



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific  
Research



University of Chadli Bendjedid EL-TAREF  
Faculty of Letters and Languages  
Department of English

**Investigating challenges encountered by Secondary  
School teachers while teaching Paragraph Writing**

A case study of third year pupils of foreign languages classes at  
Marzoug Cherif, Bouraoui Laaridi Sadek, Ayadi Ali secondary  
schools in EL TAREF.

Dissertation submitted to the Department of English in Partial Fulfillment of the  
Requirement for the Master Degree in English Didactics

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**Academic year: 2018/2019**

## **Dedications**

In the name of ALLAH, the most gracious, most merciful

All prays to ALLAH alone, I shall pay my deepest gratitude to Allah

for granting me the power to peruse and finish this work.

I dedicate this work to:

\* My supervisor Mrs. Ouis Hanane for her guidance and precious advices

\*The pillars of my life, my beautiful MOTHER and my thoughtful FATHER whose love and support guided me all the way to success.

\*To my husband “Lorfi” who always believed in me, pushing me forward ,and helping me in all possible ways to peruse my dreams.

\* To all my sisters: Rayene, Marwa, Kawther who never stopped for a moment motivating me and providing me with care and support.

\* To my cousins: Hanen, Dalel, Wissal Marwa, Malak.

\* To my sweet grandmother”Malika”, and my lovely ant “Nora”.

\* To my friends Ibtissem, Nahed, Lilia

\* To all my teachers for their effort and support.

## **Dedication**

After the name of ALLAH who give me power and strength to finish this dissertation, to whom I should express my gratitude. This work cannot be done without the help and support of my family and Friends.

I would like to dedicate this work to:

- \*My supervisor Mrs. Ouis Hanane for her great support and hard work.
  
- \*To my mother “Habiba” who was sitting side by side and encouraging me to finish this work
  
- \* To my father for always encouraging me to peruse my dreams.
  
- \* To my brothers “Hachem, Bilele, and Wassim for always giving me a positive power.
  
- \* To my beautiful sister and soul mate”Safa” for helping me in all possible ways.
  
- \*To “Mohammed Ezzin Adda” who always supporting me and encouraging me to reach my goals
  
- \* To all my teachers for their great support.

## **Acknowledgments**

We would like to express our deepest gratitude and appreciation to our supervisor Mrs. Ouis Hanane for her guidance, patience, and precious advices. Whose encouragement and guidance largely contributed to the fulfillment of this work.

We would like to extend our appreciation to the members of jury Dr. Belabes Zoulikha and Miss Nadji Selma who bothered reading our thesis and providing us with valuable advices.

A special thank to the head of English Department Mr. Djedid Fouad and all our teachers for their help and support.

Our gratitude goes to all our family and friends.

Finally, we would like to thank all teachers and pupils of Marzoug Cherife, Bouraoui Laaridi Sadek, and Ayadi Ali Secondary Schools for their sincere cooperation.

## **ABSTRACT**

Teaching writing skill is a complex process which many secondary school teachers perceive as a challenging task. The present study aims at investigating the challenges encountered by secondary school teachers while teaching paragraph writing for third year pupils of Foreign Languages stream at Marzoug Cherife ,Bouraoui Laaridi Sadek secondary school in EL-TARF, and Ayadi Ali in Boutelja, EL-TARF. We hypothesize that pupils' low level, lack of motivation, limitation of time, deficiency of school textbook, and pupils' first language interference are the main challenges which hinder the process of teaching paragraph writing. This study also aims at discovering the solutions applied by teachers to overcome these challenges and to reveal to what extent these solutions were beneficial to enhance pupils' writing proficiency. To confirm the validity of these hypotheses, two questionnaires were designed as a data gathering tool, they were given to forty (40) pupils and fourteen (14) teachers at Marzoug Cherif, Bouraoui Laridi Sadek, and Ayadi Ali Secondary Schools in EL-TARF during the academic year (2018-2019). The results from the analyses of both questionnaires revealed that secondary school teachers face serious problems and obstacles while teaching paragraph writing; the majority of these challenges are problems encountered by pupils while writing a paragraph, these teachers applied beneficial solution to overcome these challenges by devoting more time to teach writing skill, motivate pupils by designing entertaining activities, suggest topics that goes a line with pupils' environment, and encourage pupils to read more. The results also revealed that after the application of these solutions it becomes easier for teachers to teach writing skill in general and paragraph as a part of writing skill.

**Key words:** Writing skill. Teaching Paragraph Writing. Teachers' Challenges

## ملخص

إن تعليم مهارة الكتابة عملية معقدة حيث تعد تحدي للكثير من أساتذة الطور الثانوي. تهدف الدراسة الحالية إلى التحقيق عن التحديات التي تواجه أساتذة المدارس الثانوية أثناء تعليم كتابة فقرة لتلاميذ السنة الثالثة لغات أجنبية في ثانوية مرزوق شريف و بوراوي لعريضي الصادق بالطارف و ثانوية عيادي علي بيوثلجة الطارف. افترضنا أن المستوى المتدني للتلاميذ عدم وجود الدافع الوقت المحدود. عدم كفاءة الكتاب المدرسي و تدخل اللغة الأولى للتلاميذ هم التحديات الأساسية التي تعرق عملية تعليم كتابة فقرة. تهدف هذه الدراسة أيضا إلى اكتشاف الحلول المطبقة من طرف الأساتذة للتغلب على هذه العراقيل. والكشف إلى أي مدى كانت هذه الحلول مفيدة لتحسين المستوى الكتابي لدى التلاميذ. لتأكيد صحة هذه الفرضيات قمنا بتصميم استبيانين كأداة بحث. وقد تم منحهم لأربعين 40 تلميذا و أربعة عشر 14 أستاذ من ثانوية مرزوق الشريف. بوراوي لعريضي الصادق بالطارف و عيادي علي بيوثلجة الطارف خلال العام الدراسي (2018-2019). كشفت نتائج تحليل كلا الاستبيانين أن أساتذة الطور الثانوي يواجهون مشاكل وعراقيل جدية أثناء تعليم كتابة فقرة أغلبية هذه التحديات هم مشاكل تواجه التلاميذ أثناء كتابة فقرة. قام هؤلاء الأساتذة بتطبيق حلول هادفة للتغلب من هذه التحديات من خلال تصميم نشاطات ترفيهية. اقتراح مواضيع تتماشى مع محيط التلاميذ و تشجيعهم على القراءة أكثر. كشفت النتائج أيضا أن بعد تطبيق هذه الحلول أصبح سهل على الأساتذة تعليم مهارات الكتابة بصفة عامة وكتابة فقرة كجزء من مهارة الكتابة.

**الكلمات المفتاحية . مهارة الكتابة. تعليم كتابة فقرة. تحديات الأساتذة**

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## **List of Abbreviations and Acronyms**

**EFL:** English Foreign Language

**ESL:** English Second Language

**PW:** Paragraph Writing

**L1:** First Language

**Q:** Question

**%:** Percentage

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# **General Introduction**

## **General Introduction**

Learning English as a foreign language (EFL) or a second language (ESL) requires mastering its four skills: Listening, Speaking, Reading, and Writing

Writing is considered to be the most essential skill in achieving academic, professional and social goals. Recent years, writing skill has been given a huge importance in language teaching and learning. Although writing is classified the last skill to be learned because of its complexity and difficulty, it needs more consideration from both teachers and pupils. Teaching writing skill in general and paragraphs in particular is a very complex process which involves not only knowledge of other fields but also written expression abilities and intellectual qualities. Developing learners' English language writing skill and learning them to write a paragraph can be challenging task for teachers because it requires a skillful teachers that knows his/her learners want needs and lacks.

This present research focuses on the problems that teachers face upon imparting writing skill and teaching writing paragraphs for third year secondary school pupils.

### **1. Statement of the Problem:**

Teaching of writing has long been essential element in all educational levels, at secondary school level, teachers focus more on developing their pupils writing skill by encouraging them to write paragraphs and overcome their writing problems. Teaching secondary school pupils how to write an effective paragraph opens the door for number of challenges and constraints which effect in way or another the process of teaching writing skill.

The problem raised in this study is the challenges and problems encountered by secondary school teachers while teaching paragraph writing to their third year pupils. Also investigating the different solutions proposed by teachers to overcome these challenges and enhance pupils' writing proficiency.

## **2. Research Questions:**

This study aims at answering the following questions:

1. What are the challenges encountered by teachers while teaching paragraph writing
2. What solutions teachers propose to overcome challenges faced in teaching paragraph writing process?
3. To what extent these proposed solutions help in enhancing pupils' writing proficiency?

## **3. Aims of the Study:**

The current study aims at investigating the different challenges that secondary school teachers in Marzoug Cherif and Bouraoui Laaridi Sadek( in EL TAREF), and Ayadi Ali (in Boutelja) face while teaching (PW) for third year pupils, discovering the appropriate solutions proposed by teachers to overcome these challenges ,and checking to what extent these solutions help in enhancing pupils' writing proficiency.

## **4. Research Hypothesis:**

1. We hypothesize that pupils' poor level, lack of motivation, mother tongue interference, lack of time , and deficiency of textbook are the main challenges teachers face while teaching (PW).
2. We hypothesize that devoting more time to writing paragraph, motivating pupils through group works ,organizing fun activities, and suggesting topics that suit pupils' wants and needs are the ultimate solutions to overcome teaching (PW) obstacles or at least to minimize them.
3. We hypothesize that the variety of solutions proposed by teachers help effectively in enhancing pupils' writing proficiency and encourage them to be better writers.

## **5. Significance of the Study:**

This present study is of a great significance for teachers, learners, pupils and researchers. For teachers, this study sheds the lights on the different problems and obstacles they face when teaching (PW). This is due to the fact that this present research attempts to investigate the different challenges and obstacles of teaching writing skill in general and teaching paragraph writing in particular. In addition teachers from different educational levels may have clear overview and a beneficial guide for teaching writing; these teachers then are greatly benefit from the result of the study by giving much attention to these challenges and have clear idea on how to deal with them in an appropriate manner.

Since these challenges that the teachers face are due to certain problems pupils' face. In this case pupils can benefit from this research by knowing what kind of problems they could have while writing paragraphs and how to avoid them in the future.

for researchers that may conduct a similar study this research will provide them with some insights on the importance of teaching writing skill, as well as have a detailed description on the challenges face teachers while teaching paragraph writing and discovering the ultimate solutions done by teachers to overcome such difficulties.

## **6. Research Methodology:**

- **Method**

This research will be conducted through the descriptive method which we believe is the most appropriate method to test the given hypotheses of this current study.

- **Tools:**

To test our hypotheses and to fit the objectives of our present research, we have chosen a questionnaire for both teachers and pupils as the ultimate data collection tool.

- **Population:**

The population of the study consists of secondary school teachers of English at Marzoug

Cherif, Laaridi Sadak in EL TARF, and Ayadi Ali in Boutelja, of the academic year (2018-2019), as well as third year secondary school pupils at the same three secondary schools, who are considered the main reason behind the challenges encountered by teachers.

- **Sampling:**

It was difficult to carry out the research work on the whole number of the secondary school teachers and pupils , a representative sample of population under study has been chosen randomly from three (3) secondary schools in EL TAREF( Marzoug Cherif, Laaridi Sadak and Ayadi Ali in Boutelja) which consist of fourteen (14) teacher and forty (40) pupil.

## **7. Structure of the Dissertation**

The present study is divided into four chapters. Chapter one, contains two sections which Provide a review related to writing skill and teaching (PW). Section one presents an overview of writing skill. It comprises the definition of writing skill, writing components, purposes behind teaching writing, comparing writing to other language skills, and different approaches in teaching writing skill .Section two presents paragraph's definition, characteristics of a paragraph, types of paragraph, components of a paragraph, coherence and cohesion in a paragraph, the way of teaching writing paragraph, and elements for an effective written paragraph. The second chapter sets out the situation analyses and the research design, which contains research approach, research sample, data collection tools, the research institution, and the description and aim of both teachers' and pupils' questionnaire. The third chapter deals with data analyses of both teachers and pupils' questionnaire. it is divided into two parts. Part one is devoted to teachers' questionnaire analysis for the purpose of investigating the different challenges encountered by teachers while teaching (PW), and solutions they proposed to overcome these challenges. The second part is devoted to the analyses of pupils'' questionnaire. It aims at discovering the common problems pupils' go through while producing a piece of writing. Finally the fourth chapter covers the discussion of results and

findings obtained from the submitted questionnaire to teachers and pupils to check the validity of the present research hypotheses, and the different recommendations suggested to overcome the challenges facing teachers while teaching writing skill and improving pupils' writing proficiency.

**Chapter One:**  
**Review of the**  
**Related Literature**

**Section One: The Writing Skill****Introduction**

Writing is a basic skill in language learning .it is consider to be the most difficult and complex skill for both teachers and pupils. This chapter provides a theoretical framework to our study. It is composed of two main sections that cover all what is related to writing skill and paragraph writing.

The first section is devoted to writing in general starting by the definition of the writing skill and its importance, moving to the differences and the relation between writing and speaking, purposes behind teaching writing, mechanics, and stages of writing. In addition, this chapter covers the different approaches in teaching writing, and the most important the role of the teachers in writing

**1.1. Definition of the Writing Skill**

Writing is one of the four language skills, it is consider as a means of communication by which we give sound to our inner thoughts and ideas. Writing is not just a matter of taking a pen and writing down what comes to a writer's brain, however; it is a complex process that requires more focus and attention. Many researchers have different perspectives about the concept of writing; every one seeks to define it from different point of view according to specific fields of study. Widdowson (1978) stated that writing is an act of producing correct sentences and transmitting them into words on paper. This involves mainly the use of graphic language, in this definition writing is presented as the visual form of a certain language, and the process of turning sounds into symbolic signs using correct grammar and syntax. The meaning of writing doesn't stop on the boundaries of graphic symbols or visual marks, nevertheless; these symbols need to be arranged based on certain conventions and rules to form words and sentences until we produce what we call a text or a paragraph that

communicates a message and express thoughts. White (1981) stated that” writing is not a natural activity”. in other words writing is not a spontaneous activity which a child born with ;i.e., we have to be taught how to write, in addition writing needs conscious and mental effort because it is a process where the writer have to consider various aspects such as: punctuation, structure of sentences and choice of words.

### **1.2. Importance of Writing**

Learning any foreign language requires learning to speak it more over to write it. Writing is conceders a means of communication and an effective tool for learners to express their feelings, thoughts, and opinion. MC Arthur et al., (2008) argued that “writing provides an importance mean to personal self expression”.

The importance of writing should be taken into consideration in EFL teaching because it provides different learning styles as an aid to those who find difficulty in learning through oral skills. Writing provides a relaxed atmosphere and decreases the pressure of students by writing at distance rather than immediate communication via oral practice

Writing has always been an effective skill in EFL/ESL teaching and learning. writing in EFL learning is beneficial from two sides: first, pushes students to think, organize ideas, develop their ability to summarize, and to criticize. Second, develops students’ learning, thinking, and reflecting on English language (Boudiaf, 2012).

### **1.3. Difference between Writing and Speaking:**

The language has four basic skills which are divided into two types: receptive skills (Listening and Reading), and productive skills (Writing and Speaking). Each of these skills has its own features and principles. Although writing and speaking belong to the same type but there is a slide difference between them in terms of status, distance, structure and style.

**1.3.1. Status of Speech and Writing:**

The first thing children learn is to speak, then moving to learn how to write. Gardner (2003) claimed that we learn to speak before we learn to write, speaking is an acquired skill from birth, however; writing is required to learn it, for this speech is given the primacy before writing.

**1.3.2. Distance:**

Distance means the time and the space. In speaking there is a limitation of time and space between the speaker and the listener, however; in writing both time and space are not limited between the writer and the reader.

Rogers (2005) stated that writing give chances to communicate at a distance either at a distance time or at a distance place. this means that unlike speaking that requires an immediate communication between the speaker and the listener. Writing allows the reader and the writer to communicate through time and space.

**3.3. Structure and Style:**

The structure and the style of both writing and speaking mark a huge difference between them. Written text tend to be more formal and structured than speech; for this Hedge (2005) claimed that a well piece of writing needs a well organized ideas, understandable meaning, complex grammatical devices, suitable vocabulary, and well structured sentences to achieve appropriate style to the topic (p.7) .From this we can say that writing in more complex than speaking because it requires deep thinking about different components and items, whereas spoken communication happened spontaneously and does not need much effort or thinking.

**1.4. Relationship between Writing and Reading:**

Learning a language requires mastering its four basic skills (speaking, listening, reading, and writing). These skills construct a chain in which one skill can't be mastered without the contribution of other skills, this means that each skill complement the other. As an example there is a strong relation between reading and writing.

Reading and writing are related in terms of literacy which means the ability to both writing and reading. Richard and Schmidt (2002). In order to reach the level of literacy both reading and writing should be given equal interest and attention.

There is a serious connection between reading and writing as a result those who read more tend to be good writers who produce well organized, coherent piece of writing and effectively communicate their ideas. Reading provides the chance for learners to improve their writing style by gaining new vocabularies, more knowledge and a coherent and well organized piece of writing.

### **1.5. Purpose of Writing**

The purpose of writing differs from one situation to another. Hedge (2005) mentioned that English language teachers ask their students to write in the classroom for different purposes:

\* **Pedagogical purposes:** when teachers help their students to learn the language system. By learning about different grammatical items of the language and their functions

\* **Assessment purposes:** to measure learners' progress and development through tests exams or evaluative activities, where pupils produce a piece of writing that will be marked or noted by the teacher to see if their writings are developed or not .

\* **Real purposes:** to meet students' needs as a goal of learning. Where teachers design tasks that feed learners needs to enhance their ability to write.

\* **Humanistic purposes:** give the students a chance to show their strength. The purpose behind this is to let pupils free in writing a paragraph or a composition to show their knowledge and background on a certain topic.

\* **Creative purposes:** develop students' creativity and self-expression. Where teachers ask their pupils to write to encourage them to be creative writers and develop their confidence while writing.

\* **Classroom management purposes:** as a class activity to settle students down. Sometimes teachers may not be able to control the noise of pupils inside the classroom as a result, teachers give writing tasks for his pupils for the sake of managing the classroom.

\***Acquisitioned purposes:** as a direct deal with language that give the students the ability to explore and react on the language consciously.

### **1.6. Mechanics of Writing Skill**

Mechanics of writing refers to the appearance of words and how they are spelled and emerged in a text .these mechanics provide a chance to the reader to read and understand a piece of writing.

#### **1.6.1. Handwriting:**

Each and every person has a specific handwriting that is different from the others .Some handwritings are clear and understandable to the reader, and some are not ,Harmer (2001) defines handwriting as “a personal issue” (p.255), this means that every person in the world has his/her own style and handwriting, even if they have given a same model to copy ,each one of them write differently .Harmer (2001) added that although the modern world make use

of advanced devices such as computers, hand writing is still used in order to write some personal letters, written assignment, and exams (p.255).

### **1.6.2. Spelling:**

Spelling refers to the correct written form of words. According to Harmer (2001) wrong spelling may affect the evaluation of the writers' written work. Making the same spelling mistakes may refer to learners' low educational level and lack of care. He also claimed that "an issue that makes spelling difficult for some students is not all varieties of English spell in the same way (p.256). The best solution to promote students' spelling is reading.

### **1.6.3. Punctuation and Layout:**

Punctuation and layout are the most important components of writing because they provide the text with a comprehensive meaning. Without punctuation a text is neither understandable nor readable. Grellet (1996) claimed that "punctuation makes the text you write clear and easy to read; defective punctuation can make a text difficult to understand and even lead to misunderstanding" (p.8). In addition to Grellet, Harmer (2001) claimed that if capital letters, full stops, commas, sentences and paragraph margins are not used appropriately they can bring a negative comprehension and difficulty of trying to understand a text (p.255). He also stated that writing genre differs from one situation to another; for example, business letters, personal letters, and e-mails have a specific format of writing.

## **1.7. Stages of the Writing Process**

Many researchers like Hedge (1988), Kroll (1990), and Harmer (2004) acknowledged that Writing is a recursive rather than a linear process that creates its own form of meaning. Talking about the process approach we get the idea that ideas are generated put in first draft, organized, corrected and finally written in a final draft.

**1.7.1. Prewriting (Preparation)**

It is the stage where writers take more time in generating and organizing their ideas into a particular plan before writing. In this stage writers need to clarify what they are writing (content), why they are writing (purpose), and their audience (to whom they are writing). Many useful activities may help students in preparing to write and generating ideas such as: brainstorming, free writing, asking questions, etc.....After generating their ideas about the topic, writers move to developing a plan or a framework to write their paragraph.

**1.7.2. Writing (Drafting)**

It is the stage where the process of actual writing takes place, it is the stage where writers move from the abstract (ideas) to the concrete (written text), as White and Arndt (1991) argued “the writer moves from the writer based writing to the reader based writing, in which the concerns of the reader should now begin to assume significance” (p.99).

**1.7.3. Post writing (Revision and Editing)**

In this stage writers check what they have said and what they want to say. Writers try to examine their piece of writing and make the necessary changes. According to Oshima and Hogue (1999) “since no piece of writing is ever perfect the first time” (p.10), this means that writers first draft isn’t the final because in the stage of revision students make the appropriate changes to make their piece of writing more developed.

This stage is considered the most important in the process of writing, in which writers check if their piece of writing is understandable and readable for the audience, it also encourages students to correct themselves by themselves (self-correcting). Confirming this idea Nation (2009) calls for the importance of different types of feedback in the overall improvement of

students' writing saying "learners can be encouraged to edit their work based on the feedback they receive from classmates, teachers, and readers" (p.120).

### **1.8. Approaches to teach Writing Skill**

There are different approaches to teach writing which contribute in enhancing students' writing skill. Adopting the appropriate approach to teach writing depends strongly on teachers' objectives whether they want their students to focus on the product of writing or on its process.

#### **1.8.1. Product Approach:**

Product or controlled writing approach has emerged in the 1960s; it focuses on both final product and the mastery of the linguistic features via imitating teachers' model. This approach focus on different levels of the written production such as: form, content, and surface items. Kroll (1991) summarizes the step of the product approach as follow:

- Students are taught according to, defined principles which presented as "rules of writing".
- Teachers provide reading text for classroom discussions.
- Students are asked to write a written assignment based on the text.
- Final step, teachers read, make comments, and evaluate students' work.

The product approach was criticized for neglecting learners' needs and hinders their creativity and imagination. Richard and Rodgers (2001) argued that "the process approach consider language as a process of mechanical habit formation" (p, 57)

#### **1.8.2. Process Approach:**

This present study deals with the different challenges that teachers face while teaching paragraph writing. Writing a paragraph involves different stages that writer should go through in order to produce an effective piece of writing. These stages are belong to what we call the process approach.

The process approach came as a reaction to the product approach. It focuses on both the way and the process of writing rather than the final product. Tribble (1996) defined the process approach as a way to teach writing which focuses on the creativity of the writer, and emphasis on the development of the writing practice rather than model imitation.

The process approach involves different stages: planning, drafting, revising, and editing .It gives writers a chance to go backward and forward without interrupting the flow of their ideas. Kroll (1991), Silva (1990) summarizes the process of writing as follow:

- Writing is non-linear and generative process.
- Organizational patterns, syntactic and lexical patterns must be avoided during the process
- The form of the text is attained by content, ideas and the need to communicate.
- Text (product is of a secondary concern, the focus is on the content and the purpose
- The role of teacher during the process is providing help to the students to go through the different stages of the process.
- The writer objective is to discover and express meaning, while the readers' task is to focus on content and ideas rather than the form.

### **1.9. Teachers Role in Writing**

The teacher is an important factor to improve students' writing. For this, the teacher has three main roles before, during, and after the submission of students' work. Harmer (2004)

**1.9.1. Motivator:**

Before writing, the teacher tries to motivate the students to be good writers. For Harmer (2004) a motivator teacher is a teacher who encourages his/her students to write by creating the right conditions for the generation of ideas, providing students with useful activities, and encouraging them to make as much effort as possible for maximum benefit.

A good teacher should always focus on the positive sides to motivate students to write by providing constructive and encouraging feedback.

**1.9.2. Recourse Provider:**

During the writing process a teacher should provide students with useful ideas, examples and information to facilitate the writing activity and help them to produce a piece of writing easily and effectively. Providing students with appropriate resources result in a successful learning of writing skill.

**1.9.3. Feedback Provider**

After the submission of students' work, a constructive feedback should be provided by teachers to increase students' self confidence. This feedback is a set of positive comments about students' piece of writing in order to enhance their ability to write and to be encouraged to produce better texts in the future.

Harmer (2001) confirmed that” the responses of the teacher on the content of what the students have written should be positive and encouraging. When correcting student’ work teachers should choose what and how much to focus on”.

### **Conclusion**

On the light of what have been mentioned above, it is clear to say that writing skill is not an easy skill to be learned or taught .it is a whole process that need deep thinking and maximum effort from both teachers and learners, either for writing a small paragraph or producing a longer texts or essays.

## **Section Two: Paragraph Writing**

### **Introduction**

Writing is one of the four skills that one can acquire through practice. Actually, practice is not an easy task to accomplish; it requires both patience and knowledge. One may ask; how would I practice writing? The present research is a guide for an effective teaching and learning of writing skill and paragraph writing. Writing paragraphs is a type of writing which consider the most useful tool/way to master the writing skill in general. In this section we will present the definition, characteristics, and the types of paragraph, moving to explaining the components, the coherence and cohesion in. Last but not least this chapter covers the appropriate way to teach paragraph writing and the element for effective written paragraph.

#### **2.1 Definition of a Paragraph:**

We organize what we write into sentences and paragraphs. A paragraph begins on a new line within the text and there is often a blank line between paragraphs. A paragraph usually contains more than one sentence and it is usually about one topic... In other words, a paragraph is a group of sentences that fleshes out a single idea. For an effective paragraph writing, three elements must be involved and organized chronologically which are: first, Topic sentence which provides a clear idea about the content. Second, sentences that support the main idea of that paragraph and maintain a consistent flow. Third, concluding sentence which summarizes the whole paragraph. Ozer (2015).

## **2.2 Characteristics of a Paragraph:**

A paragraph is a collection of sentences which all relate to one main idea or topic. Effective paragraphs have three main characteristics and essential elements: unity, coherence and adequate/sufficient development. ONICITRADEWI (2012) clarified the characteristics of paragraph as follows:

### **2.2.1. Unity:**

In order for a paragraph to maintain a sense of unity, it must focus on a single idea, point or argument that is being discussed. Therefore, the paragraph should not begin to stray and develop new ideas. If you begin to write a sentence that wanders from the paragraph's main idea, then it is time to start a new paragraph. Unity in this last is achieved by the use of a Topic Sentence with its controlling ideas, supporting details, and a concluding sentence.

### **2.2.2. Coherence:**

The word "coherence" is derived from "cohere" literally means "To hold together". The sentences in the paragraph should relate to the topic sentence to effect a unified whole, these

sentences should further be arranged in an orderly sequence and linked to one another to ensure a smooth progression of ideas from one sentence to another, i.e.; coherence is the flow of the writing. A coherent paragraph provides the chance for readers to understand the main idea being presented in an accurate manner. To ensure that a paragraph maintains a flow, reading aloud what has been written is the appropriate solution to check clarity and correctness of the paragraph.

### **2.2.3. Adequate/Sufficient Development:**

Emphasis in the paragraph is concerned with how important the ideas can be made prominent. Ideas in the paragraphs are made emphatic through, position in the paragraph, proportion in discussion, the use of parallel grammatical structures, the repetition of key ideas, and the arrangement of ideas in a climate order.

## **2.3 Types of Paragraphs:**

There are four types of paragraph that we need to know about: descriptive, narrative, Expository, and persuasive. Types of Paragraph (n.d) defined the types of paragraphs as follow:

### **2.3.1. The Descriptive Paragraph**

Descriptive paragraph describes something and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell,

sight, sound, and taste. Descriptive paragraphs can be artistic and may deviate from grammatical norms.

### **2.3.2. The Narrative Paragraph**

This type of paragraph tells a story or an event happened in a period of time. It includes a sequence of action ordered logically in the paragraph. It provides a clear beginning, middle, and end to the paragraph.

### **2.3.3. The Expository Paragraph**

This type of paragraph explains something or provides instructions. It could also describe a process and moves reader step by step through a method. This type of paragraph often requires research, but it is possible that the writer is able to relay on his/her own knowledge and experience.

### **2.3.4. The Persuasive Paragraph**

This type of paragraph tries to get the reader to accept a particular point of view or understand the writer's position. This is the type of paragraph that many teachers focus on because it is useful when building an argument. It often requires the collection of facts and research.

It is important to point out that many paragraphs are a combination of these four types:

- \* Descriptive paragraph: in the *Great Gatsby* by Scott Fitzgerald.
- \* Narrative paragraph: in Barack Obama's *The Audacity of Hope*
- \* Expository paragraph: in *Reader's Digest Complete. Do it yourself.*

## **2.4 Components of a Paragraph:**

A paragraph should be unified, coherent, and well-developed. Typically, we want to keep one idea to one paragraph. A paragraph is usually composed of a topic sentence, supporting sentences and a conclusion (concluding) sentence. Their role is to fully develop and discuss the topic of the paragraph. According to Lants (2013) a paragraph is composed of three main components which are:

**2.4.1. Topic Sentence:** it introduces the reader to the subject or focus for the paragraph. The purpose of the topic sentence is to guide the reader. It tells him/her the overall theme or idea of the paragraph and every paragraph helps to develop the overall essay, thesis or theme. Extremely long paragraphs sometimes begin with an attention-getting step before introducing a sentence to explain the overall paragraph topic. The introductory sentence that presents the topic must be clear and concise to avoid reader confusion. This sentence “the Mustang changed the way Ford engineers approached car engineering for young automobile buyers”, is an example of a concise topic sentence for a paragraph about the contribution of the Mustang model to the history of Ford company design.

**2.4.2. Body Sentences:** they come in the middle of the paragraph and provide details and support. All body sentences must support the topic sentence and be directly linked to the main topic. Writers use sentences that include specific example; illustrations and facts. Supporting sentences explain or support the paragraph’s topic sentence or the argument made in the writing piece’s main thesis. A mix of these supporting elements give added interest for the reader. Developmental sentences supporting the Mustang for young car buyers might detail youth interest in specific design features, such as convertible tops or the high-performance engine.

**2.4.3. Concluding Sentence:** it comes at the end of the paragraph, summarizes the main points or restates the topic sentence in a fresh way. The last sentence or two in a good paragraph provide a summary and a psychological close for the reader that emphasize the main thought presented in the paragraph, according to composition scholar Strunk (1918) the summary sentence reviews the important points made in the supporting materials. Long paragraphs sometimes summarize the content with a related idea that brings the overall theme to a close. A closing sentence for a paragraph about the Ford Mustang might select the most-important selling feature for buyers under age 25.

## **2.5. Cohesion and Coherence in a Paragraph:**

A good writer depends on both cohesion and coherence since they are related to making the sense language in the text/discourse analysis. Whenever there is cohesion and coherence in a message, obviously it would be well understood because they have a significant role in its interpretation, as well as in the negotiation of meaning in the discourse. A good academic writing requires a good combination of cohesive ties and coherent features in the text.

### **2.5.1. Cohesion:**

Synonymy, polysemy, autonomy, and cohesion; all have semantic relations. It is the relationship of meaning of one item with another item/s in the text or discourse. According to Halliday and Hasan (1976), “Cohesion refers to the relations of meaning that exist within the text, and is expressed through the startle organization of the text... It occurs where the interpretation of some elements in the text is dependent on that of another” (P, 4).

Taboada (2004) defines cohesion as “the internal hanging together of the text.” To Yule (2008) “Cohesion is the tie and connection that exist within the text.” It is the part of the system of a language; a type of intra-sentence relation of an item with either the preceding or following item/s in the text. Cohesion gives insights into how the writer structures what

he/she wants to convey in a communication process. Halliday and Hasan (1976) view that cohesion is expressed partly through grammar and vocabulary in a text. There can be two types of cohesion:

**2.5.1.1. Grammatical Cohesion:** is the cohesion tie that is expressed through the grammatical system of a language such as: reference, substitution, ellipsis, and conjunction.

**2.5.1.2. Lexical Cohesion:** is the cohesive effect achieved by the selection of vocabulary (Halliday & Hasan, 1976) .It can be realized in reiteration (using the same, or semantically related vocabulary such as repetition, synonym, subordinate, general word) and in collection (co-occurrence of lexical items).

**2.5.2. Coherence:**

Structured string of words are not the only characteristics of a text, it is also the contextual occurrence of the sentences. Coherence, generally, is the contextual appearance of the utterances in the text. More specifically, it is the contextual fitness of/in the text that contributes in understanding the meaning or the message. According to Taboad (2004) “coherence is the hanging together of the text with relation to its context of situation or culture” (p158). Yule (2008) views, “Coherence is everything fitting together well, and is not something that exists in words or structures, but something that exists in people” (p, 126). Coherence is the result of the interpretation of the meaning of the text, and it depends on the relation between the audience and the text.”(Tanskanen, 2006) the coherence of a text can be perceived only if the receiver’s background knowledge is sufficient enough to interpret the linkage of messages in the discourse.

We can judge a paragraph if it is coherent and cohesive is not only when it has a well shaped form and well connected ideas, but also when you successfully understand the deep meaning of the topic easily and with no difficulties.

The cohesion and coherence explained above were not deeply discussed because in a secondary school (our sample), pupils are not specialized in the field; thus teachers do not focus a lot on them. They do not give a big attention to both coherence and cohesion because the ability of a pupil to write a whole paragraph alone is sufficient.

### **2.6 How to teach writing a Paragraph:**

For any success to be realized, pupils as well as teachers must recognize writing skills as skills which transcend the boundaries of subject matter. All teachers should know and cultivate writing skills. Writing paragraphs should be an inter-disciplinary skill; it should be as much as a part of the social studies or science curricula as of English. Lip service is not enough. The “I will show these reports to your English teacher, use a dictionary” tactic will not work. Pupils should learn, through reading, imitation and discovery, modes of discourse suitable to an assignment. Teachers should expose pupils to basic “grammatical and theoretical patterns”, stressing structure initially and content and style later.

#### **2.6.1. Reading:**

Reading is one of the effective strategies adopted by teachers and educators to teach effective writing; it plays an important role in enhancing learners’ and writers’ writing ability for Carrel and Carson (1997) different reading strategies must be taught in an appropriate manner so that learners will be able to comprehend texts in a way that will allow them to produce an appropriate paragraph or essays. From this, we can confirm that through reading we have the opportunity of being exposed to well-organizes and well written piece of writing

which help in improving the language abilities. In other words, the more you read, the more you cultivate yourself, and so the more you master the writing skill.

**2.6.2. Imitation and Doing:**

An analogy can be made between the athlete and the writer. The athlete first imitates other athletes. He/she plays the game, learns new rules, and develops his/ her own style. The writer does the same. He/she imitates models, learns new rules and develops his/her own style as his/her proficiency increases. In both cases, style is developed only when the basics have been mastered. Pupils learn to write by imitation and doing. “Learning to write-regardless of the role we teachers think we play in it-is the mastery of several patterns of discourse”( Potter, 1976, P.2).

**2.6.3. Discovery:**

According to Ng (2017) we can bring discovery learning into classroom with these five ideas:

- \* Assign interviews to spark curiosity. Help students discover the amazing information they can gather just by talking with people. ...
- \* Have students go solo.
- \* Incorporate data-based projects....
- \* Do a virtual dissection.
- \* Encourage mistakes and productive struggle.

**2.7. Elements for an Effective Written Paragraph**

According to Limone (1978) effective teaching of paragraph writing requires a set of elements teachers should follow inside the classroom these elements are:

**2.7.1. Establishing Goals:**

Concrete goals and behavioral objectives are the cornerstones of an effective writing program, as they provide the teacher with valid evaluative and diagnostic tools and permit the pupil to achieve success. Prior writing experiences for many of our pupils have resulted in failure primarily due to poor objectives, which failed to allow the pupils to succeed.

**2.7.2. Setting up your Program:**

Each teacher has his/her own way in managing the classroom. You, as a teacher, have a plan to follow, in which you can organize yourself with following a program that suites both you and your pupils.

**2. 7.3. Pre-writing Exercises:**

They are vital components to the success of your writing program. Generally speaking, by the time your students have reached you, they are frustrated with writing. Many, on the other hand, have only been required to write busy work assignments, time fillers, or the most damaging of all, the punishing essay. The initial exercise suggested here provides the pupil a chance to begin writing. This initial exercise is saved and used as a device to diagnose class and individual deficiencies.

**Conclusion**

In this chapter we have introduced and defined both the writing skill and teaching paragraph writing. Firstly we have covered all what is related to the writing skill beginning by the definition, importance, the relationship and differences between writing and speaking. Then explaining the purposes, characteristics and the different approaches of teaching writing skill, and the role of the teachers in writing. Secondly this chapter presented one type of writing which is paragraph writing, by providing definition, characteristics, components, and types of paragraph. Then ending with the appropriate way to teach paragraph and the element for effective written paragraph.

**Chapter Two:**  
**Situation Analyses**  
**and Research Design**

## **Chapter Two: Situation Analyses and Research Design**

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### **Introduction**

The previous chapter has covered the literature review related to writing skill and teaching paragraph writing. This chapter deals with the situation analyses and research design of the work. It discusses deeply the research design that involves mixed approach and the research situation which includes location, number of teachers and pupils, educational frame work ,and the sample which contains teachers and pupils of Marzoug Cherif, Bouraoui Laridi Sadek and Ayadi Ali secondary schools. Finally the chapter deals with the data collection tools which include the questionnaires of both teachers and pupils to collect the needed data which serve the research work

### **3.1 Research Design**

Research design is defined as a plan to collect data to investigate the research hypotheses or questions in the most economical manner. Our study aims at investigating the different challenges teachers face while teaching paragraph writing.

To reach the research aims, a descriptive method is adopted for being the most appropriate method that goes a line with the nature of the present research to explore the perspectives of teachers towards challenges they face while teaching paragraph writing and provide an accurate description to the obtained results and findings of the study.

#### **3.1.1 Research Approach:**

Generally speaking, there are three different types of research approach which are: qualitative, quantitative and mixed approach. The research approach chosen for this research is:

## **Chapter Two: Situation Analyses and Research Design**

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### **Mixed Approach**

Mixed method research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon (Cameron, 2014). The current research involves both numerical and descriptive data of results, the mixed approach has been chosen as the most accurate approach that serves the nature of the current study to investigate the different challenges teachers face while teaching paragraph writing

### **3.2. Research Institution**

The research was conducted at three (3) different secondary schools: Marzoug Cherief and Bouraoui Laridi Sadek in EL-TARF, Ayadi Ali in Boutelja, EL-TARF. From these three (3) secondary schools Ayadi Ali secondary school in Boutelja, ELTARF is the one that serves our research the most because of its sufficient number of teachers of English. This institution was constructed in 06/09/1990; it is located in Charef City in Boutelja. The institution composed of (576) pupils and forty nine (49) teachers. It contains twenty four (24) classes, nine (9) of them are third year classes, two (2) among the nine are foreign language classes. This is during (2018/2019) academic year.

### **3.3. Sample**

The current study aims at investigating challenges teachers face while teaching paragraph writing. So two types of participants are included in this study which are: teachers and pupils.

#### **3.3.1. Sample One: Teachers**

The first sample of the study is secondary school EFL teachers at Bouraoui Laridi Sadek, Merzoug Cherif in EL TARF and Ayadi Ali in Boutelja, EL-TARF the number of these teachers is fourteen (14) teachers in the academic year (2018-2019). All the sample are

## **Chapter Two: Situation Analyses and Research Design**

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females, their average year of teaching English is between five to twenty eight (5-28) years. We choose this number of teachers among sixteen (16) as a whole, which is sufficient enough to investigate the common challenges secondary school teachers face while teaching paragraph writing

### **3.3.2. Sample Two: Pupils**

The second sample is third year secondary school pupils of foreign languages stream at Bouraoui Laridi Sadek, Ayadi Ali and Marzoug Cherif secondary school in EL-TARF .Forty (40) Pupils were selected randomly from sixty eight (68) pupil in the academic year (2018-2019). These pupils have been studying English for seven years (four in middle school and three in secondary school).

### **3.4. Data Collection Tools**

Due to the nature of the present research, it is necessary to gather both teachers and pupils' perceptions towards the difficulty of paragraph writing. Their views are important to discover the main obstacles and challenges that teachers face while teaching (PW) to Foreign Languages classes. For this purpose a questionnaire was addressed to both teachers and pupils as the most appropriate tool for gathering data. Questionnaire is consider to be the most ultimate instrument to gather the data needed from both teachers and pupils to investigate the problem of the current study

#### **3.4.1. Definition of Questionnaire**

Questionnaire is defined as a research instrument that consists of a set of questions or other type of prompts that aims to collect information from chosen respondents. These questions are a mix of open-ended and close-ended questions which offer the ability for respondents to

## **Chapter Two: Situation Analyses and Research Design**

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elaborate on their thoughts .it is an appropriate tool used for research purposes wish can be both quantitative and qualitative in nature.(Bhat,2019).

### **3.4.1.1. The Aim of Teachers' Questionnaire**

The questionnaire was given to the teachers' of Merzoug Cherif, Bouraoui Laridi Sadek, and Ayadi Ali secondary school. The main goal of this questionnaire is to investigate the common problems and challenges teachers face while teaching paragraph writing .in addition exploring the different solutions teachers propose to overcome these challenges and enhance pupils'' writing profeciency.

### **3.4.1.2. Administration of Teachers' Questionnaire**

The questionnaire was given to fourteen (14) teachers of English at three different secondary schools Laridi Sadek. Marzoug Cherif secondary school in El Tarf and Ayadi Ali in Boutelja in the academic year (2018/2019).These teachers have the adequate experience that make their suggestions and answers valuable for the aim of this research. The teachers were very cooperative in that they handed back the answered copies in less than one week.

### **3.4.1.3. Description of Teachers' Questionnaire**

The questionnaire consists of thirty one (31) question mixed between open-ended and multiple-choice questions (see appendix 1). It is classified under four (4) sections they are divided as follows:

#### **Section One: Background Information**

From question (Q) 1 to question (Q) 4. It includes general information about teachers' gender, experience in teaching, number of classes they teach and the degree they hold. This

## **Chapter Two: Situation Analyses and Research Design**

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section aims at discovering if teachers have enough experience, sufficient class number, and the ultimate degree to deal with different obstacles while teaching.

### **Section Two: Teachers' Perceptions towards Teaching Writing Skill**

From Q5 to Q 10.It tackles teachers' perception towards teaching writing skill, by asking questions about their opinion about teaching writing inside classrooms. This section aims at discovering teachers' attitude toward teaching writing skill, how they perceive this skill, and what is needed to learn this skill effectively.

### **Section Three: Teaching Paragraph Writing**

From Q11 to Q19. It Deals with the process of teaching writing skills in general, and teaching paragraph writing in particular. It covers how the process of teaching writing a paragraph goes inside the classrooms. The present section aims at collecting data about the process of teaching (PW) and the element teachers focus on to teach paragraph effectively.

### **Section Four: Challenges of Teaching Paragraph Writing**

From Q20 to Q31. It includes the challenges and the obstacles that teachers face while teaching paragraph writing. This section aims at spotting the lights on the different challenges encountered by teachers while teaching (PW), investigating the reasons behind these obstacles, and discovering the solutions teachers propose to overcome these problems.

#### **3.4.2.1. The Aim of Pupils' Questionnaire**

Although the main purpose of this study is to investigate the different challenges teachers face while teaching paragraph writing .a questionnaire was submitted to third year pupils of foreign language classes to check their perceptions towards difficulties they face while writing a paragraph and how they hinder them from being proficient at writing, and to find if

## **Chapter Two: Situation Analyses and Research Design**

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the problems pupils face while writing are considered the main challenges teachers encounter while teaching (PW)

### **3.4.2.2. Administration of Pupils' Questionnaire**

The questionnaire was given to forty (40) pupils of third year foreign languages classes who have chosen randomly from three secondary schools: Marzoug Cherife, Bourauoi Laaridi Sadek, in EL TAREF, and Ayadi Ali in Boutelja, in the academic year (2018-2019). Pupils' questionnaire was administrated in hard situation. Pupils were not that helpful, the majority of them were ready to answer all the questions, some asked about the meaning of some words or even the whole question, others had totally refuse to have a sheet to answer, however; we were obliged to give it to other pupils to answer. We gave an identical instructions and extra explanations before they start their inquiry. After the complexity found we mentioned earlier, the questionnaire took nearly half an hour of each class time

### **3.4.2.3. Description of Pupils' Questionnaire:**

The questionnaire consists of twenty (20) questions mixed between open-ended and multiple-choice questions (see appendix02). It was classified under three sections divided as follow:

#### **Section One: Background Information**

From Q 1 to Q 4. This section aims at Includes general information about pupils' gender, years of learning English and their opinion about English language.

#### **Section Two: Pupils' Perceptions towards Writing Paragraph**

## **Chapter Two: Situation Analyses and Research Design**

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From Q 5 to Q 11. It covers pupils' perception towards writing a paragraph, by asking question about their feelings, attitude, and perceptions towards writing skill in general and Paragraph in particular.

### **Section Three: Pupils' Difficulties of Writing a Paragraph**

From Q 12 to Q 20. This section aims at investigating the difficulties pupils' face while writing a paragraph by asking questions about the their feelings while writing, the time given to write, their perception toward tropics given by their teacher and the difficult components they face while writing a paragraph.

### **Conclusion**

The study was conducted at three different secondary schools which are Merzoug Cherif, Bouraoui Laridi Sadek in EL TAREF, and Ayadi Ali in Boutelja, EL TAREF. The participants were third year pupils and English teachers in the same schools. This chapter provides an overview of the research design which includes research approach, data collection method, research institution and sample. In addition the chapter covers the aim, administration and description of both teachers and pupils' questionnaire.

**Chapter Three:**  
**Analyses of the**  
**Results**

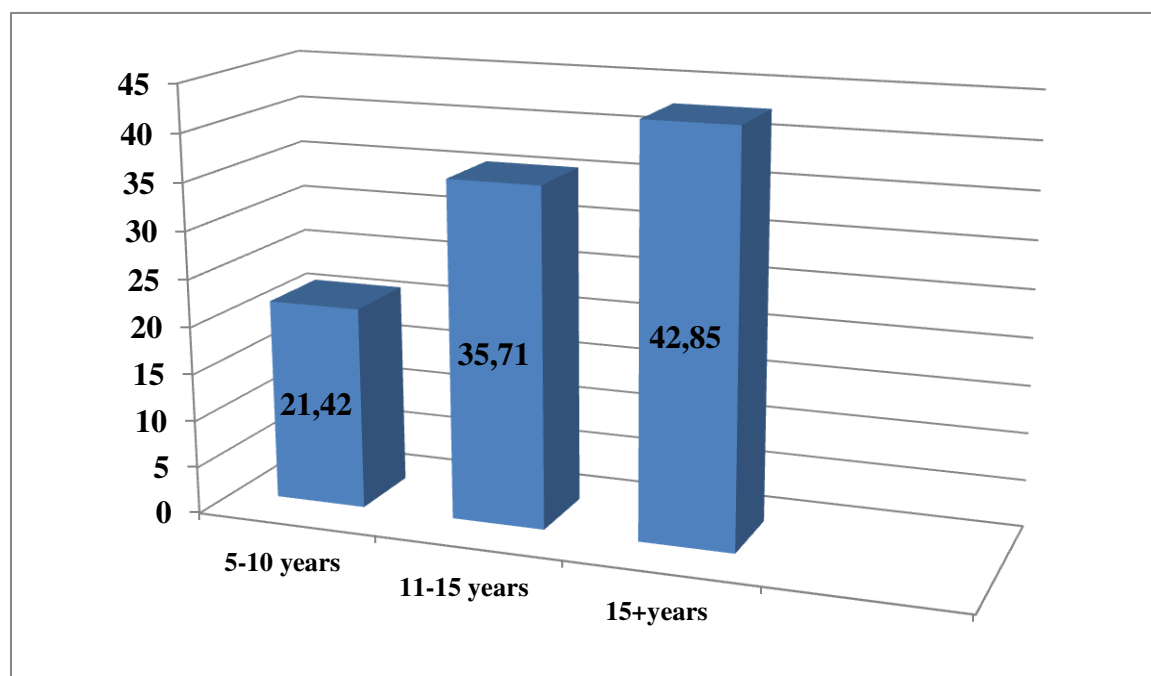
## Introduction

The writing skill is one of the basic skills in learning a language that requires more effort and focus. For teachers teaching writing skill or any kind of a written piece is not an easy mission to accomplish, as a result teachers face a lot of problems and challenges while teaching writing skill. To investigate these challenges we find it necessary to involve both teachers and third years secondary school pupils in this study by including their view points concerning the difficulties and challenges of teaching paragraph writing. This chapter is devoted to give the analyses about the data obtained from the respondents which will allow us to build our view points about the common challenges teachers face while teaching paragraph writing

### 4.1. Analyses of Teachers' Questionnaire:

#### Section One: Background Information

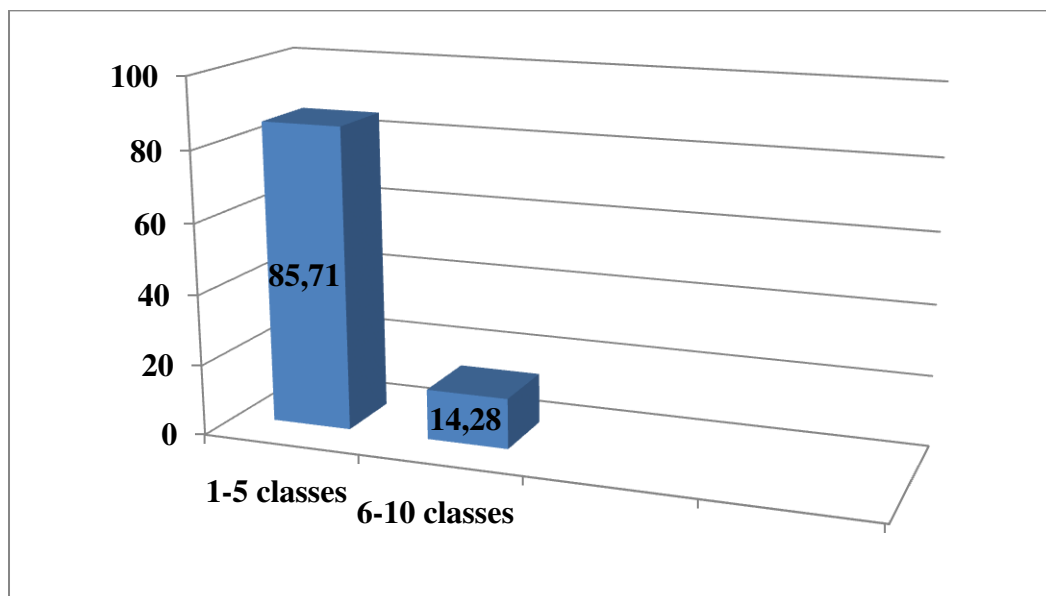
**Q2:** How long have you been teaching English?



**Figure 01: Teachers' Teaching Experience**

The results in the figure above show that (21.42% ) of teachers have been teaching English for five to ten (5-10) years; (35.71%) have ben teaching English for eleven to fifteen (11-15) years. wherease (42.85%) have been teaching English more than fifteen (15) years. This data implies that the majority of teachers of the population of the study are experienced Teachers, this may include one important thing: this teachers have a solid background of teaching and go through a variety of obstacles during their teaching process.

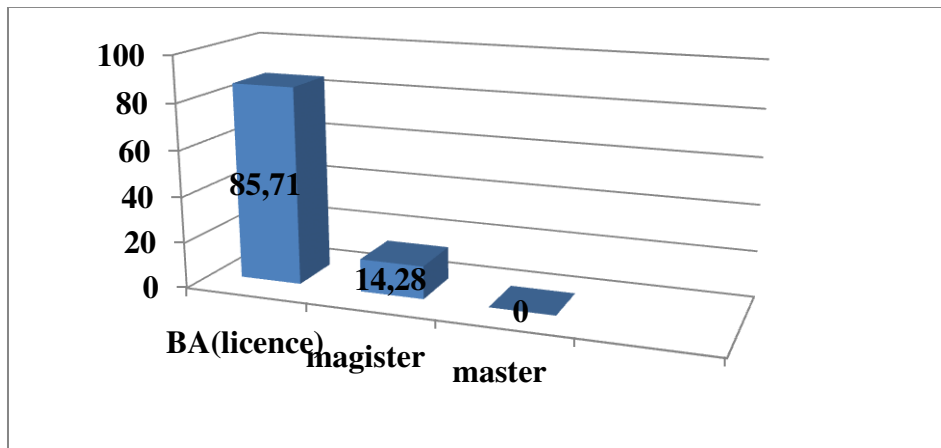
**Q3:** How many third year classes do you teach?



**Figure 02: Number of Classes**

The figure above shows the number of third year secondary school classes teachers teach. The result shows that (85.71%) of teachers teach one to five (1-5) classes; whereas only (14.28%) of teachers teach six to ten (6-10) classes. This led us to conclude that the number of classes is sufficient enough to investigate different levels and background of pupils.

**Q4:** which degree do you have?

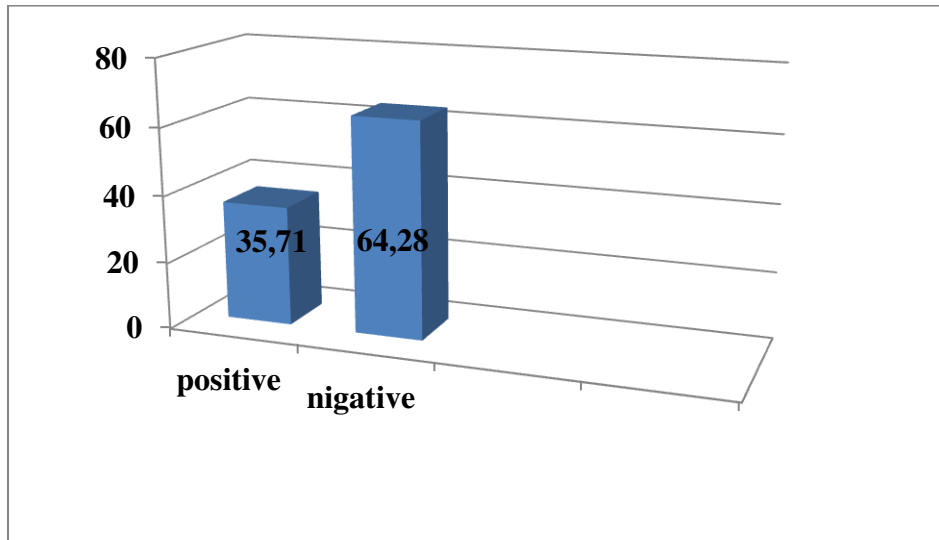


**Figure 03: Teachers' Degree**

According to the results shown in the figure above twelve (12) teachers with a percentages of (85.71%) have BA (licence degree); two (2) teachers with a percentages of (14.28%) have MA(Magister degree) ;whereas no one of them hold a Master degree. The results indicate that our sample is composed of two different degrees and this would be the cause of having different opinions and different answers.

**Section two: Teachers Perception towards Teaching Writing Skill**

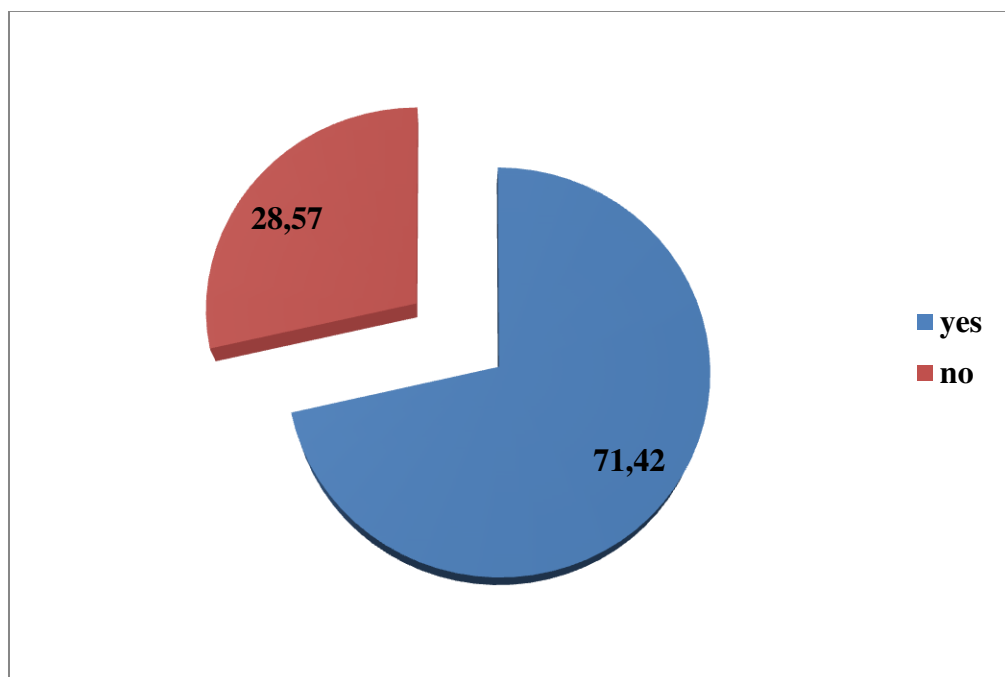
**Q5:** What is your attitude towards teaching writing?



**Figure 04: Teachers' Attitude toward Teaching Writing Skill**

The figure above shows that only five (05) teachers with a percentage of (35.71%) give positive answers and said they enjoy teaching writing skill; whereas the majority of teachers (64.28%) show a negative attitude towards teaching writing skill. This means that the majority of teachers do not enjoy teaching writing skill because of pupils' weak level, lack of background and motivation.

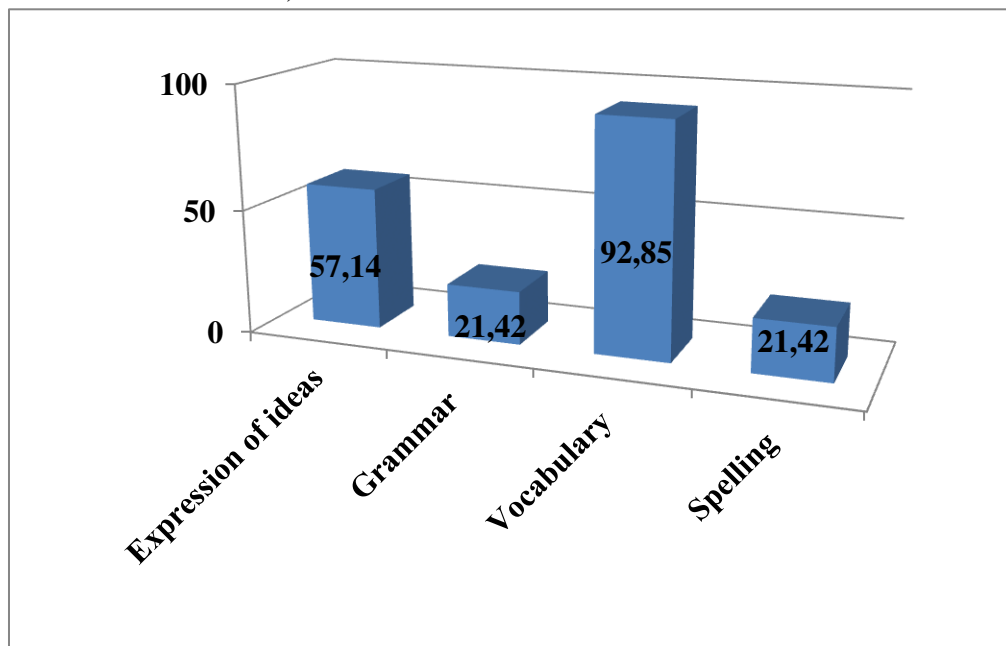
**Q6:** Is it difficult for you as a teacher to teach writing skill?



**Figure05. Difficulty of Teaching Writing Skill**

This question intended to find out teachers' opinion towards the difficulty of teaching writing skill for third year secondary school pupils. (71.42 %) of teachers confirmed that writing is difficult skill to be taught because of pupils' weak level and lack of motivation as a result teachers find themselves making triple effort to get pupils to write .whereas (28.57%) of teachers argued that teaching writing skill is not a difficult task to do. This implies that teachers believe that writing is difficult and complex skill to teach that needs time and effort to make pupils skilled writers

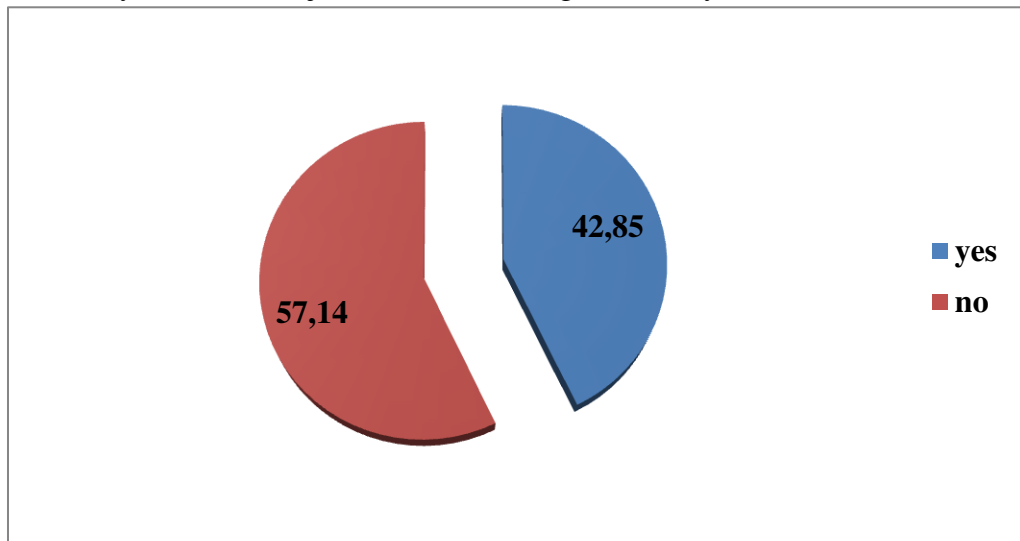
**Q7:** which skill do you think pupils should master before they can write? (You can choose more than one answer)



**Figure 06: Components of the Writing Skill**

This question aims at investigating teachers' opinion about the components of the writing skill. According to the obtained results, (57.14%) of teachers confirmed that expression of ideas is important to write; (21.42%) choose grammar and spelling, whereas the majority of teachers (92.85%) stated that the most important component to master before writing is vocabulary. From the results we noticed that teachers focus on all the components of writing. They argued that to be skillful writers, pupils should master all the components of writing skill especially vocabulary.

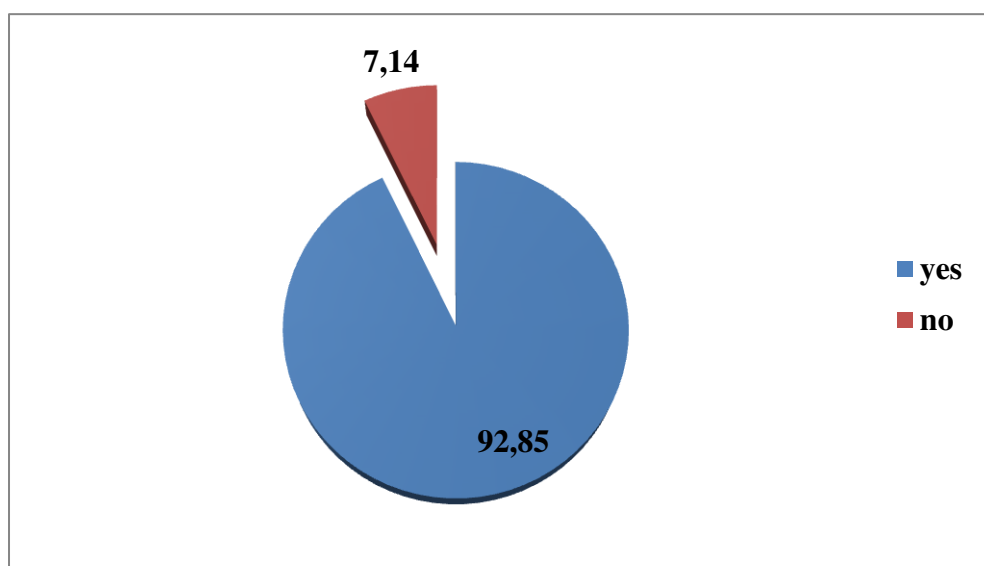
**Q8:** Are your course objectives for a writing task always attained?



**Figure 07: Attainment of a course objective for a writing task**

From the above figure we can say that (42.85%) of teachers reach their goal and achieve their purpose of a writing task. However the majority of teachers (57.14%) argued that their course objective for a writing task is not always attained because of pupils' different levels, weaknesses, and most of the time learners do not succeed in producing a well organized piece of writing. This means that if pupils do not want to write or they find difficulties while writing the objective of the writing task cannot be reached

**Q9:** Does the purpose of your writing activity affect your pupils' writing?



**Figure 08: Effect of purpose of writing task on pupils' writing**

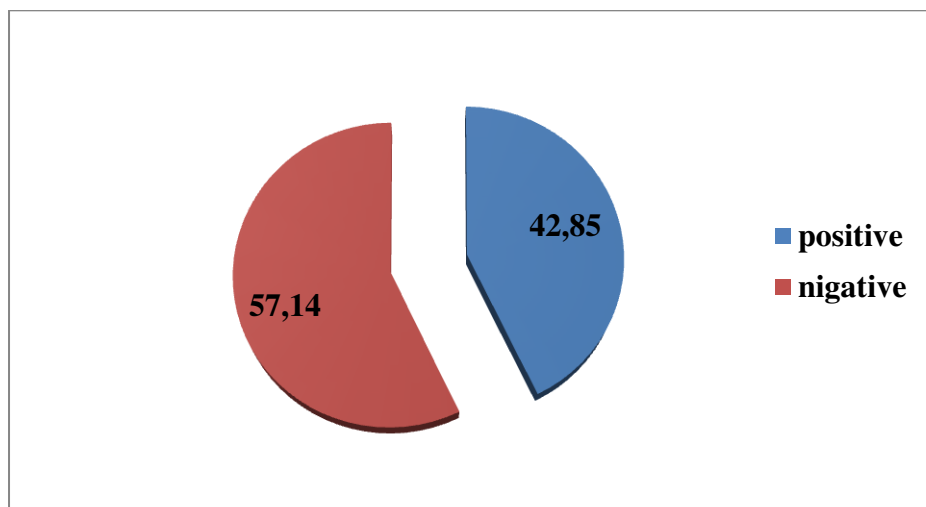
As it shown in the figure above. The majority of teachers i.e. percentage of (92.87%) argued that the purpose of the writing activity considers a main factor that affect pupils' writing, whereas only (7.14%) of teachers confirmed that the purpose of the writing activity does not affect pupils' piece of writing. This shows that the teachers 'purpose behind assessing a writing activity inside the classroom is the reason behind pupils' desire to write

**Q10:** How does the purpose of your writing activity affects your pupils' writing?

(92.87%) of teachers argued that the purpose of a writing task affect pupils' writing, if it is going to be counted and marked, this push pupils to make effort to write; whereas if it is just a classroom activity, pupils don't like to write at all.

### Section Two: Teaching Paragraph Writing.

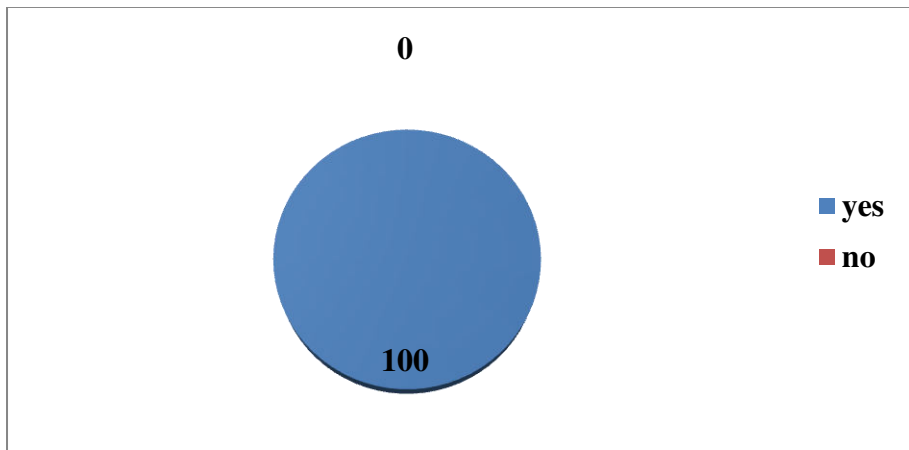
**Q11:** what is your pupils' reaction towards writing tasks?



**Figure 09:** pupils' reaction towards writing tasks

From the figure above, more than half of the teachers (57.14%) argued that pupils' show a negative attitude towards writing activities; whereas only (42.85%) claimed that pupils' show positive attitude towards writing tasks. This implies that the majority of pupils do not enjoy writing, and they do not like to write because of their weak level and lack of knowledge.

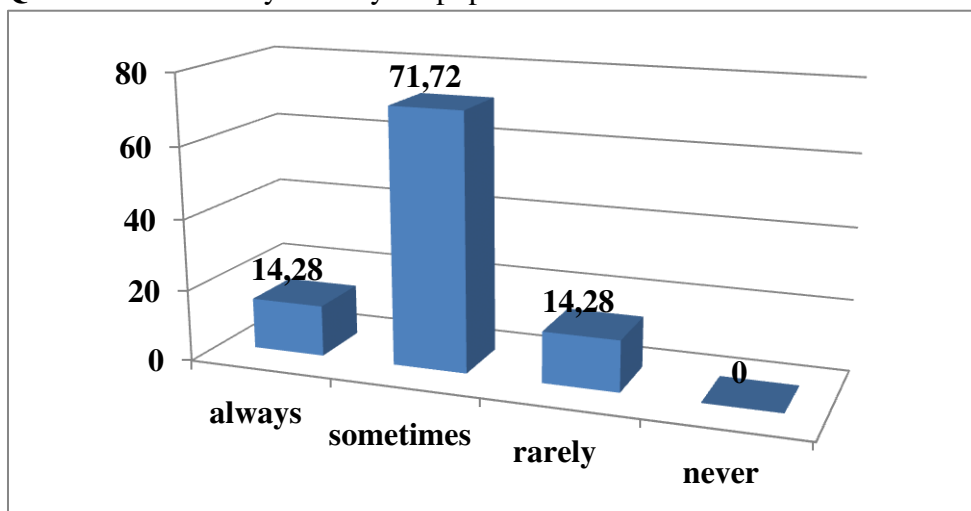
**Q12:** Do you give much importance to written production while teaching?



**Figure 10: Importance of Written Production**

The figure above indicates the importance that teachers give to written production while teaching writing skill. All the teachers (100%) confirmed that they give much importance to written production while teaching because third year classes have a baccalaureate exam at the end of the year and written production has the highest mark ;whereas none of them said that they do not give importance to written production inside the classroom. This implies that all foreign language teachers give a huge importance to written production while teaching writing skill and they consider it as a means to assess pupils' progress.

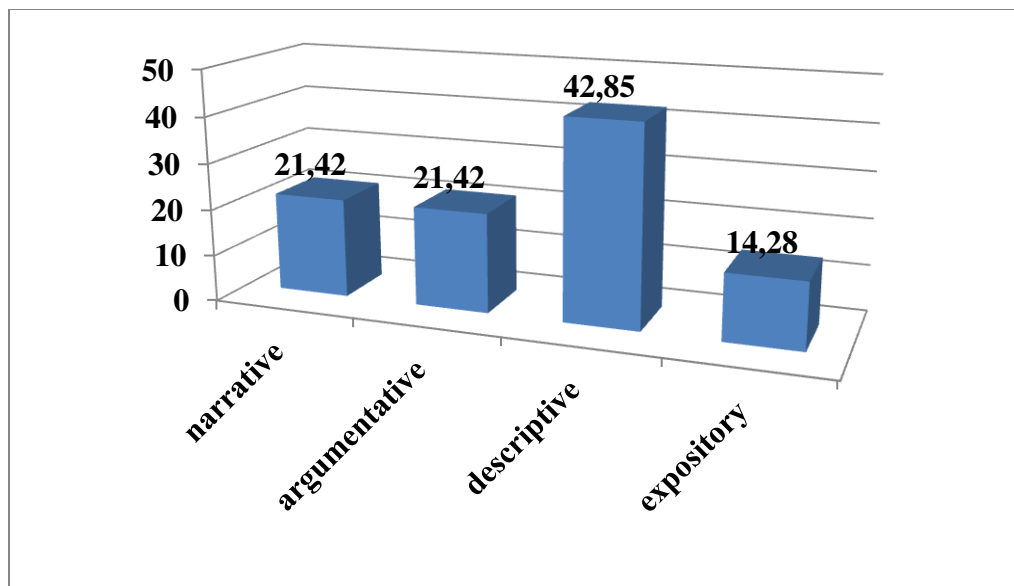
**Q13:** How often do you ask your pupils to write?



**Figure 11: Degree of pupils' writing**

The table above indicates the times teachers ask their pupils to write. (14.28%) of teachers claimed that they always ask their students to write, an equal percentage of teachers (14.28%) stated that they rarely ask their pupils to write, the majority of teachers with a percentages of (71.72%) argued that they sometimes ask their pupils to write because they are obliged to follow the syllabus. None of these teachers say that they never ask their pupils to write. This implies that teachers try to make a balance to encourage their pupils to write by asking them to write from time to time so that they don't feel board or hate to write.

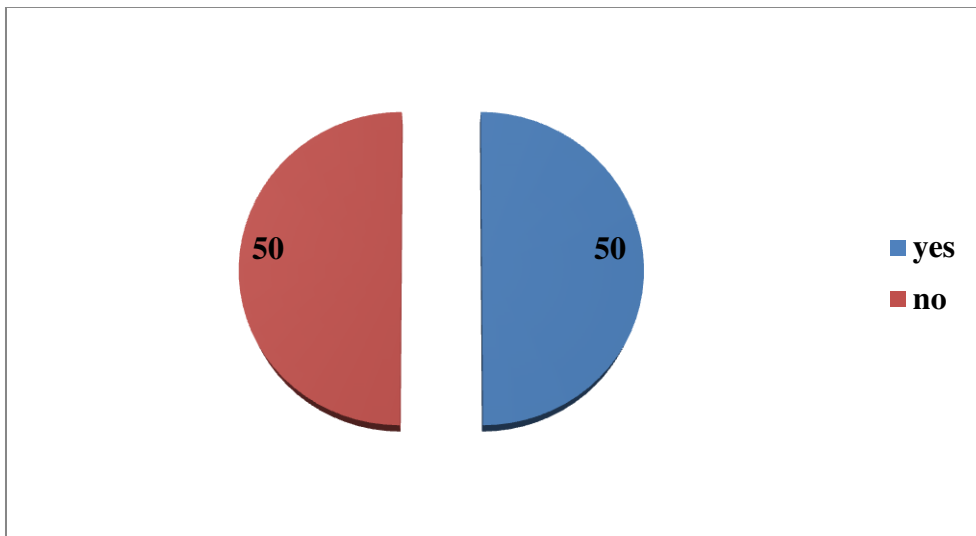
**Q14:** What types of paragraph do you ask your pupils to write?



**Figure 12: Types of paragraph pupils prefer to write**

From the results shown in the figure above . We noticed that (21.42%) of teachers argued that they ask their pupils to write argumentative paragraph. (21.42%) of them focus on the narrative paragraph; (14.28%) of teachers claimed that they ask their pupils to write an expository paragraphs .whereas the majority of teachers (42.85%) confirmed that they focus on the descriptive type of paragraph. From these results we noticed that the percentages are somehow close this means that teachers try to make pupils learn about the different types of paragraphs in order to make them skillful writers in each and every type.

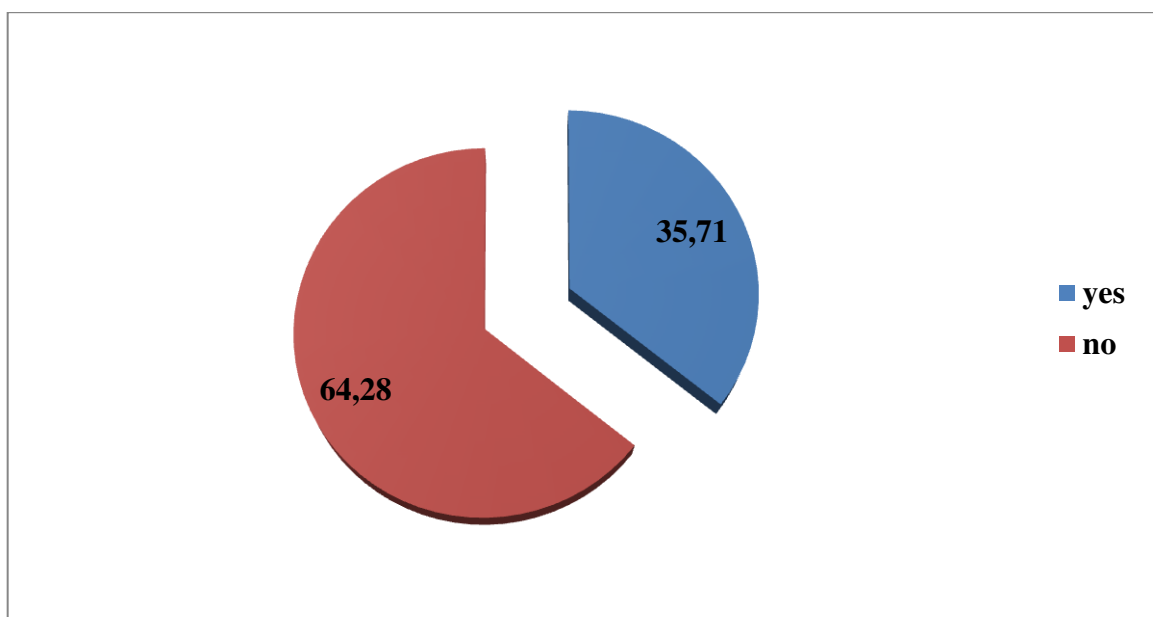
**Q15:** Do your pupils like such types?



**Figure 13 : Pupils' reaction towards paragraphs' types**

The figure above shows the reaction of pupils toward the types of paragraphs. (50%) of teachers argued that pupils' enjoy all the types of paragraphs .whereas an equal percentages of teachers (50%) claimed that pupils do not like such types because they are lazy to write. This implies that not all the pupils enjoy all the types of paragraphs, as a result teachers' choice of paragraph type should meet pupils' needs and interests

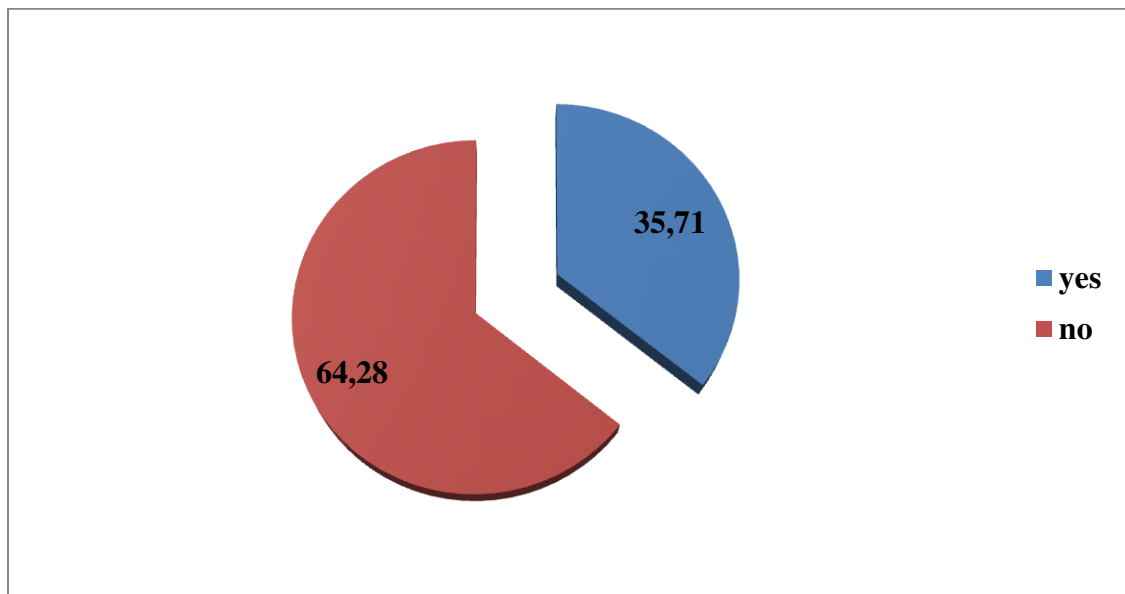
**Q16:** Do you allow your pupils to choose the topic?



**Figure 14: Allowing pupils to choose the topic**

According to teachers' responses from this question. We noticed that the majority of teachers (64.28%) do not allow their pupils to choose the topic of a writing task; whereas only (35.71%) of teachers argued that they let their pupils free in choosing the topic of the writing activity. These results indicates that the majority of teachers like to guide their pupils in terms of choosing the topic to control pupils' writings and simplify the process of assessing them

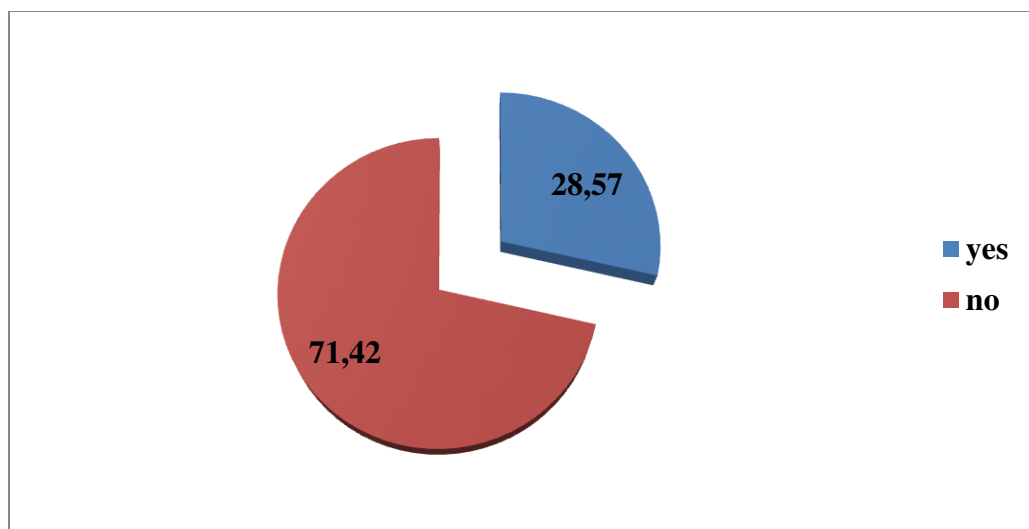
**Q17:**Do they fell interested about the topics you give to them?



**Figure 15: pupils' feeling towards topics suggested by the teacher**

As it is indicated in the above figure; the majority of teachers with a percentages of (64.28%) claimed that pupils are not interested about the topics given by the teacher .whereas only (35.71%) of them confirmed that pupils feel interested about the topics suggested by the teachers .Generally speaking this means that a teacher may find problems while choosing the topic that is interesting enough for each and every pupils in order to encourage them to write.

**Q18:** Do they have enough knowledge about the topics you give to them?

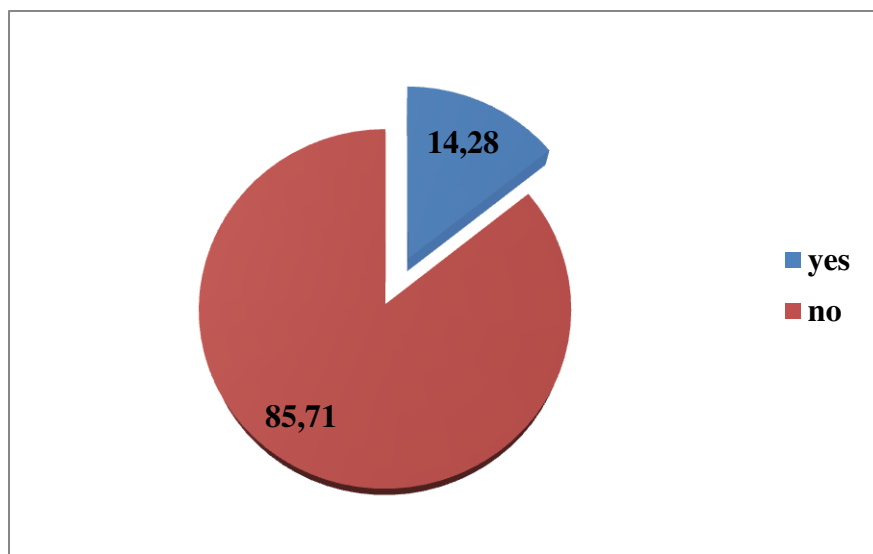


**Figure 16: pupils' knowledge on topics given by the teacher**

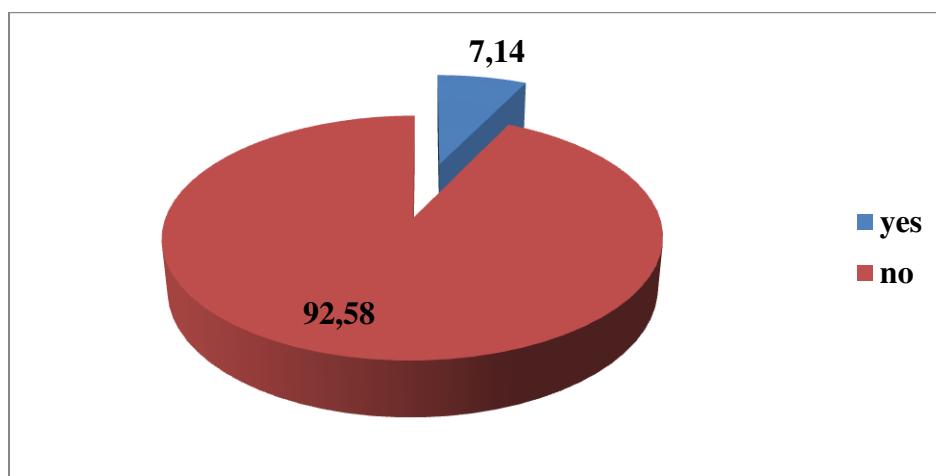
As it is indicated in the figure above, (71.42%) of teachers believed that pupils do not have enough knowledge to write a paragraph .whereas only (28.57%) of the sample argued that pupils have enough knowledge to produce a piece of writing. We noticed that the majority of teacher agreed on the lack of background of pupils which hinder them to write a well organized piece of writing.

**Q19:** if no how do you handle that?

The number of teachers who said no in the previous question argued that when pupils do not have enough knowledge about the topic they provide some hints, key words and examples that may help pupils to produce a piece of writing.

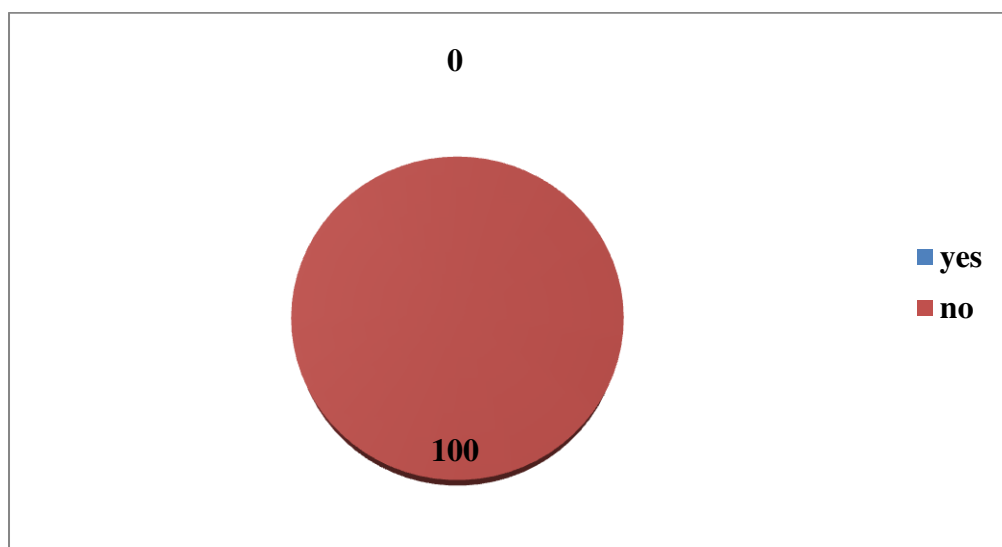
**Section four: Challenges of teaching paragraph writing****Q20:** Do you have enough class time to teach paragraph writing?**Figure 17: Time allocated to teach Paragraph Writing**

As it is shown in the above figure. The results show that (85.71%) of teachers agreed that time is not sufficient enough to teach paragraph writing, however (14.28%) of the teachers think that time allocated to teach paragraph writing is enough. It is worthy to notice that due to the complexity and the difficulty to teach writing skill more time must be devoted to teach this skill effectively.

**Q21:** Does the text book accumulate what is necessary to teach paragraph writing?**Figure 18: the Textbook and the teaching of Paragraph Writing**

As it is shown in the figure above, the majority of teachers with percentages of (92.85%) replied that the textbook does not go a line with pupils' needs, However; only (7.14%) of them argued that the textbook includes all what is necessary to teach paragraph writing. This reveals that the majority of teachers see that the textbook does not feed pupils' level and needs and this may affect the process of teaching writing skill.

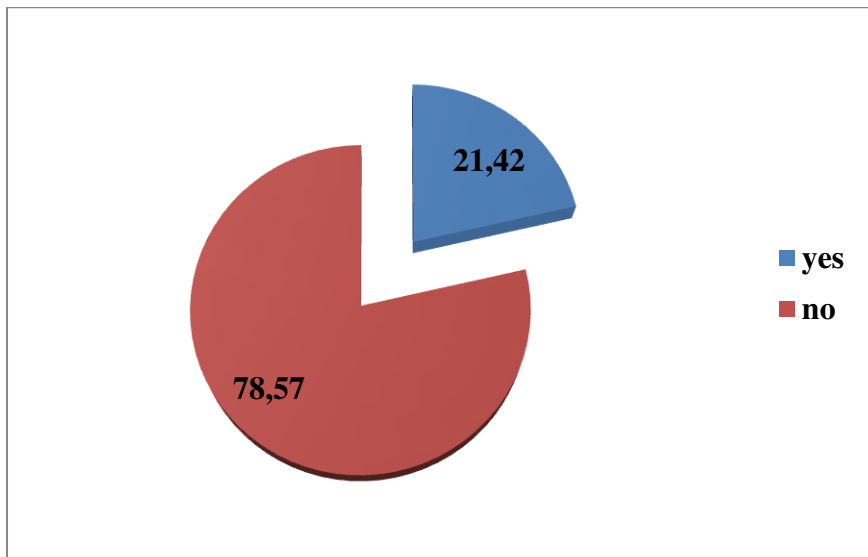
**Q22:** Do your pupils punctuate correctly while writing a paragraph?



**Figure 19: pupils' correct use of Punctuation Marks**

The result in the table above shows that, all the teachers (100%) argued that pupils do not make appropriate use of punctuation marks while they are writing. This means that pupils do not know where and how to use punctuation marks as a result their piece of writing may be unclear to the teacher.

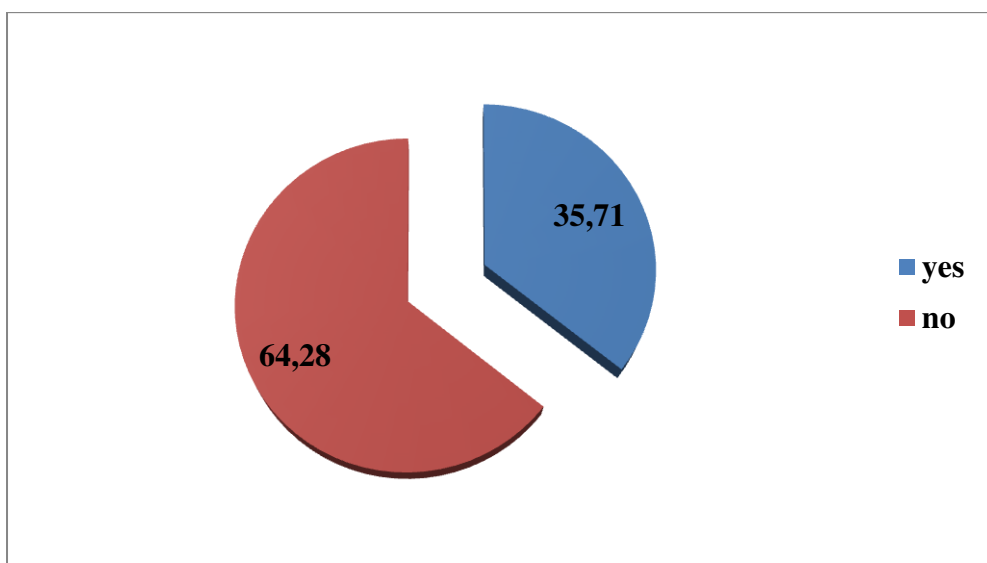
**Q23:** Do your pupils use the appropriate prepositions while writing a paragraph?



**Figure 20: appropriate use of Preposition**

As it is indicated in the figure above . (78.57%) of teachers claimed that pupils do not use prepositions appropriately .whereas (21.42%) of teachers confirmed that pupils make a correct use of prepositions while writing a paragraph. This implies that the majority of teachers find difficulty to understand pupils' piece of writing due to the wrong use of prepositions.

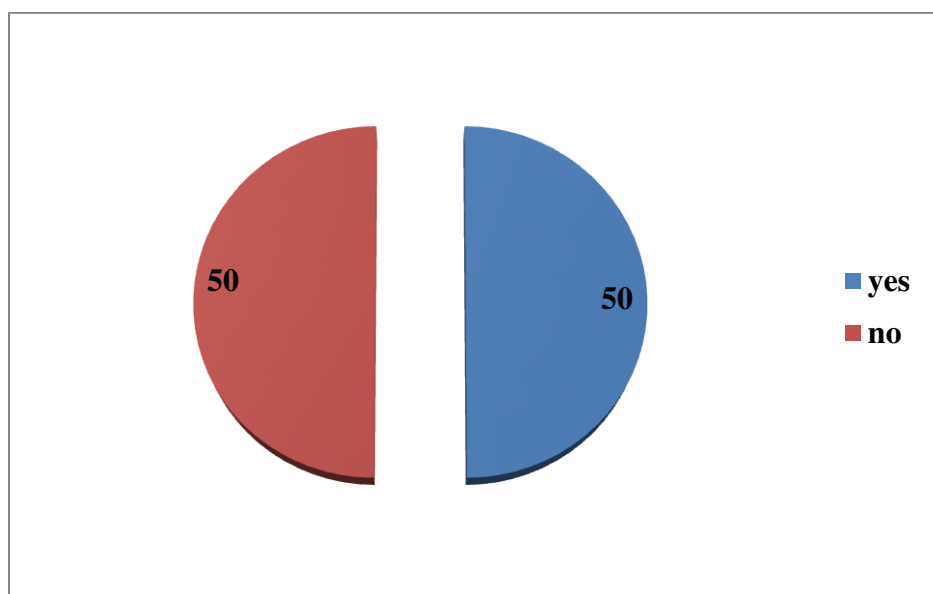
**Q24:** Do your pupils join sentences correctly?



**Figure 21: pupils' correct join of sentences while writing a Paragraph**

As demonstrated in the figure above, we have observed that the majority of teachers with a percentages of (64.28%) argued that pupils do not join sentences correctly while writing whereas only (35.71%) of them argued that pupils relate sentences correctly while producing a piece of writing. This means that if pupils do not know how to join sentences correctly, the meaning of their piece of writing will be lost, and teachers will find difficulties to understand pupils'' paragraphs

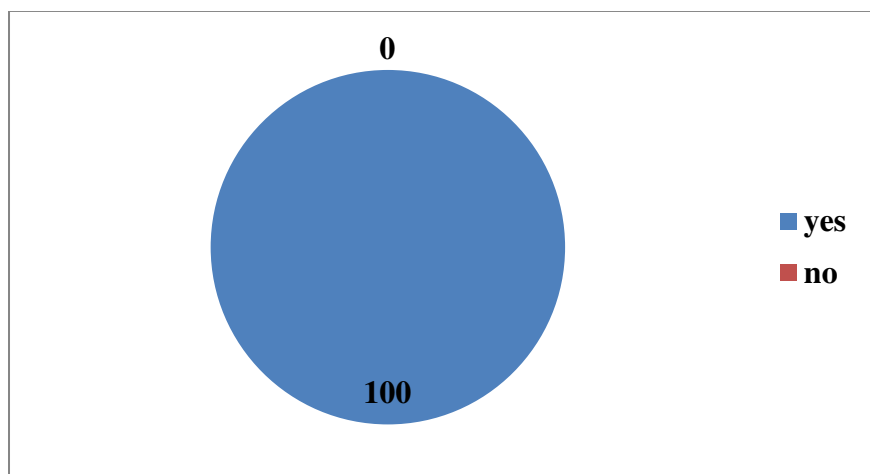
**Q25:** Do your pupils follow a logical order to write a paragraph?



**Figure 22: following a logical order while writing a paragraph**

The teachers' responses on the figure above show that (50%) of them confirmed that pupils follow a logical order while writing a paragraph. Whereas an equal percentage of teachers (50%) argue that while writing paragraph pupils do not follow a chronological order of ideas and they write down sentences randomly. This shows that is order to produce a good piece of writing, pupils' must take coherence into consideration while producing a paragraph to make it understandable to the reader

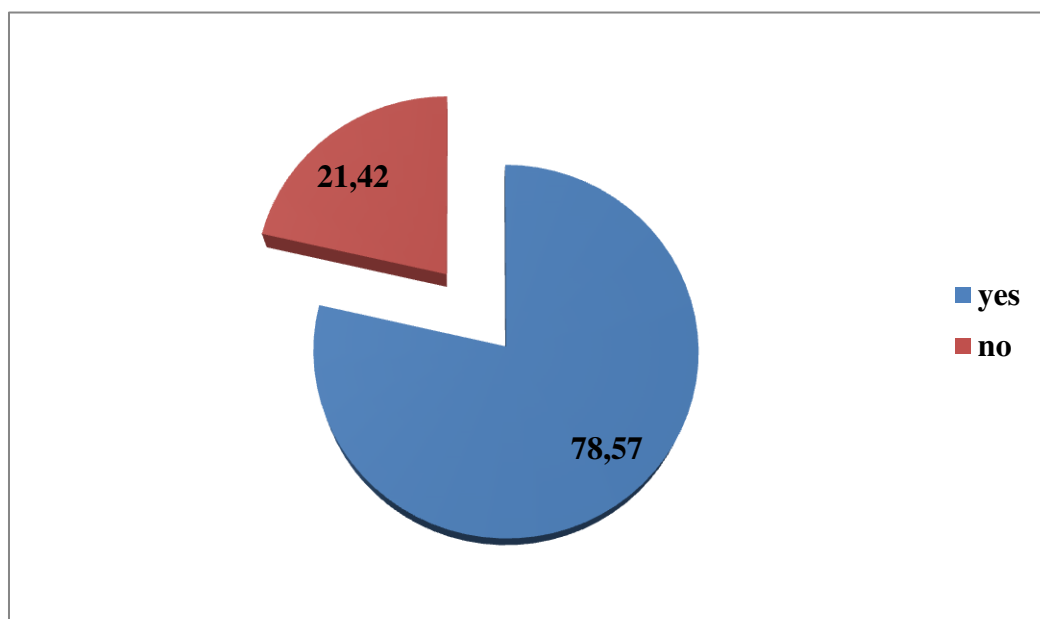
**Q26:** Do your pupils mother tongue affect their writing?



**Figure 23: Effect of mother tongue on pupils writing**

The answer revealed that all the teachers fourteen (14) viewed that pupils' mother tongue affects strongly their writing of a paragraph, because they translate from Arabic to English. This mean that pupils' mother tongue is one of the obstacles that teachers face while teaching paragraph writing because it hidens pupils' writing and make them unable to produce a successful piece of writing.

**Q27:** Do you think your pupils' level affect the teaching of writing a paragraph?



**Figure 24: Effect of pupils' level on the teaching of paragraph writing**

Through the statistics above we observed that the majority of teachers (78.57%) confirmed that the level of pupils affect the teaching of paragraph writing because the majority of pupils have a weak level, teachers find themselves obliged to select tasks and activities that suits all the levels and needs of pupils .whereas only (21.42%) of teachers claimed that the level of pupils does not hinder the teaching of paragraph teaching. From these results we notice that the level of pupils reflect on their piece of writing, if they have a good level they will produce a well piece of writing, however if they have a week level their piece of writing will be poor ,and this push teachers make triple effort to help pupils with poor levels.

**Q28:** What are the common challenges you face while teaching writing paragraphs?

The question is put forward to know what the common challenges that teachers face while teaching paragraph writing, different answers are received from the respondents. The majority of teachers agreed that the common challenges they face which consider the hardest ones are: lack of time devoted to teach writing skill, the inefficiency of the textbook, pupils' mother tongue interference, and lack of vocabularies. Other teachers added that pupils' low level, lack of motivation and poor background are another problems that hinder the teaching of paragraph writing. This means that the process of teaching paragraph writing is hard for teachers because they face multiple problems and obstacles inside the classroom.

**Q29:** why do you face such challenges?

From the result obtained, the majority of teachers claimed that the main reasons behind these challenges are: pupils' less exposure to writing in English. They argued that pupils' came with no baggage from middle schools where they only learn about grammar without focusing on the writing skill. For these teachers luck of reading and the lack of time devoted to writing is the main cause behind these problems. Other teachers said that topics proposed in the textbook provide them only with situations which are against pupils' understanding and do not feed their needs, level and interest. The results also revealed that pupils unwilling to write

is another cause that hinders the teaching of paragraph writing. The majority of pupils do not follow the appropriate approach to produce a piece of writing and make wrong use of link words and vocabularies which affect their piece of writing badly. Teachers agreed that pupils depend only on what is given by their teachers they do not invest what they learnt before and that is a sign that pupils do not read at all which consider the main reason behind their failure in producing a successful paragraph.

**Q30:** How do you deal with these challenges?

From this question we obtained that the majority of teacher said that they deal with this challenges by dividing the writing session into two sessions (one for collecting ideas and discussing the topic, the other for presenting the work and correction) they said that they try to help their pupils in writing a paragraph by giving them hints, key words, ideas and examples, or sometimes let them free in choosing the topic. They added that they encourage pupils to read text and intercut with their classmates. Other teachers claimed that they organize fun activities like games or visual aids in which pupils learn more vocabularies. In order to encourage pupils to write teachers divide pupils to groups and make a competition between them on the best piece of writing. From these results we noticed that teachers try different techniques to deal with these challenges and enhance pupils' level.

**Q31:** Can you please suggest some solution to overcome these challenges?

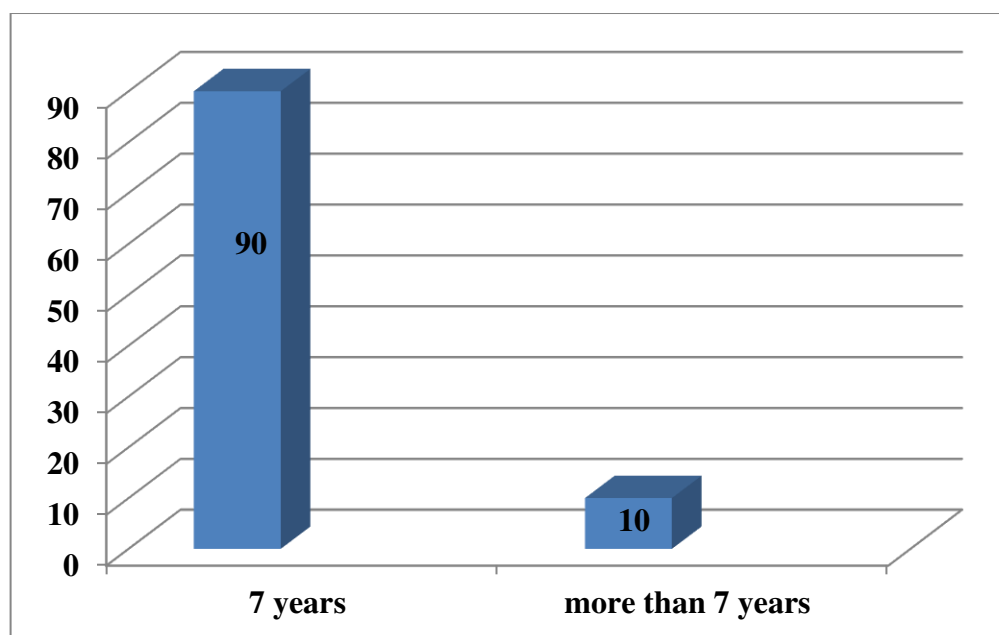
This last question aims at providing some solutions to overcome the challenges that teachers face while teaching paragraph writing. The proposed suggestions vary enormously from one teacher to another. we have noticed that the majority of teachers who answered this question agreed on devoting much time to teach writing skill by organizing T.D sessions, they added that asking pupils to write summery of the lesson at the end of the session or a summary for short stories as a home work is a beneficial techniques to enhance pupils' writing skill. Other teachers said that they try to propose topics that are related to pupils' daily

life and taking pupils' level, needs, and interest into consideration while planning a writing task. Some teachers proposed that using visual aids and designing writing task in a motivating and interesting way like videos, games, and group work..Etc may help overcoming these challenges. The rest of the teachers added that writing skill should be given much importance in middle schools so that pupils gain much knowledge and build solid background before going to secondary schools. All these teachers agreed on reading as the best solution to overcome these challenges and develop pupils' writing proficiency.

#### 4.2. Analysis of Pupils' Questionnaire

##### Section One: Background Information

**Q2:** How long have you been studying English?

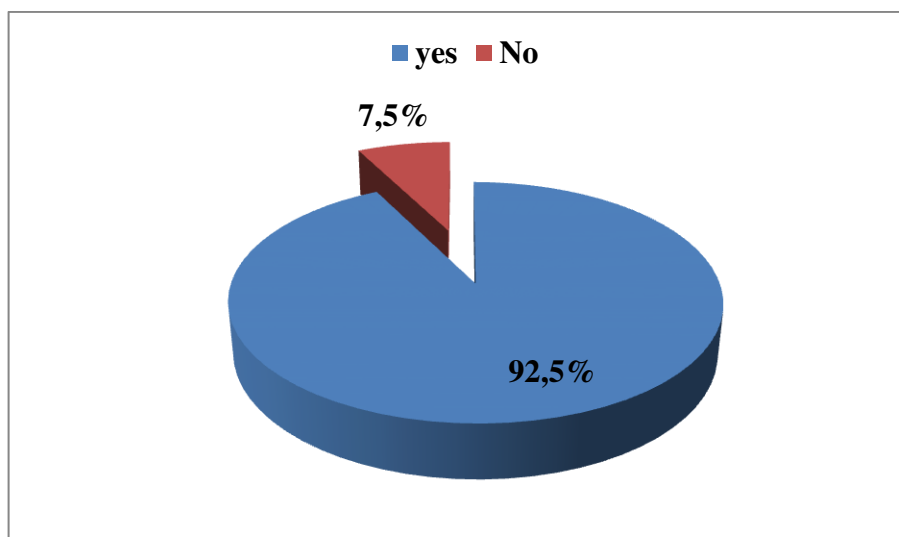


**Figure25: Pupil's years of studying English.**

This question aims at knowing how long pupils have been studying English, thus judging if the period plays a role in their writing proficiency. (90%) of them studied the language for seven (7) years. However (10%) of them studied it for more than seven (7) years. This data implies that the majority of pupils of the population of our study have an experience of dealing with English as a foreign language. This may affect directly their level of writing

since writing compositions is a fundamental unit of the whole program beginning with first year middle school and ending with third year secondary school which is our chosen sample.

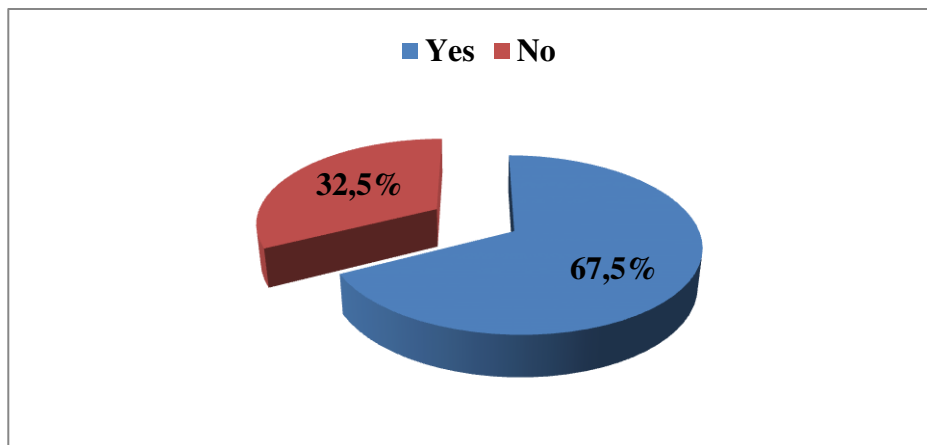
**Q3:** Do you like English?



**Figure26: Do pupils like English.**

From the figure above, we found that (92.5%) of pupils do like English, however; the Others (07.5%) show a negative attitude towards English and they consider it a boring language. We can declare that if pupils like the language, they would be more motivated to learn it, so the writing skill will be easily acquired. The thing which pushes them to search and look for knowledge by their own which is not the case when pupils do not like what they are studying. In here they would be careless, eventually teachers find many problems.

**Q4:** Do you think English is an easy Language?

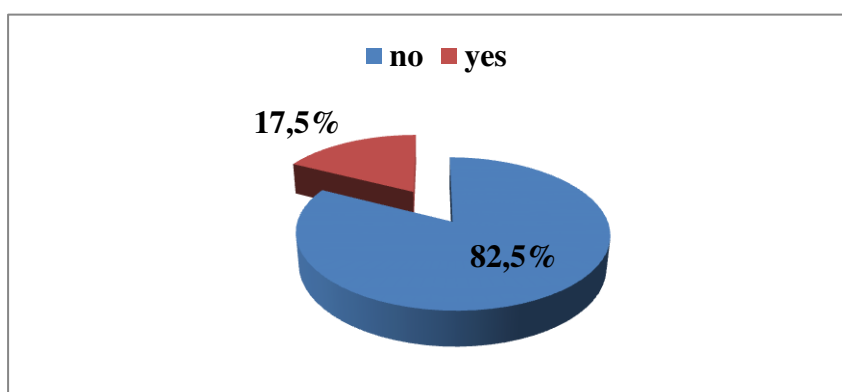


**Figure27: Pupils' view about the easiness of English Language.**

From the figure above, we revealed that (67.5%) of pupils consider English an easy language which is funny to learn. So they do not have any difficulties in dealing with it. However, (32.5%) of them consider it a difficult language because it has complex and similar words. For the majority of them, and in the case of Foreign Languages classes . English is an easy language, something predictable even if it is not their mother tongue Language. Studying the language itself is a challenge for pupils who always look for a funny way to gain new information and knowledge related to what they are supposed to learn.

### **Section Two: Pupils' perceptions towards writing Paragraphs**

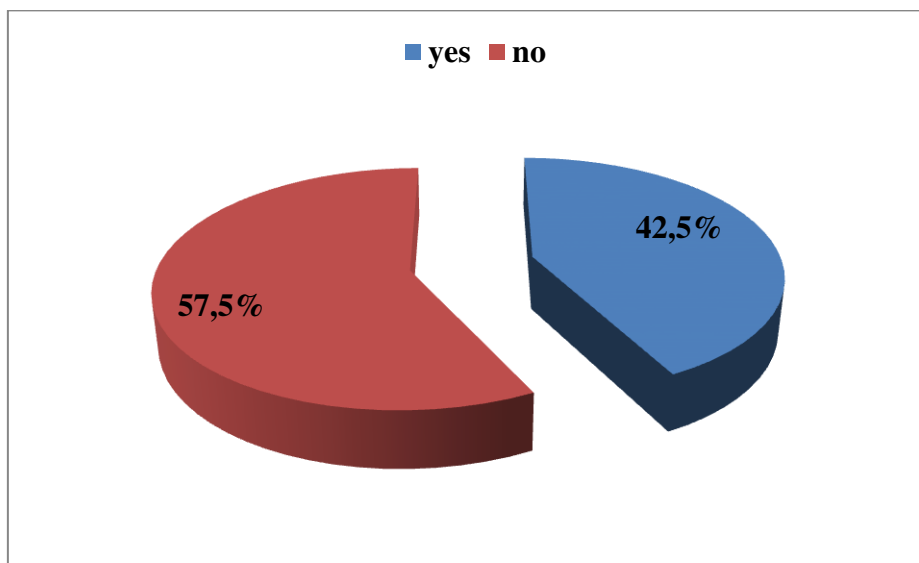
**Q5:** Do you think writing is important to learn English?



**Figure28: Importance of writing in learning English.**

As it is shown in the figure above, and after analyzing the results, we found that (82.5%) of pupils believe that writing is not an important skill to learn English language, however; (17.5%) of them are not really convinced that they should study writing to learn the language. They believe that there is no necessity to write or to know how to write a healthy composition to be proficient in English. Writing for them is not more than a skill that you can practice whenever you need but you cannot be judged on it.

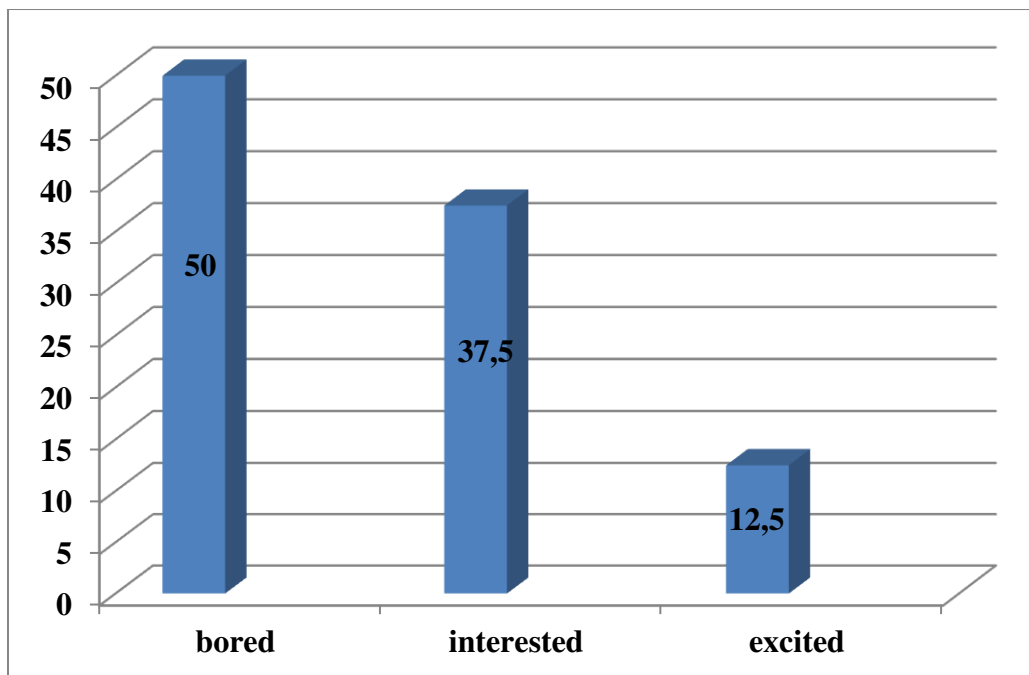
**Q6:** Do you enjoy writing a paragraph?



**Figure29: pupils'' enjoyment toward Writing Skill**

From the figure above we have observed that the majority of pupils with a percentage of (57.5%) of the whole sample declared that they do not enjoy writing paragraphs. They find it frustrating and scary. While writing, they do not find any pleasure because they are writing just to gain marks. Thus, the fear of making mistakes and being corrected possess them. On the other hand, only (42,5%) of them really enjoy writing paragraphs. This implies that pupils' lack of knowledge and background result in the negative attitude that pupils show towards writing skill

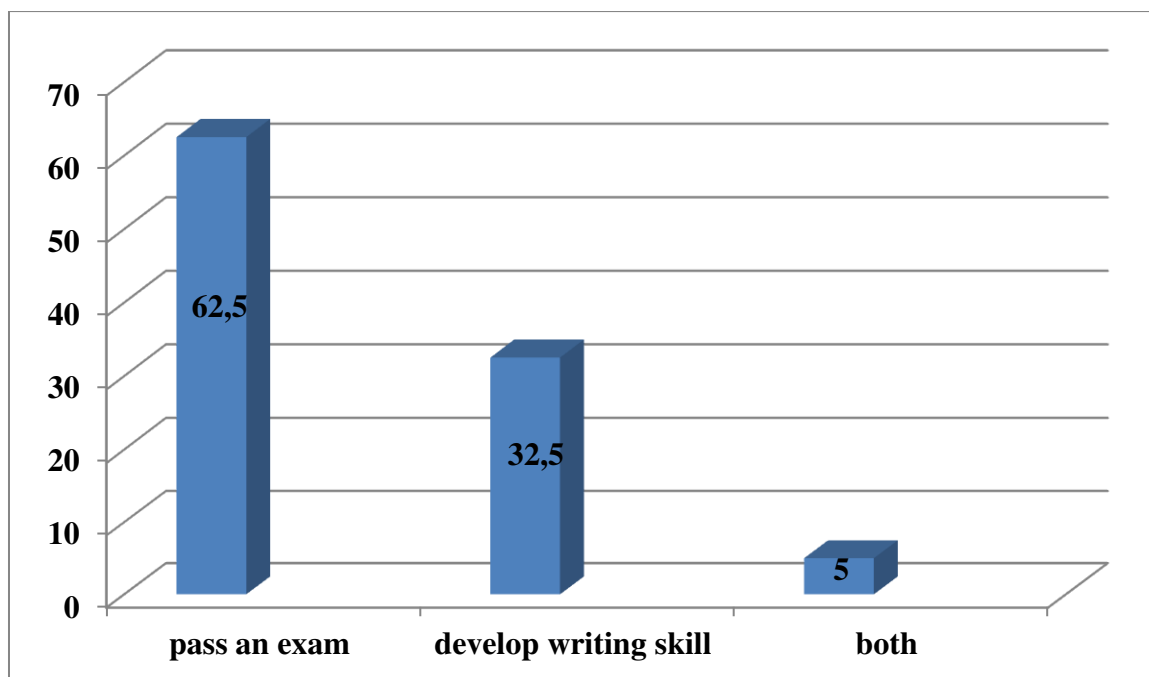
Q7: How do you feel while writing a paragraph?



**Figure30: Pupils' feelings toward writing Paragraphs**

The found answers of this question suppose to show pupils' feelings while writing paragraphs. (50%) of them argued that they feel bored during written tasks, (37.5%) of them replay that they feel interested about writing and they like to express their ideas and opinion in a written form, whereas only (12.5%) of them feel excited towards writing. This means that for the majority of the pupils the writing skill is not an entertaining activity to do and this may refers to the topic selected by the teachers or the classroom environment. However for the rest of the sample who feel interested or excited about writing these pupils tend to have better level and more knowledge to express themselves, since these pupils have the desire to write teachers should keep on motivating and encouraging them to write more and keep on the same rate. Actually those good feeling that pupils have are considered the starting point of great writers.

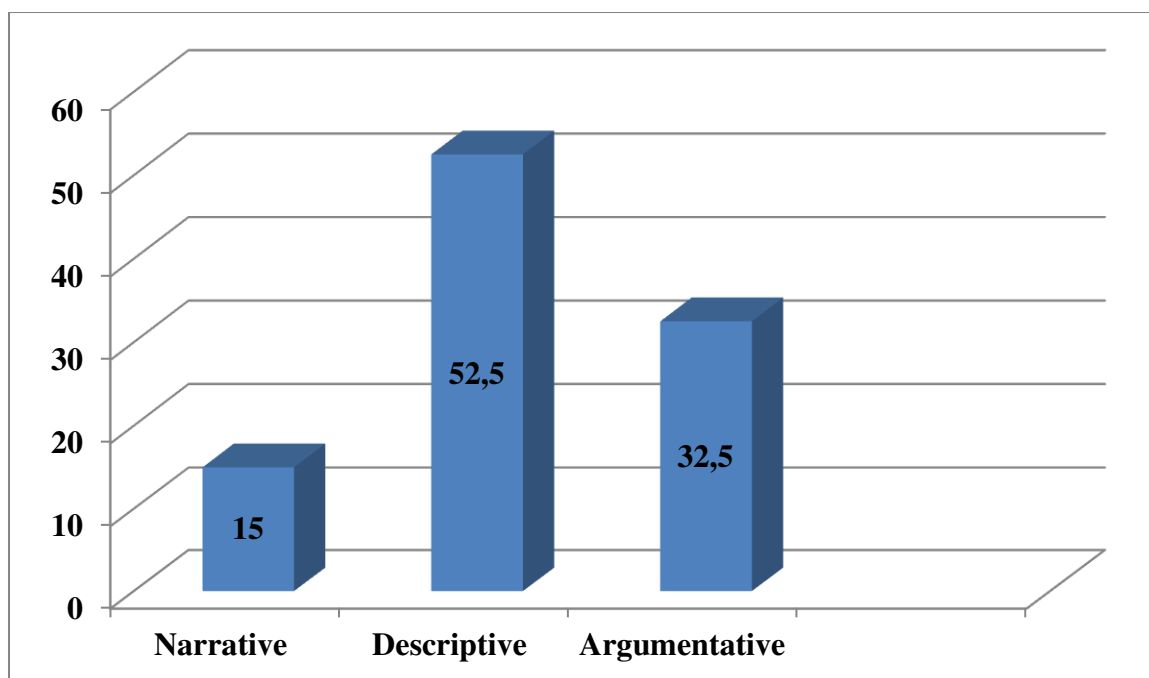
**Q8:** Do you learn writing to ?



**Figure31: Reasons behind learning to write.**

As indicated in the figure above the majority of pupils with a percentage of (62.5%) learn writing only to pass an exam. The most important thing that matters for them is to gain marks and avoid being corrected or given bad feedback. (32.5%) of them argued that they learn to write for the purpose of developing their writing proficiency and enhancing their ability to write and express their ideas freely, Their concern is to be a good writers moreover, to master the writing skill; However, only (05%) of pupils claimed that they learn writing to gain both; marks while passing an exam and developing their writing proficiency. From these result we can understand that for the majority of pupils writing skill is just a tool for educational success that pupils are obliged to do. To be clear, we can agree that learning to write for both reasons mentioned earlier is the best way to successful learning of writing.

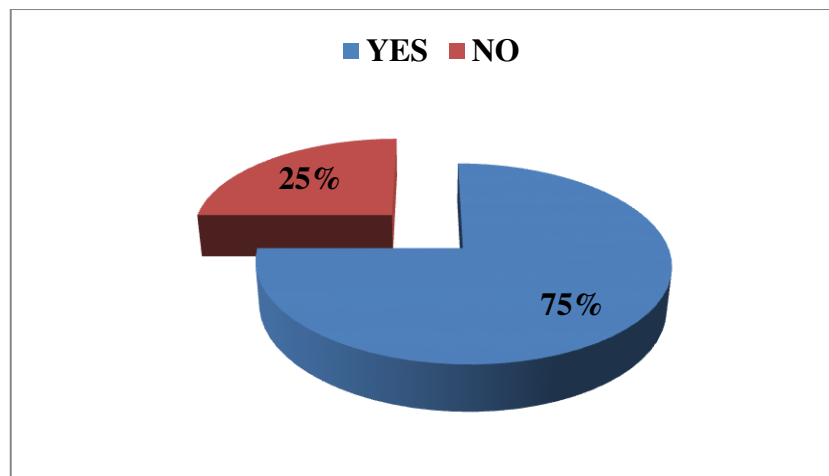
Q9: What types of paragraphs do you like to write?



**Figure 32: Pupil's preferred types of paragraphs.**

The figure above illustrates the types of paragraphs pupils prefer most. (52.5%) of the sample prefer the descriptive type. They like the way adjectives can be used, playing with words and the role of figures of speech which add a splendor to the content. They find the freedom to express what is in mind. (32.5%) of pupils prefer the argumentative paragraphs where arguments are needed. This category of pupils likes much more scientific subjects. In this last, argumentative paragraphs are required more than other types of paragraphs. The other (15%) prefer the narrative paragraphs, where pupils are supposed to write sort of short stories or events. The most important thing to pay attention to in this type is the verb tense. These results show that not all pupils like the same type of paragraphs; as a result teachers should take all these types into consideration to feed learners want and needs for better results

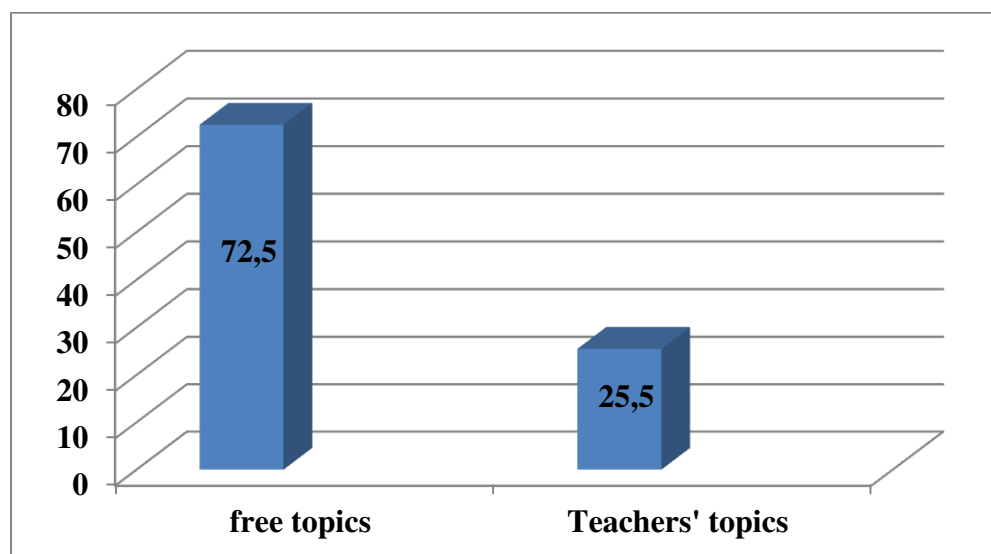
**Q10:** Do you know how to write a paragraph?



**Figure33: Pupils' knowledge about the way of Writing a Paragraph.**

As it is shown in the figure above, (75%) of the pupils produce a good Piece of writing . Without focusing too much on the content, for them, the form is something easy to excel. However,(25%) of pupils do not know how to write a paragraph. They face a lot of problems while writing like; commit silly mistakes that they know already the correct version of it. Indentation, Punctuation, coherence, cohesion... all these are challenges pupils face while writing that need an urgent interference by teachers to overcome the fear of writing.

**Q11:** While writing a paragraph as a classroom activity, do you prefer...?

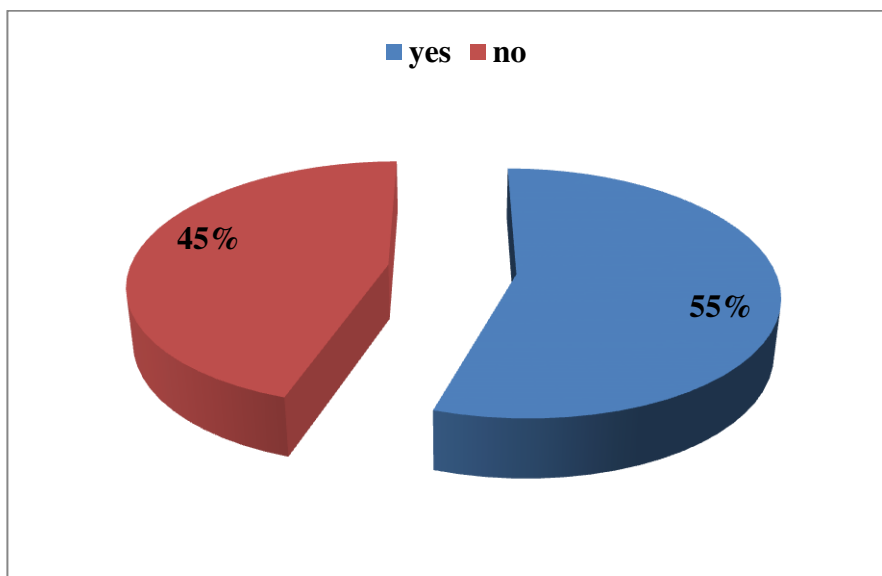


**Figure34: The type of topics pupils prefer.**

The figure above shows that (72.5%) of pupils agreed that free topics suit them better than suggested ones. They strengthen their answers with the idea of being free gives you the opportunity to express more and to choose whatever topic you find yourself relaxed while writing it. Whereas only (27.5%) prefer the suggested topics . For them, topics given by their teacher help to avoid too much thinking, gaining time of trying to find a topic In addition to using given notes as a help to build the written piece. The results implies that the majority of pupils like to be free in choosing the topic they want to write about because they found themselves able to write and produce a piece of writing successfully.

### Section Three: Difficulties in Paragraph Writing.

**Q12:** Do you feel stressed while writing a paragraph?

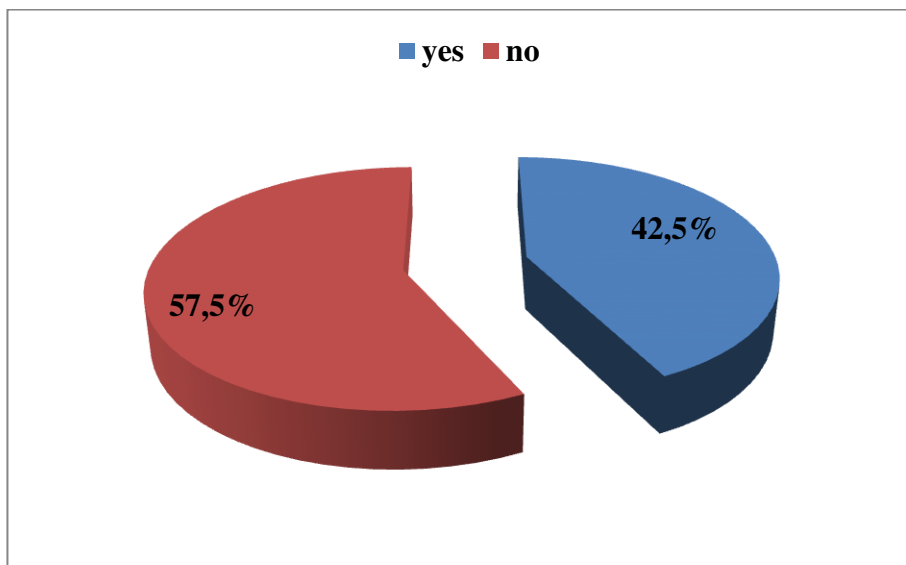


**Figure35: Pupil's feeling of stress toward writing.**

The results From the figure above revealed that (55%) of pupils said that they feel stressed and nervous while writing. they confirmed that the main reasons behind this stress are the limited time given to write and the fear of being corrected or criticized for them feeling stressed is a totally time, marks and fear of committing mistakes and unfamiliar topics matter; However, (45%) of them claimed that they feel relaxed while writing a piece of writing they don't give much importance to marks r the time their only concern is produce a

piece of writing and submitted to their teacher. The result implies that feeling stress is one of the obstacles that pupils face while writing that may hinder their progress and development to learn the skill effectively.

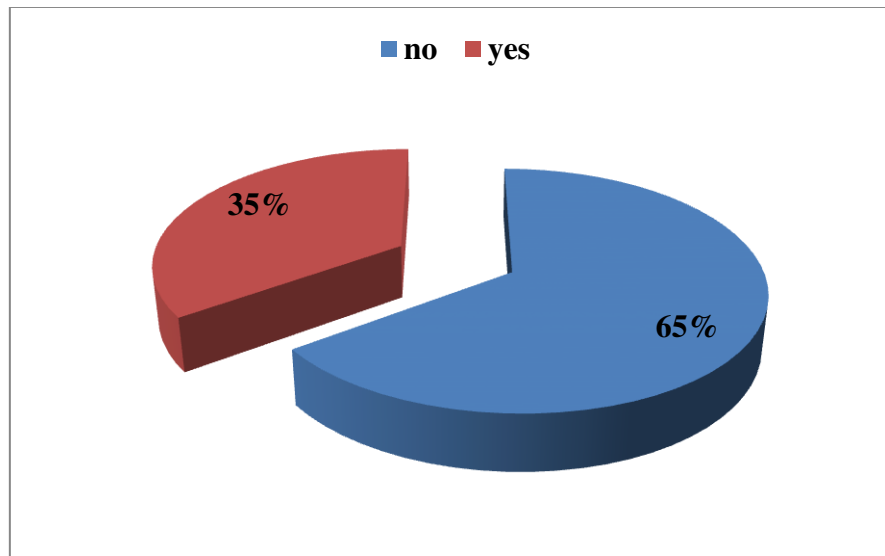
**Q13:** Are you given enough time to write a paragraph?



**Figure36: Pupils' opinion about time allocated to writing**

The figure revealed that the majority of pupils with a percentage of (57.5%) complain about the insufficient time allocated to produce a piece of writing, for them time plays an important role in learning to write effectively, they argued that the lack of time results in poor paragraph that reflect the poor level of pupils. These pupils find themselves begging teachers for five or ten extra minutes. Sometimes it is true, time is not enough to answer ten or twelve questions in addition to a twenty lines paragraph drafting ;However,(42.5%) of them claimed that the time given by the teacher is sufficient to produce a good piece of writing normally these pupils are those who have good level in writing. This means that pupils have different levels so that teachers need to put the time that is sufficient enough to all of them.

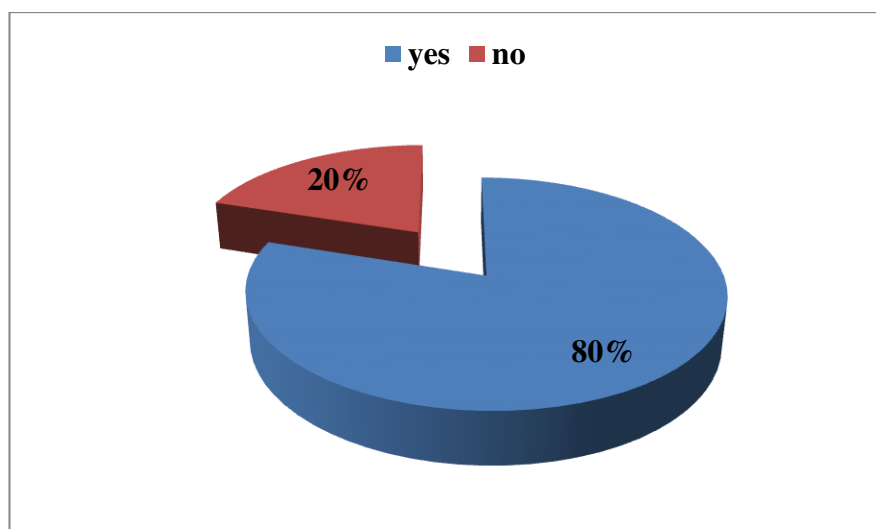
**Q14:** Are the topics given by your teacher interesting enough for you?



**Figure37: Interesting topics given by the teacher**

Through the results shown above we have observed that (65%) of pupils agreed that the topics given by the teacher is not interesting enough for them they feel obliged to write topics that do not feed their want and needs. In most of the cases they feel bored and do not have enough ideas or expressions to write. However (35 %) of pupils agreed that they are interested in the topics given by their teachers because they are different and new which encourage them to create more and learn new things.

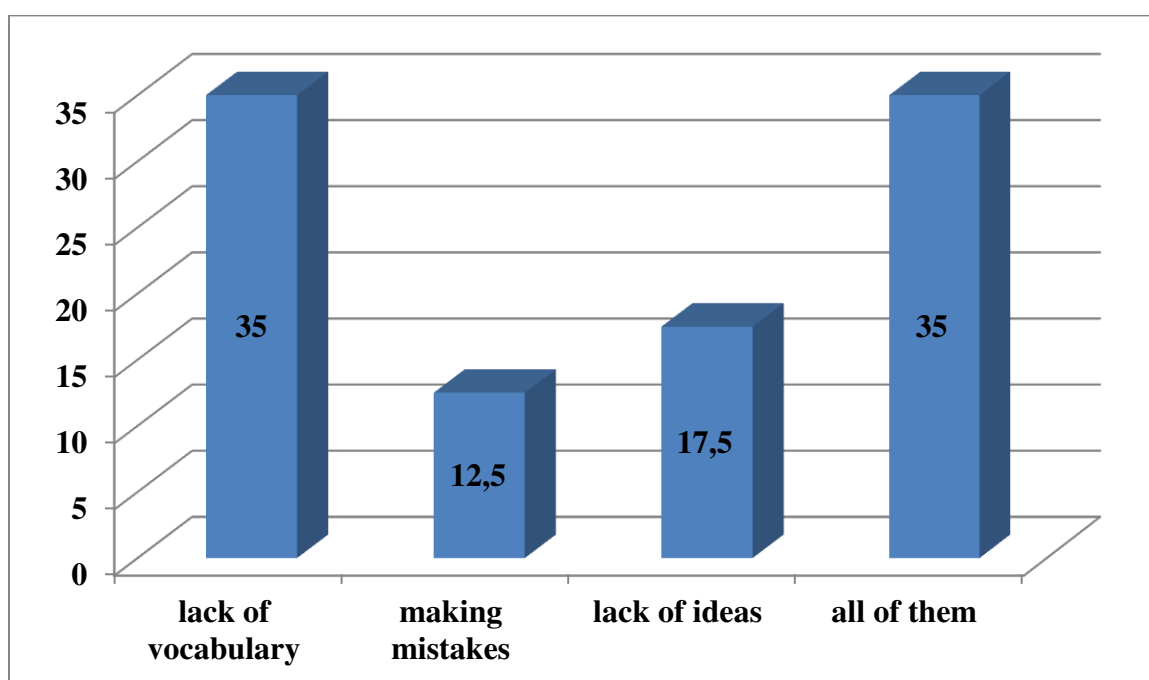
**Q15:** Do you understand topics given by your teacher?



**Figure 38: Pupils' understanding of topics given by teachers.**

The results shown in the figure above revealed that (80%) of pupils declared that they understand what they are asked to write about even though they face difficulties with some words, but it is not that big deal that hinders them from writing. In that case, they try to replace the non-understood words with clear and easy ones to get the whole meaning; however, (20%) of them claimed that topics are usually not understood for them because it contains hard words or it consider new to them.

**Q16:** What is the most difficulty you face while writing a paragraph?

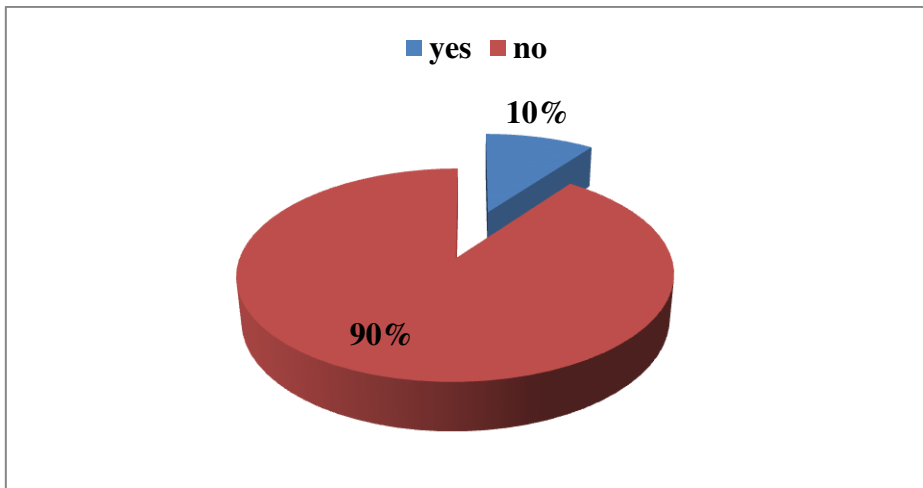


**Figure39: The most difficulty pupils face while writing paragraphs.**

The figure above revealed that (35%) of pupils indicated that lack of vocabulary is the most common problem they face because of the lack of reading. (12.5%) agreed on making mistakes, they still feel embarrassed when they are corrected or given a negative feedback. (17.5%) of pupils declared that lack of ideas is one of the things which hinder their writing process. They find difficulty in finding the suitable idea for that particular topic suggested by their teacher. Finally (35%) of them answered that all the above discussed difficulties frustrate

their writings. From this we should confess that pupils face different problems and obstacles that teachers should know exactly how to deal with them to enhance their ability to write.

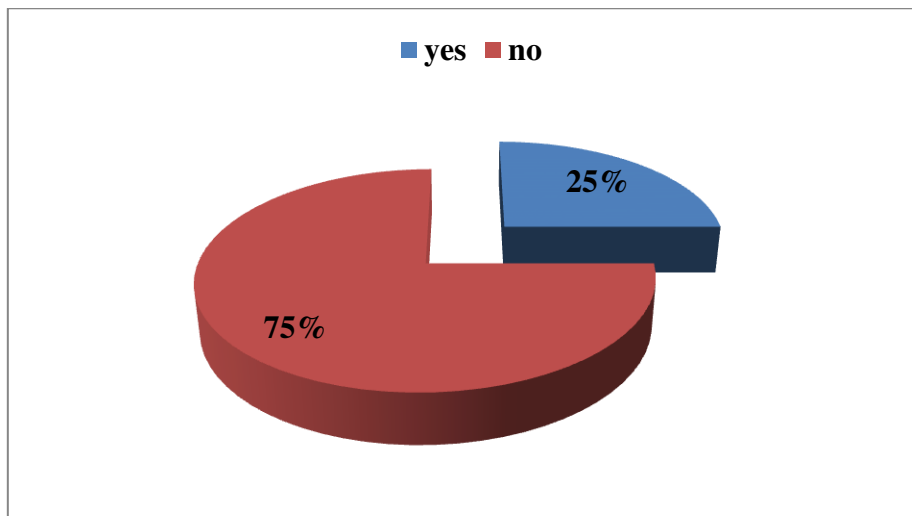
**Q17:** Do you know how to punctuate a paragraph correctly?



**Figure40: Appropriate use of punctuation marks**

The figure above indicates that the majority of pupils (90%) do not know how to use punctuation marks correctly while writing a paragraph they argued that they don't know where they should put the full stop and the comma and they usually confuse which one to put. however only (10%) of the pupils agreed that they know how to use punctuation marks appropriately an usually they do not find punctuation problems while producing a piece of writing. This implies that the wrong use of punctuation marks may affect the understanding of pupils' piece of writing and this may lower their grades.

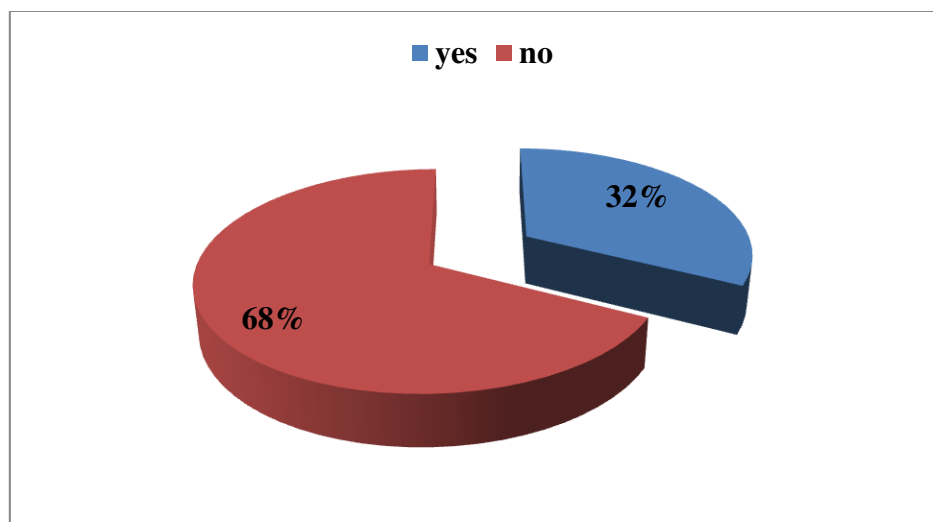
**Q18:** Do you know the appropriate verb tense to use while writing a paragraph?



**Figure41: The correct use of appropriate verb tense in writing.**

the figure above indicates that the majority of pupils with a percentage of (75%) argued that they don't know the appropriate verb tens to use while writing a paragraph, they reported that they usually confuse whether they use past present or future tense they also cant differentiate the regular from the irregular verbs and they don't know how to conjugate them appropriately .these pupils find difficulty to choose which verb tense suits their paragraph the most; however, only (25%) of them agreed that they usually succeed in choosing the appropriate verb tense while writing. This implies that grammar issue is one of the problems that may affect pupils' writing and hinder them from producing a successful piece of writing. The solution for this problem is the practice; pupils should do and re-do many exercises to overcome this issue, and not to wait to be spoon fed by the teacher.

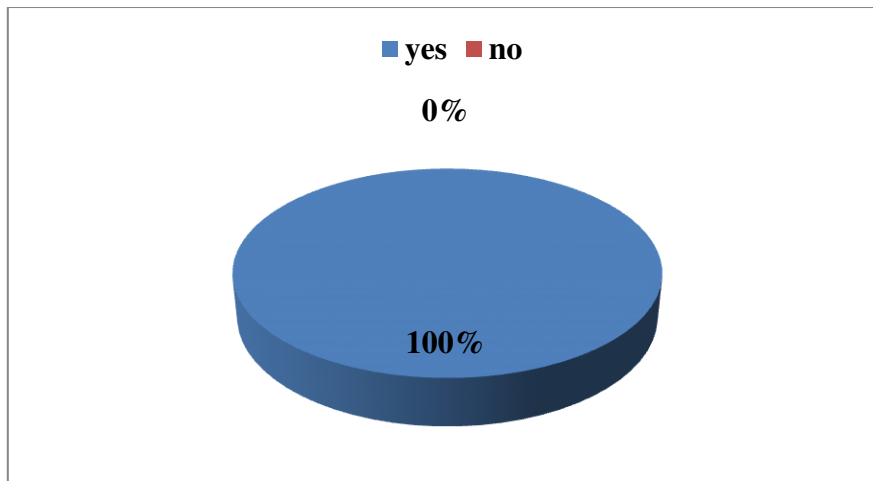
**Q19:** Do you know how to use the appropriate prepositions while writing paragraphs?



**Figure42: The use of the appropriate prepositions in a paragraph.**

As indicated in the figure above (32%) of pupils answered positively. This little percentage gives teachers hope to find good written paragraphs, organized and well structured ;However, (68%) of them confessed that they do not know the correct and exact use of prepositions. They have no idea where they are supposed to be put or even what their role in a healthy piece of writing. This implies that prepositions play an important role in writing a paragraph it gives a clear and understandable meaning to the paragraph. Wrong use of these prepositions may give a clear image of pupils'’ poor level in writing.

**Q20:** Does your mother tongue hinder you from writing a paragraph?



**Figure43: Effect of mother tongue on pupils' writing**

The above figure indicates that all the sample of our study (100%) agreed that their first language (L1) affect their paragraph writing heavily they said that the interference of their mother tongue is the major problem that they face while trying to produce a piece of writing they justified that Arabic is the language that they talk since their birth that's why they find difficulties while writing in English because they cannot stop translating in their brain from Arabic to English .

### **Conclusion**

This chapter is concerned with getting real data about challenges face teachers while teaching paragraph writing as well as pupils' perception toward difficulties they face while writing a paragraph .the data was gathered through administrating a questionnaire for both teachers and pupils. The chapter dealt with the different results we can conclude from both teachers and pupils' questionnaire that includes questions which may help us to discover the results we aim to find.

**Chapter Four:**  
**Discussion and**  
**Recommendations**

**Introduction**

The previous chapter dealt with the analyses and the explication of the results obtained through the procedure we have used in our research it involves the analyses of both teachers' and pupils' questionnaire. This chapter covers the discussion of results obtained from both teachers' and pupils' questionnaire. It is divided into two parts. Part one deals with the discussion of results gathered from teachers' questionnaire. The second part covers the discussion of result obtained from pupils' questionnaire. Finally it includes some recommendations and solutions to our research questions.

**5.1. Discussion of Teachers Questionnaire Results**

The main objective of this study is to investigate the different challenges encountered by secondary school teachers while teaching while teaching (PW), discovering the solutions proposed by teachers to overcome these challenges, and enhancing pupils' writing proficiency. Section one of teachers' questionnaire was devoted to the background information of teachers. The result revealed that the majority of teachers have sufficient experience and class number which means that these teachers gone through different situations and obstacles during their teaching carrier and dealt with different levels of pupils. These results give more reliability and validity to our present study.

Section two of teachers' questionnaire dealt with teachers' perceptions towards teaching writing skill. The result revealed that secondary school teachers are not motivated to teach writing skill because of pupils' low level, lack of vocabulary, and poor background, as a result teachers find themselves making triple effort by explaining, giving hints and key words to help pupils produce an acceptable piece of writing for the sake of achieving the course objective teachers set which is most of the time not attained because of pupils negative attitude towards writing. The results showed that the majority of teachers agreed that the purpose of writing activity strongly effect pupils' writing, if the written assignment is going to

be counted as a test or an evaluation pupils tend to show more interest in writing, however; if the written task just a classroom activity pupils show no interest and ignore to write.

The third section of teachers' questionnaire was devoted to the teaching of paragraph writing, the results obtained from this section revealed that pupils show a negative attitude towards writing a paragraph because they consider it a boring activity which waste their time, however, all secondary school teachers give much importance to written production by asking pupils to write different types of paragraph for the purpose of preparing them to the final exams. This section also revealed that the majority of teachers do not allow their pupils to choose the topic in order to control their writings and evaluate them based on the same topic, however, the majority of pupils do not feel interested in the topics suggested by their teacher because they don't have enough knowledge to write a paragraph, to handle this teachers try to help their pupils by providing hints, examples, and key word to elaborate a piece of writing.

The fourth section of teachers' questionnaire was dedicated to the challenges of teaching paragraph writing to third year pupils. The results revealed that teachers face a various challenges while teaching (PW), these challenges are divided into primary and secondary challenges. The primary challenges encountered by secondary school teachers which consider the most difficult are: pupils' low level, lack of vocabulary, lack of motivation, pupils' L1 interference, lack of time devoted to teach writing, and the deficiency of text book. The secondary challenges are: pupils 'wrong use of punctuation marks and prepositions, wrong use of verb tenses, pupils' don't respect coherence and cohesion of sentences, stubborn mistakes, and wrong use of coordination words. For the majority of teachers the reasons behind these challenges are the less exposure to English on a daily basis, pupils came with no baggage from middle schools ,pupils' lack of reading, topics designed in the text book does not feed pupils' needs and interest which result is pupils' lack of motivation to write. To overcome these challenges and enhance pupils' writing skill teachers propose that devoting

more time to teach writing skill and paragraph writing by exploiting (TD) sessions, encourage pupils to read more, suggest topics from pupils' real life situations, motivate pupils to write by organizing entertaining activities like games, group work, visual aids or even make a competition between pupils' on the best piece of writing all these solutions consider the key to overcome challenges of teaching paragraph writing

### **5.2. Discussion of Pupils' Questionnaire Results:**

Pupils' questionnaire was given to forty (40) pupils of Foreign Languages classes in Marzoug Cherif, Bouraoui Laaridi Sadek and Ayadi Ali secondary schools in EL-TARF. These pupils were chosen randomly from sixty eight (68) pupils which is a sufficient number to carry out the current study.

the first section of the questionnaire was dedicated to the background information of pupils. The results showed that most pupils have been studying English for seven years which consider sufficient to build enough knowledge about the English language after going through different problems and obstacles. The majority of these pupils agreed that English is an easy and entertaining language to be learned because of its entertaining and interesting vocabulary.

The second section dealt with pupils' perceptions towards writing paragraphs. The majority of questioned pupils believe that writing is not important to learn English language, for them it is an extra thing to learn and they can easily master the language without being able to write. These pupils confirm that they do not enjoy writing a paragraph because it is boring task to be done, they write only to pass an exam and gain marks. While writing paragraphs pupils do not enjoy all the types of paragraph and they prefer to be free in choosing the topics they want to write about in order to express themselves freely with no boundaries or instructions from the teacher.

The third section in the questionnaire was concerned with difficulties pupils face while writing a paragraph, the results revealed that the majority of pupils feel stressed while writing a paragraph for different reasons which are: afraid of being judged or criticized, and the time limitation which is inefficient to produce a good piece of writing. This section revealed that pupils face serious problems while writing a paragraph these problems are: topics given by the teacher is not interested enough for pupils because they do not find enough vocabularies or ideas to elaborate a well written paragraph, most of the pupils keep committing the same mistakes, using wrong punctuation marks and prepositions because they look similar to them, and confuse in which verb tense suit their paragraph the most. All these obstacles hinder pupils from writing healthy written production. The most common problem which all pupils agreed on being the hardest one is their L1 interference, pupils confirm that their Arabic language hinder them from writing a good paragraph because they usually translate from Arabic to English which cause a failure in their piece of writing and give inappropriate impression about pupils' level.

### **5.3 Recommendations and Suggestions**

Referring to the findings of the study, teachers indicated that they face different challenges while teaching(PW) which need to be handled by finding the accurate solutions to overcome this challenges and enhance pupils' ability to write. Some remedial recommendations are suggested which are believed to help avoid these challenges and obstacles from recurring in the future:

#### **5.3.1. Recommendations:**

- The English language writing skill may need to be tough more accurately at the preceding middle and secondary school levels
- Comprehensive syllabus may need to be designed to encourage writing activities among pupils such as:

**1. Listen-Write activity:**

\*Dictation

\*Story Rewriting: in which teachers read story to their pupils then ask them to reflect

On it or write short summary of it

\*Song Rewrite: make students listen to familiar song then ask them to write the

Lyrics.

**2. Watch-Write activity:**

\* Watch video: let pupils watch a video then ask them to comment on it in a

Written form e.g.: what was the best part of the video?

\*Watch a movie: a teacher ask pupils to watch a movie then answering question

In written form e.g.: what was the best character? Write a different ending to the movie?

**3. Read-Write activity:**

\*read a story: as homework pupils are asked to write a short story then write a

Summary of it

- To motivate pupils to write, teachers should take pupils' needs and interest into Consideration
- Pupils need to be aware of different elements included in writing in order to master it effectively
- Pupils need to be more pro-active in improving their writing proficiency
- Pupils should surround themselves with English on a daily bases to become

familiar with the language and train their mind to think in English rather than Arabic

### 5.3.2. Suggestions:

- Due to the importance of writing skill, teachers should devote more time to teach this skill effectively
- Teachers need to be skillful enough to create and design tasks that feed Pupils' interests
- Teachers should encourage the inclusion of reading in pupils' program in order to improve Pupils' reading skill which will reflect on their writing ability
- Teachers should ground writing in social issues to enhance pupils' writing
- Teachers should encourage pupils to ask question about their writing
- Pupils should try to write more in English outside the classroom
- Films, books, YouTube videos are the best solutions recommended for pupils to enhance their writing skill
- Pupils should use dictionaries as a source to check spelling of difficult words to avoid committing mistakes
- Paying attention to teachers' explanation inside the classroom can be an effective "method for pupils to gain more knowledge and vocabularies
- writing down note and hints from a writing lesson is helpful for pupils

### Conclusion

This concluding chapter covers the whole discussion of the results obtained through the questionnaire administered to both teachers and pupils of Merzoug Cherif, Bouraoui Laridi Sadek, and Ayadi Ali secondary schools in El TARG. In addition this chapter tends to give some remedial recommendations and instruction for future research regarding challenges of teaching paragraph writing and solution to enhance pupils' writing proficiency.



# **General Conclusion**

## General Conclusion

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### General Conclusion

The objective of this current study is to investigate the challenges encountered by secondary school teachers at Merzoug Cherif, Bouraou Laaridi Sadek, and Ayadi Ali secondary schools in EL-TAREF while teaching (PW) for third year pupils of Foreign Languages classes. It aims at to finding out the different challenges teachers face and the solutions they apply to overcome these obstacles and enhance pupils' writing proficiency.

To test the research hypotheses, a descriptive method is adopted as the most appropriate method to carry out the study. Two questionnaires were administrated to both secondary school teachers and pupils at Marzoug Cherife, Bouraoui Laaridi Sadek in EL-TAREF, and Ayadi Ali in Boutelja EL-TAREF during the academic year (2018/2019).

The research is composed of four (4) chapters: chapter one covered the literature review related to writing skill and paragraph writing. The second chapter dealt with the situation analyses and research design. Third chapter tackled the analyses of data gathered from pupils' and teachers' questionnaire. The fourth chapter dealt with the discussion of research finding and recommendations.

Through the current study our hypotheses are validated and our research questions improved that secondary school teachers face serious challenges while teaching (PW) for third year pupils of Foreign Languages classes which hinder the process of teaching writing skill and paragraph writing effectively these challenges are: pupils' lack of motivation, low level, lack of vocabularies, poor background, and pupils L1 interference as well as the lack of time devoted to teach writing skill and the inefficiency of the textbook which sets only situation that do not feed pupils' level and interests. The result revealed that these challenges are the result of difficulties pupils face while writing such as: lack of vocabularies and background, the wrong use of verb tense, prepositions, and punctuation marks. To overcome

## **General Conclusion**

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these challenges teachers applied effective solutions that helped in enhancing pupils writing proficiency. Teachers suggested that more time should be devoted to teach writing skill and paragraph writing by planning (TD) sessions, topics must have a relation with pupils' real life situations, asking pupils to write a summary of the lesson at the end of the session or a summary of story as a home work so that pupils' get more familiar with the writing skill, organize the writing lesson in motivating and entertaining way like videos, visual aids, group work to motivate pupils to participate and write an effective piece of writing, provide pupils with layout of paragraph, hints, and examples to write and guide them to be interested in writing, finally encourage pupils to read more because reading consider the best solution to enhance and develop pupils writing proficiency. After the application of these solutions teachers strongly agree that pupils writing proficiency developed and pupils become able to produce a successful piece of writing which is clear and understood to the reader.

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## Appendices

### Appendix 01: Teachers' Questionnaire

Dear Teachers;

Our study attempts to investigate the challenges encountered by secondary school teachers while teaching paragraph writing for 3<sup>rd</sup> year secondary schools pupils . Could you please answer this questionnaire briefly and clearly? The information you give will be the basis of our study.

**Thank you for your collaboration.  
El Chadli Ben Jdid University**

**English Department**

**(Guessab Bochra/Nakech Hadjer)**

#### **I-Background Information**

1- Your Gender:

Male       female

2- How many years have you been teaching English?

.....

3-How many class do you teach?

.....

4-What degree do you have:

BA ( Licence degree)     Magister degree     Master degree

#### **II- Teacher's Perceptions towards Teaching Writing**

1-what is your attitude towards teaching writing skill?

Please justify.....

2- Is it difficult for you as a teacher to teach the writing skill?

Yes       No

If yes justify.....

3-Which skills do you think students should master before they can write?

Expression of ideas  Grammar  Vocabulary  Spelling

4-Are your course objectives for a writing task always attained?

Yes  No

If no say why.....

5-Does the purpose of your writing activity affect your pupil's writing?

Yes  No

6-how does the purpose of your writing activity affect your pupils' writings?

.....

**III Teaching paragraphs writing:**

7-what is your pupils' reaction toward writing tasks?

.....

8-do you give much importance to written production while teaching

Yes  No

Justify.....

9-How often do you ask your pupils to write?

Always  Sometimes  Rarely  Never

Please justify.....

10-What types of paragraphs do you ask your pupils to write?

.....

11-Do your pupils like such types?

Yes  No

If no say why.....

12-Do you allow your pupils to choose the topic?

Yes  No

13-If yes, does this facilitate your teaching process ?

Yes  No

14-Do they feel interested about the topics you give to them?

Yes       No

15-Do they have enough knowledge about the topics you give to them?

Yes       No

If no how do you handle that

.....

**VI-Challenges of Teaching Paragraphs Writing:**

16-Do you have enough class time to teach writing paragraphs?

Yes       No

17-Does the text book accumulates what is necessary to teach paragraphs writing?

Yes       No

18-Do your pupils punctuate correctly while writing?

Yes       No

19-Do your pupils use the appropriate prepositions while writing paragraphs?

Yes       No

20-Do your pupils join sentences correctly while writing?

Yes       No

21-Do your pupils follow a logical order to write a paragraph?

Yes       No

22-Does your pupils' mother tongue affect their writing?

Yes       No

If yes how.....

23-Do you think your pupils 'level affect the teaching of writing paragraphs?

Yes       No

If yes justify.....

24-What are the common challenges you face while teaching writing paragraphs?

.....  
.....

25-Why do you face such challenges (state the reasons)?

Please justify .....

.....

26-How do you deal with these challenges?

.....

.....

27-Could you please suggest some solutions to overcome these challenges?

.....

.....

.....

**Thank you for your Time**



6-Do you know how to write a paragraph?

Yes                       No

If no why.....

7-While writing a paragraph as a classroom activity do you prefer?

Free topics               Topics suggested by your teacher

Please justify.....

**III-Difficulties in Paragraph Writing:**

1- Do you feel stressed while writing a paragraph?

Yes                       No

If yes why.....

2-Are you given enough time to write a paragraph?

Yes                       No

3- Are the topics given by your teacher interesting enough for you?

Yes                       No

4- Do you understand topics given by your teacher?

Yes                       No

5- What is the most difficulty you face while writing a paragraph?

Lack of vocabulary    Making mistakes    Lack of ideas       All of them

6-Do you know how to punctuate a paragraph correctly?

Yes                       No

7-Do you know the appropriate verb tense to use while writing a paragraph?

Yes                       No

If no why.....

8-Do you know how to use the appropriate prepositions while writing paragraphs?

Yes                       No

Please justify .....

11-Does your mother tongue hinder you from writing a paragraph?

Yes

No

If yes say how.....

**Thank you for your collaboration**