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Investigating EFL Learners' Challenges in Paragraph Writing
The Case of Second Year Foreign Languages, Boudjlal Ibrahim High School

*Thesis submitted to the Department of English in partial fulfillment of the requirements for
the Degree of Master in Language and Communication*

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DEDICATION

In The Name of Allah, the Most Merciful, the Most Compassionate

Praise is to Allah, the almighty for always being there for us and blessing us with health, strength and peace.

It is an immense pleasure for us to dedicate my thesis to my beloved family who has been my source of inspiration and strength when I thought of giving up.

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ABSTRACT

Writing is such a challenging skill for many EFL learners, especially at the paragraph level. This study investigates the common difficulties learners face when writing paragraphs in English. It follows a mixed (quantitative and qualitative) research approach. It aims to explore learners' difficulties and gather teachers' views on their instructional methods and the writing performance of their students. Data collection was conducted using three instruments: a student questionnaire, semi-structured teacher interview, and students' written productions. The questionnaire targeted eleven second-year foreign language students at Boudjlal Ibrahim High School, aiming to capture their perceptions and experiences with paragraph writing. To complement this, three EFL teachers were interviewed to provide professional insights into instructional methods and learner performance. Furthermore, a detailed analysis of 21 student-written paragraphs was carried out to identify recurring patterns and linguistic issues in actual written output. The results indicated that limited vocabulary, inadequate paragraph organization, and frequent grammatical errors significantly inhibit students' writing proficiency. Additionally, lack of confidence and interference from the first language were found to impact their performance. Based on these findings, the study offers pedagogical recommendations to support EFL teachers as well as learners in developing more effective writing skills.

Key words : EFL learners, Paragraph writing, challenges, Vocabulary, Sentence structure.

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List of Acronyms and Abbreviations

EFL: English as a Foreign Language.

L1: First language.

L2: Second language.

ICT: Information Communication Technology.

ELT : English Language Teaching

Q: question.

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General Introduction

Writing is a fundamental skill in language learning, yet it poses significant challenges for English as a Foreign Language (EFL) learners. Unlike other language skills such as listening and speaking, writing demands a higher degree of linguistic precision, cognitive processing, and organizational ability. In the context of EFL education, writing is not only a tool for communication but also a critical means for academic success and personal expression. However, many learners struggle with constructing coherent paragraphs, maintaining grammatical accuracy, and ensuring logical flow. Understanding the nature of these challenges is crucial for educators and researchers to develop effective teaching strategies. By identifying the barriers that EFL learners face in writing, educators can implement targeted interventions to enhance learners' writing skills and build their confidence in using English as a medium for communication. This work will help educators stop guessing and start targeting the real problems in writing. On the other hand, this research will help learners by making their writing challenges visible and understandable. By identifying specific problems like weak topic sentences, limited vocabulary, or poor organization learners can focus on what needs improvement. This targeted feedback builds their confidence, helps them track progress, and makes writing feel more manageable. Instead of feeling lost, they gain control over their learning and start seeing writing as a skill they can develop.

This study focuses on exploring the specific challenges EFL learners encounter in writing and aims to identify the root causes and provide actionable insights for educators. Through a detailed examination of the factors affecting learners' writing abilities, the research aims to contribute to the improvement of EFL writing instruction. As long as writing is concerned, many questions are proposed by the researchers to be answered in the following pages. The questions are:

1. What are the primary challenges EFL learners' face in writing a paragraph?
2. To what extent are instructional methods effective in enhancing EFL pupils writing skills?
3. What types of resources or materials do teachers find most helpful in supporting EFL students' paragraph writing ?

To find out answers to the previous questions, we hypothesize that:

- a. EFL learners primarily struggle in writing is due to a set of contextual, psychological and subject matter factors.
- b. Raising teachers' awareness of diverse instructional methods in teaching writing would lead to improved teaching practices resulting in enhanced writing performance among EFL learners.
- c. Integrating ICT tools and visual aids in writing instruction enhances student engagement and improves the quality of paragraph writing among EFL learners.

The significance of the current study offers both teachers as well as learners insights about writing a coherent and cohesive paragraph. On one hand, this research project will help learners identify the main challenges they face in writing a coherent paragraph. It will also suggest strategies and techniques to overcome these obstacles. On the other hand, this work will provide teachers with assumptions to understand what are their learners exactly struggling with in writing. Not only this, but it will highlight teaching practices and strategies that can be used in teaching writing more effectively.

In our research study, we will employ mixed-methods approach with both qualitative and quantitative tools as part of our research methodology. We will analyze the written productions of 21 students from a second-year foreign language class in Boudjlal Ibrahim high school. In addition, we will give eleven students a questionnaire to fill in and we will interview three teachers from the same high school. The questionnaire will allow us to gather data that can be quantified (e.g., number of grammatical errors, vocabulary, punctuation) and teachers' interview will help us identify the most effective instructional methods as well as the effectiveness of ICTs / visual aids on pupils' writing performances. These tools will certainly allow us to deeply investigate what learners struggle with when writing and check how instructional methods are effective in enhancing EFL learners writing skills.

Our research is divided into three chapters; the first one is dedicated to a review of literature. The second chapter is more concerned with highlighting the main challenges EFL learners face in writing a paragraph through the analyses of teachers' interview and students' questionnaire as well as learners' productions, and the main conclusions drawn from this analysis. In the third chapter, we discuss more closely the effectiveness of the strategies used by EFL learners and teachers of English and we provide insights to integrate more engaging activities inside the EFL classrooms.

Chapter One:

Literature Review

1.1.Introduction :

Like any investigation, literature review is mainly dedicated to present what theorists and scholars in the field of education have underlined about the topic of our research. This part sets a strong foundation and introduces key concepts concerning the three variables: (1) writing as a skill, (2) paragraph writing and (3) challenges in writing a paragraph. First, we try to define key elements such as writing, paragraph and its significance in language learning. With focus on many aspects of paragraph writing including its components, methods of teaching writing and above all the difficulties which students encounter in writing a coherent paragraph. We conclude this chapter by summarizing each of the points.

1.2.Historical Background

Writing, as a human activity, began about 5,500 years ago. This indicates that writing developed alongside complex civilizations and social structures. The Indus civilization, where early examples of writing were found, represents one of the world's first major urban cultures. The inscriptions discovered in Harappa in 1999 are part of this civilization's legacy played a foundational role in the development of written communication systems. Ever since, humans showed massive interest in developing their writing systems not only the spoken language as their communicative needs varies in each civilization. As a matter a fact, the English language evolved throughout history including its symbols and sounds. However, this written language was practiced by a minority in the society like rulers of the state or church while the majority of people were literate. In recent years, it becomes an educational obligation for the population of a state to read and write not only in their mother tongue but also in other languages in order to accomplish different goals. (Harmer, 2004).



Figure1.1 : Symbols on Harappan Pottery.

1.3. Definition of Writing

Many linguists have defined writing differently; writing is a system of written manuscripts that stands for special sounds and words of a particular language (Richards & Schmidt, 2002). Nunan (1991) says:

“Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.”

Writing, then, is the process of arranging a group of words in specific ways to create coherent manuscripts. It begins with the creation of simple words, which are the smallest fragments, and progresses to the creation of complete sentences and paragraphs before forming an entire text into a cohesive whole. Byrne argues, “...much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences”. (Byrne, 1993, p.1).

Accordingly, another definition is introduced by Harmer As cited in (How to Teach Writing, 2004) , he states that “Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English”. He adds that Children pick up speech patterns and vocabulary without formal instruction but through immersion and exposure during early development. However, Writing is a learned skill requiring conscious effort, practice, and teaching and it must be explicitly taught since it is a constructed, symbolic system. (Harmer. J, 2004). Ken Hyland from a constructive perspective sees writing as ‘‘a product constructed from the writer’s command of grammatical and lexical knowledge’’. (2004, P.3). Writing involves actively building meaning using grammar and vocabulary. Both views show that writing success depends on instruction, deliberate practice, and conscious control of language. Students don’t just “pick up” writing skills; they need clear guidance, feedback, and time to develop them. This reinforces the importance of writing-focused teaching in EFL contexts.

1.4.The Importance of Writing

Writing skills play a crucial role in the lives of students, influencing their ability to communicate effectively, succeed in education, and engage in lifelong learning. Mastering writing is not just about forming sentences or using correct grammar; it is about conveying ideas, expressing thoughts, and connecting with others. Under this title, we will discuss the importance of writing skills and provide specific examples of their impact.

Effective communication is one of the primary benefits of strong writing skills. In today’s world, written communication is everywhere—from emails and text messages to essays and reports. For instance, students who can articulate their thoughts clearly in writing are more likely to succeed in academic settings. Whether it’s writing a research paper or crafting a persuasive essay, the ability to express oneself in writing helps students share their ideas with clarity and confidence. Furthermore, strong writing skills can enhance collaboration among peers, as students who communicate well in writing can share ideas and provide constructive feedback more effectively.

In the Algerian educational system, writing is a foundational skill that supports learners across various subjects score well as the terminal examaminations in the four phases of education(primary school, middle school, secondary school and university) are in a written form

only. Writing helps students organize their thoughts and reinforces their understanding of the material. Moreover, good writing skills lead to improved critical thinking. When students write, they engage in the process of analyzing information, synthesizing ideas, and drawing conclusions. This critical engagement is vital for academic success and encourages deeper learning.

Moreover, writing skills contribute to lifelong learning. In a rapidly changing world, the ability to communicate effectively is essential for personal and professional growth. Individuals with strong writing skills can articulate their ideas and knowledge in various settings, whether for job applications, professional reports, or personal blogs. Writing not only fosters self-expression but also promotes reflection and learning from experiences. For instance, maintaining a journal can help individuals process their thoughts and emotions, leading to greater self-awareness and personal development.

In conclusion, writing skills are vital for effective communication, academic success, and lifelong learning. By developing strong writing abilities, students can express their thoughts clearly, engage deeply with their education, and foster personal and professional growth. Through regular practice, collaboration, and innovative teaching strategies, educators can help students enhance their writing skills and prepare them for a successful future.

1.5.Forms of Writing

High school learners are required to produce various forms of writing as part of their English language syllabus. Among the most common are paragraphs, dialogues, and speeches. These forms are introduced to help students develop functional and communicative writing skills suited for different purposes and audiences. Paragraph writing fosters coherence and organization of ideas, while dialogues are used to enhance conversational accuracy and fluency. Speech writing aims to build learners' ability to express ideas clearly and persuasively in written and spoken form. The inclusion of these tasks reflects the curriculum's focus on integrating writing with real-life language use and preparing learners for both academic and social communication.

1.5.1. Paragraph Writing

1.5.2. Definition of a Paragraph

A paragraph is a unified block of writing that develops a single main idea. It usually begins with a topic sentence that introduces the idea, followed by supporting sentences that explain or develop it. A well-structured paragraph ensures clarity and helps the reader follow the writer's logic. Jeremy Harmer emphasizes the importance of logical development in paragraph writing. He writes: "Typical English paragraph construction, for example, has a topic sentence followed by exemplification" (Harmer, 2004, p. 33). This organization helps readers predict and understand content. Harmer also explains that teaching paragraph structure helps students become more confident writers.

Longman's dictionary defines paragraph as "a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped...They group sentences which belong together, generally those which deal with the same topic" (Richards, Schmidt, 2010,p.418/419). In another words, A paragraph is a group of sentences that work together to express a single main idea. Understanding the structure of a paragraph is essential for effective writing, as it helps to convey thoughts clearly and logically.

1.5.3. Components of a Paragraph

A well-structured paragraph typically consists of three main components: the topic sentence, supporting sentences, and a concluding sentence. (Ken Hyland, 2004, P.6)

a) The topic sentence

It is the first sentence of a paragraph and states the main idea. It acts like a roadmap for the reader, indicating what the paragraph will be about. For instance, if the topic sentence is "Recycling is crucial for protecting the environment," the reader knows that the following sentences will provide information and examples related to recycling and its environmental benefits.

b) Supporting Sentences

Provide evidence, details, and examples that reinforce the main idea. These sentences help to elaborate on the topic and give the reader a deeper understanding. For example, in a paragraph about recycling, supporting sentences might include facts about how recycling reduces waste, statistics on the amount of plastic polluting oceans, or examples of successful recycling programs in various communities. Each supporting sentence should relate back to the topic sentence to maintain coherence and focus.

c) Concluding sentence

Finally, a well-crafted paragraph ends with a concluding sentence. This sentence summarizes the main idea and reinforces the significance of the topic discussed. In our recycling example, a concluding sentence could be, "By making a conscious effort to recycle, we can all contribute to a healthier planet for future generations." The concluding sentence ties the paragraph together, leaving the reader with a clear understanding of the main point.

1.5.4. Types of Paragraphs

Four writing styles are traditionally categorised under four main headings including descriptive, narrative, expository, and persuasive (argumentative) writing (Richards & Schmidt, 2002) each of which serves a specific purpose.

a. Descriptive writing

As the name implies, descriptive writing aims at describing a person, a place, a phenomenon, or anything else. Students are supposed to use sensory detailed descriptions of what the item of description looks like to create verbal images or “mental pictures” (Robitaille & Connelly, 2007) of those abstract concepts in the readers’ minds. For example, if you were to write a descriptive paragraph about a beach, you might describe the golden sand, the rhythmic crashing of waves, the salty sea breeze, and the bright blue sky. By using descriptive language, you help the reader visualize the scene and feel as if they are there.

b. Narrative writing

It tells a story or recount an event. They often follow a chronological order and include characters, a setting, a conflict, and a resolution. Examples of such a type of writing include novels, short stories, “simple stories, folk tales, fables” (Richards & Schmidt, 2002, p. 515), and other kinds of narrative texts.

c. Expository writing

It aims to inform or explain a topic. They provide facts, statistics, examples, and explanations to help the reader understand a subject. For example, if you write an expository paragraph about the water cycle, you would describe the processes of evaporation, condensation, and precipitation, providing clear and factual information. As its name suggests, expository writing “exposes” factual information in such an accurate manner that it is sometimes called “informational”. Indeed, writers have better provide detailed information about the subject matter (person, place, thing) regardless the audience’s lack of/little background.

d. Persuasive writing

It is designed to convince the reader to agree with a particular viewpoint or take a specific action. It presents arguments, reasons, and evidence to persuade the audience. In second or foreign writing classes, the writing programme is often based on the assumption that novice students have to start writing from the simplest mode of writing (which is descriptive) and gradually move to the difficult one (which is the argumentative type) (Richards & Schmidt, 2002). The main concern of argumentative writing is to convince readers to believe in the student’s point of view by displaying valuable arguments that could activate their reasoning. Argumentative writing also attempts to support different shades of opinions or defend a position on which there is a disagreement (Richards & Schmidt). Indeed, this type of writing requires high-order thinking skills. Therefore, mastering persuasive writing is of great importance as it enables students “... to produce, evaluate, and act on the professional, ethical, and political discourse ...” (Crammond, 1998, p. 230).

1.5.2. Essay Writing

Paragraph writing serves as the core skill behind effective essay writing, especially for high school students who are building their academic writing abilities. Each essay is constructed from a series of well-developed paragraphs that work together to present and support a central idea. A well-structured paragraph begins with a topic sentence, includes supporting details or examples, and ends with a sentence that reinforces the idea or transitions smoothly to the next point. This structure teaches students how to organize thoughts clearly and logically, which becomes essential when writing longer pieces. For high school students, developing strong paragraph writing skills leads to better essay writing, as each paragraph must not only stand on its own but also contribute to the overall argument or purpose of the essay. As students become more confident in building clear, focused paragraphs, they gain the ability to manage full essays with stronger introductions, more developed bodies, and clear conclusions. Mastering paragraph writing provides high school students with the foundation needed to write essays that are coherent, persuasive, and academically effective.

1.6. The Activities Characterizing the Writing Process

The writing process is made up of several stages, Each of these have to be taken into consideration by the teacher when planning the writing activity.

1.6.1. Planning

Good writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the *audience* they are writing for, since this will influence not only the shape of the piece of writing (how it is laid out, how the paragraphs are structured), but also the choice of language- whether for example, it is formal or informal in tone. Thirdly, writers have to consider

the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include. (Harmer, 2004, P.4)

In other words, good writers concentrate on the meaning and organization of a text, and engage in the planning activities. This will involve thinking about the purpose of the writing for example, a letter of complaint about a poor service, or a letter to inform friends about a daughter's wedding. The particular purpose implies an organization for the writing and the appropriate language for the readers. Successful writers must be aware of their readers and seek to produce "*reader-based*" prose. In other words, they think about the reader needs to know, how to make information clear and accessible, and what is the appropriate style (for example, formal, friendly, or persuasive). Most writing undertaken in the real world has a particular readership in view: a friend, a tutor or an official of some kind. It is the knowledge of that readership which provides a context for writing and which influences the selection of contents and style. In this sense, writing is social and interactive in nature as the writer conducts a "dialogue" with a certain reader; the writer selects appropriate information and ideas in order to influence the reader's responses. Good writers are sensitive to the audience of their writing.

The amount of planning will vary, therefore, in relation to the type of the writing task, from relatively spontaneous writing based on quick mental plan, to something carefully worked out beforehand in notes. Some learners who appear to take very little time for thinking before starting to write, nevertheless, produce effective writing. They may, instead, pause frequently to reflect during writing. This means that they stop to think and replan while writing.

1.6.2. Drafting

We can refer to the first version of a piece of writing as a *draft*. This first "go" at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. (Harmer, 2004). The focus in drafting is on organizing thoughts and developing the main point without worrying about grammar or spelling. The purpose is to create a basic structure that can be revised and improved later. It helps reveal what works and what needs change.

1.6.3. Editing

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use different forms of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. When it comes to checking a written document, different styles of reading are required. When the writer reads to extract information, he ignores the smaller details in order to focus on the overall meaning. But when he reads to check the errors, these details become extremely important. It is a good idea to read through the piece of writing at least twice, looking at it in different ways. The first time the writer reads through his work and skim it quickly to make sure it is properly organized and succeeds in meeting its aims. After that the writer can *proofread* his piece of writing for spelling mistakes and inconsistencies in grammar or punctuation. (Brooks & Marshall, 2004, p. 220)

When the writer is proofreading, he reads through the text with the sole intention of checking spelling, punctuation and grammar. At this stage he should not be thinking whether the information is factually accurate or clearly expressed. In fact, when professional proofreaders read all that they see is a succession of words rather than a coherent text. Professional proofreaders tend not to assume that a document will be correct, and focus actively on looking for mistakes. Proofreading therefore requires the writer to be more alert and critical than usual, and to keep this up for quite a long period of time. Because this level of concentration can be difficult to maintain, people sometimes experience a kind of “word blindness” when trying to proofread. This is especially true when they are looking at their own work. Because they are so familiar with it, they tend to picture it in the way they accept it to look, rather than the way it actually is.

1.6.4. The Final Version

Once the writer edits his draft, makes the changes he considers to be necessary, he produces his final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. The writer is now ready to

send the written text to its intended audience. We might decide to represent these stages in the following way: planning- drafting- editing- final draft. However, there are two reasons why this diagram is not satisfactory. In the first place, it tells us little about how much weight is given to each stage, but more importantly, it misrepresents the way in which the majority of writers produce written texts. The process of writing is not linear, as indicated above, but rather *recursive*. This means that writers plan, draft and edit but then re-plan, re-draft, re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, re-drafting or re-editing. (Harmer, 2004, p.06)

1.7. Coherence and Cohesion

To ensure clarity and effectiveness in writing, paragraphs as well as essays should also be coherent and cohesive. Coherence refers to the overall clarity and logical flow of ideas. In a coherent paragraph, each sentence should connect to the next in a way that makes the central idea easy to follow. The ideas must be organized in a clear order, and the topic should be fully developed without any confusing jumps or irrelevant information. Cohesion, however, focuses on the connections between sentences at a language level. It ensures that each sentence is smoothly linked to the next through the use of transition words, pronouns, and repetition of key terms or ideas. While coherence ensures that the paragraph's message is clear and understandable, cohesion makes sure the sentences work together seamlessly to support that message. Both are necessary for creating writing that is not only easy to read but also effective in communicating its ideas.

1.8. Approaches to Teaching Writing Skills

Writing is a crucial productive skill for students at secondary school as well as the university level. It not only enhances communication but also supports critical thinking and creativity. Educators employ various approaches to teach writing skills effectively. The coming lines explore three prominent approaches: the Product Approach, the Process Approach, and the Genre Approach. Each method offers unique advantages and emphasizes different aspects of the writing process.

1.8.1. The Product Approach

The Product Approach focuses on the final written piece or product. In this method, students learn writing by analyzing exemplary texts and understanding their structure, language, and conventions. Hyland (2003) in his book “*Second Language Writing*” considers the writing process as subsumed under four broad stages, which are:

- **Familiarization:** Learners are taught certain grammar and vocabulary, usually through a text.
- **Controlled writing:** Learners manipulate fixed patterns.
- **Guided writing:** Learners imitate model texts.
- **Free writing:** Learners use the patterns they have developed to write an essay, letter,

and so forth. (p. 3-4)

The Product Approach emphasizes correctness in grammar, punctuation, and spelling. Students are often assessed based on their ability to produce a polished final draft. While this approach has its benefits, such as building foundational skills, it can sometimes neglect the writing process and the importance of drafts and revisions. It is particularly effective for beginners who need clear guidelines and examples.

1.8.2. The Process Approach:

In contrast to the Product Approach, the Process Approach emphasizes the writing process itself. This method views writing as a recursive process that includes several stages as shown in *Figure 2* : prewriting, drafting, revising, editing, and publishing. One well-known model for second language (L2) writing is the planning-writing-reviewing framework created by Flower and Hayes (1981, 1989). This model describes writing as a “non-linear, exploratory, and generative process” where writers refine their ideas to convey meaning (Zamel, 1983, p.165). The stages of planning, drafting, revising, and editing are interconnected and can occur simultaneously, allowing writers to revisit research, revise plans, or clarify text based on feedback. (Ken Hyland, 2003, p.11).

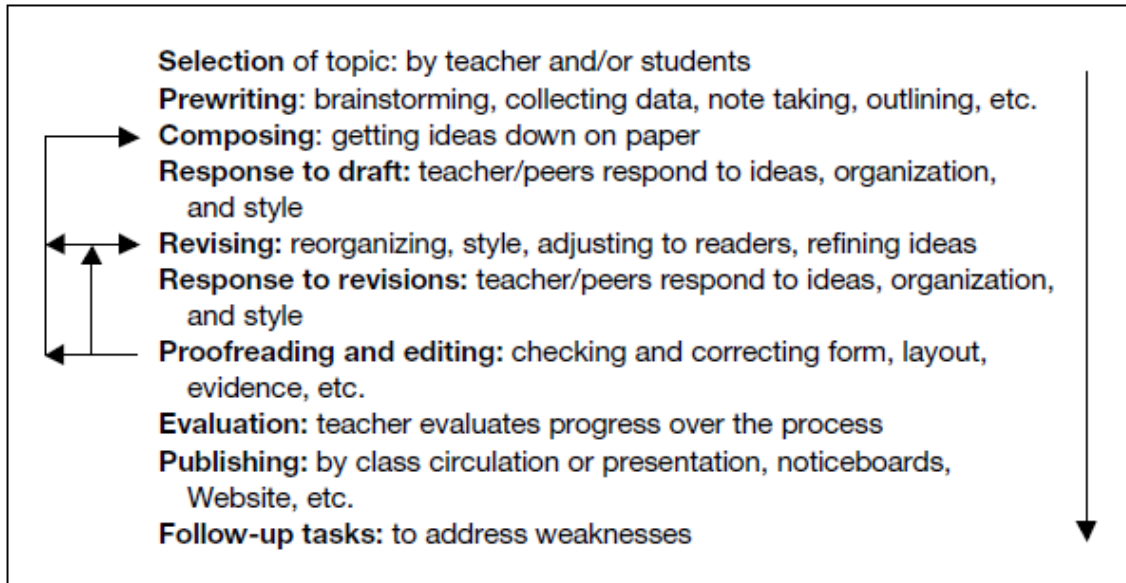


Figure 1.2 : A presentation of the process model

Writing instructors often adopt a process-oriented approach, guiding students through writing while prioritizing idea development over strict form. This includes pre-writing activities, brainstorming, multiple drafts, and peer feedback, delaying surface corrections until the final editing phase (Raimes, 1992; Hyland, 2003, p. 11).

As a matter of fact, the Process Approach encourages students to view writing as an evolving activity rather than a one-time task. By emphasizing revision and feedback, students develop a deeper understanding of their writing and become more engaged in the learning process.

1.8.3. The Genre Approach

The Genre Approach focuses on the different types of writing (genres) and the specific conventions associated with each. This method helps students understand how context, purpose, and audience influence writing. The Genre Approach is beneficial for preparing students for real-world writing situations, as it equips them with the ability to adapt their writing to different contexts and audiences. This approach considers writing as a social interactive activity wherein both “writers and texts need to interact with readers” (Tribble, 1996, p. 37). Thus greater importance is given to readers, being the cornerstone of the genre approach.

In summary, the Product Approach, Process Approach, and Genre Approach each offer valuable strategies for teaching writing skills. While the Product Approach emphasizes the final written product, the Process Approach focuses on the stages of writing, and the Genre Approach highlights the importance of understanding different writing contexts. By integrating these approaches into writing instruction, educators can foster well-rounded writers who are capable of expressing their ideas effectively across various formats and audiences by being eclectic in using these approaches.

1.9. Challenges in Writing a Paragraph

On the light of our modest experience in teaching English in middle and secondary school and based on the readings of the works and research relative to the problem of writing, we came to identify some contextual, psychological and subject matter factors suspected of causing major handicaps to academic writing. The suspicion and observation were by no means personal, as the vast majority of the teachers believe in the existence of the problem. A fact confirmed by the various views and opinions collected during our research.

1.9.1. Contextual Challenges

a) Limited Vocabulary

A limited vocabulary is one of the most common challenges students face when trying to write strong, clear paragraphs. Without access to a wide range of words, students often repeat the same terms or choose vague and general language. This weakens the meaning of their writing and makes their ideas less convincing. For example, instead of using precise words like “increase,” “rise,” or “grow,” some students might rely only on the word “go up,” which may not fit every context. The problem becomes more noticeable when students try to express complex thoughts but don’t have the words to do so, leading to awkward or confusing sentences. A narrow vocabulary also limits a student’s ability to use transitions, vary sentence structures, or add detail.

b) Weak Grammar Foundation

A weak grammar foundation affects every part of paragraph writing. When students lack control over sentence structure, verb tense, subject-verb agreement, their writing becomes hard to follow. For example, if a student writes, “She go to school every day,” instead of “She goes to

school every day,” the meaning is still clear, but the error signals a lack of mastery. As these mistakes add up, the paragraph loses credibility and accuracy. Students may also struggle with run-on sentences or sentence fragments, which interrupt the logical flow of ideas. Grammar problems make it difficult to build clear topic sentences or develop supporting details properly. Without strong grammar, even a good idea can seem weak or confusing.

c) Handwriting

Badly formed letters may influence the reader against the writer, something which is undesirable whether the work is the product of some creative task, or more seriously, a work that is going to be assessed in a test or exam. Pupils with problematic handwriting should be seriously warned and seemingly encouraged to improve it, fearing it could reflect an initial wrong bad impression about the general written product during evaluation.

Ur (2000), states that “ though more and more written communication takes place from a computer keyboard, handwriting is still important for personal letters, written assignments and most (but not all) exams “. Most of the times, a good writer is imprisoned behind the bars of a bad handwriting. Consequently, the evaluator (corrector), being his or another teacher is trapped by the sight of a language not that pleasant to see or easy decipher. Hence, the grading turns so catastrophic to discourage and inhibit the future writer.

d) Spelling

Accurate spelling is crucial for clear communication, and when students struggle with spelling, it can hinder their ability to express their thoughts effectively. When students misspell words, it can lead to confusion for the reader. If the spelling is incorrect, the meaning might be lost, and the reader might misinterpret the writer's intent. For example, writing "their" instead of "there" can change the context of a sentence entirely. Another issue that adds to the pupils' pain in the matter is that spelling gets more problematic when it comes to varieties, within the same language. In our concern, British and American English cause learners a great deal of confusion when writing, unless they are advised to concentrate on one variety and seek dictionaries to delimitate the danger.

e) Layout and Punctuation

“If capital letters, commas, full stops, sentence and paragraph boundaries, etc; are not used correctly, this can not only make a negative impression but can, of course, also make a text difficult to understand “, Harmer (2004). Therefore, if we want our pupils to be good writers in English, we need to teach them how to use punctuation conventions correctly, especially that they cannot safely transfer their previous knowledge of L1 or L2 seeing that each language has its and specific system of punctuation.

f) Resources and feedback

Resources play a major role in improving students’ writing. When students read good texts, they learn vocabulary, grammar, and ideas that help them write better. As Harmer (2007) states, “The more students read, the more they write” (Harmer, 2007, p. 106). ICT tools like computers, mobiles, and projectors (data show) allow students to access writing models, watch educational videos, and use online resources. Pictures and visual aids give them ideas and make it easier to describe things in writing. Tools like dictionaries, grammar checkers, and writing apps support them in correcting mistakes and building stronger sentences. Harmer (2007, p.137) also emphasizes that “Using appropriate materials helps learners to write clear and well-structured paragraphs”. Without these resources, students may struggle to organize their thoughts and ideas, leading to poorly structured and unclear paragraphs. Harmer also says, “we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way “. It means that feedback from teachers or classmates helps them see what to improve. The absence of resources like access to research or tools for feedback creates significant challenges, making it harder for students to write well. Without the support of these resources, learners may not develop the necessary skills to express their ideas clearly and cohesively.

1.9.2. Psychological Challenges

In what follows is a modest attempt to clarify these factors, namely : anxiety, self esteem, and motivation, learners can easily discover their close relations with their writing performances.

a) Anxiety

Anxiety can negatively affect students' writing performance in several ways. It can make it hard for them to concentrate, leading to disorganized or incomplete work. When anxious, students may also put off writing until the last minute, resulting in rushed assignments. Fear of making mistakes can cause them to overthink every sentence, which slows down their progress. Anxiety can also block creativity, making it difficult for students to come up with new ideas. Additionally, physical symptoms like nervousness or tension can distract them from the task. As a result, anxiety can lower students' confidence, making them feel less capable of producing good writing.

b) self-esteem

Cohen and Hosenfeld (1981) explain that learning a new language can make students feel insecure and affect their self-esteem. In a classroom where other students seem more advanced, some learners may start to feel inferior. Hyede (1977) found a strong link between self-esteem and language performance. She emphasized that teachers should use positive and supportive language in class. Their encouragement can boost students' self-confidence and help them improve both the amount and quality of their language use.

Gaies (1983) highlights how teacher feedback can affect students' motivation. If the teacher gives harsh or negative comments, students may ignore their mistakes and lose interest in improving. This can lower their self-esteem and make them less willing to write again. Hyede also points out that even simple, supportive feedback can help students feel good about their writing and motivate them to continue. In contrast, too many corrections or low grades can discourage them. Research by Dulay et al. (1982) shows that confident learners are often more successful. They are not afraid of making mistakes or being judged, so they take more chances in learning. These learners are more open to trying new things, making guesses, and practicing through speaking or writing without fear. As a result, they are more likely to improve their language skills.

c) Motivation

One of the key responsibilities of teachers in writing is to motivate students. This involves creating an environment that stimulates idea generation, convincing them of the value of

the task, and encouraging them to put in their best effort for optimal results. Learners often feel more motivated to write when the topic connects with their personal interests or future academic or career goals. When the subject matches what they care about, they tend to write better. In second language learning, motivation plays a key role. It affects whether a learner chooses to start a task, how much effort they put into it, and how long they keep working on it.

Motivation is complex. It includes several factors like the learner's drive, need for success, curiosity, and desire for new experiences. Littlewood (1984) defines motivation as the learner's feelings and attitudes that shape how much effort they make to learn a second language.

Ellis (1997) describes four types of motivation:

- **Instrumental motivation:** learning a language for practical reasons like passing exams, finding a job, or getting into university.
- **Integrative motivation:** learning a language because the learner is interested in the culture and people who speak it.
- **Resultative motivation:** motivation that grows *after* a learner experiences success. When students do well, they feel more confident and become more motivated to continue.
- **Intrinsic motivation:** learning because the learner enjoys the activity itself. There's no outside reward—they just like learning and find it satisfying.

1.9.3. Cultural Challenges

Cultural factors can pose considerable challenges for EFL learners whose mother tongue is Arabic, particularly when their communication styles, writing conventions, word order and values differ from those expected in academic settings of the English language. As Harmer (2007, p.169) notes, “Cultural differences affect how learners approach writing tasks”. For instance, Arabic-speaking students may be accustomed to a more indirect style of communication or storytelling, which can make it difficult for them to adopt the clear, structured, and argumentative style expected in academic writing. Additionally, students may find it challenging to express themselves assertively if their cultural norms value modesty and humility, which can affect the tone and confidence of their writing. Language barriers also play a significant role; Arabic-speaking students often face difficulties with vocabulary, grammar, and syntax in English, like differences in word order between L1 (Arabic) and L2 (English) can create confusion. Arabic sentence structures often place the verb before the subject, while English follows a subject-verb-object order. This difference can cause grammatical errors and disrupt the flow of students' writing. Another challenge is the lack of familiarity with Western cultural references and idioms, which are often used in English writing to illustrate points or make arguments more relatable leading to awkward phrasing or incorrect usage (Harmer, 2007). The lack of familiarity with Western cultural references or idioms can also affect Arabic-speaking students' ability to connect with certain topics or arguments in their writing. Harmer (2007, p.99) emphasizes that “in addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close to them”. These cultural challenges require educators to be mindful of the students' backgrounds and offer support to help them adapt to new writing expectations.

10. Conclusion

In this chapter we have seen how writing as productive skill plays a crucial role in defining EFL students' success or failure. Writing for EFL learners is of great importance in achieving good grades in their English tests or exams especially for the literary streams. In one hand, there are many teaching approaches and strategies to be implemented by teachers. However, many challenges are also found along the way of learning such demanding skill by learners. As long as teachers as well as learners are aware of these difficulties and doing their best to facilitate the teaching and learning of writing, the better their performances will be.

Chapter Two:

Research Methodology,

Analysis,

and

Interpretations

2.1.Introduction:

This chapter describes the research methodology of the present study, it is dedicated to find answers to the questions asked in the beginning of this research, and to what extent the hypotheses can be true or not. The second chapter gives us all the information about the different samples of population, the tools and the procedures used to collect data. To reach our aims of the study, we focus on the following tools: teachers 'interview, students' written productions and students' questionnaire.

2.2.Research Design and Rationale

This study aims to investigate the challenges that EFL learners face in writing well-structured paragraphs, with a particular focus on identifying the linguistic, cognitive, and psychological factors that influence their performance. To achieve this objective, a mixed-method research approach is employed, combining both qualitative and quantitative data to ensure a deeper understanding of the issue. As part of the qualitative component, interviews are conducted with three English language teachers in order to explore how paragraph writing is taught in the classroom, what instructional methods are followed, and which materials or textbooks are used during writing lessons. On the quantitative side, a questionnaire is distributed to a group of 11 EFL students to gather information about their psychological difficulties in writing, such as anxiety, low confidence, or lack of motivation as well as other difficulties they struggle with the most, and their written productions are collected and analyzed to identify the most common structural, grammatical, and coherence-related mistakes. This multi-layered approach is expected to provide valuable insights into both the teaching practices and learner challenges that affect paragraph writing in the EFL context.

2.2.1. Research Setting and Participants

The current study was conducted during the third term of the academic year 2024/2025. It stretched over the course of two months (April and May). Initially, a questionnaire was given to second year foreign language learners at Boudjlal Ibrahim secondary school in Mendes. The choice of this class came for two main reasons: firstly, their teacher of English was impressed with their motivation to learn English language as they show her and all other teachers how hard working students they are. Secondly, it is found that this class is more appropriate and

useful comparing to other classes when it comes to the mastery of the English language. Therefore, the data will be more reliable. Three English language teachers in the same lycee were interviewed to determine their beliefs towards teaching writing. They answered ten questions about teaching writing, which they utilize inside their classrooms. Then, 21 written productions of the same students were analysed.

2.2.2. Description of Students' Questionnaire

The questionnaire is given to eleven students of second year in foreign languages stream. The students' age is between 15 and 17. It was collected after half an hour of working on it. The questionnaire consists of ten questions varied from close-ended to open-ended questions. In close-ended questions students are requested to tick the appropriate box or choose between yes or no. In open-ended questions, students are requested to write a sentence or two as an answer. The questionnaire investigates the learners' challenges when writing a paragraph. The questionnaire is used here for students because it is easy to do it, practical, inexpensive and takes less time to gather data needed for this study. The collected data were analyzed using statistical method to identify common patterns and challenges (Cohen, Manion, & Morrison, 2018). (See Appendix A)

2.2.3. Description of Teachers' Interview

As mentioned before in this chapter, the data was collected by means of an interview, a questionnaire and students paragraph. The teacher's interview is directed to three teachers of English at Boudjlale Ibrahim high school. It aims at providing us with their insights about the effectiveness of their instructional methods in enhancing EFL pupils writing skills, and to what extent they consider the importance of using ICTs and visual aids in their teaching to support their students' writing skills development. The interview is used here because it provides detailed information about writing instructions as teachers use their own words to answer the questions. The interview is composed of ten open-ended questions where teachers are asked to give their own feedback and explanations about teaching writing. The responses were analyzed using thematic analysis to identify recurring ideas and patterns in the teachers' perspectives (Braun & Clarke, 2006). (See Appendix B)

2.2.4. Description of Students Written Productions

To explore the challenges EFL learners face in writing well-structured paragraphs, two writing tasks were assigned to 11 students during the third term, specifically from 10 to 11 a.m. on the 4th and 20th of May in a regular classroom setting (i.e. 22 paragraph but one student was absent). First, Students were asked to write a paragraph based on a topic related to an agony aunt column where each one had to present a personal or imagined dilemma in a clear and organized way. A second paragraph was about using technology in helping people in need in times of crisis. The topic was selected to encourage emotional expression, descriptive language, and logical development of ideas. All students were given one hour to complete the task under the supervision of their teacher, with clear instructions provided before the writing began. This activity aimed to create a focused writing environment that reflects real classroom conditions and helps highlight the specific difficulties students encounter when composing a structured paragraph. The written paragraphs were then analyzed using content analysis to systematically identify patterns, recurring themes, and common linguistic or structural issues in students' writing (Krippendorff, 2018). (See Appendix C)

2.3.Data Analysis and Interpretation of Results

In this section, place is given to the analysis and the interpretation of the collected data through the questionnaire, interview and the written productions alongside the interpretation of the results. For that, a mixed analysis method is implemented. The data collected via the questionnaire and students paragraphs is analysed quantitatively whereas the interview results are analysed qualitatively.

2.3.1. Questionnaire Analysis and Interpretation of Results

Question: Are you a male or female?

This question targets the participants' gender.

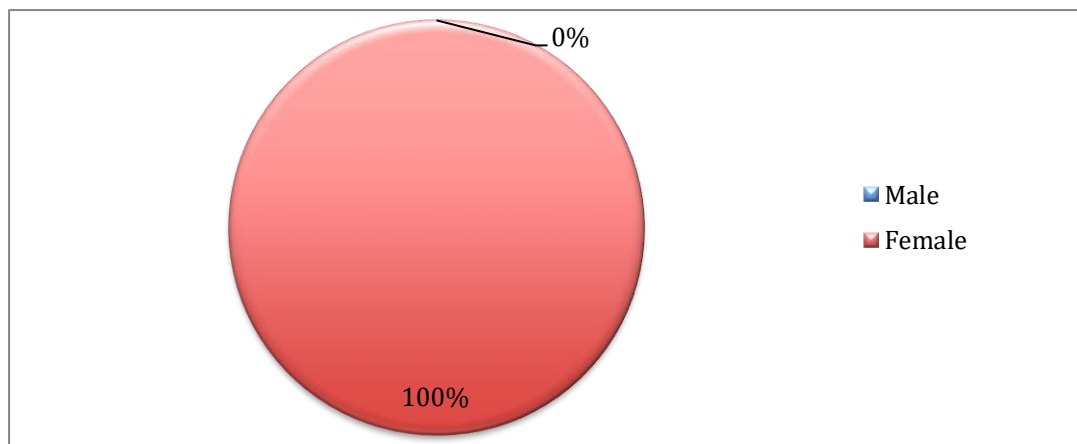


Figure2.3: Participants' Gender

As illustrated above in the pie chart, among the 11 participants, all students (100 %) were female. The pie chart above demonstrated a women's domination over men.

Question: How many years have you been studying English?

This question helps explore whether the number of years studying English has any connection to their ability to write well-structured paragraphs.

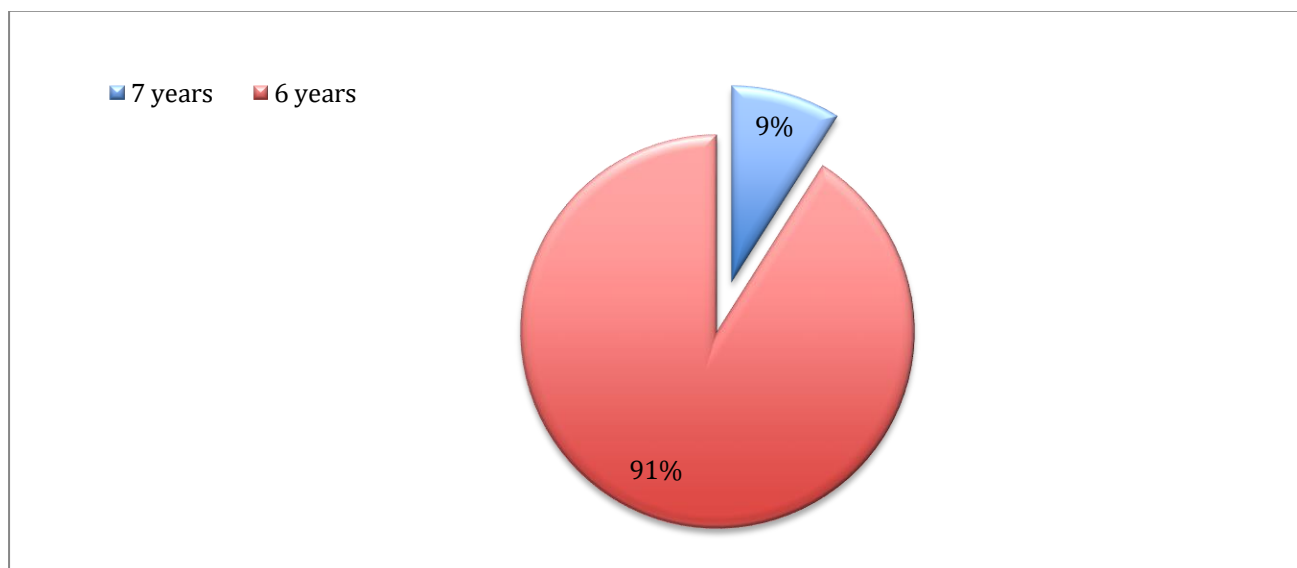


Figure 2.4: Years of Studying English.

The pie chart clearly shows that the majority of the students—91%—have been studying English for 6 years, while only 9% have studied it for 7 years. This suggests that most of the learners are at a similar stage of language exposure and likely followed the same school curriculum.

Question: Are you motivated to learn English?

The purpose of asking "Are you motivated to learn English?" in a questionnaire is to measure students' emotional and psychological engagement with the language and understand how motivation affects writing performance, especially in paragraph writing.

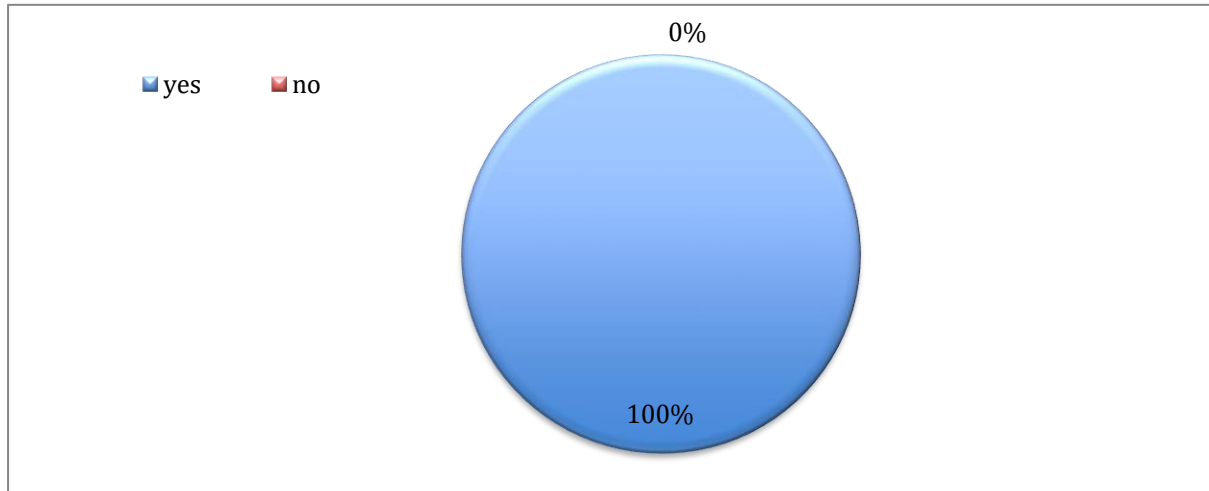


Figure 2.5: Students 'Motivation to Learn English.

All students answered yes to the question "Are you motivated to learn English," this suggests a generally positive attitude toward the language and a willingness to engage with it in the classroom. High motivation is often linked to better learning outcomes, as it increases attention, persistence, and effort in writing tasks.

Question01: Do you feel confident when writing a paragraph in English?

This question aims to assess students' self-perception of their writing ability identify psychological barriers such as fear of making mistakes, low self-esteem, or anxiety understand the emotional side of writing, which directly affects performance, especially in tasks that require structure and clarity.

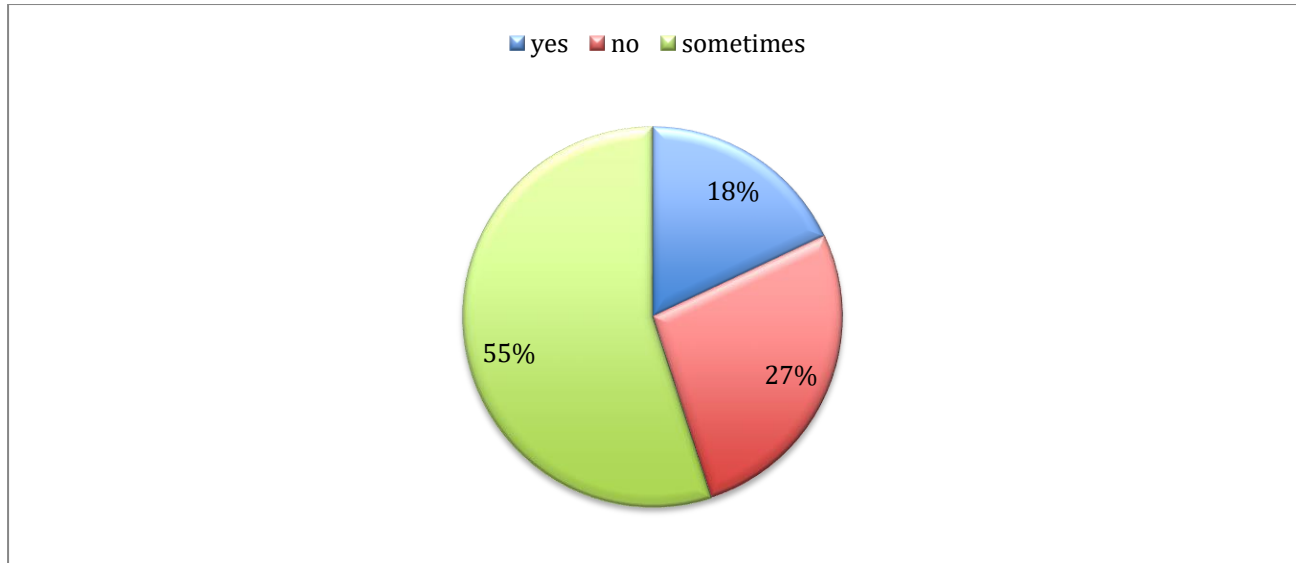


Figure 2.6: Self-Confidence among Students

The responses to this question show a mixed level of self-confidence among students: 3 students (27%) said no, 2 students (18%) said yes and 6 students (55%) said sometimes. This distribution suggests that most students feel uncertain or inconsistent about their writing abilities. The fact that only a small number feel fully confident indicates that paragraph writing is still a challenge, possibly due to limited vocabulary, grammar difficulties, or lack of practice. The majority who answered "sometimes" may feel confident in certain topics or under specific conditions, but still experience hesitation when faced with more demanding tasks.

Question02: What is the most difficult part of writing a paragraph for you?

This question helps to identify specific writing challenges from the students' perspective, such as grammar, vocabulary, organization, or idea generation. Understand which stage of writing (starting, developing, or concluding) causes the most difficulty and reveal gaps in instruction—if many students mention the same difficulty, it may show an area that needs more focus in teaching.

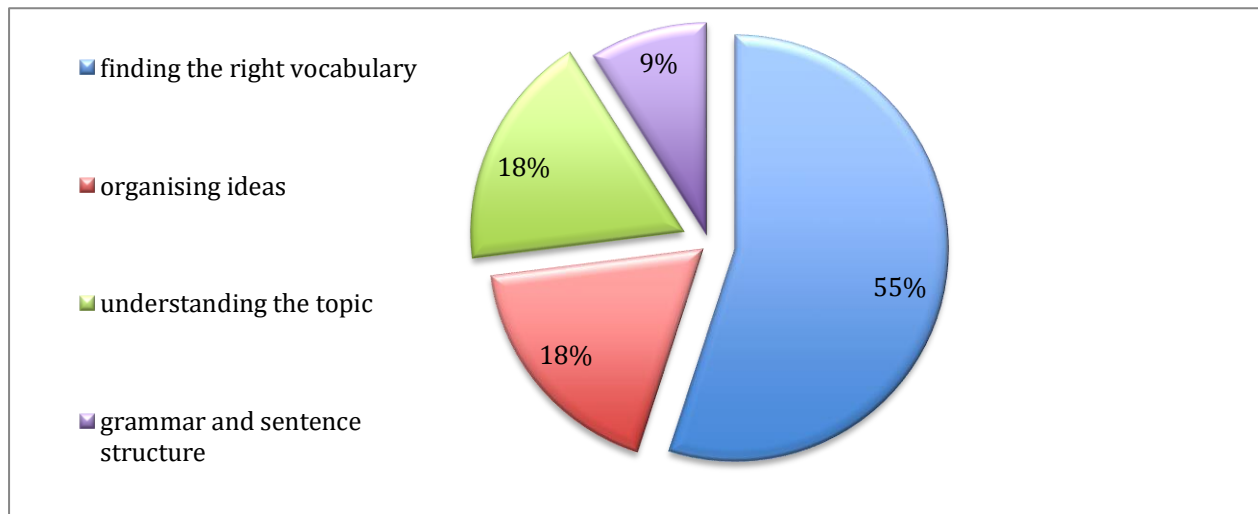


Figure 2.7: The Most Difficult Part of Writing among Students

The responses show that the most common difficulty students face when writing a paragraph is finding the right vocabulary, reported by 6 out of 11 students (55%). This suggests that limited lexical knowledge is a major barrier to expressing ideas clearly and accurately. Without sufficient vocabulary, students may struggle to explain their thoughts, connect ideas, or use appropriate language for the topic. 2 students (18%) mentioned organising ideas, which points to problems with coherence, logical flow, or structuring sentences around a central point. Another 2 students (18%) said they struggle with understanding the topic, indicating possible issues with reading comprehension, task interpretation, or background knowledge. Only 1 student (9%) reported grammar and sentence structure as the main difficulty, which may suggest that grammatical concerns are less of a priority compared to content-related problems.

Question3: I can write a good topic sentence to start my paragraph

This question checks if students can write effective topic sentences. A strong topic sentence is key to a clear, focused paragraph. It reveals whether students understand paragraph structure and can introduce ideas clearly.

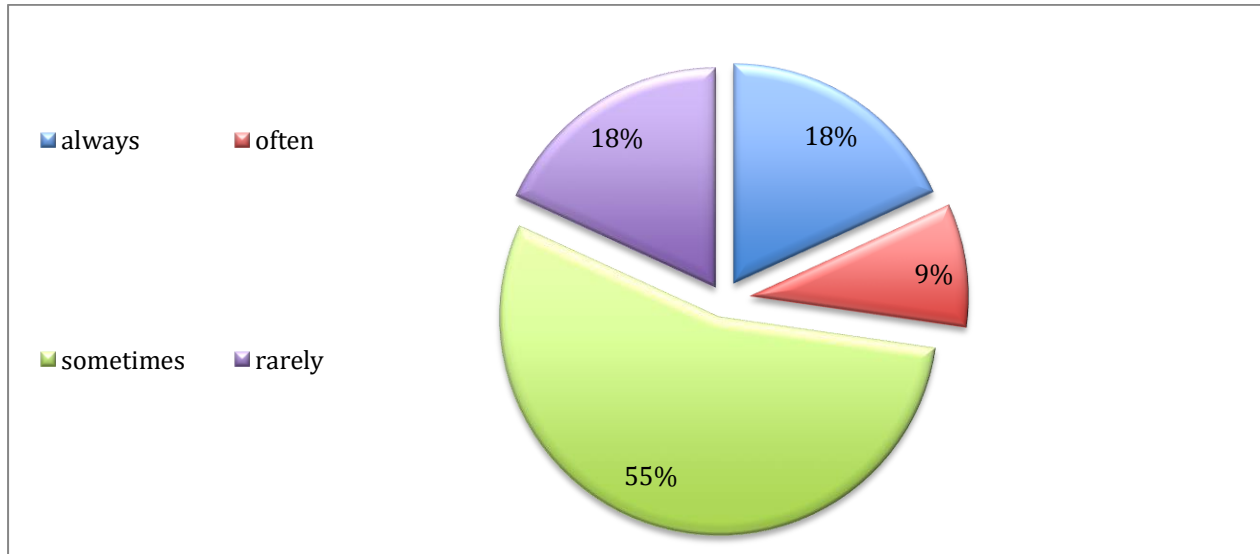


Figure2.8: The Students's Ability to Write a Good Topic Sentence.

Most students (54.5%) said they can sometimes write a good topic sentence. This shows weak confidence and inconsistency. Only 2 students (18.2%) feel they rarely or always succeed, while 1 student (9.1%) struggle and chose often. This suggests many students haven't fully mastered how to start a paragraph effectively. We need to explore if the issue is due to lack of practice or poor understanding of paragraph structure.

Question4 : What kind of mistakes do you usually make when writing in English?

This question identifies the most common writing mistakes students face. It helps to understand specific problem areas, whether mechanical (like spelling) or structural (like organization or grammar).

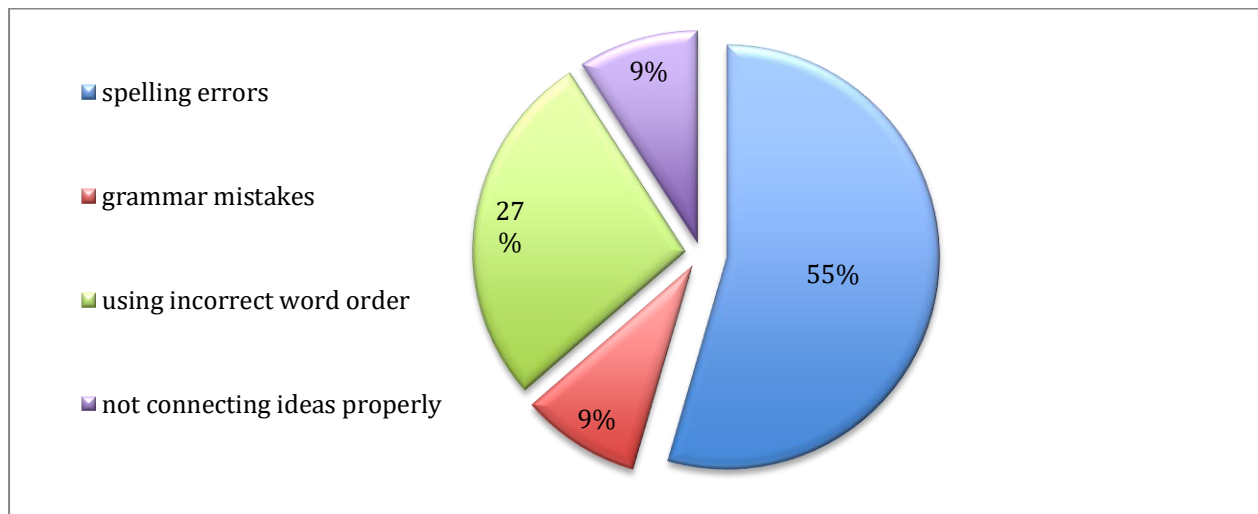


Figure2.9: The Students's Common Mistakes in Writing.

Nearly half of the students (55%) struggle with spelling. This suggests weak mastery of English orthography. Possible reasons include lack of reading exposure, poor vocabulary retention, or over-reliance on phonetic spelling. Incorrect word order was the second most common issue (27.1%). This is often caused by direct translation from the students' first language or limited understanding of sentence structure. Only two students (9%) mentioned grammar and coherence issues. This might mean these problems are underreported or less obvious to students themselves. These results show that mechanical issues (spelling and word order) are more noticeable to students than deeper issues like coherence or grammar.

Question5 : I have enough vocabulary to express my ideas clearly in a paragraph.

This question assesses students' confidence in their vocabulary range. It shows whether they feel capable of choosing the right words to express ideas clearly and accurately in writing.

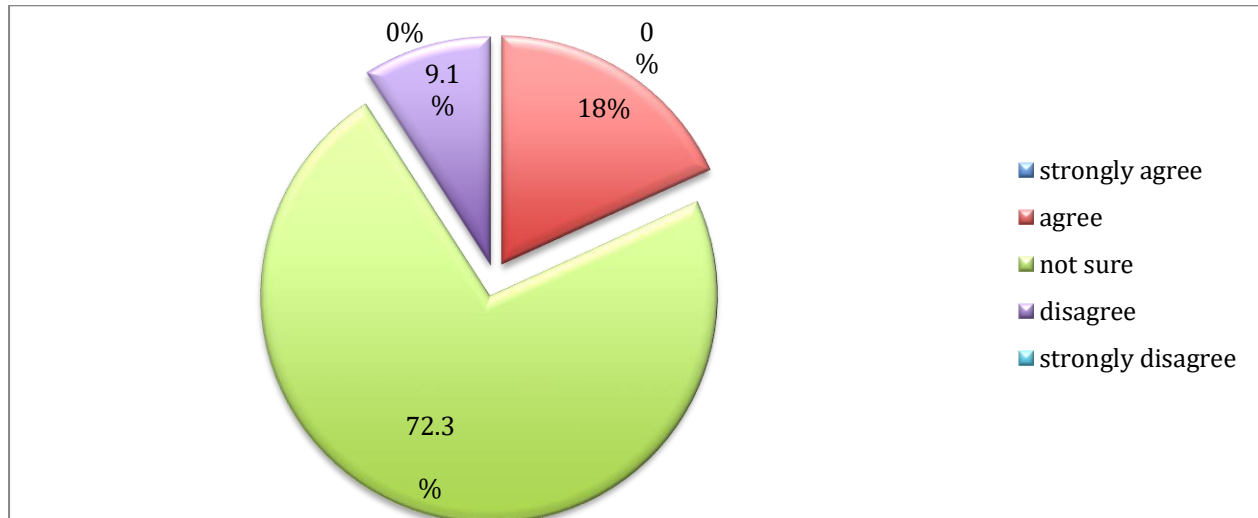


Figure2.10: Students' Self-Assessment of Vocabulary Sufficiency for Paragraph.

Most students (72.3%) are uncertain about their vocabulary. This signals low confidence and possible gaps in word knowledge or usage. Only 2 students (18%) feel confident, while 1 student openly feels they lack enough vocabulary. This reflects a major issue. Students may avoid using advanced words or fail to express complex ideas. That affects clarity and weakens content quality. It also explains why they might rely on basic sentence patterns or repeat the same words.

Question06 : Do you find it difficult to organize your ideas logically in a paragraph?

This question aims to identify how confident students feel about organizing ideas logically in a paragraph. Logical organization is essential for coherence. It shows whether students can structure their thoughts clearly and connect sentences in a meaningful flow.

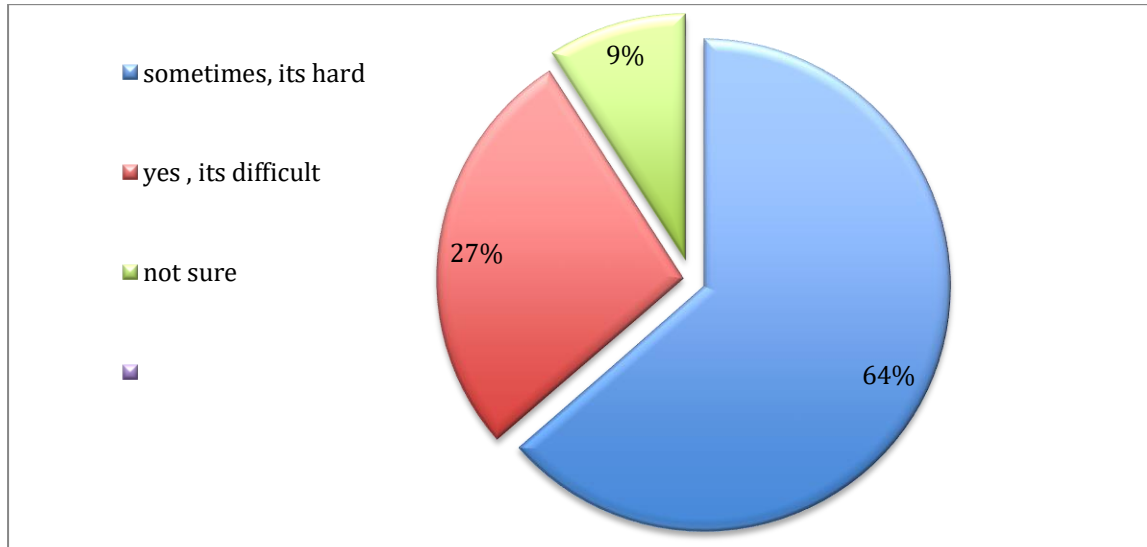


Figure 2.11: Students' Views on the Difficulty of Organizing Ideas in a Paragraph.

63.6% of students feel they sometimes struggle with organizing ideas. This suggests a moderate level of difficulty that varies across tasks or topics. They may know the structure but fail to apply it consistently. 27.3% say it is clearly difficult, showing a deeper problem in understanding how to link ideas logically. These students likely lack clear models or practice in paragraph development. 9.1% are uncertain, which could reflect limited writing experience or low confidence. These results show that 90.9% of the students either sometimes or often struggle with logical organization. This makes it a major writing challenge in this class.

Question07 : I use linking words (e.g., because, so, however) correctly in my writing.

This question checks how confidently students use linking words in writing. Linking words are key for coherence and flow. They show relationships between ideas (cause, contrast, result). Mastering them is essential for writing logical, connected paragraphs.

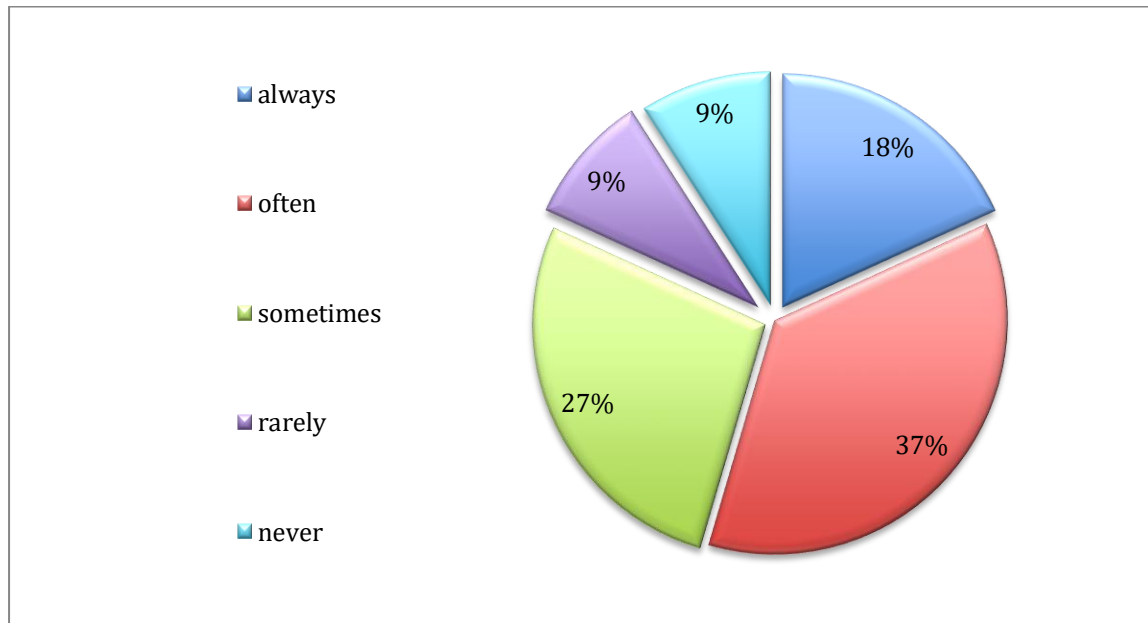


Figure2.12 : Students' Self-Assessment of Using Linking Words Correctly in Writing.

This figure presents students' responses on how frequently they use linking words (e.g., because, so, however) correctly in their writing. 54.6% (always + often) show confidence in using linking words. This is promising. It suggests that over half can manage sentence connections well. 27.3% are inconsistent. They sometimes use linking words correctly, but not regularly. This reflects partial understanding or hesitation. 18.2% (rarely + never) struggle clearly. These students likely produce disjointed or unclear writing.

Question08: What helps you the most when writing a paragraph in class?

This question aimed to identify the most effective support mechanisms that assist students during in-class paragraph writing tasks. Understanding student preferences for writing support helps educators optimize their instructional approaches.

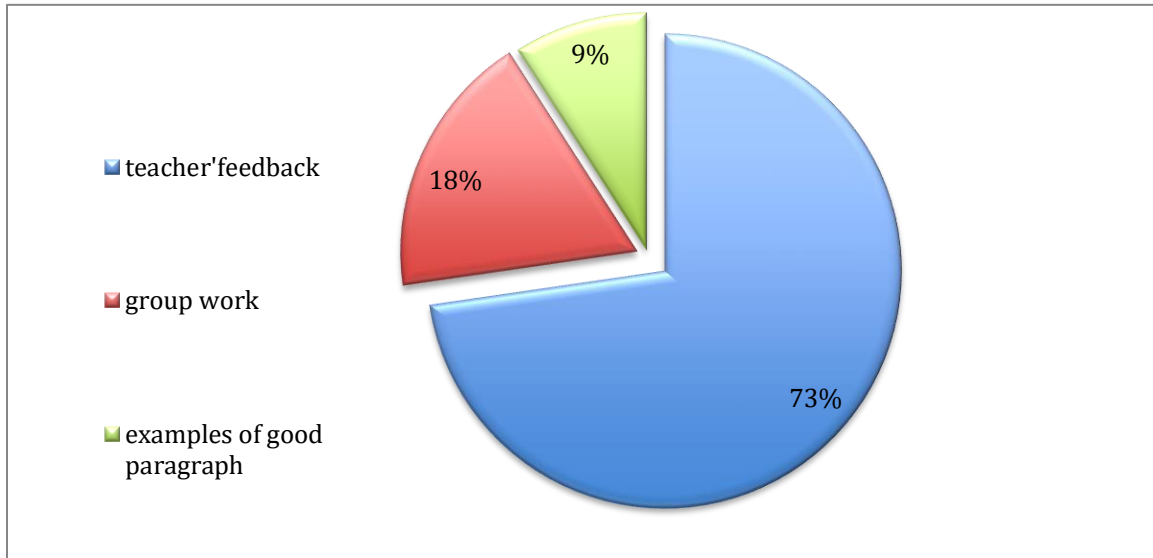


Figure2.13:Writing Process Support Analysis: Student Preferences in Paragraph Development.

The results demonstrate a clear preference for teacher feedback as the primary support mechanism in paragraph writing. This overwhelming majority (72.7%) suggests students highly value direct instructor input and guidance during the writing process. The significant preference for teacher feedback aligns with research indicating the importance of formative assessment and personalized instruction in writing development. The smaller percentage of students preferring peer collaboration (18.2%) indicates that while some students benefit from collaborative learning, it's not the dominant preference for writing support. This could suggest an opportunity to strengthen peer review processes to make them more effective and appealing to students.

The minimal preference for example paragraphs (9.1%) is noteworthy, as model texts are often considered valuable teaching tools. This could suggest that students prefer more interactive and personalized forms of support over static examples. These findings suggest that while maintaining strong teacher feedback systems is crucial, educators might consider ways to enhance the effectiveness of peer collaboration and model text usage to create a more balanced support system for student writing development.

Question09 : I often translate from Arabic when I write in English.

This survey question aims to assess the frequency of mental translation from Arabic to English during the writing process among students. Understanding this cognitive process is crucial for educators as it helps identify potential areas where students might need additional support in developing direct English writing skills without relying on their first language (Arabic) as an intermediary step.

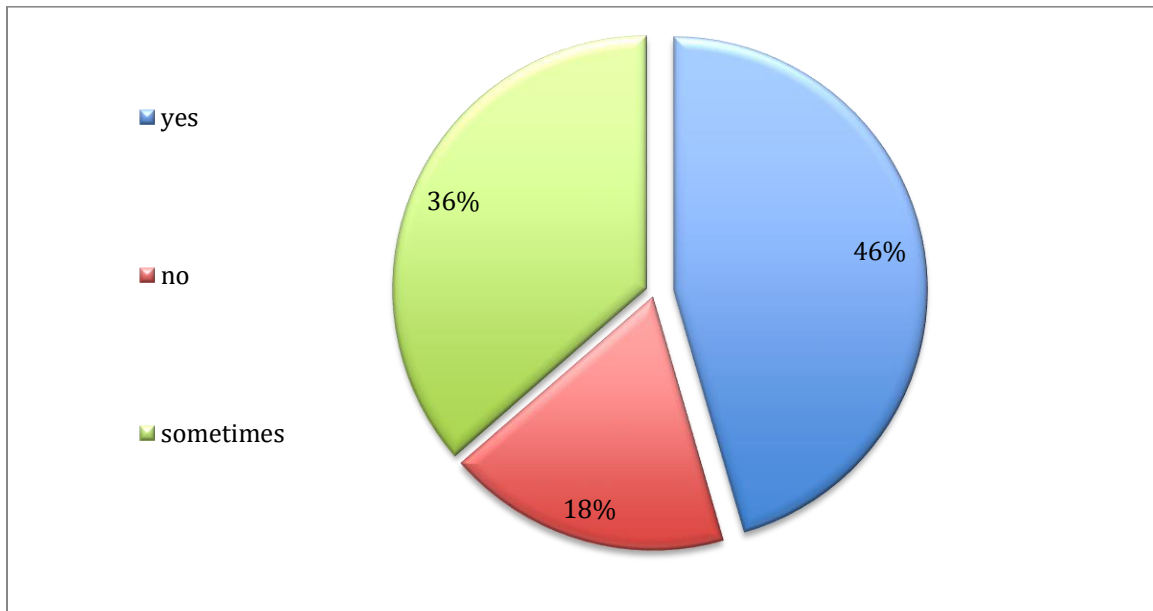


Figure214:Analysis of Arabic-English Translation Patterns in Student Writing.

The survey results from 11 respondents reveal an interesting pattern in students' writing processes. 45.5% (5 students) consistently engage in Arabic-to-English translation while writing, while 36.4% (4 students) occasionally employ this strategy. Only 18.1% (2 students) reported not using translation in their writing process. These findings suggest that the majority of students (81.9% combining "yes" and "sometimes" responses) rely to some degree on their native language when composing in English, indicating a potential area for targeted instruction in direct English composition strategies. This high percentage of translation-dependent writing could impact writing fluency and may result in syntax patterns that reflect Arabic language structures rather than natural English expression.

Question10: How does your teacher help you improve your paragraph writing?

The question aims to gather specific feedback on teaching strategies that students find most helpful in developing their writing skills. This information is valuable for understanding which pedagogical approaches are most effective from the students' perspective and can inform future instructional practices.

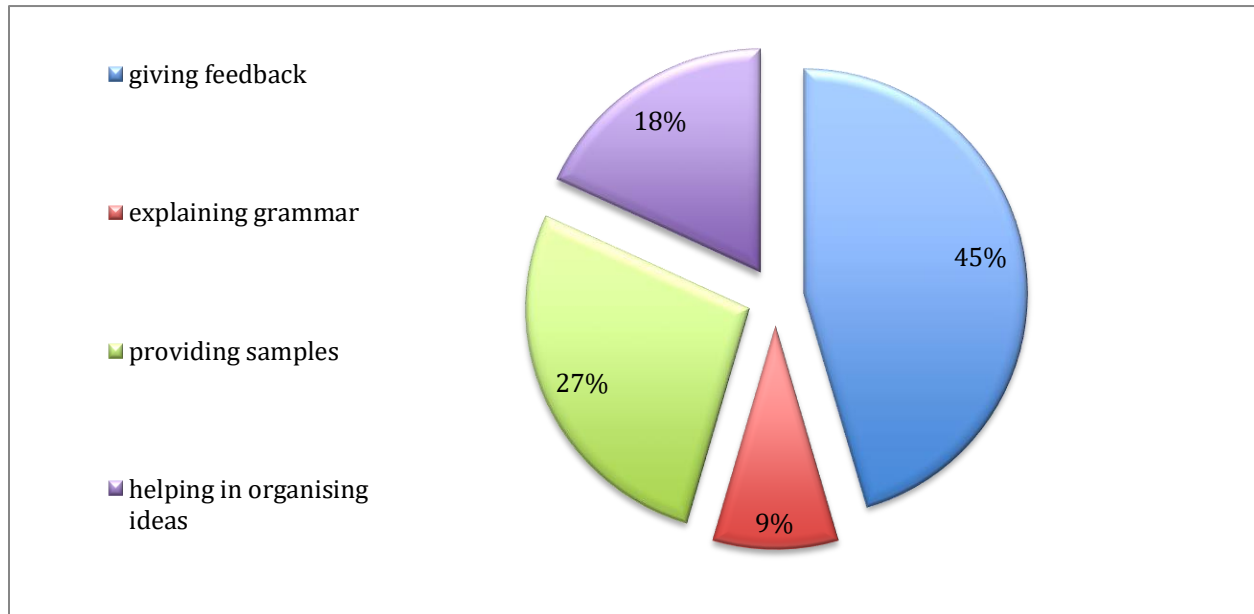


Figure2.15 : Analysis of Student Feedback on Writing Support Methods.

The survey results from 11 students reveal that feedback is the most valued form of writing support, with 5 students (45%) indicating that teacher feedback on their work is most helpful. The second most common response was providing writing samples or examples, cited by 3 students (27%), followed by assistance with idea organization (2 students, 18%). Only 1 student (9%) mentioned grammar and structure explanation as their primary source of improvement. These findings suggest that students particularly value direct, personalized interaction with their teachers through feedback, while also appreciating concrete examples and organizational support. The relatively low number of students citing grammar instruction might indicate that students find practical application and feedback more beneficial than theoretical instruction.

2.3.2. Interview Analysis and Interpretation of Results

As mentioned before in this chapter the data was collected by means of an interview a questionnaire and written productions. The teacher's interview is directed to three teachers of English at Boudjlal Ibrahim high school. It aims at providing us with their insights in teaching writing, and how they introduce this skill to their students and what materials and resources do they use. The interview is composed of ten open-ended questions where teachers are asked to give their own feedback and explanations about writing instruction. Based on the interviewees' responses, three main themes will be developed as the following.

Theme 1: Psychological Challenges in Paragraph Writing

One of the most noticeable themes that emerged from the teachers' interview responses was psychological challenges that EFL learners face when engaging in paragraph writing. These challenges often manifest in the form of anxiety, hesitation, low confidence, and fear of making mistakes, all of which have a direct impact on learners' willingness to engage in writing tasks and their ability to produce coherent paragraph. The three teachers consistently described how many students, especially those with lower proficiency levels, approach writing with uncertainty. Teacher 1 explained that when students struggle with writing, she simplifies the tasks, breaks them into smaller steps, and offers ongoing encouragement to help them gradually build both skill and confidence. This personalized support is crucial because many learners believe that writing in English is an intimidating and high-stakes activity where failure is more likely than success.

Similarly, Teacher 2 emphasized that scaffolding and step-by-step instruction are not only pedagogical choices but necessary psychological strategies to help students overcome their fear of writing. She observed that breaking the task into manageable components—such as writing one sentence at a time—can significantly reduce learners' feelings of overwhelm. This approach allows students to focus on what they can control and slowly develop a sense of competence. The presence of peer review, modeling, and outlines in her method further reflects an effort to build a supportive learning environment where learners do not feel isolated or judged.

Teacher 3 mentioned these points by noting that she provides students with key vocabulary, offers visual prompts such as pictures and videos, and encourages them to write

using simple sentence structures that they can understand and manage. Her emphasis on starting with the basic subject-verb-object format and then guiding students to link their ideas logically shows a recognition of how critical it is to reduce pressure in the early stages of writing instruction. Her approach demonstrates that psychological safety is a foundational condition for productive writing.

Collectively, the teachers' responses suggest that psychological challenges are deeply embedded in the learners' experience of writing in English. Whether due to limited previous exposure to writing, fear of negative evaluation, or general insecurity in using a foreign language, many students approach writing with emotional hesitation. The recurring mention of encouragement, support, simplified instruction, and positive reinforcement reflects a shared understanding among teachers that emotional and psychological readiness is a prerequisite for developing effective writing skills. These findings align with existing research which indicates that foreign language writing anxiety is one of the key barriers to successful performance and that teachers must address emotional as well as academic needs. Thus, paragraph writing instruction must be designed with attention not only to linguistic objectives but also to psychological well-being, especially in contexts where students' exposure to English is limited and writing is perceived as a high-risk activity.

Theme 2: Contextual Challenges in Paragraph Writing

In addition to psychological obstacles, the interviews revealed a broad set of contextual challenges that directly impact students' ability to write effective paragraphs. These challenges relate to the structural and linguistic complexities of writing in a foreign language, the availability and quality of instructional tools, and the alignment between students' cognitive skills and the demands of the writing task. Teachers pointed out that many students struggle with organizing their ideas, connecting sentences coherently, using appropriate vocabulary, and constructing logical paragraph structures. Teacher 1 said : ‘’ By using modeling, guided practice, planning tools, and continuous feedback’’. She described how she uses a variety of instructional techniques, such as modeling, guided practice, and graphic organizers, to help students internalize the process of paragraph development. By providing students with planning tools and consistent feedback, she creates a structured environment where learners can see how ideas should unfold logically within a paragraph.

Teacher 2 similarly emphasized the importance of modeling and peer review, and she highlighted how methods like brainstorming, drafting, and revising are essential for helping students gain fluency and control over their writing. Her experience suggests that coherence is not a natural outcome for most learners; it has to be taught explicitly and reinforced through practice. Interactive tools such as group brainstorming sessions and visual aids like graphic organizers are particularly helpful in guiding students to categorize their thoughts and sequence their sentences in a meaningful way. She noted that without these supports, students often produce disjointed paragraphs that lack clarity and flow.

Teacher 3's responses reinforced the importance of contextual structure in writing. She described a detailed method in which students brainstorm vocabulary, write it on the board, and then use it to compose their paragraphs. After initial drafts, they receive feedback and edit their work, which reflects a process-oriented approach to writing. This practice not only supports learners linguistically but also helps them internalize a clear model of how to approach a paragraph—from generating ideas to refining them. Additionally, her insistence on reading paragraphs aloud and involving classmates in feedback shows that she aims to create a collaborative environment where learning is shared and errors are addressed constructively.

The final picture that emerges from these responses is one where contextual challenges are closely tied to the students' limited experience with structured writing. Many learners do not come to class equipped with an understanding of paragraph logic, topic sentence development, or the function of coherence devices. Teachers must fill in these gaps through explicit instruction, repeated modeling, and continuous reinforcement. In this context, materials such as worksheets, sentence starters, and charts are not optional but essential scaffolds. The findings indicate that writing instruction should focus heavily on organizing information, linking ideas, and selecting appropriate language—not just as skills, but as integral parts of the writing context that students must master in order to succeed.

Theme 3: Cultural Challenges in Paragraph Writing

The third theme that surfaced from the interview data related to cultural and environmental challenges, particularly those related to classroom conditions, technological resources, and the cultural relevance of writing tasks. One of the most striking issues raised by all three teachers was the inconsistency or unavailability of materials and resources needed for effective writing instruction. Teacher 1 stated that in the absence of interactive tools like projectors or smartboards, she has to fall back on traditional methods such as oral instruction and board work. This shift requires adaptability, but it also suggests that students may receive unequal levels of support depending on the technological resources available at the time of instruction.

Teacher 2 also noted that time constraints and curriculum demands often prevent her from delivering full, focused writing lessons. As a result, she attempts to integrate writing activities into other subjects or lesson parts, which can leave learners without sufficient practice. This reveals a structural challenge: the school environment itself may not be designed to prioritize or support extended writing instruction, especially in under-resourced settings.

In addition to material constraints, cultural elements also play a key role in students' relationship with writing. Teacher 3 provided a vivid example of how cultural references can shape students' motivation and understanding of writing tasks. She stated :

''In the unit *Make Peace*, students were asked to write a speech expressing their hopes and dreams for Algeria. To support their understanding of rhetorical style and speech structure, I introduced them to Martin Luther King Jr.'s famous "I Have a Dream" speech. This helped them observe the use of repetition, emotional appeal, and vision-driven language. After discussing the speech, I also showed them a series of images representing life in developed countries. These visuals served as inspiration, helping students imagine what positive change in Algeria could look like''.

She mentioned that when students were asked to write a speech about their hopes and dreams for Algeria, she first showed them Martin Luther King Jr.'s famous speech to illustrate rhetorical style and then used images of developed countries to inspire students with real-world

examples. This strategy not only exposed students to the structure and emotional power of public speeches but also grounded their task in relevant and meaningful content. Her experience indicates that students respond more positively to writing prompts when they see their own cultural context reflected or when the topic has real-life implications for their own society.

All three teachers made efforts to bridge cultural and environmental gaps by using visual aids, videos, and images as triggers for writing. These resources help make abstract topics more concrete and allow students with limited vocabulary to access ideas through images rather than just words. They also provide a way for students to connect emotionally and intellectually with the topic, especially when the subject matter is culturally familiar or socially significant. The cultural distance between students and English writing conventions can be a major barrier, and these strategies help reduce that distance by using familiar symbols and examples to introduce new forms of expression.

These observations suggest that both cultural awareness and access to basic instructional methods are critical components of effective writing instruction. When teachers lack tools, time, or contextualized materials, the result is often reduced student engagement and weaker writing outcomes. Therefore, writing instruction must be grounded not only in language teaching methods but also in cultural and environmental reality. Teachers must be both creative and flexible, using every available resource to make writing meaningful and accessible to learners whose exposure to English is limited and whose cultural experiences may not align with the expectations of English academic writing.

2.4.Students Written Productions’ Analysis and Interpretation of Results

Quantitative Analysis of a Student Paragraph n 01:

Many EFL students face difficulties when writing paragraphs in English. These challenges often appear in the form of grammar errors, incorrect spelling, poor sentence structure, and misuse of vocabulary. Such issues limit the clarity and effectiveness of their writing. This analysis examines a handwritten paragraphs written by 11 high school students. The paragraphs were evaluated based on a set of error categories. Each error in each paragraph was counted and classified to give a clear quantitative picture of the learner’s writing performance. To ensure a thorough understanding of each learner’s specific writing difficulties, an individual analysis of each paragraph was conducted. Analyzing each paragraph separately allows the identification of personal patterns, recurring common mistakes, and learner-specific challenges, which might be overlooked in group-level data (Ferris, 2002). This approach supports targeted feedback and instructional planning that address each student’s actual needs (Hyland & Hyland, 2006).

Error Type	Total Count	Percentage (%)
Grammatical Errors	6	20.7%
Spelling Errors	4	13.8%
Punctuation Errors	4	13.8%
Capitalization Errors	3	10.3%
Word Choice Errors	5	17.2%
Sentence Structure	4	13.8%
Pronoun Errors	2	6.9%
Preposition Errors	1	3.4%
Total	29	100%

Table2.1 Summary of Writing Errors in Paragraph by Student 1

The quantitative results show that grammatical errors are the most frequent, making up over 20% of the total. These errors suggest that the student struggles with basic English sentence structure, including tense, articles, and verb use. Word choice problems are the second most common, showing a limited vocabulary and weak control of collocations and expressions.

Spelling, punctuation, and sentence structure errors appear consistently across the paragraph, which affects overall coherence and fluency. Fewer mistakes were found in the use of pronouns and prepositions, but they still contribute to confusion. These findings highlight key areas of weakness that need targeted instruction, especially grammar and vocabulary development.

Quantitative Analysis of a Student Paragraph n 02

The following analysis examines one short paragraph written by a student as part of an advice-writing activity. Errors were identified, classified, and counted to measure the student's writing performance in quantitative terms.

Error Type	Total Count	Percentage (%)
Grammar Errors	4	26.7%
Spelling Errors	3	20.0%
Punctuation Errors	2	13.3%
Capitalization Errors	2	13.3%
Word Choice Errors	2	13.3%
Sentence Structure	2	13.3%
Total	15	100%

Table 2.2 Vocabulary and Organization Errors in Student 2's Paragraph

The analysis shows that grammar errors make up the highest portion of the mistakes, showing difficulty in forming correct sentence patterns. Spelling problems also appear frequently, indicating a lack of familiarity with basic English words. Punctuation, capitalization, and word choice errors appear equally and affect the paragraph's clarity. The sentence structure shows signs of confusion, with thoughts expressed in broken or run-on phrases. Overall, the student needs focused support in grammar, spelling, and sentence construction to improve their writing skills.

Quantitative Analysis of a Student Paragraph n 03

This analysis presents the types and frequency of errors in one student's writing sample n 03.

Error Type	Total Count	Percentage (%)
Grammar Errors	4	23.5%
Spelling Errors	1	5.9%
Punctuation Errors	3	17.6%
Capitalization Errors	5	29.4%
Word Choice Errors	2	11.8%
Sentence Structure	2	11.8%
Total	17	100%

Table 2.3 Summary of Writing Errors in Paragraph by Student 3

Capitalization mistakes were the most frequent (29.4%), showing a lack of attention to basic rules. Grammar and punctuation errors followed at 23.5% and 17.6%, affecting sentence clarity. Word choice and structure also need improvement. The student should focus on sentence accuracy, proper use of “I,” and punctuation.

Quantitative Analysis of a Student Paragraph n 04

Error Type	Total Count	Percentage (%)
Capitalization	2	13.3%
Spelling	4	26.7%
Grammar Structure	5	33.3%
Punctuation	2	13.3%
Word Choice	2	13.3%
Total Errors	15	100%

Table2.4 Grammatical and spelling Errors in Student 4's Paragraph

The writing sample demonstrates several areas where the student needs improvement in English language proficiency. The most prominent category of errors (33.3%) occurs in grammatical structure, indicating difficulties with English syntax and sentence formation. Spelling errors constitute the second highest percentage (26.7%), suggesting challenges with English orthography.

Quantitative Analysis of a Student Paragraph n 05

Error Category	Count	Percentage
Grammatical Errors	8	34.8%
Spelling Errors	3	13%
Punctuation Errors	4	17.4%
Structural/Syntax Errors	5	21.7%
Word Choice Errors	3	13%
Total Errors	23	100%

Table2.5 Summary Error Table in Student 5's Paragraph

The writing sample demonstrates characteristics typical of an intermediate English language learner. The analysis reveals that grammatical errors constitute the highest percentage of mistakes (34.8%), followed by structural/syntax errors (21.7%). Punctuation errors account for

17.4% of the total mistakes, while spelling and word choice errors each represent 13% of the total errors identified.

The frequency distribution of errors suggests that the student requires additional support in basic grammar structures and sentence construction. The relatively lower percentage of spelling errors indicates a reasonable grasp of English orthography, though there is still room for improvement in vocabulary usage and word choice.

Quantitative Analysis of a Student Paragraph n 06

Error Category	Count	Percentage
Spelling	4	23.5%
Grammar	5	29.4%
Syntax	4	23.5%
Punctuation	2	11.8%
Word Choice	2	11.8%
Total Errors	17	100%

Table2.6 Summary of Errors in Paragraph 6 on "My Dilemma"

The writing sample demonstrates multiple areas requiring attention. The highest frequency of errors occurs in grammatical structures, accounting for approximately 29.4% of total errors. Spelling and syntax errors share equal proportions at 23.5% each, collectively comprising nearly half of all identified mistakes. Punctuation and word choice issues represent the smallest categories, each constituting 11.8% of the total errors.

This distribution pattern suggests that the writer's primary challenges lie in fundamental language structure and basic writing mechanics. The frequency distribution indicates a learner who is likely in the early stages of English language acquisition, particularly struggling with

grammatical conventions and basic spelling patterns. The quantitative analysis reveals that structural elements of writing (grammar and syntax combined) account for approximately 52.9% of all errors, indicating this should be a primary focus area for improvement strategies.

Quantitative Analysis of a Student Paragraph n 07

Error Category	Count	Percentage
Grammar Errors	4	23.5%
Syntax Errors	3	17.6%
Coherence Issues	5	29.4%
Structural Problems	3	17.6%
Logical Flow Issues	2	11.9%
Total Errors	17	100%

Table2.7 Summary Error Table in Student 7's Paragraph

The writing sample demonstrates several areas of concern in terms of language proficiency and composition skills. The quantitative analysis reveals that coherence issues represent the highest percentage of errors (29.4%), suggesting significant challenges in maintaining clear and logical thought progression. Grammar and syntax errors collectively account for 41.1% of the total errors, indicating fundamental language structure difficulties.

Quantitative Analysis of a Student Paragraph n 08

Error Category	Count	Percentage
Grammatical Errors	8	34.8%
Spelling Mistakes	5	21.7%
Punctuation Errors	4	17.4%
Sentence Structure Issues	4	17.4%
Word Choice Errors	2	8.7%
Total Errors	23	100%

Table2.8 Error Types In Paragraph 08

The quantitative analysis writing sample reveals that grammatical errors constitute the highest percentage of mistakes (34.8%), followed by spelling errors (21.7%). Punctuation and sentence structure issues each represent 17.4% of the total errors, while word choice errors account for 8.7%. The frequency distribution of errors suggests that the writer would benefit most from focused instruction on basic grammar rules and spelling conventions. The relatively high percentage of grammatical errors indicates this should be a primary area of intervention in the learning process.

Quantitative Analysis of a Student Paragraph n 09

Error Category	Count	Percentage
Spelling Errors	14	35%
Grammar Errors	12	30%
Punctuation Errors	8	20%
Syntax Errors	6	15%
Total Errors	40	100%

Table2.9 Total Number of Errors in Student 9's Paragraph

The quantitative analysis reveals that spelling errors constitute the highest percentage of mistakes (35%), followed by grammatical errors (30%). Punctuation and syntax errors comprise the remaining 35% of the total errors identified. This distribution pattern suggests that the student

may benefit from focused intervention in fundamental writing skills, particularly in spelling and grammar. The high frequency of basic errors indicates that the student is likely writing at a level significantly below their grade level.

Quantitative Analysis of a Student Paragraph n 10

Error Category	Count	Percentage
Grammatical Errors	7	41.2%
Spelling Errors	4	23.5%
Punctuation Errors	3	17.6%
Word Choice/Usage	3	17.6%
Total Errors	17	100%

Table2.10 Summary of Writing Errors in Paragraph by Student 10

The analysis reveals a total of 17 errors distributed across four main categories. Grammatical errors constitute the highest proportion at 41.2%, indicating significant challenges with sentence structure and syntax. Spelling errors account for 23.5% of the total mistakes, while punctuation errors and inappropriate word choice/usage each represent 17.6% of the total errors. This distribution suggests that the writer's primary area for improvement lies in grammar and spelling, which together account for nearly two-thirds of all errors (64.7%). The frequency and pattern of these errors indicate an intermediate level of English proficiency with notable opportunities for development in basic writing mechanics and language structure.

Quantitative Analysis of a Student Paragraph n 11

Error Type	Count	Percentage
Grammatical Errors	7	35%
Structural Errors	5	25%
Punctuation Errors	4	20%
Vocabulary Errors	2	10%
Article Usage Errors	2	10%
Total Errors	20	100%

Table2.11 Summary Error Table in Student 11's Paragraph

The highest frequency appears in grammatical constructions, constituting 35% of total errors. Structural errors follow at 25%, indicating challenges with sentence formation and

organization. Punctuation errors account for 20% of the mistakes, while vocabulary usage and article errors each represent 10% of the total error count. This distribution suggests that the primary focus for improvement should be on grammatical accuracy and sentence structure, as these two categories combined represent 60% of all errors identified in the text. The data presents a clear hierarchy of areas requiring pedagogical intervention.

Quantitative Analysis of a Student Paragraph n 12

Error Category	Count	Percentage
Grammatical Errors	7	29.2%
Spelling Errors	3	12.5%
Punctuation Errors	4	16.7%
Structural/Syntax Errors	6	25%
Word Choice Errors	4	16.7%
Total Errors	24	100%

Table2.12 Summary Error Table in the 12th Paragraph

This writing sample shows difficulties in paragraph writing. Grammatical errors make up the largest portion (29.2%), followed closely by syntax issues (25%). These include incorrect verb forms, missing articles, and poor periods. Word choice and spelling also appear in equal proportions (16.7% and 12.5%). The student shows the ability subject-verb agreement. Punctuation mistakes (16.7%) often involve missing commas or to express complex ideas but struggles with sentence construction and cohesion. Focused instruction on grammar and sentence patterns is recommended. Vocabulary development is also necessary for more accurate expression.

Quantitative Analysis of a Student Paragraph n 13

Here is the quantitative analysis for this paragraph:

Error Category	Count	Percentage
Grammatical Errors	6	30%
Spelling Errors	4	20%
Punctuation Errors	3	15%
Structural/Syntax Errors	5	25%
Word Choice Errors	2	10%
Total Errors	20	100%

Table2.13 Summary Error Table in Paragraph 13

The paragraph shows a clear attempt to express structured ideas, but grammar remains a key weakness (30%). Structural issues (25%) are also present, especially in sentence coordination and word order. Spelling mistakes (20%) include basic errors like “charitab le” instead of “charitable.” Punctuation is inconsistent, particularly in comma and period usage (15%). Word choice issues (10%) include awkward phrasing like “crucial rol” and “stepping stone.” The content is coherent and relevant. The student needs targeted instruction in grammar, basic editing for spelling, and exposure to model texts for improved sentence construction.

Quantitative Analysis of a Student Paragraph n 14

Error Category	Count	Percentage
Grammatical Errors	9	33.3%
Spelling Errors	3	11.1%
Punctuation Errors	5	18.5%
Structural/Syntax Errors	7	25.9%
Word Choice Errors	3	11.1%
Total Errors	27	100%

Table2.14 Total Number of Errors in Paragraph n 14

The analysis shows that grammatical issues dominate the writing (33.3%). Problems include verb tense, subject-verb agreement, and article usage. Structural and syntax errors are also frequent (25.9%), such as unclear sentence construction and coordination. Punctuation

mistakes (18.5%) include misuse of commas, periods, and inconsistent spacing. Spelling errors (11.1%) are less frequent but include terms like “gouing” instead of “giving.” Word choice errors (11.1%) include unclear or incorrect terms such as “importance role” and “the begin make.” The student shows awareness of the topic but needs structured guidance in grammar, sentence clarity, and punctuation to improve academic writing quality.

Quantitative Analysis of a Student Paragraph n 15

Error Category	Count	Percentage
Grammatical Errors	7	26.9%
Spelling Errors	9	34.6%
Punctuation Errors	4	15.4%
Structural/Syntax Errors	4	15.4%
Word Choice Errors	2	7.7%
Total Errors	26	100%

Table2.15 Total Number of Errors in Paragraph n 15

Spelling errors are the most frequent (34.6%), showing frequent misspellings such as “esperiencing” (experiencing), “foulies farinlies” (families), “mechical” (medical), “ployed” (played), “mecha” (media), “rehable” (reliable), “lerts” (alerts), “cand voluntiers” (and volunteers). Grammatical errors (26.9%) include incorrect article usage, verb form issues, and subject-verb agreement problems such as “of Gaza is many foulies farinlies”. Punctuation mistakes (15.4%) involve missing commas, periods, and unclear sentence boundaries. Structural and syntax errors (15.4%) include run-on sentences and unclear sentence construction, like “use. Social mecha to raise spread rehable in formation.” Word choice problems (7.7%) include vague or misused words like “use. Social mecha” and “supporting P Gaza.” The student shows interest in the topic but lacks control over spelling, grammar, and sentence structure. Basic editing and focused instruction on mechanics and cohesion are necessary.

Quantitative Analysis of a Student Paragraph n 16

Error Category	Count	Percentage
Grammatical Errors	7	28.0%
Spelling Errors	8	32.0%
Punctuation Errors	4	16.0%
Structural/Syntax Errors	5	20.0%
Word Choice Errors	1	4.0%
Total Errors	25	100%

Table 2.16 Error Pattern Distribution in Student Paragraph n 16

Spelling errors (32.0%) are the most noticeable, including words like “importance” (should be “important”), “Sousaites” (societies), “Needes” (needy), “Chouthes” (clothes), “medicoul Suppelis” (medical supplies), “thents” (tents), “nemveror” (numerous), and “wark” (work). Grammatical errors (28.0%) include wrong or missing articles, incorrect word forms like “charity wark very importance,” and phrases like “help others of Needes come food aid.”

Structural and syntax issues (20.0%) appear in unclear sentence construction and awkward phrasing like “Sousity of in Algerian betuen Sou nemveror.” Punctuation problems (16.0%) are due to missing or misplaced periods, commas, and incomplete sentence boundaries. Word choice error (4.0%) includes awkward or unclear vocabulary like “Solidaret for people,” which likely aims to mean “solidarity with people.” This paragraph reflects strong intent to communicate social values, but heavy spelling and grammar mistakes block clarity.

Quantitative Analysis of a Student Paragraph n 17

Error Category	Count	Percentage
Grammatical Errors	6	24.0%
Spelling Errors	7	28.0%
Punctuation Errors	4	16.0%
Structural/Syntax Errors	6	24.0%
Word Choice Errors	2	8.0%
Total Errors	25	100%

Table2.17 Frequency of Writing Errors in Student Paragraph n 17

Spelling mistakes (28.0%) are very frequent in this paragraph and they include: “importante” (important), “essier” (easier), “Confortable” (comfortable), “tecknnologie” (technology), “withe” (with), “Commicate” (communicate), and “ils” (its). Grammatical issues (24.0%) involve subject-verb agreement, article misuse, and wrong structures like “internet is one of the greatest invention is 20th Century,” which should be “one of the greatest inventions of the 20th century.” Structural/syntax errors (24.0%) show in sentences like “go in Gaz” and “To um up, we can say that is almost in possible,” which lack clarity and correct structure. Punctuation problems (16.0%) include missing commas and periods, inconsistent capitalization, and poorly separated clauses. The paragraph reflects a good understanding of the topic, but spelling, grammar, and sentence construction need attention. The student would benefit from targeted correction tasks focused on common spelling patterns and sentence clarity.

Quantitative Analysis of a Student Paragraph n 18

Error Category	Count	Percentage
Grammatical Errors	6	24.0%
Spelling Errors	7	28.0%
Punctuation Errors	5	20.0%
Structural/Syntax Errors	5	20.0%
Word Choice Errors	2	8.0%
Total Errors	25	100%

Table2.18 Breakdown of Language Errors in Student Paragraph n 18

Spelling errors (28.0%) include “rada” (probably meant to be “area” or “neighborhood”), “denate” (donate), “pouvér” (poor), “aksepted” (accepted), and “inchallah” (should be "Insha'Allah"). Grammatical issues (24.0%) involve incorrect subject-verb agreement and article use, such as “Me and family donate” instead of “My family and I donate,” or “that pouvér i happy of charitable” which lacks agreement and coherence. Structural/syntax mistakes (20.0%) are found in awkward phrasing and sentence fragments like “I suggest in more people charitable associations,” which lacks a clear verb and logical structure. Punctuation errors (20.0%) include missing periods, commas, and inconsistent capitalization such as “Me and My Brother denate food.” Word choice issues (8.0%) include unclear or misused vocabulary such as “in which rada in homme” and “happy of charitable,” which confuse the message. The student demonstrates positive feelings toward charity but struggles with basic grammar, word form, and sentence clarity.

Quantitative Analysis of a Student Paragraph n 19

Error Category	Count	Percentage
Grammatical Errors	7	28.0%
Spelling Errors	6	24.0%
Punctuation Errors	4	16.0%
Structural/Syntax Errors	6	24.0%
Word Choice Errors	2	8.0%
Total Errors	25	100%

Table2.19 Error Analysis Summary in Student Paragraph n 19

Grammatical errors (28.0%) include incorrect verb tenses, article use, and subject-verb agreement like “the charity Work Suffed the man need” and “is a nice a nice work for me.” Spelling issues (24.0%) include “empraissing” (embarrassing), “Suffed” (should be “satisfies” or “supports”), “many” (money), “supplier” (supplies), and “danate” (donate), “por” (poor). Structural and syntax mistakes (24.0%) appear in sentence fragments, poor phrasing, and repetition, like “to donate another vie for his persons” and “is a nice a nice work.” Punctuation errors (16.0%) include missing or misplaced periods and commas, improper capitalization, and inconsistent use of sentence boundaries. Word choice mistakes (8.0%) include vague or incorrect expressions like “another vie for his persons” and “practice for Say always a Solidarity.” The paragraph reflects emotional awareness about charity, but meaning is blocked by grammar, spelling, and structure issues. The student needs consistent practice in sentence building, grammar correction, and using clear vocabulary.

Quantitative Analysis of a Student Paragraph n 20

Error Category	Count	Percentage
Grammatical Errors	9	33.3%
Spelling Errors	4	14.8%
Punctuation Errors	4	14.8%
Structural/Syntax Errors	6	22.2%
Word Choice Errors	4	14.8%
Total Errors	27	100%

Table 2.20 Error Category in Paragraph n 20

The analysis reveals that grammatical errors are the most common (33.3%), including: Article misuse: “Charitable is organization” → should be “a charitable organization”. Verb tense and agreement: “Charitable is organization to give the hand help” → awkward and incorrect. Subject-verb agreement: “so should helps the people” → should be “should help”. Structural/syntax issues (22.2%) appear in awkward constructions and poor sentence flow: “The work of charitable is very important because helps others...” → missing subject: “it helps others”. Punctuation mistakes (14.8%) include inconsistent use of periods and quotation marks around “Nass El Khir”, “Red Cross”, and general sentence boundaries. Spelling errors (14.8%) are relatively minor but include: “Charitalble” (once) → should be “charitable”, “deffeactl” → “difficult”, “mathe” → “matter”. Word choice errors (14.8%) include vague or incorrect usage: “give the hand help” → better as “lend a helping hand”.

The paragraph shows a clear awareness of the topic, and the student attempts to express ideas about charitable work. However, the writing is full of frequent grammatical and syntactic issues, awkward phrasing, and unclear sentence structure. To improve, the student would benefit from targeted instruction in sentence construction, article use, and word choice clarity, along with basic grammar and punctuation skills.

Quantitative Analysis of Student Paragraph n 21

Error Category	Count	Percentage
Grammatical Errors	10	32.3%
Spelling Errors	5	16.1%
Punctuation Errors	4	12.9%
Structural/Syntax Errors	8	25.8%
Word Choice Errors	4	12.9%
Total Errors	31	100%

Table2.21 Error Analysis Summary in Student Paragraph n 21

This paragraph contains 31 total errors, with grammatical issues (32.3%) being the most frequent. These include: Article misuse: “the humanity”, “the others” → should be “humanity”, “others”, Subject-verb agreement: “person who Needs” → “person who needs”, Tense and auxiliary confusion: “This do is important” → “This is important”. Structural/syntax errors (25.8%) are also common in this paragraph. Spelling errors (16.1%) include: “valuntary” → voluntary, “halping” → helping, “belive” → believe, “famliy” → family. Punctuation issues (12.9%): Missing or misused commas and periods in compound sentences Inconsistent use of capital letters (e.g., “The authors”, “So I belive...” mid-sentence)

The paragraph shows many errors in grammar, sentence structure, and vocabulary usage. With guided instruction in basic grammar, punctuation, and paragraph cohesion, the student could better convey their ideas in academic writing.

3. Conclusion :

The findings from the questionnaire, teacher interviews, and students' paragraph samples reveal that EFL learners face persistent and interrelated challenges in writing English paragraphs. The teachers repeatedly mentioned psychological challenges such as anxiety, low confidence, and fear of making mistakes. They also discussed contextual challenges like weak organization, poor vocabulary, and difficulty constructing coherent paragraphs. This confirms that learners face multiple overlapping challenges which have clear alignment between literature review, research questions, hypotheses, and field data. In addition, A major theme that emerged across all interviews was the central role of ICTs, visual aids, and material resources in writing instruction. All three teachers discussed how technology—such as projectors, data shows, videos, and interactive boards—helps them model the writing process more effectively and supports visual learners. These findings will be discussed thoroughly in the third chapter.

Chapter Three:

Discussion

and

Recommendations

3.1.Introduction

Although teachers as well as learners are aware of the importance of writing, they still struggle a lot with this skill. In this final chapter, we will discuss more closely these challenges that they face and introduce some useful educational practices. This chapter also draws connections between the findings of the study and the real classroom experiences of both teachers and students. It examines the reasons behind persistent writing difficulties, including linguistic, motivational, and instructional factors. In addition, it outlines practical strategies and recommendations aimed at improving writing instruction in EFL contexts. The chapter concludes by emphasizing the need for ongoing professional development and further research to address the gaps in current writing pedagogy.

3.2.Discussion of the Findings

This research work aims at identifying the main challenges that EFL students face when writing a paragraph in Boudjlal Ibrahim high school. The questionnaire results highlight several challenges that EFL learners face in writing English paragraphs. Despite studying English for six or more years, most students still experience difficulties in core writing skills. These challenges are not due to a lack of motivation—100% of the students reported being motivated to learn English—but are rooted in specific language and skill-related areas.

Confidence is a major issue as the questionnaire results reveal. Only a small percentage of students feel confident when writing paragraphs in English. Most of them answered “sometimes,” indicating hesitation and lack of certainty. This hesitation appears closely tied to their vocabulary knowledge, which over half identified as their main challenge. Weak vocabulary limits students’ ability to express ideas clearly and creates barriers in sentence construction, word choice, and overall paragraph development.

Grammar, word order and spelling mistakes were the most common problems. These errors suggest a strong influence from the students’ first language (Arabic), especially when over 80% admitted they often or sometimes translate from Arabic while writing. This practice leads to unnatural structures and disrupts coherence in their English writing.

Paragraph organization also emerged as a major concern. Most students struggle to write clear topic sentences and organize their ideas logically. Even when they understand the importance of coherence and linking words, many fail to use them consistently. This affects the clarity and flow of their writing.

Teacher support was seen as the most helpful factor in improving writing, particularly direct feedback. Students responded better to practical guidance than peer help or model paragraphs, which were less commonly used. This suggests that teacher involvement is essential in building students' writing skills.

In short, the main writing challenges faced by EFL learners in this study include limited vocabulary, grammatical errors, lack of confidence, poor organization, and strong L1 interference. The content analysis of students' paragraphs confirmed these observations. Most samples lacked clear topic sentences, correct vocabulary and grammatical structures. There were frequent grammar mistakes, especially in subject-verb agreement / tense and sentence structure. Vocabulary was often repetitive or inappropriate. Linking words were used incorrectly or not at all, and paragraphs lacked clear conclusions. Now, we can say that the first research question is answered and that the first hypothesis proved to be true. However, contextual challenges—especially grammar and vocabulary errors—remain the most significant issue.

The teacher interviews were thematically analyzed and the findings clearly answer both remaining study questions and support the suggested hypotheses. Teachers said they employed a variety of teaching strategies, including modeling, guided practice, peer evaluation, and scaffolding, all of which helped students improve their writing skills, especially in terms of coherence and structure. Their answers demonstrate the effectiveness of these methods. Additionally, the integration of visual aids and ICT resources, like projectors, graphic organizers, and PowerPoint slides, was shown to improve the quality of paragraphs and student participation, which lends strong support to Hypothesis 2. Teachers also emphasized the value of having access to diverse materials and pointed out the issues that might arise in the absence of such resources. These results support the notion that the development of EFL learners' paragraph writing abilities is greatly impacted by both instructional techniques and teaching resources. The previous problems requires targeted instruction that emphasizes vocabulary development, writing practice

without translation, structured feedback, and clear guidance in paragraph structure. Integrating technology and visual tools proved to improve student engagement, idea generation, and paragraph quality. These findings can help teachers adjust their methods to better support students' writing growth as we will introduce some interactive games to be adapted in classroom.

3.3.Recommendations

3.3.1. Interactive Vocabulary Teaching Activities:

Additionally to what teachers implement inside their classrooms to teach new vocabulary words, we are going to present other helpful strategies introduced by experts in the field of teaching and learning.

Janet Allen in her book “*words, words, words*” (1999) suggested some effective games to teach vocabulary items:

- a) **Charades:** every student can be engaged in this game. Here the teacher writes vocabulary words from different fields in a given card then he divided the class into groups. Each one from each group tries to guide his team to guess the words and the winner will score points (p.117)
- b) **Pictionary:** is a one-minute game, it is a kind of charades where the teacher breaks his/her class into groups, then he asks each one of each group to draw a picture for the targeted word and let his team guess. (p.118)
- c) **Scattergories:** the teacher divides his /her learners into different teams; each team is asked to provide as much words as possible that start with the same letter and is linked to a given category. The following example explains the game carefully: list the words that are associated with the category of universe. The letter given is S.

Answer: sky, space, sea, stars, spring, sand...

Scores are given to those who provide new answers not suggested by others (p.119)

Marilee Sprenger in her book “how do I teach vocabulary effectively with limited time” (2014) introduces other effective techniques such as:

I. The association game:

The teacher divides students into groups of five and gives one student in each group a word on a slip of paper to read it and hide it from the other members of the group. Then, the student writes an associated word on another slip of paper and gives it to the next student in the group. This

student is asked to do the same thing till all the students come up with different associations related to the first word. By the end, students can share their words with their friends. (Marilee, 2014, p.21)

II. Getting to the point with power point

The teacher designs a vocabulary power point presentation of four slides or more. The first slide must contain the new word, how it is pronounced and a small definition can be added too. The teacher asks students to pronounce the new words loudly, all together then individually. On the next slide, the teacher puts the new words in sentences or questions to be answered. The teacher can use pictures and graphs to discuss the new words and create conversations about it. Here, the interaction will help students to remember the new words. Finally, the teacher asks students to write their own sentences using the new words, share them, and comment on one another's work. (Marilee, 2014, p. 23).

III. Freeze frame:

It is all about having students in groups of five and the teacher gives words to each group. Students take each word with its definitions, study it all together for 03minutes, act it out or prepare a frozen pose of 05 seconds. Then, the other groups need to guess what the word is .The more newer words are guessed correctly, the more points the groups gain. (Marilee, 2014, p. 25)

IV. Back to the board:

Split students into 03 teams or more depending on the class size. One student from each team must stand or sit on a chair with their back to the board .The teacher writes a word on the board and the players on chairs must not see it but the rest of the team can. Teams must try to describe the word to their player without using the actual word written on the board. The first team to guess the word gets one point. Then, the teacher switches the person on the chair so that everyone gets the chance to guess. (Marilee, 2014, p.27)

V. A wordy conversation:

Put students in pairs and give them vocabulary words. Student A starts a conversation using the first word. Then, student B answers his or her partner using the synonym of the previous word .After that, student A use the antonym of the word in a sentence. For instance:

Student A: the teacher of English is very strict.

Student B: yes, he obeys all the rules, he is so severe.

Student A: unlike me, I am too lenient. (Marilee, 2014, p.31)

VI. A word bag:

It is all about creating a class word bag. In each session, students are asked to draw or write newer words on slip of papers and add them to the word bag. In each time, the teacher chooses a student to do so and in the next class another student will pick one word from the bag and explain it, draw it or mime it for his friends and they have to guess it.

d) The use of websites:

Teachers can use different websites in their vocabulary lessons to create stories and puzzles and make learning more engaging and funny, they can even print out any worksheets they need. These sites are suggested by (RaniaEnglish, 2018)

3.3.2. Interactive Grammar Teaching Activities

- a) Word Lottery:** Draw random vocabulary words to include in writing.
- b) Six-Word Memoirs:** Challenge students to summarize a topic in 6 words.
- c) Story Dice:** students roll dice to randomly choose a subject, verb, and object, then write and read the sentence aloud. It's simple and adds variety. Or roll dice with pictures/words to inspire narratives.
- d) Peer Editing Stations:** Rotate through stations (e.g., one for grammar, one for clarity).
- e) "Be the Teacher":** Students correct a sample with intentional errors.
- f) Online Tools:** Quill.org (free interactive grammar practice) and Grammarly App/ website.
- g) The writing bracelet :** students wear bracelet to check their sentence grammar.
- h) Sentence Scramble,** where students rearrange mixed-up words to form correct sentences. This improves their understanding of word order and structure.
- i) Subject-Verb-Object Relay.** Students pick cards labeled with subjects, verbs, and objects to build complete sentences. This reinforces sentence components through movement and teamwork.

- j) **Human Sentences** is a group activity where each student represents a word. They work together to form a sentence by standing in the correct order. It's interactive and builds teamwork.

These games increase engagement, reduce stress, and help students apply grammar in real situations. They work well as warm-ups or review activities and make sentence structure lessons more memorable.

3.3.3. Interactive Games For Teaching Writing

- a) **The Paragraph Puzzle Race** helps students visualize structure. Before class, the teacher cuts a model paragraph into individual sentences (topic sentence, details, conclusion). Teams race to reassemble the sentences in logical order, competing for speed and accuracy. To extend the lesson, use scrambled paragraphs from student drafts—this encourages peer analysis of flow and coherence. The game turns abstract concepts like "organization" into hands-on problem-solving.
- b) **Roll-a-Paragraph**, a dice-based challenge. Students roll to determine their paragraph type (e.g., persuasive, descriptive) and have five minutes to draft one. After writing, they exchange papers to identify strengths and suggest improvements. This game builds adaptability, as students learn to shift tones or purposes on demand. By adding peer feedback, it also strengthens editing skills in a low-stakes, gamified format.

3.4.Conclusion :

The interview, students questionnaire and the written productions findings confirm and enrich the literature-based hypotheses. Learners face psychological and contextual difficulties that impact their ability to write effectively. Instructional methods are effective in addressing these challenges. Moreover, the use of ICT and visual materials significantly enhances writing instruction, but the lack of such resources creates barriers. These findings support the need for targeted teacher training and better resourcing to improve EFL writing outcomes.

By respecting and working with these recommendations, teachers can create a dynamic and supportive writing environment that motivates young learners and helps them develop essential writing skills through the engaging medium of games and interactive activities. On the other hand, learners must work really hard and do their best to be an active part in the process of writing.

General Conclusion

This research aims to investigate the challenges EFL learners face in paragraph writing and to explore the instructional methods and materials used by teachers to support students in overcoming these difficulties. To achieve this goal, the study was divided into two main phases.

The first phase involved a review of the literature. We defined paragraph writing and highlighted its key components such as coherence, organization, and idea development. We also discussed common challenges faced by EFL learners, including limited vocabulary, lack of confidence, L1 interference, and insufficient motivation. In addition, we examined the role of instructional methods in teaching writing.

The second phase focused on fieldwork. We used both qualitative and quantitative research tools: a questionnaire for learners and interviews with three teachers of English. The aim was to gather insights about challenges that students face in writing a paragraph and teachers' instructional practices. The results confirmed that learners struggle mainly with organizing ideas, using appropriate vocabulary, and maintaining coherence. The findings also revealed that while some teachers use varied strategies like modeling, guided practice, and graphic organizers, others still face constraints such as limited time and lack of resources.

Based on these results, we recommend integrating more interactive methods and visual tools to support paragraph writing instruction. Emphasis should be placed on planning, feedback, and confidence-building activities. These changes could help reduce the gap between students' needs and current classroom practices.

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APPENDICES

Appendix A: Teacher's interview

- 3.4.1.1. How long have you been teaching English?
- 3.4.1.2. To what extent teaching writing is important for students' success?
3. Do you devote enough time for teaching writing?
4. Can you describe the instructional methods you use when teaching paragraph writing to your students?
5. In your experience, how do different teaching methods influence your students' ability to write coherent paragraphs?
6. How do you approach paragraph writing with students who are struggling?
7. What materials or tools do you usually rely on when teaching paragraph writing?
8. What happens when you don't have access to the materials or resources you normally use?
9. How do you incorporate technology or visual aids into your writing lessons?
10. Can you share an example where a specific material or tool helped improve student writing?

Appendix B: Students' Questionnaire:

The Questionnaire Regarding challenges that EFL Learners Face In Writing A Paragraph

Age: years old.

Gender: ☐male

☐female

How many years have you been studying English.....

Are you motivated to learn English?

☐Yes

☐No

1. Do you feel confident when writing a paragraph in English?

☐Yes

☐No

☐Sometimes

2. What is the most difficult part of writing a paragraph for you?

☐Finding the right vocabulary

☐Organizing my ideas

☐Grammar and sentence structure

☐Understanding the topic

☐Other (please specify): _____

3. I can write a good topic sentence to start my paragraph.

☐Always

☐Often

☐Sometimes

☐Rarely

☐Never

4. What kind of mistakes do you usually make when writing in English?

☐Spelling errors

☐Grammar mistakes

☐Using incorrect word order

☐Not connecting ideas properly

☐Other (please specify): _____

5. I have enough vocabulary to express my ideas clearly in a paragraph.

☐Strongly agree

- ☐ Agree
- ☐ Not sure
- ☐ Disagree
- ☐ Strongly disagree

6. **Do you find it difficult to organize your ideas logically in a paragraph?**

- ☐ Yes, I find it very difficult
- ☐ Sometimes, it's hard
- ☐ No, it's easy for me
- ☐ Not sure

7. **I use linking words (e.g., because, so, however) correctly in my writing.**

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

8. **What helps you the most when writing a paragraph in class?**

- ☐ Clear instructions from the teacher
- ☐ Examples of good paragraphs
- ☐ Working with classmates (group work)
- ☐ Feedback from the teacher
- ☐ ICTs and Visual aids (e.g., pictures, diagrams)
- ☐ Other (please specify): _____

9. **I often translate from Arabic when I write in English.**

- ☐ Yes
- ☐ No
- ☐ Sometimes

10. **How does your teacher help you improve your paragraph writing?**

- ☐ Giving feedback on my work
- ☐ Explaining grammar and structure
- ☐ Providing writing samples or examples

☐ Helping me organize my ideas

☐ Other (please specify): _____

Appendix C: Excerpts From the Students' Written Paragraphs.

Written Expression: Topic one
- Gaza is experiencing a humanitarian crisis due to ongoing war and destruction of Gaza is many families families have lost their homes, and people urgently need food, water and medical care. technology has played a big role in supporting Gaza and spreading awareness, use social media to raise spread reliable information, share alerts and updates and provide access to emergency services, organize donations and volunteers, locate missing people connect aid workers with victims.

Help Gaza with a publication
Gaza is experiencing a humanitarian crisis due to ongoing war and destruction. Many families have lost their homes and people urgently need food, water and medical care. Technology has played a big role in supporting Gaza and raise awareness and spread reliable information. The influencers or the famous persons they have a big voice and a big effect in the world, to spread the voice of million of people die all days, and, create platforms for global support Gaza, also share alerts and updates about the case.

Naturally technology can help Gaza from the genocide and facing-juste share.