EFL Teachers' Perspectives on Students' Academic Writing Challenges

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Abstract

The purpose of this study is to investigate instructors' strategies for teaching cohesion to enhance the academic writing skills of Jordanian EFL undergraduate students. This study employed a qualitative research design, utilizing interviews with instructors at Hashemite University in Jordan to collect data. A total of 4 instructors were selected through purposive sampling, and their strategies for teaching cohesion were explored through semi-structured interviews. The findings revealed three distinct strategies employed by instructors to enhance students' ability to use cohesion in academic writing. Firstly, instructors emphasized the explicit teaching of cohesive devices such as conjunctions, pronouns, and lexical cohesion. Secondly, they incorporated interactive activities and group work to promote collaborative learning and encourage students to practice using cohesive devices in their writing. Lastly, instructors provided continuous feedback and revision opportunities to students, allowing them to improve their cohesion skills over time. Moreover, respondents confirmed that students' deficient use of cohesive devices in their writing was due to various factors, namely, negative learning habits, inadequate reading, and insufficient practice. This study contributes to the existing literature by providing empirical evidence on instructors' strategies for teaching cohesion to Jordanian EFL undergraduate students. The identified strategies offer practical insights for instructors and curriculum designers to enhance the teaching and learning of cohesion in academic writing. By improving students' ability to use cohesive devices effectively, this study aims to contribute to their overall educational success and proficiency in English writing.

Keywords

Introduction

Feedback is information provided to ESL/EFL learners on how to improve their writing abilities. Teacher feedback is possibly the most popular technique to encourage ESL/EFL learners during the key stage of applying newly learned knowledge, when they lack the

comprehension to determine if they are doing it correctly (Borup, West, & Thomas, 2015). Based on these concepts, feedback is the outcome of prior practice and performance (Hattie & Timperley, 2007). Generally speaking, there are four types of feedback: The first three ways to improve practice are from a teacher; the second is from a friend; the third is from an ESL/EFL learner using an answer key to assess the accuracy of an answer; and the fourth is from an individual reflecting on past experiences to improve future actions. Moreover, Dikli and Bleyle (2014) advocated for delivering corrected feedback, as EFL learners may feel uncomfortable if they do not receive formative feedback or may wrongly conclude that their written output is grammatically accurate.

The impact of feedback on students' learning has been studied for decades. Most higher education feedback researchers have undergone a significant paradigm shift, viewing feedback as a sense-making process in which instructors and learners actively participate, rather than as information, as they adopt a socio-constructivist approach (Winstone & Carless, 2020). However, Winstone, Boud, et al. (2021) advocated for using feedback information in the prior paradigm conception and feedback procedures in the recently developed paradigm conception, which is utilized in the present investigation. They described feedback information as the information learners may use to enhance the quality of their work or learning techniques, and feedback procedures as the actions learners conduct to collect, comprehend, and apply feedback information to correct errors in grammar, spelling, and punctuation.

Literature Review

Feedback on performance or learning is often ineffective because the recipient does not value, comprehend, or interact with it (Ajjawi & Boud, 2018). In fact, several studies have shown that students are not specifically prepared to provide and receive feedback. (Burke 2009; Robinson, Pope, & Holyoak, 2013). However, Carless and Boud (2018) proposed that academics should focus on developing student feedback literacy to promote students' effective utilization of feedback. Furthermore, Carless and Winstone (2020) introduced the notion of teacher feedback literacy and stated that student feedback literacy growth is linked to instructor feedback literacy development. Almost concurrently, Boud and Dawson (2023) investigated whether feedback literacy abilities may be extracted from instructor feedback. As a consequence, a framework for teacher feedback literacy with 19 competences grouped into three categories was developed. There are seven macro-level competencies focused on program development and design, nine macro-level competencies related to course module/unit design and execution, and three micro-level skills centered on feedback practices associated with individual student assignments. These micro-level competences directly address how instructors engage with students, such as the requirement for instructors to detect and respond to student needs, as well as create appropriate and varied inputs. As feedback is viewed as a method of sharing responsibility (Winstone, Pitt, & Nash, 2021), the instructional approach considers how students can assist their instructors in developing these competencies.

Winstone, Mathlin, and Nash (2019) developed a comprehensive feedback package that included a vocabulary guide, a feedback guide, a feedback workshop, and a portfolio. All four instruments were deemed adequate by an average of 92 undergraduate psychology students. Several students noted in focus groups that the tools aided in decoding feedback, synthesizing and reflecting on feedback, and identifying follow-up activities. A feedback literacy program was examined by Noble et al. (2020) in the context of healthcare education work placements. The study included an online introduction, a face-to-face workshop, and reflective diaries. Following that, 27 students participated in a semi-structured interview, and they "unanimously

reported enhanced understandings of the purpose, key features, and their role in placement feedback processes"(61).

Many scholars highlighted their efforts to enhance various aspects of their students' feedback writing. Teachers who wanted to change their students frequently explained and established expectations for them. Henderson et al. (2019) described feedback as a strategic intervention that mitigates the adverse effects of ongoing work in various areas and develops tools that enable all students to employ inclusive feedback practices. Ajjawi et al. (2019) collected evidence on the impact of feedback on learning and then developed techniques to determine whether students utilized feedback information. Finally, they used information from students to enhance their techniques.

Teaching EFL Writing in Jordan

According to Al-Shourafa (2012), the growing importance of English as an international language is evident in all countries around the world, including Jordan, where the long-term and increasing importance of teaching English necessitates its inclusion at all levels, from kindergarten to university. English is taught in public and private schools in Jordan, beginning in kindergarten, and has since become the language of instruction in Jordan's colleges, covering all scientific and medical majors. Jordan's cultural environment is characterized by the widespread use of English as a foreign language, in addition to Arabic, its native language, in both formal and informal settings. There is currently a significant gap and deficiency in Jordanian students' abilities to acquire and effectively use spoken English for general and formal communication.

According to Al-Omari, Smadi, and Bataineh (2015), reading, listening, and speaking skills are all essential for improving students' English language competence, while writing is often regarded as the most critical skill required of them to write technical reports, personal letters, academic paragraphs, essays, or research papers. It should be noted that this basic skill is crucial in the context of ESL and EFL because it enables individuals to express their ideas, opinions, and attitudes towards social or educational issues. People write for a variety of reasons, including enjoyment, to inform, to instruct, to reflect on their own views and beliefs, to communicate with others, to make logical arguments, and to develop critical thinking.

Many scholars, linguists, and researchers have stated that expressing students' learning thoughts and beliefs is strongly dependent on their capability to write cohesively (Adiantika, 2018; Fareed et al., 2016). It is also asserted that writing coherently can be accomplished through the use of various structures and semantic relations. In this regard, a lack of cohesion in EFL students' writing tasks is widely considered a critical problem that Jordanian EFL students encounter when attempting to write a piece of content. This troubling issue is frequently observed in EFL writing classes for Jordanian researchers and linguists (e.g., Rababah et al., 2017; Ibnian, 2017). These studies indicate that students are unable to write meaningfully because they do not create related and meaningful texts. Ibnian (2017), for instance, revealed in a study conducted among Jordanian students that they are unable to write creatively and meaningfully. Despite the efforts made by many Jordanian educational institutions to improve their students' writing skills, there appears to be a lack of attention in Jordan to recent and advanced teaching methods of the English language that can be useful and effective in teaching various language elements, such as writing. Furthermore, EFL teachers and instructors often view composition as a finished product, as they frequently check and review their students' writing without paying sufficient attention to its effectiveness (Alsaraireh, 2018).

Jordanian educational institutions, on the other hand, provide fundamental and advanced courses for teaching writing in English language classes. That is, Jordanian students at all academic levels must take part. In most early kindergartens, students begin learning English at the age of three or four years, and they progress to advanced compulsory English courses, acquiring the four essential skills: writing, reading, listening, and speaking. Students enrolled in higher education institutions must take advanced placement English tests to demonstrate their linguistic proficiency and competence. They must also complete at least three compulsory courses while pursuing their degree, regardless of whether they major in English language studies or not. They must also improve their writing skills so that they can provide meaningful texts in their academic courses.

Moreover, L2 acquisition theorists have described the unique needs of L2 learners in terms of error and error correction in SLA. Bitchener and Ferris (2012) argued that: "L2 writers, being still in the process of second language acquisition, need more attention to their errors than do L1 writers producing texts in their native languages" (p. 43). Thus, the present study focuses on grammatical cohesion, specifically examining both appropriate and inappropriate grammatical cohesion at the sentence level, which may assist EFL instructors in investigating and understanding how Jordanian undergraduates majoring in English language and literature employ grammatical cohesion in their writing, as well as the reasons for their limited use of these features. It also aims to support the learning and teaching of academic writing, as well as to enhance students' ability to address their issues and write coherently by emphasizing effective teaching strategies and alternatives to their problems.

Methods

According to Boud and Dawson (2023), analysis of feedback writing requires strong feedback practice. As a result, it is necessary to identify a set of educators whose feedback is likely to be superior to that of their colleagues and whose practice can be investigated to elicit elements of effective feedback writing. Three features of such a group must be considered. First, they need to have prior experience both offering feedback to students and establishing feedback opportunities for courses and course units. Second, they need to have certain features that lead us to conclude that they have studied feedback as a practice in university courses. Third, they must be able to draw on a wide variety of experiences to gain a multifaceted understanding of what is entailed. While it can be challenging to choose based on whether they have old or new paradigm views on feedback, involving people who have recently focused on feedback obstacles is likely to ensure that some knowledge of the new paradigm is there.

In research, interviews are a popular data collection tool that is regarded as one of the most important ways to understand human behavior (Koshy, 2005). Merriam (1998) points out that many semi-structured questionnaires are addressed by a list of problems or questions to be discussed. According to Robson and McCartan (2016), semi-structured interviews are commonly used in multi-strategy research because they offer enough flexibility to shape the content of the conversation. For example, researchers design their questionnaires to elicit answers from them. Additionally, they have numerous options to respond in sequence to the questions, and their exact wording is open-ended when asking about a particular subject or issue.

Furthermore, this study employed inductive theme analysis to identify the abilities demonstrated by feedback-literate instructors. Thematic analysis is a collection of linked methodologies that require careful study design considerations (Braun & Clarke, 2006). According to Nowell et al. (2017), thematic analysis is a frequently used qualitative research

technique applicable to many epistemologies and research issues. It is a method for defining, analyzing, organizing, explaining, and reporting on themes within a data collection to provide reliable and informative conclusions. (Braun & Clarke, 2006). Boyatzis (1998), as cited in Nowell et al. (2017), describes theme analysis as a translator for speakers of qualitative and quantitative analytic languages, allowing researchers to communicate using a variety of methodologies of inquiry. King (2004) states that one of the advantages of thematic analysis is that it is a valuable way to examine different participants' viewpoints, emphasize similarities and differences, and produce unexpected insights. Theme analysis also helps to summarize the key features of a wide variety of data, as it allows the researcher to take a well-structured approach to data processing and create a clear and organized final report. According to Braun and Clarke (2006), the thematic analysis method offers a highly flexible dimension for researchers to choose their theoretical framework, which can be modified to suit the needs of various studies.

Table 1
Phases of Thematic Analysis (Braun and Clarke, 2006, p.93)

phase	Description of process
Familiarizing oneself with the data	"Transcription of data. reading and rereading the data, noting down initial ideas".
Generating initial codes	"Coding interesting features of the data in a systematic fashion across the entire data set, collecting data relevant to each code".
Searching for themes	"Collecting data into potential themes, gathering all data relevant to each potential theme".
Reviewing themes	"Checking the themes in relation to the coded extracts (at level 1) and the entire data set (at level 2), generating a thematic 'map' of the analysis".
Defining and naming the themes	"Refining the specific of each theme and the overall story the analysis tells, generating clear definitions and names for each theme".
Producing the report	"Selection of vivid, compelling extract example, final analysis of selected extracts, relating back the analysis to the research question and literature, producing a scholarly report of the analysis".

In the current study, the researcher employed thematic analysis methods to identify and qualitatively examine teaching academic writing techniques, focusing on relevant knowledge categories and trends in the responses of participants from semi-structured interviews. Therefore, the researcher could identify some strategies used in teaching academic writing by teachers at Hashemite University and categorize the data by theme. Themes or patterns can be defined through either an inductive or deductive method when performing thematic analysis (Braun & Clarke, 2006). The latter authors maintain that inductive methods apply to the data coding process as it happens, without attempting to fit in pre-existing codes or the researcher's analytical preconceptions. Instead, an analyst-based deductive analysis is motivated by the researcher's theoretical or analytical interest in the area, which provides a less comprehensive overall data explanation but a more detailed analysis of specific data aspects. The current study

adopts the inductive thematic analysis, which uses the six-phase analytic framework suggested by Braun and Clarke (2006, p. 93).

Data Collection

This present study employed the procedures of conducting semi-structured interviews with the teaching staff who teach at the Department of English at Hashemite University in Jordan. All interviews will be conducted in English, as the English instructors are participants. 4 EFL instructors participate in semi-structured interviews. The researcher will conduct semi-structured interviews following a survey questionnaire task. Initially, semi-structured interviews will be conducted with members of the teaching staff who teach writing courses. The researcher conducted semi-structured interviews with each participant in their office. The participants will include four teachers who teach English writing classes and will ask them about the obstacles and challenges EFL students face in their writing. They also sought their impressions of the student's writing production. An audio recording system will be used, and the interviews recorded for data analysis will be transcribed later. The researcher transcribes the interviews by himself as this method gives the "opportunity to listen carefully and think deeply about the recorded voices and the interview context" (Park and Zeanah, 2005, p.246).

Methodology

The current study qualitatively analyzed the responses of four Arab EFL instructors to a set of six open-ended questions by manually transcribing the audio recordings as soon as the interviews were completed to obtain the results. These transcripts were then conceptually evaluated, organized, and classified into key topics that emerged from the data. It is worth noting that each instructor had a unique experience teaching various types of academic writing, including essay writing, report writing, paragraph writing, descriptive writing, and cause-and-effect writing. This section begins with the quest to identify the final themes, as the data extracts were coded and organized, and the analyst had a lengthy list of these early codes available.

Research Question

This study addresses the following research question: "What are instructors' strategies regarding the use of cohesion to provide an empirical foundation for teaching that improves Jordanian EFL undergraduate students' ability to use these aspects of academic writing?"

Findings

This section begins with the quest to identify the final themes, as the data extracts were coded and organized, and the analyst had a lengthy list of these early codes available. It aims to identify and categorize all potentially relevant themes from the previously compiled individual codes. At this stage, the analyst selected and analysed the codes, combining them based on the similarities discovered to generate the central themes as shown in Figure 1.

Regarding challenges related to writing among undergraduate students, the instructors are very concerned about this situation. They agree that students face many difficulties when producing written texts. They point out that students have difficulty relating to the learning process: *"students are really facing many problems and difficulties since they are learning the language, and problems that are related to the context itself in terms of clarity"* (P.1). This implies that students struggle to organize their ideas or to keep on track of the topic. In terms of mother tongue use, instructors emphasize the negative transfer that occurs due to the Arabic language, which impacts the use of cohesive devices in students' writing: *"they think in Arabic and write in Arabic structure sometimes"* (P3). However, some students use their native language in their writing depending on their' proficiency levels. For instance, "*poor students tend to go back to*

their native language and then translate their ideas back into English" (P.2). Furthermore, the teachers believe that the students' background knowledge is not sufficient regarding the writing types they tend to produce, as when they say "*they don't know what type of writing they're supposed to do and are engaged and therefore this creates a problem in terms of their writing"* (P.4). This implies that *students' backgrounds* in writing structure in English are not enough. So, the teachers are addressing this situation as students *need more practice*.

Figure 1
Thematic Framework for the Semi-structured Interviews
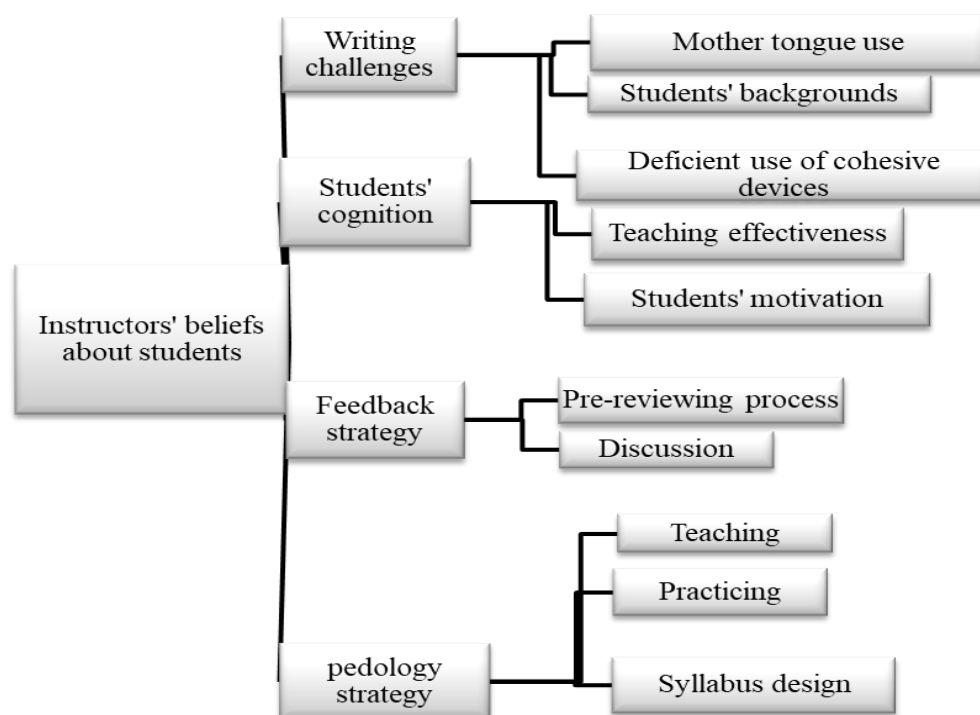
Another difficulty related to the use of cohesive devices in the students' texts is expressed in "*they have problems in writing individual sentences in joining sentences together to form a paragraph, and that later on to form an essay"* (P.2*)*. This can be described as a deficient use of cohesive devices throughout the learning process. Concerning the deficient use of cohesive devices, the two instructors stated that students have problems connecting their sentences with proper cohesive devices. Thus, the instructors believe that the students do not use cohesive devices effectively to create their essays. They revealed a limited range of grammatical cohesive devices and deficiencies in their writing. One such weakness can be seen in "*Unfortunately, many students would really not use these cohesive devices"* (P4). Another weakness is related to the correct use of cohesive devices to join sentences: "*not able to join them correctly"* (P1). This aligns with the general perception of Jordanian EFL students' writing abilities. Students' texts demonstrate a limited use of grammatical cohesive devices as previously mentioned. Instructors also refer to the weaknesses of grammatical accuracy, as students often struggle to adhere to it, as seen in "*the most common problems are the comma splice and run-on sentence"* (P1).

Concerning the cognition approach, the instructors reported that some students try to use their cognition while using cohesive devices "*Now again some of them would use these cohesive*

devices" (P.1). Still, they always need to remind them to use the devices in their writing: "*they need teachers to remind them about this issue"* (P.2). This means that students face difficulties when attempting to structure the text using cohesive devices.

Motivation in students is also a powerful predictor of success in second language acquisition. The findings indicated that students' motivation varied concerning the central element of learning English writing. These differences primarily resulted from instructors' perceptions and beliefs about students' motivation in second-language learning. They were reflected in respect to teaching methods as in the following response: "*I think one other element that would make them more motivated is the peer-reviewing process"* (P.3). Also, the students' awareness of their level is important for motivation as in: "*a lot of students are motivated, especially those students who are already in the A category that is top 10. They are willing to spend more effort in doing so well*" (P.2). This implies that some students are addressing teaching effectiveness through the class. On the other hand, this means that students who do not belong to the A category may lack motivation for learning academic writing.

Feedback on writing performance is one of the most critical criteria in determining the level of learning and effectiveness of the writing program. Thus, the feedback strategy varied in relation to English writing. These variations were mainly the product of personal teachers' techniques and attitudes. Therefore, we mostly have the feedback related to the use of lexical range in writing: "*the feedback would be really in two folds related to the ideas themselves, the development of the ideas, the thesis statement, supporting, details"* (P.1). We also find the feedback related to cohesive devices in terms of unity, as in: "*we have unity deal with ideas"* (P.4). Moreover, we have the feedback related to effective teaching, towards the students' use of English, and in their choice of course materials as in: "*need to focus on especially in terms of ideas, and we also do a sharing of their essays, and you read each individual essay" (P.2)*. This means that students are supported with necessary feedback about writing strategies.

The approach to the feedback strategy of cohesive devices in the writing process also varied. These variations are caused mainly by the techniques and beliefs of instructors. One feedback strategy has provided a solution to overcome this problem by using a method of comparing the two drafts, as introduced by the instructor in the following extracts, "*I show them two drafts, and this is my technique, one is with cohesive devices and the other without in order to evaluate the gap and the difference between them*" (P.1). Another feedback strategy related to the appropriate use of cohesive devices is connected to the topic itself: "*I would introduce cohesive devices that are appropriate according to the kind of writing they are supposed to write"* (P.2).

Concerning pedagogical strategies, the interviewees presented different procedures in feedback, including teaching, practicing, and syllabus design strategies. They aim to enhance students' writing process by explaining the functions of cohesive devices in academic writing. One suggestion is that students need more courses to discuss the essential uses of these coherent devices and their functions, as in the following extract: "*discussion in the classroom about really the functions of these cohesive devices*" (P.1). Moreover, they suggest that students should open their eyes to the importance of these cohesive devices and be reminded to use them effectively in their writing, as in the following extract: "the *teacher would introduce a topic like a comparison, contrast, opinion writing, whatever narrative"* (P.3).

In terms of practicing, the teachers pointed out that students need more practice to be familiar with the use of cohesive devices in their writing: "*more practice is also required*" (P.2). Another technique used in teaching academic writing is that one of the teachers used a model

of essay without cohesive devices to show students how the devices are really effective and help both the writer and the reader understand the text and enjoy the reading of essays: "*we remove the cohesive devices from the draft*" (P.1). Finally, in terms of syllabus design, the instructors suggested having a special course related to the function use of cohesive devices in academic writing. "*One suggestion is probably to have one writing course*" (P.4). This implies that students need more activities to address the issues faced when using cohesive devices in their writing. Another suggestion is related to the teacher: "*this is left most of the time up to be the teacher*" (P.2). This implies that the teacher could provide the students with knowledge about the importance of cohesive devices in their writing.

Discussion

To minimize the negative impact of using cohesive devices in students' writing, EFL instructors at Hashemite University advocated for improving syllabi, textbooks, teaching aids, instructors' pedagogical approaches, and students' learning habits. In fact, they suggested specific strategies to improve students' writing.

First, the educational strategies should be enhanced by modifying the university's writing syllabi and learning materials. The instructors provided specific ways to assist students in making effective use of pedagogy and strategies to let them employ cohesive devices successfully in their academic writing. Additionally, "practice" and "pedagogy" were recognized as key elements in this context by the instructors. One suggestion was that EFL students need more writing practice to develop their writing skills, as in, "*I suggest really more discussion in the classroom about really the functions of these cohesive devices; more practice is also required."* Another recommendation was that they need more courses to discuss the important use of these cohesive devices and their functions, as seen in *"One suggestion is probably to have one writing course".* Mallahi and Saadat (2018), for example, advocated that these syllabi and materials should be more enlightened, educational, immersive, and exploratory in their recommendations. They also suggested that these syllabi and materials should be modified by curriculum designers, planners, and instructors to match the requirements of their students so that students' ability to write clearly and achieve cohesion may be increased. In this regard, Ahmad (2019) emphasized the importance of empowering the educational system by modifying writing syllabi and curricula to achieve success. He also highlighted the need to improve the current writing syllabi and course design to include explicit training on grammatical cohesion.

In the second place, the instructors stated that students have problems connecting their sentences with proper cohesive devices as in "*unfortunately, many students would really not use these cohesive devices. They just write without them".* Concerning the use of cohesive devices, writing instructors should understand the value of teaching grammatical cohesion and employing effective strategies in writing classes that address the needs of Jordanian EFL students. This result is supported by Ahmad's (2019) findings, which state that students should receive explicit teaching on cohesive devices rather than focusing on grammatical, spelling, and formatting components. Similarly, Masadeh (2019) emphasized the importance of educating EFL writing instructors to teach students how to compose coherent writing.

Finally, feedback on writing performance is a crucial criterion for evaluating the success of the writing program and the student's progress in mastering the material. In this connection, the instructions provided a solution to overcome this problem by using a technique of comparing the two drafts and finding gaps between them as in, "*I show them the two drafts, and this my technique, one is with cohesive devices and the other without in order to evaluate the gap and*

the difference between them". Thus, feedback can be highly effective in improving students' knowledge and ability to utilize cohesive devices. The finding supports Pourmousavi and Zenouzagh's (2020) findings that accurate and constructive feedback has a crucial role in enhancing students' awareness of learning and writing.

Obviously, these strategies would improve educational practices and academic intervention strategies by increasing instructors' knowledge of writing practices in their courses, as well as by encouraging students to develop powerful learning habits. In order to address the pressing demands for grammatical cohesiveness and writing, students may benefit from a broad range of strategies and ideas.

Conclusion

Despite instructors' enormous investments in enhancing feedback, efficient procedures cannot be easily transferred from one context to another. The literature is rich with research that emphasizes the ineffectiveness of prevalent feedback techniques while simultaneously reporting on improvements in feedback design. However, present research in this sector concludes that feedback is more than just instructors providing students with information. It is a process in which the learner must pay attention to and make sense of information regarding their performance in order to improve future work or learning tactics. Feedback information can vary significantly between contexts while still being considered extremely effective. Among the design variants that instructors must examine and encourage are different sources (e.g., peers), modalities (e.g., video, rubrics), time, and content.

Pedagogical Implications

The results of the present study may have valuable implications for successful teaching strategies in Jordan and other EFL/ESL situations. Thus, the study suggests that the use of grammatical cohesive devices and their functions should be explained to students, which is not currently supported in most textbooks, educational designs, and pedagogical strategies. However, the responsibility for overcoming this problem lies with both instructors and students. For instance, instructors should ask the students to write a paragraph and provide immediate feedback. Liu and Braine (2005) note that teachers should directly present written ideas and create focused exercises to explain concepts in written contexts. Instructors should also inform the students about their strengths and weaknesses and encourage them to improve.

On the other hand, students should follow instructions and implement self-motivated tasks to become good writers. It is a cooperative process that requires effort from both sides, but the instructors' responsibility comes first. This cooperation will enhance writing quality and help students create logical and semantically clear ties between separate entities in the text. Moreover, instructors must focus on increasing the learners' ability to employ various cohesive devices, as these devices play a vital part in the writing process. Some cohesive devices do not seem to receive much attention in writing courses. The results of the study indicate that grammatical cohesive devices, including references and conjunctions, are employed with considerable regularity and appropriateness, but other critical cohesive devices are often neglected. Consequently, EFL students in Jordan should be taught the use of cohesive tools, such as substitution and ellipsis, which they tend to avoid in their writing. As suggested by the instructors, the best way to teach students the proper use of cohesive devices is to identify and explain the misuses of these devices. Then, the study suggests that students should receive sufficient training in the writing process and be exposed to a large number of texts written by native speakers. Finally, it can be implied that the techniques of writing are not separate from

the reading, speaking, and listening processes. Therefore, the proper use of these devices should also be emphasized in these activities.

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