Maintaining Unity in the Descriptive Paragraph Writing of Saudi EFL University Students: Challenges and Remedies

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Abstract
The study analyzes unity in descriptive paragraphs written by Saudi EFL learners at King Khalid University to find out the causes of unity errors in descriptive paragraphs. Paragraph writing is one of the most essential aspects of second language learning writing because it allows students to put their knowledge into practice and systematically convey their ideas. A random sample of fourteen English language teachers and ten EFL students is selected. The study employs testing and structured interviews for data collection. Sample paragraph analysis shows that 70 % of the learners do not compose unified descriptive paragraphs, whereas 30 % of the students write unified paragraphs that discuss only one topic. The interview analysis demonstrates that the lack of unity in the student's writing is a result of various factors, including the impact of the EFL university learners' mother tongue on target language writing, as well as a lack of activities and practice of basic writing techniques. Most EFL instructors believe that the challenges significantly impede students writing proficiency and influence their ability to construct unified descriptive paragraphs. The study concludes with several recommendations for both EFL teachers and students, hoping that they address the students’ challenges in the descriptive paragraph unity.

Keywords: Challenges and remedies, descriptive paragraph, Saudi EFL students, unity, writing

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Introduction

One of the most critical aspects of second language learning is paragraph writing because it allows students to put what they have learned about the language into practice and systematically convey their ideas. Writing assists learners in certain respects in an EFL classroom. Rao (2007), as mentioned in Ahmed (2019), thinks that writing is vital in the EFL environment because it encourages students to arrange thoughts, criticize, evaluate, and enhance their skills for summarizing. It also improves students’ ability to reflect, think, and learn the language. Writing helps learners produce language by generating and connecting ideas. They may investigate, criticize, and summarize the topic under assessment. Writing as a productive skill enables students to be creative and analytical in their language composition.

Achieving unity is one of the most critical parts of a successful paragraph. The degree to which all the concepts included inside a specific paragraph are consistent with each other in a manner that the reader can understand. Oshima and Hogue (2006) define unity as "a paragraph discussing a single topic from the start to the end" (p. 18). Each supporting sentence should directly explain and reinforce the overall sentence’s fundamental idea. Exclude every detail that is not relevant to the topic sentence. The paragraph has unity when all of its elements support the statements stated in the topic sentence. The supporting sentences should reflect the main idea presented in the topic sentence; Strunk et al. (2000) think that supporting sentences should stick to and not deviate from the ideas presented in the topic phrase; this produces the unity of a paragraph. Any idea that does not address the issue differs from the paragraph’s unity. Therefore, a paragraph must concentrate on a particular topic to retain a sense of unity. As a result, the paragraph should not generate new concepts. Writing a unified paragraph, on the other hand, is one of the most challenging abilities for EFL students to master.

One of the fundamental characteristics of an effective paragraph is unity in paragraph writing. The term unity refers to the idea's oneness. To create unity, a paragraph should include only one main idea. At least two or more sentences of supporting details should support the main idea. The main idea's topic sentence controls the paragraph's unity. Furthermore, supporting elements create the topic sentence by providing further clarification. They must be sufficient to develop the topic sentence and offer the readers a good understanding of the paragraph. Walters (2000) describes paragraph unity as "one paragraph about one main topic" (p. 1). If the paragraph has a sentence or several sentences unrelated to the topic sentence, we say, it "lacks unity." However, sometimes, it can be challenging for EFL university students to maintain paragraph unity. Therefore, this research paper explores unity errors in descriptive paragraphs written by Saudi EFL learners at King Khalid University.

Writing a unified paragraph is a crucial element of writing skills that EFL students should master. Therefore, the results of this study are of great significance to EFL teachers, students, and academics. The finding will provide significant feedback to EFL university teachers to develop practical approaches to address the challenges of maintaining unity in the students’ descriptive paragraph writing. The main concern of teachers is to analyze students' written performance continually. By examining the students’ written work, teachers can determine whether they achieve the lesson’s objectives or not. In general, this research contributes to teaching the English language. It attempts to achieve these objectives:

(a) To analyze and determine unity errors made by Saudi EFL students in descriptive paragraphs.
(b) To figure out the most likely sources of these errors.
(c) To propose suggestions and remedies to assist EFL learners in composing unified paragraphs.
The study poses the following questions:
(a) What unity errors do Saudi EFL learners make when composing descriptive paragraphs?
(b) What are the causes of unity errors in descriptive paragraphs?
(c) What techniques might be recommended to assist EFL students in producing a unified piece of writing?

Literature Review

Definition of Paragraph
Owl (2009) defines a paragraph as a series of connected sentences that address and develop only one idea (in Wirantaka, 2016). For Oshima and Hogue (2007), a paragraph is a series of related statements a writer builds about a subject. The paragraph always talks about one issue, which is the central theme. The first sentence of a paragraph states the precise argument or significant idea, and the remaining sentences in the paragraph reinforce that point. Furthermore, Zemach and Rumisek(2003) describe a paragraph as a set of sentences discussing only one topic. Together, the sentences convey the main idea of the writer. Philline (2015) sees the paragraph as an independent part of the textual discourse that deals with a specific idea. It consists of a sequence of sentences connected to the progression of a single thought.

Paragraph Structure
Wali & Madani (2020) view paragraph structure as the most significant element to point out when relating to document layout and organization. According to Savage and Shafiei (2007), paragraph structure includes the following three parts:

Topic Sentence
The topic sentence is an introduction that outlines what the writer plans to say about it. It presents the paragraph's central idea. Damayanti et al. (2022) describe the topic sentence as stating the paragraph's subject. It explains what the writer intends to convey in the paragraph. According to Mayers (2006), the topic sentence highlights the main idea of a paragraph around which the rest of the paragraph should revolve. It usually appears at the opening of a paragraph, but it can also be in the center or at the conclusion. The most significant sentence in a paragraph is the topic sentence. It gives a summary of what the paragraph will cover. As a result, the topic phrase serves as a guide for both the reader and the writer. Readers are more able to understand a paragraph when they know what it is about. The writer can see which content to include (and what to leave out). Reid (2000) states that an effective topic sentence consists of two components the topic and the controlling idea. The controlling idea, also known as a restricting statement, limits a paragraph's topic to the element of the topic that we wish to study in the paragraph.

Supporting Sentences
According to Alice and Patricia (2005), supporting details, or supporting sentences, are statements that reinforce and explain the topic sentence. They are a group of sentences that provide information and elaborate on the topic sentence's theme.

Concluding Sentence
It is the paragraph's final sentence. It summarizes the primary idea and concludes with some final remarks. Kemper et al., (2018) believe that a paragraph ends with a closing sentence that either emphasizes the topic sentence or provides a summary of the whole section, or combines both.

For Mayers (2006), it appears after the paragraph. It highlights the paragraph's main point on which readers should concentrate. It frequently gives a sense of completion.

Damayanti et al. (2022) describe the concluding sentence as summarizing the paragraph's significant ideas. It restates the topic sentence utilizing different words.

**The Quality of a Good Paragraph**

According to Nunan (1991), three significant aspects influence the quality of a paragraph: unity, coherence, and adequate development. Walker (2010) identifies five components of effective writing: audience, purpose, coherence, clarity, and harmony. These elements contribute to effective writing.

**Unity of the Paragraph**

Unity is a significant aspect of an effective paragraph. A paragraph's unity means that it discusses only one key idea. Oshima and Hogue (2006) define unity as "a paragraph discussing one and only one main topic from the start to the end." The second aspect of unity is that each supporting sentence explains and supports the main idea delivered in the topic sentence. When all the sentences in a paragraph support the same theme, the paragraph has unity. Alice and Patricia (2005) see that the topic sentence must contain a single controlling idea. Otherwise, the text will become disjointed. The supporting sentences should develop the concept of the topic sentence. The concluding sentence should restate the concept of the topic sentence. Katzer (2016) defines paragraph unity as the organization and coherence found in one paragraph of written content. A well-structured paragraph is one in which all the sentences revolve around a single idea or issue, effectively supporting and developing that core argument. Each sentence follows logically from the one before it, resulting in a smooth development of thoughts across the paragraph.

**Previous Studies**

Many studies and scholars have researched EFL learners' paragraph writing errors. Fajri (2016), for example, investigates whether EFL students employ coherence, word usage, and unity effectively in composing a paragraph, the most common error learners commit in paragraph construction, and instructors' opinions toward the students' writing errors. This study's sample consists of twenty-one EFL students at a university in Banda Aceh. The researcher conducts a test to collect data. To gain a better understanding of her learners' writing errors, she also interviews the instructor. The findings show that many participants do not compose coherent and unified paragraphs and use proper wording. Most errors occur in word usage (79%). Students commit spelling mistakes and leave out words and letters. There are 30 unity mistakes (17%) and nine coherence errors (5%). The study relates these errors to the learners' mother tongue and their difficulty learning English.

Rahman (2021) aims to assess the paragraph development of Indonesian students' composition. The data consists of 30 paragraphs from ten works written by Indonesian university students. The research uses a content analysis approach to examine four aspects of a successful paragraph: topic sentence, proper development, unity, and coherence. The results demonstrate that all 30 paragraph samples have topic sentences at the beginning of the paragraph, with 14
paragraphs (48%) having suitable development, 18 paragraphs (60%) having unity in a paragraph, and 16 (54%) paragraphs having coherence. The study concludes that the paragraphs are only partially developed and thus need additional editing and development.

Ahmed and Elnour (2018) investigate errors made by Saudi EFL learners in organizational structure and formatting components of written paragraphs. Data collection tools include testing, structured interviews, and personal observations of the researchers. The study attributes these errors in writing paragraphs to many reasons, including EFL students' lack of sufficient vocabulary stock and lack of motivation.

Siddiqui (2020) investigates the elements that influence the paragraph arrangement of intermediate students. In this respect, semi-structured interviews are carried out with six participants from various cities, and written samples are gathered and assessed by applying the thematic analysis method. The data show that rote learning, more focus on grammar, and surface-level teacher feedback are the most essential elements at play. As a result, students cannot create a well-organized text.

Dwijayanti and Purnama (2020) explore the unity and coherence of descriptive text writing by SMP Lab School Jakarta and SMP Al-Azh School Rawamangun Jakarta students. The study employs descriptive analytical techniques through content analysis. According to the study’s findings, student compositions are coherent in pronouns, anaphora, cataphora, transition signals, logical order, and critical noun repetition. Data analyses also show that the texts are not unified. The most prevalent errors among students include inconsistent topics, statements that do not follow a logical order, repeated sentences, and irrelevant sentences. According to the study, students successfully create coherent paragraphs but do not compose unified ones.

Siddiqui (2023) examines errors in the unity, coherence, and development of paragraphs composed by Pakistani undergraduates. The study also investigates the causes of paragraph errors. In this context, writing samples of 20 undergraduates are purposefully selected and analyzed by using error analysis classification by Liu and Wang (2011). The study then conducts individual semi-structured interviews with five participants to investigate the factors that lead to paragraph errors. According to the data, students make the most errors in paragraph unity, followed by paragraph development and coherence. Furthermore, thematic analysis of the interviews suggested that cramming culture, excessive emphasis on grammar, and a lack of quality feedback are the most significant elements influencing these students' paragraph organization skills.

Method

This study uses a descriptive qualitative research method that investigates the problems of maintaining unity in the descriptive paragraph writing of Saudi EFL university students.

Participants

The population of this study consists of 16 EFL male and female university teachers at King Khalid University's College of Science and Arts in Tanumah. It also involves 14 second-level students enrolled in the Writing Skill Two course in the second semester of the academic year 2022/2023. The study adopts random sampling as follows:
(i) Ten students' exam scripts are chosen randomly from a writing test as a representative sample.
(ii) Fourteen responses from structured interviews with EFL male and female university teachers are chosen randomly.
Research Instruments

The research instruments consist of the following:

The Test

The test takes sixty minutes. It seeks to assess the use of unity and identify errors in written paragraphs. The participants write a descriptive paragraph of 10 to 15 sentences on one of the following topics:

(i) Your Valuable Possession
(ii) Your Favourite Food
(iii) Your Favourite City

The Structured Interview

The structured interview targets both male and female EFL university teachers. It seeks to explore the participants’ perspectives on the challenges EFL university learners experience in maintaining unity in descriptive paragraph writing and the influence of these challenges on the student's ability to write a unified descriptive paragraph. It also seeks to identify the challenges and causes of paragraph writing unity errors as well as offer suggestions for addressing these challenges.

Research Procedures

This section describes the research procedure with the two instruments used: the test and the structured interview.

1) The researchers gather data by using English writing tests and structured interviews.
2) The writing tasks are manually checked to identify unity errors in the paragraphs.
3) The errors are identified, analyzed, and classified by experienced university teachers regarding the four elements of achieving paragraph unity.
4) Following the classification of all errors, each error is counted to determine its frequency and percentage.
5) Then, the researcher determines and explains the probable causes of errors.
6) In the structured interview, the data are analyzed and interpreted to identify the sources of errors and provide solutions.

Data Analysis

This section identifies and analyzes the unity errors in descriptive paragraph writing. Furthermore, it sheds light on the analysis of the structured interviews.

Findings

Analysis and Description of Errors in Paragraph Unity

For Oshima and Hogue (2006), unity means "a paragraph addresses a single main idea from the beginning to the end" (p. 18), which denotes that "a paragraph discusses one and only one main idea from beginning to end." The main idea must be backed by supporting details that clarify or prove the topic sentence’s fundamental idea. For Alice and Patricia (2005), a unified paragraph is one in which each sentence contributes to a single idea. The topic sentence of the paragraph must have a single controlling idea. If not, the paragraph becomes disorganized. The supporting sentences should include examples, facts, or explanations that support or clarify the main ideas. Otherwise, the paragraph focuses on more than a single idea. The conclusion sentence should
reinforce the idea in the topic sentence. So, seeking the topic sentence, the central idea, and the consistency of discussion based on them in the paragraph should be the main concern in analyzing the paragraph. Therefore, the absence of them means disunity in the paragraph. Based on the above background, this study analyzes the usage of paragraph unity in terms of the following criteria. Adapted from Ahmed (2019):

(i) Is the topic sentence appropriately stated in the paragraph?
(ii) Is there a single controlling idea in the topic sentence?
(iii) Is the topic sentence supported by supporting sentences?
(iv) Does the concluding sentence restate the topic sentence?

Based on the questions mentioned above, Table One below provides a statistical description of the frequency and percentage of errors in paragraph unity:

Table One: Frequency and percentage of errors in paragraph unity

<table>
<thead>
<tr>
<th>No</th>
<th>Elements of Maintaining Paragraph Unity</th>
<th>Yes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>i</td>
<td>Is the topic sentence appropriately stated in the paragraph?</td>
<td>6</td>
<td>60%</td>
<td>4</td>
</tr>
<tr>
<td>ii</td>
<td>Is there a single controlling idea in the topic sentence?</td>
<td>6</td>
<td>60%</td>
<td>4</td>
</tr>
<tr>
<td>iii</td>
<td>Is the topic sentence supported by supporting sentences?</td>
<td>3</td>
<td>30%</td>
<td>7</td>
</tr>
<tr>
<td>iv</td>
<td>Does the concluding sentence restate the topic sentence</td>
<td>4</td>
<td>40%</td>
<td>6</td>
</tr>
</tbody>
</table>

Table One shows that 60% of students state the topic sentences clearly in their paragraphs. It also shows 40% of students find it difficult to state topic sentences. Furthermore, 40% of students include many controlling ideas in the topic sentence, while 60% of students state the topic sentence clearly with one controlling idea. The table indicates that 70% of students have difficulty relating the supporting sentences to topic sentences. It also reveals that 30% of the students give relevant and related supporting sentences. The table also shows that 70% of the students do not write unified descriptive paragraphs. Here are some samples of the participants’ written paragraphs:

**Sample (1) My Favourite Food**

My favorite food is grilled beef. I like it because it is healthy and delicious. I usually eat grilled beef with honey. It energizes the body and provides it with energy. When my mother makes grilled beef for us, we like eating it together. It tastes so delicious because my mother is an expert cook. My sister cannot cook. I also enjoy eating it out with my friends in many restaurants in Abha city. I usually eat it for lunch and sometimes for breakfast. My brother does not like grilled beef. I enjoy eating a lot of grilled beef because it tastes good and is very enjoyable.

The paragraph states the topic sentence. The sentences that follow the topic sentence from sentences two, three, four, and five support the topic sentence. The sixth sentence “My sister cannot cook” and the ninth sentence “My brother does not like grilled beef” are irrelevant. They do not support the topic sentence. They damage the paragraph’s unity. The concluding sentence
restates the idea of the topic sentence using different words. This paragraph is not unified since it contains two off-target sentences.

**Sample (2) A Valuable Possession**

My valuable possession is my car. I like it very much. My father gave it to me as a reward when I passed the final exam last year. My car is bright white. It's a Toyota Corolla. It has a large boot and four doors. The back seats are both very spacious and comfortable. My friend has a red car with uncomfortable seats. I drive my car to the university and see my close friends. In addition, my car uses very little gasoline, so I don't have to pay a lot of money to operate it. I enjoy driving my car while taking my family to the beach on the weekends. The beach is too far from our apartment.

This paragraph introduces a clearly stated topic sentence. Sentences one, two, three, four, five, and six support the topic sentences. However, sentence seven is irrelevant since it does not support the topic sentence, which is “My friend has a red car with uncomfortable seats”. In this sentence, the writer gives a new and unrelated idea to the topic sentence, which breaks up the paragraph unity. Sentences eight, nine, and ten support the topic sentence. Sentence eleven “The beach is too far from our apartment” destroys the unity of the paragraph. It does not support the topic sentence. It is an irrelevant sentence. The concluding sentence does not restate the idea of the topic sentence. In general, the paragraph has no unity since it contains irrelevant sentences.

**Sample (3) My Favourite City**

Dammam is my favorite city. I like this city very much because it is home to many friends. In addition, the weather is so amazing. There are also large shopping centers, attractive green spaces, and relaxing beaches. Furthermore, the people of Dammam are incredibly welcoming and friendly. I like Dammam and hope that I can stay in it forever.

The first sentence expresses the topic sentence. The supporting sentences indicate why Dammam is the writer's favorite city. The topic sentence is supported by supporting sentences using explanations and descriptions. The supporting sentences relate to the topic sentence. The paragraph revolves around only one idea; there are no irrelevant sentences. The concluding sentence reiterates the idea expressed in the topic sentence. Since all the supporting sentences discuss only one idea and each sentence is directly related to the topic sentence from beginning to end, this paragraph has unity.

**Analysis of the Interview Questions**

This part sheds light on the findings of the structured interview conducted with 14 randomly selected EFL male and female teachers. It focuses on the participants’ responses to the interview questions. These responses are analyzed and described as follows:

**Question (1) Do EFL learners encounter challenges maintaining unity in descriptive paragraph writing?**

Most of the participants (80%) responded with ‘Yes’. However, only three teachers (20%) answered with ‘No’.

**Question (2) If yes, what challenges do EFL learners encounter in maintaining unity in descriptive paragraph writing?**
Based on participants’ responses, the current study finds that EFL learners encounter many challenges in maintaining unity in descriptive paragraph writing. These challenges are listed and summarized as follows:

a. Difficulty creating a good topic sentence and backing it up with relevant ideas.
b. Students can establish a unified topic sentence in the first sentence but cannot keep the topic consistent throughout the supporting sentences.
c. Difficulty keeping unity in paragraph writing. That is, the supporting details do not support the idea of the topic sentence.
d. Difficulty restating the topic sentence's key point in the concluding sentence.
e. In general, EFL students' written work contains grammatical, spelling, and word use errors.
f. Inability to write the paragraph structure entirely and clearly.

Question (3): To what extent do these challenges have an impact on the student's writing ability?

Most EFL university lecturers believe these difficulties impede the students' writing abilities.

Question (4) What are the main causes of paragraph unity errors?

EFL university teachers attribute the unity errors that EFL university students commit when writing descriptive paragraphs to the following causes:

a. The impact of EFL university students' first language on target language writing.
b. Lack of motivation
c. The writing process is a complex activity that requires mastery of grammatical rules.
d. Inadequate exposure to samples on paragraph unity.
e. The method of teaching paragraph unity.
f. Lack of appropriate feedback.
g. Lack of grammar knowledge and sufficient vocabulary are closely related to EFL university students' errors in paragraph writing unity.
h. Lack of reading and lack of adequate writing practice.
i. Inadequate activities and practice of basic writing techniques
j. The students do not adhere to the stages for creating a cohesive paragraph.

Question (5) What recommendations do you suggest for enhancing descriptive paragraph writing unity?

To enhance the skill of EFL learners in paragraph writing unity, the participants propose the following suggestions for both students and teachers:

a. Teachers should choose a compelling writing style emphasizing proper vocabulary, grammar, spelling, and punctuation.
b. Teachers should encourage students to focus on the main elements of the paragraph.
c. Teachers should use various more intriguing strategies when teaching paragraph writing.
d. Teachers should assist students with paragraph writing by implementing some basic rules in sentence writing.
e. Teachers should use creative techniques to teach unity. Furthermore, they should focus on encouraging students to practice writing and reading abilities on a regular and purposeful basis.
f. Teachers should encourage students to write by providing practice with model paragraphs, paying attention to the characteristics of paragraph unity.
b. Teachers should provide further activities for using the unity aspects in paragraph writing.

g. Teachers should provide both oral and written feedback.

i. Teachers should encourage students to improve their writing skills by developing a good topic sentence, supporting it with explanations or examples, and achieving a logical conclusion when composing paragraphs.

j. Teachers should evaluate the student's writing activities closely.

k. Students should learn more examples of the paragraph structure.

l. Students should practice free writing tasks using the model paragraphs giving attention to the elements of paragraph writing unity.

Discussion

The first question of the study: What unity errors do Saudi EFL learners make when composing descriptive paragraphs?

To answer this question, the analysis of test data in Table 1 shows that 40% of students find it challenging to state topic sentences clearly. They include many controlling ideas in the topic sentence. It is also evident from the analysis of test data that 70% of the students have difficulty relating the supporting sentences to the topic sentence. The test data also shows that most students have difficulty writing unified descriptive paragraphs.

It is also evident from the analysis of the interview data that there are many unity errors made by Saudi EFL learners when composing descriptive paragraphs, including for example, difficulty in writing an effective topic sentence and supporting it with appropriate ideas. Also, learners can create an effective topic sentence, but they cannot maintain the topic consistency throughout the supporting sentences. There is difficulty in preserving unity in paragraph structure; that is, the supporting sentences do not contribute to the development of the topic sentence. In addition, learners find it challenging to restate the topic sentence in the concluding sentence. Moreover, the written work of EFL students involves errors in spelling, grammar, and word choice. It also consists of insufficient or inappropriate usage of transition words.

The second question of the study: What are the causes of unity errors in descriptive paragraphs?

The analysis of the interview attributes the causes of these errors to many factors including the influence of EFL university students' mother tongue on the target language writing, and lack of motivation, in addition to the inadequate exposure to samples on paragraph unity. Moreover, the strategies used to teach paragraph unity are among the most critical factors in creating these errors. The factors also include lack of appropriate feedback, lack of motivation, lack of reading, and lack of adequate writing practice. Students do not follow the steps required to create a coherent paragraph, and there are insufficient activities and practice for basic writing skills.

The third question of the study: What techniques would you recommend to help EFL students produce a coherent piece of writing?

The analysis of the interview shows that the participants recommended that teachers adopt a compelling writing style that promotes adequate vocabulary, correct language, spelling, and punctuation. Also, they should motivate students to concentrate on the critical components of the paragraph. Moreover, they should employ various interactive strategies while teaching paragraph writing. Furthermore, they should encourage learners to write by giving them extra practice with model paragraphs, paying close attention to the qualities of paragraph unity, in addition to they should offer both written and oral feedback. The data analysis suggests that students should
practice free writing assignments using the example paragraphs provided by teachers focusing on the components of paragraph writing unity. In addition, they should examine more instances of paragraph development.

The results of this research are similar to those of other studies conducted in various contexts. For instance, the study of Dwijayanti and Purnama (2020) shows that the students’ written texts are not unified. The most prevalent errors among students include inconsistent topics and irrelevant sentences. The current study's findings are consistent with Fajri's (2016) study, which linked paragraph unity errors to learners' mother tongue. The results of the current study are also similar to Ahmed and Elnour (2018), who attribute these errors in writing paragraphs to many reasons, including EFL students' lack of sufficient vocabulary stock and lack of motivation. In a study by Siddiqui (2023), students make the most errors in paragraph unity. The present study also proves that 70% of the students do not write unified descriptive paragraphs.

Conclusion
This research paper investigates the unity of descriptive paragraph writing among Saudi EFL university students at King Khalid University. The data shows that most students do not compose unified descriptive paragraphs. The study relates these difficulties to various causes, including interference of the EFL university learners' mother tongue in target language writing, a lack of vocabulary because of a lack of reading, insufficient writing practice, and inadequate feedback. To develop the writing skills of EFL university students, the current study recommends encouraging students to practice free writing activities based on model paragraphs assigned by teachers, paying attention to the elements of achieving paragraph unity, and giving continuous and close follow-up to these writing activities.

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