

## **Difficulties Faced by Iraqi EFL Students in using Cohesive Devices in Writing from Teachers' and Students' Perspectives.**

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### **Abstract**

This study attempts to look into the issues that secondary students have faced when using cohesive devices. To achieve this purpose, the research has adopted descriptive method by using a questionnaire, the sample consist of 150students and 150 teachers in secondary school of Diyala Governorate during the academic year 2021-2022. The researcher has analyzed the data by using the statistical program (SPSS). The researcher designed a questionnaire made of 25 items for students and 28 items and personal information for teachers. The outcomes of the study confirmed that students at secondary school have difficulties in using grammatical and lexical cohesive devices in writing. Additionally, the study advised English teachers to support their students' usage of various cohesive devices in their writing.

**Keywords:** Cohesive devices, Writing, Cohesion, Coherence

### **1. Introduction**

#### **1.1 Statement of the Problem**

Writing, according to Kroll (2003:20), is a complicated process requiring the mastery of a variety of abilities, all of which are added to the overall difficulty of writing for any language student. The current study looks into the challenges secondary school pupils face when using cohesive devices. "a close link based on syntax or meaning between two components of a phrase or larger work of literature (Hornby,1992:48).

Writing, according to Hyland (2003:9), is a means of conveying personal meanings, and writing workshops emphasize the individual's ability to build his or her own perspective on a subject. It is regarded as a difficult region for English foreign language students, particularly those in secondary school. To put it another way, secondary school pupils struggle with cohesive devices. The nature of English's cohesive device structure, as well as the involvement of the student's mother tongue, cause these challenges. Zemach and Rumisek (2003:40) state that cohesion instruments are phrases and words which relate clauses and paragraphs to each other to create a chain of thoughts that flux smoothly. This study looks into the important issues that secondary students face when it comes to writing. The majority of them are unsure of how to produce a good essay, yet the usage of coherent can have a significant impact on the quality of a written piece. The current study looks into the challenges secondary school pupils have when it comes to employing English cohesive devices. It is

regarded as a difficult region for English Foreign Language students, particularly those in secondary school.

According to Marzaban and Sarjami (2014:32), many English foreign language students believe that writing is one of the most challenging abilities to learn. The challenge stems from the formulation and organization of thoughts, as well as their translation into comprehensible writing Richards and Renandya (2002:13).

Byrne (1988:1) states that when we write, we use graphic symbols, which are letters or combinations of letters that correspond to the sounds we make when we talk. To construct words, symbols must be placed according to certain standards, and words must be arranged to produce sentences. We don't just compose one sentence, or even a few unrelated sentences. We create a series of statements that are ordered in a specific order and connected in specific ways. The sequence may be extremely brief - possibly only two or three sentences - but it forms a logical whole due to the way the sentences have been organized and connected together. They come together to produce a:text".

### **1.2. Aims of the Study**

The aims of this study are as follows:

Identifying the difficulties that face the fifth secondary students in using cohesive devices writing.

2- Examining whether students are unfamiliar with types of cohesive devices.

### **1.3. Significance**

The importance of this study arises from the fact that it looks into the problems and errors that students have when using cohesive devices in writing at the secondary level. It demonstrates the significance of cohesive devices in writing ability. It will also shed light on many forms of cohesive devices, such as lexical and grammatical, as well as the sources of errors. Finally, English teachers and students will be target. The significance of the study arises from the necessity in helping secondary school students with cohesive devices to avoid confusion in usage. The findings of this study might be useful to both Iraqi English teachers across the country.

### **1.4. Research Questions**

This study aims to investigate the following research questions:

1. Do the fifth secondary students face any difficulties in using cohesive devices in their writing?
2. Do students at fifth secondary stage not aware of the significance of cohesive instruments in the process of writing?
3. Does the ignorance of the correct usage of cohesive devices lead to misunderstanding or to less quality of the written material?

### **1.5. Limits**

- 1.The study is limited to the fifth stage at secondary schools in Diyala.
- 2.The academic year (2021-2022).

### **1.6. Procedures**

1. Specifies the population of the study, which is all English language teachers and students in the preparatory schools of Diyala governorate.

2. Selects a sample of the study which is 160 English language teachers in the preparatory schools of Diyala governorate
3. Selecting a sample 160 students randomly from Iraqi EFL secondary school students in Diyala.
4. Uses the descriptive statistical method by designing a questionnaire of 28 items for teachers and 25 items for students. The data taken were quantitatively analyzed.
5. Submits the questionnaire to the jury experts to test the validity.
6. Submits the questionnaire to teachers and students in Diyala governorate.
7. Collects and analyzes the data of the questionnaire statistically by using the SPSS program (Chi-square, Pearson correlation, Alfa Cronbach, percentage, and Weighted average).
8. Presenting and interpreting the results of the study to reach to conclusions of the study, recommendations, and suggestions for further studies.

### ***1.7. Definitions of Basic Terms***

#### ***1.7.1. Writing***

According to Hyland (2003:9), writing is a way of conveying personal meanings, and writing emphasize an individual's ability to develop his or her own perspective on a topic.

Widowson (1978:31) says that writing can be defined as a performance to produce proper clauses and transferring them into written text.

#### ***1.7.2. Cohesion***

Hoey (1996:20) defines cohesion as the way that certain words or grammatical features of a phrase relate to their predecessors and successors in a text. It implies that cohesion is an important factor in linking the meanings of two phrases.

#### ***1.7.3. Cohesive devices***

"Cohesive devices help to link elements of a text together so that we know what's being referred to and how the phrases and sentences relate to each other," (Harmer, 2004; Almeida, 2020).

#### ***1.7.4. Coherence***

"The relevance and accessibility of a book's organization of concepts, ideas, and theories in terms of how it makes sense to readers," (Hyland, 2006; Alvis, 2020).

### ***2.1. Steps of Writing Process***

Oshima and Hogue (2007:15-18) state that writing process involves four phases. Prewriting is the initial phase, and it is used to generate ideas. In this phase, you choose a subject and gather information to describe it. The next stage in the writing process is to arrange your thoughts into a basic plan. Writing a rough draft using your outline as a guide is the third phase. Write your introductory draft as rapidly as possible without considering grammar, spelling, or punctuation. You refine what you have written at this phase. This process is known as revising and editing. Polishing is most effective when done in two phases. To begin, address the major challenges of content and structure (revising). Then focus on minor grammatical, punctuation, and mechanical concerns (editing).

Writing, according to Lee (2005:3), may be examined from two major theoretical perspectives: cognitive and social. "The cognitive view is goal-oriented, emphasizing the writing and rewriting process, while the sociocultural approach is context-oriented,

emphasizing the finished result of writing for a specific audience". Writing is a multi-step process that involves generating a decent text that clearly expresses thoughts, ideas, sentiments, and emotions. "Written output is typically the outcome of thinking, composing, and editing procedures that demand specific talents" (Brown, 2000; Ban, 2020).

Harmer (2004:4-6) states that the stages a writer goes through to produce something in its ultimate written form are referred to as the writing process. This process may be influenced by the writing's topic matter, style, and format (such as shopping lists, letters, essays, reports, or novels) (pen and paper, computer word files, live chat,etc.). But it is suggested that the procedure in each of these situations contains four basic steps. The first step is **planning**, Writers must consider three primary issues when planning, they must first think about the objective of their writing before deciding what information and words to use. Secondly, writers consider the audience for whom they are writing (the shape of writing and how the paragraphs are structured, the language-for example, it is formal or informal). Thirdly, the writer must think about the article's content structure, or the appropriate order in which to present the facts, ideas, and arguments. The second step is **drafting**, the first draft of a piece of writing is referred to as drafting. The third step is **editing** (reflecting and revising), the author reread his writing to check for ambiguities in the information's sequence and maybe something is written in an unclear or confusing manner. The last step is **final version**: After editing and making the adjustments they feel are essential, the writer creates his final version due to changes made during the editing process, this may differ greatly from both the initial plan and the first draft (ibid:5). (See figure2.1).

Figure (2.1) The Process Wheel

### 2.3. Types of Writing

According to Jeffrey (2016: 3-5), writing ability is divided into five categories (see

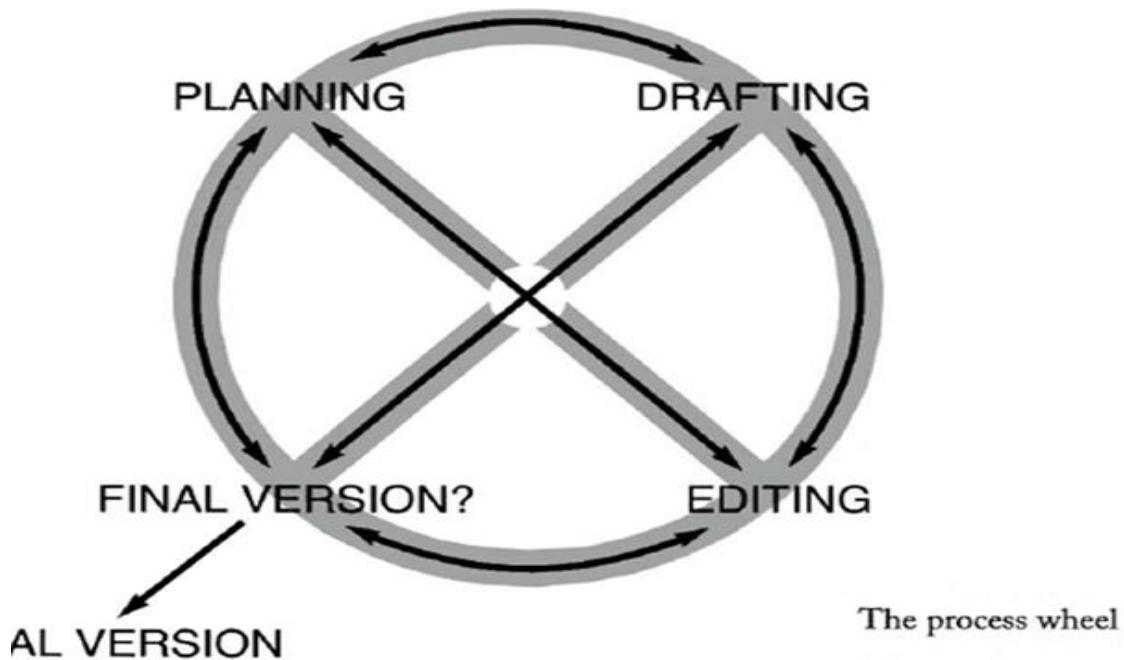


Figure (2.1), which are described as follows:

#### 1-Description

Descriptive writing is when you use words to describe someone, a place, or something

else without trying to explain or persuade the reader. It can be found in fictional books or plays, poetry, journals, and nature descriptions.

## 2- *Persuasive*

Persuasive writing entails persuading the audience of a point of view or opinion. It provides the author's viewpoints, reasoning, and reasons. According to Rahman (2010), persuasive writing is an attempt to persuade or convince others that they should believe or behave as the writer intends. In the process of creating a persuasive paragraph, the writer should offer some supporting facts to convince the reader. According to Smith (2003), one of the most popular methods to structure persuasive writing is to provide plausible arguments against your position and illustrate how these arguments are weak, while another technique is to declare an opinion and then provide evidence to support it.

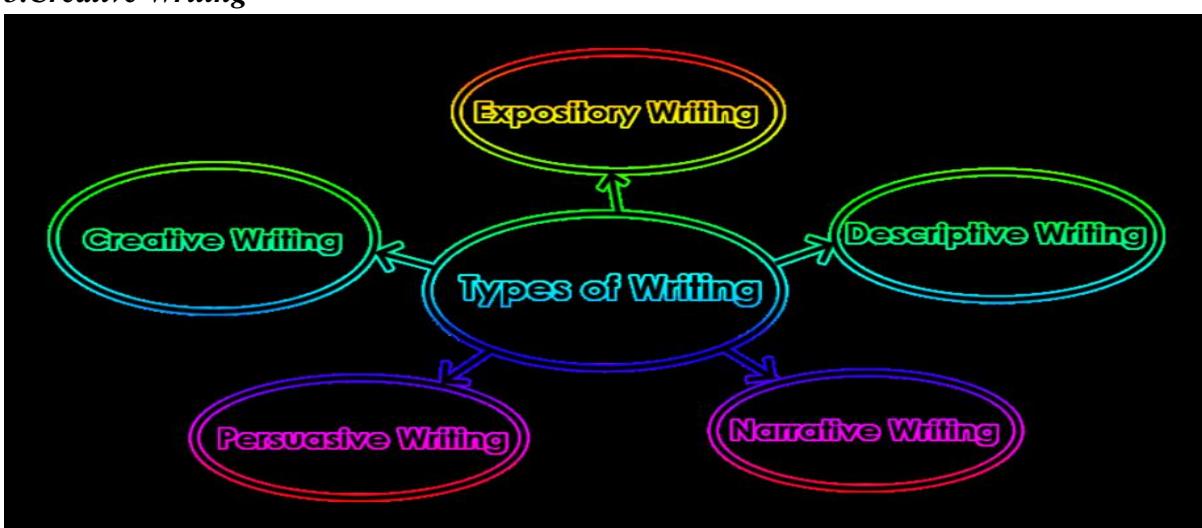
## 3-*Narrative*

Making a story with characters, conflict, and settings is what narrative writing entails. Novels, oral history, and anecdotes all contain it. According to Beare (2014), "narrative paragraphs are employed to explain what a person accomplishes over a period of time," which means that narrative writing concentrates on the time. On the other hand, it is dependent on the character, who may or may not be genuine. According to Smith (2003:28), this form of writing is simply telling a narrative, whether it is true or not, and it is distinguished by a certain framework and strategies for organizing events, as well as the use of the past simple while narrating the story. Furthermore, it is separated into two sections: simple narration, which describes events in chronological sequence, and a complicated narrative, which focuses on conflict resolution.

## 4-*Expository*

Expository writing entails interpreting and communicating an idea or notion to a target audience. Recipes, news reports, textbooks, and scientific writing all use expository writing. Expository writing, according to Smith (2003:30), is used to describe a process by employing transitional phrases such as first, next, and lastly to make it apparent, and the authors aim to back up their key arguments with facts. Furthermore, according to Fiderer (2002:17), a "expository paragraph" is one that "gives guidance or employs facts and details to explain information".

## 5.*Creative Writing*



**Figure (2.2)** Types of writing skill

The term "creative writing" refers to the creation of an artistic expression that uses imagery, story, and drama to convey meaning. Fiction (novels, short stories), scripts, and screenplays are all examples of creative writing. The phrase 'creative writing,' according to Harmer (2007:259), refers to imaginative work such as producing poetry, stories, and plays.

## **2.2. Previous Studies**

**2.2.1. Mohamed (2016)** conducted Ph.D. in "Difficulties Encountered by Saudi EFL Undergraduates in Using Cohesive Devices in Writing". This study sought to uncover the writing difficulties that English foreign language University students confront, as well as the sources of these difficulties and potential solutions. The goal of this study was to discover the best practical ways for employing coherent pieces to help English foreign language learners write good compositions for students of Medicine at Jazan University in Saudi Arabia. The descriptive and analytic methodologies were used in the study. The data for this study were gathered via a 20-item questionnaire that was issued to 84 English lecturers from all colleges at Jazan University in 2015. SPSS was used to examine the data. Furthermore, the (104) of students later given a pre-test and a post-test to assess their writing abilities. The results show that the cohesive device has a significant impact on pupils' writing abilities. Instructors and students work together to share information, knowledge, and responsibility for academic complicated problem-solving activities, as well as to complete the assigned tasks in writing issues. According to the findings, cohesive devices are an effective, appropriate, and engaging tool for both instructors and students.

**2.2.2. Hajalzen (2017)** carried out M.A. In "Investigating the Difficulties Encountered by University Students in Using Cohesive Devices in Writing". The purpose of this study is to look into the issues that University students have when employing a cohesive tool. The population of the research consisted of 40 students selected from the college of Languages and Translation, fourth year undergraduate students at Alrebat University. The researcher examined the data using the statistical program to achieve this goal (SPSS). The results of the data analysis found that students perform poorly when using cohesive devices in writing; students are confused with the different forms of cohesive devices, such as replacement and ellipsis; and misuse of cohesive devices affects the coherence of a written text.

**2.2.3. Babiker (2019)** conducted M.A. In "Investigating the Difficulties Encountered by EFL University Students in Using Cohesive Devices in Writing at University Level". The purpose of this study is to look into the challenges that EFL students have when employing coherent devices in their writing. For data collecting, the researcher used a descriptive analytical method. The data for the study was collected using a test and a questionnaire. To respond to the questionnaire, the researcher provided a test to 40 second-year English majors at Al Neelain University Faculty of Arts Department of English Language and 20 English teachers. The data were analyzed using the SPSS program, which showed the percentages and numbers of pupils. The findings revealed that Al Neelain University second-year students struggle to use grammatical and lexical coherent strategies in their writing.

**2.2.4. Nasir (2019)** carried out M. A. In "Investigating the Difficulties Encountered by Secondary School students in Using English Conjunctions in Written Texts". The purpose of this study is to look into the difficulties secondary school students have when using English conjunctions in written texts. The study employs descriptive analytic research methods. To obtain data, the researcher employed a test and a questionnaire. The study's sample comprised

30 students picked at random from Algabas Secondary Schools' second-year students. The data were analyzed using the (SPSS) Social Package for Statistical Sciences computer application. The results of the study show that the majority of EFL students struggle with conjunction in terms of meaning and function. Furthermore, EFL students had a hard time using different sorts of conjunctions.

**2.2.5. Madiha and Sihem (2020) conducted M. A. In "Investigating the Use of Cohesive Devices in EFL Learners' Essay Writing".** This descriptive study looks into how third-year English language learners employ coherent devices in their writings. It aims to accomplish two things. The first goal is to determine whether students are familiar with all varieties of cohesive devices. The second goal is to determine which cohesive devices students use the most frequently. A questionnaire and a document analysis have both been utilized to accomplish the aforementioned goals. Out of 263 English third-year students at Mohamed Seddik Ben Yahia Jijel University, 81% completed the questionnaire. The findings of this study indicated that students are unfamiliar with all forms of cohesive devices; also, students used grammatical cohesive devices more frequently (811) than lexical cohesive devices (89).

#### **2.2.6. Previous Studies Vs. the Current Study Remarks**

According on the review of earlier studies that was described above, the researcher underlined the following points .

1. The previous studies mentioned above dealt with investigating the difficulties faced by students in using cohesive devices in writing while the present study deals with difficulties faced by students in using cohesive devices in writing from teachers and students' perspectives.
2. Previous studies contain different learning levels of participants with different genders of students and teachers. the present study deals with teachers and students at secondary school.
3. Both the population samples from earlier research and the current one was chosen at random.
4. Different participant samples (20–104) were used in the earlier studies. while (150) teachers and 150 students formed up the sample for the current study.
5. The previous studies were investigating difficulties faced by students in using cohesive devices empirically and theoretically, while the present study investigating difficulties faced by students in using cohesive devices theoretically
6. While the current study used a questionnaire, other investigations employed diverse instruments like tests and questionnaires.
7. In the earlier investigations, many statistical approaches were employed. The percentage, , Pearson correlation coefficient, Alfa Cronbach's alpha, and weighted average were all used in the current investigation.
8. All findings of the previous studies showed that cohesive devices have significant on students' writing abilities and students are unfamiliar with all forms of cohesive devices.

### **3. Methodology**

#### **3.2. The population**

The study involves both male and female of 5th secondary school students for the academic year2021-2022. It also involves English teachers who are teaching fifth secondary school students in Diyala governorate/Iraq. The number of people living in a country is generally referred to as population (Taherdoost, 2016: 19).

### 3.3. The Sample

Cohen et al. (2007: 100) define a sample as "a small group or subset of the overall population selected in such a way that knowledge obtained is representative of the total population." The sample was chosen at random by the researcher. "Each member of the population under research has an equal chance of being selected, and the chance of a member of the population being selected is unaffected by the selection of other members of the population". The sample of this study comprises (150) students and (150) English teachers randomly selected at secondary school in Diyala.

### 3.4. Research Instrument

According to Richterich and Chancerel (1980: 59), questionnaires are organized tools for data gathering that translate research hypotheses into questions. When accurate evidence from a large number of respondents in the study is needed, a questionnaire is used as a general category of data collection instruments. Through it, respondents respond to or have written responses to the researcher's questions. The instrument's administrator should establish a connection, describe the study's objectives, and make unclear terms easier to understand (Best and Khan, 2006: 313).

The questionnaire instrument was chosen by the researcher because it is the most extensively used tool in the educational, human, and social sciences, and it is used to collect data by containing a set of items to which respondents must respond. The questionnaire consists of 28 items for teachers and 25 items for students modified according to Likert's five-level items:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

#### 3.4.1. Validity of the questionnaire

The researcher has presented the questionnaire to a jury of sixteen professional doctors and instructors from various universities to see if it is valid. The questionnaire has been given to sixteen (16) academic and specialized referees in the field of study, representing a variety of scientific disciplines and job sites, in order to ensure the face validity and apparent consistency of the study's questionnaire as well as the validity of its statements in terms of wording and clarity. The recommended adjustments were made following the arbitrators'

**Table (3.2) Validity of the questionnaire**

	Cronbach's Alpha	Spearman & Brown
reliability	0.67	0.67
Validity=✓Reliable	0.82	0.82

questionnaire collection (See Appendix C). Validity is defined by Zohrabi (2013: 258) as "the

extent to which an instrument measures what it promises to measure". There are several ways to determine the validity, including by utilizing the square root of the (reliability coefficient). The range of the reliability and validity's values is (0 - 1)(see table3.1).

### 3.4.2. Reliability of the Questionnaire

Reliability, according to Drost (2011: 106), is the degree to which measurements are repeated when several individuals perform the measurement on various occasions, under various circumstances, especially with alternative tools which measure the structure or skill. In order to determine the statistical stability of the questionnaire, the researcher utilized the Cronbach's Alpha method, and the results reveal that a reliability value of 0.67 and above is acceptable.

## 4. Results and Discussion

### 4.1. Results Related to Personal Information

The researcher has selected the basic study sample, which consists of 150 English language instructors and 150 students at Diyala Governorate secondary schools, and then distributed the questionnaire to the research sample in order to gather data and information. The study's findings on personal information are shown in Tables (4.1), (4.2) and (4.3).

**Table (4.1) Gender variable**

Gender	No. of participants	%
Male	77	51.3
Female	73	48.7
Total	150	100

**Table (4.2) Qualification variable**

Qualification	No. of participants	%
Bachelors	110	73.3
Master	34	22.7
PH. D	6	4
Total	150	100

**Table (4.3) Experience variable**

Experience variable	No. of participants	%
Less than 5 years	50	33.33
6-10years	30	20
11-15 years	29	19.33
More than 15	41	27.33
Total	150	100

### 4.2. Results Related to Questionnaire and Items

Data linked to each questionnaire item were obtained after the researcher has administered the questionnaire to the research sample of teachers and students. The researcher has then calculated the weighted mean value and the percentage weight for each item (See tables) (4.4), (4.5).

### 4.2.1. Results Related to Teachers 'Questionnaire and Items

**Table (4.4): Weight average and percentage of the difficulties faced by students in using cohesive devices in writing from teachers 'point of view(N=150).**

NO.	Items	Weighted average	percentage	Degree
1	The complexity of cohesion in written texts may be the cause of students' writing difficulties.	3.96	79.20	High
2	In teaching reading, teachers should focus on cohesive device while his students are reading a passage.	3.73	74.53	High
3	I don't use the right teaching techniques for introducing cohesive devices.	2.90	58.00	Low
4	I do not pay much attention to the cohesive devices, just I move through them fast while teaching writing.	3.00	60.00	Moderate
5	I do not have enough time to add exercises to make learners obtain more practice with cohesive devices.	3.79	75.73	High
6	The main reason of writing difficulties is that teachers of English as a Foreign Language do not integrate with cohesive devices.	3.60	72.00	High
7	Misuse of cohesive devices lead to misunderstanding the written material.	3.96	79.20	High
8	Students face difficulties to distinguish between personal pronoun and possessives.	3.87	77.47	High
9	Cohesive devices subject is not integrated in the textbook	3.20	64.00	Moderate
10	Usually, students find it difficult to realize instances of substitution and ellipsis in English writing.	3.83	76.67	High
11	Syllabus cannot help secondary school students learn English cohesive devices because textbook do not contain a lot of exercises to training them.	3.73	74.67	High
12	In teaching English as a Foreign Language writing, teacher often concentrates on the aspect of coherence and cohesion. Most of English as a Foreign Language learners do not use lexical cohesion aspects such as repetition, synonymy, antonymy and hyponymy	3.38	67.60	Moderate
13	Most of the English as a Foreign Language learners have not known the functions of cohesive devices in English writing.	3.67	73.33	High
14	Students usually find it difficult to write meaningful topic sentence.	3.93	78.53	High
15	The large majority of English as a Foreign Language students have difficulties in using grammatical cohesive devices.	4.04	80.80	Very High
16	The ignorance of correct usage of the cohesive devices leads to misunderstanding or to less quality of the written material.	4.10	82.00	Very High
17	Most of English as a Foreign Language students use conjunctions such as (but, so, and) or reference such as (that, this).	3.85	67.93	Moderate
18	Students at fifth secondary stage are not aware of the importance of cohesive devices in writing material.	3.76	75.20	High
19	Most learners of writing lack use of tenses and pronouns agreement.	3.85	76.93	High
20	Students are able to use punctuation marks in a correct way when they write.	3.19	63.73	Moderate
21	Students haven't enough knowledge about personal pronouns (I, them....), personal determiners(possessives) (her,my..).relative pronouns(who ,which, whom, ..etc).	3.69	73.87	High
22	Most students tend to translate their ideas from Arabic to English when writing in English.	4.04	80.80	Very High
23	Students' sentences often lack a coherent link due to the absence of subordination and coordination.	3.87	77.33	High
24	When writing in English, most of students concentrate on mechanics and grammar rather than on writing as a process of different stages.	3.67	73.33	High
25	Students encounter difficulties in using grammatical structure correctly when they write.	3.89	77.87	High
26	Your students are able to use comparative adjective (same, other, different, better. etc) in a correct way when they write.	3.15	62.93	Moderate
27	Lack of vocabularies making students be confused in writing.	4.34	86.80	Very High

As it showed, the degree on items (16,17,23,28) is very high where the percentages of responses of teachers are between 82.00 %- 86.80%. This indicates that students have not enough vocabulary and

have not enough knowledge about grammatical cohesion. Teachers also see that neglecting of the correct usage of cohesive devices leads to misunderstanding or less quality of the written material.

While the degree on items (1,2,5,6,7,8,10,11,13,14,15,18,19,20,22,24,25,26) is high where the percentages of responses of the teachers are between 79.80 % - 72.00%. Teachers see that students face difficulties because students do not have enough knowledge about all types of cohesive devices, they do not distinguish between personal pronouns possessives and personal pronouns, and they have difficultly to realize ellipsis and Substitution.

Teachers also see that there is not enough time to add exercises to make students to practice in order to help them improve ability in using cohesive devices in writing.

As for items (4,9,12,21,27) the degree is moderate where the percentages of responses of the teachers are between 62.93% - 67.60%. Teachers see that when teaching writing, they should pay much attention to cohesive devices.

The degree on item (3) is low where the percentage of the response of the teachers is 58.00. This indicates that teachers use right techniques to explain cohesive devices for their students.

#### **4.2.2 Results Related to students' Questionnaire and Items**

**Table (4.5): Weight average and percentage of the difficulties faced by students in using cohesive devices in writing from teachers' point of view(N=150).**

NO.	Items	Weighted average	Percentage	Degree
1	I believe that writing skill is a difficult task.	3.52	70.40	High
2	I can't practice enough because of shortage in time.	3.77	75.47	High
3	I don't have enough knowledge about personal reference: personal pronouns (I, them...), personal determiners (possessives) (her, me.). relative pronouns (who,which..).	3.09	61.73	Moderate
4	I don't have enough information about the use of cohesive devices in writing.	3.11	62.13	Moderate
5	I usually find it difficult to write a meaningful topic sentence.	3.03	6.53	Moderate
6	Reading texts which include a set of conjunctions help learners to have a better understanding of conjunctions.	3.84	76.80	High
7	lacking vocabularies making me confused in writing.	3.83	76.53	High
8	I can use cohesive devices properly (but, and...).	3.33	66.67	Moderate
9	The teacher forces us to participate in the writing activity.	2.81	56.27	Low
10	I don't have ability to build an English sentence properly when I write.	3.84	69.60	Moderate
11	I face difficulties in using relative pronouns in my writing.	3.34	66.80	Moderate
12	I don't have enough information about all types of cohesive devices.	3.59	71.87	High
13	I find it difficult to use antonymy, synonymy, hyponymy and repetition in writing.	3.41	68.13	Moderate
14	I face difficulties in using references of cohesion, personal (I, they, my, mine, his, who,), demonstrative (the, this, there, then.), comparative (same, equal, different, more less....) in writing.	3.21	64.27	Moderate
15	The activities in the writing materials are interesting.	3.73	74.67	High
16	I can use punctuation marks in correct way when I write.	3.54	70.80	High
17	I find it difficult to realize instances of substitution and ellipsis when I write.	3.20	64.00	Moderate
18	I use conjunction such as (but, so, and) or reference such as (that, this, who, which, my, mine, there, then, similarly, differently, same, other.).	3.53	70.67	High
19	There is not enough training for cohesive devices in the syllabus.	2.81	56.27	Low
20	I am unable to use the right cohesive device due to the lack of exercises.	3.05	61.07	Moderate
21	I can use personal pronouns in a correct way when I write.	3.81	76.13	High
22	I have difficulties in choosing the correct word(synonymy) with the right meaning when I try to replace word by another.	3.73	67.33	Moderate
23	I have difficulty to get my ideas down on paper.	3.76	75.20	High
24	I lack information about ellipsis and how to use correctly.	3.86	73.60	High
25	Having poor grammar makes writing process so difficult.	3.62	72.40	High

The results show that the degree on items (1,2,6,7,12,15,16,18,21,23,24,25) is high where the percentages of responses are between 76.80% - 70.40%. This indicates that students believe that writing skill is a difficult task and lacking vocabulary, and grammar makes them confuse in writing, they also do not receive enough information about all types of cohesion.

While the degree on items (3,4,5,8,10,11,13,17,20,22) is moderate where the percentages of response are between 69.60% - 60.53%. This indicates that students face difficulties in distinguishing between pronouns and how to use relative pronouns correctly in writing. They also face difficulties in using lexical cohesion in writing.

As for items (9,19) the degree is low where the percentage of response is 56.27%. this indicates that students have enough exercises to practice writing to develop ability in using cohesive devices correctly in writing.

#### **4.5. Discussion of the Results**

The findings show that secondary students face difficulties in using grammatical and lexical cohesion strategies in writing. The reasons behind the results are due to the fact that students are not aware of the importance of cohesive devices and the neglect of the correct usage of them leads to misunderstanding or to less quality of written materials. The outcomes show that students have not enough knowledge about all types of cohesive devices. Students cannot distinguish between pronouns, and they face difficulties in using lexical cohesion due to many reasons. Students do not have knowledge about reference type, the shortage of time, lack of exercises and teachers do not pay much attention to cohesive devices.

### **5. Conclusions**

Findings of the current study have clarified that there are difficulties faced by students in using cohesive devices in writing from teachers' and students' perspectives.

According to the results of the study, the researcher concludes the answers of research questions.

1.Do the fifth secondary students face any difficulties in using cohesive devices in their writing?

The researcher declares that teachers and students believe that students face difficulties in using grammatical and lexical cohesion in writing. They have not enough knowledge about all kinds of cohesive devices. They cannot distinguish between pronouns, and they do not recognize the function of cohesive devices in English writing.

2.Are students at fifth secondary stage not aware of the significance of cohesive instruments in the process of writing ?

The researcher states that teachers believe that students do not know the importance of cohesive devices in writing .

3.Does the ignorance of the correct usage of cohesive devices lead to misunderstanding or to less quality of the written material ?

The researcher confirms that teachers believe that neglecting correct usages of cohesive devices leads to misunderstanding or less quality of written text. Teachers also see that students usually find it difficult to write meaningful and grammatical sentence.

## 6. Recommendations

1. Teachers should help students use different types of cohesive devices.
2. The creation of secondary school curricula should focus more on all forms of cohesion.
- 3.. Students should focus more on the many kinds of cohesive devices.
4. Teachers should give more emphasis on teaching cohesive devices through reading, more exercises and activities.
5. By applying what students have learned about cohesive devices through writing exercises, students can develop hopeful views toward using them as a tool to write cohesive essays.

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