

Difficulties Facing EFL Students in Narrative Paragraph Writing: The Case of First Year Students at Batna 2 University.

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Abstract

Algerian EFL Students find many challenges in writing a well-organized and meaningful paragraph. The study aims at identifying the common problems and difficulties that first year students face in writing a narrative paragraph. The subjects of the study are 60 students, enrolled in the department of English at Batna2 University. The method used in the study is a descriptive one, and the data gathering tools are a questionnaire distributed to 10 English language teachers and a writing assignment for students. The findings in this work showed that students struggled with many problems such in language use, vocabulary, mechanics, organization, L1 interference, and content. To address the previous problems, the study comes up with a myriad of suggestions for EFL teachers and syllabus designers to improve students' paragraph writing.

Key words: Difficulties, EFL students, narrative, paragraph, writing

Résumé

Les étudiants algériens d'anglais trouvent beaucoup de défis dans la rédaction d'un paragraphe narratif bien organisé et significatif. Cet article vise à identifier les problèmes et les difficultés communs auxquels les étudiants de première année de l'Université de Batna 2 sont confrontés à l'écrit. Les sujets de l'étude sont 60 étudiants, inscrits au département d'anglais. La méthode utilisée est descriptive et les outils de collecte de données sont un questionnaire remis à 10 professeurs d'anglais et un devoir de rédaction pour les étudiants. Les résultats de ce travail ont montré que les apprenants étaient aux prises avec de nombreux problèmes tels que l'usage de langue, le vocabulaire, la mécanique, l'organisation. L'interférence de la L1 et le contenu. Afin de résoudre les problèmes précédents, l'étude propose des suggestions pour les enseignants et les concepteurs de programme pour améliorer l'écriture du paragraphe des étudiants.

Mots-clés : Difficultés, apprenants, l'écrit, paragraphe, narratif

المخلص

يجد طلاب اللغة الإنجليزية في الجزائر العديد من التحديات في كتابة فقرة سردية منظمة وذات مغزى. ويهدف هذا المقال إلى تحديد المشاكل والصعوبات التي يواجهها طلبة السنة الأولى بجامعة باتنة 2 في الكتابة. وقد أجريت الدراسة على 60 طالبا مسجلا في قسم اللغة الإنجليزية، وكان المنهج المتبع وصفيًا، أما أدوات جمع البيانات فقد اعتمدنا وسليتين: استبانة موجهة لأساتذة اللغة الإنجليزية، وواجب كتابي للطلبة. أظهرت نتائج البحث أن الطلاب يعانون من مشاكل في استخدام اللغة: المفردات، قواعد الإملاء، التنظيم، المحتوى، وتدخل اللغة الأم. لذا، تقترح الدراسة حلولاً لأساتذة اللغة الإنجليزية وواضعي المناهج من أجل معالجة المشاكل السابقة، وتحسين مهارات الطلاب في كتابة فقرة.

الكلمات المفتاحية: الصعوبات، طلبة الإنجليزية، فقرة سردية، كتابة

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Introduction

Education is a complex process based on teaching and learning. However, these two aspects of education do not take place in one single time; they are rather ongoing processes that evolve and progress. Teaching a foreign language is proved even more difficult for both teachers and learners; therefore, EFL teachers are always in front of many challenges and obstacles, which may emerge at different levels of teaching the foreign language. This reality is not much more unlike than teaching English in an Algerian context.

Although English is introduced as a second foreign language to the Algerian students in Middle School, almost at the age of eleven, and learners study this language for seven years before going to university, many of them find it difficult to handle with this language, and some struggle and get bad scores in tests and exams. One of the reasons behind this hardship is the less amount of exposure to the foreign language. English is mostly practiced in a formal classroom environment and there are few opportunities, other than in school, to use it for daily communication purposes. Even students, who tend to do well in English and achieve good scores in exams, have certain difficulties in mastering all aspects of this language.

One of the most important areas of difficulty in English language teaching is how to develop the productive skills, namely, speaking and writing. At the level of these two skills, students are in a state of not only receiving the language but responsible for constructing it as well (Harmer, 2007). Comparing to other skills, writing proved to be hard; students find it easy to learn reading and more enjoying to practice speaking or listening; however, when it comes to writing, they show a kind of frustration or reluctance to be involved. Writing, for most students, is a daunting task and a hard challenge they go through during the process of learning the language.

Students usually are introduced to learn how to write a paragraph after learning how to write correct and meaningful sentences and clauses. At the stage of paragraph writing, they are trained to express one idea through the use of significant and connected

sentences. According to Polgers (2000), every paragraph must include two essential elements. First, a topic sentence which summarizes the general idea of the paragraph; second, supporting sentences which provide more details to the topic sentence. To express different purposes, students learn how to write different types of paragraphs including expository, narrative, persuasive, and descriptive.

The narrative paragraph is a type of paragraph that contains a narrative. This latter was defined by Polgers (2000) as “a short story taken from personal experience, using a chronological sequence of events” (p. 260). According to the definition, all what is related to a storytelling and the sequence in which this story is told is considered as a narrative. The act of narrating is not restricted only to some people such as poets and writers, because ordinary people as well, unconsciously, deal with narration in everyday life as Abbott (2008) said: “We use narrative many times a day, every day of our lives” (p.1).

EFL students learn to develop different types of paragraphs among which the narrative paragraph is one. The mastery of this last improves students’ linguistic competence and boosts their imagination abilities. Although narrative writing seems to be more motivating because it entails telling a factual or fictional story, it is still considered as another challenge that students face in the process of learning writing.

This research paper discusses the problems and difficulties encountering EFL students in writing a narrative paragraph. In addition, it investigates teachers’ attitudes towards teaching this kind of writing and suggests some solutions to help learners foster their writing abilities.

Literature Review

Writing is taken as a hard task because it entails not only the good use of structure and vocabulary, but also other elements such as audience, purpose, content, and topic. To communicate his ideas, the writer should consider his readers; it is important to write in a language that suits their level, knowledge, and interest in order to be able to convince the audience (Byrne, 1991).

The difficulty of the writing is derived from the nature of writing itself; students go through complex cognitive steps to be able to write a short passage. Thus, the mastery of this skill is regarded to be achieved at a late stage, for both native and nonnative speakers of the foreign language (Hamp-Lyons & Heasley, 2006). Furthermore, Schoonen et al. (2003) claimed that the task of writing in a foreign or second language is more difficult than writing in the native language because it requires from the writer to use a set of skills that he may not have been used to in his native language.

It is not an easy matter to identify the difficulties of learners in writing in a precise and accurate way; however, students' errors might be good indicators of weaknesses and deficiencies in their writing performance. Errors made by students may be seen at different levels and may occur in many aspects of the foreign language. The current paper focuses on the most common ones made namely in grammar, vocabulary, mechanics, and problems related to L1 interference. Moreover, it focuses on the main problems that hinder learners while writing any type of a paragraph, in general, as well as some other problems when writing a narrative paragraph.

Background of the Study

In this part, we focus on the related studies conducted in the field of writing. In addition, we provide a general background about the main problems and challenges facing EFL learners in writing a narrative paragraph.

The influence of Arabic language is one of the problems that EFL students encounter in writing. According to Baker & Westrup (2003), the learning process of foreign languages becomes hard when the rules of the mother tongue are transferred to the target language. Students usually do not pay attention to the language difference which exists between Arabic and English. Starting from sounds and alphabet going to the way of writing, Arabic is written from right to left, whereas English is written the opposite. Arabic uses repetition of some conjunctions and words contrary to English which tends to employ short and precise sentences (Al Fadda, 2012). This is mostly clear when using more coordinating conjunctions such as "for" and "and", as well as giving more than one synonym to the same word (Abu Rass, 2015).

Moreover, learners prefer using long sentences, and repeating the same words rather than using precise terms to convey their ideas.

Problems faced at the level of language system and structure are related to deficiencies in mastering the rules of syntax and morphology of the target language, or what is known as *grammar*. This latter is regarded as the most complex and important aspect of the language to be learned and taught (Gwynne, 2013). Furthermore, it is taken by many grammarians and language researchers as a crucial and indispensable language aspect fostering the writing skill. Weigle (2002) asserted that the weak mastery of L2 language leads to poor quality writing since the focus of the writer is limited to how to write rather than the content and ideas.

Students have grammatical problems when they produce sentences or clauses which do not conform to the rules of the grammar of the target language, or they produce others which are considered, structurally, as unaccepted by its native speakers. According to Abdulkareem (2013), many Arab students face challenges in sentence structure and word order. Other problems are revealed in terms of using the correct tenses, plural markers, articles, and verbs. In some cases, the problems are crucial and they call for an urgent need to be addressed (Al-Mekhlafi & Nagaratnam, 2011).

In addition to grammar problems, many studies showed that students struggle with aspects of vocabulary in their writing production. (Fareed, Ashraf & Bilal, 2016). Vocabulary in any language starts to be formed since the first word learned in this language. Acquiring EFL/ ESL vocabulary is admitted to be a fundamental element of learning, and its position among language aspects is not less than that of grammar (Wilkins, 1972). The good command of vocabulary usually reflects holding a good level in mastering the foreign language. When students have flaws in vocabulary, they display a poor quality of writing or are not able to express themselves properly. In terms of writing, the bad selection of appropriate diction may lead to confusion or ambiguity on the side of the reader. Reasons undermining bad command of vocabulary are ascribed to the lack of reading, the use of words in

isolation of context and the method followed by teachers.

On the other hand, some additional problems may appear at different levels such as: content, organization and mechanics. In her study, Abu Rass (2015) found out that most students still struggle with providing good examples and explanation in their paragraphs although they master writing the topic and the concluding sentence. Furthermore, Alfaki (2015), in his study done with 20 university students, found out that the common errors in writing among learners were mostly made in punctuation, capitalization, and spelling.

Being aware of the existence of the previously mentioned problems, by both the teacher and learners, is an important is important. Shaywitz (2003) claimed that it is not enough for teachers to know the problems of their students in writing; students had better to know their own problems, themselves, because it fosters their confidence and helps them to overcome their weaknesses.

Aim of the Study

The study in hand aims at highlighting the major problems encountering EFL students in writing. It also attempts to investigate teachers' perceptions towards teaching narrative paragraph writing. In addition, it takes into consideration providing solutions for students, who struggle to write a narrative paragraph, in order to overcome their difficulties and obstacles. In general, it endeavours to sustain teachers of writing by providing them with effective strategies and essential ways to be used in their writing classes, so as to boost students' writing performance.

The Study

Statement of the Problem

The objective of any teaching class is to enable learners to have good communication competency. Thus, to achieve this ultimate objective, teachers are highly recommended to teach the four skills of the language in an integrating way.

It has been noticed that EFL students' achievements in the writing skill are unsatisfying compared to the ones reached in the other skills. The task of writing is not difficult for only EFL or ESL students, but also for native speakers of English.

Nunan (1999) confirmed that some English-speaking students find it quite a daunting task to master the skill of writing, though they go through a formal learning process of writing for a given period of time.

The majority of first year students in the department of English lack the ability to express their ideas, in an appropriate written format, though some of them do well in other subjects. Although they have been studying English for at least six years before they come to university, they still struggle to express their ideas in a clear, well-organized and coherent paragraph. Observation of students' narrative paragraphs displayed different types of mistakes and errors in many aspects such as: grammar, vocabulary, and spelling. The fact demonstrates that students have problems in paragraph writing. The previously mentioned difficulties might be due to some factors such as the lack of effective strategies used by teachers in their writing classes, lack of motivation, or lack of knowledge about the different aspects of the writing skill.

In this regard, the current study is devoted to focus on identifying the different challenges and difficulties students face in writing a narrative paragraph. It, also, seeks to provide appropriate suggestions to confront those challenges and enhance learners' competency in paragraph writing.

Questions of the Study

1- What are the most common problems and challenges that EFL first year students encounter in their narrative paragraph writing?

2- What are the suggested solutions to help students overcome problems and enhance their writing production?

Research Design

This research is conducted by following a descriptive analytical method. The means used to collect data are a questionnaire for teachers of writing at the department of English and a writing assignment for students.

The objective of the questionnaire is to know teachers' attitudes towards the different challenges that their students face. It also aims to know the different strategies and methods used to teach the writing skill. The instruction in the

assignment is to write a narrative paragraph about a given topic. Its main objective is to determine the types of problems and challenges that students face in order to give a deep insight into those problems. In addition, it seeks to provide both students and teachers with effective remedies and solutions.

Participants

The subjects of the current study are first-year students, enrolled in the department of English at Batna 2 University. Their ages range between 19 and 23 years. The study took place in the second semester of the academic year 2018.

Tools

To gather reliable and valid data, a questionnaire was administered to 10 teachers of writing at the department of English at Batna 2 University, in addition to a writing assignment for students. The assignment was to write a narrative paragraph. The paragraphs were analyzed in terms of vocabulary, content, organization, mechanics, and language use.

Procedure

The students were required to write a narrative paragraph on “The happiest experience they have ever had”. The time allocated for the whole process

of writing was 90 minutes. This included the major steps of writing from drafting until proofreading. For each step, the teacher gave instruction and provided guiding. After the task was finished, the paragraphs were analyzed.

Data Analysis

A/ The Questionnaire

The questionnaire was administered to 10 teachers who had taught or were still teaching the module of written expression at the department of English. It contained 15 questions divided into three sections. The first aim of this tool was to know students’ problems and challenges in writing from teachers’ perceptions. The second aim was to know the real factors behind student’ writing problems so as to provide appropriate recommendations. And the third aim was to find out if teachers used some methods or strategies to teach writing. The questionnaire results were presented in the following figures.

The first question was as follows: Which aspect is the most difficult to be mastered by students? The aim of this question is to explore teachers’ perceptions about students’ problems in writing.

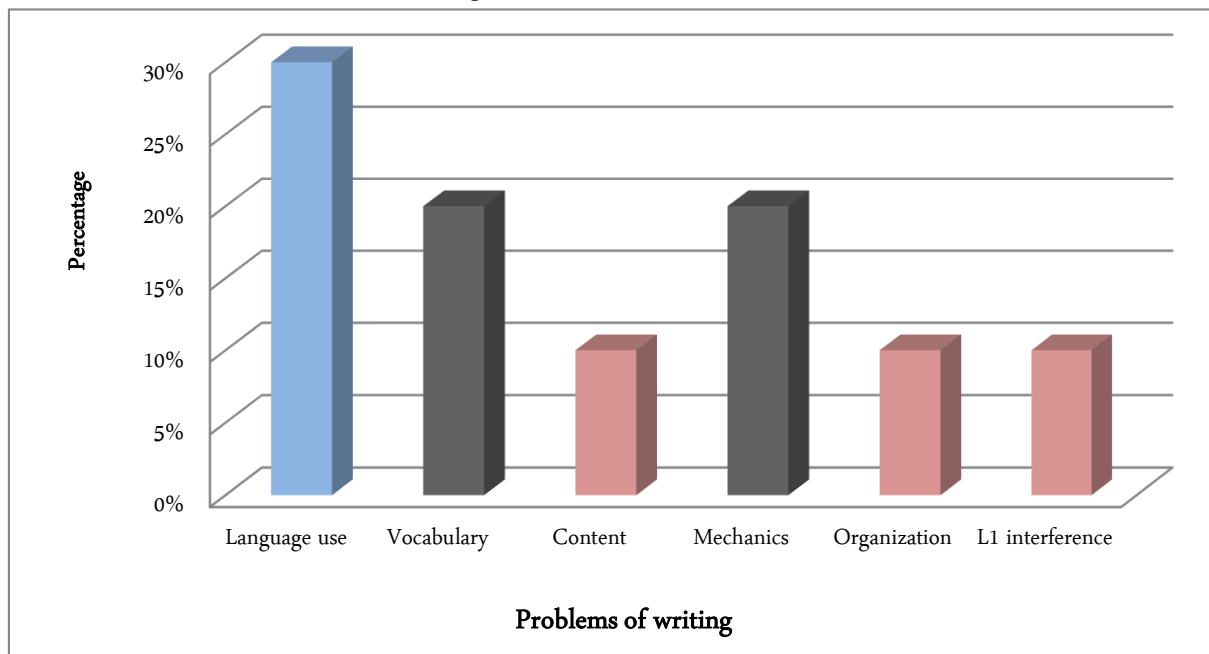


Figure N°1: Teachers` opinions about students` writing problems

As shown in the figure, three teachers (30%) agreed that students struggled with grammatical problems in their writing. Two teachers (20%) saw that student’ vocabulary was not good. The same number of teachers (% 20) confirmed that students had difficulties in mechanics. One teacher (10%) stated that students had problems in content; one (10%) saw that they had constraints in organization, and another one (10%) claimed that

mother tongue interference had a negative impact on students’ writing.

The second question was the following: In your opinion, what are the reasons behind students’ weaknesses in writing? The aim of this question was to determine teachers’ perceptions about the proper factors behind students’ weak achievement in writing. Knowing the factors can give teachers more insights about the challenges and difficulties the students face.

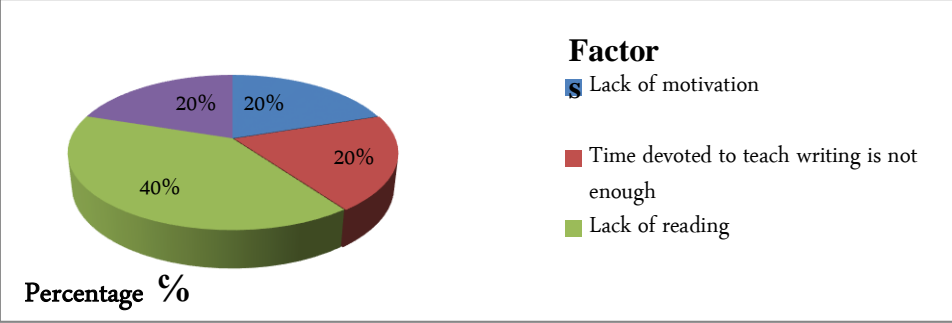


Figure N° 2: Teachers` opinions about the factors behind students` weaknesses in writing

The results to the question showed that the majority of teachers, four ones (40%), agreed that lack of reading was a strong factor of not doing well in writing. According to them, reading enhances writing. On the other hand, two teachers (20%) believed that the reason behind students` weak achievement in writing was lack of motivation; two other ones (20%) related the same problems to the insufficient time devoted to written expression module; and two teachers (20%) saw that lack of practice was the main factor to students’ problems in writing.

The third question was as follows: How often do you use new strategies and method to motivate students to write? The first aim of this question was to find out if the teachers used new strategies or techniques in their lessons in order to motivate their students to write. In addition, the second aim was to discover if they were creative in their ways of teaching.

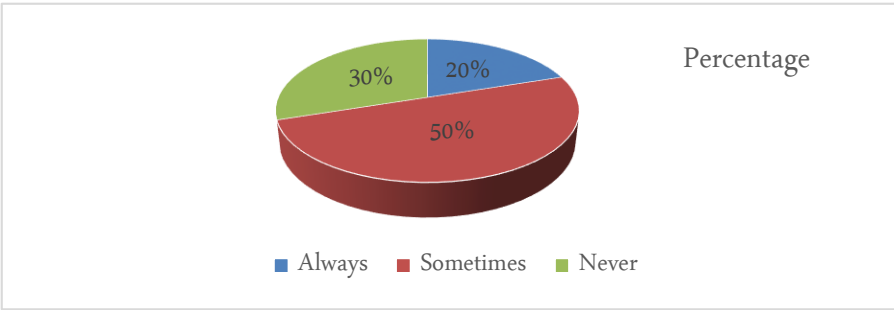


Figure N°3: Teachers` frequency of using new strategies in teaching writing

Teachers’ answers to the question of using new strategies and methods showed that only two teachers (20%) used new strategies on a regular basis

in their writing classes. Five teachers (50%) answered that they used them sometimes, and three

teachers (30%) stated that they never used innovation in their methods of teaching.

B/ The assignment

Students were asked to write a paragraph since students, at this level of their academic studies, do not deal yet with essay writing. The type of the paragraph they were asked to write was a narrative one because it is the focus of our study.

The results display that the total of 1017 errors was found in students' papers. The distribution of

these errors according to their number of occurrence was as follows: 605 errors were committed in language use, 207 errors in mechanics, 112 in vocabulary, 41 ones in organization, 38 ones in L1 interference, and 14 ones in content. These problems were explained in details starting from the most frequent to the least ones.

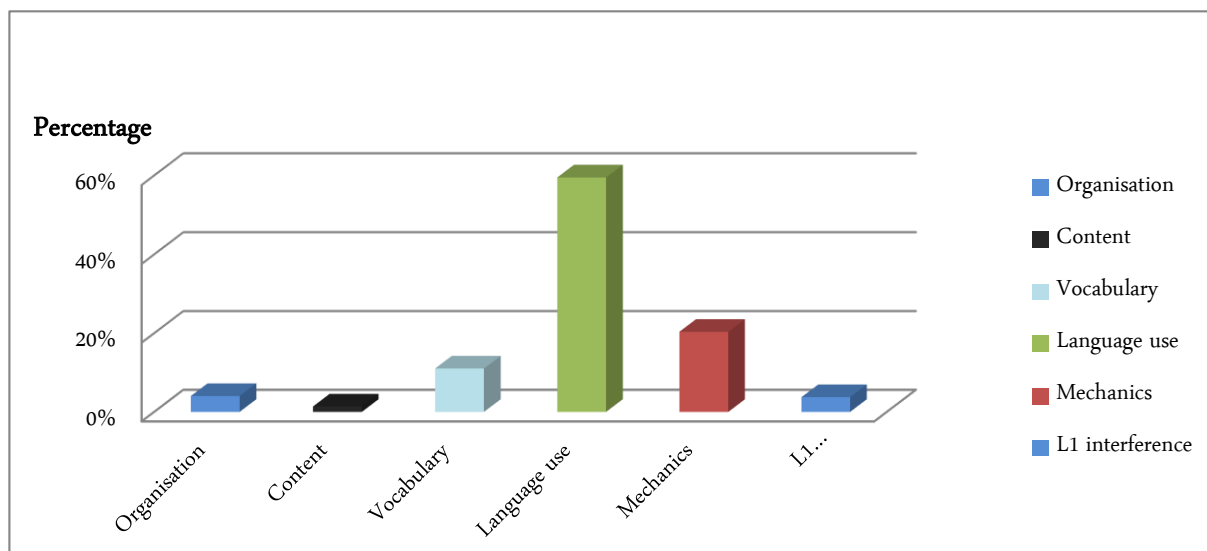


Figure N°4: Writing problems found in students' paragraphs

A/ Problems in Language Use

Language use problems in this context were related to grammatical or usage mistakes. The number of errors committed at the level of language use was 605; it was represented by 59 %, and it was the highest one in the figure. Such errors in language use included:

a- The bad use of third person singular form "s/he, it"; this appeared clear in omitting "s" at the end of the verbs used with one of these pronouns.

- It keep living in my heart
- This moment keep me happy
- It push me to give more

b- The misuse of tenses; in many paragraphs, students showed a poor command of the use of the appropriate tense. Some of the students used an inappropriate tense or a bunch of tenses in a single context. As a result, their writing productions looked unclear or ambiguous.

- Our life is full of experiences that touched and *leave* trace on our feelings.

- When I see my name in the list, I am jump like a crazy.

c- Another problem was subject verb agreement. This problem was seen when students were unable to use either a singular subject with a singular verb or a plural subject with a plural verb.

- *It was* very amazing moments
- I remember both my sisters and my brother *smiles* to me.

d- The wrong choice and misuse of relative pronouns and subordinating conjunctions. Scanning students' papers demonstrated that a great majority of students avoided using subordinating conjunctions often, and they tended instead to use coordinating ones or simple sentences. In other cases, they employed improper relative pronouns.

- I visited my middle school which I had study in it.

- She bought me a book and bag whom I like too much.

B/ Problems in Mechanics

The results reveal that problems in mechanics came in the second rank by a number of 207 errors (20 %). These latter included errors in terms of capitalization punctuation, and spelling. Some students hardly used any capitalization in their writing apart in the first word of the paragraph.

- *well* let 's start it with talking about life this little word that make us confused
- It was *ahmed* who gave her the present of her birthday.

At the level of punctuation, it was shown that many students ignored rules about punctuation. Moreover, in many cases students utilised the wrong punctuation mark or no punctuation at all.

- The road to that beautiful place was so long and exciting for me since I dreamt all my life of becoming an architect

Concerning spelling, all the paragraphs contained, at least, one spelling mistake. These mistakes were of different types; the most common categories were those classified as *addition* or *omission* spelling mistakes. The former type occurred when students added extra letters to the words, whereas the latter occurred when one or more letters were added to the words.

- The cat was very *blak*.
- All *peopole* have nice stories.
- I steal keep it until now. After her *sicces* she was happy.
- When I was a *shild*. When I get this *marke*.

C/ Problems in Vocabulary

The results revealed that the total number of vocabulary errors made by students was 112 (11%). The problem of vocabulary was depicted through the limited number of words employed in writing, or through the inability to use more complex aspects such as phrasal verbs, idioms, collocations and proverbs. The aspect taken into consideration in the current case was related to the mistakes made in the choice of the right words.

- We were so *exciting* (instead of excited).
- I have *earned* my baccalaureate.
- When I announced to my parents that I passed, they smiled *wide*.

D/ Problems in Organization

The results demonstrated that errors in organization were 41 (4%). The problem of organization implied the inability of students to arrange their sentences in the common order of a topic sentence, supporting sentences, and a concluding one. The most frequent errors were the ones made with the topic sentence. For instance, the following sentences were used as topic sentences.

- Well, that is happened to me too.
- I just keep the good ones because life is just too short.

E/ L1 Interference Problems

The results showed that there were other problems related to the interference of the mother tongue. The total number of these errors was 38 (4%). This kind of errors occurred when learners inserted aspects of their native language into their writing in English.

- I waited and waited and waited until he came.
- Between one night and another, she becomes rich.

F/ Students' Problems in Content

According to the figure above, the errors made at the level of content were 14 (1%). Compared to the other types of errors, this one came at the last rank. Content problems were linked to the ideas employed in writing. In some cases, students used irrelevant sentences, and in other ones, the whole paragraph was out of topic. This latter was found only in one paper.

Discussion

The results of the current study showed that first year students had a handful of problems in writing narrative paragraphs, and this was demonstrated through the number of errors found in their papers. Teachers agreed on the main areas of the problems which are language use, vocabulary, and mechanics. The number of errors made in these three aspects of language was the highest one compared to the other ones. Although students study *grammar* as

a separate module, which is taught in parallel with the module of *written expression*, they still struggled with many aspects of grammatical nature. This was seen clearly in their inability to write well-structured sentences using appropriate subordinating conjunctions or transition words, and in their overuse of coordinating conjunctions such as “so, but, and, or” (Abu Rass, 2015). This overuse of such conjunctions was explained in some cases by the fear of doing mistakes; students preferred using them rather than using other ones and doing mistakes (Modhish, 2012). Moreover, L1 turned out to be another problem seen in students’ paragraphs; the influence of Arabic was clear in many cases such as: in the tendency to give many synonyms of the same word, the misuse of some relative pronouns, and literal translation (Sabbah, 2015). The previously mentioned problems were results of less exposure to English; most students relied on what they were taught inside the class, and did less effort to practice the foreign language elsewhere; this is what explains teachers’ claim that the lack of reading was one of the most important factors leading to students’ low achievement in writing, as reading helps to improve writing (Zamel, 1992). Concerning the mistakes made at the level of spelling, capitalization, and punctuation, they were attributed to two main reasons. First, they were ascribed to deficiency in the mastery of English and mechanics of writing. Second, they were ascribed to neglect or little attention given to steps of revising and proofreading to check mistakes. In addition, time devoted to teaching writing was not proved enough, according to some teachers; and this is what explains students’ problems at the level of organization; many students are not able to start their paragraphs with appropriate topic sentence, or use a good concluding one. Thus, students demonstrate an urgent need for more practice to help them overcome their difficulties.

Content is regarded to be one of the main challenges that students faced in their writings (Doushaq, 1986); In spite of their freedom to talk about a real or imagined happy experience, most students stuck to talking about one topic that was “success in the Baccalaureate exam”. Many papers demonstrated the limited number of ideas used, and in some of them students used irrelevant ideas.

Concerning motivation, a number of teachers claimed that one important factor behind students’ problems was lack of motivation. This latter was ascribed to the difficulty of the skill of writing itself. The majority of the students pretended that it was the most difficult skill to be mastered comparing to speaking, listening, or reading.

On the other hand, if teachers cared more about presenting the lesson and finishing the programme on time than attracting students’ attention and increasing their willingness to learn more, the result would be the lack of interest and motivation from the part of students. It is obvious from the found results that not all teachers made use of new methods and strategies in their writing classes. Creativity was an important element that lacked some of the writing sessions.

Recommendations

The results of the current study came up with a bunch of suggestions and pedagogical implications that aim at providing remedies for problems in writing narrative paragraphs. It is highly recommended to devote more time for the subject of *written expression* for first year students, and this should be taken into consideration by authorities and curricular designers since two sessions per week proved not being enough. Moreover, paragraph writing should be given importance and emphasis to enable students to be acquainted with its form and organization. Furthermore, the narrative paragraph, in specific, should be given more time and much practice as students do not master some important elements in narrative writing such as the proper use of transitional words, phrases to express time, chronological order of events, the plot, and the setting.

In addition, teachers should give more time to practice inside the classroom because practice facilitates the learning process and identifies areas of weaknesses students have in writing (Alhaysony, 2012). The practice of some grammatical points such as the construction of complex sentences, the use of subordination conjunctions, and the difference in the uses of tenses is needed to help students avoid errors and improve their writing quality.

Feedback has a positive impact on learning process (Hattie & Timperley, 2007). It is

advised that students should be provided with constructive feedback to tasks inside the classroom, or home-work to make sure many areas of weaknesses are covered. Providing students with feedback after correcting their paragraphs is a good strategy to enable them to recognize their own errors and enhance their writing quality (Brown, 2001).

To get students used to English language structure and style, students need to be often in contact with the language. Thus, teachers ought to increase students' exposure to the target language by using authentic materials, such as literary texts, poems and short stories.

Lack of reading is a strong reason leading to bad writing; therefore, students are strongly advised to read more because reading is the appropriate mean to develop the writing skill (Krashen, 1984). With reading, students will be acquainted to the structure of the target language as well as its vocabulary and style. As a result, the number of errors will be decreased and their writing achievement will be improved.

Teachers should be innovative in their teaching methods by using different strategies and techniques to meet students' needs and interests. As a matter of fact, the use of ICTs inside the class becomes a crucial necessity in order to motivate students to write more and better the quality of writing (Ariyanti, 2016). Inserting digital means such

as computers and phones can help teachers to create a joyful atmosphere in their writing classes.

Conclusion

Writing is one of the skills that needs a special and careful attention from both students and teachers. The study in hand aimed at shedding light on the common problems faced by EFL learners in writing the narrative paragraph. The use of the questionnaire and the writing assignment as data tools helped to identify the main problems, namely in: language use, mechanics, vocabulary, organization, content, and L1 interference. Moreover, the study endeavoured to provide suitable remedies to the previously mentioned problems. Thus, the results obtained can be used as a platform to help teachers and students work cooperatively to overcome the previously mentioned problems. The results can be helpful for decision makers and curricular designers in terms of time devotion and material selections.

This work is limited to exploring problems of writing related to the narrative paragraph. It is, also, limited to exploring linked to language use, vocabulary, mechanics, organization, L1 interference, and content. Other more research could be done on other paragraph types or other problems apart from the ones highlighted in the current paper.

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