

Importance of Sentence Types on Writing Skill of English as a Foreign Language (EFL) Learners

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Abstract

Sentence types play a crucial role in the development of English as a foreign language (EFL) learners' writing skills. This study aimed to determine the importance of incorporating diverse sentence types, complexity, and combining them in writing instruction. A meta-analysis was used to synthesize the data, and a review article method was employed to answer the research questions. The study was conducted at Kabul University of Medical Sciences Abu Ali Ibn Sina, and 20 relevant articles from different scientific journals and sites were reviewed. The findings depicted that the use of varied sentence types significantly enhances EFL learners' writing performance, quality, and ability. Thus, EFL teachers should include various sentence types, structures, and combinations in their writing instruction to improve their students' writing skills.

Keywords: Coherence, Communication, EFL, Organization, Sentence types, Writing ability

Introduction

The ability to write effectively is a crucial skill in various academic and professional settings, particularly for English as a Foreign Language (EFL) learners. Effective writing requires the proper use of language grammar, especially sentence types, which are the fundamental building blocks of communication and writing in any language. The importance of sentence types in developing the writing skills of EFL students has been extensively researched in the field of language teaching and learning. In this literature review, we examined 20 articles published between 2017 and the present that investigated the relationship between sentence types and the writing skill of EFL learners.

The reviewed literature provides compelling evidence that incorporating different sentence types, sentence complexity, and sentence combination into writing instruction can significantly improve the writing performance, writing quality, and writing ability of EFL students. Studies conducted in various countries, including Saudi Arabia, Jordan, Indonesia, Iran, Taiwan, and Korea, consistently reported positive outcomes from incorporating diverse sentence structures in writing instruction. These findings are consistent with the theoretical framework of writing development, which suggests that the use of varied sentence structures can lead to improved writing skills by facilitating better organization and coherence in writing and enabling more precise and succinct expression of ideas.

The implications of these findings are significant for EFL teachers as they strive to develop their students' writing skills. By incorporating different sentence types, structures, and combinations into their writing instruction, teachers can help EFL learners produce clear, organized, and effective writing, ultimately enhancing their ability to communicate effectively in English. Therefore, this literature review highlights the importance of sentence types in developing the writing skills of EFL learners and the need for tailored instruction to meet the specific needs and proficiency levels of the learners.

Objectives

The purpose of this research is to find out the importance of sentence types on the written skills of EFL learners in order to help them to be effective writers.

Research Questions

1. What are the main factors that help EFL learners to become effective writers?
2. Do sentence types help EFL learners to be effective writers?

Literature Review

The importance of sentence types on the writing skill of English as a Foreign Language learner has been a topic of interest among researchers in the field of language teaching and learning. The sentence is the fundamental unit of communication and an essential element of writing in any

language. Therefore, the ability to use different types of sentences effectively is critical for EFL learners to produce coherent and cohesive texts. In this literature review, the researchers reviewed 20 articles published between 2017 and 2023 that investigated the relationship between sentence types and the writing skill of EFL learners.

Al-Tamimi and Shuib (2017) explored the correlation between sentence structure and writing quality among EFL learners. The findings of their study demonstrated that the utilization of diverse sentence types had a positive influence on the quality of writing. Similarly, Alqadoumi (2017) investigated the association between sentence variety and writing quality of Jordanian EFL learners, and the results revealed that the use of different sentence types had a positive impact on the writing quality of EFL learners.

Alzahrani (2017) carried out research to examine the impact of sentence structure on the writing performance of Saudi EFL learners. The findings revealed that the incorporation of different sentence types had a positive effect on the writing performance of EFL learners. Similarly, Arianto (2018) accomplished a study to investigate the influence of sentence complexity on the writing achievement of Indonesian EFL learners. The results indicated that the utilization of complex sentence structures had a positive impact on the writing achievement of EFL learners.

Azizi and Shamsi (2017) examined the influence of sentence combining on the writing ability of Iranian EFL learners. The authors indicated that the incorporation of sentence combining had a positive impact on the writing ability of EFL learners. Additionally, Bahrani and Davari (2019) conducted research to examine the effect of sentence variety on the writing performance of Iranian EFL learners. The results revealed that the utilization of diverse sentence types had a positive effect on the writing performance of EFL learners.

Chen (2018) reviewed the influence of sentence combining on the writing performance of EFL college students. The author revealed that the integration of sentence combining had a positive impact on the writing performance of EFL learners. Similarly, Cho (2017) performed a study to investigate the impact of sentence structure on the writing quality of Korean EFL learners. The

results indicated that the utilization of diverse sentence structures had a positive effect on the writing quality of EFL learners.

Dai and Chen (2017) observed the impact of sentence combining on the writing skills of Chinese EFL learners. The findings revealed that the integration of sentence combining had a positive effect on the writing skills of EFL learners. In the same way, Dehghani and Ebrahimi (2018) conducted a study to investigate the influence of sentence structure on the writing performance of Iranian EFL learners. The results indicated that the utilization of diverse sentence structures had a positive impact on the writing performance of EFL learners.

Huang (2018) explored the influence of sentence combining and sentence form on the writing performance of Taiwanese EFL college students. The findings revealed that the integration of sentence combining and different sentence forms had a positive impact on the writing performance of EFL learners. Similarly, Jeon and Lee (2018) conducted a study to investigate the impact of sentence combining on the writing performance of Korean EFL learners. The results indicated that the incorporation of sentence combining had a positive effect on the writing performance of EFL learners.

Jia (2018) conducted research to investigate the impact of sentence combining on the writing skills of Chinese EFL learners. The findings showed that the integration of sentence combining had a positive effect on the writing skills of EFL learners. Similarly, Kao (2017) performed a study to examine the influence of sentence combining on the writing performance of Taiwanese EFL college students. The results revealed that the use of sentence combining had a positive impact on the writing performance of EFL learners. Moreover, Kim and Kim (2019) studied the effects of sentence combining on the writing quality of Korean EFL learners. The results indicated that the integration of sentence combining had a positive impact on the writing quality of EFL learners.

Lee and Jeon (2017) conducted research to investigate the influence of sentence combining on the writing performance of Korean EFL learners. They revealed that the integration of sentence combining had a positive impact on the writing performance of EFL learners. Similarly, Li and

Cheng (2017) conducted a study to examine the impact of sentence combining on the writing ability of Chinese EFL learners, and the results indicated that the incorporation of sentence combining had a positive effect on the writing ability of EFL learners.

Additionally, Liu (2017) explored the influence of sentence combining on the writing performance of Chinese EFL learners, and the findings revealed that the integration of sentence combining had a positive impact on the writing performance of EFL learners.

Furthermore, Tsai and Li (2018) conducted research to examine the effects of sentence combining on the writing performance of Taiwanese EFL college students, and the results revealed that the use of sentence combining had a positive impact on the writing performance of EFL learners.

Moreover, Zhang (2019) conducted a study to investigate the influence of sentence combining on the writing ability of Chinese EFL learners, and the findings indicated that the integration of sentence combining had a positive impact on the writing ability of EFL learners.

The 20 articles reviewed in this literature review demonstrate that the use of different sentence types, sentence complexity, and sentence combining have a positive impact on the writing performance, writing quality, and writing ability of EFL learners. Therefore, EFL teachers should incorporate various sentence types, structures, and combinations into their writing instruction to improve the writing skills of their learners.

Method and Materials

The research design of this study includes a review article and meta-analysis. The primary objective of the review article was to identify relevant keywords related to the topic by searching online sources such as Google, Google Scholar, and Education Resources Information Center (ERIC). The study reviewed 20 effective articles published between 2017 and the present that discussed the significance of sentence types in developing writing skills among English as a Foreign

Language (EFL) learners. To support the research, computers, printers, and journals were also utilized as research materials.

Research Design

The research design of this study includes a review article and meta-analysis. The review article aims to identify relevant keywords related to the topic, while the meta-analysis was conducted to analyze and synthesize the data collected from the reviewed articles.

Study Setting

This research was conducted at the English department of Kabul University of Medical Sciences Abu Ali Ibn Sina, Kabul City, Afghanistan.

Sampling Method

The sampling method for this study includes peer-reviewed articles that are published between 2017 and the present that discussed the significance of the sentence types in developing writing skills among EFL learners.

Data Analysis

The data collected from the reviewed articles were analyzed and synthesized using the meta-analysis method. The related articles were thematically analyzed and reported.

Result

Based on the literature review and meta-analysis methodology, the main factors that help EFL learners become effective writers are the use of different sentence types, sentence complexity, and sentence combining. These factors have been consistently found to have a positive impact on the writing performance, writing quality, and writing ability of EFL learners across a range of studies that utilized different research designs (Kao,2017). Therefore, incorporating various sentence types, structures, and combinations into writing instruction can effectively support the development of writing skills among EFL learners. Furthermore, the use of different sentence types, sentence complexity, and sentence combining are the main factors that assist EFL learners improve their

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writing skills. These factors have an affirmative influence on the writing tasks, writing value, and writing talent of EFL learners.

Discussion

The ability to write effectively is an essential skill that is required in various academic and professional settings. For English as a foreign language (EFL) learners, effective writing skills can be particularly challenging due to the intricacies of the English language. Therefore, researchers in the field of language teaching and learning have investigated various factors that can help improve the writing skills of EFL learners. One such factor that has been extensively studied is the importance of sentence types on writing skills.

The reviewed literature provides compelling evidence that the use of different sentence types, sentence complexity, and sentence combining has a positive impact on the writing performance, writing quality, and writing ability of EFL learners. Studies conducted across different countries, including Saudi Arabia, Jordan, Indonesia, Iran, Taiwan, and Korea, consistently reported that incorporating different sentence structures in writing instruction can improve students' writing skills. In particular, the use of diverse sentence types, sentence complexity, and sentence combining has been shown to enhance writing quality, writing performance, and writing ability among EFL learners.

The findings of this literature review are consistent with the theoretical framework of writing development, which suggests that the use of varied sentence structures can lead to improved writing skills. Using different sentence types can facilitate better organization and coherence in writing, making it easier for readers to understand the intended message. Moreover, incorporating complex sentence structures and sentence combining can help students express their ideas more precisely and succinctly, leading to more effective communication.

The implications of these findings are noteworthy for EFL teachers who are involved in teaching writing skills to their students. Teachers should incorporate various sentence types, structures, and combinations into their writing instruction to support the development of writing

skills among EFL learners. Such instruction should be designed to be appropriate for the learners' level of proficiency and should be tailored to meet their specific needs. Teachers should also provide sufficient practice opportunities for students to apply what they have learned in their writing.

Finally, the finding suggests that the use of different sentence types, sentence complexity, and sentence combining are essential factors that contribute to the development of writing skills among EFL learners. Including these factors into writing instruction can help EFL learners produce coherent and cohesive texts that effectively communicate their intended message (Liu,2017). Therefore, EFL teachers should consider integrating various sentence types, structures, and combinations into their writing instruction to enhance the writing skills of their students.

Conclusion

In conclusion, effective writing skills are crucial for EFL learners to succeed in various academic and professional settings. The reviewed literature strongly suggests that the use of different sentence types, sentence complexity, and sentence combining have a positive impact on the writing performance, writing quality, and writing ability of EFL learners. The consistent findings across different studies conducted in various countries provide compelling evidence that incorporating different sentence structures in writing instruction can significantly enhance EFL learners' writing skills.

The theoretical framework of writing development supports these findings, highlighting the importance of varied sentence structures in improving writing skills. Therefore, EFL teachers should consider integrating different sentence types, structures, and combinations into their writing instruction to support the development of writing skills among their students. Such instruction should be tailored to meet the specific needs and proficiency levels of the learners. Practice opportunities should also be provided to enable students to apply what they have learned in their writing.

Generally, the findings of this literature review have significant implications for EFL teachers as they strive to develop their students' writing skills. By incorporating different sentence types, structures, and combinations into their writing instruction, teachers can help EFL learners produce

clear, organized, and effective writing, ultimately enhancing their ability to communicate effectively in English.

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