Grammatical Cohesion in Students' Writing

(Graduate and post-Graduate students in University of Zalingei)

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Abstract

This study was conducted at Zalingei University in (2018) and aimed to investigate the positive and negative usage of cohesive devices by graduate, post graduate students in writing essays in English and the investigation of the teacher's role in encouraging the students to write well using grammatical cohesions in writing essays The researcher used the analytical descriptive approach. First data collected through questionnaire for (20) university teachers and an aptitude test for (50) students and secondary information from books and relevant sources.

Important Results:

1- 95% of the teachers, answers in all items in the questionnaire were very clear that they generally use the right methods to teach their students.

2- 88% of the results revealed that most of the students have problems that made them to misunderstand the linking words.

3- 60% of the cases, the researcher found in many sentences of the tests answers

were wrong in identifying of functional words.

4- 40% of some content and functional words were very clear to respondents thus they did not face any problem to categorize and diagnose the functional words.

5- 70% the misunderstanding of functional word forms in English writing essays due to factors of lacking grammar studies.

Important Recommendations:

1-There should be a support for non-native speakers of English language learners

in applying accurate ways of learning English four skills to master the most

important areas in it earlier as well as spelling, parts of speech in grammar   typically

functional, content words and their meanings.

2-Before students, admission to Universities there must be qualified teachers in all levels who will strengthen the learners in familiarizing the aspects of English language words.

3-Students should apply four skills in learning English language to strengthen their knowledge in all parts of the speech.

Key words: Grammatical Cohesion in students, writing cohesive essays.

المستخلص

أجريت هذه الدراسة في جامعة زالنجي عام (٢٠١٨) بهدف تحقيق استخدام الطرق الإيجابية والسلبية لأدوات الربط المنطقية في كتابة المقالات باللغة الإنجليزية من قبل الطلاب الخريجين والدراسات العليا وتقصي دور المعلمين في تشجيع الطلاب في الكتابة جيدا مستخدمين الروابط النحوية المتماسكة في كتابة المقالات المنظمة مستخدمين هذه الأدوات في تعلمهم للغة الإنجليزية استخدم الباحث المنهج الوصفي التحليلي وجمعت البيانات الأولية عن طريق الاستبانة لعدد

(٢٠) من أساتذة الجامعة والاختبارات لعدد (٥٠) من الطلاب الخريجين والمعلومات الثانوية من الكتب والرسائل ذات الصلة بالموضوع.

أهم النتائج:

١- ٩٥% من أجوبة الأساتذة توضح بأنهم يستخدمون طرق التدريس الصحيحة في تدريس الطلاب

٢- ٨٨% من النتائج تشير بان أكثر الطلاب لديهم مشكلة وسوء فهم في كلمات الوظائف

٣- ٦٠% من الحلات وجدها الباحث في أجوبة الاختبار كانت خاطئة في تحديد كلمات الوظائف

٤- ٤٠% من بعض كلمات المحتوى وكلمات الوظائف كانت واضحة للطلاب في ترتيبها وتشخيصها بسهولة

٥- ٧٠% سوء فهم اشكال كلمات الوظائف في كتابة المقالات باللغة الإنجليزية ترتب علي عدم دراسة النحو جيدا.

أهم توصيات:

١- ينبغي ان تتوفر مساعدة لغير الناطقين باللغة الإنجليزية في تطبيق طرق التعلم بدقة للمهارات الأربع في إيجاد نطاقات اللغة مبكرا أيضا في الاملاء وأجزاء الكلام وبالتحديد كلمات المحتوى والوظائف ومعانيها

٢- قبل دخول الطلاب الي الجامعة يلزم وجود معلمين اكفاء لرفع مستوى الطلاب لمؤالفة كل ظوهر اللغة الإنجليزية

٣- يجب للطلاب تطبيق كل مهارات التعلم لتقوية معرفتهم لأجزاء الكلام في اللغة الإنجليزية

Introduction

Major English grammatical cohesion is the core of language that shapes and decorates the building of structures in cohesive writing. Thus English learners must keep monitoring their flow of writing in every step of writing sentences in English. These cohesive devices unless weaved firmly there still a reflection of an enormous catastrophe in forming intact expressions in this phenomenon. In this paper, the researcher expounded these major cohesive devices in details and found out that diagnosing specific problems encounter the students of non-native English in performing correct rules of writing in English Language. Literature review of studies conducted to evaluate the learners' writings and showed the few empirical studies were conducted to analyze a cohesion terms in types of writings in English language sentences cohesively. Instructors, in general and more specifically rhetoricians should encourage students to pay attention for the importance of cohesion and coherence learning, teaching and evaluating pieces of writing. Many of today's students, whether English learners or natives, cannot write clear or meaningful sentences using linking words. Moreover, university students graduate and postgraduate in Sudan considered without this fundamental skill, i.e. writing. Coherence and cohesion are serious matters in learning a language. While, some learners ignore writing that is why they commit errors in forming coherence and cohesion in writing to link the units of these small words of English to put sound series of sentences or paragraphs. Language learners always prove their qualifications as conversant English writers unless they write coherent and cohesive texts. Students' problems in writing usually arise from the fact that many of

them unaware to find exact words in their writings like using synonyms, antonyms or collocations, therefore they cannot create sound and connected cohesion between these logical areas throughout the sentences in the paragraphs. In addition, students focus on the lexical and sentence level more than on writing flow level. They usually found using transitional links in their writing without creating a coherent and cohesive piece. A written text is to be coherent when its sentences flow smoothly from one to another without any gaps. Cohesion and coherence are two phenomena that have complement to each other. Cohesion simplifies understanding relationships between different parts of the sentence reflecting relationships between syntax and grammar. A text called as such if there is a continuity of meaning whose presence leads to communication in it. Limited knowledge about the use of cohesive devices is lack of vocabulary and the way teachers teach cohesion concluding no significant correlation between students' knowledge of cohesion and their writing performance. The grammatical cohesive devices, i.e. (reference) and (conjunction) were dominant and used as cohesive resources more than the lexical ones. Moreover, students used cohesive devices to remind readers of the points under discussion and to clarify and affirm semantic relationship between clauses. Show a notable difference between the cohesive devices use of English natives and learners in terms of frequency, variety, and control. Native speakers make a balance between the use and frequency of various types of cohesive devices but new learners overused certain types of devices like (repetition)and reference are neglected to use the others to a degree that made their writings are not cohesive. On the other hand showing the students' overuse of repetition, they commonly use other three types of lexical

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cohesion namely (synonym, antonym, repetition and collocation). The four types of lexical cohesion can altogether create a cohesive writing.

1. Literature review

Writing coherence and cohesion: Academic writing in English involves producing texts, which are appropriate for formal contexts, such as schools and universities (Oshima & Hogue, 2007). These authors have suggested that English academic texts may differ from those written in other languages regarding words, grammar, and organization. As a result, EFL/ESL learners should develop study skills like writing for academic purposes (Hyland, 2006). According to this author, it is necessary for them to learn how to produce academic texts in order to express ideas to other users of the L2. For this reason, textual coherence and cohesion are essential components of academic writing. On the one hand, a written text needs to be coherent to be understood by a reader. Hyland (2006) defined coherence as: "The ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories" (p. 311). From this point of view, coherence involves logical connections at idea level (topic). Thus, to facilitate the reader's comprehension, all the sentences that make up each paragraph have to be logically arranged by following a continuous order based on the message they are trying to convey (Hinkel, 2004). Within this framework, coherence is important in writing as it relates to expressing consistent and understandable ideas in a text. On the other hand, cohesion has been defined as "joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable" (Bailey, 2011, p. 115). In other words, cohesion one

writing task a week, which consisted of reacting to a prompt by producing one paragraph in English. The level of these activities applied according to the (elementary level). The topics covered were culture and traditions as suggested by the Chilean curriculum for the EFL subject level. The learners were asked to produce their tasks in three stages every week by following the cognitive writing model proposed by Flower & Hayes (1981). The stages were planning (pre-writing), monitoring (while writing), and evaluating (post-writing), which are metacognitive writing procedures. First, in prewriting, the students were taught to brainstorm ideas and write the outline of their draft by considering paragraph structure. While- writing stage, the learners produced their draft by monitoring their text, which involved revising it constantly in terms of coherence and cohesion. They then had to carry out the post-writing step, which consisted of proofreading, receiving feedback from their teacher, and editing in terms of textual coherence and cohesion. It is worth noting that the students had the opportunity to repeat a previous stage when they found it necessary. Writing is a productive language skill. Specifically, it is the act of forming letters or characters on writing materials in order to communicate ideas (Harmer, 2004; Hyland, 2004). It follows, then, that learners are able to produce written pieces of work once they are successful at listening, speaking, and reading the cohesion (revision). Finally, they edit their production for publishing it (rewriting). According to process of writing can be considered recursive rather than linear, meaning that writers believe it is appropriate, and it can move back and forth between stages. Writing procedures employed by the EFL students prior to the metacognition-based intervention. The conceptual network for writing procedures employed by the EFL students prior to intervention

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was displayed. It includes the subcategories of *pre-writing*, *while-writing*, and *post-writing*, which were based on student responses in the focus-group discussion carried out with the experimental group before the pedagogical intervention took place. From the oral data collected in the initial focus group discussion, in the context of the writing procedures was also employed by the EFL students prior in English, with one of the learners asserting, "English class is sometimes hard for me, so when I write I use a web page that translates text from Spanish to English. Further examination of the students' oral answers in the initial focus-group discussion revealed that the *identification of lexical items* while the students wrote a text also employed *support from the EFL teacher*. From the point of view of the EFL students, they asked for the teacher's assistance while writing in English in order to verify correct spelling. One of the learners corroborates evidence of this: "I asked the English teacher about the words to be included in my text" (Participant 06 [48:48]). Another learner made a similar comment: "I sometimes do not know how to spell certain words in English, so I show my writing to the teacher, and he tells me if I am writing them well or if I am making mistakes. When the participants took part in the initial focus-group discussion, they also referred to *post-writing* activities, confirming their *use of a dictionary for revision*. According to the EFL learners' responses, the use of this resource was also focused on identifying the correct spelling of the words in English. The following excerpt is an example of this view: "When I finish writing a text in English, I use a dictionary to make sure the words I wrote are correct" (Participant 10 [124:124]).

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As stated above, coherence and cohesion, it is considered a difficult concept to understand and express, and this has led to some rather vague explanations. It has been described as "…the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences" (Neubauer, 1983, p. 7, as cited in McCarthy, 1991, p. 26). Yule (2006, p. 126) adds that coherence is "everything fitting together well." However, there is more to coherence than just the cohesive qualities of a text. Yule (2006, p. 126) adds that coherence is something that exists in people's interpretations, not words or structures. People, he says, "…make sense of what they read and hear. They try to arrive at an interpretation that is in line with their experience of the way the world is." McCarthy (1991, p. 26) asserts that when understanding texts, we interpret items and understand them. Cohesive items are often indications of how texts should be read, not "absolutes" (McCarthy 1991, p. 26). For instance, the pronoun 'it' in a text only tells us something non-human is being referred to; we do not necessarily know what. Readers can usually interpret this, so that they produce a coherent reading of the text. Hence, cohesion is only support for coherence, and coherence is "something" created by readers while reading a text, this "something" being a logical interpretation to create a meaningful and unified whole. Halliday and Hasan (1976) argued that cohesion is necessary to create meaningful discourse. However, this has been disputed. Many authors (e.g. Brown and Yule, 1983, p. 196; Widdowson, 1985, p. 30) have given examples of written (and spoken) discourse that have no apparent cohesive test but demonstrate how they can make up a unified and meaningful whole. Brown and Yule (1983, p.196) state that readers will naturally assume sentences presented as texts are indeed texts, and try to interpret the

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second sentence after considering the first sentence because they assume semantic relations exist between the sentences. However, Tanskanen (2006, p. 17) claims that these examples are few, with the same ones often quoted. Martin (2001, p. 44) adds that these examples are "short … and carefully selected" but for those in natural texts, with even only a small number of clauses, the "stereotype ethnic association" between being Irish and loving potatoes, or is willing to assume a cause-effect

connection between the two (McCarthy, 1991, p. 26). Thus, cohesion is only part of coherence. It can be clearly seen that cohesion can help to form coherence (and occasionally vice versa). In addition, a lack of explicit cohesion does not necessarily mean no coherence, although there are underlying forms of cohesion in a coherent piece of discourse, which created by the actual perceived coherence. We have also seen that texts displaying cohesion can lack coherence, and it has been demonstrated that irrelevance or lack of world knowledge can lead to a cohesive text not being coherent. Irrelevance is particularly important because some learners produce "oblique" or "vague" writing (Hinkel, 2011, p. 528), which can appear to be irrelevant.

In pragmatics, coherence and cohesion are two factors distinguished in discourse (Roelofs 1998). Coherence is seen as the relatedness of a story on macro level (Peterson 1993). That means, utterances are related on a clear, meaningful manner to each other (Craig & Tracy 1983). For coherence, there are no specific components in discourse, because coherence is established by implicit relations of the meaning (Roelofs 1998). Cohesion is a tool to attain coherence and is the meaningful connection between sentences (Norbury & Bishop 2003; Roelofs 1998).

Cohesion refers to apparent components in the discourse. It occurs when the interpretation of an element in the discourse is dependent from another element inside the discourse (Halliday & Hasan 1976). Cohesive relations are semantic ones realized by the lexical-grammatical system, especially through the use of verbal devices (Adams 2002; Roelofs 1998). The use of cohesive devices sets up a series of inferences to be made by the speaker and reduces redundancy in communicative exchanges (Adams 2002). To use cohesion correctly, the narrator has to take into account the perspective of the character in order to make the actions of this character understandable for the listener and subsequently clearly explain them to him (Roelofs 1998; Wigglesworth 1997). Such a skill requires Theory of Mind abilities (Roelofs 1998) the narrator has to possess cohesive ties between sentences consist of conjunctions (coordination and subordination) and references (introductions and referrals) (Halliday and Hasan 1976; Liles 1985; Strong & Shaver 1991) . For example, if a child says 'The bus drove further. *And* he came in a city. The word '*and*' is a coordination and the use of this coordination links these two utterances by expressing an additive relationship. The use of *'he'* is another example of a cohesive device, namely a referral; the speaker has referred to an individual named in a previous utterance (Strong & Shaver 1991). One way to achieve cohesion is the use of references with pronouns and demonstratives. This, to refer to a person, object or act, which have already been established in the interaction (Adams 2002). Halliday & Hasan (1976) distinct personal, demonstrative and comparative reference. Personal and demonstrative reference is expressed by pronouns: comparative reference by adjectives or adverbs. In the current research, only personal references (introductions and

referrals) are measured. That is because, in the development of cohesion, several studies on the frequency of introductions and referrals in narratives show that the use of both of them increases with age (from two until ten years). However, it is not clear when the acquisition starts. In scientific literature, some authors state there is an early acquisition, others say there is a late one (Roelofs 1998; Wigglesworth 1997). According to Bamberg (1987) there are several strategies used in referring.

2. Methodology of the study:

The researcher applied the analytic descriptive method. The data in this study are sentences that contain grammatical cohesive devices for writing essays and other expressions in English language. The population of this study is (20) University teachers and (50) graduate and postgraduate students. The researcher addressed two types of data collection tools (Questionnaire for teachers and pre & posttest for students. The data analyzed through (SPSS) statistical package for social sciences.

3. Questions of the research

1- What characteristics of cohesion and coherence are observed in students, narrative writing?

2- To what extent learners in writing commit the errors in cohesive writing?

3- What makes students to confuse using lexical & grammatical words in correct places in writing?

4- What measures must be followed in solving a problem of non-English learners of English language writing problems?

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5- What affects non-native English learners in creating sound sentences in writing essays using lexical & grammatical cohesion in English language?

6- To what extent the use of lexical & grammatical cohesion in students' writing became a hard work for English language teachers?

4. Hypothesis of the study:

Lack of using cohesive devices properly will lead to incomprehensible ways of writing and sentences with ambiguity/ disorganized ideas.

5. Data analysis of the study

Questionnaire for (20) PhD holders conducted in the study. It consists of several English language grammatical cohesion ties for writing and teaching in English. Teachers work for Universities checked about the language proficiency in teaching using explicit English cohesion and coherence in writing essays. In addition, a part of the questionnaire for teachers answered all points covering their viewpoints elicited all information and details about the teachers, background of grammatical cohesion ties in English Language teaching. Therefore, the both tests used to conduct the study (pretest and posttest) designed particularly with linking and functional words for (50) students of graduate and postgraduate of English Department students. Finally, information about the learners, writing experience for more details are available on the tables below.

Table: One-How do you teach in each of the following procedures?

No	Item	Adverbs	Frequency	Percentage
1	Selecting appropriate materials of teaching	Always	18	90%
2	Students, prior knowledge of the topic	Usually	14	70%
3	Giving students oral feedback	Sometimes	14	70%
4	Class discussion to pinpoint the mistakes	Usually	16	80%
5	Encouraging group writing	Usually	18	90%
6	Assessing students, writing skills before starting the course	Sometimes	13	65%
7	Assessing students, written work during the course	Sometimes	19	95%
8	Marking students, written essays	Usually	18	90%
9	Writing comments on students, papers or notebooks	Always	16	80%
10	Asking students to assess their written essays	Always	13	65%
11	Correcting grammar mistakes	Usually	19	95%
12	Asking for more than one draft of an assignment	Always	17	85%
13	Allowing students to review each other's papers	Sometimes	11	55%
14	Integrate writing to emphasize the key writing features	Usually	15	75%

The above table shows the results of all items from one to fourteen that 90% of the respondents indicated that the adverb (always) in their answer. The verifications of all selections show an appropriate way for teachers in teaching students for writing essays. However, teachers have good techniques of doing their job in teaching cohesive ties in grammar.

Table: 2-Stylistics difficulties: how difficult the following items in writing their essays in English language?

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No	Items	Adjectives	Frequency	Percentage
1	Writing in narrative style	Easy	18	90%
2	Writing in a descriptive style	Neither difficult or easy	16	80%
3	Writing in an argumentative style	Easy	13	65%
4	Writing in an expository style	Easy	19	95%

In table two 90% of the responds made sure that it is easy to use writing in narrative style. Which helps the students to learn spelling, 80% of the teachers said that neither difficult nor easy to learn writing in a descriptive style because it is one of the best ways in learning the spelling. Moreover, 65% of the responds agreed that it is easy to depend on writing in an argumentative style. Which is a good way for learning. Finally, 95% of the teachers explained that it is easy to depend on writing in an expository style because it is one of the best styles to depend on in teaching the students to learn writing using cohesive device in learning.

The test result of students

The students revised for their math's exams…………….,, they wrote their history essay.			
Answers	Correct	Incorrect	Total
Linking word	Besides	Although	
Frequency	27	13	50
Percentage	54%	46%	

In the above sentence, the respondents have chosen the conjunction (beside) as a suitable answer for it. Therefore, 54% of the students were sure that this word was appropriate for their answer was fully due to their visualization for the question itself and their general conception of English grammar conjunction in writing during the learning process. In addition to their experience of practicing English language parts of the speech in Grammar. Nevertheless, 46% of the respondents were wrong.

Ali always does his best …………………….help the people.			
Answers	Correct	Incorrect	Total number
Linking word	In order to	So that	
Frequency	37	17	50
Percentage	74%	26%	

In this table 74% of the respondents indicated for the exact answer of the expression above the table. Therefore, in this case the students were true in pinpointing the right word to fill in the gap as they had well practiced the conjunctions in English grammar. In addition, they thought about the easiest conjunction for them to cope with. Finally my point of view as a researcher sometimes students guess the easy parts of speech in grammar as they have been learning through their lifetime in different stages, according to their prior knowledge in Primary, secondary and at University or colleges that is why some conjunctions became familiar for them to understand while filling the gaps using grammatical words. However, a few number of them were incorrect.

-……………….the thick fog, many cars were held up on the motorway.

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Answers	Correct	Incorrect	Total
Linking word	Because of	Despite	
Frequency	26	24	50
Percentage	52%	48%	

In the table above, 52% of the respondents identified the word (because of) to complete the answer in the sentence as they guessed their selection to the word was appropriate to fit the place, for instance there was no choice more than this. Thereof, many of the students were sure about the right answer that fits the sentence. Due to, the answer of this question is a bit good relatively to the rest of the expressions. In addition to 48% were incorrect due to lack of knowledge.

The factory installed new devices,……………its emissions to the environment have dropped.			
Answers	Correct	Incorrect	Total
Linking word	As a result	Due to	
Frequency	17	33	50
Percentage	34%	66%	

The question is somehow run some confusion to the respondents because 66% of the students strongly enough were hesitantly unable to choose the exact correct answer for the sentence. Moreover, their comprehension to the expression itself was a bit complicated that is why many of them mixed up to know the route for answering such sentence smoothly. Therefore, the students are very weak in specifying the right straight appropriate word to fit the place. Only 34% of them were capable to come up with correct answer.

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Andy helps a lot at home,…………………,his sister never tidies her room.			
Answer	Correct	Incorrect	Total
Linking word	On the contrary	As a result	
Frequency	14	36	50
Percentage	28%	72%	

According to 28% of the respondents for this table, it was the most difficult place for them to understand the right word for answering or filling the gap here, because only fourteen students were able to understand the expression and use the correct conjunction to answer the question. Moreover, the respondents were not adapted to such conjunctions before during the learning process in previous stages or they have not been exposed to such words before, any way in the above table the word, (on the contrary) I think it was a new word for them. Therefore, teachers supposed to expose many English grammar conjunctions with different types and uses for their students during classes to improve their understanding in grammar.

6. Discussion

This research discussed the ability of students in functional and linking words concerning the neat writing essays through these elements perception in dealing with writing grammatical cohesion in students, writing essays. Testing grammatical functional words in natural way when connecting two clauses or sentence. Giving on the light of their awareness to small words in English like conjunctions and other linking word. The significance behind knowing the use of these words in writing

process is to make the students gain proper ways of learning English. In addition, the researcher has questioned the sufficiency of knowing about some principle of using linking words. Also to enable the students to cope with such forms in writing paragraphs in English.

The results showed that many students encountered difficulties in some cases in recognizing the function words due to lack of practicing the language forms in appropriate way in learning and in some areas they have good an awareness and the significance of linking words forms, their use and meaning. The results also revealed that being aware is very important for teachers in helping their students to cope with linking words in grammatical writing. This is in addition to other factors such as training, familiarity etc. It is the fact that writing comprehension as a language skill, as opposed to other language skills, has received very little attention in language curricular. Foreign learners are taught how to be proficient writers, speakers, and may be good readers too. The fact that these skills are the most noticeable from the students" performance in the classroom has given them a kind of priority in both teaching and assessment. Whereas, among other reasons that imbedded the nature of writing using grammatical cohesion has greatly contributed to its ignorance in language teaching in Sudan. Consequently, foreign language learners whose writing skill is not adequately developed well; undoubtedly, they face difficulties in understanding some parts of the speech in grammar. This ignorance is also the result of wrong concepts about writing, especially the one that considers writing as a passive skill. They need to change and challenge such view is extremely important if communicative ways in language teaching are applied in neat writing principles. This study has focused only on one part of the whole for

writing comprehension process, which focused on the students' ability to decode the forms of functional words in sentences through natural writing English depending on the meaning of the given linking word and know how to identify them. Moreover, the precise, piece of this research has been devoted to gain a thorough understanding an actual effects of students, awareness in the importance of learning writing and types of function words and their effects that make the students to perceive such words in writing using grammatical cohesion.

7. Findings.

Herein the end of this research the researcher has found the following findings. Questionnaire, pretest and posttest result.

1-Teachers, answers in all items in the questionnaire were very clear that they generally use the right methods to teach their students. Moreover, applying the aforementioned teaching items it will facilitate for students to know well about an English grammar. In addition, teachers have no problem in teaching, giving assignments to their learners and telling them much vocabulary in English during the lectures. The point is good teachers, weak students, needs an effort to progress not through contradiction. It means throwing many efforts is something tangible to keep a track of acquiring a foreign language.

2- The results revealed that most of the students have problems that made them to misunderstand the linking words, forms while filling the both tests, gaps in pre and posttest for students. In addition, many respondents did not know how to identify the right functional words in connecting the

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sentences or two clauses to fit the right place that satisfies the matter in many question of forming sentences in English language.

3- In some cases, the researcher found that in many sentences of the test answers were wrong answers in identification of functional words where the majority of the students have classified many mistakes committed in very simple areas using conjunctions or connection words to fill the gaps of the both test. In addition, the respondents were not able to answer in a correct way in many questions.

4- Some questions were very clear to respondents thus they did not face any problem to categorize and diagnose the functional words or identifying the word given due to their prior knowledge about grammar. It was clear for them in perceiving the meaning and were able to differentiate between prepositions and conjunctions therefore they were capable to give right answers.

5- The misunderstanding of functional word forms in English writing essays reveals that this misperception factors that the researcher has already discussed in the theoretical part have shown the details of these patterns. In addition, the students" typical answers that tell the inability of breaking the whole meaning of sentences is one of the factors caused the misperception of understanding while practicing writing to visualize how to guess the small word place in English grammar.

5- In many cases, the students" answers indicated that they have been unable to trace the right track that gathers the function words and content ones in English grammar as forms to catch up the word's real meaning to identify whether they are for time or place adverbs in the test questions before thinking of an answer.

8. Recommendations

According to these research findings and suggestions. The researcher made the following recommendations for the importance of learning function and linking words in English language. As well, how to form sound sentences using these small words in English language.

1- There should be a support for non-native speakers of English language learners in applying accurate ways of learning English four skills to master the most important areas in it earlier as well as spelling, parts of speech in grammar typically functional words and their meanings.

2- In schools before students, admission to Universities there must be qualified teachers in all levels who will strengthen the learners in familiarizing the aspects of English language words system practicing good writing essays motivate students to learn the language's main areas which will benefit the them in the future.

3-Students should apply the first skill of an English language to accustom saying the words as well as natural speech through native speakers directly. If possible, to compare the ways of learning grammar words to enhance their knowledge to understand different parts of grammar simply single words and connected words in the same time to avoid misperceptions of function and content words.

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