there were places of convenience, the answers were "Yes" and "No." There were three toilet facilities which were not equally distributed. There was one toilet facility on the top-floor of the story building which housed the Market Administrator and the Dressmakers. There was one private toilet which had been commercialized in one of the story-buildings bordering the market and along the main street towards the junction to the Roman Hill. The other was a public one at the Roman Hill.

    Therefore, those who were positioned near to any of these found it convenient to give "Yes" as answer. Those whose positions were far away and, finding it difficult to walk such a distance to attend to nature's call, gave "No" as answers. Apart from the physical stress and time, one disadvantage was having to leave the wares in the care of a child or another person who may be tempted to take advantage of the long absence of the owner. The absence of the places of convenience attested to the fact that there is nothing without demerits. Nothing in this world is perfect. Not even humans who are created in the image of God. The secondary data was accessed through the use of archives, libraries and the internet as well as published and unpublished literature. As empirical studies, the works of selected artists who work in the same direction as our research were reviewed. Some of such artists were interviewed as well.

2.1 Experimental Studies
On the studio practice, we made use of Experimentative, Participatory and Observatory methods to construct canvases, primed and made experimental paintings with brush and painting knife.   With painting knife and brushes, we experimented with the techniques of free strokes and impasto and finally settled on using only the brush. We then executed vivid replica or photographic images from the scenes captured from the Central Market.

Analytical methodology was used to assess and conceptualize with the works while interpretative methodology was used to interpret or bring about the meanings and the morals derived.

2.2 The Practical Projects
Multiplicity of methodologies were utilized to accomplish the practical aspect or the studio work review of the research. Experimentative, Participatory and Analytical Methods were what were employed for the studio work. With the participatory methodology, canvases were stretched to form surfaces or spaces for the paintings. The canvases were later primed. After the primer was well dried, the works were sketched on the surfaces. With the utilization of Experimentative methodology, we executed one or two experimental paintings to ascertain whether the use of painting knife was better than the brush as well as the condition of fluidity, lustre and absorbency of the paints. We finally settled with the use of brush and completed all the four paintings. By employing analytical methodology, we philosophically linked them to the rites of passage as a concept.

3. Results and Discussion
The interviews conducted were very successful as the required data was accessed from the right respondents and that the analysis could effectively be established on sound premises. It established the premises or claim that the market was very conducive in terms of significance or importance to the users, the managers and the nation as a whole. As a concept, the scenes from the Kumasi Central Market, as a result, warranted the position of being used as a practical tool for conceptual analyses to symbolise the *Rites of Passage.* A mental demarcation of the market was made into ten segments from which respondents were randomly picked, based on selected groups, to facilitate the interview process. We wanted to verify the strength or heat from sunlight at the market from the morning, the afternoon to the evening. It was obvious that at night there wouldn't be any sunlight. Similarly, the research was conducted to also ascertain the strength of business in the morning, to be compared with that of the afternoon and the evening. At night, of course, was no trading activity as the market was then deserted and closed. The strength of the light and the brightness of the hues of colour as well as business in the morning, escalate by noon, and decline or wane in the evening to night. The said effects at the four periods of the day were researched to symbolize the four stages in the life of man popularly referred to as the *Rites of Passage.*

3.1 The Rites of Passage
The Concise Oxford Dictionary-Tenth Edition defines Rites as 1. "A religious or other solemn ceremony or act. 2. A body of customary observances characteristics of a church or a part of it. Rites of Passage, according to the Concise Oxford Dictionary, is derived from a Latin word which is *ritus* '(religious) usage.' It further goes on to define it as "A ceremony or event, e.g. marriage, marking an important stage in someone's life." According to The Concise Oxford Dictionary-Tenth Edition, *Ritual* or *rite* is any customary observance or practice. The Rites of Passage is defined by the same source as "A ritual performed in some cultures at times when an individual changes status (as from adolescence to manhood)." The rites of passage are the elaborate rites used in marking the various stages of life, from birth to death (Adom, Jephtar & Kquofi, 2021). The Kumasi Central Market has been studied by many researchers which include artists who usually combine text and pictorial documentation in the form of Painting, Sculpture, communication Design, Ceramics, Metalwork, Photography etc, to make a meaningful research findings and discussions. The artistic modes of Photography and Painting were both employed in the research. Skills in photography was employed in the study and capturing of the right scene at the right spot, and at the right period of the day, to get the four major periods of the day. The artistic skills in Painting was employed to graphically paint the scenes to be analysed for the symbolism of the rites of Passage.

On one of our research trips we discovered that there were no drainage systems. We wondered whether they were underneath. The security and comfort of the users therefore dawned on us to restructure our prepared questionnaire for the Kumasi Metropolitan Assembly which, on the field survey, we discovered as the managers of the Kumasi Central Market earmarked which is the research population. We subsequently had to proceed to the Kumasi Metropolitan Assembly otherwise known as KMA where certain vital information about the market could be accessed. All such information could be linked to all the years in the life of man. The strength grows from morning signifying birth and childhood to its peak at the noon signifying youthful stage and decreases gradually throughout the evening which represents the adult stage and finally to death represented as night and eventuality. Throughout all the years of man from birth to death are challenges symbolized with the poor drainage systems and periodic fire outbreaks. We wanted to know from the KMA everything possible about the market which could make a meaningful impact on our objective of surveying the market which basically were to study the interplay of colour from objects and humans and also to assess the phenomenological signification of the market to the users, the managers and the community or the nation as a whole.

Like the importance of the market to the users, life or energy is so vital to man, symbolized with the significance of light to colour. Without light there would be no colour, without energy, there would be no life in man, similarly, it could be assumed that there would be no livelihood to the users if there were nothing like the

Kumasi central Market from where they acquired their daily livelihood. As severally said, the paintings were analysed, as a concept to symbolize the passage of time and the rites performed at each stage in the life of man till death. In- between the four major periods are years when many incidences occur in the life of each man. Few of the incidences are happiness, but the major ones are challenges and hardships. We remember two maxims which are "Life is war," and "Man is born free but wherever he goes, he is in chains." We therefore had to symbolize the concept of hardships and challenges in the research at the Central Market to that of the activities in the life of man besides the concept of Rites of Passage.

The scenes used to symbolize the rites of passage was as a result of the different effects of light on them. With the effect of light on colour, the four major periods of the day could be clearly observed from the paintings. The significance of light to colour is such that it warrants a bit of elaboration on light, the source of colour, and what it actually is. Because colour is derived from light, (Guerlac 1986. p.3), it does not augur well to discuss colour without first dilating on its source which is light.

3.2 Light

The manner in which light contributes to the existence of colour has been variously discussed by many researchers but, from different angles, with slight omissions or additions to make theirs unique. Light is a form of energy that travels in a straight line and at three hundred million (300,000,000) metres per second. Until something blocks its way, it will continue to travel at that rate, (Mwangi Saka & Williams, 1974, pp. 5-8). Part or all the light may be reflected, absorbed or transmitted by the thing or object that obstructs the movement of the light when such an action takes place. Natural light (light from the sun, the moon and the stars) is white and is composed of seven colours of the rainbow (Mwangi, Saka& Williams, 1974, p.12). The fact that light is described as white does not necessarily imply opaque white but rather a transparent state of white. I would prefer to term light colourless since all colours are seen through it in their purest states. Light is therefore transparent and could be termed as colourless.

As mentioned earlier, the sources of natural light are three, the sun, is what is basically utilised for this research as the hues of colour could not be well observed in the presence of moonlight or light from the stars. Aristotle asserts that light is not a material entity but the activity of a fire-like substance, which is similar to the ether that pervades the outermost sphere of the heavens, (Guerlac, 1986. p.6). The capacity to overcome a vast distance could not be said of the hues of colour. Depending on the size of an object and the distance from which it is observed, its hues may lose their quality or may not even be seen at all. This makes colour a bit subtle or delicate. a bit of review is thus to be made on colour to demystify it.

3.3 Review on Colour

Colour is said to emerge from natural light which is white (whether from the sun, the moon or the stars) and is composed of seven colours of the rainbow (Mwangi, Saka & Williams, 1974, p.12). Colour has variously been defined by people like Isaac Newton, Plato, Aristotle, Kurt Nassau, to name but a few. It therefore has no definite definition but it suffices to know what has been said by others. As defined by Guerlac "Colour is derived from light." (Guerlac, 1986. p. 3). Culled from the World Book Encyclopaedia, the definition claims that, "Colour is what the eye sees when light strikes it. Everything in the world has colour; example green light is reflected to our eyes when we see grass". Plato defined colour as a particulate flame given off from every sort of the body. The colour particles differ in size. Plato asserts that if the colour particles which are different in size are equal to the component of the visual influence, they are imperceptible and the colour is called the "transparent" or the "diaphanous." Aristotle sooner adopted this term which also claimed that large particles from these bodies contract the compound, yielding the sensation of black, while similar particles dilate it, producing white. (Tanaka, Weiskopf & Pepper, 2001. p. 211). Colour, as defined by Aristotle, is "The limit of the transparent medium in a definitely bounded body." But since then various definitions have also emerged. (Guerlac 1986, p. 6).

Nassau asserts that purity in colour is the amount of white light mixed with a hue. It could also be termed as saturation. The colours, red, yellow, and blue, known as primary colours can be combined in varying proportions to produce all other colours. Primary colours combined in equal proportions produce secondary colours. Two colours that combine to form white light are said to be complementary (Guerlac, 1986, p. 6). Lightness, continues Nassau, refers to the intensity or degree of shading; it corresponds to the subjective sensation of brightness. Purity is the amount of white light mixed with a hue. It could also be termed as saturation. As summation to a conglomerate of ideas including those stated above, I would simply define colour as "The body or physical appearance of any object that can be said as having hue, lightness or intensity." It will suffice, after the above definitions, to briefly elaborate on what actually is colour.

3.4 Uses of Colour

Colour has frequently been employed as medium of aesthetics generation and other uses, but so little of

analytical conceptualisation, hence its adoption as the theoretical foundation of the framework of this studio-based research. The resultant paintings of scenes from the market, therefore, generate analyses and conceptualizations from colour. An art work may be consisted of several elements yet a group of thought has it that art comprises five major elements which are: line, texture, colour, value and shape (Otto et al., 2002, p. 22). The shape of the form is magnified by colour which covers all the surface of the shape. Lines are magnified by colour; for without colour, lines could not be made nor seen properly. Without even a feel by touching, the texture of a surface could be felt or observed due to the action of colour depicting indentations and projections. Therefore, colour plays the most important role in an art work as it is the most globally appreciated element of art which appeals both to children and adults. It is observed that these elements of design especially colour, dims with diminishing of light and magnifies with the intensity of light (Guerlac, 1986, p.8.). While colour (which emerges from light), is the actual identity of the object, it could not be detected unless reflected in a kind of hue. Yet the shape of the art form defined by lines could be observed without much light. In most cases, even in pitch darkness, the texture of the surface could be felt with the hand for its effect. Yet without colour, as stated above, the object has no identity. Colour has received much attention from various artists both locally and internationally owing to its immense significance. Some of these artists utilise colour for aesthetic effects, psychological effects or purposes as well as colour symbolism and philosophical interpretations.

What beats our imagination is what causes colour to behave so differently in relation to the intensity of light? Is there any special quality in colour which enables it to behave the way it is? What influences colour to be able to behave in like manner? How does it relate to light? Why does it behave so differently in relation to proximity or distance from light? Having thrown a bit of light on light as the source of colour, and furthermore, its effect on colour, and finally what colour itself is, it is now ripe to discuss and analyse the paintings which resulted from colour to symbolically present the Rites of Passage in the life of man.

3.5 Morning: Infantilism/Uncertainty

This painting labelled as Figure 1, depicts the Central Lane of the Kumasi Central Market. Most of the traders are bringing their goods to the market while others are setting up for the day's business, so early in the morning. The hazy atmospheric condition is symbolic of the early stage as a child. Nothing is clearly seen or understood by the child as depicted by the painting. The picture depicts a wider bird-eye view of the market. It could be seen that the weather is cool and even foggy. When one draws nearer to an object, he/she clearly sees it through the fog but the farther the fog extends, the more difficult it becomes to see other objects through it. The colours of objects could be clearer identified only when close by. The mist is here used to represent the perception of the child, hardly does the child understand what are happening around. The closer one is confronted with a problem, the more clearly the problem is observed and the better it could be surmounted than that which is anticipated. The more the child advances in age, the more clearly are activities around are understood. like the dullness of the colours in the early stage of the day, so is the mental capacity of the child at the early stage in life. as the ours extend towards noon, more light is shed on the objects and their colours are seen as brighter than that of the morning. So, is it in the life of the child, as he/she grows, the more are the activities of people around, words and actions understood?
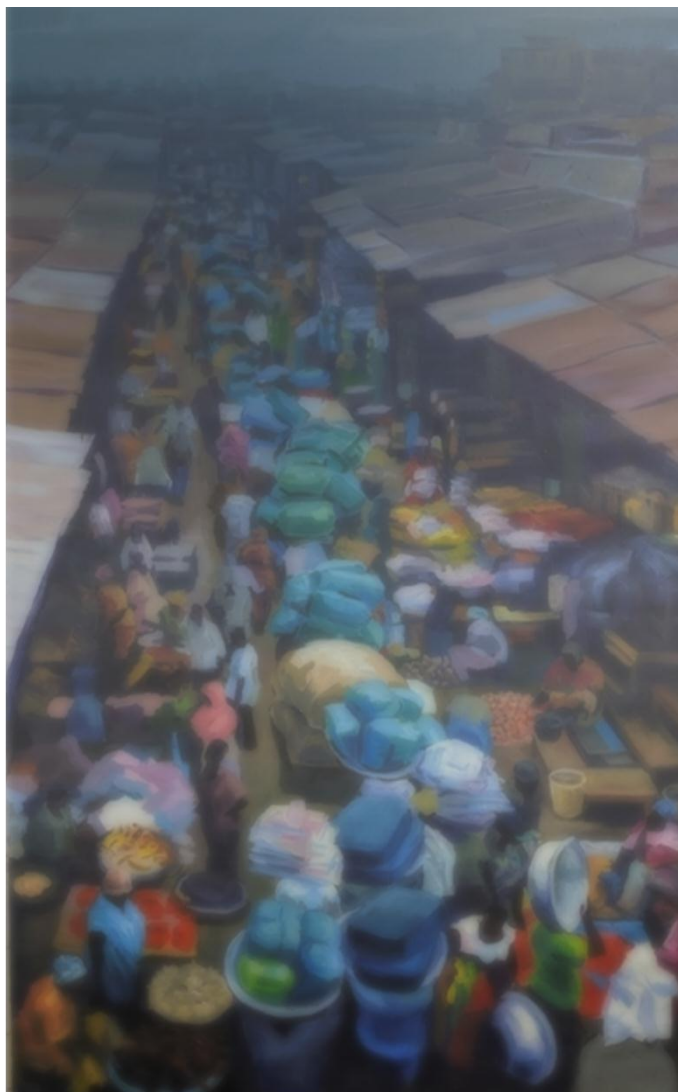
Figure 1. Morning Scene: Infantilism
Source: Photographed by the researchers

3.6 Afternoon: Youthfulness and Vitality

At this period, the vibrant colours and the sun's heat that can be intensely felt, is equated with youthfulness and the prime of energy. The picture, displayed as Figure 2, is a bird-eye view of the Kumasi Central market. As a bird-eye view it is obvious that the roof tops of the market would be the predominant objects in the picture. As observed in the picture, the roof tops do not transmit variety of colours and as such different hues. But the picture exudes energy and vitality which is symbolic of youthfulness. The market is an arena saturated with colour and as such myriads of hues. Yet standing at the spot where this scene was captured, virtually all the colourful hues are shelved under the roofs. Depending on where one is standing the brightness of the colours of the market would be differently observed. So is it in society, there are so many issues affecting society some of which are favourable and unfavourable. What are perceived to be good or favourable are seen differently by society depending on one's background or where one is coming from or 'standing.' For example, on the political divide, members of one group or party may observe an issue differently from members of another party.

The bottom line is that the farther one is from an object or where one is 'standing,' the ability to see well may be different or specifically worse than those nearer. The Akans have a proverb, *"se wo bɛn asu keseɛ ho a na wohunu se kɔtɔ bɔn mu wa",* which is transliterated as 'The nearer you are to an object the clearer you can see it. Literary, the nearer you are to the bank of a river, the likely you are to see how deep the crab can dig. At this period of the day, the sun is at its zenith and gives of its best as could be seen from the extent of brightness in the picture. At this time colour is so vitalized that it produces the highest level of hues. Such vitality in colour is equated with vitality in live. The picture is thus employed as a medium to depict energy and vitality at the youthful stages where man is able to make the best use of his life.
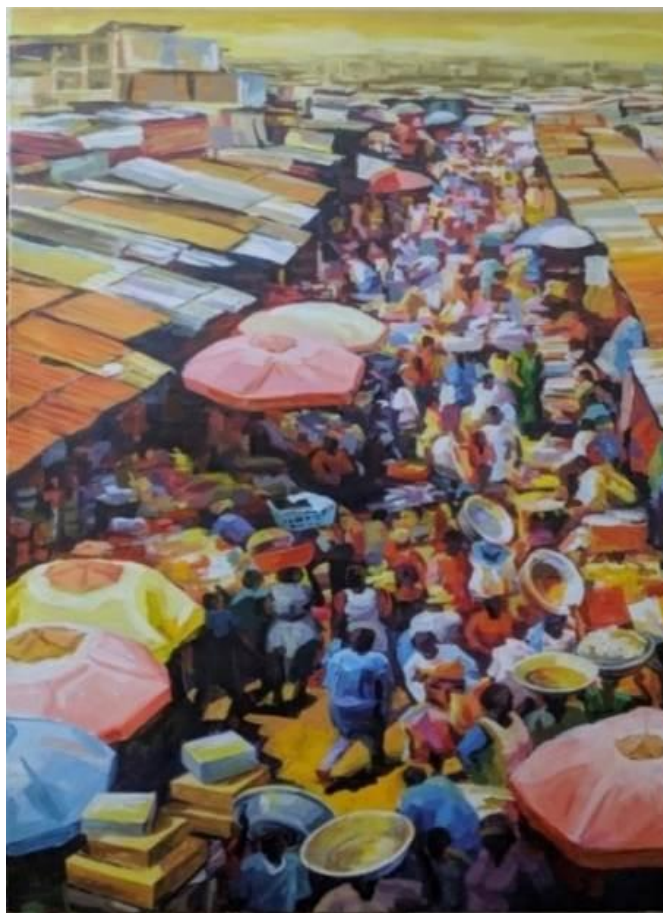
Figure 2. Afternoon Scene: Vitality
Source: Photographed by the researchers

3.7 Evening – Preparation

The depiction of semi-intense colours and shadows indicates that it is sunset. This period of the day is symbolic to adult or old stage of life, when energy and vitality are less intense. As could be seen from Figure 3., the hues of the colours are so dimmed to emit enough energy. At this period of day, the sun is preparing to 'go to bed' as is locally known, and to 'rise from bed' the following day. Therefore, it gathers its rays which produce 'incentives' to the colours for the production of bright hues. The withdrawal of the rays therefore darkens the colours thus subduing the brightness of the hues. Colour is not the only victim of the sun's preparation to leave. The departure of the sun enables his 'protagonist' Night to send out his 'dispatch rider' - Darkness, to stealthily crawl to gradually engulf the market at almost imperceptible pace. This sends signal of approaching Night. Users of the market (sellers and buyers alike), as a result of the herald of Night, prepare to leave for their various homes. Items are being packed and frantic preparations are made for the closing of the day.

The absence of light that weakens the brightness of colour at this period of the day is symbolic of the last stage in life of man. There is going to be a period when man will find it difficult to even move about, let alone earn a living. At that stage the strength of the individual wanes as there is little or no energy with which to work. Enough preparation ought to be made towards economising whatever is left of any amassed wealth and to plan a peaceful exit from this world. At that stage the individual attempts to, possibly, mend any 'tattered relationship.' Any acquired human relations skills are best applied at this stage to earn enough good name that will live on after the departure of the mortal remains. Documents of one's estates are gathered whilst wills bequeathing any legacy are made if they had not been done yet. The already willed documents are at this period reviewed to forestall any litigation after his/her death.

Figure 3. Evening Scene: Preparation
Source: Photographed by the researchers

3.8 Night: Death/Eventuality

The objects in Figure 4 are represented in silhouettes. No colour, apart from black, is presented. Thus, the colours of the objects of the picture are obscured by darkness. What actually caused the colours to be obscured by darkness? Why is light retreated? As indicated in the third picture (Figure 3), 'Mr. Sun' was preparing to go to bed. Now he has actually left the market for bed thus allowing his heir, 'Mr. Darkness,' to take over the legacy bequeathed him by the sun. "*Agya bi wu a Agya be tease*"-When one's father dies, another father inherits his father and acts as his father. But the question is, whether the 'new father' of the market could provide hues of colour as did the 'original father.' After one's death, he/she is inherited by a relative to carry out the uncompleted activities of the deceased. His/her estates are taken care of, as well as the spouse and children. This action is indicated by darkness completely taking over whatever was owned by the sun including the market "spouse" (scenes) and the children "the hues of colour." That denotes the difference in nature of each particular 'father' and the way the heir will cater for the kids of the deceased. In the picture, the outlines of objects are seen even though the hues of colour are utterly obliterated. When one dies, the name does not immediately annihilate. Because the spouse and children are alive, they are identified with the name of the deceased. Though the colours could not be perceived, the outlines still portray the forms of the objects. When one is dead and gone, because of the legacy he/she left behind, especially children, the name still continues to 'live' till a certain period of time. This is particularly one of the reasons why everyone takes every possible means to make a name or have children or at least one child before one's death.
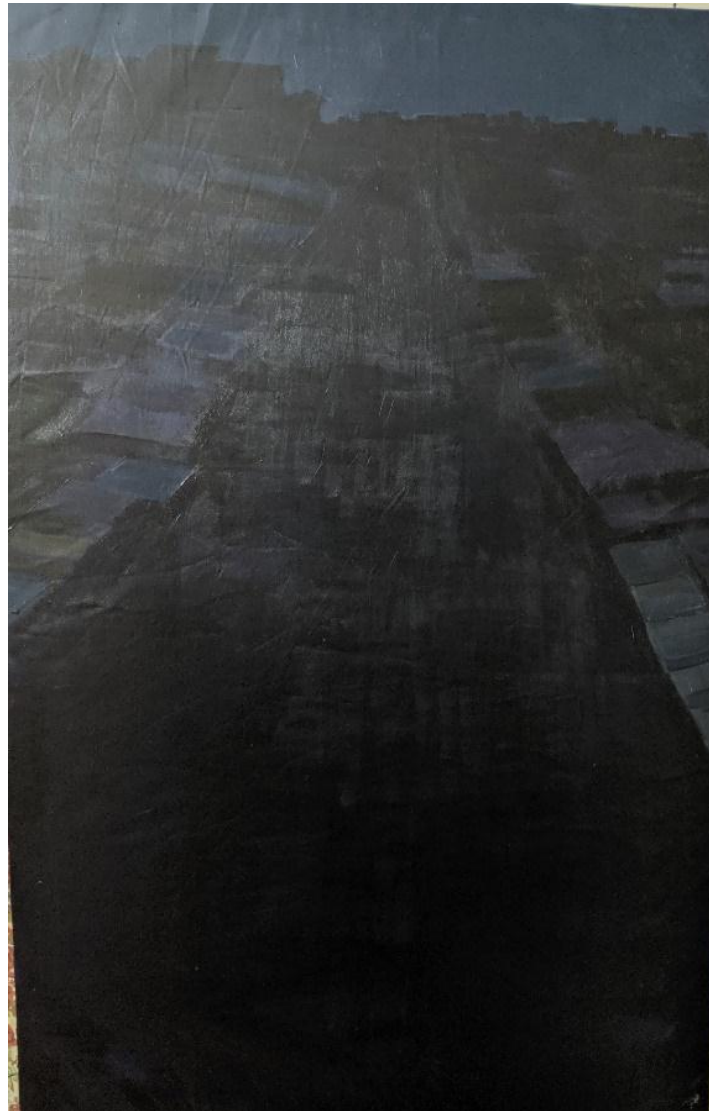
Figure 4. Night: Death
Source: Photographed by the researchers

4. Conclusion

From the research it could be concluded that the hues of colour demonstrated at the Kumasi Central Market exuded different levels of strength at different times of the day. Colour was observed to react differently from isolated areas to crowded areas. It was conceptually showcased with parallels in the stages in the life of man, as well as the variety of challenges one is subservient to, till one finally exists at the last stage of the rites of Passage. The colours that were observed at the market appeared from no other source than from life.

The colours that were observed at the market appeared from no other source than from the complexions of people and their clothes, the walls and roofs of the structures as well as the variety of merchandise owned by traders. The colours, besides projecting what are owned by traders, further conceptually represent the lives and actions of humans. The colours at the market, when studied in the morning, were observed to be symbolic of an infant who, by nature, is an ignoramus. The scene in the morning was foggy and therefore, quite unclear relating to uncertainty of the actions and for that matter the naivety of an infant. As the child's neurons are synonymous with 'tabular raster,' what he/she receives is what s/he, at the moment, knows and in that case, cannot forecast on any other issue. The child cannot, as a result, foresee or forestall any incidence other than what is at present before him or her. Anything 'further' cannot be seen as is portrayed with the fog in Figure 1. In the afternoon (Figure 2), the intensity, which at that period represents the youthful period in man's life, is full of vigour and vitality. The sun, which is known to be the source of energy to the colour, is at that period, exuding the most vibrant rays, thus, 'energizing' the hues. Symbolically, that period is equated with the youthful stage when man is at the peak of optimum productivity. In the evening which symbolizes the old age in man's life, the strength of the hues of colour at the market wanes towards darkness which the research characterised as the end of the life of

man - Death.

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Female Buddhist Intellectuals with Industry 4.0 in Vietnam Today

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Abstract

The industrial revolution 4.0 has a strong impact on production activities, creating a great change in production methods and social life. Successfully implementing the industrial revolution 4.0 is a strategy of "going ahead, getting ahead" for Vietnam to become a "start-up" country, creating a "breakthrough" step in the process of rapid and sustainable development; affirming the position and stature of Vietnam in the region and the world. As one of the important resources of Buddhism in particular, over the years, Buddhist female intellectuals have constantly developed and made active contributions to the process of integration and development of the country and Buddhism. Therefore, in the article, the author delves deeply into clarifying the role of female Buddhist intellectuals in Vietnam for many years, thereby proposing some solutions to further promote the role of Buddhist female intellectuals. in the Industrial Revolution 4.0 in Vietnam today.

1. Preamble

The impact of the Industrial Revolution 4.0 is taking place strongly in the world, requiring countries to have their own development strategies. In recent years, the Government of Vietnam has realized the importance and launched many policies and measures to take advantage of the achievements of this revolution. One of the important policies is that Vietnam considers the construction and development of a contingent of Vietnamese intellectuals, considering this as the resource of all resources, the decisive factor in every success, so as to anticipate and take advantage of it. effective Industrial Revolution 4.0.

Most Venerable Thich Thien Nhon, Chairman of the Executive Council of the Vietnam Buddhist Sangha, Chairman of the Vesak 2019 Organizing Committee, focused on Buddhism with the approach to the industrial revolution 4.0, the world is facing. facing many conflicts, terrorism, war, inequality, environmental crisis. The rapid development of science and technology changes all aspects of social life and traditional structures, the more it is necessary to promote the core values of Buddhism. It is the spirit of tolerance, selflessness, altruism, harmony, and peace. Therefore, the Venerable Master called on the world's Buddhists to unite, engage in action in the world, and share therapeutic solutions to social challenges in the current era.

Within the framework of Vesak 2019, there was also a seminar on Buddhism with many cross-cutting contents presented such as: Buddhist approach to harmonious family; Buddhist approach to education; Buddhism and the industrial revolution 4.0; Buddhist approach to responsible consumption etc.

As the presentation "Buddhist approach to global leadership and shared responsibility for sustainable society - Industry 4.0" at Vesak 2019 conference - Tam Chuc Pagoda, Kim Bang, Ha Nam by Venerable Dr. Thich Duc Thien, Vice President and General Secretary of the Vietnam Buddhist Sangha.

"Buddhist approach to global leadership and shared responsibility for sustainable society", Vesak 2019 discusses issues, including Buddhist approach to global leadership and shared responsibility for a sustainable society, righteous leadership for sustainable peace. Especially Buddhist issues in life, such as the Buddhist approach to family harmony, sustainable health care. Buddhist approach to global moral education, industrial revolution 4.0 and Buddhism and Buddhist approach to responsible consumption and sustainable development are also mentioned.

We are at the dawn of the 4th industrial revolution or commonly known as Industry 4.0. This is a technological revolution that is expected to fundamentally change the relationship between the way people live and work. These changes in scope and complexity are unlike what humanity has known until now. We may not know what will happen in the future with this new technological revolution, but one thing is for sure, it will have a global impact. Specifically, the revolution involves all audiences as well as sectors: the public sector, the private sector, the scientific community, cultural and religious activists and civil society.

It is undeniable that the industrial revolution 4.0 has brought unprecedented success in all aspects of society. But besides those successes, this revolution has created some serious and difficult problems to solve on a global scale. such as environmental degradation, climate change, poverty and inequality. Buddhism with multi-

dimensional appreciation across disciplines so how does Buddhism approach global leadership and shared responsibility towards a globally sustainable society.

Today, the Buddhist intellectual class is aware of the importance of 4.0 technology application, so the Resolution of the 8th National Buddhist Congress for the 2017-2022 term has highlighted the key point: "Promoting communication Communicating Buddhism as a Dharma channel and transmitting Buddhist activities into social life in order to uphold the value of Compassion - Wisdom of Buddhism, the good image of monks, nuns, and Buddhists, of the organization. Churches at all levels in the cause of patriotic service, construction and defense of the Socialist Vietnamese Fatherland" [1]. Female Buddhist intellectuals absorb the views of the conference on application of the development of the industrial revolution 4.0 of global social networks and the Internet, and apply application software in handling Buddhist affairs and preaching. of the church in a new era of creativity, a new era of connectivity, laying the foundation for a global Buddhist collaboration for female Buddhist intellectuals that brings great convenience to new opportunities such as Currently. That benefit has been motivating each monk and nun, especially the ranks of Buddhist female intellectuals in the role of Tathagata Messengers, and Buddhists clearly see their "duty" now as "Need to what must you do"? How to act? How can we grasp and integrate into the "Digital Era Communication Wave" while still maintaining the identity and bravery of a "Digital Tathagata Messenger" in the face of the massive onslaught of the storm? network storm! The urgent issue now is: "How can we actively promote the role of the monks and nuns of the Vietnam Buddhist Sangha in building a strong national unity block in the "Golden Time"? " of "Digital Technology Era"?

Disseminating the Dharma or spreading the Dharma has become one of the key and important tasks of the team of monks and nuns in the Vietnamese Buddhist Church in the present and in the future. The main purpose is to spread the teachings of the Buddha, bring peace and liberation to people. In addition, the characteristic of Dharma propagation activities is always flexible, especially associated with the spirit of the contract, the contract, the contract of the time, the contract of origin. In different eras, countries, and countries, monks and nuns must have a suitable method of propagating the Dharma, bringing the religion to life in a reasonable and successful manner. Today, the human world is being strongly affected by industry 4.0, including Vietnam. Therefore, Buddhism in general and preaching work in particular cannot stand aside from the impact of modern and advanced industry taking place. Thus, what should our Buddhist female intellectuals do to adapt, match and promptly adapt to the 4.0 industry?

Whether the Buddha's teachings spread and develop depends on the "Messengers of the Tathagata". Buddhism has been present in Vietnam for over 2000 years, through many ups and downs, there have appeared the spirit of spreading Buddhism widely. But today, when the 4.0 technology era develops like a storm, leading to rapid changes in all areas of life, spreading the Buddhadharma becomes a big challenge for today's Dharma propagation.

Appreciating and utilizing the resources of Buddhist female intellectuals (Buddhist nuns and female Buddhists) in the Industrial Revolution 4.0 in all fields is meaningful not only to the Vietnamese Buddhist Church but also makes an important contribution to focus on the cause of industrialization and modernization of the country. Therefore, the role and position of female Buddhist intellectuals needs to be further confirmed, which will be the basis and foundation to promote the total strength of the Vietnamese Buddhist Church and the country in the current context.

The Industrial Revolution 4.0 appeared a period of innovation and integration in our country. Buddhist preachers have a great opportunity to reach out to Buddhist followers and Buddhist researchers, as well as Buddhist studies at home and abroad through mass media. on the one hand, social networks to learn, foster and supplement knowledge of the Buddha Dharma on the one hand, and on the other hand, to easily and effectively transmit and propagate the Dharma to the masses and fellow Buddhists.

On the occasion of the launching ceremony of the VIII term, the Central Committee for Dissemination of the Law has launched the Information - Live TV channel "Hoang Phap Online TV" - An application to install on the phone to watch and listen to the Dharma directly on the phone and Audiovisual equipment. This is a great opportunity to propagate the Dharma in the new era. And this is also a remarkable achievement of the Dharma propagation industry in the new term.

In the era of the flat economy of globalization, spreading the Dharma is not just about performing prayer rituals; or lectures according to regional customs, but we must have new methods, new styles, and breathe new flow of Buddhist thought into practical life, making Vietnamese Buddhism today. Modernity must be widespread and universal in the world.

2. Research Methods

We base on the methodology of dialectical materialism and historical materialism, together with the using basic research methods such as analysis - synthesis method, logical - historical method, interpretation - inductive

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[1] Direction of Buddhist activities for the VIII term (2017-2022) .

method, comparison method, comparison, ... as well as inheritance of data. from published works of scientists.

3. Research content

3.1. The role of female Buddhist intellectuals in Vietnam

Right from the time it was introduced into Vietnam, Buddhism has been enthusiastically received by the masses of people and Buddhist followers because Buddhist thought is very close to the culture and beliefs of the Vietnamese people with values. ethical values, Buddhism such as: the spirit of compassion, joy and forgiveness, saving suffering and rescue, loving people as if you love yourself, very close to the sentiments of the Vietnamese people. The Buddha's idea of "compassion, charity, selflessness and altruism" was blended with the thought of patriotism and humanity of Vietnam. The birth and development of the Central Committee of Nuns under the Central Committee for Increase in Public Affairs is an objective necessity. Vietnamese nuns have recently contributed to the development of the country and the church. Through the Buddhist congresses, it can be seen that the nuns increasingly assert their role in the fields of activities in the Church.

Nuns are a part of Buddhist monks in general and Vietnamese Buddhism in particular, including a contingent of female Buddhist intellectuals who are committed to the religious life for the cause of spreading the Dharma. benefit of the Buddha. In the development of modern society in the era of industrial revolution 4.0, nuns are as equal as monks who are contributing every day and every hour to the common cause of the church, committed to serving the worldly ideology of the Church. Buddha, serving the Dharma and the nation. The role of Vietnamese Buddhist intellectuals; The impact of the industrial revolution 4.0 on Vietnamese Buddhism in general and Vietnamese nuns in particular. The Buddha was the first to lay the foundation for the movement for equality between men and women in society, so continuing to promote the role of nuns is essential in order to continue the good traditional network, develop Going up in all aspects is one of the focus of the Vietnamese Buddhist Church.

The nun is a person who strictly observes the precepts, deeply understands the teachings, and often brings the Buddha's teachings to Buddhist followers and the people. A nun is a peaceful person who looks down on life and death. Continue to bring the Dharma to people across the country. To do that, the nuns over the years have always focused on teaching and training nuns, building pagodas, and nurturing them.

3.2. Female Buddhist intellectuals in Vietnam in the 4.0 revolution

In addition to the opportunities, we are also facing great, thorough and fundamental challenges in the present and in the future before the 4.0 technology revolution, which is shown as follows:

Challenges from the need to train a team with professional qualifications in information technology to be in charge and manage the online teaching program and do group work; economic needs to equip infrastructure; The need for professors, in addition to cultivating Buddhist knowledge and teaching skills, must also equip themselves with a certain ability in information technology and continue to supplement and upgrade their technology level to meet the needs of teachers. the flexibility and urgency of the new technology. In particular, the Hoang Phap family also had to practice soft skills such as communication and teamwork.

Improving foreign language skills, especially English: In acquiring knowledge and applying new technologies, it is required that the French preacher must have a basic level of English. And the need is even higher, as a messenger of the Tathagata in the cause of promoting the Dharma, it is necessary to be fluent in English or some common living languages in addition to the native language. Only then will it be easier to create sympathy, to be able to achieve and to penetrate into overseas Dharma teaching environments.

Sakyadhita Conference - The World Nuns Conference was established in 1987, bringing together all the nuns in Buddhism to create the highest development of Buddhism through the role of nuns in the Church. Vietnamese Buddhism, with the permission of the Government, organized the 11th World Nun Conference from December 28, 2009 to January 3, 2010 at the Cultural Center of the Buddhist Association of Ho Chi Minh City. Ho Chi Minh had great success.

Currently, in Vietnam, Buddhist intellectual monks and nuns nationwide have more than 600 doctorates, thousands of masters and bachelors, mainly trained in India, China, Taiwan, Japan, Korea and Vietnam. Among them, female intellectuals with doctorate and master's degrees are more and more numerous than in the past. In addition, some female Buddhist intellectuals have overcome all difficulties and prejudices to go to graduate school and graduate school in some countries around the world (India, Sri Lanka, Korea, Japan, etc.). .) in many different scientific fields: Buddhist philosophy, Religion, Linguistics, Psychology, Medicine, …… It can be seen that, compared with other branches and fields such as female intellectuals, Buddha The number of religions is still modest, but this is a remarkable achievement of the Nuns' Sub-Committee and of the Vietnamese Buddhist Church compared to international Buddhism and some other religions.

In the era of technology 4.0, the international integration of Vietnamese nuns has gradually "entered the world with the tools of the new industrial era, digitizing and applying the world of the Internet and modern

media. means, always and immediately, for Buddhists to have access to the Buddhadharma."[1]. With the aim of promoting the image of Vietnamese Buddhist women alongside Buddhist women in the world, in domestic practice and leadership as well as supporting international Buddhist missions, many Buddhist leaders have been confirmed and discovered. Distinguished nuns in the history of Buddhism in Vietnam and other countries; for the nuns to actively promote and transmit the Dharma and the nuns' ability to enter the world to serve; encourage the development of female Buddhist intellectuals; enhancing the cohesion of the Buddhist female community; upholding the middle way lifestyle; love and respect for the protection of the environment; encourage the development of young nuns to be familiar with 4.0 technology; respecting the national cultural identity in accordance with the spirit of Buddhism; respect the Buddhist practice methods of the sects; praising the role models of nuns in modern times. Typically, Vietnam has Nun Tri Hai, Nun Dam Tin, Nun Dam Huu, Nun Huynh Lien, Nun Dam Xuong, ... known to the world, proving that Vietnam has always had outstanding Buddhist children who are very sensitive to reality and always ahead of the times. International nuns understand more about Vietnamese Buddhism and the contributions of female Buddhist intellectuals to affirm, exchange and cooperate internationally. Through three United Nations Vesak celebrations, Vietnamese nuns have contributed significantly in the fields of academics, charity, design, and diplomacy. Especially in the 4.0 era, many nuns apply it. successful advances of science, technology and technology in the propagation of the Dharma, contributing to bringing the image of the country and people of Vietnam to international integration. Many nuns study abroad because they know many different languages and have very good teaching, writing and service skills, because they are fully equipped with Dharma study and practice. Success is all based on the foundation of precepts and the spirit of six peace.

Currently, with the strong development of Industry 4.0 with its great advantages, Vietnam also applies the great benefits brought by Industry 4.0. Speaking at discussions and dialogues at the World Economic Forum (WEF) Annual Meeting in Davos, Switzerland from January 22-25, 2019 according to the Executive Chairman and Mr. Founder of WED, Professor Klaus Schwab, former Prime Minister Nguyen Xuan Phuc said: "Industrial revolution 4.0 has knocked on the door of every business, bringing profound changes, which no country can stand aside. Efforts to overcome difficulties, limitations and challenges, Vietnam sees this as a great opportunity when countries compete with creativity, not only with traditional factors such as free trade, scale, etc. , experience, labor, investment capital". Vietnam has launched the "Make in Vietnam 4.0" program, piloted the 5G network in 2019 and commercialized it in 2020, making Vietnam one of the leading countries in the world in 5G deployment. It is an information technology promotion initiative based on new policy, new management thinking and new technologies. To advance to the 4.0 technology revolution. The impact of the 4.0 technology revolution on Buddhism, Vietnamese Buddhism has existed and developed for more than 2000 years, with the spirit of entering the world blended with the nation's destiny. The Vietnamese Buddhist Sangha for nearly 40 years (1981 - 2020) with the motto "Dharma - Nation - Socialism", always accompanies the nation, Buddhism applies the influence and impact of technology 4.0 in the works of "Buddhist work and propagating the righteous Dharma for the benefit of all living beings"...

Applying 4.0 technology to the organization and management of the work of the Church, and the departments, branches, institutes,... Systematic unified management from the Central Buddhist Church to all levels of the Buddhist Churches provinces and districts in terms of organizational structure, personnel and assets, if digitized software is applied, and features are installed for interconnection; or used to send administrative documents of the Church at all levels. Applying the good method of science and technology 4.0 to the organization and management of the human resource and administrative system to ensure the promptness of results. But to control the entire system of the above information, to avoid data theft, to gain control of the system, there must be safety protection measures.

Applying 4.0 technology to education and training, in the education system of the Church, "the whole country has 35 Buddhist intermediate schools, 8 Buddhist colleges, 8 Buddhist institutes"[2]. Currently, some schools have just applied the electronic library system in the learning and searching process of monks and nuns, while some schools do not have an electronic library system to help monks and nuns with problems. study. Currently, the country and the world have gradually applied teaching methods applying information technology and digitizing knowledge, making full use of learning and research, which can immediately look up, use on media such as computers, phones when having access to those data warehouses, making it convenient to study, look up,...

Charity work for social welfare, this is an aspect that is often seen as a clear incarnation of Buddhism. Selfless volunteering is an attribute of Buddhism. Buddhist charity activities can be commemoration, visiting and encouraging unfortunate individuals in the hospital, paying tribute to people with meritorious services to the country during holidays, and establishing youth clubs. Buddhist families, skills training courses... are sponsored

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[1]Tran Nhan Tong Institute (2018), Incarnated Buddhism and contemporary social issues, Hanoi National University Publishing House, pp.18.
[2]http://phatgiaobinhdinh.vn/giao-duc-phat-giao-muc-tieu-nhung-giai-phap-thuc-hien.

by monks and Buddhists, when they know how to take advantage of the positivity of the internet in launching and promoting images in social charity activities.

The teaching and communication of Buddhism are closely related. To propagate the Dharma is to develop and make the Buddha Dharma spread to human society in many different ways. Communication in that narrow sense is a form of preaching the Dharma by special means, applying modern information technology, in order to spread the introduction of Buddhism. Therefore, the development of the 4.0 technology revolution with its characteristics will be of great help to spreading the Dharma and helping the communication work.

Nuns are an integral part of Vietnamese Buddhist monks, engaged in Church work, in almost all aspects of their activities. With the development of the current 4.0 technology revolution, Vietnamese Buddhist nuns are affected by certain influences, on positive and negative aspects. It can be mentioned in such aspects as the awareness of nuns about the 4.0 technology revolution. Currently, most nuns realize the importance of science and technology in the process of practicing and spreading the Buddha's teachings. This is an activity that keeps up with the trend of the 4.0 technology revolution era. In addition, the impact on the use of social networks, the use of electronic devices with internet connection, and the exploitation of big data (Big Data). These are the values that modern science and technology bring. However, if you take advantage of the excessive use of electronic devices on websites with content contrary to Buddhist teachings, it may cause some monks to be affected by its erratic and wrong habits, affect the entire practice. Therefore, the use of modern science and technology needs careful attention and selection.

The achievements of the industrial revolution 4.0 will contribute to supporting Buddhism in organization, management and education activities, preaching the Dharma, culture, and communication..., contributing to bringing Buddhism closer to daily life. , the life of Buddhists and people.

3.3.   Solutions to promote the role of nuns in modern society in the era of technological revolution 4.0

Nuns are an integral part of the development of Vietnamese Buddhism. In order to further promote the role of Vietnamese nuns in the current 4.0 technology revolution, in our opinion, Vietnamese nuns need to focus on the following points:

Firstly, it is necessary to raise awareness of Vietnamese nuns about the stormy development of the 4.0 technology revolution. The inevitability of the modern scientific and technical development of the world; raising awareness and adaptation of nuns on the rational, effective and selective use of modern equipment for the process of practicing and propagating Buddhist teachings. This requires the pioneering of reputable nuns, nuns, and nuns who do the work of teaching, guiding practice, choosing content, programs, measures, knowledge, and appropriate behavior. with Buddhist teachings, complying with Vietnamese law.

Secondly, through teaching activities, social charity activities, the nuns have a pervasive impact on the mass of Buddhist followers about the role, positivity as well as the negative side of the 4.0 technology revolution. on moral values, in accordance with national culture and identity, taking Buddhist precepts as the basis.

The 4.0 technology revolution will change not only what we do but also ourselves in terms of personality, cultural identity, health promotion, appropriate use of time for work, entertainment, etc. In the past, Dharma lectures and training sessions need to be oriented for Buddhists to be properly aware of the 4.0 technology revolution, to perfect themselves in terms of "personal and oral teachings" to dignify the Church, respond timely response to the trend of modern society.

Third, the nuns themselves need to constantly study and "wisdom vision" with wisdom as a career. Since the time when the Buddha Nun Sangha was established, it was a great opportunity for nuns to have the condition to "advance the dignity of the body". This is a great grace that the Buddha gave to the nuns. In order to show gratitude to the Buddha, nuns need to make every effort to strengthen their bodies and minds, cultivate virtues, uphold the precepts and follow the Buddha's teachings to stay firmly on the path of cultivation and knowledge. about foreign languages and information technology, the ability to use high technology in their practice. This is also the propagation of the Buddha's righteous Dharma. It can be affirmed that if using information technology to propagate the Dharma, it will certainly bring the light of the Buddha's teachings to many people in the fastest way. Thus, compared to the traditional preaching of the Dharma, this is a big and inevitable revolution of the 4.0 technology revolution. The truth that the Buddha enlightened has actually stood firm in all ages, unaffected by the progress of time and the intellectual growth of mankind. Therefore, no matter how much scientific knowledge develops, the Buddha's teachings are still far beyond the discoveries of mankind. However, in order to propagate the Dharma well in the period of integration and development, especially in the current era of rapid development of technology 4.0, Buddhist evangelists really have to pay attention and promptly grasp it. , applying new technologies, finding solutions to suit the actual needs of a society undergoing digital transformation in all fields. Only in this way will the Buddha Dharma bring about great results in the cause of profit-making. Thus, the new team of Buddhist monks and nuns brings benefits in inner transformation and spiritual sublimation, especially in the spiritual aspect for Buddhists and people in the midst of their materially prosperous society. Industry 4.0 era. This has made us think and ponder for many years with the desire to spread

the Buddha's light everywhere and how to take advantage of this 4.0 industrial revolution achievement, to capture and create the propaganda strengths of the new era and help to overcome the social consequences of the industry that will occur.

Female Buddhist intellectuals, while teaching the Buddhadharma, need to increase their learning and skills related to information technology and how to use modern electronic devices. Today's preaching of the Dharma is not only preached on the court and attended by the public, but also through social networking sites Facebook, Zalo, youtube, etc. to bring the teachings to the masses, especially those who are busy. Busy, they do not have time to go to the temple so that they have the opportunity to study the Buddha's teachings. Over the years, I have noticed that many teachers have successfully applied this. Thanks to the achievements of the 4.0 revolution, the wonderful teachings of the Buddha reached the vast majority of the population much deeper than before, including people in remote rural areas, high mountains and border areas. dangerous world. We need to promote and multiply these models further, which is practical work to meet the four great graces.

Images of monks and nuns appear more and more in the media. Society increasingly understands the position and role of the monk with the mission of practicing liberation and entering the world to practice religion. Therefore, in interacting with the media, monks and nuns need to show the dignified, elegant dignity of the monastic, and avoid putting images that are unintentionally offensive or uninformed by those who do not understand. Buddhism spread, affecting the Sangha in particular and the Church in general. This actually happened.

Today's media world is a multi-dimensional, multi-information world. Therefore, monks and nuns need to choose their strengths to suit the characteristics of different social groups (youth, students, workers, farmers, businesses, entrepreneurs, corporations) , office workers,…). On the other hand, teaching through the media today needs to be very concise, coherent, logical and inspiring to the masses because many people do not have much time. Therefore, monks and nuns participating in lectures need to know how to arrange their thoughts appropriately to easily go deep into people's hearts, inspiring them to practice more practically with life.

When preaching the Dharma, we need to sit together with seminars to draw up plans to provide material and spiritual support to social and occupational groups that are prone to unemployment in the future and groups of people. disadvantage in society due to the consequences of the 4.0 revolution. In other words, they are vulnerable groups that desperately need our compassionate help. In my opinion, Buddhism needs to have measures to support them in many ways such as: livelihood transformation, skills education, counseling, psychological support, awareness, orientation for stability and life balance. in a new way of life. Thereby, we will direct them to the Dharma, to the Buddhadharma easily. Thus, in the 4.0 revolution in Vietnam, Buddhism will hold an important role and position for the people, as well as having been attached to and accompanying the nation for more than two thousand years of building the country and keeping it safe. country.

This 4.0 revolution will make people communicate and interact with each other more. But communication is mainly through electronic devices, communication networks that have little chance of direct contact with each other. Thus, I want to emphasize that this will reduce the humanity in society? Whether the culture of human-to-human communication to learn about morality, personality, and lifestyle will fade before the phenomena led by the media. I think a lot about this. Disseminating the Dharma through the media is the rule and the top goal of female Buddhist intellectuals. But teachers also need to contact, experience, and share directly with Buddhists and the social community so that we can approach and explain not only with the teachings of the mind, the teachings but also the teachings of the body. . I think this is something that Buddhist female intellectuals need to pay attention to. For example, we talk about Vu Lan festival through the media, many people know its meaning and value. However, how do they go to the temple, directly put roses on their clothes, attend the spiritual ceremony, listen to the teachings of the abbot, they will overflow with the emotions of the children for the two parents. mine. Vu Lan festival goes into people's hearts, stays in their hearts for a long time.

Buddhist female intellectuals should try to create a facebook or zalo for the temple to post temple activities and lectures quickly to Buddhists. To connect with the practice ashram of the temple, as well as timely capture the thoughts, aspirations and desires of Buddhists. We need to create a group to understand and at the same time guide them to practice in a healthier, easier and faster way, to help them have a peaceful and happy life right here in this world.

Acting Minister of Information and Communications Nguyen Manh Hung emphasized that: In the 4.0 era, learners need to integrate multidisciplinary knowledge. The opportunity lies in linking different industries and knowledge. Everyone was very pleased with this statement of his. Therefore, modern Buddhist women need to learn more, understand more, integrate and master multidisciplinary knowledge, from Buddhism to the social sciences and humanities, natural sciences, as well as other knowledge. to meet the needs of spreading the Fa-rectification in the new era. In particular, in the mission of training monks and nuns who are studying in advanced - intermediate classes of lecturers, the Organizing Committee will try to change the training content to meet this trend.

Currently, the Vietnam Buddhist Sangha, Office 1 in Quan Su Pagoda - Hanoi, Central Office 2 in Ho Chi

Minh City, has an online Buddhist TV channel, launched the Digitalization Working Group. Church events. This is a vivid change in the Church's preaching work, partly responding to the stormy development of 4.0 technology. However, in our opinion, that is not enough, but we must apply and apply more, to be able to develop and meet the Buddha's work in the future.

The Central Department of Propaganda of the Vietnam Buddhist Sangha intends to organize a national Dharma propagation training course at Bai Dinh pagoda in Ninh Binh. But because of the Covid 19 epidemic, on July 13, 2021, the online Dharma center has to organize a total of 30 days, every day at 13:30 to 15:30. And from 8pm to 9pm. That is the flexible benefit in spreading the law in the 4.0 technology era.

The application of technology 4.0 to study without paper books: Take advantage of the results of 4.0 technology and seek support from the online learning portal system to apply it to the teaching and learning system at the Buddhist Academy. in general, and the Senior High School class, Professor in particular. When accessing this system, monks and nuns will have access to hundreds of thousands of lecture banks, lecturers, the latest textbooks anywhere, on any technology device to help increase the interest in learning. study process. Besides, also open online courses.

To take advantage of the achievements of the Industrial Revolution 4.0, first of all, female Buddhist intellectuals must build an online website; digitize Hoang Phap's information technology infrastructure at the grassroots level, by putting it on the cloud computing system; To digitize data, documents, information of the Dharma, and communication industry, we must know how to use smart software with Internet connection and maximum internet application with everything.

Industry 4.0 is knocking on every door, leading to rapid and far-reaching changes in all areas of life. The most obvious impact is the emergence of robots with artificial intelligence, with features that can replace humans, even more optimally, such as the ability to calculate, analyze, and remember, which can act as roles. Lawyers provide legal advice online quickly. Therefore, female Buddhist intellectuals must grasp this achievement to apply in the work of livestreaming the lectures of the lecturers. It can even be used to directly answer the problems of studying Buddhism for those who study and study. Artificial intelligence also helps the preacher in quoting and sourcing for lectures, analyzing the trends of the times to have lectures that are realistic but not far from the teachings of the Buddha.

Using cloud technology: To store the entire system of the Tripitaka Buddhist scriptures and store the teachings of the teachers. Lecturers must know how to approach the 4.0 revolution to exploit materials, refer to using the electronic lesson plan system, to prepare lessons and give lectures more conveniently and better. Buddhist learners only need a smartphone, then the treasure of Buddha's teachings is in their hands

With Big Data (big data), it will provide solutions for us in studying the interests, habits, and behaviors of the object of the Dharma, thereby indirectly helping the preacher to achieve good results on aspect of the contract.

- Develop a project to strengthen the application of information technology in management and support teaching activities in the High School - Middle School classes, contributing to improving the quality of teaching and training of teachers.

The style and practice of inner transformation of the Dharma evangelist: Whether or not Buddhism can survive and develop is largely thanks to the Dharma practitioners and female Buddhist intellectuals. Therefore, it is required that Tathagata messengers must meet the basic qualities of a monk. In parallel with cultivating knowledge of the Buddhadharma, it is necessary to have the effort of self-cultivation and practice of the four positions. Because the quality of the preachers plays a very important role in the propagation of the Dharma, because the influence of Buddhism is positive or negative, strong or weak, extensive or limited, always depends on ethics, level of knowledge, especially the strength of this team's inner transformation practice.

In short, the Buddhist preacher, including the ranks of female Buddhist intellectuals with the 4.0 revolution, must really be those who wear the Tathagata robes, sit on the Tathagata's throne, and stay at the Tathagata's house. assigned by the Tathagata.

4. Conclusion

Finally, I want to summarize that the industrial revolution 4.0 is a trend, a great progress of mankind that no one can reverse. For the group of female Buddhist intellectuals who carry the responsibility of holding the torch of the Dharma, with the wisdom of the Buddha's daughter along with the spirit of contract, contract, time and land, it is very necessary to learn and grasp capture and take advantage of the achievements of this revolution to apply in the field of dharma propagation. By doing so, we will effectively propagate the wonderful teachings of the Buddha in the civilized age with the advanced achievements of science and technology.

However, with my own experience, I would like to emphasize that no matter how human civilization develops, no matter how our society changes, the practice and cultivation of the Three Immortals, the aspiration Birth and the path to liberation and enlightenment are still the end for each person, for Buddhist monks and nuns as well as for the whole society.

Therefore, the ranks of female Buddhist intellectuals must try to grasp 4.0 technology to apply in the mission of preaching the Dharma, but we still do not forget to promote the core values and quintessence of the lively German teachings. The Ton. The source of peaceful energy in body and mind, a great wisdom, an unselfish view of selflessness, tolerant of all dharmas, helping people to be peaceful and happy, transforming afflictions, getting out of suffering, samsara birth and death.

In recent years, with the attention of the Central Church, the Vietnamese nuns have made constant efforts to accompany the development and integration process of the country. Currently, Vietnam is having a strong rise, connecting with countries around the world is inevitable in the period of international integration, the era of the 4.0 technology revolution. Vietnamese nuns have been taking specific actions to affirm their position and importance through organizing events, scientific conferences, organizing Buddha's Birthday, Vu Lan's filial piety ceremony. ... In particular, successfully organized the use of information technology with the online Buddhist website, An Vien TV station, phattuvietnam.net, online Dharma center, ...

In the coming time, on the next step of the development of Buddhism, it is necessary to have a more correct and realistic view of the role of nuns in order to promote a clear perception as "beneficial and beneficial for the world". Thus, we can take advantage of the gray matter of female Buddhist intellectuals in the church and society, while demonstrating the Buddha's equality truth, and building a current Sa Ba world that is peaceful and happy. and sustainable development. In addition, it is necessary to promote the bright examples of Buddhist nuns in social activities, to associate the Dharma with the nation, which needs to be recognized, honored and encouraged by the Church and society in a timely manner. Encouraging female Buddhist intellectuals to actively participate in the development of the country, constantly making efforts, striving to bring Vietnam to integrate with the trend of the 4.0 technology revolution. It is also a practical job to repay. The three treasures and the four great graces. Praying for the blessings of the Buddhas in the 10 directions to bless the country of Vietnam and the whole world soon to repel the covid 19 epidemic, return to normal, and make Vietnam peaceful. flourishing and rivaling the great powers of the five continents.

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Social Media and Rwandan Youth Acculturation in Higher Education: Case of Students at IPRC Musanze

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Abstract
This study aims at exploring how the use of social media affects youth acculturation in higher education settings. It reflects on forms of acculturation that youth in higher education experience through the exploitation of social network platforms. In light of that, the study sought to identify various social network sites used by students at higher education; investigate typology of acculturation faced by students at IPRC MUSANZE and investigate how social media affect higher education youth acculturation. Both qualitative and quantitative methods were used for data collection and analysis. A sample size of 248 students was used. The research findings declared that from the use of social media, youth at higher education acquire new cultures, change behaviours and adopt living styles through both integration and assimilation which finally lead to acculturation. To remedy those cultural, behavioural, living styles, and linguistic emergencies that arise from the use of social network platforms, an awareness should be created in regard to the effective and efficient use of social media and prefer good values to bad behavioural aspects.
Keywords: Youth, social media/social network sites, assimilation, integration, adaptation, acculturation.
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1.   Introduction
Education is progressively becoming the driving forces behind our new social and economic structures. Education does not happen in isolation but it is carried out through societal, environmental and human channels. Through education, the youth and future generations receive knowledge and traditions that help them enter into the totality of reality. Therefore, a main concern of society is primarily to teach the youth to promote the country's culture which embeds language, identity, values, and ethics to name few. In this line, the society shapes itself through its culture and related practices.

Within societies, ever since the come into contact of mankind, different aspects of societies have been changing. Such societal aspects include but not limited to culture which evolves and changes depending on different factors. The dynamics of culture change because of innovation, diffusion, enculturation, acculturation, assimilation, adaptation and directed change (Hatice, et al, 2020).

This study sheds light on how social media platforms affect students in higher education. In fact, besides discussing the process of acculturation, this study analyses typology and effects of social media to Rwandan higher education students. Also, it ends by proposing interventions to address forms of negative effects of acculturation from social media.

2.   Background to the study
Going back to the history of Rwandan culture, the family served as the basic organizational unit in the society and it played a watchdog function to ensure that values were inculcated in the youngsters to prepare them for adulthood. The focus was to be put on patriotism, proper use of the language, social relations, dance and the defence of the nation. As an outcome young citizens could grow with an understanding and attachment to their culture. Rwanda (Ministry of Sports and culture, 2015).

Culture is defined as a set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, not only art and literature, but lifestyles, ways of living together, value systems, traditions and beliefs (UNESCO, 2001).

From empirical studies, culture plays a vital role in social growth and development of a country as well. Culture is a key to any country's identity. It is an overall mark of its politics, life, and practices. The literature by the Rwanda Ministry of Sports and Culture claims the culture of any country as an integral part of its overall political and socio-economic development framework. It is an embodiment of social cultural practices, integrated pattern of knowledge, belief system, behaviour, customs, language, ideas, taboos, rituals and festive events, codes manifested in the ways of life of a particular society and transmitted from one generation to another that make the structure of communities.

Such facts can be language use, physically pointed thins such as dressing codes, buildings, cooking, mutual conversations, and other practices to name few. These elements of the culture heritage need to be preserved for

the future to keep the memory of the past, to offer a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. In fact, Rwanda finds its culture as a shelter of its language, values, traditions, rites and associated with social practices. (Rwanda Ministry of Sports and Culture, 2015)

Generally, culture has the power to transform entire societies, strengthen local communities and create a sense of identity for people of all ages. In this way, once it is well practiced, it affects the nation positively and negatively once diluted. In that vein, youth can act as a bridge between cultures and serve as key agents in sustaining the cultural legacy and identity as well as promoting intercultural understanding

The Rwandan national Anthem portrays that the shared culture binds its concerned people, the language unifies them. Besides "Umuco dusangiye uraturanga, Ururimi rwacu rukaduhuza". Besides, the eminent Rwandan scholar Rugamba pinpointed that the best culture that fed you never dare to deteriorate it. From the deeds of others select what you judge good and best on your side and leave chaffs away. "Umuco mwiza wakureze ntugatume udindira. Mu by'abandi jya utoranya ibyiza, ibifutamye ujugunye" (Rugamba, 1987)

However, to some extent people get acculturated due to different factors. In the light of this, acculturation consists in the process of cultural and psychological change that follows the contact of different cultures. Such concerns individual changes of attitudes or change of community's cultural identities and their social behaviours in relation to the groups in contact. Acculturation may also result from eventual adaptations of psychological features, including a person's wellbeing and social skills that are needed to function in their culturally-complex daily world (Ward, Bochner&Furnham 2001Phinney, 2006; Berry, 2010,).

Other empirical studies claim acculturation as the crisis stage or culture shock that consists of frustration with living in an unfamiliar culture. It is then done in a gradual adjustment or as the full adjustment and adaptation. The same empirical studies view acculturation as culture shock or distress that everyone feels during intercultural adaptation that can influence their communication and behaviours (Sawyer, 2011; Kohls, 2001).

Social media are electronic medium of communication and used by all generations. With the advance of technology, social media platforms like Twitter, Instagram, WhatsApp, YouTube, Facebook, messenger, Skype and others are used in people's real-life communication for different purposes (Zahirah Zainal, Noor Hanim Rahmat,2020). In the 21st era, the intense use of these social media within different societies impact on their people's acculturation

In fact, the fast development in technology lead to a wide adoption of different social networking sites (SNSs) or social media platforms, particularly among young people (Whiting & Williams, 2013). This provides ease of access to SNSs so that people can interact or communicate with friends, family members, colleagues and members of interest groups on the globe. Scientific literature by Zaffar (2016) emphases that the rapid growth of science, technology has caused a great danger to our moral values whereby the young generation's dissatisfaction and revolt are the outcome of a decaying system of values. In that perspective, social media have become increasingly popular components of our everyday lives in today's globalizing society. Social media have thus provided a context where people across the world can communicate, exchange messages, share knowledge, and interact with each other regardless of the distance that separates them. Intercultural adaptation involves the process of promoting understanding through interaction to increase the level of fitness so that the demands of a new cultural environment can be met. Research shows that people tend to use new social media to become more integrated into the host culture during their adaptation and to maintain connections to their home countries (Sawyer, Rebecca, 2011).

In the advance of the 21st era, social networks are frequently used by university students, as well as by the rest of the population worldwide to communicate, collect information, and share world knowledge and images. It is in this perspective this study seeks to explore how the use of social media by higher education students impact on the cultural change if not acculturation.

3.   Problem statement

Despite the programs and policies that Rwanda has put into place to empower young generation to be good citizens, some of university students lose their social and cultural values due to adaptation, assimilation and acculturation, mostly learnt from global communities through Social Network Sites (SNSs). Upon their arrival in new host higher education institutions, students experience cultural stress at the level of academic, cultural, psychological and physical well-being behaviours (Selmer, 1999, 2001).

With the increase of globalization, complex economic, societal and cultural relations, students are adapting and assimilating to new cultures and hence lose their own identity. A number of nations, including Rwanda, are suffering from issues, challenges and negative effects linked to youth adaptation, assimilation, and acculturation. In light with this, empirical studies demonstrate that this era marks the general acculturation and young generation is at high risk. Singh (2017). Youth are excited to copying new fashions, strange and wrong practices out of the Rwandan culture. As a result, youth suffer from cultural and physical behaviour effects such as nudes' exposition, drug abuse, earlier sexual intercourses that lead to unwanted pregnancies (NCC,2012).

Such assimilation and adaptation to new cultural aspects from social media cause disruptive behaviours,

academic poor performance, and attempt to adjust their own culture or total loss of self-identity. That is the case of the so-called stars that have a mindset of nudes' expositions and drug abuses pretending that it is their easiest way of celebrity (The New Times, 2018). These are, at a maximum level, the root cause of students' linguistic and cultural interferences. The deeper they get involved in all those exercises of cultural assimilation, adaptation and acculturation, the more they lose Rwandan cultural values. This study aims at exploring how social media impact on Rwandan youth acculturation in Higher Education Case of students at IPRC Musanze.

4. Research objectives
   ➢ Identify various social network sites used by students at higher education
   ➢ Investigate typology of students' acculturation at IPRC Musanze
   ➢ Investigate how social media affect Higher education youth acculturation

5. Review of literature
This section concerns literatures, which establish how acculturation can occur from the use of social media by community members. Acculturation is a two-way direction transfer of cultures and norms due to direct contact between societies. (Zhao, 2007) It occurs when an individual or a community acquires new cultural features of another community because of direct or indirect contact and interaction.

Different researchers highlight that acculturation goes through assimilation; modification and changes in the areas of group identity. Additionally, different scientific scholars declared that acculturation goes through four pattern strategies. While a research by Ryder et al. (2000) and Berry (2010) proposed assimilation, integration, separation and marginalization as methods of acculturation, Mendoza and Martinez (1981) propose cultural resistance, shift incorporation and transmutation as typology of acculturation.

Many scientific literatures describe acculturation as a process that occurs when groups of different cultures brought together in contact, which consequently leads to changes in the cultural patterns. Although acculturation sounds a neutral term, it induces changes in one of the one community than in the other. Additional empirical studies find that acculturation falls into the context of a new group to a new settlement whereby that new group attempts to adjust to a new culture. In that light, in many of the empirical studies acculturation is viewed as undergoing changes in regard to cultural and linguistic markers, tradition, and food to name few of them.

Berry in Kyunghee Ma et al identifies acculturation as s stress or difficulties that arise when an individual or a community is struggling with new cultural adaptation and adjustment because of an imbalanced contact between two societies. In fact, *acculturation* refers to the acquisition and *adaptation* to the cultural values, attitudes and beliefs. (Kyunghee Ma et al, 2020; Xinying Xing et al, 2020; Harlow, Trina D., 2019; Berry& Sabatier, 2011). Berry further asserts that acculturation is not a uniform process; it varies according to the range of strategies adopted by individuals immersed in cultural change and the socio-cultural contexts of the host culture (Berry's, 2005).

Social media and acculturation
Rapid spread of information influenced by the globalisation has increased the social space, leading to borderless boundaries on cross cultural and linguistic dimensions of traditional societies. Moreover, empirical researches highlight that with the advance of digital information and web technologies have1 led to a wide adoption of different social media platforms and caused a great danger to culture and moral values among young people(Whiting & Williams, 2013;Zaffar, 2016; Singh (2017).The easier access to Internet and increasing multiple demands facilitated the formation of online communities in Social Network Sites, which fostered the emergence of the online cultures with their corresponding behaviour and language practices (Mitra & Evansluong, 2019). In addition, Chen and Zhang (2010) point out that the time and space is no longer an issue due to the convergence of new media and globalization that has made interaction much easier.

New social media has brought people from different cultures together in the "global village." With the widespread use of the Internet and social network (SNSs) that provide various sources of online information has become one of the most important communication tools for people from around the world (Murugesan, 2007; Williams et al., 2012). Using social media platforms and particularly online, is considered as an important part of many individuals' daily life and leads them to be exposed to new cultures (Eslami & Yang, 2018). Briefly, the use of social media provides students with a room to cultural contact, which in turn, has made some people of different communities to be acculturated Raman and Harwood (2016). Cemalcilar *et al.* (2005) reported that using social media to communicate with the host country calls upon sociocultural adaptation to the host culture. Cultural traits, such as food, media, language, clothing, and daily practice of life or holiday celebrations are normally selected to detect the processes of acculturation (Schwartz *et al.*, 2010). Cleveland *et al.* (2009) have highlighted the important traits in the acculturation process, such as food, media, interpersonal relationships, and language, participation in home and host cultures and self-identification. Media use serves as a primary driver by which immigrants become acculturated to a new social environment (Wilkin, Katz & Ball-Rokeach, 2009).

Motives behind individuals or communities' acculturation

Imitation and assimilation are some of the driven factors of individuals' acculturation. Young people tend to imitate others in their doings. They are excited to copying new fashions, strange and wrong practices out of home culture. Those are like among others, nudes' exposition in social media or artistic songs performance, irreverence from imitations which causes bad services delivery, idleness. These are besides at maximum level the root cause of copying foreign lifestyles, sinking in both cultural and linguistic interferences to name few. The deeper they get involved in all those exercises, the more they lose moral-cultural values and empowerment gets weakened. (NCC, 2012).

In the same perspective, self-identification is another strategy of youth acculturation. The youth attempt to balance two contrasting cultures or adjust to the host culture will result in changing one's cultural identity (Young, 2009). Furthermore, youth self-perception culturally and linguistically, leads them to behaving as foreign people outside of their primary support group. Additionally, lack of academic language proficiency, language regionalization, language variation and general academic challenges in higher education are other acculturation stresses that youth face; (Kyunghee Ma et al, 2020).

Cultural and Linguistic effects from using social media

Internet emergence and the rise of social networking have transformed communication. Consequently, social media has had far-reaching impacts on the way people communicate. Researches by Rosen *et al* and Sawyer stress that with social media, cultural differences influence communication, behaviour, and values. In this vein, with social network sites young people try to identify with different cultures, based on both national identity and gender, differences in individualistic and collectivistic cultures are apparent in users' communication and behavioural styles. The language presenting in the social media is changing the way students at Higher education use the language and how they behave culturally. That nature of communication through networking platforms is changing the way students write and speak the language. Thanks to electronic based communication platforms many changes are being operated in terms of using languages in different communities. As various scientific studies have observed social media affect the language used by the youth and students at tertiary education are part of them (Rosen et. al, 2010; Sawyer, Rebecca, 2011).

According to literatures by Dalzell & Victor; Horobin and Sherly Marliasari, inappropriate use of the language; appropriation of the vocabulary; the use of acronyms and symbolic language; neologism and language evolvement in the real world; community member anti-socialism are direct or indirect effects of social media on community members' acculturation.

The same scientific literature by Dalzell & Victor 2017 asserted that social media have weakened the use of appropriate use languages. Many of students at higher education use language jargons and/or slangs obtained from social media. Those students use that improper language without distinguishing where, whom and how to use that language. Thus, students at higher education, referring to social media, they abuse the language; they do not recognise the language registers and deserved addressees.

It is in that line those slangs are whether used intentionally or not while communicating with parents, teachers, lecturers, or others. Consequently, those improper uses of language by social media that students at higher education copy from social media affect their cultures. (Dalzell & Victor, 2017; Horobin2018; Sherly Marliasari,2017)

Besides, other significant effects of social media on the way young people speak and write the language is the appropriation of vocabulary. They tend to create new slangs to express their feelings and understanding among themselves. Those slangs mostly mislead many people to use the language with incorrect spelling either syntactically or semantically.

According to the Information Resources Management Association (2016), there is the likelihood of a general weakening in proper language skills because most conversations on social media are full of abbreviations and misspelled words. Scholars in discourse linguistics and social media also added that abbreviations and improper language use may be comprehensible among teens and young people but older people sometimes have problems understanding the modern informal language. However, for many people, the use of informal language as influenced by social media seems to have made English simpler, but the ability to communicate deep thoughts is perhaps eroded. (Hoffmann and Bublitz, 2017; Zappavigna, 2012).

The same scholars Hoffmann and Bublitz further declare that the intense use of acronyms and symbolic language are also weakening and misleading cultural and linguistic features that lead to acculturation by alienation and laziness in improving language skills. Illustration are OMG (Oh my God), TTYL (talk to you later) to name few of them. In the same line, the same empirical studies have translated the use of symbolic language to representing facial emoticons or expression like smile, sadness by combinations of keyboard characters to convey what the user's feeling without having to write it in lazy form of writing.

Researches by Horobin (2018) and (Zappavigna 2012), identified neologism and language evolvement in the real world or the creation of new words ever heard before as notable impact of social media on the way people use the language. New terms such as "selfie," "memes," introduced in social media are now part of daily conversations both verbal and written. Some the created words have even been incorporated in dictionaries or in corpus lexicon of some linguistic fields on the social webs.

To round up the point of literature review, the advance of social media has led to shift within communication. With online communication, participants do not always get a very good sense of other people in the group. (Lievrouw; 2011: 222; Kear (2010: 31)

6.   Methodology

This section presents various methods and procedures that were used in data collection, analysis and interpretation. A research by Karissa *et al* (2019) and the table of Krejcie & Morgan (1970). stipulate that 20% may represent a total population. Thus, a sample of 248 students of IPRC Musanze was used as sample size. Besides, IPRC Musanze, one college of Rwanda Polytechnic was used as a sample that represents other Higher Learning Institutions (HLIs) in Rwanda sharing the same characteristics of being a hub of young generation. The case study enabled researchers to understand the challenges and effects faced by young generation vis-à-vis social media and acculturation. Bryman (2004) explains that a case study involves the detailed and intensive analysis of a single case or sometimes extended to include the study of just two or more cases for comparative purposes.

For the effectiveness of findings, within this study, researchers used both qualitative and quantitative approaches. Patton (2002) points out that both quantitative and qualitative data can be collected in the same study as both methods involve differing strengths and weaknesses; they constitute alternative but not mutually exclusive strategies for research.

The choice of data collection techniques was led by the objectives of this study. Thus, the researchers used semi-structured interviews, questionnaire, observation and documentary review. The latter was applied by considering the fact that there is no single instrument that is self-sufficient in data collection.

7.   Findings and discussions

This section of the research presents the findings that were led by research questions as presented below.

Table 1: Range of respondents' age

Number of respondents	16-30	31-40
248	248	0
100%	100%	0%

100% of the respondents are in the age range of 16-30. This indicates that all respondents fall in youth category according to Rwanda Constitution.

Table 2: Respondents' gender identity

Number of respondents	Male	Female
248	174	74
100%	70%	30%

70% of the respondents represent male whereas 30% represent female. This indicates that IPRC Musanze, a TVET school is mostly enrolled by male students than female.

Table 3: Respondents' residence

Number of respondents	Urban	Rural
248	150	98
100%	60%	40%

60% of the respondents live in urban area while 40% are from rural areas. This implies that people from urban areas are familiar with the use of Social Media platforms compared to those from rural areas.

Social Media platforms mostly used by students at higher education

The research findings showed that the following social media platform are mostly used by students at higher education in Rwanda: WhatsApp, Facebook, YouTube, Twitter, LinkedIn, WeChat, and Telegram.

Table 4: Reasons of youth at higher education for using social media

Number of respondents	Learning new skills	Celebrity/ build reputation	Making money	Relaxing /chatting with friends	Networking/meeting new friends
248	57	19	15	92	65

100%	23%	8%	6%	37%	26%

37% of respondents use Social Media platforms for relaxing and chatting with friends. 26% of respondents use social media platforms for networking/meeting new friends. 23% represents respondents who use social media platforms in learning new skills. 8% represents respondents who use social media platforms to build their reputation. 6% represents respondents who use social media platforms as a source of income.

The figures in the table 5 indicate that students at higher education use social media platforms to interact with people from different cultures which influence their personalities and cultural identity.
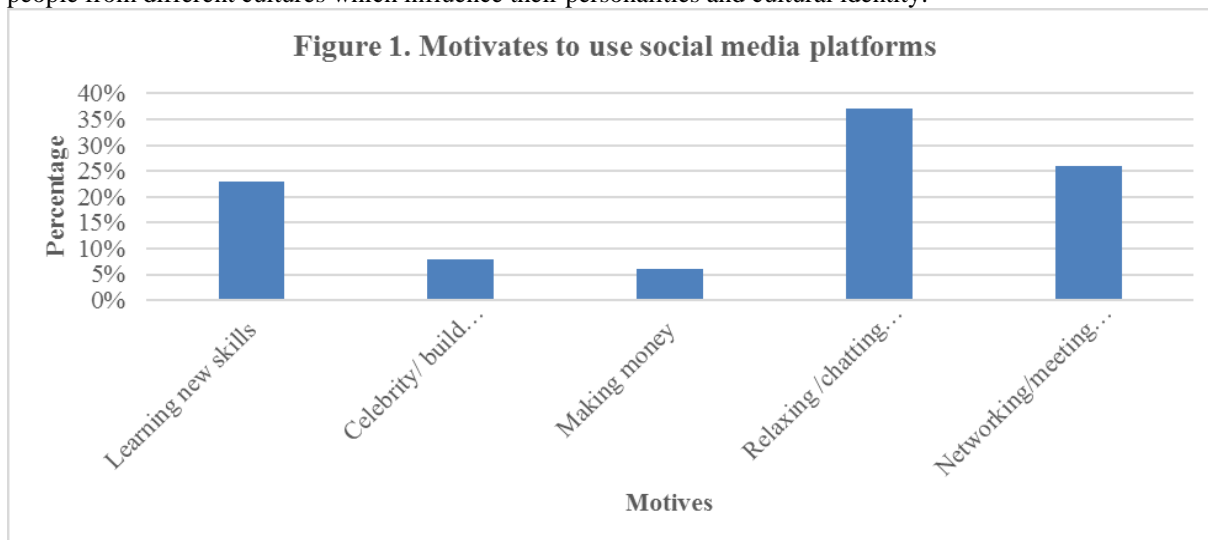

Figure 1 indicates that students at higher education use social media platforms to interact with people from different cultures which influence their personal cultural identity.

Table 5: Frequency of social media use

Number of respondents	Hourly	Daily	Weekly	Monthly
248	80	121	38	9
100%	32%	49%	15%	4%

49% represents respondents who use social media platforms on daily basis. 32% of respondents use social media platforms hourly. 15% represents respondents who use social media weekly. 4% represents respondents who use social media platforms.
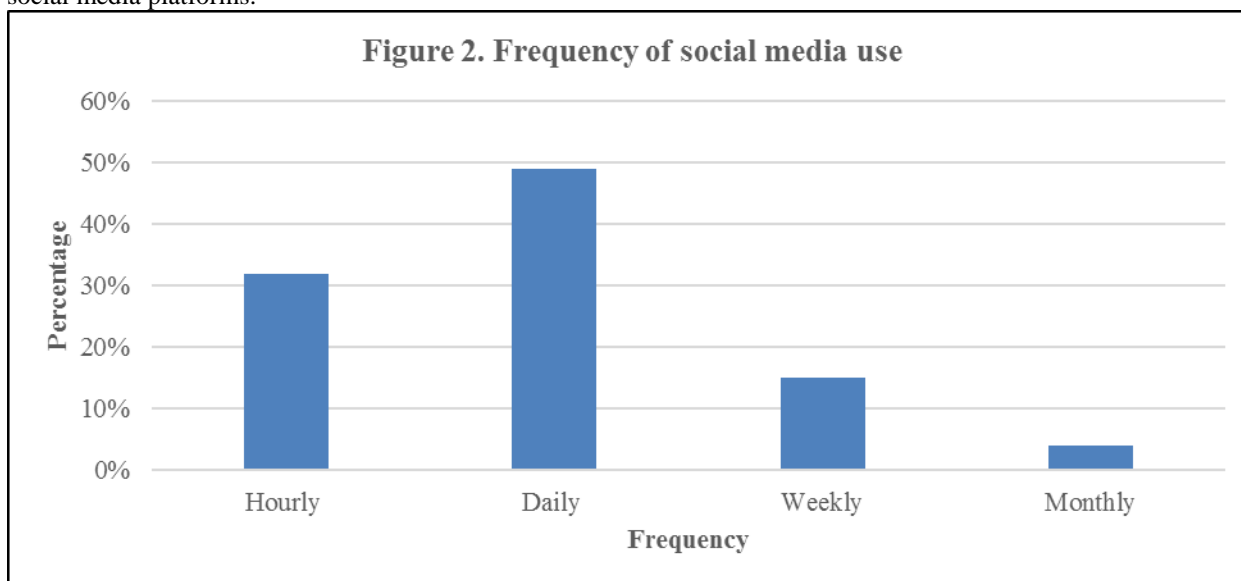

Figure 2 shows that social media is part of students' life as a high percentage proves that they use them daily.

Table 6: Effects Social Network Sites on the culture of Rwandan

Number of respondents	Negative	Positive	Both	None
248	106	58	84	0

100%	43%	23%	34%	0%

43% represents respondents who agree that Social Network Sites affect Rwandan culture negatively. 34% represents respondents who agree that Social Network Sites have both negative and positive effects on Rwandan culture. 23% represents respondents who agree that Social Network Sites have positive effects on Rwandan culture. Data presented in table 7 indicate that the Social Network Sites have negative effects on the culture of Rwandan as represent by youth at Higher Education level.

Figure 3. Effects Social Network Sites on the culture of Rwandan youth especially at Higher Education level
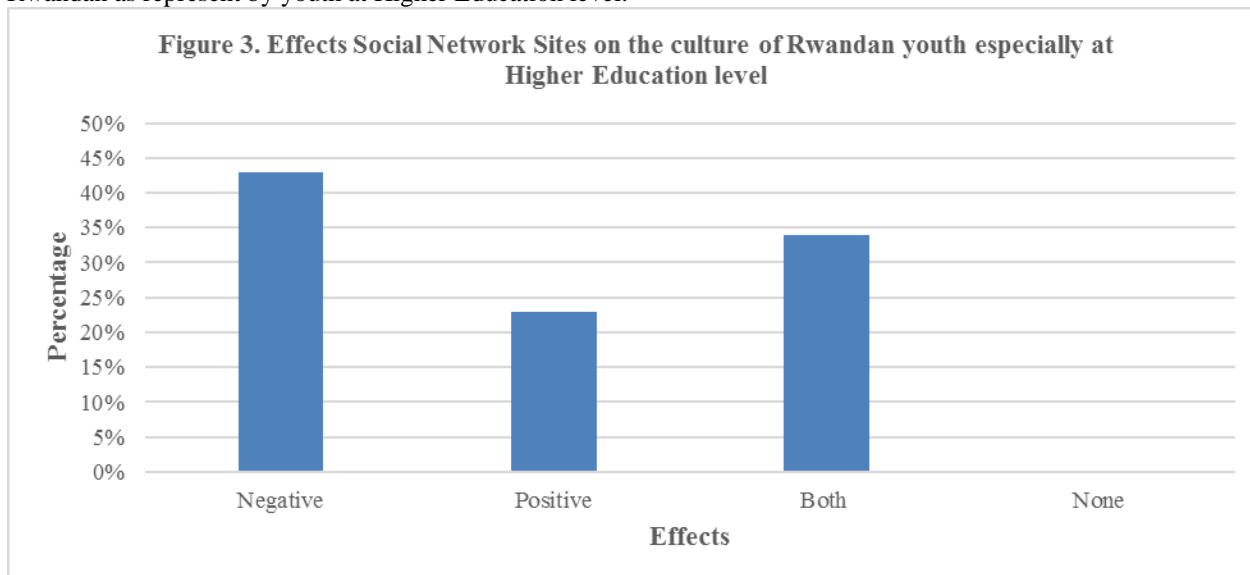
Data presented in Figure 3 indicate that the Social Network Sites have negative effects on the culture of Rwandan youth especially at Higher Education level.

Table 7: Forms of acculturation experienced by students at IPRC Musanze

Number of respondents	Separation	Integration	Assimilation	Marginalization
248	36	109	103	0
100%	14%	44%	42%	0%

From the data in the table 8, the findings revealed that 44% of respondents testify that Social Media platforms influence youth at Higher education to practice culture integration and the latter is the most experienced type of acculturation. 42% represents respondents who agree that assimilation is another form among the types of acculturation acquired by youth from Social Media platforms. 14% represents respondents who agree that separation is one of the types of acculturation from Social Media platforms. This shows that the use of social media influences a big number of youth at higher education to accommodate foreign cultures along with the Rwandan culture.
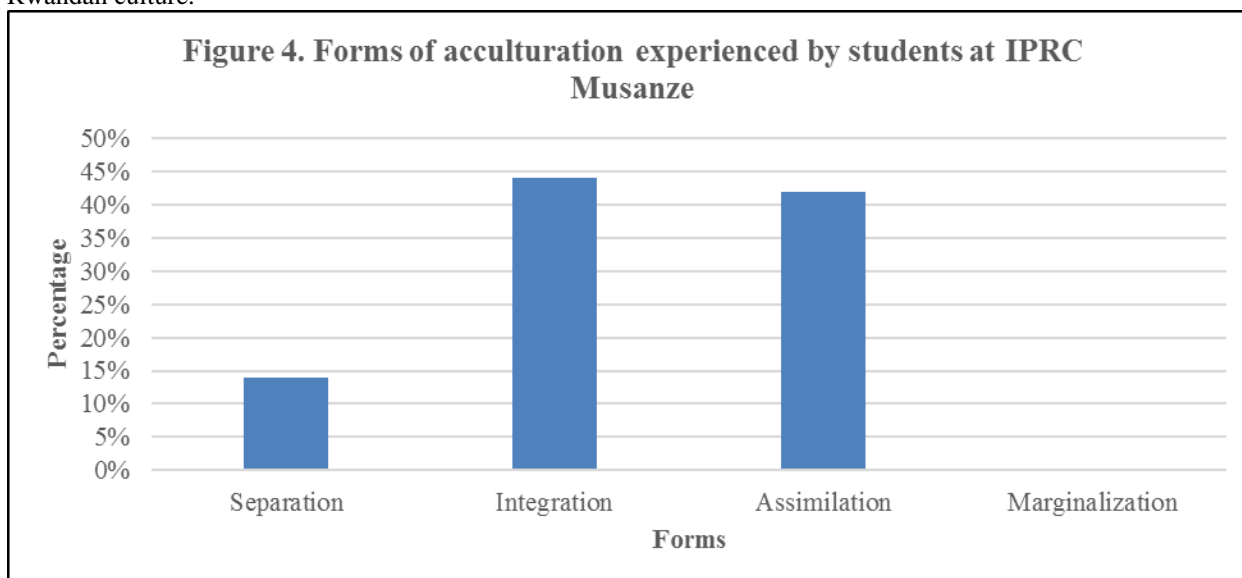

Figure 4. Forms of acculturation experienced by students at IPRC Musanze

Figure 4 shows that a big number of respondents prefer to accommodate foreign cultures along with the Rwandan culture.

Table 8: Linguistic influence of Social Network Sites on Rwandan youth at Higher Education

Number of respondents	Dilute Kinyarwanda language	Kinyarwanda language evolvement	None
248	135	81	32
100%	54%	33%	13%

54% represents respondents who say that Social Network Sites contribute to the dilution of Kinyarwanda language. 33% represents respondents who affirm that Social Network Sites contribute to the evolvement of Kinyarwanda language. 13% represents respondents who state that Social Network Sites have no contribution to Kinyarwanda language.

This indicates that Social Network Sites have both negative and positive impacts. The findings revealed that though social media greatly weaken Kinyarwanda language by introducing other languages' patterns in it; Social Network Sites also contribute to the language evolvement by creating new language structures.

Figure 5. Linguistic influence of Social Network Sites on Rwandan youth at Higher Education
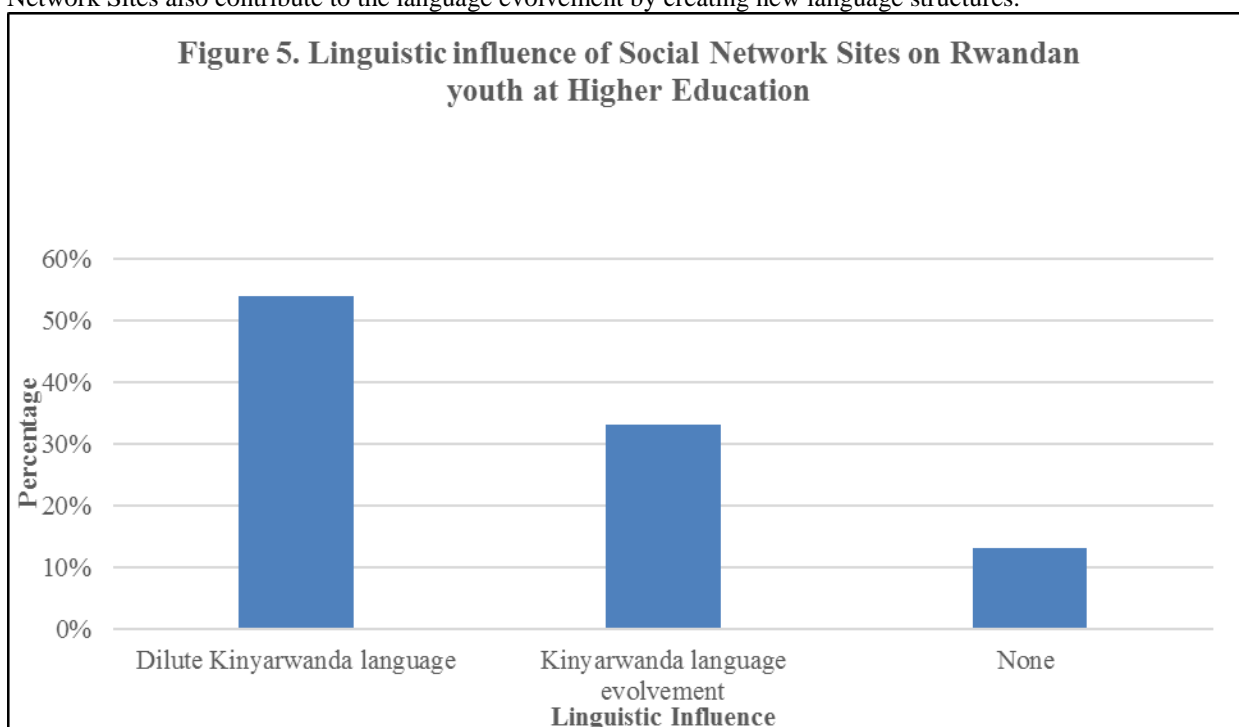
Figure 5 indicates that Social Network Sites have a great impact to the dilution of Kinyarwanda language by introducing other languages' patterns in it.

Table 9: Social media influence on youth living style (food, clothing, etc.)

Number of respondents	Yes	No
248	178	70
100%	72%	28%

72% represents respondents who affirm that Social Media platforms influence their living styles. 28% represents respondents who state that Social Media platforms have no influence on their living styles.

Figure 6. Social media influence on youth living style
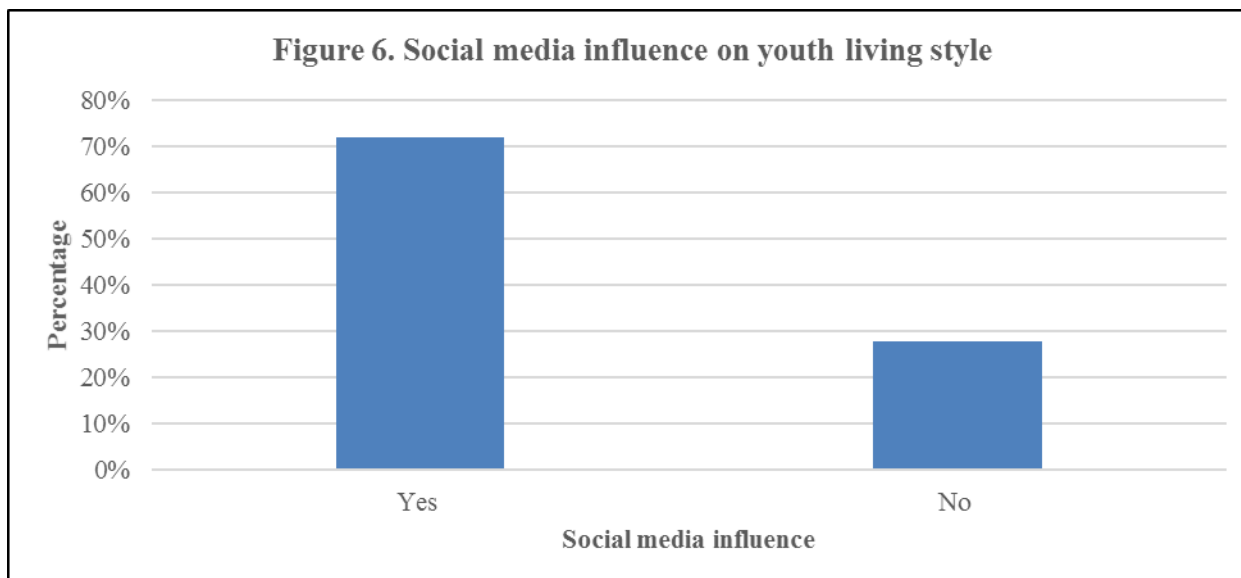
From Figure 6, it is observed that Social Media platforms influence the living styles of students at higher education in Rwanda in one way or another.

Table 10: Influence of Social Network Sites on people's behaviours

Number of respondents	Strongly agree	Agree	Strongly disagree	Disagree	Neither agree nor disagree
248	124	94	21	9	0
100%	50%	38%	8%	4%	0%

50% of the total respondents strongly affirms Social Network Sites influence people's behaviours. 38% represents respondents who agree that Social Network Sites influence people's behaviours. 8% represents respondents who strongly disagree on Social Network Sites influence on people's behaviours. 4% represents respondents who disagree that Social Network Sites influence people's behaviours.
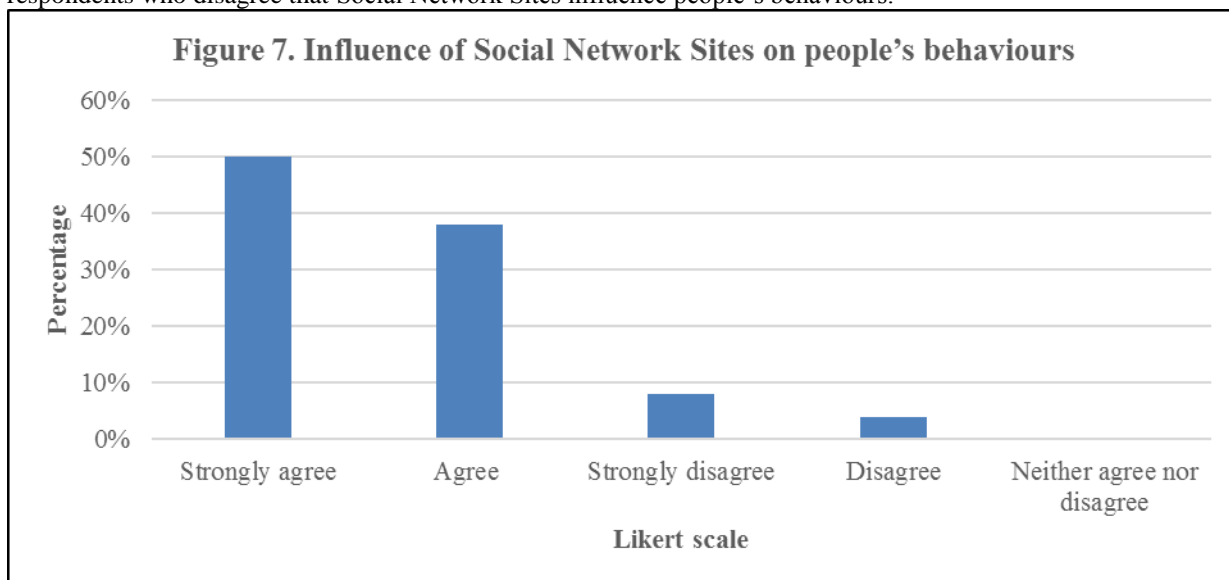
Figure 7. Influence of Social Network Sites on people's behaviours

Figure 7 indicates that Social Network Sites influence the way people behave in their daily life.

8.   Conclusion

The widespread use of the internet and social platforms has provided various sources of online information and become one of the most important communication tools for people worldwide. Rwandan young generation especially those in higher learning education are not left behind. The intensive use of social media has contributed to the youth's integration and assimilation of cultures which in turn lead to acculturation. In the same vein, the study aimed at exploring how the use of social media affects students' acculturation in higher education settings. It reflects on forms of acculturation that youth in higher education experience through the exploitation of social network platforms. Recommendations as strong interventions are suggested to address

forms of negative effects of acculturation from social media.

Both qualitative and quantitative methods were used to collect, present and analyse data. The findings have proven that Social Network platforms have effects on youth at higher education. Moreover, findings revealed that from using social media, youth at higher education acquire various cultures by integration, adaptation and assimilation which lead to acculturation. The acculturation of Rwandan youth at higher education level was reflected in losing Rwandan cultural identity and efficient use of Kinyarwanda language command. It is worth saying that due to accommodating foreign cultures, integrating foreign language structures, and creating new language structures influence the Rwandan youth's living styles, behaviours and language use in their daily life. From the findings of the research, youth and all readers of this paper it is recommended to well utilise social media, preserve national cultural identity and values. Learning from others is good but it is wise to choose the best practices from other cultures and not grasping everything presented by social media platforms. As stated by Rugamba (1987), it is wise to keep firm practices in line with a country values and in accordance with the culture of the society someone lives in.

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