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THE EFFECTIVENESS OF EFL JORDANIAN STUDENTS' DESCRIPTIVE WRITING AT KARAK UNIVERSITY COLLEGE, JORDAN

Alsariera, Anas Hashem[1]*, Yunus, Kamariah[2]

[1]   Department of Languages and Communication, Universiti Sultan Zainal Abidin (UniSZA), Malaysia
      Email: alsarieraa@fulbrightmail.org
[2]   Department of Languages and Communication, Universiti Sultan Zainal Abidin (UniSZA), Malaysia
      Email: kamariah@unisza.edu.my
*   Corresponding Author

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  To cite this document: Alsariera, A. H., & Yunus, K. (2021). The Effectiveness Of EFL Jordanian Students' Descriptive Writing At Karak University College, Jordan. International Journal of Education, Psychology and Counseling, 6 (40), 350-367. 	The current paper shares interest that many researchers and linguists have highlighted in exploring and investigating lexical cohesion. It, therefore, aims at exploring the effectiveness of the EFL Jordanian students' descriptive writing. 20 Jordanian university students' writing compositions were collected and analyzed by the researcher to end of characterizing the effectiveness of their writing based on (1) holistic rating, and (2) Hoey's (1991, 2005) taxonomy of lexical cohesion. Regarding the analysis of the data, it was found that the average holistic rating was (2.7). Additionally, the analysis showed that simple repetition was overused by the students while the use of complex repetition, simple paraphrasing, and complex paraphrasing was less frequent. Besides that, students tend to neglect to use superordinate, hyponymy, co-reference, substitution, ellipsis, and deixis. The results also showed that the written compositions produced by the EFL students were not effective due to the students' inability to use the different types of lexical cohesion and to their lack of lexical knowledge. **Keywords:**

Introduction

Writing is a vital skill that has to be mastered by learners, specifically EFL students. It has also an essential role in improving students' opportunities for success (Alexander, 2008). In discussing the significance of writing to learning, Putra (2018) maintained that writing is a productive skill that enables students express their ideas and thought meaningfully. Therefore, writing is not just composing sentences, it is a productive process by which the writer conveys meaningful, connected ideas, and expressive thought to his readers. Hence, EFL learners should provide meaningful and coherent written compositions as part of their academic and professional requirements.

Therefore, they should consider all the linguistic aspects (i.e., grammatical and lexical items) to create a coherent text. That is writing is considered as a complicated product which is difficult to be gained by EFL students who lack the sufficient knowledge to do so. In this essence, Fageeh (2003) states that this skill requires remarkable work in real-time learning because it is a dynamic learning process. Lee (2004) stressed that students' inability to develop coherent texts is because of their focus on language issues like grammar and mechanics. Therefore, it is widely recognized by scholars as one of the most persistent difficulties that face many EFL students have problems in creating coherent written texts globally.

According to Mertens (2010), writing is an effortful activity that the human does. However, one of the major difficulties is students' inability to write coherently (Hynninen, 2018). The challenge, according to many scholars and researchers is that EFL students face difficulties when producing a written piece for their class assignments. In the same regard, RahmtAllah (2020) notes that students spend many years doing writing courses but they are not aware of the importance of writing coherently. She adds that they are not fully skilled in creating coherent pieces of composition. Therefore, textual coherence is fundamental essence of writing (Hyland, 2006). Thus, it is important to write coherently and meaningfully to convey well-written communication with others. However, this makes the current issue a serious challenge that requires more attention and provide an in-depth insight to enable both EFL stakeholders and learners get over in writing programs.

Literature Review

Writing

Since academic writing is seen as a necessary constituent in the EFL / ESL context, it can be taught and enhanced by using one of the teaching hypotheses and approaches to academic writing. Subsequently, many approaches have been shaped in an effort to investigate and study EFL writing teaching and learning processes. These three approaches have much of the teaching of writing that takes place in teaching and learning EFL writing. On that account, the researcher tackles these four approaches and covers some of the linguistic factors related to them, as presented in the following sub-sections.

Type of EFL Writing Approaches

The Product Approach to Writing

Many scholars and researchers in the field of linguistics and teaching approaches have provided explicit descriptions of the product approach. Pincas (1982), for instance, argued that writing is primarily about linguistic knowledge, which includes the focus on structure, vocabulary, and cohesive linguistic ties. This approach highlights the final form and shape of the written composition which is seen as a product. In this approach, "students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gibbons, 2002, p. 5). In relation to this, Badger and White (2000) remarked that a product approach is an approach where the emphasis is given to the student's linguistic knowledge. They illustrated that this approach focuses on familiarizing and enriching students' knowledge of the linguistic features of the target language, such as structures, lexical items, and lexical relations.

In this approach, the process of teaching and learning writing has four major stages, including a close study of authentic written texts (i.e., familiarization), controlled practice, organization, and freewriting (Steele, 2004). The following figure represents the four stages of the product approach.

Figure 1: Stages of the Product Approach

In the first stage, it is highly believed that instructors of writing courses should pay more attention to the form area. Consequently, they probably use authoritative written texts to familiarize students with the importance of writing, and with specific linguistic features used in these texts (Badger & White, 2000; Steele, 2004). Moreover, these authentic texts and books, in turn, help students to have access to an appropriate range of writing models (Holmes, 2001). Wahlström and Jonasson (2006) also argued that the prospective teachers of writing get their students engaged in writing by providing them with pre-written sentences and paragraphs to practice certain skills like using certain types of verbs, words, lexical ties, and styles.

In the second stage, the students are exposed to controlled writing practices and imitations of the highlighted features of the written texts until they are entirely able to write correctly and meaningfully. Badger and White (2000) maintained that "product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher" (p. 152). Therefore, getting students familiarized and trained to copy and imitate certain types of structures and lexical items is considered essential to extend their linguitic abilities. In the end, students submit their final pieces of writing to their teachers to evaluate and provide them with constructive feedback regarding their final products.

In light of this assumption, Tribble (1996) argued that writing classes are highly teacher-centered. More specifically, Palpanadan (2014) maintained that teacher's role is felt essential

in helping students' to produce their final products due to their crucial role in providing authentic written texts to their students, highlighting the key linguistic features, engaging students in real time practices, and finally, providing them with adequate feedback and monitoring. Therefore, the teacher's role can enrich and enable students to write proficiently, and it can also help them avoid committing errors as well. It, additionally, highlights the importance of creating coherent and error-free written compositions in accordance with a model text provided by the teacher.

Finally, the current approach has some merits over the other approaches, such as enhancing the students' ability to write systematically, as well as raising their vocabulary knowledge and awareness of the grammatical structure. Despite all of these advantages, this approach has some weaknesses. Suryana and Iskandar (2015) claimed that the learners and their instructors' focus is on the final written product. They do not pay attention to the actual process of writing, such as the pre-writing stage, drafting, and reviewing the final piece of writing (Badger & White, 2000). Moreover, students and instructors' overemphasis is on the surface aspects of writing, such as grammar and syntax which, in turn, undervalues students' creativity and skills. Additionally, students lack motivation in learning because they also are not offered valuable feedback from their teachers. After all, the focus of this approach is on producing the final piece of the written composition (Suryana & Iskandar, 2015).

The Process Approach to Writing
Process approach, as its name suggests, emphasizes the importance of the writing process itself rather than the result that entails enhancing students' mastery of the different writing stages and skills. According to Zamel (1982), this approach to writing is about investigating the thoughts and learning of individuals. This entitles that the focal point is on how a text is created instead of the final outcome. According to Hyland (2003), writing process approach has a significant impact on understanding the way students write their texts, and how it is taught in classroom. Likewise, this approach aims at providing choices for the students to improve and develop their ideas and organize their writing until they generate and produce their final writing draft.

Basically, the process approach comprises several procedures, including pre-writing, drafting, revising, and editing (Palpanadan, 2014). The first procedure includes the pre-writing stage by which takes place before writing the first draft of composition. It prepares the students to discuss, outline, think critically, and generating ideas about the given topic (Abas & Aziz, 2017; Rusinovci, 2015). This is followed by organizing the focused ideas, rhetorical stance, purpose, and the relatedness of the supporting ideas. By planning and organizing the ideas, students are argued to choose the proper structures, appropriate lexical items, and ties to emphasize on the generated ideas. This would then guide the first draft so that students can develop and organize their entire initial draft.

Revising is seen as the heart of the actual writing process. This stage can be tackled by reading the initial draft many times to ensure the relatedness of the ideas. Abas and Aziz (2017) contended that "effective revising relies on the knowledge of the reader's motivation to read the written paper. Thus, writers must be inclined to edit sentences or paragraphs that are

confusing and to move parts from one place to another to improve the organization of the writing" (p. 370).

Moreover, the texts can be edited by the student himself or another proofreader (Badger & White, 2000). In this regard, Wolfram (1999) indicated this process is limited to identify and correct all types of errors found during the first draft. He, additionally, recommended to restrict this step to the later phases of writing and to pay attention to the logical sequence of the writing process. This was felt essential to keep students motivated and encouraged to compose great drafts.

In light of the reviewing stage, Williams (2003) maintained that many students do not have the required knowledge to edit and review their writing. He, therefore, recommended to enhance students' skills in editing their writing by training them in the classroom to do so. Thus, this stage emphasizes on the importance of reading and revisiting the written texts to identify and solve the different linguistic problematic issues, such as the organization of the ideas, grammar, writing mechanics, lexical items, etc.

The final stage of processing writing is publishing or sharing their compositions with their audience by reading them aloud in front of the class, submitting them to their teachers for correction and grading, or sharing via the different types of media like journals, and websites. Moreover, students' final drafts should be shared with others because writing is seen as a social activity directed to certain sects of readers (Abas & Aziz, 2017). The following figure displays the stages of writing as adopted from Abas and Aziz (2017).
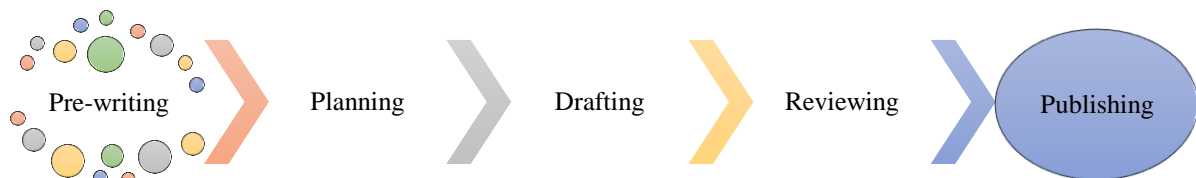

Figure 2: Writing Process as adopted from Abas and Aziz (2017)

In this essence, Kroll (1990) stated that "student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts" (p. 220-221). Tribble (1996) revealed that this approach is considered as a student-centred approach, so students themselves pay more efforts and focus on writing with an assistance of their instructors who just facilitate their learning. Therefore, he argued that students' "mastery of the concepts and content of their subject area as well as developing an ability to express themselves effectively and appropriately in the foreign language" (p. 83). The process approach, additionally, requires attention from both the instructor and the students. Miri (2014) added that "students are trained to construct

process-oriented writing that will affect their performance directly since it is a kind of student-centred approach" (p. 164).

The Genre Approach
The Genre approach, a relatively new approach to the teaching and learning of writing, emphasizes the "ways in which people get things done through their use of spoken and written discourse" (Paltridge, 2006, p. 84). It also emphasizes the importance of writing as a social and communicative activity (Swales, 1990). Martin (as cited in Hyland, 2004) simply defined genres as "social process because members of a culture interact to achieve them; and they are staged because meaning are made in steps, and it usually takes writers more than one step to reach their goals" (p. 25).

This approach has strong similarities with the product approach. Badger and White (2000) argued that "writing in the genre-based approach is regarded as an extension of the product-oriented approach since learners have an opportunity to study a wide variety of writing patterns" p 155). Badger and White noted that both the genre and product approaches consider writing as predominantly linguistic.

The genre writing approach in the views of Tuan (2011) has some features, such as the communicative context of language use, the writer-reader's interaction, and finally, the teacher's role in teaching writing. At this point, Thoreau (2006) stated that genre writing covers three aspects, including style, purpose, and audience. In light of these aspects, style is the way the written composition expresses its ideas in an organized manner to convey clear statements to its audience. The student is always requested to think about the reader in order develop and elaborate appropriate content and ideas (Tuan, 2011). Likewise, the reader should interact with the written piece to understand the ultimate goal of the writer.

To ensure a better writing teaching, teacher's position is considered central in this approach as he assists and guides students' learning by preparing and examining the appropriateness of the writing task, motivating them, and elaborating on their final products. Thus, this approach placed great emphasis on the relationship between text-genres and their contexts. Therefore, this approach is seen as a different perspective about writing because it aims to enable the students to attain a particular goal through writing (Dirgeyasa, 2016).

The genre approach consists of four writing stages, namely, building knowledge stage, modeling stage, joint construction stage, and construction stage. The below figure displays the four stages of the genre approach.
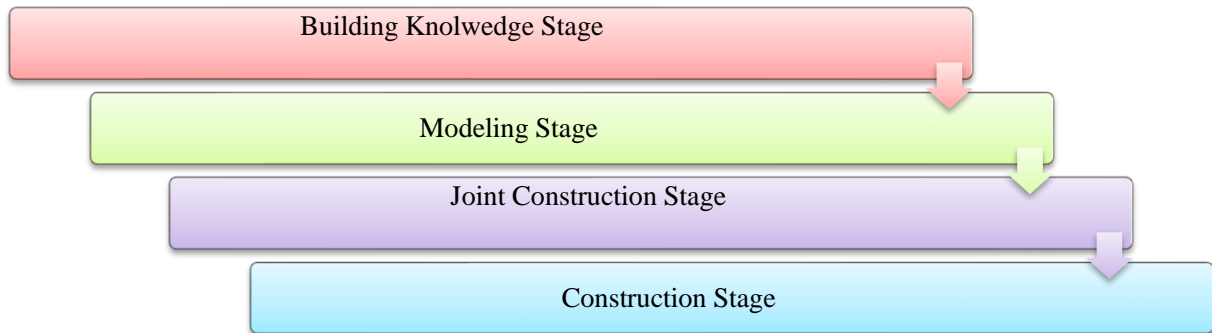
Building Knolwedge Stage

Modeling Stage

Joint Construction Stage

Construction Stage

Figure 3: Stages of the Genre Approach

As depicted, this approach focuses on the linguistics knowledge of the writing students which can be communicatively enhanced by all the members of the writing task (i.e., teacher-student) through a wide range of cultural context, lexical, and grammatical activities. The second stage involves adopting an appropriate model of writing to be read and learn from. Hasan and Akhand (2011) added that "relevant genre knowledge needs to be taught explicitly in the language classroom" (p. 81).

This stage is followed by the joint construction stage which depends mainly on the students' obtained knowledge during the early stages. More specifically, students with the assistance of their teacher are argued to represent and enlarge their understanding of the cultural, lexical, and grammatical knowledge to contribute efficiently to the given topic. Last but not least, students are seen able to the independent stage of write by incorporating all the different aspects of knowledge they acquired earlier in this process.

Despite its role in enhancing students' awareness of such writing practices, Badger and White (2000) contend that it "undervalues the writing skills which learners need to produce a written product and ignores the writing abilities learners have in other areas" (p. 157). It additionally does not provide students with appropriate language awareness and knowledge to express their thought. Another shortcoming is that teachers, who prepare and evaluate students' writing, are the source of learning for the students, so students are not fully prepared to write and express their ideas without the assistance of their teachers. However, the following section details the fourth approach presented in this chapter; the process-genre approach.

Process Genre Approach
As discussed previously, the previous three approaches have been criticized by many scholars and linguists (e.g., Badger & White; Yan, 2005). Thus, the implementation of an integrated approach in writing was supported by many linguists like Yan (2005). Therefore, the fourth approach being highlighted here is the process genre approach.

Goa (2007) cited in Saputra (2016) maintained that this approach "combines process models with genre theories, in which the concept not only draws on ideas from genre approaches, such as knowledge of context, the purpose of writing, certain text features but retains part of process philosophy such as writing skill development and learner response" (p. 5). Thus, this approach is an integrated approach to writing processes and genre approaches. It is referred to as the

eclectic approach or known by many scholars and researchers as the process genre approach (Badger & White, 2000; Gupitasari, 2013; Agesta, 2016).

Basically, Yan (2005) proposed six stages for writing within this approach as presented below:
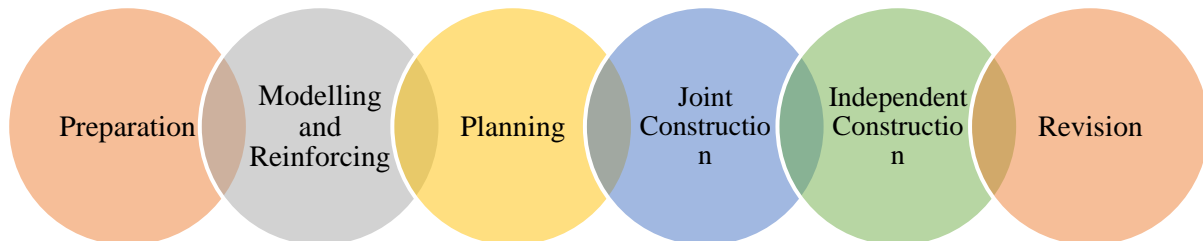

Figure 4: Steps of the Process Genre Approach as adopted from Yan (2005)

As seen above, this approach is a combination of writing process approach and genre approach in which both the teachers and the students collaborate to learn and write meaningfully. Subsequently, the writing teacher's role is to serve and assist students' learning by "work closely with students to encourage them, offering them helpful feedback and suggestions" (Yan, 2005, p. 20). Students, on the other hand, are encouraged to think creatively and produce their written texts without any assistance at the end of the process.

Cohesion and Coherence
There are some features to be considered in writing, namely, coherence and cohesion. Cohesion and coherence are both central ingredients to acquire by the EFL writers. Coherence refers to the connection of ideas and thoughts at the level of the idea while cohesion entails the association of those ideas at the sentence level.

Many researchers like (Halliday & Hasan,1976; De Beaugrande & Dressler, 1981; Johns, 1986; Hoey,1991; Lee, 2002) and others assented that cohesion play a vital role in producing unified and meaningful written texts. Cohesion, furthermore, leads to create related sentences, and paragraphs through the implementation of certain lexical and structural items throughout the text (Hoey, 1991).

Hoey (1991) defines cohesion as the way of certain words, or grammatical elements of a sentence can be connected that "sentence to its predecessors (and successors) in a text" (p. 3). Carter (1998) provides a similar definition by stating that the term cohesion includes how texts are linguistically connected. Connor (1996) states that cohesion is a method for textual analysis since it applies to the grammatical and lexical devices on the surface of a text that connects parts of the text.

Coherence is another aspect of good writing. It refers to the receiver's ability to perceive a text (Hoey, 1991). According to Johns (1986), coherence is "a complex concept, involving a multitude of reader - and text-based features" (p. 247). According to Brown and Yule (1983), this feature depends on the reader's ability to perceive the concept of linguistic strings, leading to the interpretation of a text. Moreover, it can be achieved when a text hangs together (Halliday

& Hasan, 1989). Therefore, it can build cohesive ties that connect the text and make it more organized.

To achieve coherence in written discourse, many scholars and linguists argues that lexical cohesion plays a significant role in establishing coherence in discourse. For instance, Halliday and Hasan (1976) argues that it can be created by a close employment of particular lexical items that form semantic ties between the parts of the text. Similarly, Hoey (1991) maintains that lexical cohesion is a key factor in organizing and establishing textuality. Therefore, he argues that it can be done through a process of repeating key lexical items within the text to build significant lexical relations that lead to overall coherence. So, he identifies couple of links that can be used in discourse. These lexical ties are summarized in the below figure.
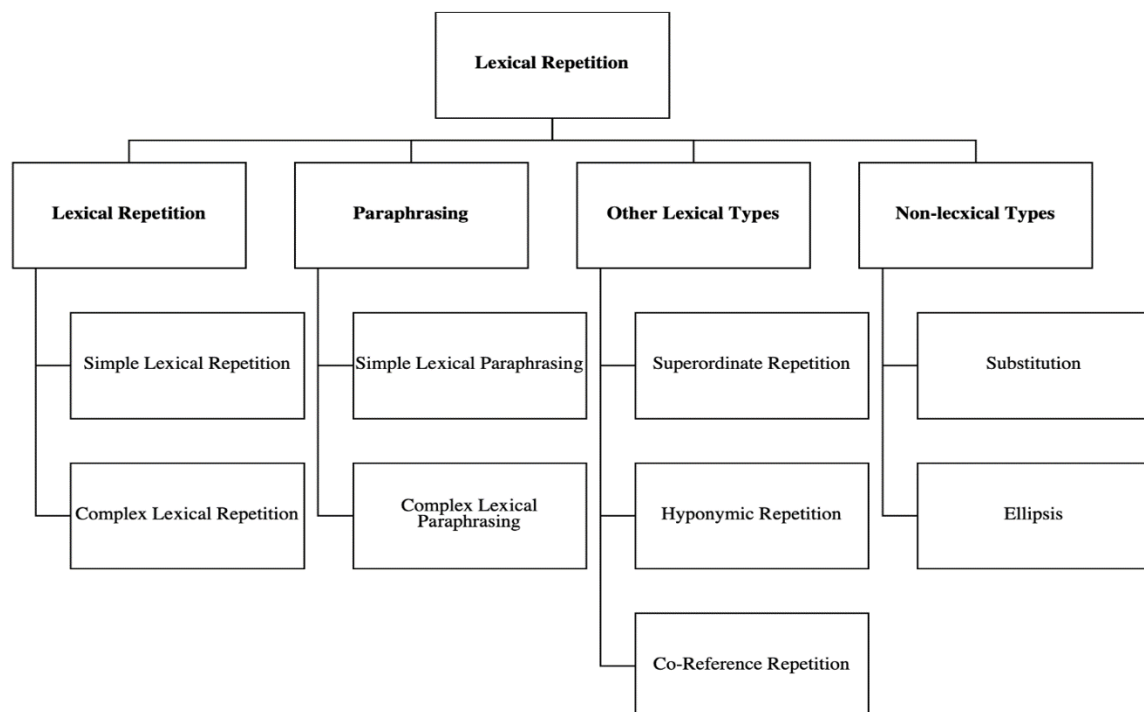

Figure 5: Hoey's (1991) Types of Lexical Repetition

As depicted in the above figure, it can be seen that Hoey's model includes lexical repetition, paraphrasing, superordinated and hyponymic repetition, co-reference, and other non-lexical items such as substitution and ellipsis.

Statement of the Problem
Many of the recent studies indicated that Jordanian EFL students lack the ability to write effectively. More specifically, they are unable to write coherent text which leads to decrease their success opportunities educationally and professionally. In this regard, many of the researchers referred this due to the students' limited knowledge of lexical cohesive ties that forces their opportunities to produce connected and coherent texts as they do not have the adequate knowledge of vocabulary and coherence in discourse. Other researchers manifested that writing syllabi and curricula negatively affected their students' knowledge of lexical

cohesion. Therefore, maintaining coherence was attributed with the lack of lexical cohesion knowledge and practice among the EFL students in Jordan.

The Research Objective and Question

For this, the objective of this paper is to explore the repetition's type that are frequently employed in the academic writing of Jordanian students at Karak University College in the academic year 2020/2021. Therefore, the current paper puts forward the following research question:

1. To what extent do the Jordanian students write effectively?
2. What are the categories of lexical ties employed in the academic writing of the EFL Jordanian students?
3. What are the most frequent ties of Hoey's cohesive devices errors found in Jordanian students' writing?

Methodology

The present paper follows the descriptive quantitative research design to explore the frequently used types of cohesive items in 20 texts written by Jordanian students at Karak University College, Jordan. This design was adopted because it enables the researcher to "explores specific and clearly defined questions that examine the relationship between two events, or occurrences, where the second event is a consequence of the first event" (Celano, 2014).

Participants of the Study

The participants of the study comprised 20 first-year students at a Jordanian university. The participants were selected using a purposive sampling method where one the most achievers were considered in this study. Specifically, students were recruited based on their results in their first writing course which is offered for fresh students at that program. All of the participants are EFL Jordanian students who come from different parts of Jordan.

Data Collection

The data was collected using writing task that assigned to first year students who were asked to write a well-organized piece of writing 'the importance of technology in students' life'. The rationale of using the written task technique is to enable the researcher to closely study the cohesive types in the students' writing. Finally, the data collected by the assistance of an EFL writing instructor who asked his students to write a well-organized paragraph in his online class. However, it is worth mentioning that the researcher was not able to conduct the data collection part himself due to the COVID-19 circumstances, and the inability to meet students in their class.

Data Analysis

To analyse the written data of the study, the researcher used two different techniques as follows:

The Holistic Rating

To employ this technique, two EFL instructors of writing took part in the process of rating the written data. However, with this technique, the raters allocate a single score for each text ranging from (5) grades for very meaningful texts, (4) grades meaningful texts, (3) grades for texts that require improvement, (2) grades for those that need substantial improvement, and (1)

for weak texts. Then, the overall rating for each text can be determined on the basis of the following table:

Table 1: The Holistic Rating

Score	Interpretation
5	Very meaningful
4	Meaningful
3	Effective but requires improvement
2	Need substantial improvement
1	Weak / Not Effective

Hoey's (1991, 2005) Model of Lexical Cohesion

In addition to the holistic rating method, the data were analyzed based on Hoey's (1991, 2005) model of lexical cohesion. Then, the researcher statistically calculated the frequency of each lexical type described in Hoey's model to find out the most dominant type of lexical cohesion. Thus, the following steps were adapted throughout the data analysis process:(1) Tracing repetition types found in students' writing, (2) analyzing the types of repetition based on Hoey's (1991) model of lexical cohesion, (3) calculating the percentage of the repetition types. Finally, it is worth to mention that the obtained data were assessed by Hoey who provided constructive comments throughout the analysis stage.

Findings and Discussion

The current study investigated 20 pieces of writing produced by Jordanian EFL students at Karak University College. The objectives of the study were to explore the frequencies of lexical cohesion types. Therefore, this section presents the findings of the research questions.

Findings Related To RQ.1: "To What Extent Do Jordanian EFL Students Write Effectively?"

To answer the first question, two EFL instructors of writing took part in scoring each piece of writing as described earlier. The results of the holistic test provided in Table 1 shows that the average of all of the students' text was (2.7) which means that the written compositions were not fully meaningful as they need improvements. It also indicates that none of the 20 texts were fully effective, and that some compositions were rated in the first category of scores because they were rated weak.

Table 2: Scores of the Students' Written Texts

	Holistic Rating Scores (Total Score= 5.00)		Average Score of Both Ratings (Total Score=5.00)
Text	1st Rater	2nd Rater	Average
SWT 1	4	4	4
SWT 2	3	4	3.5
SWT 3	3	3	3
SWT 4	4	4	4

SWT 5	2	2	2
SWT 6	3	3	3
SWT 7	1	2	1.5
SWT 8	2	2	2
SWT 9	2	2	2
SWT 10	2	2	2
SWT 11	3	2	2.5
SWT 12	1	1	1
SWT 13	3	2	2.5
SWT 14	3	2	2.5
SWT 15	3	2	2.5
SWT 16	3	3	3
SWT 17	4	3	3.5
SWT 18	2	3	2.5
SWT 19	2	3	2.5
SWT 20	3	4	3.5
Average	2.7	2.7	2.7

***Findings Related to RQ.2: "What Is the Categories of Lexical Ties Employed in The
Academic Writing of The EFL Jordanian Students?"***

Table 2 shows the percentage of lexical items in written texts. It displays the frequency and
percentage of simple repetition, complex repetition, simple paraphrasing, complex
paraphrasing, co-reference, hyponymy, superordinate, substitution, ellipsis, and deixis.

Table 3: The Number and Percentages of the Lexical Cohesive Links

Cohesive Links	Number of Links	Percentage
Simple Repetition	98	47.6%
Complex Repetition	19	9.2%
Simple Paraphrasing	49	23.8%
Complex Paraphrasing	22	10.7%
Hyponymy	3	1.5%
Superordinate	13	6.3%
Co-reference	0	0.0%
Substitution	2	1.0%
Ellipsis	0	0.0%
Deixis	0	0.0%
Total	**206**	**100%**

The obtained findings in this regard appears to have considerable lexical cohesive links. Simple lexical repetition is the most dominant among the other links in students' texts, particularly the number of the same-word repetition was (47.6%) of the total items occurred in entire writing, such as the instances demonstrated in the following extract which is driven from text 1. The example shows that there are 6 instances of simple repetition links emerged in this extract where the repetition of words such as "effect," "social media," and "families" were repeated twice for each. The repetition of the compound noun "social media" is repeated exactly without any shift or variation in its paradigm.

Example 1:
(1): "There are many *effects* of *social media* on families."
(3): "On the other hand there is a many posive *effect* to communicate with athers and we using the media to seach of information to take a knowledge and if we have a member the family in out side we using the *social media* to stay tuned with other and we using media to share our ideas and thoughts with others and we using the *social media* to explain the thoughts in our minds." (SWT 1)

The second identified type is complex repetition which occurred only (19 times) or (9.2%) among the other types. The following extract exemplifies this type:

Example 2:
(3): "Modern communication is an *effective* means of communication between parents and children in divorce situations through online video *conferencing* and continuous conversation."
(4): "These video *conferences* enable separated parent to track growth and develop their children more *effectively* than relying on phone calls alone."
(5): "The misuse of communication means some negative *effects* on the family, including." (SWT 2)

SWT2 offers example of students' use of complex repetition links such as the repetition of the words "conferencing" and "conferences" in sentences 3 and 4. The occurrence here falls within the scope of complex repetition because these words share the same lexical morpheme. In the same vein, the repetition of "effective," "effectively," and "effects" occurs with modifications to their grammatical forms.

Under third category of repetition, simple lexical paraphrasing was the second highest category that can be demonstrated in the current study. As traced and calculated, the total of this category was (49) or (23.8%) out of the total occurrences. An example of this is driven from SWT2. It shows that the word "facilities" in sentence 2 and the "enable" in sentence 4 shares a simple lexical paraphrasing link.

Example 3:
(2): "The modern means of communication *facilities* communication between individuals."
(4): "These video conferences *enable* separated parent to track growth and develop their children more effectively than relying on phone calls alone." (SWT2)

The fourth type being identified here is complex lexical paraphrasing. This type has (22) links among the sentences and pairs in the texts or (10.7%) only. The following example illustrates the use of this kind of links.

Example 4:
(1): "Social Media is important in all life, but there are advantagies and *disadvantages* on families, such as many families now not communicate with the children and know what they problem with them."
(2): "But on anther hand there are a*dvantages* such as, we can communicate with us by internet if we are away the country, because it's not expensive money and offere than other ways." (SWT9)

This extract illustrates the antonymous lexical paraphrasing which is created between sentences 1 and 2 where the word "disadvantages" creates a link with "advantages." Additionally, the other type of complex paraphrasing can be seen in the below example where the repetition of "families" and "family" creates a link with the word "children". However, the resulting tie in the extract refers to link-triangle complex paraphrasing.

Example 5:
(1): "There are many disadvantages of social media on *families* becomes the family pay attention of social media."
(2): "Social media is very important in the *family* because they communication with us."
(3): "The more important social media in the *children* because the children don't know to use social media the effect positive for him." (SWT 8)

In the students' writing, the use of superordinate, hyponymic, and substitutional cohesive links were slightly noticed. Based on the analysis, the overall occurrences of each types were (3.6%) and (1.5%) respectively. However, examples 6 and 7 show the students' use of superordinate hyponymic ties in their writing. In SWT 3, for instance, words like "Facebook," "Twitter," "snapchat," and "Instagram" refer back to "social media."

Example 6:
(2): "Everyone is in *social media-* young, old, rich, poor, etc."
(4): "There are many social networks to choose form, some of the popular ones include *Facebook*, *Twitter*, *snapchat* and *Instagram*." (SWT 3)

Example 7:
(2): "In the past, people can't know the news of other *countries*, *cities* and *towns*, and communicate with other very easy so the invention of social media cofort these things very well."
(3): "People can do their task very well such as getting information known the news of other *countries*, shopping, do their work tradition very easy." (SWT 7)

For the use of substitutional cohesive links, example 8 provides us with an instance of this occurrence in students' writing where "social media platforms" is replaced by "ones" in sentence 4.

Example 8:

(1): "Social media has been ingrained into our society today that it is virtually impossible for people to take you seriously, if you are not in any *social media platforms*."

(4): "There are many social networks to choose form, some of the popular *ones* include Facebook, Twitter, snapchat and Instagram." (SWT 3)

Based on the analysis, the most category by the students was simple lexical repetition with 47 % followed by simple lexical paraphrasing with 123.8 %, complex lexical paraphrasing with 10.7 %, complex lexical repetition with 9.2%, superordinate with 6.3, hyponym with 1.5% and substitution with 1%. Additionally, some other types of repetition were neglected by the students, including co-reference and ellipsis.

Findings Related to RQ.3: "What Is the Most Frequent Ties of Hoey's Cohesive Devices Errors Found by Jordanian Students in Writing?"

To answer the second question, the analysis of written data reveals the percentage of lexical cohesion errors in students; writing, as illustrated in Chart 1. It shows the errors in terms of complex lexical repetition, simple and complex paraphrasing, and substitution. As illustrated in Table 2 below, it is found that errors of complex lexical repetition counted 12 frequencies in making 12% of the entire recorded errors in the written data. Additionally, students' errors in terms of simple and lexical paraphrasing recorded 46% of the overall errors. Also, errors in terms of other complex lexical paraphrasing (i.e., superordinate and hyponymy) reported 10% of the total errors. Besides, errors of substitution were about 21%. However, the errors made in term of the simple lexical repetition was only 10% among the other types. The following chart shows the percentages of those lexical errors.
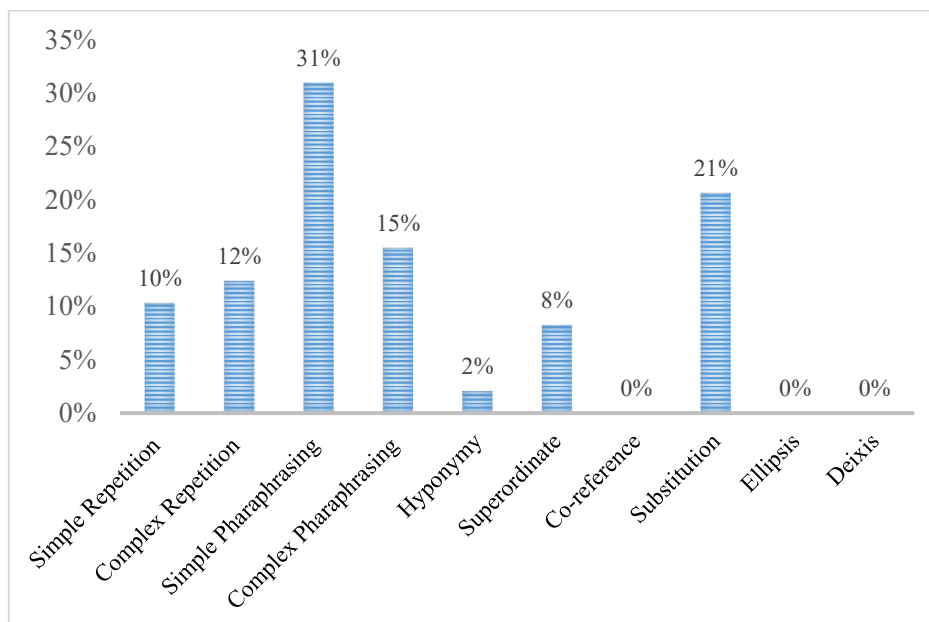

Figure 6: The Percentages of Lexical Cohesive Ties Errors

Accordingly, the analysis shows that the Jordanian students are to utilize various kinds of lexical cohesion devices in their academic writing. Specifically, the study indicates that the most frequent type of lexical cohesion employed by the students is simple lexical items. It is common in their writing because it is the most straightforward type of repetition. They frequently repeat certain lexical items several times. In addition to that, the analysis indicates that the use of complex types is limited by those students due to their narrow awareness of lexical cohesion knowledge needed to maintain coherence in their writing. It is obvious then that they lack the necessary lexical deposit of vocabulary. On the other hand, it is revealed that students neglected using some key ties in their writing, such as co-reference, and ellipsis due to their inability to incorporate those types or to their lack of knowledge of them. Therefore, this coincides with the findings of Naser and Almoisheer (2018) and Adiantika (2015) who indicated that students' limited knowledge affects their ability to write coherent text. In the same vein, the studies indicated that students tend to neglect improving their skills, in particular reading and writing skills as they do not frequently read to enhance their lexical knowledge. Thus, several studies recommended to pay attention to develop students' writing by considering the existing learning programs and the available tools in education.

Conclusion

Due to the importance of mastering coherent writing, the current research aimed to investigating EFL students' ability to employ lexical cohesion types in their writing. To achieve this aim, a descriptive study was conducted to investigate the extent of students' awareness of lexical cohesion types among EFL students at Karak University College, Jordan. The researcher concludes that the EFL students had inability to deploy lexical cohesion effectively, as suggested by Hoey (1991, 2005). The study can conclude that students misused several cohesive ties because of their lack of appropriate linguistic knowledge of lexical cohesion. Accordingly, they were not capable to produce meaningful and connected written texts. Thus, the results suggest emphasizing on improving students' knowledge of lexical items through practicing more writing, and improving students' reading habits to acquire more knowledge.

About the Authors:

Anas Hashem Alsariera is a Ph.D. candidate at Universiti Sultan Zainal Abidin, Malaysia.

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