

## Writing Problems That Libyan Students of English Encounter at the English Department, Faculty of Education – Misurata University

Adel Aiblu

adelaiblu@gmail.com

Department of English, Faculty of Education, Misurata University, Libya.

Joji Prasad Madanu

jojiprasadm@gmail.com

Department of English, Faculty of Education, Misurata University, Libya.

### Abstract:

Students of English meet many difficulties, especially in the subject of writing, during their study at the English Department, Faculty of Education in Misurata University. The current study aims at exploring the problems of writing that the students face in writing as well as knowing their strategies in organizing their writing when they write a paragraph.

The students' errors were grouped and analyzed manually by the researchers. The study reveals that the mentioned students commit many mistakes in their writing. These mistakes are: grammatical mistakes, punctuation problems, spelling mistakes, capitalization problems, and poor organization or illogical sequence. The study concludes with some pedagogical recommendations which may help the teachers as well as the students of English in teaching and learning this subject in the future.

مشاكل الكتابة التي يواجهها الطلاب الليبيون في قسم اللغة الإنجليزية بكلية التربية – جامعة مصراتة

جوجي براساد مادانو

عادل عبدالله عيبلو

قسم اللغة الانجليزية-كلية التربية- جامعة مصراتة- ليبيا

الملخص:

يواجه طلاب اللغة الإنجليزية العديد من الصعوبات خاصة في موضوع الكتابة أثناء دراستهم في قسم اللغة الإنجليزية بكلية التربية بجامعة مصراتة. وتهدف الدراسة الحالية إلى استكشاف مشاكل الكتابة التي يواجهها هؤلاء الطلاب في الكتابة وكذلك معرفة استراتيجياتهم في تنظيم كتاباتهم عند كتابة مقطع. تم تجميع أخطاء الطلاب وتحليلها يدويًا من قبل الباحثين واكتشفت الدراسة أن الطلاب المذكورين يرتكبون أخطاء كثيرة في كتاباتهم. وهذه الأخطاء هي: الأخطاء النحوية، مشاكل الترتيب، الأخطاء الإملائية، مشاكل الكتابة

بالأحرف الكبيرة، التنظيم السيئ أو التسلسل غير المنطقي. وتختتم الدراسة ببعض التوصيات التربوية التي قد تساعد معلمي وطلاب اللغة الإنجليزية في تدريس وتعلم هذا الموضوع في المستقبل.

## 1. Introduction

Learning English is a process of acquiring a number of different abilities. The learners have to be able to speak, write, listen and read. In other words, they pose the four language skills of speaking, writing, listening and reading. Unlike reading and listening, which involve receiving messages and are referred to as receptive skills, speaking and writing are considered as productive skills. Writing is one of the most difficult and frustrating subjects to teach, particularly in an ESL program. It is especially difficult for non-native speakers because learners are expected to create written products that demonstrate their ability to organize the content, to address the correct audience as well as to demonstrate their linguistic (vocabulary, punctuation, spelling, etc.) ability. There is a general agreement among English Language teachers at the English department, MU, that most EFL students are weak in courses of writing, i.e. writing I, Writing II, Writing III, and the fourth course of writing, academic writing.

Writing, which is the main concern of the present study, is a complex process and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously and few feel comfortable with a formal writing task.

The present study aims to investigate EFL students' writing at the department of English, faculty of education at Misurata University. The researchers here intend to identify the problems that the students face in their performance in the first course of writing. The reasons standing behind this investigation are the weaknesses of our students in their writing as well as committing a lot of mistakes during their writing. More specifically, our concern here is about the difficulties of writing paragraph since it investigates the writing of first semester students.

## 2. Literature Review

Writing paragraph is not different from writing the complete text since the paragraphs are mini-texts within the same text. Both of them have the

same organization and include the same components. Ghazala (1994) states that paragraphs are mini-texts within the same text in terms of organization. That is, a text usually has an introduction, a body, and a conclusion. Likewise, in the normal use, a paragraph has an introduction (the topic sentence which is usually the first one in the paragraph), a body (i.e. exposition or the amplification of the topic sentence) and a conclusion (result of summary).

It is a well known fact that writing involves a number of complex, non-literal and linguistic capabilities. It also requires the writer's full attention and concentration. Effective writing involves conveying a message in such a way as it affects the audience as the writer intends. An effective writer is always aware of the readers' competence level. He/she gives a sense of thoroughness and wholeness to his/her writing, and knows the convention of every genre. Hansel (2008).

Leisak, (1989) emphasizes the importance of grammar in writing, saying: grammar is the most difficult area for L2 writers. Students usually face many difficulties in the use of correct sentence structure, paragraph development in creating a logical form. Grammar skills include run-on sentences, fragments, use of different type of sentences, subject-verb agreement, and placement of modifiers, tense agreement and parallel construction. Learning grammar can be pretty dull, as no one likes rules; and the memorization of rules is worse than applying them. Students usually know how to build tenses, but when they use them in written expression they get confused. Students face difficulty in combining two complete sentences.

Al-Buainain, H., (2007) states that students of English at the department of languages in Qatar University have committed a lot of mistakes in writing a paragraph. His study examined 40 students majoring in English to find the area of difficulty in the writing skill among the students. The students were given two topics to write freely about. They were also asked to express their positive and negative points of view about these topics. The most frequent errors identified in this study were: the misuse of verb tense and aspects in English, incorrect use of articles and having some

problems with fragments. The researcher said that the students find it difficult to select the appropriate verb form, and the tense and the aspect errors were due to the substitution of one tense / aspect for another. The students had difficulty in understanding the concepts of definiteness and indefiniteness.

Farook and Uzair-UI-Hassan (2012) in their study (Opinion of Second Language Learners about Writing Difficulties in English Language) tried to identify the most frequent writing difficulties in English language faced by higher secondary school students. The two researchers indicated that students were facing a lot of difficulties in writing English language due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure.

Students face difficulties in writing English language, due to a number of factors involved in the act of communication. The English language itself has a lot of irregularities and strangeness which create a heap of difficulties in writing especially for second language learners.

### **3. Objectives of the Study**

#### **The objectives of this study are to:**

- a. Identify the most frequent writing difficulties in English language faced by the learners of English.
- b. Identify the strategies of writing paragraphs used by these students and the problems of organization.

### **4. Methodology**

The data of the study is 25 exam scripts of the first writing course. The subject of the study is female students majoring in English (no male students were enrolled in this course during that time) whose ages range from eighteen to twenty years. These students have finished at least 9 years of English language instruction at school and are taking English courses including reading, grammar and listening and speaking at the English department in the college of education, Misurata University.

Only one topic was given to the students; that was about 'Relaxing at the Beach'. The students were provided with a list of related words and some ideas to help them in their writing. They were asked to write a complete paragraph about the mentioned topic, including a topic sentence, supporting sentences, and concluding sentence. The students practiced about the structure of the paragraph during the whole semester, for about three months (Fall semester 2021-2022).

## 5. Discussion

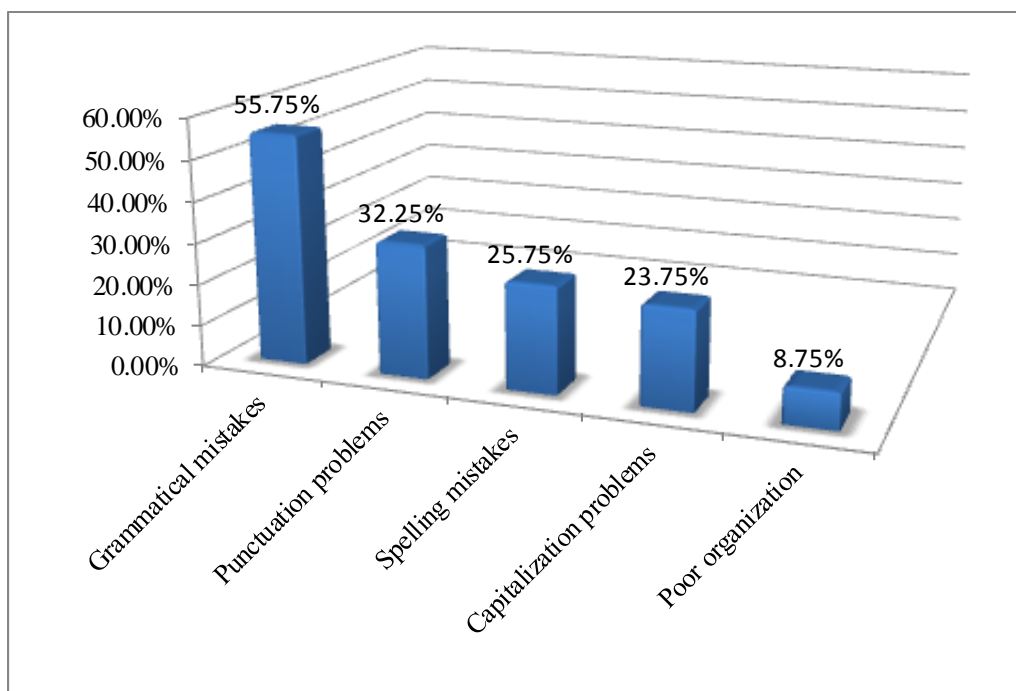
The mistakes of writing collected from the 25 students' scripts were arranged into two tables. The first table includes the normal mistakes committed by the students in their writing which are grammatical mistakes, punctuation problems, spelling mistakes, capitalization problems and poor organization. The second table is concerned with the organization of the paragraph. It shows the mistakes of writing which are related to arranging the ideas, supporting sentences and concluding sentences.

Table-1 gives a statistical summary of the main writing mistakes committed by the subject of the study. These mistakes noted from the students' writing arranged on the basis of raw frequencies rank order starting with the highest to the lowest frequencies.

**Table 1: Mistakes of Writing**

S. no	Category of writing problem	Frequency of writing problem	Mean	Percentage
1	Grammatical mistakes	223	8.92	55.75%
2	Punctuation problems	129	5.16	32.25%
3	Spelling mistakes	103	4.12	25.75%
4	Capitalization problems	95	3.8	23.75%
5	Poor organization/ illogical sequence	35	01.4	8.75%

Table-1 shows that the most frequent problems which students faced are that of grammatical mistakes (mean = 8.92) and (percentage = 55.75%), while the least faced difficulties are the use of Poor organization (mean = 01.4) and (percentage = 8.75%) in their writing. Table-1 shows that students have committed a lot of punctuation problems (mean = 5.16) and (percentage = 32.25%) due to their lack of practice in writing a paragraph. Table-1 indicates that about (mean = 4.12) and (percentage = 25.75%) of spelling mistakes have been committed by our students. As it is shown in table-1, the misuse of capital letters is one of the frequent mistakes committed by our students in their writing. It is clear from the table-1 that (mean = 3.8) and (percentage = 23.75%) of capitalization problems are made by some of the students because they stick to the use of small letters only. They use capital letters in wrong positions of sentences. It is also evident that students faced many difficulties due to L1 interference, irregular spelling and rules of grammar.



### 5.1. Writing requires the mastery of an extended and varied vocabulary.

A word that is incorrectly spelled is not only a deviation from the standard, but adversely affects the intended meaning. Spelling is a skill of identifying a word in spoken or written mode. Spelling and interpreting skills are closely linked; to convey the message properly it is necessary that learners correctly use punctuation marks. Students usually commit mistakes in using commas, full stops, semicolons and colons which affect communication process. The misuse of the capital letters is the most common writing problem, which is not derived from L1 interference. Capitalization problems are part of the punctuation problem which may be the result of inadequate learning or inefficient teaching. Punctuation helps others to understand what you intend to say.

Another point is using long sentences or they do not use punctuation marks. This of course, makes the meaning difficult to be understood. English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Students in general can't give voice to their thoughts due to the insufficiency of vocabulary. This problem is a very serious problem and it is different from the other problems in which the message could be misunderstood if the sentences are not systematically organized and logically arranged. The poor organization and illogical sequence reflect very poor writings and may be said to originate from poor teaching at the college.

### 5.2. Some of the common grammatical mistakes, punctuation problems, spelling mistakes, capitalization problems and poor organization noted in the students' writings which are corrected by the researchers:

1. Grammatical Mistakes			
S. no	Student's wrong sentence	S. no	Teacher's right sentence
1.	I excting Swiming and Surfing the oceane, but I can't windsuring because the ocean waves are very big,	1.	I am excited of swimming and surfing in the ocean, but I can't windsurf because the ocean waves are very high.

2.	.when <b>I tired</b> , I come out to lie on the beach.	2.	.When <b>I am tired</b> , I go out to lie on the beach.
3.	<b>I like to seen</b> the seauulls,	3.	<b>I like seeing</b> the seagulls.
4.	.When I <b>want Relaxing</b> on holiday, I <b>went</b> to the beach, when the air is hot, and water is cold, cool and fresh.	4.	.When I <b>want to relax</b> on holiday, I <b>go</b> to the beach when the air is hot, and water is cool and fresh.
5.	.we aet snack food and the boys <b>swim</b>	5.	.We ate snack food and the boys <b>swam</b> .
6.	<b>I like go</b> to the beach for relaxing	6.	<b>I like going</b> to the beach for relaxing.
7.	The <b>weather</b> cold, and fresh.	7.	The <b>weather is</b> cool and fresh.
8.	. I <b>love to swim</b> in cold water, but not everything is good at the beach	8.	. I <b>love swimming</b> in cold water, but not everything is good at the beach.
9.	<b>I like go</b> in morning for swimming	9.	<b>I like going</b> swimming in the morning.
10.	The <b>water</b> warm,	10.	The <b>water is</b> warm.
11.	In <b>evening</b> the <b>water very cold</b>	11.	The <b>water is very cold in the evening</b> .
12.	.the <b>weather sometime been windy</b> and dry and <b>sometime hot</b> . but usually <b>bee hot</b> so need a lot of <b>water cold</b> and fresh juice.	12.	. The <b>weather is sometimes windy</b> and <b>dry</b> , but usually <b>it is hot</b> , so <b>we</b> need a lot of <b>cold water</b> and fresh juice.
13.	.this is the place <b>he want</b> swim and surf.	13.	.This is the place where <b>he wants to</b> swim and surf.
14.	. <b>he have</b> seagulls more <b>beatifull</b>	14.	. <b>The beach has</b> more beautiful seagulls.

## 2. Punctuation Problems

S. no	Student's wrong sentence	S. no	Teacher's right sentence
1.	. the beach is the perfect place for <b>me</b>	1.	. The beach is the perfect place for <b>me</b> .
2.	I enjoy swimming and surfing on the <b>ocean</b> ,	2.	I enjoy swimming and surfing in the <b>ocean</b> .
3.	I like to seen the <b>seauulls</b> ,	3.	I like seeing the <b>seagulls</b> .
4.	The beach is noise because children playing, but is <b>Interesting</b>	4.	The beach is noisy with children playing around but is <b>interesting</b> .



5.	I like go to The beach for <b>relaxing</b>	5.	I like going to the beach for <b>relaxing</b> .
6.	In evening the water very <b>cold</b>	6.	The water is very cold in the <b>evening</b> .
7.	. The Beach he have nature it's very <b>beutifull</b>	7.	. Nature at the beach is very <b>beautiful</b> .
8.	. of course when you go to the Beach you take with you some <b>food</b>	8.	. Of course you take some food with you when you go to the <b>beach</b> .
9.	The weather cold, and fresh.	9.	The weather is <b>cold</b> and fresh.
10.	. and when you want go to him you shuold take <b>Beach umbrellas</b>	10.	. And when you want to go to the beach you should take <b>beach umbrellas</b> .
11.	.of course you will go to him by the car because it's too <b>far away</b> ,	11.	.Of course, you will go to the beach by car because it's too <b>far away</b> .

### 3. Spelling Mistakes

S.no		S.no	
1.	Student's wrong spelling :Seauulls Teacher's right spelling :Seagulls	8.	Student's wrong spelling :Pacefull Teacher's right spelling :Peaceful
2.	Student's wrong spelling :becouse Teacher's right spelling :because	9.	Student's wrong spelling : beutiful Teacher's right spelling : beautiful
3.	Student's wrong spelling : usualy Teacher's right spelling : usually	10.	Student's wrong spelling : shuold Teacher's right spelling : should
4.	Student's wrong spelling : becuase Teacher's right spelling : because	11.	Student's wrong spelling : surffing Teacher's right spelling : surfing
5.	Student's wrong spelling :intersting Teacher's right spelling : interesting	12.	Student's wrong sentence: aet Teacher's right sentence: ate
6.	Student's wrong spelling :excting Teacher's right spelling : exciting	13.	Student's wrong spelling : Swiming Teacher's right spelling : swimming
7.	Student's wrong spelling : oceane Teacher's right spelling : ocean	14.	Student's wrong spelling :windsuring Teacher's right spelling : windsurfing

### 4. Capitalization Problems

S. no	Student's wrong sentence	S. no	Teacher's right sentence
1.	.the beach is the perfect place for	1.	.The beach is the perfect place for

	me		me.
2.	. I like go to <b>The</b> beach for relaxing.	2.	I like going to <b>the</b> beach for relaxing.
3.	. <b>it's</b> a beautiful vacation and relaxing.	3.	. <b>It's</b> a beautiful vacation and relaxing.
4.	. <b>the</b> weather sometime been windy, dry and hot .	4.	. <b>The</b> weather is sometimes windy, dry and hot.
5.	. <b>but</b> usually bee hot so need a lot of water cold.	5.	. <b>But</b> , usually, it is hot, so we need a lot of cold water.
6.	. <b>this</b> is the place he want swim and surf.	6.	. <b>This</b> is the place where he wants to swim and surf.
7.	.See children playing with sand sounds and you can have <b>Good Snack Food</b> ,	7.	.You can see children playing with sand sounds and you can have <b>good snack food</b> .
8.	. <b>when</b> you want go to him you should take Beach umbrellas	8.	. <b>When</b> you want to go to the beach you should take beach umbrellas.
9.	. <b>take</b> suntan <b>Lotion</b> because you will need for you face.	9.	. <b>Take</b> suntan <b>lotion</b> because you will need it for your face.
10.	I think <b>Beach</b> is the best place to go in vacation.	10.	I think <b>beach</b> is the best place to go in vacation.
11.	. <b>you</b> can relax with ocean waves.	11.	. <b>You</b> can relax with ocean waves.

### 5. Poor Organization

S. no	Poor Organization	S. no	Right Organization
1.	I feel comfортаion when sand sound birds.	1.	I feel comfortable when I listen to the chirping sounds of the birds and s and sounds.
2.	I feel in the place by rest and happy when you Listen	2.	I feel happy in this place when I rest and listen to music.
3.	then smell somthing like salat and the taste was bad	3.	Something smelled like salads, but its taste was bad.
4.	the people is vacation go to the Beach, and it is serci relax,	4.	People go to the beach to relax in vacation.
5.	where your favorite vocation summer?	5.	What is your favorite place to go to in summer vacation?
6.	I need relaxing, my family choosing at the Beach in vocation	6.	My family and I need to choose to relax at the beach in vacation.
7.	because a water at the cold and a hot something	7.	Because the water is cold at the beach, you will need to eat something hot.

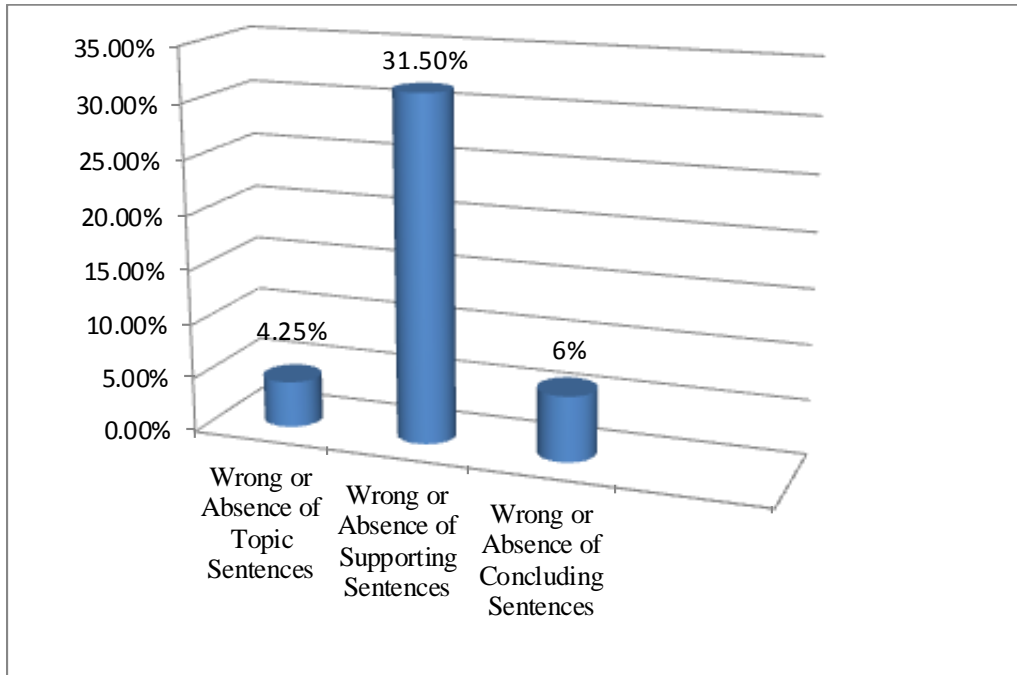
**Table 2: Problems of Organization**

S. no	Organization problems	Frequency	Mean	Percentage
1	Wrong or absence of topic sentences	17	0.68	4.25%
2	Wrong or absence of supporting sentences	126	5.04	31.5%
3	Wrong or absence of concluding sentences	24	0.96	6%

Table-2 shows that the highest number of students have written wrong supporting sentences (mean = 5.04) and (percentage = 31.5%), while the least number of students have written wrong topic sentences (mean = 0.68) and (percentage = 4.25%) in their writing. Table-2 shows that the students have used a lot of wrong concluding sentences (mean = 0.96) and (percentage = 6%) due to their lack of practice in writing a paragraph.

EFL students may lack the ability to express clear main idea. English composition usually requires conciseness and clear main idea. Writing in English might be difficult for EFL students because they are not used to stating their point clearly, so their audience may not be able to follow their difficult writing style and understand the main ideas of the text. English writers usually compose unique paragraphs of four or five sentences each; the first sentence is the main idea of the paragraph and the other sentences support it with examples or further explanation.

A good paragraph should include a topic sentence which tells the reader what the piece of writing is about. Developing sentences consist of detailed information and ideas of that piece of writing. These usually clarify, explain and provide examples for the information in the topic sentence. A concluding sentence shows the end of the topic.



**5.3. Some of the wrong topic sentences, supporting sentences and concluding sentences found in the students' writings which are rectified by the researchers:**

1. Wrong topic sentences			
S.no	Wrong topic sentences	S. no	Right topic sentences
1.	It's a beautiful vacation and relaxing.	1.	Beach is a beautiful and relaxing place in vacation.
2.	The beach is a good place for Relaxing	2.	The beach is a good place for relaxing.
3.	When I want Relaxing on holiday, I went to the beach,	3.	When I want to relax on holiday, I go to the beach.
4.	The Beach is the best place to go on holiday,	4.	The beach is the best place to go on holiday.
5.	I need relaxing, my family choosing at the Beach in vacation.	5.	My family and I need to choose to relax at the beach in vacation.

6.	I going to the Beach, Becuse I love it,	6.	I love going to the beach.
7.	on My hilyday, I decided to go to the Beach with My Family,	7.	On my holiday I decided to go to the beach with my family.
8.	The wender on a Beach it's very Relax,	8.	The weather at the beach is very relaxing.
9.	Relaxing at the Beach, the people they go to the Beach in the saummer for swiming and suntan lotion	9.	People go to the beach in the summer for swimming.
10.	Beach at the ammizing vacation.	10.	Vacation is amazing at the beach.
11.	where your favourite place vocation summer?	11.	Beach is my favorite place to go in summer vacation.
12.	the people is vacation go to the Beach, and it is serci relax,	12.	In vacation people go to the beach to relax.
13.	My Ferartplac to relaxis the Beach.	13.	My favorite place to relax is the beach.
14.	I like go to the beach for relaxing	14.	I like going to the beach for relaxing.
15.	it's a beutifull vacation and relaxing.	15.	It's a beautiful and relaxing vacation.
16.	we was in vacation and thinking to have relax on the beach	16.	We were thinking of relaxing on the beach in vacation.

## 2. Wrong supporting sentences

S. no	Wrong supporting sentences	S. no	Right supporting sentences
1.	the air is hot, but the water is cold wet and fresh. I very enjoy swimming and surfing on the ocean, When I tired I come out to lie on the beach. I even like smells salty the beach and I like to seen the seaulls, The beach is noise because children playing, but is interesting	1.	The air is hot, but the water is cold and fresh. I enjoy swimming and surfing in the ocean. When I am tired I come out to lie on the beach. I like salty smells of the beach and I even like to see the seagulls. The beach is

			noisy with children playing around but is interesting.
2.	and the weather cold, and fresh. and air smell salt. I like go in morning for swimming becoues the water warm, but in evening very cold	2.	Water is cold and fresh in the sea. The water is salty. I like going swimming in the afternoon because the water is warm, but in the evening it's very cold.
3.	the weather sometime been windy and dry and sometime hot. but usualy bee hot so need a lot of water cold and fresh juice. this is the place he want swim and surf. the Beach he have nature its very beatifull he have seagulls more beatifull. of course when you go to the Beach you take with you some food but been a Good snack food, and when you want go to him you shuold take Beach umbrellas of course you will go to him by the car because it's too far away, but you remember you should take with you food he have beatifull smell, and some salt because it very good for heathy,	3.	The weather is sometimes windy and dry. But, usually it's hot so we need a lot of cold water and fresh juice. Beach is the place where I want to swim and surf. Nature at the beach is very beautiful. Its seagulls are more beautiful. Of course when you go to the beach you take some food with you. When you want go to the beach you should take beach umbrellas. You have to go to the beach by car because it's too far away. But remember you should take food with you. The beach has beautiful smell.
4.	you can relax with ocean waves. see children playing with sandsounds and you can have Good Snack Food, I love to swim in cold water, but not everything is good at the beach salt water tastes bad, and the beach umbrellas are expensive to rent,	4.	You can relax with ocean waves. You can see children playing with sand sounds and you can have good snack food. I love swimming in cold water, but not everything is good at the beach. Salt water tastes bad, and the beach umbrellas are expensive to rent.
5.	if you how to swim you you will	5.	If you know how to swim

	<p>enjoying and eat good snack food and feel realx The beach is very intersting when you go with your family you will have a fun time in the summer I went to the beach with my family we aet snacks food and the boys swim it was a good journey when the air is very hot and dry I I advice the people to go to the beach the water there is cool and fresh</p>		<p>you will enjoy and eat good snack food and feel relaxed. The beach is very interesting when you go with your family. You will have a fun time in the summer. I went to the beach with my family. We ate snacks and the boys swam. It was a good trip. When the weather is very hot and dry, people can go to the beach. Because, the water there is cool and fresh.</p>
6.	<p>I exctingswiming and surfing the oceane, but I can't windsuringbecuse the ocean waves are very big, at beach there are many restorntat Made good snack food and Many beach umbrellas very beautiful, but are expensive to rent at the beach there are nice Smells like Salt and Suntan lotion,</p>	6.	<p>I am excited of swimming and surfing in the ocean, but I can't windsurf because the ocean waves are very immense. At the beach there are many restaurants. They make good snack food. Many beach umbrellas are very beautiful, but are expensive to rent. At the beach there are nice smells like salt and suntan lotion.</p>
7.	<p>the wether was hot and the water was coold and fresh to have swim, So we siting belw beach umbrellas and eat good snack food that was too far away from home,</p>	7.	<p>The weather was hot and the water was cold and fresh to swim, so we were sitting at the beach under umbrellas and eating good snack food. The beach is too far away from my home.</p>
8.	<p>pepele com to fun wiht family. the water-cold, cool, and fresh, the smell- salt and fresh, in the Beach pepal eat snak food, sand sounds and water jusi, children lave play in the Beach and swim in sea, the</p>	8.	<p>People come to the beach to have fun with their family. The water is cold and fresh in the sea. The water is fresh and smells good. At the beach people eat snack food,</p>

	Beach have umbrellas. the water salt taste,		and listen to sand sounds. Children love playing at the beach and swimming in the sea. The beach has umbrellas. The water tastes salty.
9.	then I take Good snak Food and buy Beach umbrella it's so expinsive but it's neccessury then I take Fresh juice with cold water	9.	I take good snack food and buy beach umbrellas. They are so expensive but it's necessary. I take fresh juice with cold water.

### 3. Wrong concluding sentences

S.no	Wrong concluding sentences	S.no	Right concluding sentences
1.	When I want the beach I feel relaxed and peaceful.	1.	In short, when I go to the beach I feel relaxed and peaceful.
2.	I feel comfортаion when sand sound birds.	2.	Finally, I feel comforted when I hear the sand sound and chirping sounds of birds.
3.	And sun is hout over	3.	As has been noted, the sun is hot over the sand beside the beach.
4.	, but the beach is the best place for me	4.	In conclusion, I can happily say that the beach is the best place for me.
5.	Sometimes we need to be in a good mood and feel better	5.	For this purpose, sometimes we need to be in a good mood and feel better.



6.	At the beach there are nice smells like salt and suntan lotion, and there a lot of noisy sand sounds Seaguls, children, ocean waves.	6.	All in all, at the beach there are nice smells; like salt and suntan lotion, and there is a lot of noise of sand sounds, seagulls, children and ocean waves.
7.	That was too far away from home,	7.	This means that, the beach is too far away from my home.
8.	I think the Beach it the pearfet plects for vist wiht your family in the summer.	8.	In brief, I think the beach is the perfect place to visit there with your family in the summer.
9.	I take Fresh juice with cold water then I swim because the Air hot is windy and dry	9.	Hence, I take fresh juice with cold water then I swim because the air is hot windy and dry.
10.	but I would love to go to the Beach whatever I fond time	10.	In general, I would love to go to the beach whenever I find time.

## 6. Findings of the Study

- 1- Most of the students of English are not able to write a complete paragraph, and they stick to writing a small number of sentences.
- 2- Learners of English at the faculty of education commit a lot of mistakes when they write. They use invented spelling and their written texts are restricted to words which they are familiar with.
- 3- The tenses used in the students' writings are confusing. Choosing the right verb tense form is a common problem for our students. They find it very difficult to choose the tense which suits the situation in their writing. Most of the students usually use mixed up tenses for the events of particular time.
- 4 -The students' writing is difficult to understand because of the ill-structured sentences in their paragraphs.

## 7. Conclusion and Recommendations

As it is seen from the analysis, the students' performance errors are systematic and classifiable. This, in turn, implies that both teachers and students must see errors as the key to understanding and solving accuracy

problems in English writing courses. Then, the teachers' responsibility to adopt, modify or even develop remedial procedures that can elevate the students' level and minimize their errors. Teachers should try to find the best methods to deliver the lesson to their students.

Brief grammar rules may be essential to help students realize their errors resulting from overgeneralization and wrong analogy. Students should be always encouraged to do remedial exercises. As it stands now, the writing courses need to be improved so that students can benefit more from them.

In addition to this, teachers must prepare the students for writing by discussing the topic in English and providing sufficient information, vocabulary and the structures that the students need for writing.

Finally, students need to memorize the spellings of heavily used, irregular words, such as "right", "government", etc. Due to irregularities in English spelling, students have to memorize each word as a separate entity; hence there is no logical connection between sound and symbol.

### **7.1. The researchers intend to conclude with some other remedies which might help the students to avoid their paragraph writing mistakes and problems in their learning:**

1. First and foremost, Students must practice the grammatical and punctuation rules in writing English paragraph.
  2. They need to put the words together to make a good sentence.
  3. Students should dare to face some challenges. Such as; spelling errors, appropriate grammar usage, capitalization problems, punctuation errors, idea generating and organizing problems in writing a paragraph.
  4. Students have to follow the writing Process: Learning to write is a matter of learning about the stages on how to manage the ideas and gather information for writing.
- When students describe someone's hair and face in a paragraph, it's better that they use certain adjectives as mentioned in the box below.

<u>Adjectives</u>						
brown	black	gray	long	short		
blue	curly	blond	fair	straight		Tan

- Especially, when students write a descriptive paragraph they should paint a picture in a reader's mind. So that the reader will be able to see the person, place, or object that he/she is describing in his or her mind.

- Students have to see that there is a topic sentence at the beginning of a paragraph with a topic and a controlling idea in it. The controlling idea is nothing but it's 'an impression' / 'a first thought' / 'an opinion' of something or someone that a writer has.

For example:

- Ridha seems **angry**.

topic      controlling idea

- Reem looks **worried**.

topic      controlling idea

- Esra seems **shy**.

topic      controlling idea

- Students ought to know that adjective (adj.) describes noun (n). Students must use an adjective before a noun but not after a noun.

For example:

- Ali has a **nice car**.

(adj.) (n)

- The **cute cat** played with a rat.

(adj.) (n)

➤ Students need to realize that sometimes adjectives can also occur after a linking verb. The following are some of the linking verbs: seem, become, look, appear, feel, be, sound and taste.

- Cake **is hot**.
- The man **seemed strong**.
- The cat **felt soft**.
- The couscous **tastes fantastic**.

➤ When students describe a noun with two or more than two adjectives, they need to put the adjectives in the correct order. The easiest way to remember the order is to memorize the abbreviated website: (OSAS.COM)

1. O = Opinion
2. S = Size
3. A = Age
4. S = Shape
5. C = Color
6. O = Origin
7. M = Material

The following table shows the order and provides examples of adjectives for every category.

1	2	3	4	5	6	7
Opinion	Size	Age	Shape	Color	Origin	Material
pretty	big	new	square	yellow	Libyan	gold

- When the learners write certain type of a paragraph, like narrative paragraph they have to use transitions of time order that can help the readers follow the story. Learners can follow the transitions of any sort according to their meaning from this table while they are writing their paragraph.

Time order	Logical Order	Example	Addition	Contrast	Result	Conclusion
first	first	for example	also	however	therefore	all in all
at first	first of all	for instance	in addition			in conclusion
second	second	as a [first, second, final]	moreover			in short
third	third	example				
next	next					
then	finally					
after that						
finally						

- Students should learn to combine sentences to make their writing better by using different connectors (transitions, coordinating conjunctions, or subordinating conjunctions)

different ways. Make sure to use capital letters, commas, and full stops correctly. For example:

- The directions confused Khalid. **However**, Jamal explained them.  
(Transition)
- Tim is very boring, **but** Tina loves him.  
(Coordinating conjunction)
- The directions confused Khalid **until** Jamal explained them.

#### Avoiding run-on Sentences

When a learner writes sentence with two independent clauses separated by only a comma or by nothing it is mistake. This kind of mistake is known as a **run-on-sentence**. For example

(Incorrect) Rawan is a very famous dancer, she doesn't sing well.

Independent clause. Independent clause.  
(Incorrect) Sharuk khan is a talented actor he gets offered a variety of rolls.  
Independent clause. Independent clause.

There are three easy ways to fix run-on-sentences given in this research paper.

1. Using a full stop and capital letter:

- Rawan is a very famous dancer. She doesn't sing well.
- Sharuk khan is a talented actor. He gets offered a variety of rolls.

2. Using a transition:

- Rawan is a very famous dancer. **However**, she doesn't act well.
- Sharuk khan is a talented actor. **Therefore**, he gets offered a variety of rolls.

3. Using a coordinating conjunction:

- Rawan is a very famous dancer, **but** she doesn't act well.
- Sharuk khan is a talented actor, **so** he gets offered a variety of rolls.

➤ To identify run – on sentences, students must decide if each item given is correct (C) or a run-on sentence (RO) and fix run–on sentences in one of the following ways:

- Add a full stop and capital letter.
- Add a full stop and a transition + comma.
- Add a comma and a coordinating conjunction.

➤ For writing a correct paragraph, students have to follow the steps of the 'writing process' mentioned below:

Step 1: Understanding the Assignment

Students should answer the following questions to understand the assignment given by their teacher in writing a paragraph.

1. What is my topic?
2. How much should I write?
3. When should I submit to the teacher?

4. What format should I utilize?
5. Where do I get the information from?

Step 2: Brainstorming: make a list of all your ideas about your topic.

Step 3: Organize your ideas: students need to gather all the ideas that they have written above to organize them according to the logical order. They have to write down the topic and controlling idea.

Step 4: Writing the First Draft

- In this step students must write their supporting sentences. They must keep in mind that the major supporting sentences should directly support the topic sentence. The minor supporting sentences should support the major supporting sentences. Students need to write the concluding sentences either by restating the topic sentence, or by writing a summary of the points in the supporting sentences.

5: Rewriting

First, students must revise the paragraph and ask themselves the following questions:

Is the paragraph well organized?

- Does the topic sentence have ‘an impression’/ ‘a first thought’ / ‘an opinion’?
- Do the supporting sentences really support my topic sentence?
- Does the concluding sentence start with a transition?

Next, editing of the paragraph should be done by checking for grammar, vocabulary, and spelling mistakes.

Step 6: Writing the Final Draft

Students ought to write the final draft of the paper in the format that their teacher expects.

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## Appendix

### Students' Writing Test

- Q1. Write a complete paragraph about the 'Beach' using the following words and ideas from the list below.

#### Beach

Vacation

Relax

Air - hot, dry, windy

Water - cold, cool, fresh, wet

Swim, surf

Can't windsurf

Seagulls



