

The Effectiveness of Implementing (ESA) Sequence in Teaching Paragraph Writing Skill at Palestine Technical College

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Abstract

This research aimed at examining the effectiveness of implementing (ESA) sequence in teaching writing skill, mainly paragraph at Palestine Technical College. The researcher adopted the experimental approach on a sample of 60 students studying at Palestine technical college. The sample was divided into two groups: an experimental group consisting of 30 students. The control group consists of 30 students'. The researcher used pre/post Test to explore students' performance in writing paragraphs. The test was used as a posttest to assess any possible differences. The data were treated statistically using of SPSS. The findings revealed that there were significant differences in participants' performance before, and after the implementation of (ESA) sequence in favor of post-performance. There were significant differences between the scores of male students, and that of female ones in favor of female. The researcher revealed that the implementation of (ESA) sequence had a great effect size. Thus lecturers should implement (ESA) sequence in teaching English proficiency and writing skill in particular.

Keywords: (ESA Sequence, Paragraph writing Skill.)

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I. Introduction

By the end of the twentieth century, English was already well on its way to become a genuine lingua franca that is a language used widely for communication between people who do not share the same first (or even second) language (Harmer, 2007). The core of teaching process is the arrangement of the environment within which the students can interact and study how to learn. Teacher takes heavy responsibility to make them interested and involved in language learning. The teacher needs to know what to teach clearly; the learners' level and their characters; what method and techniques and what teaching aids to be used (Harjali, 2017)

International demand for learning English has dramatically increased during the last three decades(Alsagoff ,2012).The main reason is that English is the world's most widely used foreign or second language (L2).According to a statistical report ,issued by Ethnologic Languages of the World (2012) ,the total world population is 6 billion ,of which 505,000,000 use the English language as a foreign language ,and one of four can communicate in English .Further English is the language of commerce ,science ,and technology , people from different linguistic backgrounds are using English to communicate with each other .

Thus no one can deny the importance of English language it is the language of science and technology .It became a trend nowadays to speak in English language even in the Palestinian community .The researcher observed that most of the parents send their kids in the summer holiday to trusted centers to improve their English language .They know exactly that English is the language of knowledge.

Writing can help achieve increased communication, self-understanding and Well-being (NHS Estates 2002; Staricoff 2004; White 2004).

Writing can help people understand themselves better, and deal with depression, distress, anxiety, addiction, fear of disease, treatment and life changes and losses such as illness, job loss, marital breakdown and bereavement .Writing provides simple, quiet, private, focused, recorded forms of reflection (Bolton, 2011, pp.21-22).

Writing is one of the two productive skills in learning English that comes after speaking. As a productive skill, many private college students struggle a lot to master English writing skills. Some research findings have indicated that the students' writing ability is yet far from satisfaction. Katilie (2003) carried out a study of why the students had a poor quality in English writing composition. She found that the reason why the students achieved unpleasant result in writing English composition was because the practices of inappropriate teaching strategy in the class.

Many students feel that new technology will decrease or even eliminate the need to study writing. In fact, new technology and new ways of communicating through e-mail and discussion boards make the ability to write well more important in the twenty-first century than ever before (Robitaille, 2007)

Maley (2009), for example, emphasizes the following benefits of creative writing:

- It aids language development at all levels: grammar, vocabulary, phonology and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings.
- It requires a willingness to play with the language; and It concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.

Therefore writing is so important since it is productive skill .Unfortunately many students speak English fluently ,but they can't write simple piece of writing like composition or paragraph .The researcher thinks that's due to bad ,improper strategies If the lecturers apply the suitable ways then everything will be okay .Lecturers should lead their students to the right path .Thus the researcher believes due to her experience that adopting proper strategies will lead to improving writing skill .The researcher revised many studies which attempted to develop English writing skill .ESA sequence is one of them .

Palestinian students suffer from clear weakness in their writing skills .Their simple writings lack unity, correct capitalization, punctuation, and they are full of spelling mistakes.

Lecturers launch great efforts to solve such complicated problem by applying fruitful strategies, and positive instruction. Lecturers should search for strategies that improve the four language skills of English .Thus they should implement strategies that develop critical, analytical and creative thinking .Traditional methods and instruction are useless and boring.

Considering the fact that, students need exposure, motivation and opportunities for language use, Harmer (2007) suggests that most teaching sequences need to have specific features or elements. These elements are **engage**, **study** and **activate**.

a) Engage

Things are much better learned if both our minds and hearts are brought into service. Moreover, it can be said that arousal and affect are essential for successful language learning

(Harmer, 2007).Thus lecturers should prepare activities that engage students to work in groups together .Therefore in this phase the researcher tries to attract students to the topic. She tries to focus their attention by making the learning environment more exciting and interesting its considered as a kind of brainstorming .Therefore she makes the atmosphere comfortable and amusing.

The focus of this stage is building engagement

b) Study

The study phase of ESA describes teaching and representation of any language teaching and learning elements where the main attention centers around on how something is formed. The focus of this stage is mainly on the form of the language and the learners are obliged to do from-focused activities (Harmer, 2007, p.19).Thus here the researcher focuses on the language itself and its structure she tries to simplify everything .

The focus here is on accuracy of the target language.

c) Activate

Harmer (2007) holds that the more learners are given opportunities to activate different elements of language they have accumulated in their brains, the more autonomous their use of these elements become.This phase is so important the students are no more afraid ,they found the learning atmosphere interesting they begin to share ,participate ,write their own pieces of writing .They cooperate in pairs or in groups ,they are active ,confident and positive .

The ESA sequence begins with engage ,study then activate, but later it becomes a mixture of all, and according to the situation .The researcher is sure now that the students are motivated in the writing activities .They learn from each other .

The focus of this stage is on communication and fluency.

There are three common sequences that teachers can use with ESA, and Harmer calls these:

-Straight Arrows this one is simple –the stages go in order, **Engage to Study to Activate**

-Boomerang would be E-A-S-A.Engage to Activate to Study to Activate to Study to Engage.

-Patchwork an example would be E-A-S-A-S-E .Engage to activate to Study to Activate to Study to Engage.

Many studies examined the effectiveness of ESA sequence in the leaning process, and acquiring the four English skills as in Pratiwi, 2007; Khoshima, 2016 and Fithria, 2019 asserted the importance of (ESA) model in

students' involvement in speaking skill. Mukhaimar, 2016 and Nguyen, 2019 asserted the positive impact of (ESA) strategy on teaching English grammar. Vikasari, 2019; Daharia, 2016 and Herdi, 2018 emphasized the effectiveness of (ESA) method in improving students vocabulary mastery.

Shokri, 2017 asserted the impact of ESA elements to improve reading comprehension skill.

Thus Robertson and Acklam emphasized the importance of ESA sequence in the learning process and to increase students' achievement in learning English, therefore they prepared action plan for teachers to teach English language well by applying ESA sequence.

Kasumi, 2017 asserted the correlation between skills in communicative language teaching and ESA in Kosovo schools. Wahyidi, 2017 emphasized the effectiveness of ESA to improve listening skills.

Here the researcher revised many studies which implemented (ESA) sequence in teaching writing skills as in (Arifani, 2019) asserted the significance of implementing ESA sequence to improve students' ability to write descriptive texts. (Dharma, 2016) emphasized that there is significant differences of writing recount text between the students who are taught using ESA, and the students who were taught without using ESA of the eight grades students of MTS N 1 Pontianak. (Saragih, 2015) asserted the significant effect of Engage, Study, Activate technique on students' achievement in writing narrative text.

(Yuniarti, 2015) asserted the impact of (ESA) sequence to improve the students' ability to write advertisements and posters. (Munawaroh, 2015) this research was intended to figure out the effectiveness of ESA in improving the subjects' writing skill. The result of the post-test showed that there was significant improvement of the students' descriptive paragraph writing. (Script, 2011) asserted that there is an improvement of the students' descriptive text writing ability taught through ESA in group work.

II. Significance of the study

- 1- Lecturers may benefit from the implementation of ESA sequence in teaching the four skills of English language.
- 2- Students at Palestine Technical College may develop their writing skills through the implementation of ESA sequence.
- 3- Lecturers may generalize the findings and apply ESA sequence to teach reports, memos, composition and essays.
- 4- It would be a guide to other researchers how to implement ESA sequence at their classes.

1. Statement of the Problem: Students at *Palestine Technical College* are poor writers. Their simple pieces of writing are full of spelling mistakes, thus their simple pieces of writing lack development, and unity. In addition to that they lack correct punctuation, capitalization and indentation. The researcher tried to solve such problem by having a look on many studies that were adopted to improve writing skill. She was attracted by ESA sequence since it is considered as active learning. The researcher was sure that such sequence will make the learning process interesting. The students will be motivated, they will practice cooperation. The researcher is sure that the students by adopting such sequence they will be active and had positive attitude towards learning writing skill. It will be a chance for low achievers to communicate with high achievers and learn more and more. The researcher is sure that traditional ways are useless. This study is an attempt to examine (ESA) sequence in improving writing skill mainly paragraph. *The paragraph* is a piece of writing which consists of about seven sentences. It should be indented in the beginning to leave a small space then start writing. The most important sentence is the topic sentence since it gives the reader an idea about the whole paragraph, then it is followed by supporting sentences and then ended by the concluding sentence. The writer should take care of coherence, and cohesion. Ideas should be connected properly and smoothly. Capitalization and punctuation are important factors of correct paragraph (Folse, 2010, p. 1)

III. Thus, the study problem can be stated in the following major question:

3.1 *What is the statistically significant effect of (ESA) Sequence on Palestine technical college students' paragraph writing skills?*

Sub Questions:

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the posttest of the experimental group which were taught paragraph writing by (ESA) sequence and that of their counterparts in the control group taught by the traditional way?
2. How to implement (ESA) sequence at class to develop paragraph writing skill?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in the posttest of the experimental group taught paragraph writing using (ESA) sequence attributed to the gender variable?

IV. Methodology

This part covers the procedures followed throughout the study.

4.1. Type of research design

The researcher will adopt the experimental approach, as two groups will be assigned as the participants of the study; the experimental group, and the control one.

4.1.1. Sample:

The sample of the study consisted of purposively chosen (60) students distributed into two groups; the experimental group, which consisted of (30) students (15) male students, and (15) female students, and the control group, which included (30) students (15) male students, and (15) female students.

4.1.2 Study Variables'

- 1- The dependent variable paragraph writing skill
- 2- The independent variable ESA sequence

V. Instrumentation

The researcher used a pre- post writing test which was prepared by the researcher .Its main aim to measure the effect of ESA sequence on developing paragraph –writing skill. The researcher consulted experienced lecturers and English doctors.

The researcher developed a paragraph writing achievement test skill through eight questions. The division of questions into skills is as follows: -

- Writing a coherent paragraph. (Q1, and Q4) (9 marks)
- Paragraph development. (Q3) (6 marks)
- Paragraph unity, coherence and cohesion. (Q5, and Q6) (9 marks)
- Topic sentence. (Q2) (2 marks)
- Concluding sentence. (Q7) (2 marks)
- Supporting sentences. (Q8) (2 marks)

5.1.1. Pilot Study

The test was applied on a random sample which consisted of (40) students. The results were recorded and statistically analyzed to measure reliability. The items of the test were modified in the light of the statistical results.

5.2.1. Validity of the test

The researcher checked both the validity of the paragraph writing achievement test according to the pilot study. The following steps were adopted:

5.2.2. Referee validity

The test was modified considering the specialists' remarks; some questions were omitted, and other questions were exchanged by other suitable questions. The items of the test were modified in accordance with the specialists' recommendations.

5.2.3. Internal consistency

The internal consistency validity indicates the correlation of the degree of each item with the total degree of the test. It also indicates the correlation of the average of each scope with the total degree. This validity was calculated by using Pearson Formula. Table (1) shows the internal consistency validity results:

Table (1)
Correlation coefficients between test questions, and all degree

Items	Correlation coefficients	Sign value
1	**0.764	Sign at (0.01)
2	**0.684	Sign at (0.01)
3	**0.741	Sign at (0.01)
4	**0.623	Sign at (0.01)
5	**0.584	Sign at (0.01)
6	**0.795	Sign at (0.01)
7	**0.674	Sign at (0.01)
8	**0.689	Sign at (0.01)

** R table at (df. = 38), sign level (0.01) = (0.38)

* R table at (df. = 38), sign level (0.05) = (0.31)

According to table (1), the correlation coefficient of each item within its domain was significant at levels (0.01).

Table (2) shows the correlation coefficient between writing skills and all of the test degree.

Table (2)
Correlation coefficients between skills, and all degree of the test

Skills	Correlation coefficients	Sign value
Writing a coherent paragraph	**0.659	Sign at (0.01)
Paragraph development	**0.710	Sign at (0.01)
Paragraph unity, coherence and cohesion	**0.626	Sign at (0.01)
Topic sentence	**0.746	Sign at (0.01)
Concluding sentence	**0.596	Sign at (0.01)
Supporting sentences	**0.635	Sign at (0.01)

** R table at (df. = 38), sign level (0.01) = (0.38)

* R table at (df. = 38), sign level (0.05) = (0.31)

According to table (2), the coefficient correlation of each item within its domain was significant at level (0.01). According to the following tables, the researcher concluded that the test is highly consistent, and valid as a tool for the study.

5.2.4. Time Estimation

In fact, in order to examine the suitability, and appropriateness of the test in terms of time, difficulty, and discrimination coefficient, the test was conducted (as a pilot study) on (40) students who had similar characteristics of the target, control, and experimental group. These 40 students from the same cultural and environmental background. The researcher used the following equation to compute the test time.

The trial application helped in estimating the time needed for answering the questions according to the following equation:

$$\{ \text{Time Estimation} = \frac{\text{Time of first five pupils} + \text{Time of the last five pupils}}{10} \}$$

$$\{ \text{Time Estimation} = \frac{(343) + (455)}{10} \}$$

It is clear that the test time exceeds (79.8) minutes. Consequently, the researcher gave sufficient time for the students. The test time was (90) minutes.

5.2.5. Difficulty Coefficient

Difficulty Coefficient means the percentage of the failing pupils to the total of students who took the test. It can be calculated by using the following equation:

$$\{ \text{Co. of difficulty} = \frac{\text{Number of pupils who gave wrong answers}}{\text{Total number of students}} \}$$

Table (3) shows the difficulty coefficient for each item of the writing achievement test.

5.2.6. Discrimination coefficient

Discrimination coefficient refers to the test ability to differentiate between the high achieving students, and the low achieving counterparts.

Co. of discrimination

$$= \left\{ \frac{\text{No. of correct items of high achiever} - \text{No. of correct items of low achievers}}{\text{No. of on group (lower or higher achievers)}} \right\}$$

Table (3) shows the discrimination coefficient for each item of the writing achievement test.

Table (3)
Difficulties and discrimination coefficients of the items, and the total of the test

Q	Difficulty coefficients	Discrimination coefficients	Q	Difficulty coefficients	Discrimination coefficients
1	0.40	0.42	5	0.53	0.64
2	0.68	0.40	6	0.63	0.57
3	0.35	0.43	7	0.45	0.39
4	0.38	0.36	8	0.45	0.54
The average of difficulty coefficients				0.484	
The average of discrimination coefficients				0.469	

Table (3) results showed that the difficulty coefficients ranges from (0.35) to (0.68), where the average of all difficulty coefficient is (0.484). This means that each item was acceptable, or in the normal limits of difficulties according to the viewpoint of assessment, and evaluation specialists. Also, table (3) results showed that the discrimination coefficients ranges from (0.36) to (0.57), where the average of all discrimination coefficients (0.469). The discrimination coefficients of all test items are also acceptable since they are above (30%). This means that the test items have good difficulty, and discrimination coefficients.

5.2.7 Reliability of the test

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Kuder-Richardson (K-R20), and the Split-half method.

5.2.8. Split Half Method

This method depends on splitting the writing achievement test, and calculating the correlation between the parts. To calculate the corrected split half correlation, the researcher first calculates the correlation between the two sets of half test scores. We could interpret this correlation as an estimate of the reliability of the two halves. Then corrected correlation coefficient by using Spearman Formula.

$$\{Reliability = \frac{2 S^2_{h1} S^2_{h2}}{S^2_x + 1}, \text{ where}\}$$

S^2_{h1} is the unbiased estimator of the variances of one set of half test scores;

S^2_{h2} is the unbiased estimator of the variances of second set of half test scores;

S^2_x is the unbiased estimator of the variances of total test scores.

Table (4): shows split half coefficients for the writing achievement test:

**Table (4)
Reliability for the writing achievement test by split half method**

Model	Questions	S^2_{h1}	S^2_{h2}	S^2_x	Reliability
Writing test	8	0.682	0.607	0.808	0.893

Table (4) results show that a reliability coefficient is acceptable because it is above (0.7), which means that the test is reliable, and valid to apply.

5.2.7. Kuder -Richardson (K-20) Method

K-R20 test depends on calculating the percent of students who got an item right, and percent of students who got an item wrong, then applied the following formula:

$$\{K-R20 \text{ formula} = [n / (n-1)] [1 - (\sum pq / s^2)]\}$$

p= item difficulty (percent of students who got an item right)

q= 1-p (i.e., percent of students who got an item wrong)

n= the No. of items.

In the light of above formula, the results showed that reliability by using above formula equal (85.52%). That's mean the test interested in high reliable.

5.2.9. Previous performance in writing achievement test

To ensure that the two groups were similar in their previous mastery of the achievement in study tool, the researcher examined two groups' performance on the pre writing test. Table (5) outlines the results of the test.

**Table (5)
T test for differences between control, and experimental groups in a pre-writing test**

Tool	Groups	No.	Mean	Std.	t	Sig.
Writing test	Control	30	16.467	2.27	1.584	0.119
	Experimental	30	15.033	4.41		

* T table at (df = 58), ($\alpha \leq 0.05$) equal (2.02)

Table (5) showed that Sig. value was more than (0.05), and T calculated was less than T table. That's mean there were no statistically differences between means score in a-pre writing skills test due to groups.

5.3.1. The answer of the first question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the posttest of the experimental group which were taught paragraph writing using (ESA) and that of their counterparts in the control group taught by the traditional way?

To answer the first question (Independent Samples T test) was used to check the differences between groups on post writing test.

Table (6)
T test for differences between control, and experimental groups in post-writing test

Skills	Groups	No.	Mean	Std.	T	Sig.	Eta Square
Writing a coherent paragraph	Control	30	5.00	1.44	6.51	0.000	0.422
	Experimental	30	7.033	0.927			
Paragraph development	Control	30	4.067	0.828	12.28	0.000	0.722
	Experimental	30	5.967	0.183			
Paragraph unity, coherence, and cohesion	Control	30	5.40	1.632	0.064	0.949	0.000
	Experimental	30	5.367	2.33			
Topic sentence	Control	30	1.267	0.785	4.12	0.000	0.227
	Experimental	30	1.900	0.305			
Concluding sentence	Control	30	1.300	0.702	2.257	0.028	0.081
	Experimental	30	1.67	0.547			
Supporting sentences	Control	30	1.133	0.682	3.832	0.000	0.202
	Experimental	30	1.733	0.521			
Writing test	Control	30	18.167	2.350	8.762	0.000	0.56
	Experimental	30	23.667	2.510			

* T table at (df = 58), ($\alpha \leq 0.05$) equal (2.02)

Table (6) shows that Sig. value was less than (0.05), and T calculated was more than T table. That means there were statistically differences between mean scores in post writing skills test due to groups experimental and control group.

So, there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the posttest of the experimental group which were taught paragraph writing using (ESA) sequence, and that of their counterparts in the control group taught by the traditional way. In addition, the table shows that these differences are in favor of experimental group students.

5.3.2. The answer of the second question

- The lecturer prepares some materials related to teaching paragraph writing skill .Such materials focus on the basic skills of paragraph writing such as topic sentence, supporting sentence, concluding sentence, indentation, capitalization and punctuation.
- The lecturer presents well designed paragraphs with indentation using PowerPoint to students.
- The lecturer begins to engage students by asking questions about the paragraph ,she asks them to reflect upon it .She asks questions such as how many lines do you see .She asks about indentation also .
- Students begin to share and deliver their opinions as a paragraph has eight lines; the lecturer explains that there should be a space at the beginning of the paragraph which is called indentation.
- In the second stage the lecturer mainly *Study phase* talks more and more about the body of the paragraph such as topic sentence, where it should be written .She explains more and more that the topic sentence is the essence of the paragraph hence where we read the topic sentence we know directly what the paragraph will be about .The lecturer explains more about the topic sentence.Sometimes it may be written at the beginning or in the middle or at the end.
- The lecturer presents more paragraphs and asks students to identify where the topic sentence is.
- The lecturer moves to ask students about supporting sentences .She presents paragraphs with topic sentence and asks students to write together more and more supporting sentences.
- The lecturer then moves to talk about concluding sentences .Therefore she presents paragraphs and then she asks students to provide their concluding sentences.
- The lecturer asks students using their names such thing is so important psychologically.
- She encourages students using lovely expressions such as fantastic, well-done etc.....
- In the *second phase* the lecturer also focus on capitalization, punctuation, and unity of the paragraph.
- The lecture asserts pair and group work.
- In the *third phase* students should be more active ,positive ,confident of themselves .They are no more afraid of anything else .They participate they work in groups .It's a chance for low achievers to be with high achievers side by side
- Thus the learning process begins with engage, study ,then activate sequence then it becomes mixture of all.

5.3.3. The answer of third question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in the posttest of the experimental group taught paragraph writing using (ESA) sequence attributed to the gender variable?

To answer the third question (Independent Samples T test) was used to check the differences between male and female students' mean scores in the post-writing test.

Table (7)
T- Test for differences between males, and females in experimental group at post-writing test

Skills	gender	No.	Mean	Std.	t	Sig.
Writing a coherent paragraph	Males	15	6.80	0.942	1.400	0.172
	Females	15	7.267	0.884		
Paragraph development	Males	15	5.933	0.252	1.00	0.326
	Females	15	6.00	0.001		
Paragraph unity, coherence and cohesion	Males	15	4.267	2.463	2.902	0.007
	Females	15	6.467	1.597		
Topic sentence	Males	15	1.80	0.414	1.871	0.072
	Females	15	2.00	0.001		
Concluding sentence	Males	15	1.733	0.458	0.661	0.514
	Females	15	1.600	0.632		
Supporting sentences	Males	15	1.733	0.594	0.00	1.00
	Females	15	1.733	0.457		
Writing test	Males	15	22.267	2.12	3.646	0.001
	Females	15	25.067	2.09		

* T table at (df = 28), ($\alpha \leq 0.05$) equal (2.24)

Table (7) shows that Sig. value is less than (0.05), and T calculated is more than T table. So, there are a statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in the posttest of the experimental group taught paragraph writing using (ESA) sequence attributed to the gender variable. Also, the table showed that the differences are in favor of females.

VI. Findings

1. The findings of *question one* indicated that there were significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post-test between the experimental, and control group in favor of the experimental group with a large effect size. This means that ESA sequence was effective in improving writing skill .The researchers' mean aim was to develop and improve writing skill.Thus the researcher can adopt the ESA sequence to teach other topics in writing such as report ,essay ,memos ,formal email etc.

The researcher can apply ESA sequence to teach other skills such as reading, speaking, and even listening .ESA sequence proved to be effective and vital tool in developing English proficiency .The researcher had deep closer look on many studies which implemented ESA sequence to improve the four basic English skills.

2. The findings of *question three* indicated that there were significant differences at ($\alpha \leq 0.05$) between the mean sores of female and male students in favor of female. Thus the researcher should launch more effort with male students ,therefore she should encourage them .Raise inner confidence inside them .The researcher should behave intelligently with male students .They need guidance ,supervision ,and praise .Even calling the male student by his first name leaves appositve effect .Later the researcher prepares more classroom activities to indulge them in the learning process .Unfortunately many lecturers focus on female students ,and they neglect male students .Therefore the researcher should change this passive idea.

According to the results obtained, it was found that there were significant differences between the mean score of the experimental group, and that of the control one in writing paragraph. The experimental group had more improvement in their scores than the control group did .Hence ,results showed that applying (ESA) sequence can positively affect students' writing ability .Students were collaborating ,and interacting with each other's to complete the assignment, and learning through modeling .The results agree with *Saragih ,2015; Munawroh ,2015 and Script ,2011*

Thus, and according to the statistical treatment it is clear that using (ESA) sequence have great role in developing paragraph writing skills of the students at Palestine Technical College in Deir El- Balah. They have better paragraphs after applying (ESA)sequence. The students learned through groups with unfrighting atmosphere that's increased their confidence, participation. They compete to write the best paragraphs.The lecturer encouraged them so much by praising their written pieces. The lecturer encouraged students by selecting the best paragraphs .She makes students compete with each other one by one or through groups .Students like such a atmosphere thus they did all their best to write the best paragraphs . The lecturer decided to launch more effort with male students since their results were less than female students. In fact lecturers as well as teachers should reinforce students' confidence more, and more some of them are brilliant students, but they need courage, and more training .They deserve care, and effort.Therefore lecturers and teachers should implement modern strategies to improve the basic four skills of English .More effort should be launched to improve and develop writing skill Developing such skills develop the students' personality who are able to communicate and express themselves whether orally or in written texts. ESA sequence is considered from the modern strategies that encourage active learning which attracts students ,activates them and makes the learning process attractive ,interesting and amusing .Students are no more interested in poor ,boring traditional ways .In such age of technology and social networking sites no more place for traditional methods of teaching and learning .Lecturers should adopt modern ways and they should have a look on modern fruitful instruction and strategies to develop the basic four skills of English .

6.1. Conclusion

- The ESA sequence increased the students' interaction in class as they work in pairs, or in groups.
- ESA sequence improved the teachers' instruction and varied activities implemented at class.
- ESA sequence increased the interaction at the class and makes the learning environment more exciting.
- ESA sequence also increased the students' confidence and involvement in the classroom activities.
- ESA sequence suited low and high achievers.
- ESA sequence was flexible to use in presenting the topics and mainly the required writing skills.
- ESA sequence considers the individual differences among learners since pair and group work was applied .The lecturer implemented it intelligently.
- It is a good chance that lecturers invite other English lecturers to attend a class while implementing (ESA) sequence to get benefit how to implement it at their classes therefore such visits are fruitful, and exciting.
- Lecturers should be trained to implement (ESA) sequence in the learning process.

VII. Recommendations

The researchers suggested the following recommendations

- Adopting modern strategies which improve the learning process and motivation.
- Developing and enriching the teacher's and lecturer's a guide with activities and modern strategies which improve the learning process.
- Preparing workshops to motivate lecturers to apply ESA sequence and to develop lecturers' abilities in teaching English.
- Encouraging lecturers to exchange visits and hold periodical meetings to discuss new strategies of teaching such as ESA sequence.
- Providing support for the learners to be able to learn on their own through using new strategies such as ESA sequence.
- Implementing modern strategies that activate students' prior knowledge such as ESA sequence.
- Watching educational YouTube on how to use ESA sequence in teaching the four skills of English.
- Conducting studies to examine the effect of ESA strategy on other variables such as positive thinking, concrete thinking, analytical thinking, and abstract thinking.
- Conducting studies to investigate the effect of ESA sequence on the four language skills, reading, speaking, listening and other forms of writing.
- Using the ESA strategy in the learning process encourages the students to be active and motivated when doing an activity.
- ESA sequence helps to reduce the gap between lecturers and learners when interacting together.
- ESA sequence is suitable for low and high achievers.
- ESA sequence instructions provide students with immediate feedback and different types of reinforcement.

- ESA sequence can be applied to teach other writing skills such as writing essay ,novel ,composition etc.....
- ESA sequence improves achievement in English language since it activates students and makes the learning atmosphere fantastic, interesting and positive.
- ESA sequence proved its effectiveness to improve the learning process and developing the four English skills so it should be adopted.
- ESA sequence develops critical, analytical and creative thinking since students begin to reflect upon topics and to think deeply on things.
- Lecturers should choose the best activities which help to employ such sequence; this is a very important point.
- Lecturers should implement modern strategies which develops the learning process. They should get rid of old, traditional methods.
- Lecturers should watch live YouTube on how to implement the sequence successfully.
- The researcher suggested holding competitions between classes or even students to write the best piece of writing and giving prizes .Students need activation and raising their spirit such prizes are excellent instrument to improve their writing skill.
- Writing distinguished students' names on social networking sites such as Facebook would have great effect .They will be delighted as well as their parents so this encourages them more and more to develop their writing skill .
- Researchers may focus on other types of paragraphs such as descriptive, narrative comparison and contrast.

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