

Paragraph Writing Efficacy among Yemeni EFL University Learners

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Abstract

The present study aims to explore the competency of Yemeni English as foreign language (EFL, henceforth) university learners in the construction of well-organised and well-formed paragraphs in which the basic components: the topic sentence, the bridge sentence, the supporting ideas for the topic sentence and the restatement sentence (conclusion) are included in their paragraphs. The study recruited 37 EFL learners who were enrolled in level two in the B. Ed. programme in the Department of English Language, Faculty of Education, Thamar University Yemen. Paragraph writing test was utilised as an instrument for data collection. The results revealed that the inclusion of paragraph component parts, except for the bridge sentence, by Yemeni EFL learners while developing paragraphs was high. However, those learners encountered a great difficulty in constructing well-formed sentences in all the paragraph component parts. The study offers some remedial procedures that are inferred from the instructors' experience in teaching the course of writing and supported by the results of the study data. These remedies are offered as suggestions that would be applicable and would improve paragraph writing among EFL learners when taught explicitly and comprehensively.

Keywords: paragraph writing; topic sentence; bridge sentence; supporting ideas; conclusion; Yemeni EFL learners

Introduction

Writing is a basic skill and an influential tool for learning any language. It contributes to the academic success of the learners. It also plays an important role in second language acquisition. Writing is, therefore, not only a tool for communication, but also a means of learning, thinking, and organising knowledge that helps learners to be organised and creative in their thinking and contributes to the way they learn (Chen, 2002). Thus, paragraph writing is

considered as an important and essential part in this skill which must be mastered by the students. Manik and Sinurat (2015) pointed out that writing is a process in which authors (writers) put their thoughts, ideas, opinions, experiences, events, and histories such as writing letters, notes, etc. Writing is problematic for not only second or foreign language learners, but also even for those who write in their first language because of the many competencies and skills that a learner should have to become acquainted with and to become an effective

writer. In the Yemeni context, several researchers (Abdullah, 2008; Assaggaf, 2016; Bin-Hady, et al, 2020; Nasser, 2016) conducted many studies hoping to develop students' ability in writing. Such focus on writing stems from the problems that Yemeni learners face in writing. Moreover, students may find it more difficult when they indulge in university open courses. It is obvious that some university courses evaluation depends largely on to what extent the learner is efficient in writing up to the mark pieces of sentences, paragraphs, and essays. Therefore, writing is considered as a kind of discourse that should have good construction.

According to Nasser (2016, p. 191), "teaching the writing skill in Yemen is associated with challenges that need to be taken into account". As mentioned previously, the complexity of writing skill, in the Yemeni context makes the situation more complex and that could be attributed to certain factors: first, writing skill is occupying a lower position in Yemeni secondary English classrooms, and second writing and teaching the skill of writing is, in fact, "teacher-centred". Thus, teachers focus on the products of the students rather than the other approaches such as the process approach and so on (Al-Hammadi & Sidek, 2015). Numerous studies have been conducted in Yemen on writing (Abdullah, 2008; Assaggaf, 2016; Bin-Hady, et al, 2020). Though such studies focused on the teaching of writing using process-genre approach. The scarcity of studies that deeply and carefully investigate the mastery of Yemeni students in writing a well-developed and cohesive paragraph justifies the need and significance of the present study. In addition, what makes this study significant is that other studies have been conducted in writing on the basis of grammar rules such as spelling and subject-verb agreement, but this study examines the paragraph cohesion and coherence. As a

result, it discusses a crucial issue and reports about a keen problem that Yemeni undergraduate students encounter when writing up paragraph parts and, therefore, the study presents some helpful procedures and approach in paragraph writing that may increase and enrich students' writing skills in English. This study is also significant for the prospect teachers, including the participants in this study for their future experience and teaching careers.

Literature review

Writing is defined as "clear, fluent, and effective communication of ideas" (Raimes, 1983, p. 6). Moreover, Nunan (1999, p. 271) views writing as "a coherent, fluent, extended piece of writing". In the recent literature, one of the major research topics in language learning strategies and applied linguistics is the research on writing strategies (Alamri, 2019; Bin-Hady et.al., 2020; De Silva, 2015; Rahimi & Karbalaei, 2016). Though the development of writing skill is a key issue in the process of learning and teaching, EFL learners encounter several problems in this particular skill either linguistic, psychological, cognitive or pedagogical (Bilal et al., 2016). A number of studies evaluated writing as a challenging skill for both natives and non-natives since writers should have balance in multiple tasks such as the content, organisation, purpose, audience, vocabulary and mechanics (Abu Rass, 2015; Alamri, 2019; Alsamadani, 2010; Altay, 2007; Arslan, 2013; Bilal et al. 2016; Bin-Hady et al., 2020; Hasani & Moghadam 2012; Nakhleh & Naghavi, 2019; Tuzlukova & Farah 2019).

Paragraph writing, which is an essential part of academic writing, is defined by Tardy (2005, p. 325) as the "transformation of knowledge" and that requires the writer to convince the reader of the value, importance and credibility of the written work. Academic writing, according to

Fukao and Fujii (2001) recommends students to have the potential to incorporate various writing skills such as the ability to extract information, paraphrase and summarise from other resources they read, to organise the ideas to be included in the piece of writing in a logical order and to edit and proofread their own writing.

Numerous problems that affect the performance of writers have been identified in the literature. Bilal et al., (2016) studied the insufficient linguistic proficiency that faced the Pakistani ESL undergraduate learners' writing. The study concluded several challenges that hamper students' writing performance like "untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practice, large classrooms, low motivation and lack of ideas" (p. 81). Moreover, Al-Khasawneh (2009) investigated the academic writing problems of the Arab postgraduate students of the College of Business at Universiti Utara Malaysia. The findings of the study revealed that the students faced problems in relation to vocabulary register, organization of ideas, grammar, spelling, and referencing. Still in the Arab world, Ibrahim (2016) carried out a pre-experimental study which aimed at exploring problems of paragraph writing encountered by Sudanese secondary school students. Having taught the students for 50 periods, most of students could write the required paragraph in the post-test better than their performance in the pre-test. The findings of the study also showed that students' performance in mastering the basic linguistic skills of writing paragraph was quite low, and the students' knowledge of applying cohesive devices and using the proper strategies of writing was poor. Muhammed (2015) also examined the paragraph writing challenges faced by Kurdish EFL University learners at Sulaimani University. The study found

some challenges including, but not limited to, "producing irrelevant controlling ideas and support, mixing a number of ideas in one paragraph, repetition and redundancy, and lack of description" (p. 24). He also identified other challenges such as grammar, punctuation, capitalisation and spelling, but he considered them as minor challenging skills when compared to the above-mentioned paragraph component skills. In a similar vein, Ankawi (2015) identified difficulties that encountered the Saudi EFL students in academic writing and language-related issues, these include difficulties with: grammatical competence, the different structures of Arabic and English, the difference in genres and socio-cultural differences. Moreover, in the Turkish context, Arslan (2015) who studied the Turkish EFL students' production of written pieces found that students fail to produce an effective piece of writing and related such problems into two factors: First, the prospective English language teachers' educational background. Second, the entrance exams in central foreign language universities ignore testing students in writing skills and focus on testing them in grammar, vocabulary, translation and reading skills which results in having the school graduates joining the English departments at the tertiary level in the English language teaching programme with major weaknesses in writing well-developed and well-formed pieces of written work in English. In fact, this is the case in Yemen where school learners have a very slight practice in writing skills, and even the entrance exams in universities never include tasks in writing. All that contribute in not having up-to-the-mark learners in writing courses in English departments, let alone the learners in other departments at university level.

Based on the textbook that was adopted in the execution of the present study 'Mosaic 1 Writing' edited by Blass and Pike-Baky

(2002), a paragraph has four basic components:

Topic sentence

The topic sentence is a crucial part in a paragraph development. The paragraph usually begins with the topic sentence containing a controlling idea that expresses the main idea of the whole paragraph, and it tells the reader what is the paragraph about.

Bridge sentence

The bridge sentence is an additional and optional sentence in paragraph writing in which it can be added after the first sentence (topic sentence) to give further explanation about the topic sentence and/or play a role in connecting the topic sentence to the examples that will follow in the supporting ideas.

Supporting sentences

Supporting sentences, or sometimes called supporting ideas, give further support to the main idea by providing further examples, facts, explanations, details, etc.

Restatement

The restatement sentence or conclusion is the final part in paragraph writing, and it restates the topic sentence in different words in order to remind the reader about the main idea of the topic discussed.

In the present study, the outline below of a well-organised paragraph was adopted from the textbook 'Mosaic 1' by Blass and Pike-Baky (2002, p 42) and was applied during the training of participants.

I. Topic sentence: States the main idea.

II. Bridge: Explains your topic sentence and/or connects your topic sentence to your examples. It's optional.

III. Examples:

Support your main idea with examples, facts, details, etc.

A. Example 1

B. Example 2

C. Example 3, etc.

IV. Restatement Restate your main idea.

Research questions

The present study endeavours to answer the following questions:

1. To what extent do Yemeni undergraduate learners of English include all the paragraph elements in their writings?
2. What elements of a paragraph do Yemeni undergraduate learners encounter common problems in paragraph writing?

Methodology

Participants

The participants of the study were Yemeni undergraduate students in the second level from the Department of English in the Faculty of Education at Tamar University. The targeted sample was all the 37 students (males and females) in Writing 3 Course in the first semester of the academic year 2020-2021 and their mean age was 21. They shared the same learning background and they had studied English for six years in the preparatory and secondary schools. They had also studied the writing skills in two courses (writing 1 and writing 2). They were presented with writing task and asked to write a well-developed paragraph.

Instrument

In the present study, a paragraph writing test was adopted to collect the data from the participants and to assess their writing competence. The test was conducted in the mid of the first semester of the academic year 2020-2021. The participants were doing Writing 3 Course and given 7 topics in which they can choose to write on one of them:

- Possible problems a person might face while arriving in a foreign country
- Contribution of your parents or siblings in your educational development
- The advantages and disadvantages in traveling to a foreign country
- Living away from home while attending college
- Education for professional development
- The Importance of college education
- Aspects of healthy lifestyle

Data analysis

The data were analysed both quantitatively and qualitatively. Percentages of the students' inclusion of paragraph components were calculated, (see table 1). Moreover, content analysis was also used in the current study in which participants' paragraphs writing tests were analysed with relevance to the inclusion and mastery of writing up well-formed: (a) topic sentence (b) bridge sentence (c) supporting ideas for the topic sentence and paragraph unity (d) restatement sentence (concluding sentence). Four criteria were adopted from Blass and PikeBaky (2002) to evaluate participants' efficacy in paragraph writing as follows:

Criteria 1: Starting the paragraph with clear and well-formed topic sentence that tells the reader what is the paragraph about.

Criteria 2: Backing the topic sentence with a bridge sentence (which is optional in paragraph writing) that explains the topic sentence and/or connects the topic sentence to the examples.

Criteria 3: Providing supporting ideas that support and give examples of the topic sentence and are relevant, clear and in full, well-formed sentences.

Criteria 4: Providing a concluding, well-formed sentence that restates the topic sentence.

Results

The results of the present study are exhibited according to the research questions.

RQ1. To what extent do Yemeni undergraduate learners of English include all the paragraph elements in their writings?

To answer this research question, statistical calculation was done to examine the efficiency of Yemeni learners in including all the paragraph component parts when developing a paragraph. According to Table 1, 14.86 % of participants wrote good paragraphs in the writing test. Moreover, nearly 50.67 % of participants included all the four component parts in their paragraph writings, however, some mistakes were found. To put it in a nutshell, it can be said that 65.54 % of the participants included all the four paragraph component parts in their writing irrespective of the mistakes they committed. Finally, 34.45 % of the participants did not write any component parts of the paragraphs.

Table1: Participants' inclusion of paragraph component parts

Paragraph components	Inclusion of good and ill-formed	Good	Ill-formed	Did not write
Topic sentence	31	10	21	6
Bridge	13	3	10	24
Supporting sentences	28	3	25	9
Conclusion	25	6	19	12
Total	97	22	75	51
percent	65.54 %	14.86%	50.67 %	34.45 %

RQ 2. What elements of a paragraph do Yemeni undergraduate learners encounter common problems in paragraph writing?

According to Table 1 above, it seems that participants encountered problems in all the component parts in paragraph writing with varying percentages. An exhibition of each

of the four component parts of participants' writings is presented below:

Topic sentence:

Based on the results elicited from the participants' responses, it was found that the majority of participants (21 out of 37) encountered problems in writing the topic sentences while six of them did not write the topic sentences at all. Of the total

number of participants, only 10 students wrote well-formed sentences. Some of the participants' ill-formed topic sentences that were produced on the topic '*Importance of College Education*' are presented below:

Participant 14: 'There are many importance for collage education, it is good for you to develop your self, discovers new things that you do not know it before.'

Participant 25: 'Importance of college education is from things that develop the society and help it for build general'.

Participant 26: 'Education is very important for every one, and many people do not the importance of education'.

Other examples for the ill-formed topic sentences that were developed by the participants on the topic '*Possible Problems a Person Might Face while Arriving in a Foreign Country*' are shown below:

Participant 9: 'Possible problems a person might face while arriving in a foreign country'.

Participant 13: 'The problems which face a person when arriving to foreign country very much.'

Participant 19: 'There are problems different possible a person have problem can't understand the language a foreign country'.

According to the above examples, some topic sentences do not make senses, as in the sentences provided by *participants 26 and 9*. From the above participants' record on the topic sentences, it can be observed that participants provided topic sentences, but these sentences have some language issues, especially problems related to ill-formedness. *Participant 14* made several errors as in the improper use of the verb to be 'are' and the quantifier 'many' before noncount noun 'importance', the misspelling for the word college with 'collage', the mismatch between subject-verb agreement in 'discovers', noun-pronoun agreement of 'things and it' and the separation between 'your and self'. The sentence provided a

comma split error and should have been split into two simple sentences or connected by the conjunction 'as' after the word 'education'. Therefore, the suggested well-formed sentence for the participant's topic sentence is: [There is much importance for college education as it is good for you to develop yourself and discover new things that you did not know before].

Participant 25 committed multiple errors related to the formulation of the topic sentence. The start was improper in which the phrase 'Importance of' could be shifted after the main verb 'is' in the form of an adjective. Also, the use of 'things' is too vague and too general. The use of 'for build general' is too vague and ungrammatical. The sentence could be re-written as follows: [College education is important as it develops the society and helps in building it in general]. As for *participant 13*, the sentence is a fragment because it lacked the main verb after the phrase "foreign country" should be "are". Moreover, the use of 'much' at the end is improper, and the possible replacement could be [many].

Participant 19 seemed to confuse the rules of the mother tongue, Arabic, when writing English sentences in which the noun in Arabic language precedes the adjective and, therefore, the participant formulated the phrase as 'problems different possible'. The proper form for this phrase in English could be 'different possible problems' in which the adjective(s) should precede the noun. Also, the participant committed another error in the same sentence by repeating the word 'problem' improperly. Again, there is a failure in the use of proper connector to state the main wording(s) of the topic sentence which could be 'in which' or 'such as', etc., right before 'can't'. The suggested well-formed structure for participant's sentence could be: [There are different (or various) possible problems a person might have in a foreign country]. The part of the provided sentence 'can't understand the

language' is preferred to be one of the supporting sentences since the topic sentence always does not give details about the topic]. So, it can be improved as [The first problem facing a person in a foreign country is that he/she cannot understand the new language upon the arrival].

Bridge:

Of the total 37 participants, only 13 included bridge sentences and of those 13 sentences 3 were well-formed and the rest were classified as ill-formed sentences. 24 participants did not include bridge sentences. Some samples of ill-formed bridge sentences provided by the participants are presented below:

Participant 23: 'There are a lot of aspects for healthy life style example The food, practice sports and early sleep.' The above sentence followed the following sentence: 'There are a lot of things in human's life to be so healthy.' for the topic 'Aspects of healthy lifestyle'.

Participant 18: 'They face difficult and problems in every thing of language, food, clothes.' The above sentence followed the following sentence: 'Visitors to a foreign country.' for the topic 'Possible Problems a Person Might Face while Arriving in a Foreign Country.'

Participant 8: 'The person faced these problems for many reasons.' The above sentence followed the following sentence: 'A lot of possible problems a person might have while arriving in a foreign country.'

From the above provided bridge sentences, it can be seen that *participant 23* had the knowledge on how to include a bridge sentence, but had several structural and grammatical errors. First, the use of the term 'example' improperly which could be replaced by 'such as'. Second, the capitalisation of the article 'The' where it should be in a lower case. Third, the use of 'practice' is inaccurate in which 'practicing' or 'practice of' would be more appropriate. Also, *participant 18* had similar structural

and grammatical errors as the participant above, and the suggested modification for the sentence provided would be as follows: [They face difficulties and problems in language, food and clothes.]. The bridge sentence of *participant 8* is fine to some extent, and the suggestion to fix the sentence would be [The person faces these (or some) problems for many reasons.]

Supporting sentences:

From the results, it appears that 28 participants supported their topic sentences with supporting ideas, but only 3 participants wrote well-formed supporting sentences and the rest 25 had various errors in their supporting sentences or provided irrelevant supporting ideas to the topic(s) given as a test. 9 participants failed to provide supporting sentences or did not write a paragraph at all. Recall that 25 participants provided ill-formed supporting sentences as can be seen in the following samples below.

Participant 1: 'First one, you cann't deal with people becacuse their language is starnq. It's so difficult to find the way around. In addition, you cann't find place to live in easily. Also, it is difficult to eat their food from the first time.'

These supporting sentences were preceded by the following sentences: '[There are] A lot of possible problems a person might have while arriving in a foreign country. The person faced [faces] these problems for many reasons' for the topic '*Possible Problems a Person Might Face while Arriving in a Foreign Country*'.

Participant 15: 'First of all, you will feel difficulty to have friends. Also, difficulty in adjusting with food and culture. In addition to, may be you will feel loneliness, and you will miss your parents, but one by one you will overcome all of these problems, and you will feel comfortable, but not like your homeland '.

These supporting sentences were preceded by the following sentences: 'There are some

problems, maybe you will face if you travel to another country.' for the same topic above.

Participant 17: 'He can not know new people. He can't speak another people. He can't know new language. He can't know new places and can't buy needness.' These supporting sentences were preceded by the following sentence: '[There are several] possible problems a person might face while arriving in a foreign country.' for the same topic above.

These supporting sentences were preceded by the following sentence: '[There are several] possible problems a person might face while arriving in a foreign country.' for the same topic above.

From the supporting sentences of *participant 1*, it can be observed that the participant successfully provided supporting sentences, but they have several problems in spelling (cann't, becacuse, starng), improper use of 'one' and 'you', the ambiguity in the sentence 'It's so difficult to find the way around.' These supporting sentences could be fixed as follows: [First, one cannot deal with people easily because their language is strange (or new/different). It is so difficult to find the way around for important places like hotels and restaurants. In addition, one cannot easily find a place to live in, and it is difficult to adjust with their food from the first time.]. When looking at *participant 15* supporting sentences, it can be noticed that the participant committed a number of errors such as the inaccurate use of vocabulary that fit the contexts as in the use of 'feel' and 'one by one' which are supposed to be replaced with [face] and [day by day], respectively. Additionally, the commencement of the second supporting sentence is improper, which is classified as a phrase not a complete sentence in which subject-verb should be included so that the start after the conjunction 'Also' could be [you will face]. The improper use of the

conjunction 'In addition to' in the third supporting sentence is apparent in which that conjunction could be followed by a further phrase like [these difficulties or problems], and also the improper use of 'maybe' in the beginning of the third sentence which should be eliminated. Spelling mistake was apparent in the third sentence which reflects that the participant was not sure about how to derive the noun 'loneliness' from the adjective 'lonely'. Another mistake is also remarked through the repetitive use of the conjunctions ' and, but, and, but' in the final supporting sentence.

From the supporting sentences of *participant 17*, it can be seen that the participant tried to rely heavily on simple sentences in order to avoid the errors if constructing compound, complex and compound-complex sentences. Though most of the supporting sentences were simple sentence and short in wordings, there are various issues in each sentence provided. In the first sentence, there could be further detail at the end of the sentence as to add [upon his arrival] or [in the first few days], etc. In the second sentence, there is misspelling in 'cann't' and incorrect use of 'another' before 'people' in which the sentence could be fixed as follows: [He cannot speak the language of other people.]. The third sentence could be dropped as it is a repetition of the same idea in the sentence beforehand or it may combine with the second sentence to produce a sentence like [He cannot speak the new language of other people.] Again, in the fourth sentence, there is misspelling in 'cann't' and 'needness' which could be replaced with [cannot and needs], respectively.

Restatement (conclusion):

The results of the test revealed that out of the total 37 participants 25 included conclusions or restatements for their paragraphs. Of those 25 who provided conclusions, only 6 were well-formed while

the other 19 students had committed various errors in their conclusions or their conclusions were irrelevant to the topic(s) discussed. 12 participants fail to write conclusions. Some samples of the ill-formed concluding sentences provided by the participants.

Participant 14: 'Finally, collage education are important for everyone life and help them in general.'

This restatement was provided for the following topic sentence: 'There are many [is much] importance for collage [college] education.'

Participant 21: 'All these a few of advantages and disadvantages when you be in foreign country '.

This restatement was provided for the following topic sentence: 'There are many advantages and disadvantages when you travel to a foreign country.'

Participant 23: 'in the finally when you to be live a healthy lify we have to keep on all the aspects of the healthy style.'

This restatement was provided for the following topic sentence: 'There are a lot of things in human's life to be so healthy and there are a lot of aspects for healthy life style example the food, practise sports and early sleep.'

From the restatement of *participant 14*, there appears to be language problems in the sentence provided as in the spelling of 'collage' for [college], subject-verb agreement 'are for [is], possessiveness of 'everyone' for [everyone's] and an ambiguity in the final part of the sentence 'help them in general' for [help them in their life in general]. The following observations are made on *participant 21*. First, the main verb is missing in the beginning of the sentence and therefore that could be fixed as follows [All these *are*...]. Second, there is an improper use of the phrase 'a few of' that could be followed by [the] or by dropping the preposition 'of'. Third, the improper use of the verb 'be' which could

be replaced by [move or reside or live]. From the provided restatement for *participant 23*, capitalisation in the beginning of the sentence is an issue with the participant as can be seen in the use of 'in' which should be capitalised [In] as it occurs in the beginning of the sentence. Another error is found in the phrase 'in the finally' in which 'in and the' should be eliminated and 'Finally' to be followed by a comma. Again, the use of 'when' in this context is inaccurate as the participant tried to write a conditional sentence, therefore, 'if' is a suitable replacement and the participant missed to include [want] after the pronoun 'you' and had misspelling in 'lify' which could be due to the haste in writing. The fail to use a comma after the first conditional sentence was apparent and the use of the phrasal verb 'keep on' is inappropriate which could be replaced by [keep up].

Discussion

It is a common phenomenon that the Arab learners of English encounter several challenges in the writing skills, especially in the beginning stages, either at school or university. As the chief aim of the present study was to investigate to what extent Yemeni learners of English at Tamar University master writing up well-developed paragraphs. The study results revealed that the majority of participants managed including the paragraph components such as topic sentence, the supporting sentences and the restatement sentence, but they failed on the part of including the bridge sentences. The second aim of the paper was to investigate the efficiency of Yemenis to develop well-formed paragraphs that are error-free to a good extent, however, the results reported that a large number of the participants suffered to write well-formed sentences in all the parts of the paragraphs. This finding is aligned with the study findings of Abu Rass (2015) which related the difficulty that

faces EFL learners of writing well-formed English statements to the transfer of Arabic style of writing and applying that when they write tasks in English.

Just 15% of the participants produced well-topic sentences. For example, "There are many advantages and disadvantages when you travel to a foreign country." participant 21. While 51 % of them produced ill-formed topic sentences, for example "There are problems different possible a person have problem can't understand the language a foreign country" participant 19. Still 30% of them did not write topic sentences at all. This finding is confirmed by (Bin-hady, Nasser, & Al-kadi, 2020) who found that amongst the low development that EFL Yemeni students go through while studying academic writing via process genre approach is producing clear topic sentence. Students are in need for more practice and feedback from their instructors. Also, students are in need to apply the grammar rules they studied in previous semesters regarding word orders, subject verb agreement and the use of correct quantifiers. Still there is a need to focus not only on the structure of topic sentences, but also for the semantic meaning.

On the basis of the results presented in this paper, the common problems detected among Yemen EFL learners when writing paragraphs were: the inclusion of irrelevant ideas to the topic under discussion, lack of paragraph organization, the use of inappropriate transition signals, the mismatch of agreement between subject and verb, misspelling of common words, the incorrect negation of 'can', the incorrect use of the required conjunctions, capitalisation, punctuation (comma), ambiguous sentences and mismanagement of time during the test.

Conclusion

The main purpose of the current study was to investigate the efficiency of Yemeni EFL university learners in

incorporating the main paragraph components such as the topic sentence, the bridge sentence, the supporting ideas and the restatement sentence when they write a paragraph in English. In addition, the study made an attempt to examine the efficacy of the learners in constructing well-formed sentences when they write paragraphs. The results, on average, indicated that the inclusion of all paragraph component parts, except for the bridge sentence, by Yemeni EFL learners while they compose paragraphs was high. However, the study revealed that those learners faced a great difficulty in constructing well-formed sentences in all the paragraph component parts. Additionally, deficiency of logical thought and organizational pattern are highly shown in the discussion of the study findings. The study suggests that further editing and avoidance of haste by learners while writing would minimise such errors. Also, the study suggests that the EFL learners could possess and employ skills and strategies related to academic paragraph writing if they have a prior instruction. Thus, the study findings may have an immediate implication and encouragement both for EFL teachers and learners with regard to writing paragraphs effectively. Since academic writing is an influential part of the language skill, and its significant increases not only to master English language but also to enable international students become successful in other fields where English is the medium of instruction in many universities. Therefore, teachers and instructors should pay much attention when teaching this hazard skill so as to produce creative student- writers, particularly those students majoring in English language. Indeed, the researchers suggest that writing courses at least at the university level should be given extra activities and practices whether inside or outside college as these tasks play a real role in improving learners. Students should

be also trained by their instructors to have authentic and academic writing in general. Most importantly, the writing process or strategies have to be introduced for the learners during the teaching writing courses.

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