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EFL Students' Problems in Using Linking Adverbials in Academic Writing

The Case Study of Master One Students at Mohammed Seddik Ben Yahia University, Jijel

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Declaration

We hereby declare that the dissertation entitled **"EFL Students' Problems in Using Linking Adverbials in Academic Writing"** is our own work and all the sources we have used have been acknowledge by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented. We shall be responsible for the consequences.

Signature 1   Date

Signature 2

Dedication

I dedicate this humble work to:

The candles of my life; my mother Sakina and my father Azzedin for their endless love, and their encouragement to believe in myself.

My source of happiness; my sisters Iman and Samira, and my brother Sid Ahmed for their support and love.

My best friends for being always my side.

Lilya

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Abstract

Linking adverbials play a fundamental and effective role in the academic writing. They are considered as one of the most important lexical items for creating textual cohesion and ameliorating students' writing quality. However, many students encounter serious problems in using them adequately. Therefore, the present study aims to investigate the main problems that EFL students at Mohammed Seddik Ben Yahia face while using linking adverbials in academic writing. In order to achieve this aim, a contextual analysis is carried out on a corpus comprised of 20 essays that are written by first year Master students. After gathering the data, the linking adverbials that are used in the corpus were classified according to Huddleston & Pullum (2002) taxonomy. Then, the frequencies of the various types of linking adverbials were recorded and analyzed. The findings reveal that first year Master students of English overuse some connectors and ignore the others. Consequently, the way of using linking adverbials by EFL students reflects their limited vocabulary and their lack of linguistic competence.

Key Words: linking adverbials, academic writing, corpus, EFL students.

List of Abbreviations and Symbols

1. **E:** Essay

2. **EFL:** English as a Foreign Language

3. **%:** Percentage

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General introduction

1. Statement of the Problem

Within the context of teaching English as a foreign language, writing textual cohesion becomes a crucial element in academic writing. In fact, textual cohesion is achieved by the use of particular lexical elements which are linking adverbials, these latter have a crucial role in writing academic researches. It serves to link ideas, clauses and different parts of a text.

Many English students, in the department of English at Jijel University, possess more or less weak performance in the writing strategies, especially in linking adverbials. Those latter have a great effect on students' writing as they play an incredibly important role in enabling readers to capture the correctness between what proceed, and what follows. They profoundly affect the overall clarity and coherence of any piece of writing. Notwithstanding, EFL students usually do not use these connectors appropriately and even ignore them in other occasions. They seem unaware of the important functions that such linking devices play in their writings.

2. Aims of the Study

The present study aims to analyze the use of linking adverbials, by first-year master students, it also aims to identify the problems that these students face while using linking adverbials.

3. Research Questions

This study attempts to answer the following questions:

➢ What are the most frequently used linking adverbials by first-year Master students while writing?

➢ Are there any linking adverbials that are overused, or underused?

4. Research Hypothesis

Based on the above questions, it can be hypothesized that: EFL students tend to overuse some linking adverbials, and misuse some others in their writing.

5. Research Methodology

In order to meet the aforementioned aims of the study, a corpus of twenty exam copies belonging to Master one students at the department of English at Jijel University was collected and analyzed. Huddleston and Pullum's (2002) typology of linking adverbials is followed, which is believed to have a comprehensive categorization of these devices. Then, the frequencies of occurrence of linking adverbials are calculated and the findings are interpreted.

6. Structure of the Study

The present research is divided into two main chapters. The first chapter is concerned with the literature review while the second one is devoted to the practical part. The first chapter comprises two sections. The first section deals with definition of linking adverbials, their classification and syntactic realization as well as their role in textual cohesion. The second section discusses academic writing including its definitions, characteristics and approaches to teaching writing. The second chapter, however, outlines the methodology followed in this study and gives a detailed analysis of the data collected.

Chapter One: Literature Review

Section One: Linking Adverbials

Introduction

Linking adverbials are considered as essential devices for creating textual cohesion. Using such linguistic ties makes the students' written productions more cohesive and understandable. The present section introduces some definitions of linking adverbials, and presents the distinct semantic categorization that have been suggested by different linguists. Another concern of this section is to shed light on the important role of linking adverbials in creating a cohesive discourse and their effect on the overall writing performance.

1.1.1. Definition of Linking Adverbials

The term linking adverbials is used in many books, and plays a fundamental role in academic writing. It has been defined in different ways by many researchers over time. Conrad (1999) defined linking adverbials as "those adverbials that serve to connect two stretches of discourse" (p.3).On the same line of thought, Quirk, Greenbaum. Leech, Svartivik (1985) asserted that "conjunct indicate how the speaker views the connection between two linguistic units."(p. 633). In addition, Biber et.al. (2002) described them as "state the speaker/writer's perception of the relationship between two unit of discourse" (p. 558. 559). Lieu (2008) described linking adverbial as "in instrument to provide cohesion in both speaking and writing" (as cited in Binti Mohamed, 2014, p. 14). So, linking adverbials have a fundamental role to make a logical link between clauses and to provide cohesion either in speaking or in writing.

In addition, Huddleston and Pullum (2002) argued that "connective adjuncts serve to relate the clause to the neighboring text or, in the limiting case, to the context" (p.775). It means that linking adverbials relate each sentence with the next context and make them linked and coherent. Actually, there are other names given to linking adverbials by other

scholars such as, "linking adverbs" by Greenbaum (1969, p. 35), "conjunctive adverbials" by Chen (2006, p. 113), "connectors" by Bolton, K., Nelson, G., & Hung, J. (2002, p. 165), and "conjunction" by Halliday and Hassan (1976, p. 227).

In the light of the aforementioned definitions, it can be concluded that linking adverbials are generally words or may be groups of words which have different registers and used in writing to make a logical link between sentences and clauses. To conclude, adverbial connectors are considered as important means of cohesion and effective contributors of textual cohesion.

1.1.2. Classification of Linking Adverbials

Linking adverbials have different semantic categorization which have been presented in three grammar books which are: The Longman Grammar of Spoken and Written English (Biber et al., 1999), The Comprehensive Grammar of English Language (Quirk et al., 1985), and The Cambridge Grammar of The English Language (Huddleston and Pullum, 2002). For the classification of Biber et.al.(1999), they distinguished seven general semantic categories of linking adverbials. The table below will illustrate the classification clearly:

Table 1

Enumeration	• first, second, firstly, lastly, first of all, to begin with, next, etc.
Addition	• in addition, further, similarly, likewise, moreover, furthermore, etc.
Summation	• In sum to, to conclude, in conclusion, to summarize, all in all, etc.
Apposition	• which is to say, in other words, that is, for example, for instance, namely, etc
Result / Inference	• therefore, consequently, thus, so, as a result, hence, in consequence, etc.
Contrast / Concession	• On the other hand, in contrast, alternatively, however, on the contrary, etc.
Transition	• Incidently, by the way, by the by, now, meanwhile.

Adopted from: Biber et.al.'s classification of linking adverbials according to semantic categories. Biber et.al. (1999, p. 875-879)

Biber et.al. (1999) introduced in their book a much clearer distinction of linking adverbials. They established seven different categories of semantic disciplines in linking adverbials which are: enumeration, addition, summative, opposition, results/inference, contrast and transition.

The first category is enumeration, such as "first" and "second", which is used to list knowledge and to organize messages in text. Such category follows logical or time sequence. The second category is addition, like "moreover" and "likewise", which is used to indicate that new item in conversation is being added to others that have come before. The third

category is summative, such as "in conclusion" and "in sum", which is used to notice that the message of the discourse intends to sum up the knowledge that comes after it. The fourth category is opposition, like "in other words" and " for instance", which is used to show that second unit of text is be treated either as equivalent to or included in the preceding unit. The fifth category is result/inference, such as "as a result" and "consequently". This category is used to present that the second unit of discourse shows the result or the consequence of the unit that follows it. The sixth category is contrast, like "in other hand" and "in spite of that". This category contains items that show an incompatibility between the knowledge given in different discourse. The last category, however, is transition such as "now" and "by the way" which signals a transition form of topic in discourse to another, and the structure that marks a change to another topic.

Similarly, Quirk et.al. (1985) classified linking adverbials into seven categories. Their classification can be seen in the figure 1.
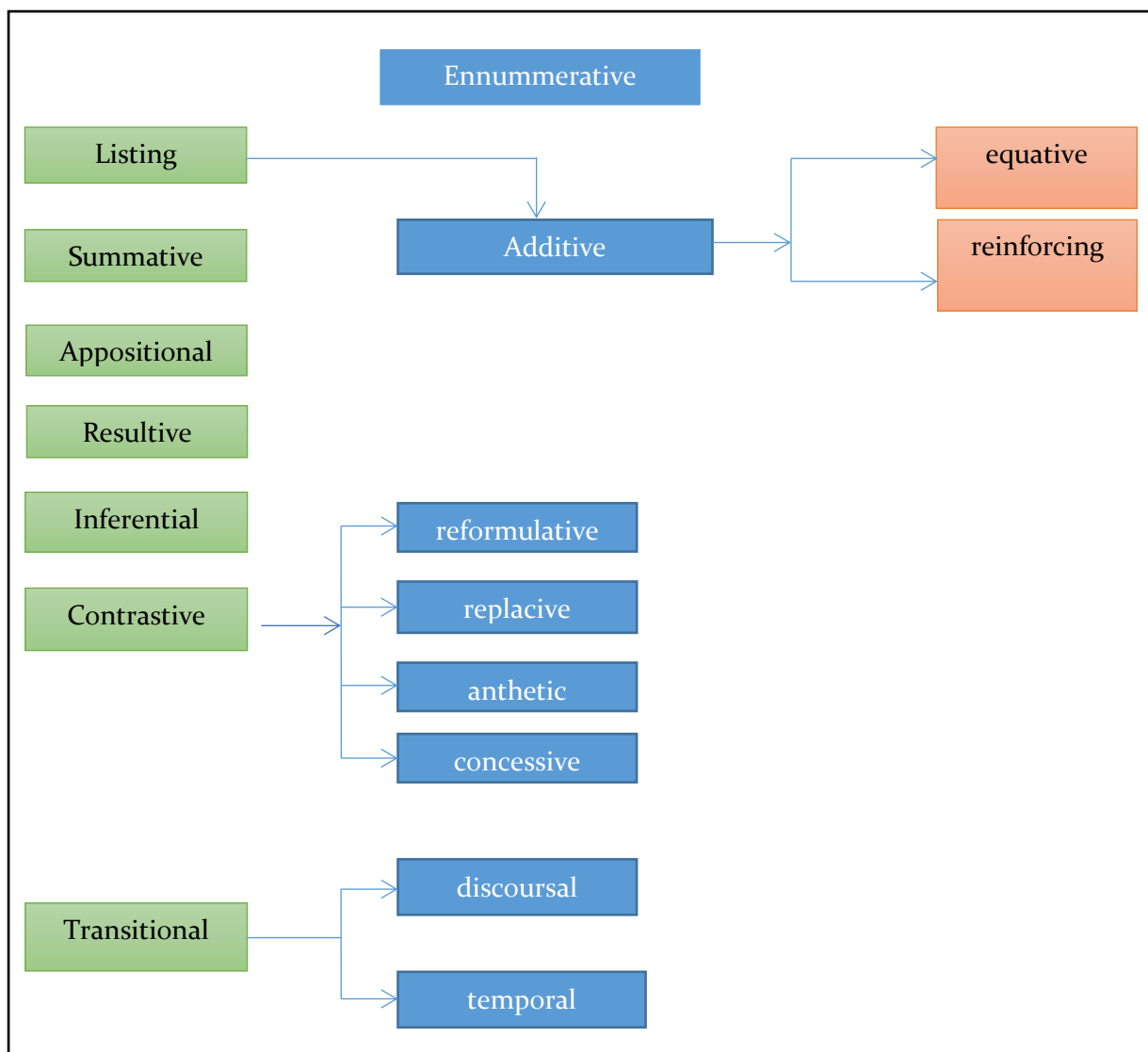
Figure 1: Quirk's subdivision of semantic categories for linking adverbials. Quirk et.al. (1985, p.634)

Quirk et.al. (1985) subdivided linking adverbials into enumerative category (firstly, second, next, to conclude) and the additive category which is divided into equative (similarly, correspondingly equally…etc) and reinforcing (in addition, moreover also…etc). The third category is listing, summative (then, thus, overall…etc), oppositional (for example, in other words, that is…etc), resultive (consequently, therefore, so…etc), and inferential (in other words, then, otherwise…etc). The next category is called contrastive which is subdivided into reformulatory (rather, alternatively, more precisely…etc), replacive (better, again, on the other hand), antithetic (in contrast, contrariwise, on the contrary…), and

concessive (however, yet, nevertheless…etc). Furthermore, transitional composed of two subdivisions, namely discoursal (now, incidentally, by the way…etc), and temporal (meanwhile meantime…etc).

Correspondingly, Huddleston and Pullum (2002) have labeled a totally different categorization, which is considered as the most understandable division for its clarity and precision. Huddleston and Pullum (2002) distinguished two types of linking devices: pure and impure connectives.

➢ **Pure Connectives**

Huddleston and Pullum (2002) asserted that "pure connectives like moreover and also have no other function than that of connecting their clause to the surrounding text (or context)" (p. 777). Furthermore, pure adjuncts have a fundamental role in relating grammatical units of a text such as clauses, paragraphs and sentences. This category of linking adverbials is also divided into four sub-categories which are ordering, addition/comparison, elaboration/exemplification and markers of informational status.

a- Ordering

Organizing or arranging any piece of text needs systematic separation of different segments. Therefore, there are some specific connectives that facilitate the organization of the discourse. Huddleston and Pullum (2002) proposed some linking adjuncts that are used in the ordering's category which are:

- First, first of all, in the first place, firstly, for start, on the one hand, for one thing
- Second, secondly, second of all, in the second place, for another thing, on the other hand, third, then
- Finally, in conclusion, lastly, last, last of all.

b- Addition/Comparison

Huddleston & Pullum (2002) offered this group of linking devices with suitable expressions that represent the addition and the contrast which are as follows:

1-Addition

In addition, also, besides, likewise, similarly, moreover, however, too, furthermore.

2- Comparison

Instead, neither, either, nor, by contrast, on the contrary, alternatively, in comparison, rather, conversely.

c- Elaboration and Exemplification

Huddleston & Pullum (2002) proposed this category of linking devices with particular expressions which are: for instance, such as, for example, in other words, more precisely, that is (to say).

d- Markers of informational status

This group of linking devices is offered to denote the change from one subject to another like: by the way, parenthetically and incidentally.

➢ **Impure Connectives**

Huddleston and Pullum (2002) classified three categories of impure connectives, namely concession (nevertheless, nonetheless, still, though, yet), condition (anyway, in that case, otherwise, then), and reason /result (accordingly, as a result, hence, so, therefore, thus, in consequence). The classification can be seen in table 2.

Table 2: Huddleston & Pullum's (2002) classification of linking adverbials according to sematic categories.

Huddleston & Pullum (2002)
Ordering (pure)
Addition and Comparison (pure)
n/a
Elaboration and Exemplification (pure)
Reason/ Result (impure)
Concession (impure)
Condition (impure)
Markers of informational status (pure)

1.1.3. Syntactic Realizations of Linking Adverbials

Linking adverbials can be realized syntactically by a number of different forms as follows:

a- Adverb Phrases such as (any way, however, therefore, nevertheless…etc)

b- Single Adverbs such as (even, so, first, foremost…etc)

c- Prepositional Phrases such as (by the way, for example, in addition, on the other hand…etc)

d- Finite Clauses such as (that is, that is to say, what is more…etc)

e- Non-Finite Clauses such as (added to that, to conclude, to sum up…etc) (Biber et.al., 1999, p. 884).

In both conversation and written academic prose, the majority of linking adverbials are realized by single adverbs. In addition, Biber (1999) argued that "adverb phrase is the second most frequent form of linking adverbials in academic writing" (p.75). Furthermore, prepositional phrases are very common in academic writing and conversation. Then, finite and non-finite clauses are the least frequent form in the realization of academic writing.

1.1.4. The Role of Linking Adverbials in Textual Cohesion

Linking adverbials play an important role in discourse cohesion. According to Biber, Johansson, Leech and Finegan (1999), linking adverbials "serve to make a semantic connection between spans of discourse of varying lengths, thus contributing to cohesion of discourse" (p. 558). It means that writing a cohesive text needs the use of such logical connectors in order to link ideas and clauses in logical discourse. In addition, these connectors are cohesive tools that are used in conversation to construct and facilitate the perception of the relationship between the units of text. Linking adverbials are considered as essential devices and important means of cohesion and effective contributors for creating textual cohesion. They are the main instruments that link the different parts of discourse. Huddleston and Pullum (2002) argued that "connective adjuncts serve to relate the clause to the neighboring text or, in the limiting case, to the context" (p. 775). On the same line of thought, Lieu (2008) described linking adverbials as "instrument to provide cohesion in both speaking and writing" (as cited in Binti Mohammed, 2014, p. 14). In other words, linking adverbials have a fundamental role to make a logical link between clauses and to provide cohesion either in speaking or in writing.

Conclusion

In a nutshell, one can assume that the use of linking adverbials in academic writing is of great importance. Through these linguistic items, writers may introduce their words in a clear and logical way. Besides, they can be able to transmit their ideas and meanings smoothly and efficiently. More importantly, understanding the use of these linguistic ties is essential in foreign language learning. Learners are in need to understand the important functions of these linking items and to be aware of their significant role in the writing of any piece of language.

Section Two: Academic Writing

Introduction

Learning a foreign language requires mastering the four skills of language, namely listening, speaking, reading and writing. This later has been viewed as the most important and difficult skill compared with the other language skills. This section discusses the definition of academic writing and its main characteristics. Then, it deals with the approaches to teaching writing.

1.2.1. Definition of Academic Writing

Writing is one of the most important processes in language teaching and learning for expressing ideas and thoughts. Learners can use writing as a medium to acquire language as a foreign language. Generally, academic writing is the main specific form of writing that is used by students to fulfill their assignments accurately. It has been the focus of much debate in the aspect of writing process.

According to Al Fedda (2012), academic writing is a "mental and cognitive activity, since it is a product of the mind" (p. 123), which means the representation of the learner's knowledge as a mental activity. In addition, Abu-Ghararah and Hamzah (1998) described academic writing as "...the logical organization and arrangements of the written sentences within a paragraph and paragraphs within the units of discourse" (p. 87).

In more detailed terms, Morley-Warmer (2009) defined academic writing as a formal way to write a well- structured paper by using more formal vocabulary, grammar and sentence structure. Moreover, references from academic literature to support the points made by writers are used. Ultimately, it is a serious and professional way to communicate with academic peers and university teaching staff (as cited in Mutimani, 2016, p. 20). All these definitions enable students to understand the meaning and the nature of academic writing.

1.2.2. Characteristics of Academic Writing

Academic writing has its own conventions or style. It gives real information on certain issue and does not intend to amuse the reader (Altakhaineh, 2010). Academic writing includes some main features which are: organization, relevance to the theme, accuracy, range and style, cohesion and coherence, and appropriateness and referencing.

1.2.2.1. Organization

In the process of writing, data should be presented in well-organized format. According to Davis (2005) in his book of scientific papers and presentations. "Organization and development are concepts that can not be separated. It may be that a second point in your text will not be understood until the first point is developed" (p. 26). This means that the student should order his/her information and data in his/her paper, and not put them randomly to avoid vagueness. Organization includes three semantic parts, namely introduction, body and conclusion.

a- Introduction

Langan (2011) argued that "a good thesis statement does two things. First, it tells readers about the essay's topic. Second, it presents writers' attitudes, opinions or points of view about the topic" (p. 54). The academic writer should start with evident statement of the problem and provides the readers with the basic information about the topic. Moreover, the introduction is the initial part of any piece of writing in which the writer interprets the title and designs the plan on which to write.

b- Body

According to Anderson & poole (2001), body "should be an attempt at a progressive solution to the problem stated in the introduction" (p. 17). It must follow the map that the writer has already presented in the introduction. Suitably, each developing paragraph of the

body starts with a topic sentence to give the reader an abbreviated description of what is going to follow (Davies, 2008, as cited in Malki, 2017-2018, p. 32).

c- Conclusion

The conclusion should summarize what has been presented in the body, or gives the solution to the problem that has already mentioned. According to Greetham (2001), "the opinion you express in the conclusion must reflect the strength and balance of the arguments that have preceded them in the body of the essay" (p. 197).

1.2.2.2. Relevance to Theme

Relevance to theme is one main character of academic writing. Davis (2005) emphasized that before writing, "it is vital that you select the sources that are relevant to your specific topic and reject the irrelevant or inappropriate" (p. 42). Since academic writing is precise, the development of ideas and thoughts should be appropriate, relevant and suitable to make the writing more meaningful. Furthermore, in order to achieve relevance in academic writing, the flaw of ideas from one sentence to the next should be smooth and logic.

1.2.2.3. Accuracy

In academic writing, accuracy refers to the ability to perform a task with precision. It implies the accurate use of grammar, word choice, spelling, and punctuation, as well as the appropriate use of cohesive ties (as cited in Malki, 2017-2018, p.33). Actually, the academic writer must have high standards of correct grammar, sentence structure, vocabulary, spelling and punctuation which have a decisive role in writing as sub-writing skills. In fact, students should be equipped with all these elements in order to avoid errors that may lead to disruption.

1.2.2.4. Cohesion and Coherence

The terms cohesion and coherence are related to make the sense of language in the text. Cohesion and coherence have a significant role in the interpretation of message and the negotiation of meaning in the discourse.

On the one hand, cohesion plays a fundamental role in the effectiveness of the paragraph. According to Tanskanen (2006), " cohesion refers to grammatical and lexical elements in surface of a text which from connections between parts of text" (p, 7). In other words, cohesion means the relationships between the different grammatical and lexical elements of a text. On the other hand, an effective paragraph should be coherent as well. According to Davis and Loss (2006), "coherence in a paragraph means that all the ideas fit together a logical flow. In a coherent paragraph, the relationship between ideas is clear and one idea connects logically to the next. Coherence can be achieved by using transition expressions, logical order, pronouns, and parallel forms" (p, 14). Yet, Yule (2008) believed that "coherence is everything together well and it is not something that exists in words or structure, but something that exists in people" (p. 126). In other words, coherence is the results of the interpretation of the meaning of the text and it depends on the relation between the audience and the text. Therefore, the coherence of a text can be perceived only if the receiver's background knowledge is sufficient enough to interpret the linking of message in the discourse.

1.2.2.5. Appropriateness and Referencing

Appropriateness and referencing are considered as an important features to write a well-organized discourse. Appropriateness is an important part for writing. It refers the to use of language in formal style through using clear words and right sentences in order to make the quality of information understandable and suitable for the reader. Furthermore,

such system, in fact, allows researchers and writers to acknowledge the contribution of other writers and researchers in their work.

1.2.3. Approaches to Teaching Writing

There are three well-known approaches to teaching writing which are: the product approach, the process approach, and the genre approach.

a. The Product Approach

The product approach is the first concept appears in writing and teaching. According to Gabrielatos (2002), it is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (p.5). It is an approach of teaching and learning focuses on students'final production. In addition, Steele (2004. p, 791) claimed that the product approach consists of four stages:

* First stage: students study model texts and then the features of the genre are highlighted.

* Second stage: this stage consists of controlled practice of the highlighted features, usually in isolation.

* Third stage: this is the most important stage where the ideas are organized. The organization of ideas is more important than the ideas themselves and as important as the control of language.

* Fourth stage: students choose from the choice of comparable writing tasks. To show what they can be as fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught.

b. The Process Approach

The process approach is another important approach to teaching writing. Kroll (2001) argued that the process approach

> serves today as an umbrella term for many types of writing courses… what the term captures is the fact 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 response 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. (pp. 220-221).

Thus, the process approach focused on classroom activities which encouraged the development of language use.

c. The Genre Approach

The genre approach was developed as a result of shortcomings of both product and process approach. According to Hayland (2003), the genre approach is "abstract, socially recognized way of using language" (p. 21). In other words, the genre approach considers writing as a social and cultural practice. In addition, Swales (1990) defined the genre approach of writing as "a class communicative event, the number which share some set of communicative purposes" (p.58). This definition suggested that there are some rules associated with the writer's purpose.

Conclusion

In a nutshell, it can be concluded that the use of linking adverbials in academic writing is of great importance. Through these linguistics items, writers may introduce their words in a clear and logical way. Besides, they can be able to transmit their ideas and meanings smoothly and efficiently. More importantly, writing is one of the most important processes in language teaching and learning. The production of a well-organized piece of writing needs organization, relevance to theme, accuracy, cohesion and coherence and referencing. The incorporation of all these features in any piece of writing guarantees the crossing of the message adequately.

Chapter Two: Field Work

Introduction

The present chapter is an attempt to verify the validity of the initial stated hypothesis through a detailed analysis of the data collected. The researchers describe the instruments that were used for data collection and the reasons for this choice. The main procedures that have been used to collect data and the interpretation of the results obtained for data analysis are also discussed.

2.1.1. The Rationale for Using a Corpus-Based Approach

Corpus based-approach is one of the most important tools for learning the use of language in daily life. Halliday (1992) suggested that a corpus-based approach is influential for investigating the language use in two ways. On one hand, the corpus consists of large sample of real text, which has the mastery of representativeness and generalization. On the other hand, the corpus consists of a piece of authentic information which reveals how language is used in real context (p.61-77). In addition, the corpus-based approach has become a valuable research tool for gathering and analyzing data. It provides strong proof of language use and confirms the evidence with numbers and statistics. Moreover, the corpus-based approach assures the validity and the reliability of information which can be used by learners and researchers. Yet, for all these reasons we have decided to use this tool.

2.1.1.1. Definition of the Corpus

A corpus is a collection of natural language constructed with a specific purpose. McEnery and Wilson (1996) defined corpus as "a body of text which is carefully sampled to be maximally representative of language or language variety" (p. 87). This means that any collection of recorded instances of principles group of spoken and written language can be collected as a corpus. Moreover, Baroni and Ueyama (2006) argued that corpora are "collection of languages samples produced in natural contexts and without experimental

interference" (p. 31), In other words, a corpus does not include experimental data; it only includes real and authentic information.

2.1.2. Data Collection Procedures

As an attempt to have appropriate answers for the research questions, a corpus of twenty exam copies belonging to Master one students was collected and analyzed. The collected data were analyzed following Huddleston and Pullum's (2002) classification of linking adverbials, which was assumed to have a comprehensive categorization of these devices. Then, the frequencies of occurrence of linking adverbials were calculated and findings were interpreted.

2.1.3. Data Analysis

A total corpus of twenty master copies was tallied to investigate the most linking adverbials used by the first-year master students while writing. After gathering the data, they were classified according to Huddleston & Pullum (2002) classification of linking adverbials. After the analysis of linking adverbials in student's essays, the tables below will present the frequencies and the percentages of each connector.

Table 3

The Frequency and Percentage of Linking Adverbials in E1

Linking Adverbials	Frequency	Percentage
a- Ordering		
On one hand	1	12, 5 %
One the other hand	1	12, 5 %
Then	1	12, 5 %
In conclusion	1	12, 5 %
b- Addition / Comparison		
Furthermore	2	25 %
However	1	12, 5 %
Also	1	12, 5 %
Total	8	100

Table (3) shows the use of linking adverbials in E1 with an overall number of eight. The most frequent linking adverbials which are: "furthermore" with a percentage of 25% and "on one hand", "on the other hand", "then", "in conclusion", "however" and "also" with a percentage of 12, 5%. It is observable that this student ignores some of linking adverbials.

Table 4

The Frequency and Percentage of Linking Adverbials in E2

Linking Adverbials	Frequency	Percentage
a- Ordering		
First	1	10 %
Second	1	10 %
b- Addition / Comparison		
Also	2	20 %
However	3	30 %
In comparison	1	10 %
c- Elaboration and Exemplification		
For example	1	10 %
d- Reason / Result		
So	1	10 %
Total	10	100

The table (4) shows the use of linking adverbials in E2. The data represents only ten linking devices, it is approximately the same number of linking adverbials used in the previous table. The table (4) shows the highest frequency to "however" with a percentage of 30%, followed by "also" with a percentage of 20%. While, "first", "second", "in comparison", "for example" and "also" with the same percentage of 10%. Actually, the writer overuses some of linking devices and ignores others.

Table 5

The Frequency and Percentage of Linking Adverbials in E3

Linking Adverbials	Frequency	Percentage
a- Ordering		
In conclusion	1	20 %
b- Addition / Comparison		
Also	1	20 %
c- Elaboration / Exemplification		
For example	1	20 %
That is (to say)	1	20 %
d- Reason / Result		
In consequence	1	20 %
Total	5	100

The table (5) indicates the use of linking adverbials in E3 with only five linking adverbials. The table shows an equal use of linking adverbials which are: "in conclusion", "also", "for example", "that is to say" and "in comparison" that were used similarly once with a percentage of 20%.

Table 6

The Frequency and Percentage of Linking Adverbials in E4

Linking Adverbials	Frequency	Percentage
a- Ordering		
On one hand	1	10 %
On the other hand	1	10 %
Then	3	30 %
In conclusion	1	10 %
Finally	1	10 %
b- Addition / Comparison		
However	1	10 %
c- Reason / Result		
As a result	2	20 %
Total	10	100

The total number of the linking adverbials that were used by the student is ten as it is shown in the table (6). The most frequent linking adverbials were "then" which appeared three times with a percentage of 30%, and "as a result" which was used twice with a percentage of 20%. While, "on one hand", "on the other hand", "then", "in conclusion", "finally" and "however" that were used similarly once with a percentage of 10%. So, it is observable that this learner overused some of linking adverbials and underused the others.

Table 7

The Frequency and the Percentage of Linking Adverbials in E5

Linking Adverbials	Frequency	Percentage
a- Addition / Comparison		
Also	3	60 %
b- Elaboration and Exemplification		
Such as	1	20 %
c- Reason / Result		
Hence	1	20 %
Total	5	100

The Table (7) indicates the use of linking adverbials in E5 where the student used only five connectors. It indicates the use of the linking device "also" which appeared three times with the percentage of 60%. However, the linking devices "such as" and "hence" appeared only twice with a percentage of 20%. The writer uses only some linking adverbials and ignores the others because he/she does not have enough knowledge about the use of these connectors in order to create a cohesive paragraph.

Table 8

The Frequency and the Percentage of Linking Adverbials in E6

Linking Adverbials	Frequency	Percentage
a- Addition / Comparison		
In addition	1	20 %
However	1	20 %
Rather	1	20 %
b- Elaboration and Exemplification		
Such as	2	40 %
Total	5	100

It is shown in the table (8) that the total number of the linking adverbials that were used was only five and this was the same number that has been found in E5. The table (8) shows that "such as" had the percentage of 40% since it was used twice, and "in addition", "however" and "rather" that were used once had a percentage of 20%.

Table 9

The Frequency and the Percentage of Linking Adverbials in E7

Linking Adverbials	Frequency	Percentage
a- Ordering		
First	1	10 %
Second	1	10 %
Then	1	10 %
b- Addition / Comparison		
In addition	2	20 %
Also	2	20 %
Furthermore	1	10 %
c- Elaboration and Exemplification		
In other words	2	20 %
Total	10	100

The table (9) indicates the use of linking adverbials in E7 with a total number of ten. It indicates the most frequent linking adverbials as follow: "in addition", "also" with a percentage of 20%, followed by "first", "second", "then" and "furthermore" with a percentage of 10%. It is noticed that the learner used some of linking adverbials and ignored some others.

Table 10

The Frequency and the Percentage of Linking Adverbials in E8

Linking Adverbials	Frequency	Percentage
a- Ordering		
First	1	12, 5 %
In conclusion	1	12, 5 %
b- Additional / Comparison		
Also	1	12, 5 %
Moreover	1	12, 5 %
However	1	12, 5 %
c- Elaboration and Exemplification		
Such as	2	25 %
d- Reason / Result		
As a result	1	12, 5 %
Total	8	100

The table (10) shows that the student employed eight linking devices in his/her essay. The table represents the most frequent connectors which are "such as". This linking adverbial was used two times with a percentage of 25%. However, It was found that these connectors "first", "in conclusion", "also", "moreover" and "as a result" appeared with a percentage of 12, 5%. Accordingly, it can be said that the student ignored some linking adverbials.

Table 11

The Frequency and Percentage of Linking Adverbials in E9

Linking Adverbials	Frequency	Percentage
a- Addition / Comparison		
However	1	25 %
b- Elaboration and exemplification		
Such as	1	25 %
For instance	1	25 %
d- Reason / Result		
So	1	25 %
Total	4	100

The findings revealed that only four linking adverbials were used. The table shows the percentage of "however", "such as", "for instance" and "so" with a percentage of 25%.

Table 12

The Frequency and the Percentage of Linking Adverbials in E10

Linking Adverbials	Frequency	Percentage
a- Ordering		
First	1	16, 7 %
Second	1	16, 7 %
b- Addition / Exemplification		
Similarly	1	16, 7 %
Besides	2	33, 2 %
c- Elaboration and Exemplification		
For example	1	16, 7 %
Total	6	100

      The total number of linking adverbials that were used by students in E10 is only six. The table (12) shows the most frequent linking adverbials which are: "besides" with a percentage of 33, 2%, and "first", "second", "similarly" and "for example" with a percentage of 16, 7%. Therefore, one can assume that this student underused and ignored some of linking adverbials.

Table 13

The Frequency and percentage of linking Adverbials in E11

Linking Adverbials	Frequency	Percentage
A- Ordering		
Then	1	12, 5 %
B- Addition & Comparison		
Also	2	25 %
In addition	3	37, 5 %
c- Elaboration & Exemplification		
Such as	1	12, 5 %
d- Reason & Result		
Thus	1	12, 5 %
Total	8	100

The table (13) shows that the student employed eight linking devices in his/her essay. The table above illustrates that the highest frequency was given to "in addition to". It was used three times with a percentage of 37.5%. The linking adverbial "also", however, was used two times with a percentage of 25%. In addition, it is found that "then", "such as" and "thus" were used only one time with a percentage of 12.5 %.

Table 14

The Frequency and Percentage of Linking Adverbials in E12

Linking Adverbials	Frequency	Percentage
a- Ordering		
Then	3	30 %
b- Addition & Comparison		
However	1	10 %
Besides	1	10 %
c- Reason & Result		
So	3	30 %
Thus	2	20 %
Total	10	100

The table (14) reveals the use of linking adverbials in E12. The total number of linking adverbials is ten. In addition, the table shows that the linking adverbials " then" and "so" had the highest frequency with a percentage of 30%. While, "thus" was utilized two times with a percentage of 20%, and " however", "besides" appeared one time with a percentage of 10%.

Table 15

The Frequency and Percentage of linking Adverbials in E13

Linking Adverbials	Frequency	Percentage
a- Ordering		
First	1	20 %
Second	1	20 %
b- Elaboration & Exemplification		
Such as	1	20 %
C- Reason & Result		
So	2	40 %
Total	5	100

The table (15) reveals the use of linking adverbials in E13. The total number of linking adverbials is five. The table shows that the highest frequency was given to "so". It was used twice with a percentage of 40%. "first", " second" and "such as" utilizes once with a percentage of 10%.

Table 16

The Frequency and Percentage of Linking Adverbials in E14

Linking Adverbials	Frequency	Percentage
a- Ordering		
Then	1	14,3 %
b- Addition & Comparison		
Also	2	28,5 %
In addition to	1	14,3 %
c- Elaboration & Exemplification		
In other words	1	14,3 %
d- Reason & Result		
Therefore	1	14,3 %
So	1	14,3 %
Total	7	100

The findings revealed that the student used seven linking adverbials it is shown in table (16) shows the use of linking adverbials in E14. Furthermore, the table shows that "also" owned the highest frequency with a percentage of 28.5%, while " then", " in other words", "in addition to", "therefore" and " so" were the second most frequent linking adverbials within a percentage of 14.3%.

Table 17

The Frequency and Percentage of Linking Adverbials in E15

Linking Adverbials	Frequency	Percentage
a- Addition & Comparison		
Also	2	50 %
However	1	25 %
In addition to	1	25 %
Total	4	100

The table (17) reveals the use of linking adverbials in E15 with a total number of four linking adverbials. It shows that the highest frequency was given to "also" uses twice with a percentage of 50%, and "however", "in addition to" with a percentage of 25%.

Table 18

The Frequency and Percentage of Linking Adverbials in E16

Linking Adverbials	Frequency	Percentage
a- Addition & Comparison		
Furthermore	2	33, 3 %
Also	2	33, 3 %
b- Elaboration & Exemplification		
For example	1	16, 7 %
c- Reason & Result		
Hence	1	16, 7 %
Total	6	100

The table (18) reveals the use of linking adverbials in E16 with the total number of linking adverbials which is six. The table (18), however, represents the highest frequency which was given to "furthermore" and "also" with a percentage of 33.3%, while "for example" and "hence" were the second most frequent linking adverbials with a percentage of 16.7%.

Table 19

The Frequency and Percentage of Linking Adverbials in E17

Linking Adverbials	Frequency	Percentage
a- Addition & Comparison		
Also	2	50 %
Moreover	1	25 %
b- Elaboration & Exemplification		
For instance	1	25 %
Total	4	100

As shown in table (19), the total number of linking adverbials that the student used was only four. The table shows that the highest frequency was given to "also" with a percentage of 50%, then "moreover" and "for instance" with a percentage of 25%.

Table 20

The Frequency and Percentage of Linking Adverbials in E18

Linking Adverbials	Frequency	Percentage
a- Ordering		
Then	2	22, 2 %
b- Addition & Comparison		
Also	6	66, 7 %
c- Elaboration & Exemplification		
For example	1	11, 1 %
Total	9	100

It is noticed that the total number of linking adverbials that were used in E18 was nine. The table (20) visualizes that the highest frequency was associated to "also", which was used six times with a percentage of 66, 7%. However, the connector "then" was utilized two times with a percentage of 22, 2%. In addition, "for example" appeared only one time with a percentage of 11, 1%.

Table 21

The Frequency and Percentage of Linking Adverbials in E19

Linking Adverbials	Frequency	Percentage
a- Ordering		
Then	2	16, 7 %
b- Addition & comparison		
Also	5	41, 7%
Moreover	2	16, 7 %
c- Elaboration & Exemplification		
For example	1	8, 3 %
d- Reason & Result		
Hence	1	8, 3 %
Thus	1	8, 3 %
Total	12	100

The table (21) indicates the nature of the linking adverbials that were used in E19 with an overall number of twelve linking adverbials. The table shows that the highest frequency was given to " also" which was utilized five times with a percentage of 41.5%, while "then" and "moreover" were used two times with a percentage of 16. 7%. However, the linking adverbials "for example", "hence" and "thus" appeared only once with a percentage of 8.3%.

Table 22

The Frequency and Percentage of Linking Adverbials in E20

Linking Adverbials	Frequency	Percentage
a- Addition & Comparison		
Also	6	40 %
Furthermore	2	13, 3 %
However	2	13, 3 %
b- Elaboration & Exemplification		
For example	1	6, 7 %
Such as	1	6, 7 %
c- Reason & Result		
So	3	20 %
Total	15	100

The table (22) reveals the use of linking adverbials in E20 with fifteen linking adverbials as a total number. The table shows that the highest frequency was given to "also" with a percentage of 40 %, then "so" which appeared three times with a percentage of 20%. After that, "furthermore", "however" were used two times with a percentage of 13.3%. Additionally, "for example", "such as" were used only one time with a percentage of 6.7%.
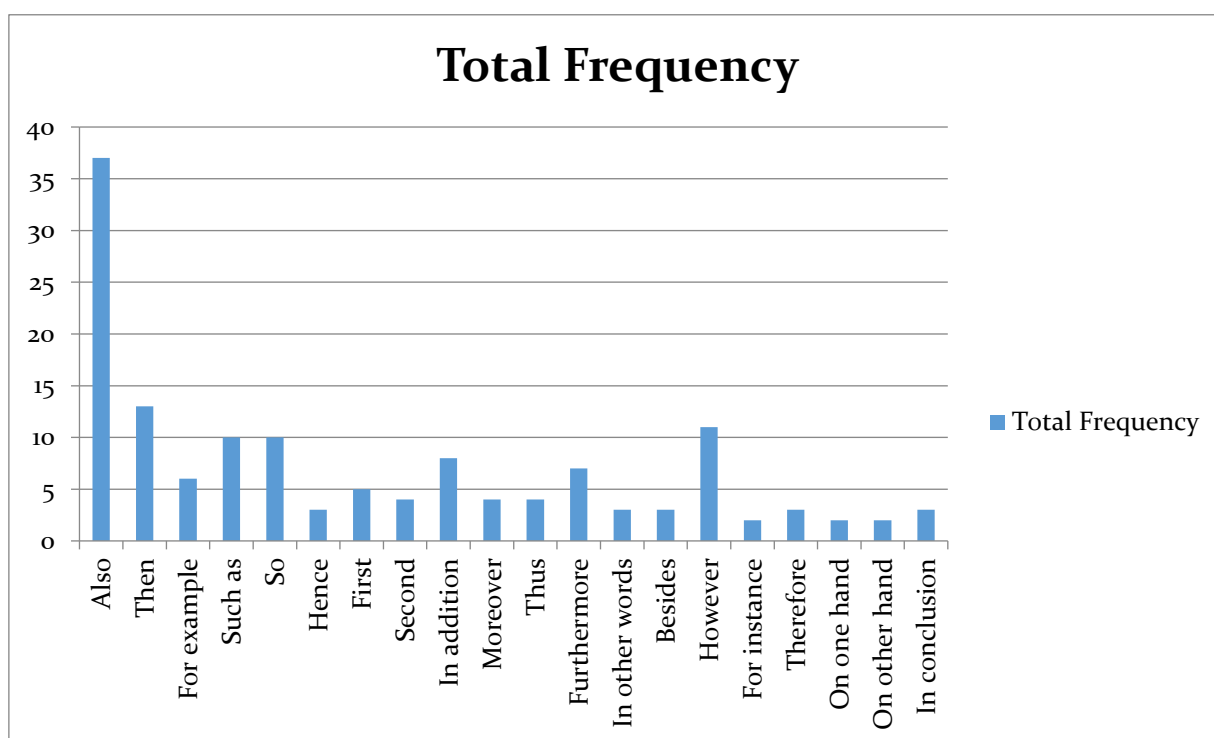
2.1.4.Discussion of the Findings

Figure 2: The Total Frequency of Linking Adverbials in the Corpus

Figure (2) indicates the most frequent linking adverbials that were used by the first-year Master students while writing academic essays according to Huddleston and Pullum (2002) classification. From the figure above, it is shown that the most frequent linking adverbials used by the students in the corpus was "also" (pure connective) with a highest number of 37, and "then" (pure connectives) with a total number of 13, followed by "however" (pure connectives) with a number of 11. Furthermore, "such as" (pure connectives) and "so" (impure connectives) had the same number 10. The other most frequent linking adverbials were "in addition" (pure connectives) with a number of 8, and "furthermore" (pure connectives) with a total number of 7.Then, "for example" (pure connectives) with a number of 6, followed by "moreover" with the number of 5.

Based on the above findings, it can be said that the majority of students used repeatedly some connectors that belong to pure connectives and ignores the impure category.

Based on the analysis of data, it can be concluded that the most frequent linking adverbials that were used by the first-year master students were "also" which represents the addition category, and "then" which represents the ordering category. It is noticed that the students overused some connectors; they used them repeatedly. However, some other students underused some connectors and ignored some of them definitively. Therefore, it can be concluded that the way of using linking adverbials by the first-year master students reflects their simple vocabulary and their lack of competence. This, in turn, confirms what have been hypothesized previously.

2.1.5. Recommendations

In the light of the results obtained, the following recommendations are drawn:

- Teachers should provide their students with detailed feedback about errors committed in order to avoid falling in such errors.

- Teachers are advised to give great importance for linking adverbials in order to boost student's writing.

- Students should have excessive writing production activities to develop their writing skill.

- Students should be aware of the importance of those connectors and how to use them appropriately and accurately.

2.1.6. Limitations of the study

The present study encountered various limitations which are as follow:

- Lack of available resources in literature was the major problem that we faced while doing this research.

- We took a lot of time in gathering the exam texts as data sources in the research since not all teachers could provide us with exams texts.

- The time allocated for conducting this study was not enough since there were twenty exam papers.

Conclusion

To conclude, this chapter analyzed the EFL students' problems in using linking adverbials in academic writing, which are obtained from the corpus. The data were analyzed and presented in tables of frequencies with percentages, and followed by brief commentaries. After making the analysis and gathering the interpretation and the findings, the earlier stated hypothesis will be confirmed. In the light of the findings from data analysis, the way of using linking adverbials by students reflects their restrictive vocabulary and their lack of linguistic competence.

General Conclusion

The present study aims to analyze the use of linking adverbials and to identify the problems that the first year Master students face while using those lexical ties. This study is made up of two parts; a theoretical part and a practical part. The theoretical part, in turn, is made up of two sections. The second chapter, however, is devoted to the practical part.

In the theoretical part, the first section provided an overview about linking adverbials including their definition, classification, syntactic realization and their role in textual cohesion. The second section, however, discussed academic writing including its definitions, characteristics and approaches to teaching writing. The second chapter was devoted to the practical part, where a corpus of twenty exam copies belonging to Master one students in the department of English at Jijel University was collected and analyzed according to Huddleston and Pullum typology (2002). This chapter outlined the methodology followed in this study and gave a detailed analysis about the use of linking adverbials in literature review sections. Also, it discussed the analytical tools followed in the analysis, the results and the interpretations .The findings revealed that first year Master students encountered numerous problems in using linking adverbials. They overused some of them and ignored others. This, in turn, proved the validity of the hypothesis put forward in this study.

Finally, it can be concluded that EFL students at Jijel University face some problems in using linking adverbials in academic writing; they overuse some connectors and ignore some others in their writing.

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Appendices

Appendix A: Diagnostic Test

Appendix B: Sample Essays

Appendix A

Diagnostic test

Explain the consequences of equating foreign language teaching with first language acquisition during the second half of the 19TH century and the beginning of the 20TH century on foreign language teaching methodology, providing examples of specific methods featuring this new trend in applied linguistics.

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Appendix B

Sample Essays

Due to the disillusionment of the GTM and to the influence of the Reform movement, the second half of the 19th century was marked by equaling foreign language teaching with first language teaching meant foreign languages were taught the same way children acquire their native language. This led to several consequences and a radical change in foreign language teaching methodology which became based on the direct method ie Berlitz method and sauveur natural method.

The Direct method was constructed upon many principles which were the changes that occurred on the foreign language methodology. The lesson content is explained using the target language since translation was ruled out of the system, oral communication was built upon sequence of questions and answers between the teacher and the student in small classes. The focus was on oral skills (means) speaking and listening in addition that grammatical rules and lexical items were taught inductively. The Direct method was leaded by two key figures Berlitz and Sauveur. Berlitz method

...and the natural method of Sauveur, both considered Direct method. Sauveur is a French teacher who was to teach French in the United States in a natural way, for him natural teaching is the recollision of classroom conditions of becoming that would appeal for language acquisition capacity. He was famous for his object lesson. This where the lesson is based on an object eg. where questions are fixed about it - eg: "what is this? this is a bag, what it is colour? it's black. ext......

The Principles of foreign Lang teaching for him are the lecture must be applied to ear, he relate words + their content in the natural world. He also emphasis on working hard to keep content. Berlitz a German teacher who taught German in the United States baring on oral method of..., his school was so famous that he hired St Nicholas Joly a french teacher to add French language to his syllabus. He opened schools in both United States and Europe and he wrote textbook for teachers to follow his method called Berlitz textbook.

A lthough the succes that was achieved by the direct method at that time, it has some short comming. for example, it is hard to be implemented in public schools it requires a native speaker teacher and it relaie on the teacher's skills. Additionaly it ignored the other skills speaking and reading and writing. so after a period of time, there was a need for another method

During the second half of the 19th century and the beginning of the 20th century an foreign language teaching methodology, the consequences of equating foreign language teaching with first language aqusition has made an impact on the second language.

Harold palmer was a phylosopher and a teacher who studied the second language and how it can be used in the teaching methodology. However, he claims that language in this period do not focus on translation and grammar rules, but on writing and the teacher should be a native speaker. The most important point is the translation unlike the grammar and translation method and also the Direct method. The Grammar translation method is the use of grammar and translation in the teaching language. It is an old method, but still used

1/2

...in some parts in the world like Japan. It's the oldest method and it used to teach dead languages (Latin and Greek). It is also called "the classic method" and "traditional method". This method focused on the writing concept. It demotivate students, and it is about the application of the language. However, the second specific method in which it comes to the start comings of the GTM.

Souveur, who is a french teacher who taught french in the US in a natural way, and Berlitz who focused on the oral methodology. He was systematic, and used simple sentences unlike Souveur who was inintuate.

The consequences of equating foreign language teaching with the first language acquisition were about the exchang of the language 1 and language 2 by the new methods dealing with language.

[margin note: why rev?]

[bottom notes: No answer / full of basic mistakes]

Foreign language teaching has been developing since its first appearance in antiquity. Thus, during the second half of the nineteenth century and the beginning of the twentieth century there were some changes in the methodology of teaching foreign languages. There were two movements in that period : The pre-reform movement (1860 - 1880) and the reform movement (1882 - 1904).

Firstly, the pre-reform movement (1860 - 1880) run by some enlightened teachers, T. Prendergast (British), C. Marcel (French) and G... (French). They looked for a better method to make the learning process easier and successful rather than the Grammar Translation Method. They developed a new method which is the Direct Method. Thomas Prendergast set some principles which are based on the power of memory and not logic, the inductive study of rules and learning words from context. Claude Marcel's principle was to learn words from the natural world (what is beneficial for learners) and named it the Natural method. For G... it was owned the

Saussure. Method based on his experience analyzing his brother's process of acquiring his first language. He applied it to understand his philosophy courses in his Geneva University. It was named nature method because it was based on nature of translating. I put my hand on the handle. I moved it. I pushed the door open). However, it wasn't successful with expressing feelings. The reform movement was unsuccessful because they worked individually and didn't write journals.

Second, the reform movement (1882-1904) was by same teachers such as Henry Sweet who was influenced by T. Pendergast, Otto Jesperson and Wilhelm Victor. This movement was successful because teachers worked collaboratively and wrote down their works in journals. Their main principles were the inductive teaching of grammar rules, no translation and teaching the most common and useful sentences and vocabulary.

Direct Method was divided into two methods: Natural method and Berlitz method. Natural method was by Saussure and Henss. Their principles were to learn order by listening (appeal to ear) keep learning interesting where their methodology was to use dialogues and answers, keep writing till the end was .... etc. whereas the Berlitz method was based on imitation, repetition, keep grammar to the end. Her method was to start with name object than verbs (you are a student), naming parts of the body, prepositional relationships, alphabet and using textbooks.

To conclude, teaching methods knew changes and still changing until now. starting from GTM to Direct method to th

Le Résumé

Les éléments lexicaux jouent un rôle important et efficace dans l'écriture académique. Il est considéré comme l'un des liens les plus importants pour former un texte unifié et améliorer la qualité de l'écriture pour l'étudiant. Mais beaucoup d'étudiants rencontres des difficultés à l'utilisation de ces éléments lexicaux à l'écriture. Cette étude a fait pour discuter les problèmes les plus importants dans l'utilisation de ces dispositifs de liaison dans l'écriture académique. Donc, un corpus total de 20 feuilles d'examen a été compilé pour analyse et statistique de la méthode utilisée par les étudiants de première année Master. Après avoir rassemblé les données, ils ont classifié selon Huddleston & Pullum (2002) la classification des liens adverbiaux. Les résultats montrent que les étudiants de première année Master ont utilisé plusieurs appareils de liaison à plusieurs reprises et en ont ignoré d'autres. Par conséquent, ce faible niveau de compétence se reflète dans le vocabulaire limité de la plupart des étudiants, et donc l'hypothèse précédemment avancée a été confirmée avec succès.

ملخص

تلعب أدوات الربط دورا أساسيا وفعالا في الكتابة الاكاديمية، إذ تعتبر من أهم الروابط لكتابة نص موحد وتعزيز جودة الكتابة لدى الطالب. غير أنه هناك الكثير من الطلبة الذين يواجهون صعوبات في استعمالها بشكل كاف. لذلك تهدف هذه الدراسة لتحليل أهم المشاكل التي يواجهها الطلبة في استعمال أدوات الربط في الكتابة الاكاديمية، ومن أجل ذلك تم اختيار 20 ورقة امتحان لطلاب السنة الأولى ماستر. بعد ذلك تم جمع المعلومات وتصنيف ادوات الربط التي وجدت بناء على تصنيف هادلستون وبالام (Huddleston & Pullum, 2002). ومن تم تسجيل المعلومات وتحليل التكرارات لمختلف أنواع الروابط، وقد أظهرت النتائج أن الطلاب يستعملون بشكل متكرر مجموعة من الروابط عن غيرها، وهذا راجع لمحدودية الرصيد اللغوي لدى الطلاب ونقص الكفاءة اللغوية لديهم، وبالتالي فقد تم تأكيد الفرضية المطروحة سابقا بنجاح.