

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Sudan University of Science and Technology



College of graduate studies

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**Errors made by secondary school students
when Using Cohesive Devices in Writing
(A Case Study of The 3rd Year AlFayhaa School - Khartoum)**

**أخطاء طلاب المرحلة الثانوية في تطبيق أدوات التماسك في الكتابة
(دراسة حالة طلاب مدرسة الفيحاء الثانوية – الخرطوم)**

**A Thesis Submitted in Fulfillment of
Requirements for the Degree of PhD in
English Language (Applied Linguistics)**

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DEDICATION

This Research is dedicated to my parent and
family

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ABSTRACT

The purposes of this research study are to analyze firstly, the types of cohesive devices, Secondly, the frequency of each cohesive device used and thirdly, to identify cohesive errors that the students committed in their cause - affect essay. There were 29 students' essays analyzed. The study revealed that there were four types of cohesive devices used by the students in their essay: Reference, Substitution, Conjunction and Lexical cohesion. In accordance with the frequency of cohesive device, reference had the highest frequency which is 45, 38%, followed by Lexical Cohesion 39,33%, Conjunction 14,90%, and Substitution 0,37%. The types of reference: personal, demonstrative and comparative reference; types of substitution is nominal substitution; types of conjunction: additive, adversative, causal and temporal conjunction, and lexical cohesion: reiteration (repetition, synonym, general word and antonym) and collocation (adjectives + nouns, noun + noun, and verb + preposition) . Dealing with the errors in cohesive devices, the most frequency of errors was reference with the percentage 55, 85%, conjunction 16, 48%, lexical cohesion 2, 76%. The research study revealed that most of the students committed errors in accordance with the source of inter language errors and intralingua errors. Most of the students committed errors on pronoun shift refer to grammatical errors, misuse of plural and singular form of demonstrative pronoun, overuse of cohesive devices, run-on sentence, misuse of cohesive devices and overgeneralization in their cause effect essay. The results of this study can contribute some pedagogical implications for writing teachers and students. It is necessary for English teacher to teach cohesion and cohesive devices explicitly and provide them with ample examples in English classes.

Abstract (Arabic Version)

مستخلص الدراسة

تهدف هذه الدراسة إلى تحليل أنواع أدوات تماسك النص ، تكرار كل أداة مستخدمة وتحديد الأخطاء في أدوات تماسك النص التي يرتكبها الطلاب وتحليل تسع وعشرون مقالة طلابية .

كشفت الدراسة ان هنالك أربعة أنواع من أدوات تماسك النص المستخدمة من قبل الطلاب في مقالاتهم وهي المرجعية ، الاستبدال ، الإرتباط والترابط وفقاً لتكرار أدوات النص كانت الادوات المرجعية الأعلى تكراراً ، تليها التماسك المعجمي ثم الاستبدال .

كشفت الدراسة البحثية ، ان معظم الطلاب إرتكبو أخطاءً في تغيير الضمائر إلى الأخطاء النحوية ، أساءت إستخدام صيغة الجمع والمفرد للضمير الاضاحي وإساءة إستخدام أدوات تماسك النص والتعميم الذاتي .

أوصت الدراسة بضرورة تدريس أدوات التماسك والترابط بشكل صريح وواضح من جانب المعلمين وتزويد الطلاب بأمثلة وافرة في كيفية كتابة نصوص اللغة الانجليزية وتشجيعهم على هذه المهارات

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CHAPTER ONE

INTRODUCTION

background

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

1.1 Context of the Study

Writing is an important language skill and it is really an essential part of academic success. However, writing is not an easy task as people consider; it is a complex and sophisticated skill when we compare it to the other skills in English this complex process may burdens students psychologically resists their skill development (Zhu,2004:30) .

Writing is a complex activity because it involves certain level of English knowledge, such as writing rules, vocabulary and grammar. This process is really a hard one because it calls for complex operations as involving the writer in an unavoidable thinking process (Ibid).

The process of writing involves quite a number of sub-skills or dynamics, most evident in planning, collecting data, drafting, revising, rewriting and editing. These sub-processes of writing are dynamic, non-sequential and interactive processes not as sequential stages (Zamel, 1983:72).

Byrne (1991), states that learning a foreign language means to communicate with other people to understand them, talk to them, read what they have written and write to them. There are as man 4,000 to 5,000 living languages

across the globe; English is by far the most widely used. It is the most commonly learnt, taught, and understood language today. It is extensively used as a second language and as official language in many countries all over the world. It is the commonest language of international communication (Yule, 1991).

The growth of science and technology in the West where English is spoken in many European countries as a second and first in Britain and USA has deemed English language to become the language of international communication. Moreover, the importance of English is not just in how many people speak it, but in what it is used for (Yule, 1991).

Writing skill represents a critical and crucial issue in mastering English language the fact behind that people of different walks of life communicate in different written formats on a regular basis to negotiate over a price , apply for a job , advertise products and services , deliver speech , convey feelings, attitudes , beliefs...etc. Higher position in ministries, firms, organizations, universities require a profound grasp of writing mastery for a better communication.

Hedage (1988: 302) mentions that in order to produce coherent and well organized written work, students should be exposed to a variety of techniques and strategies which are basically oriented towards developing the area of language appropriateness, style, content, organization and grammar. The process of writing is seen as a result of employing different strategies to manage the composing process which is one of the gradual developments at a text. It involves a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate

language and making drafts; reading, reviewing and editing them. This means designing such activities should be graded like all educational processes. If we follow this, we may reach the ultimate goal.

Writing is an important skill for English language learners, even though it is the last to be taught in the sequence of skills and last to receive emphasis. It is the skill that most probably all students should take care of because the exam depends mainly on writing ability. Students find it difficult to cope with this important skill, especially those in the third year secondary level. The main issue which this study discusses is to investigate the best techniques which are used for teaching Sudanese EFL learners writing skill at secondary schools. These students face many difficulties in writing which can be attributed to many reasons such as the way English language is taught, teaching materials in Sudanese schools and students themselves. The purpose of writing is the expression of ideas and conveying messages to the reader.

According to (Raimes, 1984:335) writing requires numerous diverse mental activities before being performed in their final written form. It needs that the writer should think, compose and create ideas, check their relatedness to each other and to the main idea of the topic. The writer should also memorize and recall lexical items thought to be more relevant than others, sift and discard irrelevant ideas, not to mention the organization of these ideas in alignment of their significance to developing the main idea in question. In addition, it necessitates the linking of ideas to each other, applying them verbally on paper as a first draft to assess their validity and then revise and edit them to get the final output.

Writing connects people across time, space and culture. Because of the influence of writing, individuals can learn from yesterday, gain knowledge about today and design for tomorrow. This research based on case study about errors in using cohesive devices in writing and suggest some effective remedies to overcome these errors. According to Zemak and Rumisak (2005), the teaching of writing is important for some reasons: the first reason writing reinforces the grammatical structure, idioms and vocabulary that teacher has been working within the class. The second reason when student writes, he or she has a chance to be adventurous with the language

As an English second language learner (ESL), writing is a complex skill that is one of the most difficult to master among the four basic skills. The research has been focused on enhancing writing skills, including through the incorporation on line tools and web technology (Jalaludin, Yamat and Unus 2013) said “student poor writing skills have been attributed to various factors, one of which the teacher’s weakness in that area as well. In the US, native-speakers teachers were said to be “weak writers” due to the lack of writing classes during pre-service teacher education. This indicates that without proper `emphasis or instruction in writing during the teacher education stage, even natives of the language will be weak in the skill. If even natives of the language can be weak in writing skills, what more ESL teachers and pre-service teachers in Sudan who are still ESL learners themselves would do.

1.2 Statement of the Problem

Generally, Secondary school students face a critical problem upon writing a paragraph. This difficulty arises out of a wide range of factors. The writer needs to pay attention to the formal aspects of writing such as using

understandable language, writing correct sentences, forming good paragraphs, using suitable punctuation marks, correct spelling and neat handwriting. Good knowledge of writing at the secondary level is immensely required as the students proceed with their learning they need more writing. The researcher, who works at Al-Faihaa Secondary School, tries to find out the best and useful techniques that secondary school teachers can adopt to help students produce clear and meaningful written work and express themselves freely and clearly in English.

1.3 Significance of the Problem

What makes the current research as significant is the fact that very few studies were carried out in the secondary school addressing the issue in question. This study sets out with the aim of exploring whether the use of cohesive devices can improve students writing at the secondary level. Undoubtedly, teachers at secondary schools hardly pay attention to this important question. Teachers should help their students practice the use of these devices quite considerably drawing their attention to their effective role in good writing. The result of this study might help the teachers, educators, experts, supervisors and syllabus designers to get benefit from the findings of this study. Third, this study tries to encourage students to develop their writing and promote them to write good extended topics. Fourth, this study also attempts to provide teachers, educators, supervisors and experts with feedback to improve the curriculum and the students' performance.

1.4 Objectives of the Study

This study sets out to address a number of clearly defined set of objectives including the following:

1. assess secondary school students' writing performance, particularly composition.
2. find out whether the use of classroom interaction and cooperation among teachers and students to promote writing process.
3. highlight the use of visual aids to improve students' writing.

1.5 Questions of the Study

The following are the questions posed by the present study which will subsequently be put into hypothetical statements:

1. To what extent do EFL teachers try to help their students to use cohesive devices in writing?
2. To what extent does the SPINE series provide adequate activities to develop writing at this stage with special reference to cohesive devices?
3. To what extent can the use of cohesive devices help improve students' writing?

1.6 Hypotheses

1. At secondary schools teachers try to help their students to use cohesive devices in writing

2. The SPINE series provide adequate activities to develop writing at this stage with special reference to cohesive devices, however needs to be supplemented with teaching materials from external sources.

3. The use of visual aids helps improve students' writing

1.7 Methodology of the Research

In this study, experimental methods will be adopted. The proposed experiment will be conducted at Al-Faihaa secondary schools both girls and boys schools. Students at second year will be given a test focusing mainly on the grammatical rules, vocabulary and a few cohesive devices to measure their linguistic competence. Then, later after inducing the remedies and the desired changes the same test will be used again. The experiment is expected to take two months. A questionnaire will be administered to teachers. Furthermore, some language classes will be observed. The researcher will also confirm the validity and the reliability of the research tools before their application.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews relevant literature on the issue of using authentic teaching material and other related topics with some emphasis on the nature of the mechanics of writing. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part One: Theoretical Framework

Part Two: Previous Related Works

2.1 Overview

English language consists of four skills which are listening, speaking, reading and writing. Writing is playing an important role in intellectual development and career preparation .In general, writing is one of the productive skills and it is the most difficult among the other language skills. Therefore, students who learn to write in a foreign language may face challenges because of the complexity of writing (Oz, 2006:251).

Error-free writing requires more than just using good grammar. You must also use correct mechanics of writing in your documents. The *mechanics of writing* specifies the established conventions for words that you use in your documentation. *Grammar* reflects the forms of words and their relationships within a sentence. For instance, if you put an apostrophe in a plural word (“Create two file’s”), you have made a mistake in the mechanics of writing, not grammar.

The mechanics of writing guidelines in this chapter work well for computer documentation, but other style guides might suggest different rules that are equally effective. In most cases, which rules you follow doesn't matter as long as you are consistent within your document or documentation set. See Chapter 2 for options related to the use of text and graphical elements, such as section headings, tables, and cross-references.

This chapter discusses the following topics:

- _ “Capitalization”
- _ “Contractions”
- _ “Gerunds and Participles”
- _ “Numbers and Numerals”
- _ “Pronouns”
- _ “Technical Abbreviations, Acronyms, and Units of Measurement”
- _ “Punctuation”

Writing is an important form of communication in day today life. Flower and Hayes in Armana (2011:28) describe writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory and the composing process themselves. Fulwiler (2002:16) states that writing is a complex activity, variable, multi-faced process that refuses fool proof formulations to write it. Also Kane (2000:17) describes that writing is a complex activity too, when we think of a topic we are already beginning to select words to construct sentences or in other words to draft. Miles Myersin Chicaizan (2009:3) states that one purpose of writing is making of text and one way to learn how to make anything is to have a model, either for duplication or for triggering one's own ideas. Furthermore, Taylor (2009:96) states that the usual function of an introduction in

academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In other words, writing is part of media to give information that happen to the reader. Different writing communities followed by different punctuation and design rules for communication such as letter, reports and publicity. These are frequently non-transferable from one community or language to another.

Richard and Renandya (2010:315) state that writing process as approval activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. Before starting to write a paragraph there are some steps: pre-writing, drafting, revising and editing, those steps will help to make a better writing.

2.2 Writing as a Product

As we know, most teachers faced with student writing reach for the red (or green or purple) pen and begin correcting errors in form: spelling, agreement, word order, verb endings, and so forth. Second language teachers seem to be even more prone to such corrections than first language teachers, perhaps because, as Zamel (1985:85) notes, we view ourselves as in "language" rather than as in "writing" teachers (although one may question why we cannot aspire to the latter. Even those teachers who have learned to allow students some spoken errors so as not to miss the intended meaning often cannot do the same with a written message (Chastain 1980:70). Perhaps, in correcting grammar, we are taking the easy way out. Consider the ease with which a fluent teacher can circle, underline, or correct surface-level errors in form compared to the expertise and discernment that a reader needs to counsel a writer about a confused presentation of ideas of a

convoluted organization. But we look at what the student writer has produced and treat it as a final draft; it is, of course, only at this last stage that the mechanics of form and language usage must be polished. In writing this paper, for example, I did not worry about spelling or exact vocabulary until well into the rewriting phase. Yet do our students not hand in a "final" version of a composition even though it is usually their first draft? Indeed, here we are beginning to turn in a vicious circle: students submit frankly unpolished papers which teacher's treat as final products, encouraging them to offer similar work the next time and to focus most of their attention on surface-level fine tuning rather than on communicating a message coherently. It is possibly ironic that in emphasizing grammar we have perpetuated a system in which form seems to be all that matters. Teachers have written themselves out of the writing process by accepting these first-and-final drafts; students think of a paper turned in as a paper done, a paper needing no more attention from them. This mental attitude rarely changes even then we require rewrites.

If all our efforts in fixing students' errors led to more nearly accurate compositions, current correction practices might make sense even with frustration evident on the students' part. Research in both first and second language writing, however, generally show the contrary (Semke 200- 201; Osterholm 137-38; Dvorak 151-52). Although Lalande's study in 1982 found that students' mechanical precision in writing German improved when their teachers coded errors for student correction and the students kept an ongoing list of their own errors, the fact that all composition writing and correcting took place in class time makes his model unattractive for many of us; it also colors his results. Neither did his experiment question affective factors: how students feel about writing or about the effect of considering content.

In a later study, Semke (1984) with students of German at the same level but used a different experimental design to examine four different approaches to correction: commenting on content rather than correcting; correcting all errors; combining comments and corrections; and coding errors for student correction.

2.3 Writing Process and Busy Schedule

We should strengthen students' compositions skill, as English departments attempt to do, as Gaudiani (1979: 232) suggested nearly a decade ago, and as Magnan (118-19) reiterates. Some researchers have begun to explore the differences between the writing processes of skilled and unskilled writers. Krashen (1984) cites studies showing that good first and second language writers do more planning, rescanning, and revising than do poor writers. In Zamel's (1983) study, better second language writers treated writing as a process, investigating and explaining their ideas before worrying about grammatical accuracy; the less skilled writers were overly concerned about following an outline and about having correct grammar and vocabulary from the beginning. How can we encourage our students to act like skilled writers?

We need to begin teaching writing early; learning how to write takes time, whether in a first or second language. Yet how can we include writing as a process in a four-skills course at the elementary or intermediate level where we are more or less equally committed to teaching speaking, listening, reading writing, and culture and when many of us had no training in teaching writing (Magnan 132-33)? The writing-process approach suggested here does fit into such a busy schedule: it assigns the responsibility for a coherent composition to the students, does not demand class time as does

peer editing, and requires no more grading time than a traditional grammar-correction method, even as it stressed the Meaning expressed in their writing.' With this technique, students are more likely to follow an effective composing sequence such as that offered by Cooper, learning to analyze, organize, and focus their thoughts.

2.4 Prewriting

As its name implies, Pre-writing is any writing you do before you start writing. Sound confusing? It's not. We all do a little bit of thinking before we write (yes, even you). So why not write some of that thinking down? Maybe you don't know exactly what you're going to write about. Maybe you don't know what you're going to write about at all. The fun of prewriting is that it really doesn't matter. Pre-writing is a time that you can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard, to take a little time to gather your thoughts and choose a direction before you start drafting.

Prewriting activities help students start their papers: they involve students with a composition topic, let them realize what might be included in their papers, help them work out rhetorical problems, or review or provide useful vocabulary. Rohman views prewriting as an invention device and argues that students must learn the structures of thinking that lead to writing" (107). Chastain (1988: 254) emphasizes the importance of prewriting activities in motivating students to write. The popular first language prewriting techniques noted by Osterholm (132) are equally viable for second language writers: journal writing, meditating analogy making, and free writing (brainstorming on paper). Staton explains a more precise use of journals for meaningful dialogue between students and teachers. Magnan (125-27)

relates her recommendations to the ACTFL Proficiency Guidelines and proposes using tasks associated with lower proficiency levels as excellent prewriting steps for task at the next higher level; for example, students list objects in their rooms (novice-level) to prepare to describe their rooms (intermediate level). Herman suggests using French literary texts accessible to advanced students as a skeletal model for their own compositions, the passage retold from a different narrator's point of view. This notion of writing as influenced by quality reading parallels Krashen (198a) belief, based mostly on first language data, that competent writing can be attained through extensive reading accompanied by writing.

Once the composition topic and/or organization have been introduced, the students begin writing their first drafts. In both my intensive and regular intermediate level university courses, this draft-writing process follows a procedure explained on the direction sheet Comment. This sheet summarizes the necessary thinking and writing process and suggests how to organize ideas. The directions given here are specifically for students writing in response to reading they have done; they can easily be modified to lead into other types of compositions. They might also be offered in English to elementary French students. The teacher needs relatively little class time to discuss these instructions and explain, for instance, the importance of accepting a less-than-perfect formulation of an idea or phrase in order to get on with the composing process (section I., part 5), what Flower calls as satisfying. Chastain (1988) and Butler carefully point out, improving students' attitudes toward writing is vitally important. Although students may show some initial surprise and hesitation at this new approach to the old error of writing the teacher's supportive comments on their papers can eventually change their perceptions.

Research shows that better writers believe that writing drafts is important (Dvorak 151-52). This self-editing approach requires all students to write a first draft, which should be revised into a better, but not perfect, composition before the teacher sees it. Experience with this system has shown, not surprisingly, that many students at first submit as their second versions little more than recopied rough drafts, whether because of previous training, laziness or misunderstanding. Still, the vigilant teacher can prevent some of this mere duplication by defining just what is involved in the revision re-editing and rewriting.

In a standard elementary or intermediate course (college first and second years or high school first through third years), it is useful to collect students' notes and first drafts for comments and recommendations before students write second drafts. In this way, the teacher can help each student with the revising process and can indicate more clearly how a second draft should differ from the first. In making these first draft comments, I concentrate on what the student is trying to say, respond positively wherever possible, note confusing segments, and suggest improvements; recurrent grammar or vocabulary problems are simply noted as general. Correcting or marking all form errors at this point takes too long, discourages students who were trying to say something, and encourages others to depend on teacher correction rather than taking responsibility for accuracy. Indicating the existence of major errors reminds students that form matters in the final draft. On the other hand, some teachers may prefer to ignore the errors in form at this stage, leading students to confine work on this aspect of writing to their final draft. This method of checking the first draft takes from five to eight minutes per paper; for 25 one-page compositions, between two and three hours, less than the time needed to mark all grammar errors. Moreover,

the teacher learns more about the students' ideas and helps them develop organizational and analytical skills.

Pre-writing is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. It is considered by many authorities and researchers as the most important stage of writing (Ede, L.2001, Dawson, M.2005, Hedge, P.2005, Wing, R. 2009). Graham and Perin (2007) believe that pre-writing,"engages students in activities designed to help them generate or organize ideas for their composition" (p.18). Hedge and Wing point out that during this stage , writers establish the purpose of writing and the audience for whom it will be written as well as their argument and an outline for the piece of writing. It is at this stage writers begin to get ideas (Butler 2007, Oshima&Houge2007). Prewriting can help writers with their writing process by starting them off on the right foot both intellectually and psychologically. Prewriting strategies help writers generate ideas and figure out a topic's structure; doing both of these things before writing a draft can help writers save significant time and energy (<http://uwp.duke.edu/writing>). The strategies and processes used in the pre-writing stage not only help the writer formulate a topic and solidify ideas, they also serve as a kind of rehearsal for the rest of the writing process. As the writer uses the vocabulary associated with a particular topic, he or she becomes well-versed in the subject and is able to express ideas with more confidence, organization and clarity.(writing.ku.edu /prewriting-strategies)

There are different ways to generate and collect ideas. Leki(1998), Rumisek(2003), Hedge(2005) and many other researchers consider the

following as the most common types of prewriting techniques that writers use to generate and organize ideas about a topic:

- Freewriting
- Brainstorming
- Mapping
- Wh-Questions
- Graphic Organizers
- Out lining
- Cubing
- Small group discussions

2.5 Free Writing

Free writing is a technique which has the main purpose of generating ideas (Hedge 2005). It tries to overcome the problem of writer's block. When writers free write, they write whatever comes into their heads without stopping. At this stage, writers do not consider or worry about accuracy (Oshima&Houge, 2007, Rumisek&Zemach 2007, Hedge,2005). Hedge claims that"its main feature is writing as quickly as possible without stopping. Its other main feature, a product of the speed, is that the writer concentrates on content rather on form."(2005.66).

Free writing helps students practice fluency (Zemach & Rumisek 2007). The advantage of free writing as stated by Hedge (2005) is that,"it helps students to discover the things they can write about within a general theme. It also obliges students to redraft, thereby highlighting the importance of redrafting in the process of composing."(p.67). Leki (1995) distinguishes between two types of free writing,"One type allows you to empty your mind temporarily

of everyday concerns so that you can concentrate on the task at hand. The other type helps you to explore your ideas on a subject.” (p.21)

2.5.1 Brainstorming

Zemach & Rumisek (2007) define brainstorming as, “a way of gathering ideas about a topic” (p.6). The Kansas University Writing Centre adds that, “Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.” (Found in: writing.ku.edu/prewriting-strategies). When writers brainstorm a topic, they write down every idea that comes to them. They do not worry about whether the ideas are good or silly, useful or not. Much like freewriting, brainstorming involves capturing all of the thoughts and ideas and writing them on a paper. Lisa (2001) comments that brainstorming looks more like a list while freewriting may look like a paragraph. According to Hedge (2005), brainstorming is especially useful in creative writing, whereas, unstructured flow of thoughts is a good way to get ideas together. It can also be effective as the first stage in more formal types of writing. Hedge (1995) adds that brainstorming a topic in group discussion, “produces lots of ideas from which students have to select the most effective and appropriate” (p.13). She concludes that:

Group composition has the added advantage of enabling students to learn from each other’s strengths. It is an activity where weaker writers can learn from stronger ones. It also enables the teacher to move from group to group monitoring the work and helping with the process of composition (p.14).

2.5.2 Mapping

Mapping is also called clustering, mind mapping or idea mapping. It is a strategy that allows the writer to explore the relationship between ideas. In clustering, writers write the subject of their composition in the middle of paper. Then, they write down all the things they associate with it. Writers continue the process by finding associations for each of the things they have written down. Finally, writers group items into clusters or categories (Leki 1995, Zemach&Rumisek 2003). Once the strategy has been established with students, they can be encouraged to use it in subsequent writing activities. The advantage of mapping , as stated by Hedge(2005) is that," all the aspects of a topic can be seen in relation and in proportion to each other, and possible links between paragraphs or sections of an essay become easily apparent."

2.5.3 Graphic Organizers

Sharrock (2008) defines a graphic organizer as,"a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task" (p.3). Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers or concept diagrams. According to Novak (1991), graphic organizers are used to represent children's conceptual understanding. Kroll and Paziotopoulos (2004) describe a graphic organizer as a concrete Skyscraper Model, to help students become creative and analytical thinkers. Vinetta Bell argues that graphic organizers can be used during the pre-writing stage or at any other time during the writing process. They enable the writer to organize material

logically and to see relationships between and among ideas (Retrieved from: www.learnnc.org/lp/editions/writing-process/5809).

According to Miller (2011), graphic organizers are a good tool to help guide students when they write. They scaffold students' thoughts into writing a proficient piece.

Although there are hundreds of different graphic organizers that have been created for educational use, a select few are proven to increase writing skills and guide writers to create proficient pieces of writing. Miller (2011), presents the following as the most common types of graphic organizers:

- **Outlines:** They are one of the most widely used graphic organizers for scaffolding students into properly organizing their writing.
- **Webs:** The main goal of a graphic organizing web is the extraction of information. This could be character information, events, or other aspects of a text. A web generally has one large circle in the centre with smaller circles branching off of it with connecting lines or arrows (Brovero, 2004; cited in Miller 2011, p.31).
- **Venn diagram:** They are to compare and contrast two topics by finding what they have in common, and what differences they possess (Hedge 2005 and Miller 2011)

2.6 Writing Anxiety

Little practice and overcorrection can result in writing apprehension. Writing apprehension is characterized by a fear of evaluation, avoidance of situations involving writing fear of being instructed in writing, lack of confidence in expressing ideas clearly and a sense that writing is neither an enjoyable nor a particularly important activity.

As a result, there are some problems in the quality and quantity of writing as well as writing attitudes of most students, especially those who lack knowledge in writing and fear of practicing writing. Such problems may be faced, for example, when instructors teach writing composition in the light of the pre-determined set of rules to be followed when writing essays or paragraph (Miller and Daly, 1975:37). Hence, EFL instructors' evaluation of students' written composition is conducted in the light of models of correct paragraphs or essays provided to their students to copy. Besides, this evaluation focuses on whether students use correct forms and avoid errors of writing mechanisms such as spelling, punctuation and capitalization or grammar rather than on content, organization and cohesion.

All these factors make writing process a highly challenging and demanding skill and lead to negative attitudes towards writing (Pincas, 1982:110). Latif (2007: 67) believes that most language learners at all levels believe that writing is one of the most difficult language skills to master. Most students low and high achievers find writing difficult and view it as something they just have to persevere through in order to pass certain exam.

Todd(2009:13)indicates that students who lack adequate writing skills experience less success with written work. This in turn, which might maintain the students' writing apprehension and avoidance of writing practice and feedback students who view writing apprehension as a trait they possess(like shyness) may tend to believe there is little they can do about it and may avoid use wishful thinking to maintain false hope that the situation will somehow resolve itself.

Another apparent problem or cause of writing apprehension is fear of exposure and of possible embarrassment of being made to look or feel less than competent. This is certainly understandable and it is less of a problem

with other forms of communication. So, writing apprehension is a critical problem which is faced by the majority of ESL students. Furthermore, if writing apprehension problems are left unchecked may lead to poor proficiency in speaking and writing and also other aspects of language use. Moreover, Wang(2013:33)concludes that the complexity of writing in foreign language as a task tends to heighten apprehension or anxiety levels in students who are taking writing courses. This apprehension or anxiety can often lead to discouragement and thus may result in negative attitudes towards writing. Consequently, writing apprehension can be considered as a complex term and serious problem that can hinder the performance of both native and non-native learners. This means that the problem of writing apprehension is a crucial determinant of student's success in learning to write effectively in English. Among the most important causes of writing apprehension is students' anxiety concerning the evaluation of their work especially if this work would be evaluated in comparison to the peer students' work? In fact writing apprehension has been proven to have a negative influence on the writing interest and competence of language learners. In the context of ESL/EFL, the lack of writing skills remains a prominent problem even at the university level. Most students are unable to write essays effectively and this has resulted in getting lower marks in English. Consequently, writing apprehension is a serious problem faced by most ESL/EFL learners because writing in mother tongue is different from writing in foreign language (Me Leod, 1987:426-435).

Furthermore, to the best knowledge of the researcher in Iraq, most EFL students face difficulties in language skills particularly in writing which make it undesirable skill and being avoided by students. Iraqi students lack

the ability to write in English at school and university levels because they rarely practice it, they lack knowledge in coherence (e.g., conjunction words and also face problems in writing mechanism (e.g., grammar, punctuation, spelling, capitalization), in addition to limited vocabulary.

2.7 Importance of Writing

Writing is an important language skill and an essential part of academic success. According to Arapoff(1979:200) writing is developing students' mental abilities. For example, when telling a story students highlight to know their world by classifying and using other processes of logic. They can explore their own thinking as they struggle to compose by discriminating among the various feelings and ideas swirling around in their mind. Teachers also can help to develop writing activity by acquiring unattainable insights into their students.

In fact, students' writings can tell the teachers much about what is happening in the mind of their students. This means that, writing represents a thinking process, enhancing learning, motivates communication and makes thoughts perceptible. When thought is written down ideas can be examined, reconsidered, rearranged and changed. Shortly, it means of extending one's own views about the world for the various uses that it can serve (Samuel, 1988:28).

However, writing is not an easy task as people consider; it is a complex and sophisticated skill when compared to other skills in English this complex process may burdens students psychologically resists their skill development (Zhu, 2004:30).

Writing is a complex activity because it involves certain level of English knowledge such as, writing rules, vocabulary and grammar. The process of

writing involves a number of sub-skills most evident in planning, collecting data, drafting, revising, rewriting and editing. These sub-processes of writing are dynamic, non-sequential and interactive processes (Zamel,1983:72).

According to Raimes (1984:335) writing requires various mental activities before being performed in their final written form. This means that the writer should think, compose and create ideas and then check the coherence of the topic. The writer should also memorize and recall relevant vocabulary and discard irrelevant ideas, not to mention the organization of these ideas in alignment of their significance to developing the main idea in question. In addition, these ideas should be arranged and written down on paper as a first draft to assess their coherence. Finally, the writer has to revise and edit this draft to get the final output. So, it can be concluded that when writing on certain topic students must put in their minds all the components of writing including grammar, vocabulary syntax and semantics in order to make their writing more consistent and sophisticated.

Daly and Miller(1975:37)believe that WA as a psychological characteristic is associated with a person's tendency to approach or avoid situations requiring the skill of writing that will be evaluated later on.

2.8 Types of Writing

Daniels and William(1996:3-6) define writing as a method of representing language in visual form. In writing, we use sets of symbols to represent the sounds of speech along with use of punctuation marks and numerals. In other words, writing is the process of using symbols i. e. alphabetical letters to communicate thoughts and ideas in a readable form. So that, if students or writers want to write they must write clearly. It is crucial to understand the

basic system of the language. In English students or writers must have knowledge of vocabulary, grammar, punctuation and syntax .The result of writing is generally called text and the recipient of text is called a reader.

According to Cheng (2008:647) writing process is an emotional as well as cognitive activity, that is, we think and feel while we are writing. Writing process teaches students to internalize the steps for producing a finished piece of writing.

There are four main types of writing .**Firstly, expository:** this type explains the subject to the reader and this type of writing is essential for students to get comfortable with many potential cares that is writing-oriented. Students must be able to organize their thoughts through following a predetermined plan. This type of writing can involve newspapers, articles, magazine articles, encyclopedia articles and other forms of writing. Thus, students or writers must able to organize their thoughts and follow a plan consequently, the purpose of this type is to inform, explain and describe a concept to the readers.

Generally, expository writing is used in essay writing in which the students or writers give the main idea in an introductory paragraph, which is followed by two or three paragraphs that contain precise facts and figures to justify the topic . In addition, it contains a concluding paragraph that summarizes the topic accurately to the readers, e.g. tell what happened writing for a news program or explain the procedure or major cause of stress among high schools students, online learning versus classroom learning...etc.

Secondly, persuasive: in this type, students or writers present their opinions attempting to influence the reader. Persuasive writing is a more

sophisticated type of writing. It can be regarded as an argument in writing. This type is based on showing an opinion or taking a stance about something and then to support that opinion in a way that convinces the reader to understand it in the same way. This type contains an explanation of the other point of view and uses facts to disprove that view and support the writer's position. The examples of this kind are; debate position papers, essays, editorials, letters to the editor, or news articles.

Thirdly, narrative writing: in this kind the author tells a story, that could be fact or fiction stories, plays or even a plot summary of a story. Students spend a significant amount of time learning how to write narrative. Narrative writing is not always in the first person and is organized with a beginning, middle and end. For instance, one can write a story about an event, person, place or thing in a newspaper. **Finally, descriptive Writing:** this type focuses on one subject and uses specific details to describe the idea. For instance , if a student is asked to write about his/her favorite ride at an amusement garden their writings will not only be on the name of the ride and what it looks like but also describe the sensation of being on it and what kind of that experience reminds them.

2.9 Writing is Difficult

Many professional writers believe that writing is a difficult activity for most people. According to (Yavuz & Genc, 1998), most students, low and high achievers alike, find writing difficult and view it as something they just have to persevere through in order to pass certain exams (cited in Al Asmari, 2013). Byrne (1991) attributes this to three factors:

1. Psychological factors: As we use speech as a normal medium of communication in most circumstances, we normally have someone physically present from who we get feedback. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write in our own makes the act of writing difficult.

Linguistic factors: As oral communication is sustained through a process of interaction, the participants often help to keep it going. Because speech is normally spontaneous, people pay little attention to organizing their sentence structure or connecting their sentences.

Through interaction, people can repeat, backtrack or expand depending on how other people react to what they say. Unlike speech, in writing, people have to compensate for absence of speech features. To keep the channel of communication open, people have to use their own efforts. They have to ensure that the text they produce can be interpreted on its own through the choice of sentence structure and by the way how sentences are linked together and sequenced.

1. Cognitive factor: People grow up learning to speak and in normal circumstances; people spend much of their time doing it. People appear to speak without much conscious effort or thought and generally they talk because they want to. People usually talk about matters which are of interest and relevant to their social affairs or professions. Writing, on the other hand, is learned through a process of instruction. In order to write, people have to master the written form of the language, and to learn certain structures which are less used in speech, but are important for effective communication in writing. Also, people have to organize their ideas in such a way that they can be understood by a reader who is not present. To many people, writing is a

task which is often imposed on them. In many situations, people find it difficult: what to write. For many of us, being at a loss for ideas is a familiar experience especially when are obliged to write. According to Hedge (2010), writing is a difficult task to large numbers of English-language students. He agrees with Byrne that a writer is unable to exploit all the devices available to speaker such as gesture, body movement, and facial expression, tone of voice, stress, and hesitation. Hedge (2010), stated that:

Effective writing requires a number of things: a high degree of organization in the development of information, ideas or arguments; a high degree of accuracy; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammar patterns, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers. (p.7)

2.10 The Reasons for Writing

People write for different reasons. Hedge (2005) summaries different reasons for writing:

- for pedagogic purposes, to help students learn the system of language;
- for assessment purposes, as a way of establishing a learner's progress of proficiency
- for real purposes, as a goal of learning, to meet students' needs
- for humanistic purposes, to allow quieter students to show their strengths
- for acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way

- for educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

Hedge argues that a good deal of writing in the English-language classroom is undertaken for the first purpose listed above, as an aid to learning. This type of writing allows students to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problems.

2.11 Types of Texts

Text linguists recognize a number of text types. Hedge (2005) identifies six categories:

- 1- Personal writing: This writing is for oneself and it includes various types of aide, memories, as well as diaries and journals.
- 2- Study writing: This writing is for academic or educational purposes and includes all those tasks that students perform, either writing notes or summaries for themselves or writing essays, reports, reviews which are read and often assessed by teachers.
- 3- Public writing which is writing as a member of the general public to organization or institutions. There are actually conventions to follow in this type of writing. It includes such activities as writing letters of inquiry, application complaint and form filling of various kinds. This type of writing is also described as functional writing.
- 4- Creative writing which can include poems, stories, drama, all of what can be for oneself or shared with others. This type of writing is often practiced at primary and lower secondary education as it helps students to build self-esteem.

- 5- Social writing: This writing establishes and maintains social relationships with family and friends. For example, personal letters, invitations, congratulations, condolences and personal e-mails.
- 6- Institutional writing which is related to professional roles. For example, agendas, minutes, reports and memos.

2.12 Academic Writing

With reference to the six types stated above, type two, which is study writing, is the main type which this study focuses on. Study writing is more concerned with academic writing which students practice in class for educational purpose. Li (1999), refers to academic writing as, “the written work done in schools, colleges, and universities especially written work that involves introducing, reasoning, critiquing, and building on rather than written work in other styles such as literacy and free writing.” (p.12). Oshima, A. & Houge, A., define academic writing as, “the kind of writing used in high school and college classes.” (2007:3). According to Oshima & Houge (2007), academic writing is different from creative writing and personal writing which are informal; whereas academic writing is formal and requires the correct use of grammar, vocabulary and organizing ideas in a certain way.

As most academic writing courses assess students through written assignments which include coursework and exam answers, I strongly believe that secondary students; in particular; third year students, necessarily need to work more on improving their academic writing for a number of reasons. For one reason, third year secondary students are approaching a new stage of education, that is tertiary education where they will be faced by different tasks of writing such as assignments, essays and reports which are absolutely different from the tasks they have

done before at secondary schools. Ballad (1984) argued that while a student is inducted into a particular discipline through lectures, discussions, readings, and laboratory work, “it is through written assignments that the success of this acculturation is most commonly judged.” (p.43, cited in Belcher & Braine, 1995, p.4). Another reason is that, students should learn how to express clearly and directly what they mean to communicate (Zemach & Rumisek, 2005). Moreover, Hedge (2005) argued that students should produce whole pieces of communication, link and develop information, ideas, or arguments for a particular reader or group of readers. Therefore, and to meet the stated expectations and aims, it is out of necessity that students are to be familiar and aware of academic writing processes which will enable them to carry out these tasks, and build a solid foundation for becoming confident and independent writers in English.

2.13 The Writing Process

Though many researchers into writing agree that writing is a complex process with a number of operations going on simultaneously, Smith (1982) thinks differently that the process of writing is not a linear one; moving from planning to composing to revising and editing. He stated that writing is, “a recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of replanning in between (p.117). According to Keith and Helen (1999), the writing process is, “the activity of transforming ideas to written text rather than on the outcome of that activity” (p.360).

The process of writing, according to Hedge (2005), is often described as consisting of three major activities or groups of activities that take place at

different stages of writing (p.52). To produce a good piece of writing, “we do more than just put words together to make sentences”(Rumisek, L. & Zemach, D. 2003.3).

Oshima, A. and Hogue, A. argue that, “writing is never a one-step action; it is an ongoing creative act” (2007.15). They state that:

When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say (2007.15).

Based on the ideas and definitions of the writers and linguists, in particular Hedge (2005) and Al Asmari (2013), it is agreed that there are different activities that writers practice before, during and after writing. These three stages of writing will be presented in details below.

2.14 Characteristics of Good Writing

In writing there are three characteristics of good paragraph, such as: topic sentence, supporting sentence and concluding sentence. These sentences should develop the main idea the specification are as follow:

2.14.1 Topic Sentence

A well- organized paragraph has topic sentence that aims to support and develop a single idea. Moreover, Zemak and Islam (2005:14) state that a good 11 topic sentence should include one clear topic, an opinion or idea of the topic. Topic sentence has impartial function that substitutes or supports an essay’s thesis statement, unifies the content of the paragraph and directs the order of the sentences and advices the reader of the subject to be

discussed and how the paragraph subject will discuss it. Moreover, the topic sentence contains controlling ideas which limit the scope of the discussion to ideas that are manageable in a paragraph.

2.14.2 Supporting Sentences

The sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is supported by:

a) Evidence in the form of facts, statistics, and theoretical probabilities, reputable and educated opinions.

b) Illustrations in the form of examples and extended examples.

c) Argumentation based on the evidence presented. Furthermore, Zemak and Islam (2005:58) states that ideas and sentences need to be ordered logically. It can be done by arranging sentences that are parts of the same ideas go together. One way to organize the writer's supporting sentence is to decide which ideas are most important. The writer's often puts the most important ideas last in a paragraph, so the strongest sentences the last ones the readers see.

2.14.3 Concluding Sentence

It is a sentence at the end of the paragraph which summarizes the information that has been presented, Walters (2001:1). The conclusion is the writer's last chance to make his part clear. The concluding paragraph consists of:

a) A summary of the main points or a restatement of the writer 12 explanations in different words.

b) The writer's final comment on the subject based on the information they have provided. There are some essential facts which make the writing complex, such as unity and coherence. Both of them are important for the reader because they make reading easy and understandable.

2.15 Guided Writing

Guided writing is taught to small groups in briskly paced, 20 minutes lesson. These grouping should be flexible, based on observation of students current needs, and might be implemented following a whole- class writing lesson, Sharan and Ginson (2013:2). Guided writing enables the teacher to tailor the teaching to the needs of the group. Guided writing technique is an important tool for helping students to become better writers. Barnes states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leave them to get on with it. Therefore, this technique gives students an opportunity to become better writers by:

a) Encouraging students to follow a series of preparatory steps and exposing them intensively to writing.

b) Make the students aware of that preparation process through guidance which can be done more independently and transparently in the future.

c) Exposing them to a variety of interaction types (Barnes, 2006:123). Guided writing involve the teacher working with a group of learners on a working task. The aims of the tasks are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity. The

learners have been looking at how conjunctions are used to contrast and compare ideas. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing.

2.16 Assessment of Writing

Assessment is an ongoing process that encompasses a much wider domain. Whenever student responds to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Brown 2004:4). Assessment is very important in teaching activity. English teachers need to assess what they have inculcated to their students so that they will know to what extent the previous formulated instructional objectives have been achieved by the students in writing descriptive paragraph. According to Coffin (2003:75) as starting point to devising an assessment strategy, it is useful to identify the purpose for which you need to assess students' writing. The purposes for assessing the students' writing may include: evidence of students' knowledge and understanding of a particular course of study to provide evidence of students' acquisition of the subject-specific skills, or the ability to apply knowledge and understanding. Rudner and Shafer(2006:6) state in their book that measurement of student's performance may seem "objective" with such practice as machine scoring and multiple choice test items, but even these approaches are based on professional assumptions and values. In summary, teachers design assessment and evaluation procedures aim at assessing the content of curriculum and critical thinking.

2.17 Writing Approaches

According to, Ramies (1993) there are three principles of writing approaches: product approach that is concerned with form, the process approach that concentrates on the writer and the genre approach that pays attention to the reader. All these approaches are described below. Since the aim of this research is to the influence of the collaborative learning in improving ESL writers, the main focus in this chapter is on the process approach to writing which consists of the pre-writing, drafting, revising and editing stages and the activities associated with these stages.

Writing is indeed becoming necessary not only in L2 in school settings, but also in our daily life, particularly owing to the prevalence of information technology, such as writing emails or business letters overseas. Reid (1993) also indicates that along with a drastic increase in textbook writing, conference presentations, and published research and commentary about L2 writing, the inclusion of direct tests of writing on standardized tests of English proficiency such as TOFEL test of writing English has been a sign of the recognition of the importance L2 writing. The process approach, on the other hand, focuses on the process of writing after considering both the praise and the criticism of the process approach, a number of writing teachers have deemed it valuable , and are using it in the classroom. This paper examines the value of the process approach by inquiring into its history, its advantages and disadvantages and how as writing teachers utilize it by providing the students with flexibility, practicality and applicability offered by process writing.

Recent approaches of writing focused on the process rather than the end product of writing (Kelly and Graham, 1989). The process approach was introduced in the mid-1960s. According to Roman, the writing is classified into three stages:

- 1) The pre-writing stage, that includes tasks that take place before writing.
- 2) The draft and writing stage.
- 3) The re-writing stage, in which attention is paid to any grammatical, punctuation or spelling mistakes (Roman, 1956). However Roman did not describe the process approach to writing in sufficient detail Williams (1998).

The process approach to writing also places more emphasis to writing skills (planning, revising and drafting) than on linguistics knowledge (spelling, grammar, punctuation and vocabulary) (Badger and White, 2000). Students therefore have to be taught writing through its process and stages in order to write freely and arrive at a product of good quality (Belinda, 2006).

2. 18 Cohesive Devices

The use of cohesive devices in writing is one of the most difficult skills of the learners to develop their writing which regarded as a crucial element for academic success. This chapter discusses the fundamental ideas connected with cohesive devices by presenting the definition and concepts for both cohesion and coherence and the difference between them. It also includes the overview of cohesive devices by providing the reader with main classifications and distribution of cohesive devices in paragraph writing. Cohesion and coherence are the greatest qualities in writing skills which are

essential components in creating and constructing organized text to be unified and meaningful for the reader to understand.

Cohesion and coherence are the two most important element in each piece of writing in which all parts are connected to logically to form a hole sentence, according to William “ think of cohesion as the experience of seeing pairs of sentences fit neatly together, the way Lego pieces do. Think of coherence as the experience of recognizing what all the sentences in piece of writing add up to the way lots of Lego pieces add up to building bridges or boats” cited in Hampton (2005) the meaning cohesion is concerned with the sense of flow that shows the relationship between sentences, and coherence relates by the whole where all the sentences in each piece of writing add up to create a complete meaning by using different relations. Cohesion is a main source of coherence between sentences and it may also be a source of coherence within sentences.

From the view above we summarize several definitions for both cohesion and coherence by different scholars, cohesion is important matter in the discipline of texts, it plays a crucial part in text analysis besides, it has prominence in studies as well as in writing research, however this term is defined by McCarthy (1996) “describe cohesion as a term driven from Latin word coheasion which means cling together. Markle (1989) provides a definition of cohesion as evaluation of a random collection of sentences to the status of the text, and in the process imparts meaning insights and purpose to those sentences. Geme and Lea (2008) “cohesion is considered with the way which parts of wriiten texts fit together to make a whole rather than a series of disconnected bits”

On the other hand, coherence is also the most crucial part of writing, Kumar (2003) confirms that coherence is considered good communication in both written and oral results from good knowledge in the area of awareness of the aspect of Grammar, spelling and communication and pronunciation that address well, in addition to Halliday and Hassan (1976) made no distinction between cohesion and coherence, according to them cohesion is recognized by the overt presentation of cohesive devices to connect sentences or paragraphs in the text. Cohesion and cohesive are very important notions of the text to make it semantic unit and enable the receiver to understand the meaning, according to Martin (20010) cohesion and coherence can be ordered in hierarchy with the texture coming as a step between them.

2.19 The Difference between Cohesion and Coherence

Cohesion differs from coherence in several ways which is considered closely linked, according to, Debeagrand Dressler (1981) emphasized that “cohesion is created on the base of predetermine coherence the presence of cohesive conjunction, ellipsis, substitution, reference and lexical cohesion can help a text to be stable and adequately understood”. In some cases cohesion is not enough to make the text understandable as Yule (1985).

Coherence has to be clearly distinguished from cohesion which refers to the overt semantic relations in the text, whereas, coherence refers to semantic and pragmatic relations between text parts which are interpreted against the background knowledge of specific world knowledge Enkvist (1990). Therefore, cohesion and coherence are considered as essential element that deal with specific characteristics that lead to each piece of writing, in other

words, cohesion refers to the sense of flow of the sentence, whereas coherence refers to the sense of the whole.

Cohesive devices are essential mechanism to improve writing, they considered the formal links that hold texts together, which they used to connect sentences within a clear and logical manner to create strong communication as describe by Abdurrahman (2013) “the use of writing as a communication, it is necessary to go beyond sentence-level manipulation to the production of a paragraph and subsequently to a multi paragraph composition, once people are involved in writing two or more interconnected sentences they have to use cohesive devices as means of linking sentences”. In this view Reid (1992) defines cohesive devices as “words and phrases that act as signals to the reader, those words are phrases make what is being stated or related to what has been stated or what soon will be stated”. When those relations make clear connection between sentences, the reader will understand the meaning as Halliday and Hassan (1985) indicates that, there are structural and non- structural cohesive devices, the lexical and grammatical cohesion discussed here belong to non-structural cohesion. Structural cohesion includes parallelism, theme- rheme and development organization. Cohesive devices are linguistic means of various nature that create the formal connectedness of text, concretely they are the expressions that are bound together by relations described a cohesive tie and which form cohesive chains in the text.

2.20 Classification and Description of Cohesive Devices

Cohesive devices have two types which are explained by Halliday and Hassan (1976) they stated that cohesive devices are distinguished by two

types the first one is expressed through grammar and the second is expressed through lexis, grammar refers to grammatical cohesion, whereas, lexis refers to lexical cohesion. Halliday and Hassan provide us with specific components of grammatical cohesion by classifying them into several categories that are references, substitutions, ellipsis and conjunctions. These for types are illustrated in the following diagram below:

REFERENCE	SUBSTITUTION	ELIPSIS	CONJUNCTIONS
Anaphora	Nominal	Nominal	Coordinating conj
Cataphora	Verbal	Verbal	Subordinating conj
	Verb+ obj	Clausal	Compound adj
	Verb+ adj		Continuatives.
			Compound Adv

Figure 1: Types of cohesive devices according to Osisanow (2005)

According to Osisanow grammatical cohesion has different types of connections and each one has several sub types that are reference divided into anaphora and cataphora, substitution and ellipsis have the same types nominal, verbal, verb+ obj and verb+ adj, in addition to conjunctions that divided into coordinating conj, subordinating conj, compound adv and continuatives.

2.20.1 Reference Devices

It is a common cohesive device which consists of words that do not have full meaning in their own right Salkie (1995). Reference cohesion occurs when

one item in a text points to another element for interpretation. According to Halliday and Hassan (1976) “the principles of references are based on the exploration of lexico-grammatical of a text to look elsewhere to get a fuller picture and to make a complete sense word structure”.

2.20.2 Substitution devices:

It is another type of grammatical cohesion that refers to the replacement of one item to another. According to Thompson (2004) “substitution occurs where a substitute form marks the place where the earlier element needs to be brought in”. A word is substituted for the referent that is not identical in meaning or carries some difference, but perform the same structural function Jaff (2002). In order to contrast between substitution and reference in what and where they operate, substitution is concerned with relation related to wording, while reference is related to meaning as Halliday and Hassan (1976) declare that “ in term of linguistic system reference related to systematic level, whereas, substitution is related to grammatical level”.

2.20.3 Ellipsis devices:

Ellipsis devices refer to omission as Halliday (1994) ellipsis defined as “presupposition of something by means of omission and it is usually anaphoric relation” and is also declares that ellipsis is connected with prominence of some elements, in the structure if the elements are ellipited they are not prominent, Ellipsis is the idea of omitting part of the sentences on the assumption’s that are earlier will make the meaning clear Akindele (2011)

In order to contrast between ellipsis and substitution Zmrzla (2013) “ellipsis can be considered as part of substitution, being substitution by zero although

it is not as simple as that they are both related to part of text relying more on grammar than semantics, but ellipsis since it is zero does not belong to any grammatical category”. From this view the difference between ellipsis and substitution in which the first one needs to explicit linguistics that related to grammar, whereas, the second one does not need that.

2.20.4 Conjunction devices:

Conjunction devices are the last type of grammatical devices which involve the use of formal tools to combine sentences, ideas and paragraphs logically to refer to what want to be said according to Eggines (1994) “conjunctions make cohesive relation because they refer to how the writer signals relationships between the parts of text”.

Conjunctions represent semantic relation that express how a clause or statement in relation with meaning to previous clause or statement that signaled by specific connected word

Halliday and Hassan (1976) declare that “conjunctive elements are cohesive not in themselves but indirectly by virtue of their specific meaning, they are not primarily devices for reaching into the preceding (following) text, but they express certain meanings which presupposes the presence of other components in discourse”. Conjunction divided into five types that are:

a) Additive conjunction that involves adding information. 2) Adversative conjunction that involves contrasting or contradiction.

b) Causal conjunctive that explains causes and effects. 4) Temporal conjunction which involves expressing time and the last one refers to continuatives conjunction that refers to establishing other relationships.

Conjunction devices have variety of sub categories that are additives, adversatives, causal and temporal and each type has several words and phrases that express the different meanings and the distinction between internal and external relationship.

2.21 Lexical Cohesive Devices

Conjunction devices have variety of sub categories that are additives, adversatives, causal and temporal and each type has several words and phrases that express the different meanings and the distinction between internal and external relationship. In text, **lexical cohesion** is the result of chains of related words that contribute to the continuity of **lexical** meaning. These **lexical** chains are a direct result of units of text being "about the same thing," and finding text structure involves finding units of text that are about the same thing. **Lexical Stylistic Devices**. Syntactical Stylistic **Devices**. Allegory: an extended metaphor - the whole poem or story is representative of another idea. An allegory is intended to teach a moral or lesson. Allusion: a brief reference to a person, event or thing religious or historical.

2.22. Wh-Questions (Journalists' questions)

When journalists or reporters write newspaper articles, they usually try to write the first sentence so that it will answer the following questions: **who, what, when, where, why**, and sometimes **how**. These questions are also useful for writers when they are describing an event. According to Leki (1995), asking questions like these may help writers to clarify exactly what subject they are going to discuss in their composition. She adds, "This technique, like listing, is also good for finding details about your subject and for restating your writing if for some reason you get blocked (Leki,

1995.25). The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. While writing an assignment, writers may wish to go back and ask the journalists' questions again to clarify important points (Retrieved from: writing.ku.edu/prewriting-strategies).

Hedge (2005) presents the following questions:

- What sort of incident was it?
- Where did it take place?
- When did it happen?
- What exactly happened?
- Why did it happen?
- What was the outcome?
- How did the people feel?

Hedge suggests that students can work in pairs and make notes to answer the questions. The advantage of this activity as stated by Hedge is that, "it provides content for students and is thus complementary to activities where they have to generate ideas for themselves. It reflects real-life tasks where writers have to gather information from various sources and create their own text (2005.76).

2.23 Cubing

Cubing involves looking at an idea from six different points of view. According to Hedge (2005), cubing is an invention process which can be visualised as bringing together six sides of a cube which holds the subject

inside. Leki(1995), and (Hedge,2005) agree on the following six angles that writers can consider when looking at a subject:

1. Describe it. (What does it look like? What do you see?)
2. Compare it. (What is it similar to? What is it different from?)
3. Analyse it. (What is made of? What are its parts?)
4. Associate it. (What does it remind you of? What do you associate it with?)
5. Apply it. (What can you do with it? What can you use it for?)
6. Argue for or against it. (Take either position. Give any reasons.)

(Leki 1995.30, Hedge 2005.68)

2.24 Looping

According to Leki (1995), looping is a prewriting technique which is similar to free writing, but it is more focused. She states that, "Looping can help you focus your thoughts on a subject, find the core or center of your thoughts, and pinpoint a main idea on which to elaborate" (1995.28). To use this technique, Leki mentions three steps of looping that writers can follow. To begin with, write down the subject you want to consider and write continuously for five minutes. As with freewriting, writers should not worry about grammar or punctuation. At the end of five minutes, read what you wrote. Then write down one sentence to summarise the essence of what is written. Next, begin a second loop by focusing on your summary sentence and writing continuously for another five minutes. After writing for five minutes, look for the main idea and summarise it in one sentence. Write that sentence down. Writers should follow the same procedure for their third loop. By the end of five minutes of writing, writers read the third text and

summarise it in one sentence .Leki claims that, for most writers, the last sentence usually captures the gist of what they have to say on their topic (Leki, 1995).

Although there are numerous prewriting techniques, there is no best technique or strategy to use. Zemach and Rumisek(2007) comment that some writers prefer using lists as they do not have to write complete sentences. Other writers prefer mapping because they can easily see the relationship between ideas. A third group of writers would like to use free writing as they can write quickly and ideas come easily. According to Graham and Perin(2007), teachers of writing need to develop a mixture and appropriate blend of techniques and approaches to writing in order to create proficient writers. They state that, "No single approach to writing instruction will meet the needs of all the students (2007.11).

2.25 During writing (drafting/redrafting)

Having considered their audience and purpose of writing after collecting data, writers move to the second phase of activity which is the writing itself. This phase begins with writing a first draft. According to Hogue (2008), writing the first draft should take place in class as the teacher is available for immediate consultation and that he or she can check that everyone is on the right track. In this stage, Leki (1995) claims that writers should not worry about detail, but they should try to get their ideas down on a paper. Hedge (2005) supports Leki's idea that in this stage, writers tend to focus on getting the content right first and leave details until later.

Having written a first draft, writers move to the second activity in this stage which is writing a final draft. In the final draft, writers focus on the way in

which they put the pieces of the text together, developing ideas through sentences and paragraphs within an overall structure (Hedge, 2005).

There are different features and activities that students need to produce and practice in this phase of writing. The main features and activities that take place during writing will be presented in details below.

2.26 Paragraph structure

According to Bailey (2011), paragraphs are the basic building blocks of academic writing. Well-structured paragraphs help the reader understand the topic more easily by dividing up the argument into convenient sections. Butler (2007), Houge (2008), Zemach and Rumisek(2005) and Bailey (2011) define a paragraph as, “ a group of sentences about a single topic”. In academic writing, a paragraph is often between five and ten sentences long. It can be longer or shorter, depending on the topic (Zemach and Rumisek, 2005).

2.27. A Paragraph Organization:

A paragraph has three basic parts:

(i) The topic sentence

It is usually the first sentence of the paragraph. Normally, it includes the main idea of the paragraph and it is the most general sentence of the paragraph.

(ii)The supporting sentences

These are sentences that give examples, definitions, information, reasons or other details about the topic. They explain the topic sentence.

(iii) The concluding sentence

It is the last sentence of a paragraph. It finishes the paragraph by repeating the topic sentence in different ways or summarizes the main points.

2.28.b Essay structure

An essay should be organized into an introduction, a body, and a conclusion. According to Rumisek & Zemach (3003), without an introduction and a conclusion, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader.

(i) The Introduction

The introduction is the first paragraph of an essay which...

- is usually five to ten sentences.
- catches the reader's interest
- gives the general topic of the essay
- gives background information about the topic
- states the main point of the essay

(ii) A strong introduction...

- Introduces the topic clearly.
- Gives several sentences of information about the topic.
- States the main idea of the essay.

(iii) To make an introductory paragraph interesting for the reader, you can include ..

- interesting facts or statistics

- a personal story or example.
- an interesting quotation.(Rumisek &Zemach ,2003.pp71-74)

2.29.c Conclusion

The conclusion is the final paragraph of the essay. A good concluding paragraph ...

- the main points of the essay.
- restates the thesis using different words.
- makes a final comment about the essay's main idea.
- may emphasize an action that you would like the reader to take.

2.30 Unity and Coherence

According to (Rumisek &Zemach, 2003), unity in writing is,"the connection of all ideas to a single topic" (p.78). In a piece of writing, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence.

Rumisek &Zemach (2003), believe that coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points. When organizing your ideas, think about what type of organization is the best for your topic or essay type. Rumisek &Zemach (2003) present the following table of some examples of writing and good ways to organize them.

Type of writing	Type of organization
Chronology (historical events, personal narratives, processes)	Order by time or order of events/steps
Description	Order by position, size, and shape of Things.
Classification	Group ideas and explain them in a logical order
Comparison / Contrast	Organize in point -by-point or block style
Argumentation/persuasion and cause/effe	Order from least important to most important

2.31 Style

According to Cali(1999), style is the way writing is dressed up or down to fit the specific context, purpose , or audience. Word choice, sentence fluency, and the writer’s voice represent the style of a piece of writing

Bailey (2011) believes that there is no one correct style of academic writing, and students should develop their own voice. According to Bailey, there are no rules for academic style that apply to all situations. Students can follow the guidelines below which can help them develop their own style of writing:

- Do not use idiomatic or colloquial vocabulary.
- Use vocabulary accurately.
- Be as precise as possible when dealing with facts or figures.
- Conclusions should use tentative language.
- Avoid adverbs that show your personal attitude.

- Do not contract verb forms: *don't*, *can't*. Use the full form: Do not, cannot.
- Avoid numbering sections of your text, except in reports and long essays.
- Use conjunctions and signposting expressions to introduce new sections.
- Avoid using *etc* or *and so on* when writing lists.
- Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Instead, use *continue* or *raise*.

(Bailey, 2011.pp 150-153)

2.32 Conventions

Conventions are the surface features of writing. They include mechanics, usage, and sentence formation. The correct use of conventions makes writing easier to read.

(i) Mechanics

Mechanics, as defined by (Cali), “are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing” (2009.). As mechanics do not exist in oral language, students have to consciously learn how mechanics function in written language.

(ii) Usage

Usage refers to conventions of both written and spoken language that include word order, verb tense and subject-verb agreement. As many children enter school with a basic knowledge of how to use language to communicate, Cali believes that usage is easier to learn than mechanics.

(iii) Sentence formation

Sentence structure refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences. During writing, students can craft their sentences, combine and rearrange ideas into a single, more compact sentence.

Though conventions can make a piece of writing more easier to read, many authorities believe that teaching conventions in isolation and in the beginning of writing, is ineffective and can interfere with students' development of automaticity(Cali,).Not only so, but even students' motivation to write can suffer when teachers focus on conventions first and ideas last.

2.33 Teachers' Role during the Writing Process

Hedge (2005) argued that it would be unwise to assume that all students, or even the majority of students, are skilled writers in their first language. Thus, EFL writers would definitely need help with linguistic form and organization of texts. Hedge recommended the following activities and techniques that teachers can use to help their students during the process of composition:

1. Teachers can raise students' awareness of the process of composition by talking explicitly about the stages of writing as well as structuring activities to take account of it.
2. Teachers can play a support role during the early stages of the composition process by helping students to get their ideas together. Teachers can encourage students to generate ideas by interviewing other students,

pooling information, ideas, or opinions in the class, working from pictures, or reading texts of different genres.

3. Teachers can present good models for writing, indirectly, by promoting good reading habits. They can also provide good models for writing directly, when appropriate, by analyzing textual structure, particularly with some types of more academic writing.

4. Teachers can develop a sense of direction in students' writing by planning relevant writing activities.

5. Teachers can encourage students during the drafting process by creating a workshop atmosphere in their classroom to help students write down their ideas in English.

6. Teachers should provide activities to get students engaged in writing as a holistic process of composition.

Hedge (2005) confirms that, "Giving help during writing proves far more effective than giving it afterwards (p.55).

2.34.a Post-writing Remedies

Among the studies on the stages of the writing process, research on the role of editing and revision is noticeable. It is believed that writing is a process of presenting and formulating. In other words, writing is a process of creating meaning. In this process, revision functions as a stage of representing and reformulating (Emig, 1971; Faigley&Witte, 1981; Hall, 1990; Murray, 1974; Sommers, 1980: cited in Li, 1999). The revision stage connects the other two stages of the writing process, planning and composing, in the way it examines (a) whether the finished draft presents the background knowledge

the writer has collected for the designated topic, (b) whether the finished draft satisfies the imagine audience, and (c) whether the finished draft reflects the linguistic ability of the writer to the greatest possible extent. Faigley and Witte (1981) indicated that revision could not be separated from planning and composing. Hedge (2005) indicates that revision activities only make sense as part of a much wider process of planning and composition. She stated that:

Students need to be sure that their plans are reasonably well formed. Then they need to check a first draft to ensure that the ‘global’ structure of their writing is well organized. In this case, the concept and practice of revision needs to be closely linked with the concept and practice of planning (Hedge, 2005.122).

To many readers, it seems that revision and editing are the same. However, Leki, 1998; Hedge, 2005 and Oshima & Houge, 2007 argue that revision is different from editing. They believe that revising reconsiders the big issues of content and organization. In other words, writers focus on what they want to say and what ideas they want to express. When editing a piece of writing, writers work on the smaller issues of grammar, punctuation, and mechanics. In other words, when editing a text, writers concentrate on how they say something rather than what they say (Leki, 1998).

If drafting is for the writer, revision is for the reader. During revision you consider your writing from your audience’s point of view. You should revise for audience, purpose and form.

2.35 Revising and Editing

When revising for audience, you ask the following questions:

- Is the level of detail appropriate for my audience?
- Are my ideas presented in a logical order that will be evident to the reader?
- Do I use clear transitions to help the reader follow my thoughts?
- Are my sentences clear and specific?
- Do I say what I mean and mean what I say?
- Is my tone and style appropriate for my audience?

2.35.1 a/ Revising for Purpose

When you revise for purpose, consider the following points:

- Is my purpose clearly stated for the reader?
- Does all of my supporting information clearly relate to my purpose?
- Do I organize my ideas to best fulfill my purpose?

2.35.2 b/ Revising for Form

When you revise for form, consider the following points:

- Do I follow the established form of the essay I am writing?
- Do I separate ideas into paragraphs with clear topic sentences?
- Do I maintain balance among my points, developing each to the same extent?

While revising focuses mainly on making your content clear, editing focuses on making your piece of writing meet the conventions of standard written English. During the editing stage, you should check the following:

- Grammar
- Sentence structure
- Word choice

- Punctuation
- Capitalization
- Spelling

2.35.3 c/ Peer Editing

According to Rumisek&Zemach(2005), peer editing is showing another student your writing to help you improve the content and organization. A peer editor’s job, according to Oshima &Houge(2007), is to read , ask questions, and comment on what is good and on what might be changed or made clearer. A peer editor should not check grammar or punctuation as this job is to be done by teachers.

2.36 Factors Affecting Writing Efficiency

Quite a number of factors are generally reported to affect the quality of writing or efficiency. Two of the main factors are motivation and attitudes. Gardner and Lambert (1972) argued that second language learners’ feelings about a foreign language and its cultural values and living styles (attitudes) and their individual reasons for learning the language (motivation) are related to overall learning success and achievement with learning that foreign language.

2.36.1 a Motivation

Efficiency in writing is dependent on the student's motivational readiness. Madylus (2006) argues that motivation is the key to effective learning. Williams , M. and Burden, R. define motivation as, “ a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and /or physical effort so that the person can achieve some previously set goal” (197.120, cited in Harmer, 2002.51). According to Horwitz (1990), motivation is “the feelings of the learner toward the particular

target language, its culture and the individual pragmatic reasons for learning a foreign language”.

Many motivation theorists propose that individual's beliefs , values and goals for achievement play a crucial role in their achievement-related behaviour (Bandura , 1977 ; Eccles et al – 1983 ; Nicholls , 1990 ; Pintrich and Schunk, , 1996). Ahuja, G & Ahuja, P state that," without

Balinger (2009) points out some factors that have an impact on writing motivation. First, classroom contexts and student-teacher interactions drive patterns of writing motivation. Secondly, complex writing tasks often prove to be more motivating than simpler ones(Miller, Adkins&Hooper, 1993).Thirdly, having genuine reasons for writing has motivational consequences(Bruning & Horn, 2000).Finally, authentic tasks often allow students to express and refine their personal" voice”(Elbow, 1986).

2.36.2 b Attitude

It is widely accepted that an important predictor of success in a foreign language is students’ attitude towards it. In ESL/EFL contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety. By contrast, they usually have higher levels of motivation, willingness to participate, and high language performance. Nordquist (2009) argued that whatever your attitude may be, one thing is certain: how you feel about writing both affects and reflects how well you can write (cited in Al.gomoul, 2011). According to Tsiplakides and Keramida (2010), students’ attitude towards the foreign language is very often influenced by: a) teacher-student relationships, b) the general classroom atmosphere, and c) the use of

authentic teaching materials and activities. In order to help students develop a positive attitude toward English writing, Tsiplakides and Keramida (2010), provide English teachers with the following set of strategies and practical suggestions:

(i) Teacher-student Relationship

Teachers can make a valuable contribution to developing a friendly relationship with their students. The following is a checklist with appropriate and effective teacher behavior:

(ii) Classroom behavior is important

As most students consider their teacher as a role model, you need to be enthusiastic, cheerful and sincere in order to motivate your students to learn English (Brophy, 2004). Students want teachers who are friendly, caring and trustworthy (Elbata, 2008). Always be prepared for the lesson, and show willingness to answer students' questions.

(iii) Immediacy in Classroom Behavior

This involves verbal (use of humor, use of student' first names), and nonverbal (eye contact, positive gestures) immediacy behavior. Such behavior has a positive impact on motivation to learn, and can decrease foreign language anxiety (Frymier, 1993).

(iv) Provide to all students, regardless of their performance, enough time to answer questions

When students have difficulty answering questions, provide scaffolding rather than calling on another student. Use techniques such as thinking

aloud, providing hints and clues, providing appropriate feedback and explaining the stages necessary for task completion.

(v) **Be extremely careful in providing praise.** While the praise can convey “positive teacher affect” , it should be proportionate to the language performance eliciting the praise (Schunk, 2008). Praise should be appropriate and provided at the time of the desired performance (Kyriacou, 1997).

2.37 Fostering a Positive Psychological Classroom Atmosphere

It is important to establish a kind of “classroom community”, in which students feel free to communicate using the foreign language. Bear in mind that you should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language (Dornyei, 2001). If errors are ridiculed, some students may suffer from communication apprehension, that is, they will be unwilling to communicate using the target language. Teachers can use the following techniques to create a friendly, non-threatening classroom climate:

In writing tasks, adopt a correction code. Lee (1997) argued that teachers should prompt students about the location and the nature of errors rather than correcting every mistake. Edge (1989) confirmed that when students get back any piece of written work with too many corrections, their confidence is undermined, and they experience frustration and demotivation.

2. Incorporate collaborative work in classroom. Collaborative writing activities can make students personally involved in the language learning process, and increase motivation (Lee, 2002). They make students feel that

their language output is not constantly assessed. As a result, they are more likely to participate and focus on communication, rather on accuracy.

3. Establish a set of classroom rules and enforce them fairly and consistently with all students. For example, make it clear to all students that not completing homework or misbehaving is not acceptable behavior.

2.38 Supplementing the Teaching Material with Authentic Texts and Tasks

Students often develop negative attitudes towards learning English as a second or a foreign language due to the lack of stimulating, authentic teaching material and tasks. Authentic material is meaningful to students, challenging their cognitive abilities, and engages them personally. It also increases an intrinsic motivation. Authentic material and tasks can be selected based on the following guidelines:

- a) They should be related to the students' interests, knowledge and everyday experience.
- b) They should foster learner autonomy by providing activities and tasks that require students to use English for authentic communicative purposes.

2.39 Writing Apprehension

As a naturally occurring phenomenon, anxiety pervades every corner of human life including the writing skill. Writing apprehension has been deemed as a critical issue that teachers have to learn how to address (Smith, 1984). Writing anxiety was defined as a fear of the writing process which outweighs the projected gain from the ability to write (Thompson, 1980). Bloom (1985) used the term "writing anxiety" to describe people who

exhibit one or a combination of feelings, beliefs or behaviors that interfere with a person's ability to start or work on or finish a given writing task that he or she is intellectually capable of doing. Many studies have argued that writing apprehension is negatively associated with writing achievement (e.g. Daley & Miller, 1975; Faigley, Daly, & Witte, 1981; Burgoon & Hale, 1983; Daly & Wilson, 1983; Fleming, 1985; Stopla, 2004; Erkan & Saban, 2011, cited in Al Asmari, 2013).

To pursue meaning solutions for writing apprehension, a number of researchers attempted study-based suggestions. For example, Smith (1984) provided some strategies that have worked successfully in various classrooms such as teaching writing as a process, giving clear directions, sharing of grading criteria, and allowing students to work in peer groups. These, coupled with assigning some ungraded written work, may work toward alleviating students' anxiety levels about their writing (Smith, 1984). Tige (1987) adopted some methods to reduce the apprehensiveness levels in her class such as incorporating journals, allowing ample time for students to complete assignments during class, and encouraging peer critiquing, cited in Al Asmari, 2013).

2.40. Making Writing Easier

Most students, low and high achievers alike, find writing difficult and view it as something they just have to persevere through to pass certain exams (Yavuz & Genc, 1998). As many authorities in the field think of writing a process of communication, and that good writing helps your reader understand your ideas as clearly as possible, Leki (1998) suggests the

following points for making the task of writing easier in English assignments:

- Write on subjects that actually interest you.
- Write on subjects that you know about or want to know about.
- Explore your ideas freely before you begin to write a draft.
- Have an idea of your audience.
- Decide what your purpose is and what you want you want your writing to accomplish
- Do not worry about details in your first draft.
- Reread your own writing frequently and objectively.
- Let others read what you have written and give you feedback.
- Do not be afraid to add, delete, or move your ideas around.
- Once your ideas are written, check the grammar, vocabulary, spelling and punctuation to make your writing as correct as you can.

(1998.5)

Part Two: Literature Review

(1) Al Asmari, A.(2013). Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students, Research Paper, Taif University, Saudi Arabia

This study, though, it is a research paper; the researcher has found it of great importance and value particularly in terms of literature, methodology and data analysis.

Aims of Study

The study aims to:

1. investigate the use of writing strategies in reducing writing apprehension and uncovering its effect on EFL students' writing achievement.
2. explore association between foreign language apprehension, writing achievement and writing strategies.
3. explore the relationship between writing strategies that EFL university students employ and writing apprehension
4. explore the relationship between writing strategies use and students' writing achievement

Tools

The qualitative and quantitative data for the research were collected from three sources:(1) a personal interview with each of the participants and (2) a short written response to four questions about writing, (3) participants' responses to a writing apprehension questionnaire.

The Findings of the Study

The study has come to a number of important findings. The most significant findings were:

1. Many EFL students suffer from anxiety when writing in English.
2. There are negative correlations between writing strategies and writing anxiety/apprehension
3. There are negative correlations between writing achievement and writing apprehension.
4. There are positive relationships between the writing achievement and writing strategies.
5. Most participants were found to have low awareness of writing strategies.
6. Students' apprehension badly affected their use of strategies and their writing achievement.

(2) Willich, K.(2011).The Analytical Writing Program: An Objective Teaching and Learning Model for Academic Writing in Secondary Learning Environments,PhD, Capella University, USA

Aims of Study

The main purpose of this quantitative study was to determine to what extent the Analytical Writing Program favourably impacts the perceptions, attitudes, opinions, and behaviours of teachers and students in the teaching and learning of academic writing at Mater Dei High School.

To collect data, the researcher designed a questionnaire for teachers and a separate questionnaire for students.

Results of Study

The study has come to a number of findings. The most significant findings can be briefed as follow:

1. The Analytical Writing Program aligns teachers in classroom instruction and teacher pedagogy for the teaching and learning of academic writing.
2. The Analytical Writing Program helped students at Mater Dei to learn, improve, and build confidence in the learning of academic writing.
3. The Analytical Writing Program diffuses the inter-subjectivity between teachers and their students regarding effective writing criteria for academic compositions.

(3) Kim, M.(2002). Process and Product: An Investigation of the Writing of Non-native Speakers of English on a Computer-based Academic English Writing Test, PhD, University of California

Aims of Study

This quantitative study aims to:

1. explore the components being measured in computer –based academic writing tests.
2. explore the processes and strategies test takers employ on computer-based tests

The data for this study were collected from multiple sources which included:

(1) essay prompts used in testing sessions, (2) holistic and analytic rating scales to score test takers' essays, and (3) a questionnaire to gather information about test takers' perception about their writing behaviours.

Results of Study

The most significant findings of this study can be briefed as follow:

1. Topic development and Rhetorical organization are the main components that raters pay most attention to in their holistic ratings for academic writing.
2. Both the advanced and intermediate level test takers made similar types of textual changes during proofreading.
3. The advanced group produced longer texts than the intermediate group.
4. The L2 test takers employed a planning, writing, and proofreading process of writing in the given test setting.
5. The high performing group spent more time on planning, but less time on writing and proofreading than the low performing group.

(4) **Qashoa, S. (2006). Motivation among Learners of English in the Secondary Schools in the Eastern Coast of the UAE**, M Ed, the British University in Dubai

Aims of Study

This study aims to:

1. explore the UAE secondary school students' motivation for studying English

2. recognize the factors affecting the students' motivation towards learning English

Data for the research were collected from two sources:

1. A questionnaire for 100 students
2. Interviews with 20 students

Results of Study

The study has come to a number of findings. The most significant results could be briefed as follow:

1. Learners of English in the Eastern Coast of the UAE are instrumentally motivated.
2. Students feel demotivated because of some subject-related aspects such as vocabulary load and difficulties they encounter in mastering English structures and spelling.
3. Contrary to other studies in the field, the teacher of English is not perceived as the main demotivator for the UAE English learners.

2.1_Conclusion

2.1.a Comments on the previous studies

1. Doubtless, these studies are a reconsider of experts and specialists' efforts in research. In fact, they provided the researcher with required and relevant information for the present study, particularly in designing data instrument and methodological procedures. Most importantly, the studies

gave the researcher a good background of how data is analyzed and presented.

2. There are strong similarities between these studies and the present study as most investigate on academic writing processes in general.

3. However, there are differences between these studies and the present study. The first difference is that some of these studies were conducted at elementary level and others at university level, whereas, this study was conducted only at the secondary level. Secondly, some of these studies were confined in particular areas of writing processes, whereas, this study considered academic writing processes in general.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the research design and the methodological steps and procedures that the researcher followed to carry out this study. In the beginning, the researcher will describe the target group of study: why choosing the secondary schools in Khartoum Locality, namely Al-Faiha'a and why choosing third year secondary students, in particular. Secondly, the chapter will describe the types of instrument the researcher used to carry out the study.

3.1 The Target Population

The target group responses, in general, will be the elements upon which the researcher aims to generalize the results of study, and have connection with the very study. For this study, the third year secondary students at Khartoum, **Al-Faihaa Secondary School** represent the target group of study.

3.2 Opting for Third Year Students

The choice of third year secondary students has been made for different reasons.

1. Third year secondary students are to be aware of the importance of the cohesive devices as writing techniques.
2. As third year secondary students are approaching a new stage of education; they need to improve their academic writing techniques to write different tasks such as assignments, essays and reports which are different from the tasks they have done at secondary schools. All this type of academic writing calls or requires good grasp of the use of cohesive devices.
3. The researcher believes that by the end of secondary education students should have learned how to express clearly and directly what they mean as their success will be commonly judged through written assignments.

3.3. Instruments for Data Collection

The data for this study was collected using two types of instruments in order for the problem to be looked at from a variety of angles. These instruments are a questionnaire for teachers and a writing test for students. The test is prepared in a way to examine the students' abilities to use cohesive devices.

3.4 Use of Multiple Methods

This study, therefore, uses multiple methods to generate answers to the research questions. The main reasons for the use of multiple methods are stated in Tindall (1996. 147) "All methods have their limitations, their own validity threats and distortions. A danger of using only one method is that the findings may merely be an artifact of the method." Golby (1994. 11) agreed that, "Methods should be dictated by the need to understand, not selected on doctrinal grounds." This allows for the information gathered through one method to be compared with that collected using alternative methods, so that weakness in a particular method can be overcome by the use of others.

3.5 The Questionnaire

The questionnaire was one of the main procedures that the researcher used to collect data from students and teachers. Richards, J. et al (1986) define questionnaire as, "a series of questions designed to collect statistical information". Al – Dabous, J. defines a questionnaire as, "printed form containing structured questions that are either pre-coded or leave space for an answer to be written." (2003. 780). The advantages of using questionnaires according to Micheal (1990) are that : they are inexpensive , wide ranging , can be distributed and collected in a short time , can be simple and clear and the information can easily be interpreted and analyzed .Despite all the above argument in favor of questionnaires, the researcher was aware of some shortcomings and disadvantages of such a method.

For instance, a structured questionnaire limits the participants' choice of answers, therefore limiting the depth and richness of the information.

As many as 23 questions were put for the students to answer in the pretest in order to explore their awareness of the mechanics of writing. They included the following:

Question 1: This questions aims to find out what students should do before beginning to write.

Question 2: The aim of this question is to find out what students should do after choosing a topic. In other words, should students start writing immediately after choosing a topic or gather ideas first?

Question 3: This question aims to find out whether students are familiar with some prewriting techniques, particularly, free-writing.

Question 4: This questions aims to find out if students are aware of the importance of free-writing as a technique that can help writers improve fluency writing.

Question 5: This question aims to find out how often students state a purpose of writing before beginning to write. Doubtless, stating a purpose of writing is important in the writing process as it influences the choice of organization and the choice of language (Hedge, T.2005).

Question 6: The question aims to find out whether students consider or think about the eventual reader or readers of their writing. In fact," thinking about the reader helps the writer to select what to say and how to present it in the most appropriate style." (Hedge, T.2005:52).

Question 7: The question investigates how often students give a title for their article or composition. The researcher aims to remind students to have a title for their article as it gives the reader an idea about the topic.

Question 8: This question aims to find out what writers should focus on when they practice journal writing which is a type of prewriting techniques in which writers mainly concentrate on content.

Question 9: This question aims to find out whether students practice pair and group writing in class as, "Brainstorming a topic in group discussion produces lots of ideas from which students have to select the most effective and appropriate." (Hedge, T. 2005. 13)

Question 10: This question aims to find out whether students are aware of the importance of an introduction in writing as it excites the reader.

Question 11: This question aims to investigate students' awareness of paragraph structure, particularly, the topic sentence which is the most important sentence in a paragraph as it briefly indicates what the paragraph is going to discuss (Oshima and Houge, 2006).

Question 12: This question aims to find out whether students focus on the correct use of conventions in writing.

Questions 13: This question aims to find out if students use numbers and percentages in writing to give an accurate account of a situation (Bailey, 2011)

Question 14: This question aims to draw students' attention to persuasive writing as it is considered a popular kind of essay question. Persuasive writing forces students to think on their own, take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence (Oshima and Houge, 2006).

Question 15: This question is designed to find out whether students can identify the main sentences in a paragraph and which sentence is used to end up a paragraph.

Question 16: This question is related to question 15. It aims to remind students of the importance of a conclusion in writing as it summarizes the main points of the article.

Question 17: This question aims to find out what students do to edit their writing. It draws students' attention to the importance editing in the writing process.

Question 18: This question aims to draw students' attention to peer editing. The researcher designed this question to make students aware of this new technique and its role in the process writing. According to Oshima and Houge(2006)," A peer editor is a classmate who reads your paper and helps you improve the content and organization." (p.18)

Question 19: This question is designed to discuss an important part of the writing process, which is feedback and whether students make use of their teachers' feedback to improve their writing. Hedge (2005) believes that feedback is part of the process of writing and a genuine source of learning.

Question 20: This question aims to find out whether students revise the content of their topics and make sure that it is relevant to the question of writing.

Question 21: This question is designed to find out who students get help from when faced by some difficulties in writing.

Question 22: This question aims to find out how students feel as they approach writing in English. In other words, to what extent students are motivated to write in English. Madylus(2006) believes that motivation is the key to effective learning.

Question 23: This question aims to find out students' opinions about writing, and whether they think it is easier or more difficult than reading.

3.6. Piloting for Reliability and Validity:

For the sake of questionnaire reliability, piloting took place with the help and advice of senior experts and highly qualified staff in the field of ELT. The team consisted of:

1. Dr. Mahmoud Ali Ahmed (Sudan University of Science and Technology)
2. Dr. Kyria Ahmed Nasr (Open University of Sudan)
3. Dr. Najlaa Bashari (Sudan University of Science and Technology)

In the light of the valuable comments and ideas, and as suggested and directed by the team of experts, the researcher reformed the students' questionnaire after modifying some techniques and omitting three questions to avoid ambiguity and repetition. (See the modified piloted version, appendix: 5).

3.7 Procedure:

In order to carry out the students' questionnaire, the researcher had to make contacts with the administrations of the selected boys' and girls' secondary schools in Khartoum Locality. In the beginning, the researcher introduced himself and presented the letter from the Director of Secondary Education to the administrations of secondary schools. Being briefed about the study and its significance, all headmasters and headmistresses of the secondary schools selected highly welcomed the idea and encouraged carrying out such a study in their schools. Then the researcher met with his colleagues, the teachers of English at the meant schools and explained to them the importance of the study and the role they were expected to play. They all promised to give the utmost help and support.

Later, and after arrangement and coordination with the administrations of the schools, in the period from one to two months, and under the researcher's own supervision, the pretest was carried with third year secondary students. (See appendix: 6). 532 participants took part in the questionnaire classified as follows: 263 male students and 261 female students.

Before asking students to answer the questions , the researcher introduced himself and why he was there. Then the researcher gave general instructions to participants verbally. Students were given an idea about the type of the job they were supposed to do. They were also briefed about the study and their role in participating in it. Students were ensured that their answers would be highly confidential and would only be used for study purposes. It was pleasing that all participants were responsive and enthusiastic to take part in the exam.

Not only so, but in all selected schools where the students' test was administered, headmasters and headmistresses expressed their happiness and satisfaction of having their students taking part in such study. In addition, and by the end of administering the test, in many schools visited, teachers of English asked the researcher to give their students more hints of writing techniques that students really need. During the process of administering the students' test, the researcher realized the need of carrying out such a study as many students asked the researcher for his mobile number to contact him later.

Worth to be mentioned, due to effective piloting, the test went smoothly with no difficulties or complaints raised by participants.

3.8 Timing

As stated earlier, the students' test was administered in two months' time. In fact, the administration could have been done before that, but to avoid affecting schools schedule and teachers' plans to complete their syllabus, the researcher chose that period for two reasons. Secondly, and most importantly, by that time most students would have completed their school syllabus. So, taking part in the test would provide them with more writing techniques that would definitely help them in their coming secondary certificate examinations. The researcher believes that was a really convenient time as most students had little loads and stress.

3.9 The Aims of the Teachers' Questionnaire:

The aims of the teachers' questionnaire can be briefed as follow:

1. To find out what teachers do to activate and motivate their students write a text
2. To find out what writing techniques and activities teachers use and train their students to use *before*, *during* and *after* writing
3. To find out what teachers do to improve students' writing speed
4. To find out what teachers do to help poor writers improve their writing techniques

3.10 Designing the Writing Test for the Present Study

White (1994) notes that most test developers consider at least the following four minimum requirements for writing tasks: clarity, validity, reliability, and interest. To develop a test of interest, according to White, the task must be interesting, both to the writers and to the readers. Having considered the dimensions, requirements and characteristics of a good writing test in mind, the researcher designed a writing test for third year secondary students in which students were asked to write a persuasive essay about the advantages and disadvantages of the Internet. To design such a test, the researcher made help of relevant studies in the field, ideas of experts and specialists in the field of ELT and used his own experience of EL teaching at different levels. Bearing in mind that “a good test should be easy to operate in the situation in which it is used.” (Thompson, 2003: 10), in addition to schools timetable and the need of time for both teachers of English and students, the researcher developed a forty five- minute test. To choose a writing topic for third year secondary students, the researcher thought of a subject that would nearly get most students engaged in the task, and would have something to say about. Moreover, the choice of the topic is to be relevant for the purposes of the test. To far extent, the choice of the topic about the Internet fulfilled the researcher’s expectations as most students are aware of the advantages and disadvantages of the Internet and have their own different points of view about it. The test is mainly intended to find out whether the students will be able to use the cohesive devices effectively to produce an intelligible text.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents the analysis of data obtained from experiment, pre-test, posttest and teachers' questionnaire.

4.1 Analysis of the Experiment.

The analysis of the experiment will focus on answering vital questions the type of the use of cohesive devices and how they affect the quality of a written product and the effect on the overall standards of the students' interlanguage and knowledge of English. To answer these questions, we computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test was computed to find out whether each group had made any progress as a direct result of instruction and practice of translation in general.. The following three hypotheses will be verified or confirmed in view of the analysis of the diagnostic test, as well as the questionnaire for the tutors and students.

4.2 Test of the Study Hypotheses

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the diagnostic test, as well as the questionnaire To accomplish this task five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree" will be given. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions. The hypotheses to be tested are as follows:

Hypotheses

1. At secondary schools teachers try to help their students to use cohesive devices in writing
2. The SPINE series provide adequate activities to develop writing at this stage with special reference to cohesive devices however needs to be supplemented with teaching materials from external sources.
3. The use of visual aids helps improve students' writing.

To improve the overall standards of writing amongst the secondary school students and make the most of classroom interaction certain language material was chosen for conducting the this pre-test. The material was taken from the internet as this web-based learning, students' syllabus and other resources. As far as the diagnostic test is concerned, the first question was intended to check the students' vocabulary as regards cultural knowledge of native speakers. The question also calls on the students to use their language to describe their environment, their visit to a foreign country etc ...clothing in relation to whether worn on the head, round the neck, top/bottom or half of the body. 17 marks were given to this question. So it is clear that all questions as will be seen call for pragmatic competence. The following is the analysis in relation to:

(i)Statistical Reliability and validity for student's test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table:

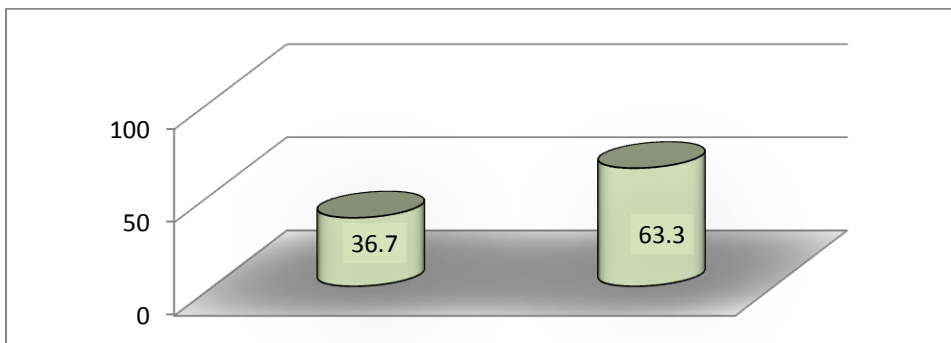
	<u>Reliability</u>	<u>validity</u>	<u>N</u>
ALPH – CRONBACH	0.89	0.93	

$$\text{Validity} = \sqrt{\text{Reliability}} .$$

From the above table it's shown that the validity of the test is very high (0.93). This indicates that if we repeat the test we are sure with 93% that it's going to give us the same results. Table (2) the frequency and percentage distribution of the students according to section (1)

Valid	Frequency	Percentage
Success	95	63.3
Failure	55	36.7
Total	150	100

from the above table No.(2) and figure No (1) it's shown that there are as many as (95) students in the study's sample with percentage (63.2 %) have managed to produce the right answer in section number 1 (*Inset the correct cohesive device word*) . There are (55) persons with percentage (have failed)



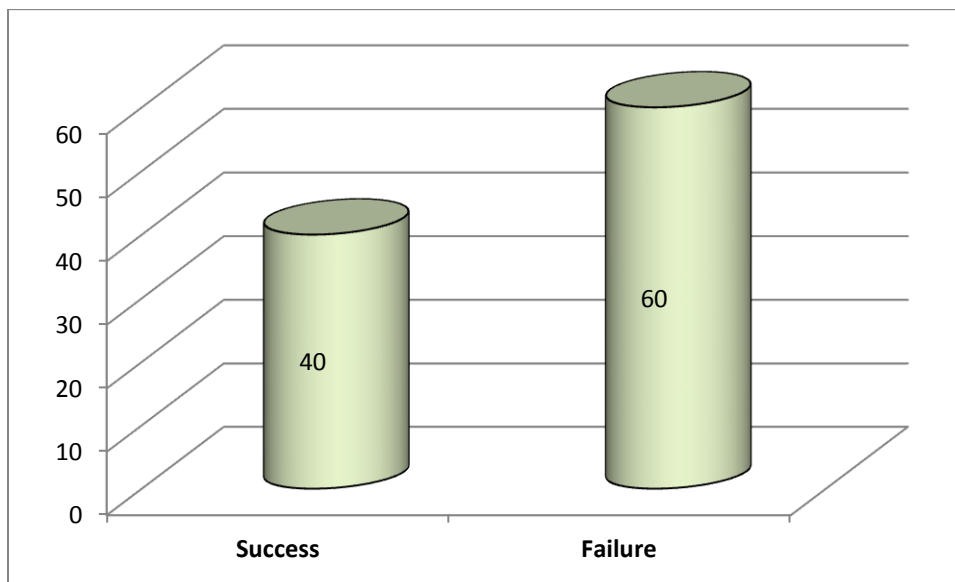
Nonstandard test items were more difficult for students to answer correctly than the standard test items, provided no enhanced ability to discriminate

between higher- and lower-performing students, and resulted in poorer student performance. Item-writing guidelines should be considered during test construction.

Table (3) the frequency and percentage distribution of the students according to section (1)

Valid	Frequency	Percentage
Success	90	60
Failure	60	40
Total	150	100

from the above table No.(3) and figure No (2) its shown that there are (90) students in the study's sample with percentage (60.0%) are success the test in section number 2 This a vocabulary question(**Choose the words below that best complete the sentences in the text:**) There are (60) persons with percentage (40.2 %) are failures.



The students ‘performance on this section is noticeably better than any other sections. This is due to the fact that multiple choice questions—also known as fixed choice or selected response items—require students to identify right

answers from among a set of possible options that are presented to them. Possible answers are "fixed" in advance rather than left open for the learner to generate or supply.

The advantage of these items is that they can be scored rapidly, providing quick feedback to students and enabling efficient ways to assess large numbers of students over a broad range of content. One drawback is that constructing good multiple-choice items takes time, especially if you are writing questions to test higher order thinking.

Table (4) the frequency and percentage distribution of the students according to **section (3)**

Valid	Frequency	Percentage
Success	96	64
Failure	54	36
Total	150	100

from the above table No.(4) and figure No (3) its shown that there are (96) students in the study's sample with percentage (46.0%) are success the test in section number 2 (*Choose the words below that best complete the sentences in the text*) .There are (54) persons with percentage (36.0 %) are failure

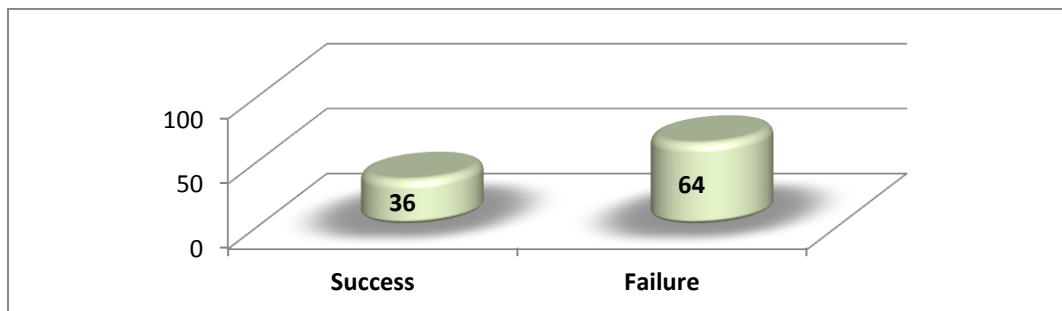


Table (5) one sample T-TEST for the questions of the study

Sections	N	mean	SD	t-value	DF	p-value
1	150	3.6	0.2	14.5	149	0.002
2	150	2.7	1.81	17.1	149	0.001
3	150	3.4	2.44	7.17	149	0.012
For all	150	6.33	4.03	15.50	149	0.032

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the section No (1) was (14.5) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the section No (2) was (17.1) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the section No (3) was (7.17) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

4.3 Analysis of the Questionnaire

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 120 respondents who represent the teacher’s community in Sudanese secondary schools.

(i) The Responses to the Questionnaire

The responses to the questionnaire of the 120 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables and figures will support the discussion.

A number of questionnaire forms have been distributed to the determined study sample (120), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, , agree, and strongly agree) to quantitative variables (1, 2, 3, 4,) respectively, also the graphical representations were used for this purpose.

(ii) Statistical Reliability and Validity:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach's coefficient; the results have been showed in the following table.

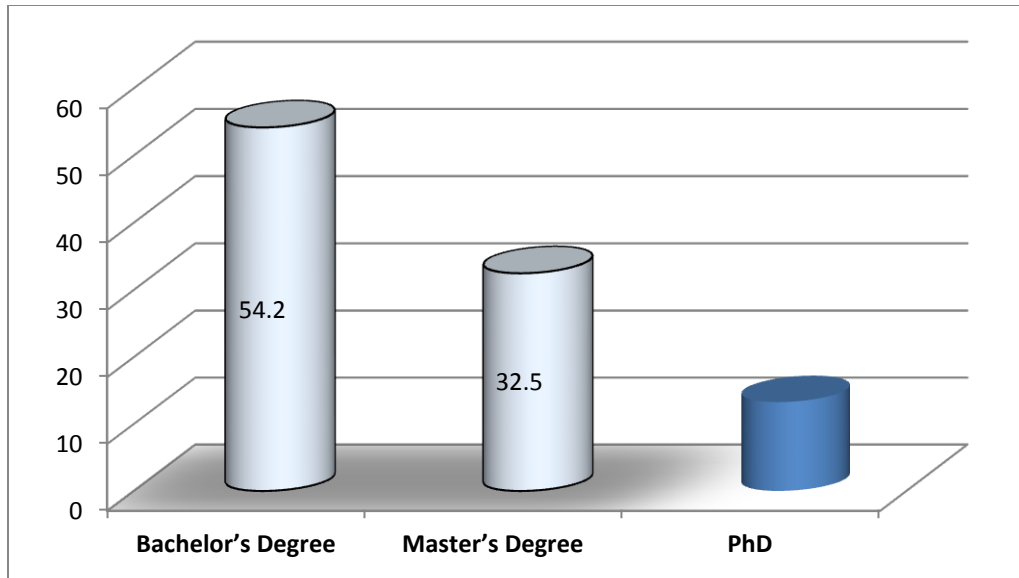
Table (6) Calculated results of reliability coefficient

Scale	Validity	Reliability	Number of items
Alpha – cronbach	0.88	0.94	15

Table No (7) The Frequency Distribution for the Respondents' Answers of the respondents according to their qualifications

Valid	Frequency	Percent	Valid Percent
Bachelor's Degree	73	54.2	44.2
Master's Degree	45	32.5	42.5
PhD	4	13.3	13.3
Total	120	100.0	100.0

Source: The researcher from applied study, SPSS 24

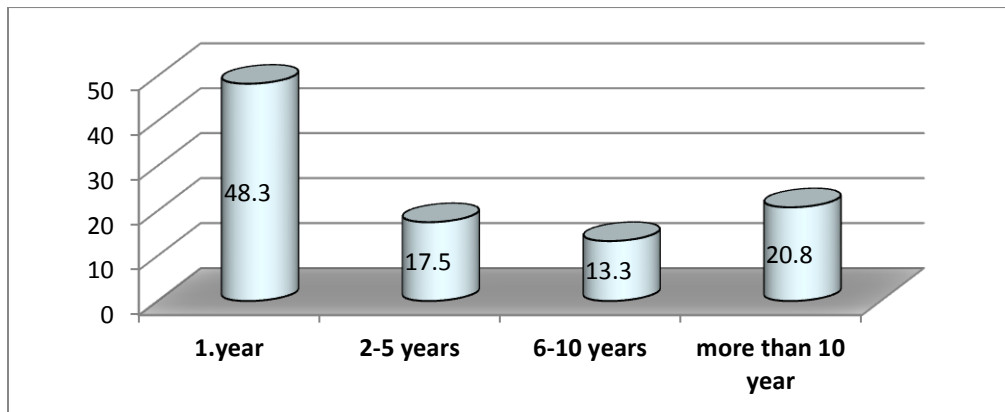


From the above table (7) and figure (6) it's clear that most of study sample (63) person with percent (54.2%) have university degree Bachelor and (41) persons with (32.5%) have master degree, also (16) persons with (13.3) are PhD holders.

Table No (8) The Frequency Distribution for the Respondents' Answers according to their years of experience

Valid	Frequency	Percent	Valid Percent
1.year	58	48.3	48.3
2-5 years	21	17.5	17.5
6-10 years	16	13.3	13.3
more than 10 year	25	20.8	20.8
Total	120	100.0	100.0

Source: The researcher from applied study, SPSS 24



It's clear that most of study sample have (58) with percentage (48.3) have years of experience more than a year, and (21) persons (17.5%) have years of experience from 2 to 5 years .and (16) persons (13.3%) have years of experience from 6 to 10 years, and (25) person with (20.8%) have years of experience more than10 years.

Section Two

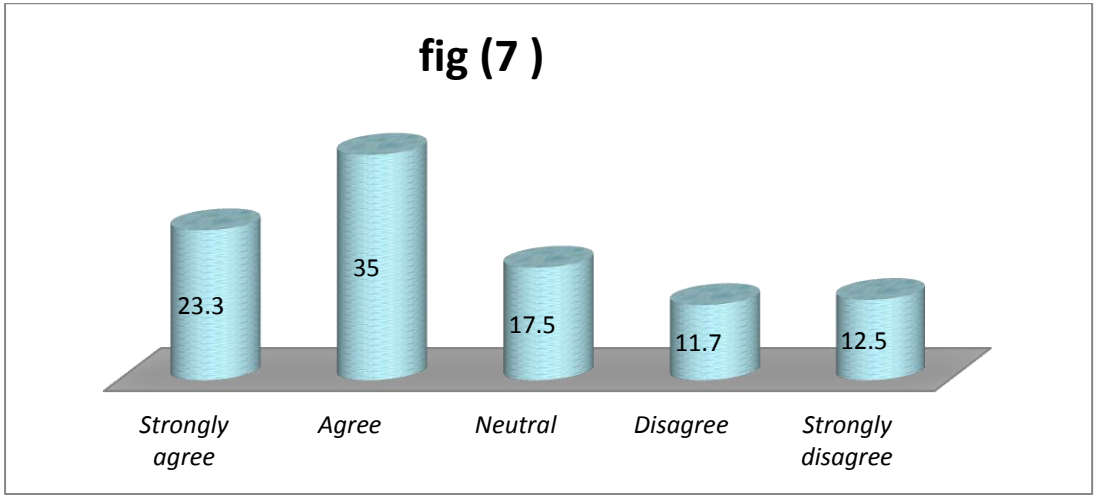
Analyzing the Questionnaire

Statement No (1) *Writing is an important language skill and it is really an essential part of academic success.*

Table No (14) The Frequency Distribution for the Respondent's Answers of Statement No. (1).

Variables	Frequency	Percentage%
Strongly agree	28	23.3
Agree	42	35.0
Neutral	21	17.5
Disagree	14	11.7
Strongly disagree	15	12.5
Total	120	100

It is clear from the above table No.(14) and figure No (5) that there are (28) persons in the study's sample with percentage (23.3%) strongly agreed with " *Writing is an important language skill and it is really an essential part of academic success.* ". There are (42) persons with percentage (35.0%) agreed with that, and (21) persons with percentage (17.5%) were not sure that, and (14) persons with percentage (11.7%) disagreed. and (15) persons with 12.5% are strongly disagree.



Writing is playing an important role in intellectual development and career preparation .In general, writing is one of the productive skills and it is the most difficult among the other language skills. Therefore, students who learn to write in a foreign language may face challenges because of the complexity of writing (Oz, 2006:251).

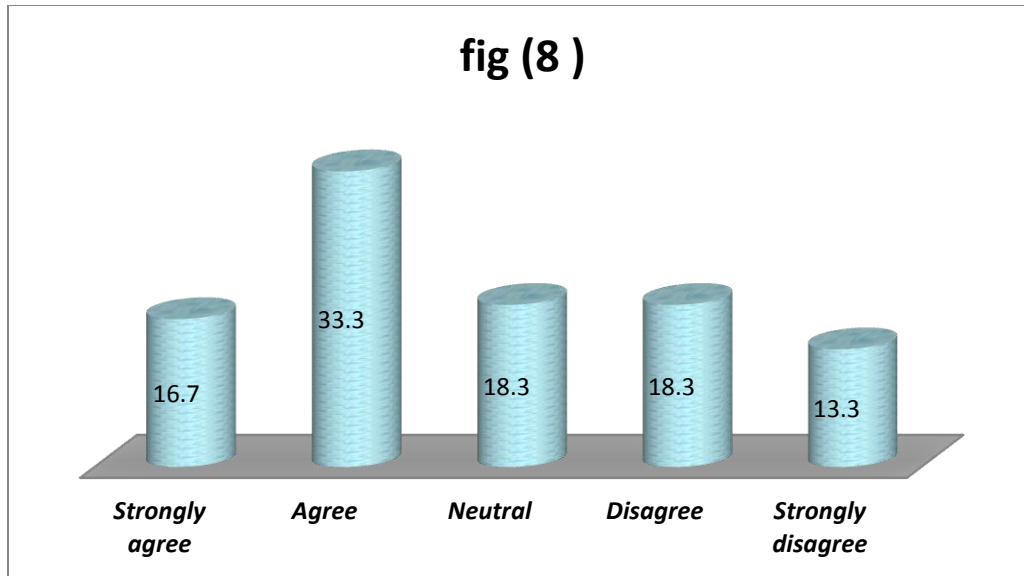
It is this importance which caused quite a huge number of respondents to agree to the statement that writing is essentially important.

Statement No. (2): *Little practice and overcorrection can result in writing apprehension.*

Table No (15) The Frequency Distribution for the Respondent’s Answers of Statement No. (2)

Valid	Frequency	Percentage%
Strongly agree	20	16.7
Agree	40	33.3
Neutral	22	18.3
Disagree	22	18.3
Strongly disagree	16	13.3
Total	120	100

It is clear from the above table No.(15) and figure No (6) that there are (20) persons in the study's sample with percentage (16.7%) strongly agreed with " *Little practice and overcorrection can result in writing apprehension. .*". There are (40) persons with percentage (33.3%) agreed with that, and (22) persons with percentage (18.3%) were not sure that, and (22) persons with percentage (18.3%) disagreed. and (16) persons with 13.3% are strongly disagree.



Writing apprehension is characterized by a fear of evaluation, avoidance of situations involving writing fear of being instructed in writing, lack of confidence in expressing ideas clearly and a sense that writing is neither an enjoyable nor a particularly important activity.

As a result, there are some problems in the quality and quantity of writing as well as writing attitudes of most students, especially those who lack knowledge in writing and fear of practicing writing. Such problems may be faced, for example, when instructors teach writing composition in the light of the pre-determined set of rules to be followed when writing essays or paragraph.

Hence, EFL instructors' evaluation of students' written composition is conducted in the light of models of correct paragraphs or essays provided to their students to copy .Besides, this evaluation focuses on whether students use correct forms and avoid errors of writing mechanisms such as spelling, punctuation and capitalization or grammar rather than on content, organization and cohesion.

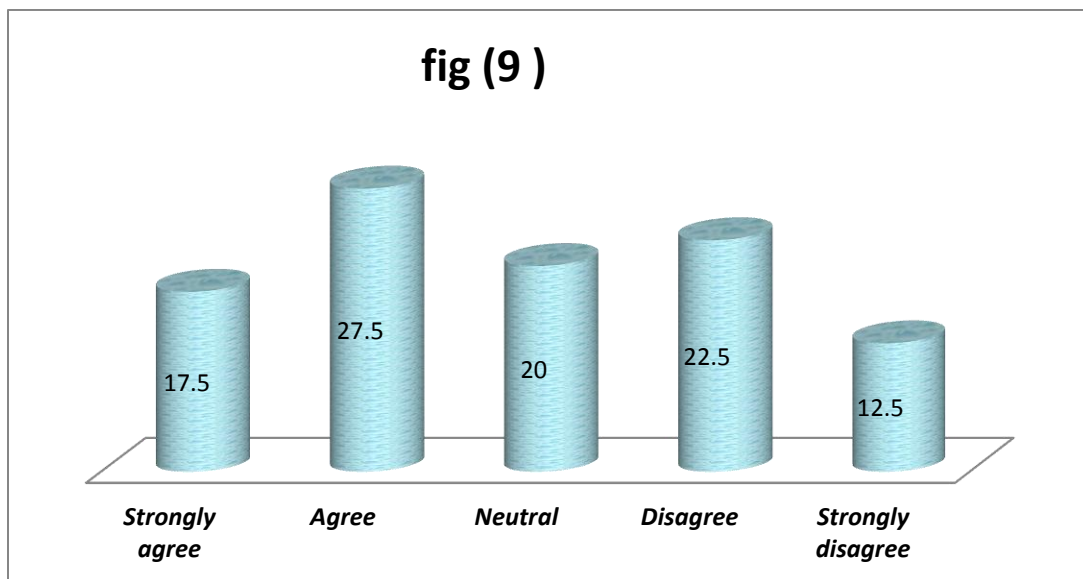
Statement No. (3): *The process of writing involves quite a number of sub-skills or dynamics, most evident in planning, collecting data, drafting, revising, rewriting and editing.*

Table No (16) The Frequency Distribution for the Respondent's Answers of Statement No. (6)

Valid	Frequency	Percentage%
Strongly agree	21	17.5
Agree	33	27.5
Neutral	24	20.0
Disagree	27	22.5
Strongly disagree	15	12.5
Total	120	100

it is clear from the above table No.(16) and figure No (6) that there are (21) persons in the study's sample with percentage (17.5%) strongly agreed with " *The process of writing involves quite a number of sub-skills or dynamics, most evident in planning, collecting data, drafting, revising, rewriting and editing.* .

. ". There are (33) persons with percentage (27.5%) agreed with that, and (24) persons with percentage (20.0%) were not sure that, and (27) persons with percentage (22.5%) disagreed. and (15) persons with 12.5% are strongly disagree.



Writing is a complex activity because it involves certain level of English knowledge such as, writing rules, vocabulary and grammar. The process of writing involves a number of sub-skills most evident in planning, collecting data, drafting, revising, rewriting and editing. These sub-processes of writing are dynamic, non-sequential and interactive processes.

Writing requires various mental activities before being performed in their final written form. This means that the writer should think, compose and create ideas and then check the coherence of the topic. The writer should also memorize and recall relevant vocabulary and discard irrelevant ideas, not to mention the organization of these ideas in alignment of their significance to developing the main idea in question. In addition, these ideas should be arranged and written down on paper as a first draft to assess their coherence. Finally, the writer has to revise and edit this draft to get the final output. All these factors make writing process a highly challenging and demanding skill and lead to negative attitudes towards writing.

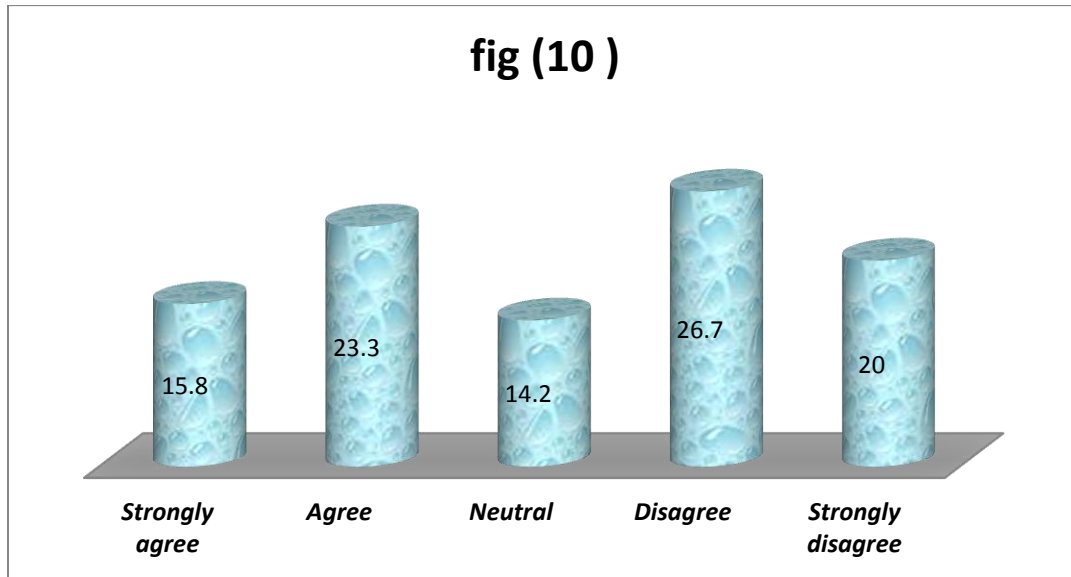
Statement No. (4) *Persuasive writing is a more sophisticated type of writing. It can be regarded as an argument in writing*

Table No (12) The Frequency Distribution for the Respondent's Answers of Statement No. (5).

Variable	Frequency	Percentage%
Strongly agree	19	15.8
Agree	28	23.3
Neutral	17	14.2
Disagree	32	26.7
Strongly disagree	24	20.0
Total	120	100

It is clear from the above table No.(12) and figure No (10) that there are (19) persons in the study's sample with percentage (15.8%) strongly agreed with " *Persuasive writing is a more sophisticated type of writing. It can be*

regarded as an argument in writing There are (28) persons with percentage (23.3%) agreed with that, and (17) persons with percentage (14.2%) were not sure that, and (32) persons with percentage (26.7%) disagreed. and (24) persons with 120.0% are strongly disagree.



In this type of persuasive writing, students or writers present their opinions attempting to influence the reader. Persuasive writing is a more sophisticated type of writing. It can be regarded as an argument in writing. This type is based on showing an opinion or taking a stance about something and then to support that opinion in a way that convinces the reader to understand it in the same way. This type contains an explanation of the other point of view and uses facts to disprove that view and support the writer's position. The examples of this kind are; debate position papers, essays, editorials, letters to the editor, or news articles.

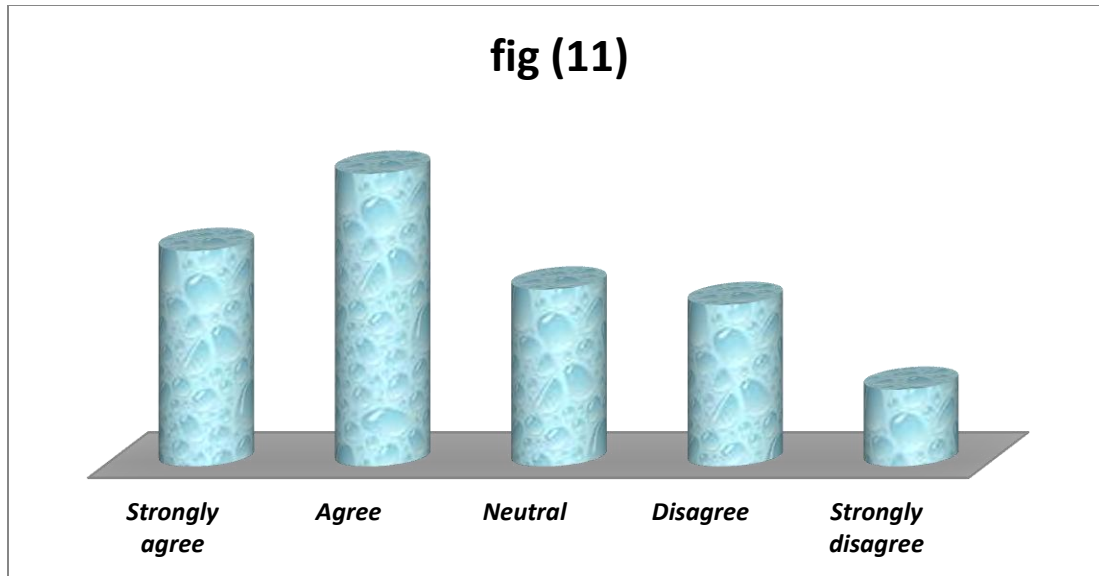
Statement No. (5) *Writing is written and read while speaking is spoken and heard.*

Table No (18) The Frequency Distribution for the Respondent's Answers of Statement No. (5)

Valid	Frequency	Percentage%
Strongly agree	28	25.0
Agree	38	23.3
Neutral	23	19.2
Disagree	21	25.8
Strongly disagree	10	6.7
Total	120	100

It is clear from the above table No.(18) and figure No (8) that there are (28) persons in the study's sample with percentage (25.0%) strongly agreed with . *Writing is written and read while speaking is spoken and heard.*

". There are (38) persons with percentage (23.3%) agreed with that, and (23) persons with percentage (19.2%) were not sure that, and (21) persons with percentage (25.8%) disagreed. and (10) persons with 16.7% are strongly disagree.



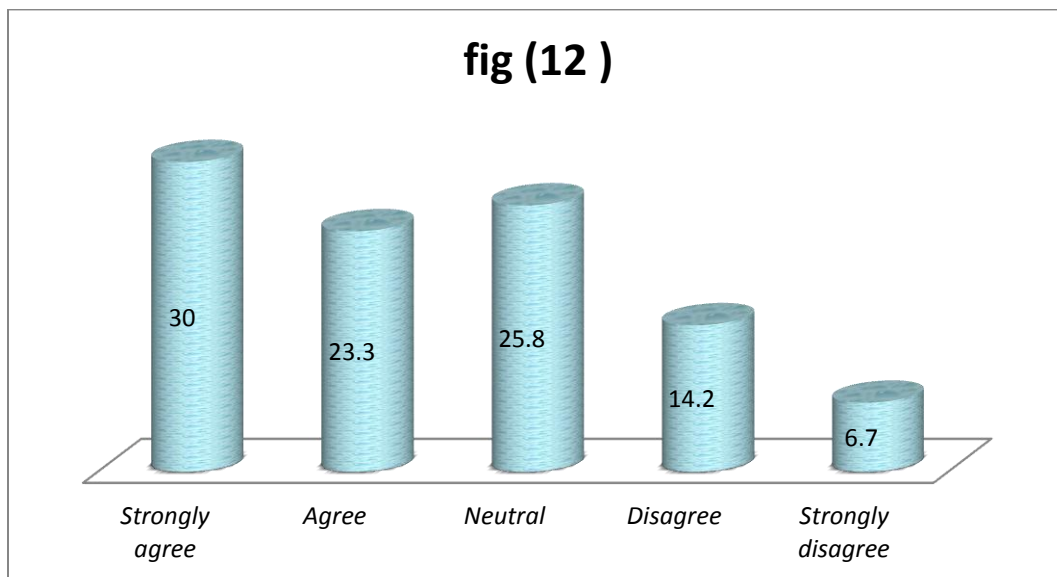
In speaking, speech is suit to social or phatic functions like passing the time of day or any situation where casual and unplanned discourse is desirable. It is good at expressing social relationships and personal opinions and attitudes. Whereas in writing , writers or students suit to the recording of facts and the communication of ideas and to task of memory and learning written records are easier to keep and scan tables demonstrate relationships between things and make notes and lists that provide mnemonics. A written text can be read quickly which enhances a person's ability to learn. Moreover, writing differs from speaking with respect to age, universality, acquisition, formality, prestige hesitations and grammar.

Statement No. (6) *A written communication can be referred to again and again over a period of time*

Table No (19) The Frequency Distribution for the Respondent's Answers of Statement No. (5)

Variable	Frequency	Percentage%
Strongly agree	36	30.0
Agree	28	23.3
Neutral	31	25.8
Disagree	17	14.2
Strongly disagree	8	6.7
Total	120	100

It is clear from the above table No. (19) and figure No (12) that there are (36) persons in the study's sample with percentage (30.0%) strongly agreed with " *A written communication can be referred to again and again over a period of time* ". There are (28) persons with percentage (23.3%) agreed with that, and (31) persons with percentage (25.8%) were not sure that, and (17) persons with percentage (14.2%) disagreed and (8) persons with 16.7% are strongly disagree.



Written communication may consist of text images (including signs) or a combination of the two. The advantage of written communication is its relative performance. It is absolutely true that a written communication can be referred to again and again over a period of time .This has a number of

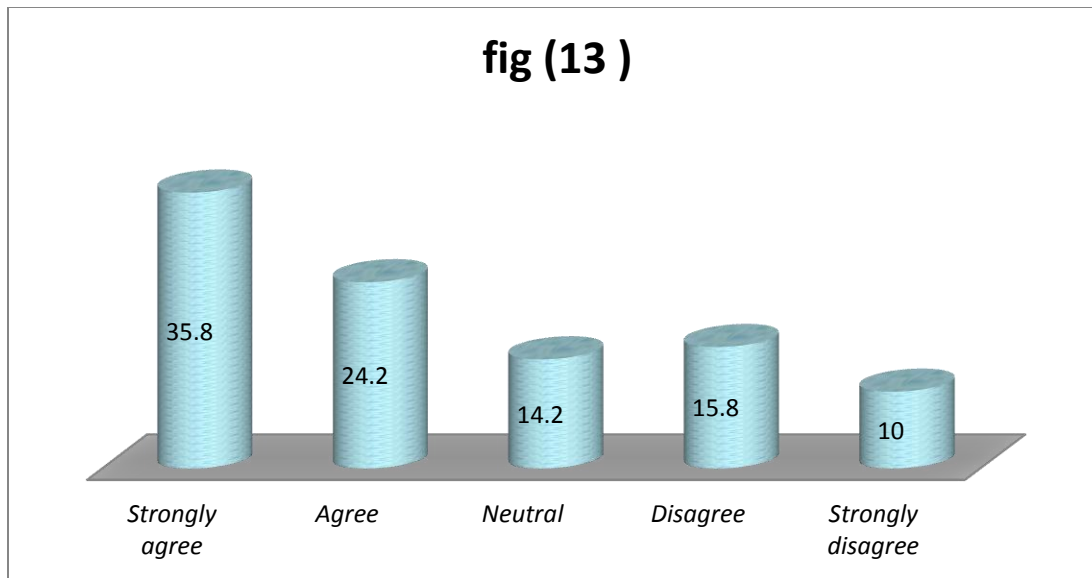
important implications. Firstly, the recipient initially may not understand the communication. Secondly, there may not be future doubt or disagreement about as the content of the communication, then the communication can refer to again. Thirdly, the form of communication provides written records and evidence of dispatch and receipt. Fourthly, it provides analysis evaluation and summary report. Fifthly, it helps in confirmation, interpretation and clarification of oral communication type. Finally, the communication does not necessarily have to be for immediate action, it may intend for use.

Statement No. (7) *A written communication can be time consuming*

Table No (21) The Frequency Distribution for the Respondent’s Answers of Statement No. (7)

Variable	Frequency	Percentage%
Strongly agree	43	35.8
Agree	29	24.2
Neutral	17	14.2
Disagree	19	15.8
Strongly disagree	12	10
Total	120	100

Judging by the table above, it is clear that there are (43) persons in the study's sample with percentage (35.8%) strongly agreed with “*Written communication can be time consuming.* ”. There are (29) persons with percentage (24.2%) agreed with that, and (17) persons with percentage (14.2%) were not sure that, and (19) persons with percentage (15.8%) disagreed. and (12) persons with 10.0% are strongly disagree.

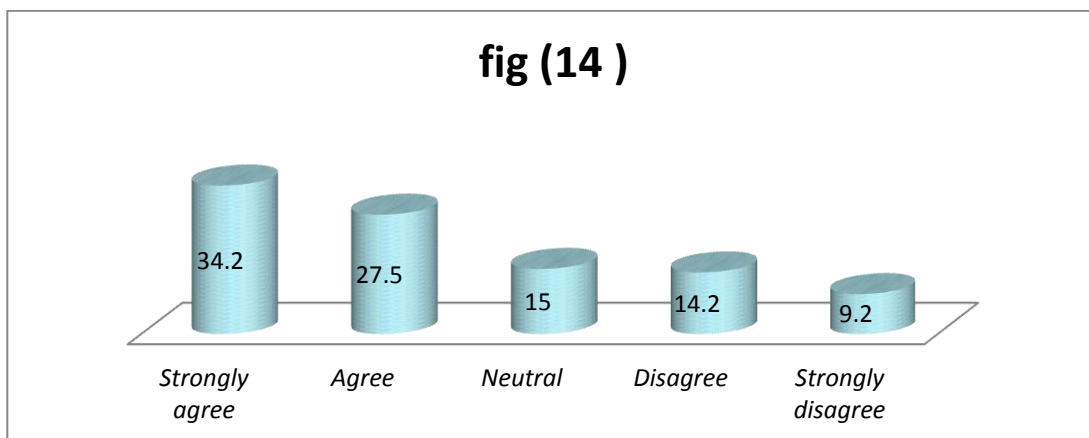


There are quite a number of factors to be leveled against written communication which are as follows: Firstly, time consuming, written communication takes time to reach the target. Both encoding and transmission of the message take time, resulting in delays. Therefore, time – consuming process. Postal delays cause a lot of time to be elapsed between dispatch of written message and its receipt by the target. Secondly, lack of immediate feedback, written communication is mostly handicapped by its inability to get immediate feedback. The receiver of the message takes his/ her time to understand and respond to the message. Thirdly, costly, written communication is a costly process in terms of stationary and the number of people included in sending and typing out letters. Fourthly, written communication is more formal and distant; this cause problems in interpretation. Fifthly, written communication does not allow immediate exchange of opinion, views or attributes.

Statement No. (8) *Writing is crucial for students to succeed in their studies; students must take notes and write essays and answers to examination questions.* **Table No (22) The Frequency Distribution for the Respondent's Answers of Statement No. (8)**

Valid	Frequency	Percentage%
Strongly agree	41	34.2
Agree	33	27.5
Neutral	18	15.0
Disagree	17	14.2
Strongly disagree	11	9.2
Total	120	100

Looking at the above table No.(22) and figure No (14) that there are (41) persons in the study's sample with percentage (34.2%) strongly agreed with " *Writing is crucial for students to succeed in their studies; students must take notes and write essays and answers to examination questions.* ". There are (33) persons with percentage (27.5%) agreed with that, and (18) persons with percentage (15.0%) were not sure that, and (17) persons with percentage (14.2%) disagreed. and (11) persons with 9.2% are strongly disagree.



Writing is crucial for students to succeed in their studies; students must take notes and write essays and answers to examination questions. Taking notes is a critical learning activity; thus, students take notes on lectures in the class also take notes on readings and mark up student books with reactions and reminders. Also students can write down the instructions for assignments. In short, writing to learn means learning to think. For example, when teachers choose between (a) sentencing students to thought mechanical operations and (b) facilitating their ability to think. If students' readiness for more include thought processes is by passed in favor of jamming more facts and figures into their heads, they will stagnate at the lower levels of thinking .On the other hand, if students are encouraged to try a variety of thought processes in classes, they can develop considerable mental power. Writing is one of the most effective ways to sophisticate thinking.

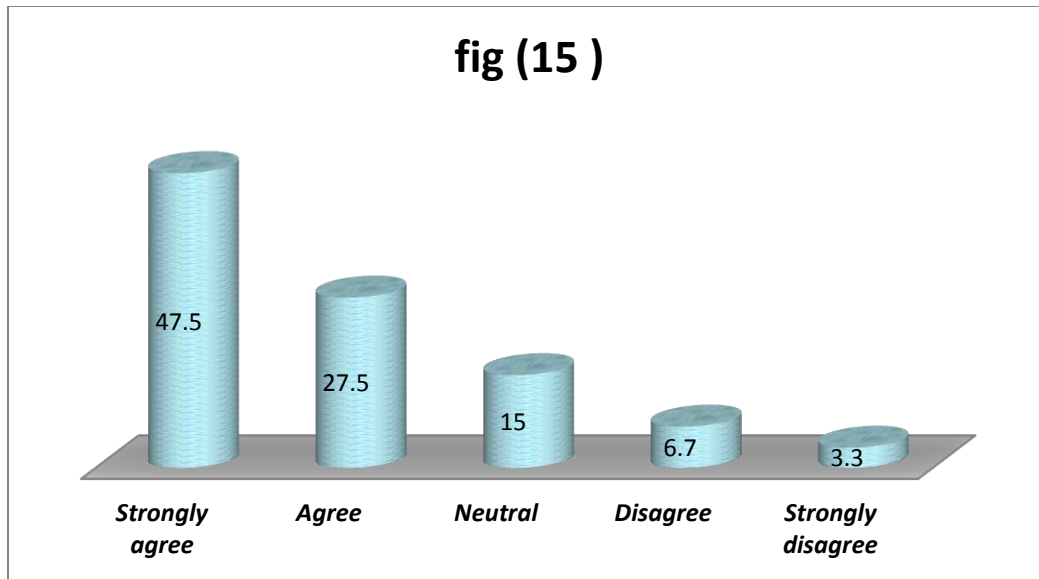
Statement No. (9) *There are many differences between the processes of speaking and writing. Writing is not simply a speech that is written down on paper*

Table No (23) The Frequency Distribution for the Respondent's Answers of Statement No. (9)

Variables	Frequency	Percentage%
Strongly agree	57	47.5
Agree	33	27.5
Neutral	18	15.0
Disagree	8	6.7
Strongly disagree	4	3.3
Total	120	100

it is clear from the above table No.(22) and figure No (12) that there are (57) persons in the study's sample with percentage (47.5%) strongly agreed with " *There are many differences between the processes of speaking and writing. Writing is not simply a speech that is written down on paper*

". There are (33) persons with percentage (27.5%) agreed with that, and (18) persons with percentage (15.0%) were not sure that, and (8) persons with percentage (6.7%) disagreed. and (4) persons with 13.3% are strongly disagree.



There are many differences between the processes of speaking and writing. Writing is not simply a speech that is written down on paper; and that learning to write is not a natural extension of learning to speak. Unlike speaking, writing requires systematic instruction and practice. Hence, there are many differences between them .In writing not everyone can learn to read and write whereas in speaking universal everyday acquires it. Writing language is more general and restricted; it follows a standardized form of structure, vocabulary, grammar and organization. Writers can write down words on papers to express their ideas, while speakers can speak using their voices but cannot write down with effective stress, pitch, rhythm to communicate their message when speaking. Speakers use intonation, pauses, pronounce and loudness but writers use unique features including punctuation and capitalization also several written genres like, timetables, graphs, complex formula that cannot be read aloud efficiently but can be assimilated visually(Rodger,2001:12-15).

Speakers use simple sentences in order to communicate with lots of people and sometimes their speech is informal and repetitive. Writers, on the other

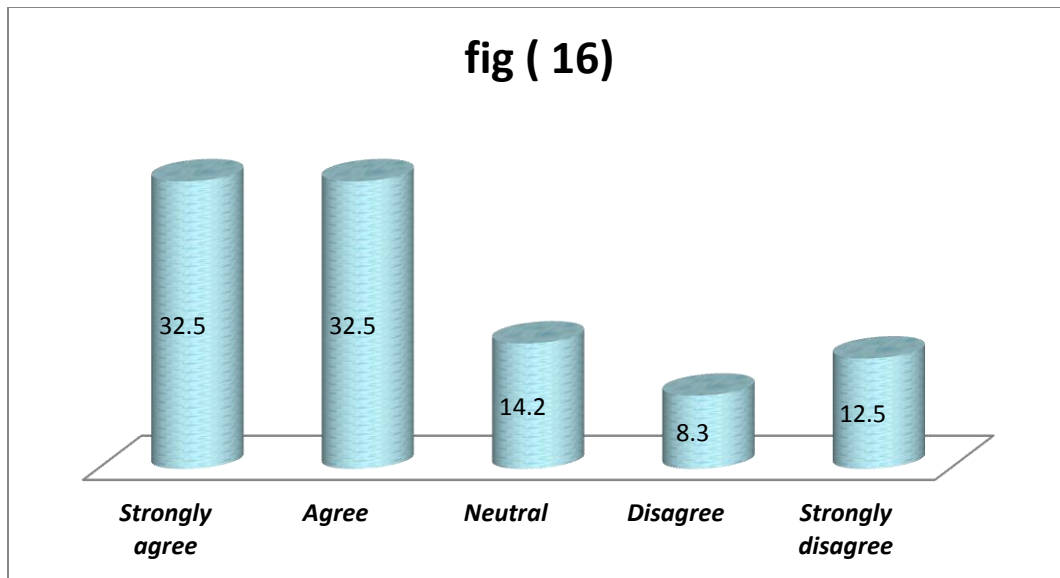
hand, use more complex sentences connected by conjunctive words like, who, however, in addition, although...etc. In speaking people or students are typically in face to face interaction and they can express meaning using extra linguistic clues as facial expressions and gestures. The lexicon of speech is often characteristically ambiguous, using words which refer directly to the situation (e.g., deictic expression such as, that one, in here, right now ...etc.) In writing writers or students lack face to face contact, thus they cannot express meaning using facial expressions to make their meaning clear; nor is there any immediate feedback. So, most writers avoid the use of deictic expressions which are likely to be ambiguous (Ibid).

Statement No. (10) *Plagiarisms is a serious offence in the academic world*

Table No (24) The Frequency Distribution for the Respondent's Answers of Statement No. (9)

Variable	Frequency	Percentage%
Strongly agree	39	32.5
Agree	39	32.5
Neutral	17	14.2
Disagree	10	8.3
Strongly disagree	15	12.5
Total	120	100

it is clear from the above table No.(24) and figure No (16) that there are (39) persons in the study's sample with percentage (32.5%) strongly agreed with " *Plagiarisms is a serious offence in the academic world .*". There are (39) persons with percentage (32.5%) agreed with that, and (17) persons with percentage (14.5%) were not sure that, and (10) persons with percentage (8.3%) disagreed. and (15) persons with 12.3% are strongly disagree.



Plagiarism is a serious offence in the academic world. So, it is defined as presenting someone else's work as one's own and stealing and publishing the work of another author. The concept of plagiarism remains problematic with unclear rules and definitions. Consequently, plagiarism is a legal problem. Hacker(1989:170-171) concludes that a student or writer commits plagiarism according to the following forms:

1. using another writer's words without proper citation: it means that when a student or writer uses the same writer's words without referring to the source of these words. In this case, students must put quotation marks around the quoted paragraph in order to avoid plagiarism.
2. using another writer's ideas without proper citation .This means that when students quote another author's thought, they must cite it through referring to the source of that information . The teacher wants to know which ideas are for the student which ideas are author's ideas. Likewise, the student needs to acknowledge that the writer he consulted also came up with the ideas.
3. Borrowing the structure of another author's phrases or sentences without crediting the author who wrote them. This type of plagiarism often happens

due to laziness, it is easy to use another writer's style than to think about what one has read and then express it using one's own words.

4. Borrowing part of or all another student's paper by using someone else's outline to write a paper.

5. Giving incorrect information about the source of a quotation. Consequently, it is important for students or writers to avoid plagiarism in their writing because it is dangerous for them when they are copying authors' words. If students employ plagiarism in their writing, they will fail in writing whether an essay or composition.

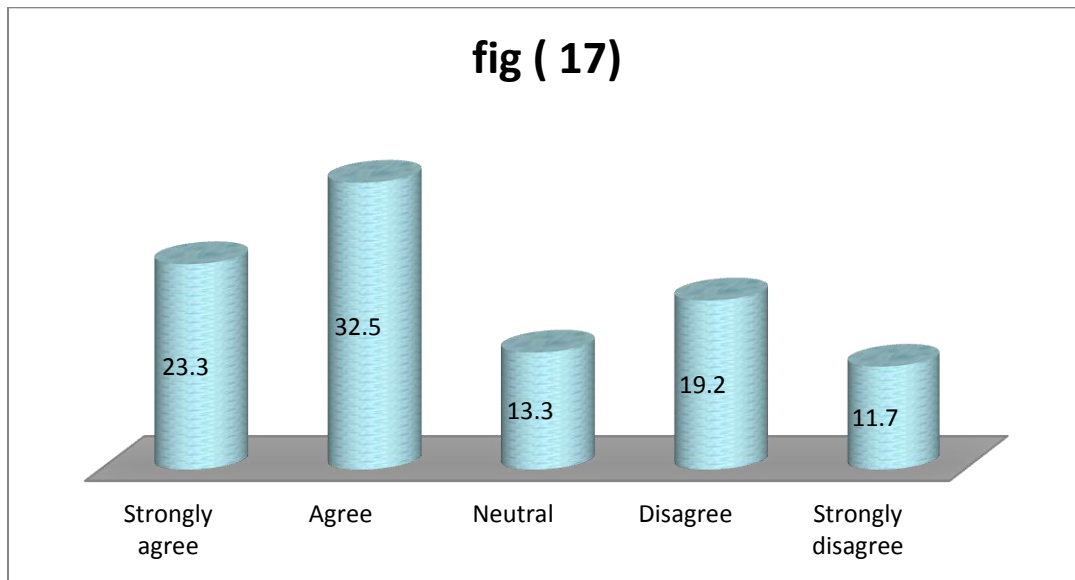
Statement No. (11) *It is generally believed that writing is used as a means to restructure knowledge improving higher-order thinking*

Table No (25) The Frequency Distribution for the Respondent's Answers of Statement No. (11)

Valid	Frequency	Percentage%
Strongly agree	28	23.3
Agree	39	32.5
Neutral	16	13.3
Disagree	23	19.2
Strongly disagree	14	11.7
Total	120	100

It is clear from the above table No.(25) and figure No (17) that there are (28) persons in the study's sample with percentage (23.3%) strongly agreed with " *It is generally believed that writing is used as a means to restructure knowledge improving higher-order thinking.* ". There are (39) persons with percentage (32.5%) agreed with that, and (16) persons with percentage

(13.3%) were not sure that, and (23) persons with percentage (13.3%) disagreed. and (14) persons with 11.7% are strongly disagree.



Many linguists believe that writing is used as a means to restructure knowledge improving higher-order thinking. In this case writing can provide opportunity for students to think through arguments and use higher-order thinking skills to solve complex problems. Writing positively influences critical thinking performance for general education students. Therefore, there is a deep relationship between critical thinking and writing as well as writing affects critical thinking skills.

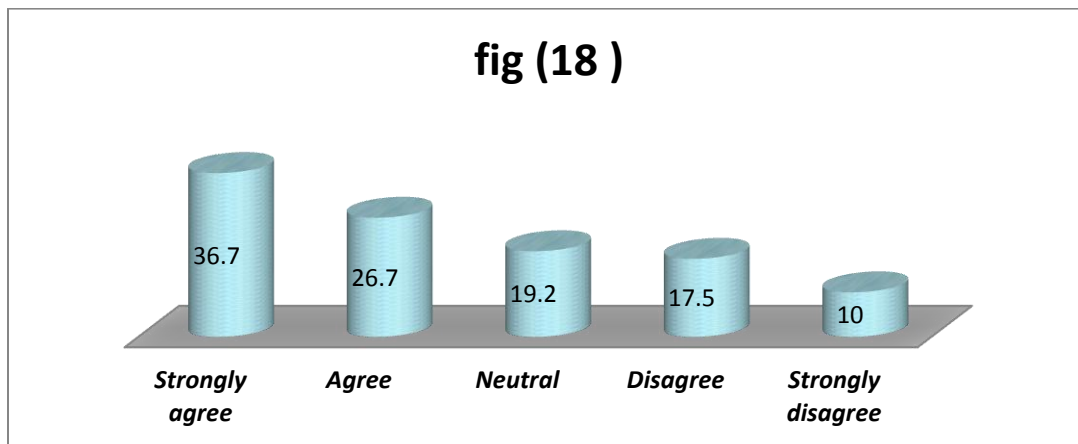
Whereas, Klein(2004:191) believes that writing is used as a tool to communicate ideas but less is known about how writing can improve the thinking process itself because it requires individuals to make their ideas explicit and choose and evaluate among tools necessary for effective discourse. According to David(2011:33-37) writing initiates critical thinking more than speaking or reading. Writing is a reaction and a response to thought and feeling about a specific subject. Writing has a logical and linear flow making the self-correction of critical thinking a more natural step in the process. Writing does not only communicate ideas but also is a process by which ideas are corrected and clarified and this is in line with critical thinking.

Statement No. (12) *Tutors are required to pay special attention to teaching the topic sentence as it is the element that establishes the unity and clarity in a student's writing*

Table No (26) The Frequency Distribution for the Respondent's Answers of Statement No. (12)

Valid	Frequency	Percentage%
Strongly agree	44	36.7
Agree	32	26.7
Neutral	23	19.2
Disagree	9	17.5
Strongly disagree	12	10.0
Total	120	100

It is clear from the above table No.(26) and figure No (18) that there are (44) persons in the study's sample with percentage (36.7%) strongly agreed with " *Tutors are required to pay special attention to teaching the topic sentence as it is the element that establishes the unity and clarity in a student's writing .* ". There are (32) persons with percentage (26.7%) agreed with that, and (23) persons with percentage (19.2.3%) were not sure that, and (9) persons with percentage (17.5%) disagreed. and (12) persons with 10.0% are strongly disagree.



Beginning a paragraph with a topic sentence is one of the best steps to achieve unity and clarity in student's or writer's writing. The function of a topic sentence is to describe what the paragraph will be about since the reader should have clear expectations about what will follow. Topic sentence not only states the topic of the paragraph but also controls or limits the topic in the space of single paragraph. Therefore, the idea can be divided into two types:

A. topic idea which states the topic of the paragraph.

B. controlling idea which limits the topic. These two ideas are clear and easy to follow through using vocabulary to provide a precise indication of what will follow in the rest of the paragraph.

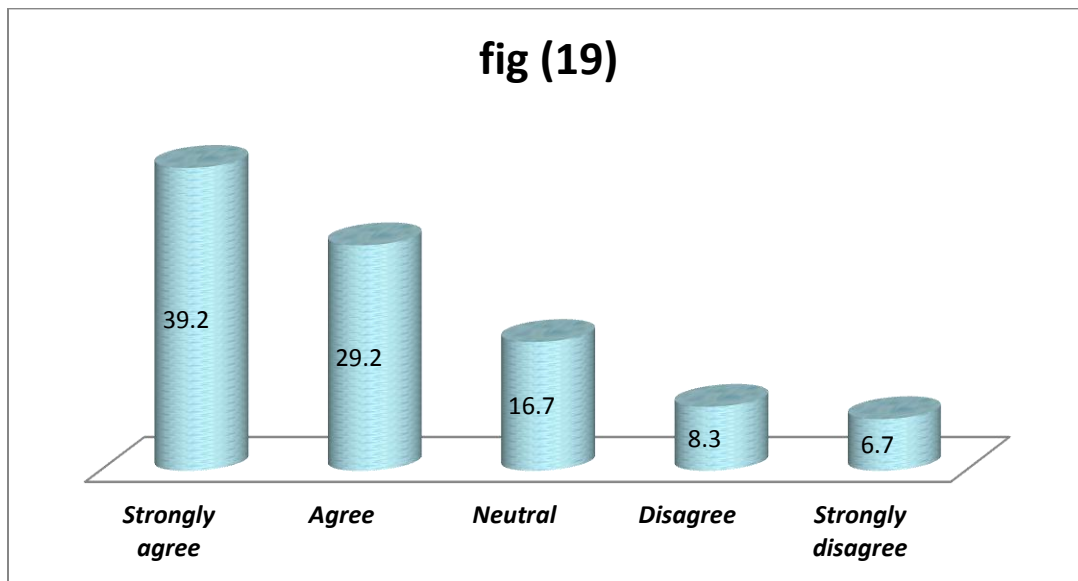
Statement No. (13) *Punctuation marks play an important part in English grammar and writing*

Table No (27) The Frequency Distribution for the Respondent's Answers of Statement No. (13)

Valid	Frequency	Percentage%
Strongly agree	47	39.2
Agree	35	29.2
Neutral	20	16.7
Disagree	10	8.3
Strongly disagree	8	6.7
Total	120	100

It is clear from the above table No.(27) and figure No (19) that there are (47) persons in the study's sample with percentage (39.2%) strongly agreed with " *Punctuation marks play an important part in English grammar and writing .* ". There are (35) persons with percentage (29.2%) agreed with that, and (20) persons with percentage (16.7%) were not sure that, and (10) persons with percentage (8.3%) were not sure that, and (8) persons with percentage (6.7%) were not sure that.

persons with percentage (6.7%) disagreed. and (8) persons with 110.0% are strongly disagree.



When we speak we can pause or emphasize certain words and phrases to help people understand what we are saying. But in writing, students or writers use punctuation marks in order to help the reader understand what they mean. So, using punctuation in writing helps the reader to obviously understand the message that is being conveyed. Punctuation, especially in academic writing, is crucial as it helps to strengthen arguments that are made in the text. It is important to know all the punctuation marks, their meanings and when to use them in order to produce a good piece of writing.

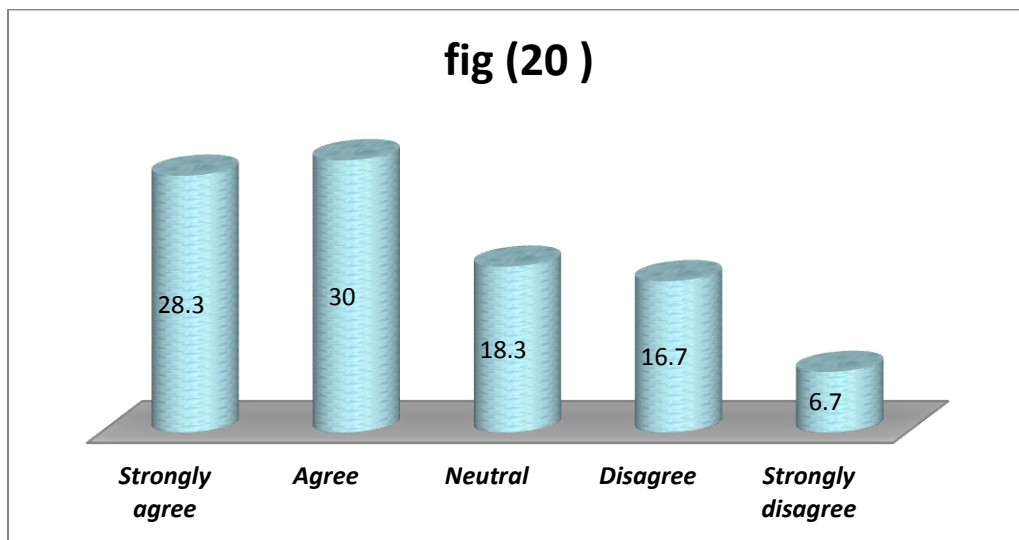
Consequently, punctuation plays a very important role in giving meaning to the language. The use of wrong punctuation marks or even wrong placement of punctuation marks can change the meaning of the sentence completely and often even convert the sentence to complete nonsense. Good punctuation expresses that writers or students have a good knowledge of grammatical structure. Consequently, students or writers should obviously grasp what is a simple sentence, what is a complex sentence and the meaning of each punctuation marks and where to use them

Statement No. (14) *Cohesive devices are essentially linking devices that make the sentences hang together in a logical sequence*

Table No (28) The Frequency Distribution for the Respondent's Answers of Statement No. (14)

Valid	Frequency	Percentage%
Strongly agree	34	28.3
Agree	36	30.0
Neutral	22	18.3
Disagree	20	16.7
Strongly disagree	8	6.7
Total	120	100

It is clear from the above table No.(28) and figure No (20) that there are (47) persons in the study's sample with percentage (39.2%) strongly agreed with " *Cohesive devices are essentially linking devices that make the sentences hang together in a logical sequence.*". There are (35) persons with percentage (16.7%) agreed with that, and (20) persons with percentage (8.3%) were not sure that, and (10) persons with percentage (6.7%) disagreed. and (8) persons with 10.0% are strongly disagree.

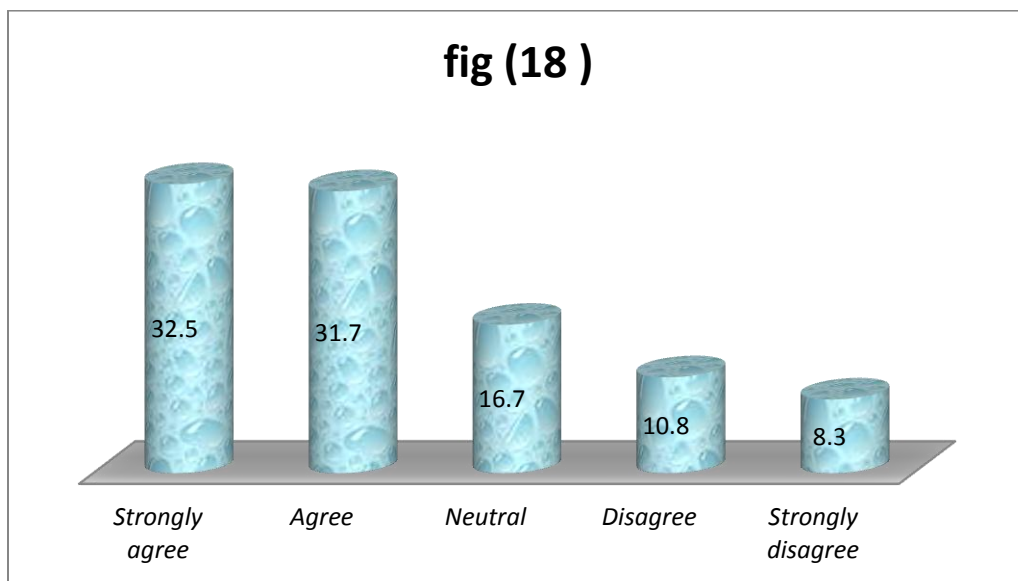


Cohesive devices are essential mechanism to improve writing, they considered the formal links that hold texts together, which they used to connect sentences within a clear and logical manner to create strong communication as describe by Abdurrahman (2013) “the use of writing as a communication, it is necessary to go beyond sentence-level manipulation to the production of a paragraph and subsequently to a multi paragraph composition, once people are involved in writing two or more interconnected sentences they have to use cohesive devices as means of linking sentences”. In this view Reid (1992) defines cohesive devices as “words and phrases that act as signals to the reader, those words are phrases make what is being stated or related to what has been stated or what soon will be stated”. When those relations make clear connection between sentences, the reader will understand the meaning as Halliday and Hassan (1985) indicates that, there are structural and non- structural cohesive devices, the lexical and grammatical cohesion discussed here belong to non-structural cohesion. Structural cohesion includes parallelism, theme- rheme and development organization. Cohesive devices are linguistic means of various nature that create the formal connectedness of text, concretely they are the expressions that are bound together by relations described a cohesive tie and which form cohesive chains in the text.

Statement No. (15) *Conjunction devices have variety of sub categories that are additives, adversatives, causal and temporal and each type has several words and phrases.*

Table No (30) The Frequency Distribution for the Respondent's Answers of Statement No. (15)

Valid	Frequency	Percentage%
Strongly agree	39	32.5
Agree	38	31.7
Neutral	20	16.7
Disagree	13	10.8
Strongly disagree	10	8.3
Total	120	100



It is clear from the above table No.(29) and figure No (21) that there are (39) persons in the study's sample with percentage (32.5%) strongly agreed with " *Conjunction devices have variety of sub categories that are additives,*

adversatives, causal and temporal and each type has several words and phrases. ". There are (38) persons with percentage (31.7%) agreed with that, and (20) students with percentage (16.7%) were not sure that, and (13) persons with percentage (10.8%) disagreed. and (10) persons with 18.3% are strongly disagree

Conjunction devices have variety of sub categories that are additives, adversatives, causal and temporal and each type has several words and phrases that express the different meanings and the distinction between internal and external relationship. In text, **lexical cohesion** is the result of chains of related words that contribute to the continuity of **lexical** meaning. These **lexical** chains are a direct result of units of text being "about the same thing," and finding text structure involves finding units of text that are about the same thing. **Lexical Stylistic Devices.** Syntactical Stylistic **Devices.** Allegory: an extended metaphor - the whole poem or story is representative of another idea. An allegory is intended to teach a moral or lesson. Allusion: a brief reference to a person, event or thing religious or historical.

4.4 Summary

This chapter as apparent from its title: Data analysis and discussion, has analyzed the collected data through the test and the questionnaire to confirm the hypotheses of the study and find answers for the questions posed in chapter one.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATION

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Summary and Conclusion

This study is an attempt to explore the use of cohesive devices in the composition writing of the Sudanese Secondary School students. The aim is to find out whether the giving special attention to the question of these devices by teachers through drawing on teaching material from outside the syllabus will have an effect in clarifying their usage. To find answer to the pose question, the study surveyed the teachers' viewpoints in relation to the issue in question.

Basically, the study sets out to examine the questions:

1. To what extent do EFL teachers try to help their students to use cohesive devices in writing?
2. To what extent does the SPINE series provide adequate activities to develop writing at this stage with special reference to cohesive devices?
3. To what extent can the use of cohesive devices help improve students' writing?

To achieve the set objectives, the study adopted a mixed- methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to complement each other. Hence, an experiment, questionnaires, and a diagnostic test were used to address the research

questions and objectives. The (SPSS) program version 20 was used for data analysis.

100 secondary school students participated in the study experiment, 120 tutors completed questionnaire. Statistically, the study found out that the teaching of linking devices can help secondary school students improve their writing. Again the findings further have been in commensurate with the set questions and hypotheses.

It was found out those highly motivated students who have had an earlier experience with cohesive devices have managed successfully to maximize that learning environment, compared with their peers who were not introduced to these devices. However, all students picked up and speedily got along with learning.

Two thirds of the students welcomed the idea that explicit teaching of cohesive devices can help them a lot. On the other hand, teachers expressed a variety of views about the advantages of teaching cohesive devices through excessive practice of writing right from first year secondary school so that students get adequate practice. Most teachers agree that our classroom settings are not at all ideal for effective teaching as they are overcrowded. 90% believe that large groups can be very detrimental to the teaching operation itself and that some students would find it difficult to put up with such large classes.

5.2 Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. Tutors should seek to teach the different skills by drawing heavily on texts and materials from the web or from outside the set syllabus.
2. Tutors should encourage their students to browse the internet in search for interesting learning material with special focus on cohesive devices both in reading and writing materials.
3. Through mainly browsing the net for good authentic texts tutors should do all in their power to inculcate the concepts of cohesive devices.
4. Special attention should be given to the fact that all students have mobile phones supported with internet and that they can use them for learning purposes.
5. Feedback should not be neglected as our students are drawing on instruments of learning which could have been equally well harmful.

5.3 Suggestions for further studies

This study put forward the following suggestions for future researchers:

1. More evidence is required to substantiate the process teaching cohesive devices explicitly right from first year.
2. Much research is needed with respect to the type of English language syllabuses used at our secondary schools.
3. A research is needed to explore the entire syllabuses we have
4. Teacher training is not to be neglected.

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