

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Investigating the Use of Cohesive Devices in EFL Learners'
Essay Writing
The Case of Third Year Students of English
University of Mohammed Seddik Ben Yahia-Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
Didactics

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2019/2020

Dedication

“All the Praise and Thanks be to Allah, who has guided us to this, and never could we have found guidance, were it not that Allah had guided us! Indeed”

Every challenging work needs self-efforts as well as guidance of elders especially those who were close to our heart.

I dedicate this work to my sweet and loving

father Mustafa and my mother Aldjai

Whose affection, love, encouragement, and prayers of days and nights make me able to get such success

To my sisters: Amel, Nour, and Samira,

To my lovely brothers Redouane, Zidane , Zohir, Nadji ,Sofiane and

To my little Qousse

To my friend Bouchra ,Kenza

Madiha

Dedication

In the name of Allah the gracious, the most merciful, all the praise is due to Allah, the sustainer of
the entire world.

I dedicate this work to the memory of the dearest person to my heart my grandmother “Zahra” her
absence today brings me a lot of pain.

To the persons who gave me birth my mother “Nouara” and my father “Ammar”

To my sisters: Sakina, Soriya, and Manar

To my brothers: Adel, Sami, Hichem, Rami, and Houssein.

To my elegant nieces: Malek, Sidra, and Ritedj

To my nephews: Aymen, Ayoub, Yaakoub, Mouhammed, Adem, Sadjid, and lokman

To my sisters in law: Houriya, Fadila and Wissem

To my brothers in law: Ahcen and Fakherddin

To my beloved Chakir without forgetting his family

To all my relatives and family especially my cousins Nabil and Houssein

To my dearest cousin Meryem

To all those I forget to mention, but who they are always in my heart, thank you all for your
unforgettable support.

Sihem

Acknowledgements

First and foremost, praises and thanks to “**Allah**” for giving us energy to complete this work. I would like to express our special thanks and sincere gratitude to our supervisor, **HADJI SABRINA**, who has never hesitated to provide us with helpful feedback, comments and worthy pieces of advices .Thanks for her undoubted guidance, the long time and tremendous efforts she offered to finish this dissertation. It was a great honor to accomplish this work under her supervision.

We would gratefully wish to thank all the teachers, at the department of English, who helped us to conduct this work, without whom, this work would not have been possible.

We will not forget, of course, to express our gratitude to all the students, who have kindly accepted to cooperate.

Abstract

This descriptive study investigates the use of cohesive devices by third year English Foreign Language learners when writing their essays. It seeks at reaching two aims. The first aim is to check whether students are familiar with all types of cohesive devices, while the second is to identify the most predominant cohesive devices used by the students. In this research, it was assumed that third year English Foreign Language learners are not familiar with all types of cohesive devices, and that they tend to overuse some types of cohesive devices over others. In order to achieve the aforementioned aims, a questionnaire along with a document analysis have been used. The questionnaire was responded by (81) third year students of English at Mohamed Seddik Ben Yahia Jijel University out of (263), whereas the corpus to be analysed consisted of (16) argumentative essays. The outcomes of this study showed that students are not familiar with all the types of cohesive devices; moreover, the students relied heavily on the grammatical cohesive devices with (811) items compared with their use of lexical ones by (89). Relying on the results obtained, some pedagogical recommendations were suggested.

Key Terms: Writing, Essay, Cohesion, Cohesive Devices, Coherence.

List of Abbreviations and Symbols

- **EFL:** English Foreign Language
- **L1:** First Language
- **% :** Percentage
- **(0) :**Ellipsis
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List of Diagrams

Diagram 4.1: Students' Opinion about Writing.....	46
Diagram 4.2: Motivation to Write in English.....	46
Diagram 4.3: The Most Difficult Stage of the Writing Process	47
Diagram 4.4: Students' Rate in Writing	47
Diagram 4.5: Students' Lack to be Successful in Writing.....	48
Diagram 4.6: The Purpose of Writing Essay in English.....	49
Diagram 4.7: Learners' Difficulties to Link Their Ideas.....	49
Diagram 4.8: Students' Familiarity with Cohesive Devices.....	50
Diagram 4.9: Teaching Cohesive Devices at Third Year Level	50
Diagram 4.10: Students Points of View about the Importance of Teaching Cohesive Devices	51
Diagram 4.11: Students Perceptions about Teachers' Motivation To Use Cohesive Devices	52
Diagram 4.12: Teachers' Comments about Cohesion Errors in Students' Essays.....	52
Diagram 4.13: The Most Difficult Type of Cohesive Devices Used by Students	53
Diagram 4.14: Students' Frequency Use of Cohesive Devices in Their Essay Writing.....	53
Diagram 4.15: Student Perceptions about the Relationship between Cohesion and Coherence.....	54

List of Tables

Table 1: The General Concept of Lexical Cohesion.....	37
Table 2: Number and Percentage of Students' Use of Grammatical Cohesion.....	55
Table 3: Number and Percentage Students' Use of Reference.....	55
Table 4: Number and Percentage of Students' Use of Substitution.....	56
Table 5: Number and Percentage of Students' Use of Conjunction.....	57
Table 6: Number and Percentage of Students' Use of Ellipsis.....	57
Table 7: Number and Percentage of Students' Use of Lexical Cohesion.....	58
Table 8: Number and Percentage of Students' Use of Reiteration.....	58
Table 9 : Number and Percentage of Students' Use of Collocation	59

List of Figures

- Figure 1.1. The Process Wheel10
- Figure 2.1.Cohesion in English30

Table of Content

Dedications	
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Diagrams.....	V
List of Tables	VI
List of Figures.....	VII

General Introduction

1- Background of the Study	1
2- Statement of the Problem.....	2
3- Aims of the Study	3
4- Research Questions	3
5- Research Assumption	3
6- Means of Research	3
7- Structure of the Study	4

Chapter One: Theoretical Framework

Introduction	5
---------------------------	---

Section One: Essay Writing

1.1. Definition of Writing.....	5
1.2. Stages of Writing	7
1.2.1. The Pre Writing Stage	7
1.2.2. The Drafting Stage.....	8
1.2.3. The Revising Stage.....	8
1.2.4. The Editing Stage.....	9

1.3. Approaches to Writing.....	11
1.3.1. The Product Approach	11
1.3.2. The Process Approach	12
1.3.3. The Genre Approach	13
1.4. Overview of the Essay	14
1.4.1. Definition of the Essay.....	14
1.4.2. Organization of the Essay	14
1.4.2.1. The Introduction.....	14
1.4.2.2. The Body.....	15
1.4.2.3. The Conclusion.....	15
1.4.3. Types of Essays	16
1.4.3.1. The Argumentative Essay.....	16
1.4.3.2. The Narrative Essay	17
1.4.3.3. The Descriptive Essay.....	18
1.4.3.4. The Classification Essay	18
1.4.3.5. The Comparison / Contrast Essay	19
1.4.4. Characteristics of Good Essays	20
1.4.4.1. Coherence and Unity	20
1.4.4.2. Cohesion.....	21
1.4.4.3. Grammar.	22
1.4.4.4. Vocabulary.....	23
1.4.4.5. Clarity.....	23
1.4.4.6. Organization.....	24
1.5. Text and Discourse	25

Section Two: Cohesive Devices in Writing

1.1. Definition of Cohesion.....	26
1.2. Definition of Coherence.....	27
1.3. Types of Cohesion Devices.....	28
1.3.1. The Grammatical Cohesion.....	28
1.3.1.1. Cohesion by Reference.....	29
1.3.1.2. Cohesion by Substitution.....	31
1.3.1.3. Cohesion by Conjunction	33
1.3.1.3. Cohesion by Ellipsis.....	35
1.3.2. The Lexical Cohesion	37
1.3.2.1 Reiteration	37
1.3.2.2. Collocation.....	38
1.4. The Role of Cohesion Devices in Enhancing the Quality of Writing.....	39
1.5. The Relationship between Cohesion and Coherence	40
1.5.1. Studies Support Halliday and Hasan's Cohesion Theory.....	40
1.5.2. Studies against Halliday and Hasan's Cohesion Theory.....	42

Chapter Two: Field Work

Section One: Design and Methodology

Introduction	44
2.1.1. Population and sampling	44
2.1.2. Students' Questionnaire.....	44
2.1.3. Documents Analysis.....	45

Section Two: Data Analysis and Discussion of Results

2.2.1. Data Analysis	45
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2.2.1.1. The Analysis of Students' Questionnaire	45
2.2.1.2. The Analysis of Students' Essays	55
2.2.2. Discussion of Results	59
Conclusion.....	60
Limitation of the Study	61
Pedagogical Recommendations	61
General Conclusion.....	62
References	64
 Appendices	

General Introduction

1. Background of the Study

The ability to produce meaningful written discourse has always been a challenging task for English as foreign language (EFL) learners because of the requirement for them to pay attention to many features in the text among which grammatical rules, word choice, and sentence structure. Besides these features, EFL learners should make use of cohesive devices in order to produce a communicative text. According to Halliday and Hasan (1976) a text, “is any passage, spoken or written, of whatever length, that does form a unified whole” and “is best regarded as a semantic unit” (p. 1). This semantic unit can be achieved through the use of cohesive devices that contribute to text cohesion (Tanskanen, 2006). According to Yule (1985), “cohesion means ties and connections that exist within the text”(p.14). This connection can be established through the use of such cohesive devices as Zemach & Runisk (2003) stated, “cohesive devices are words and phrases that connect sentences and paragraph together, creating a smooth flow of ideas” (p.78). Halliday and Hasan (1976) distinguished two types of cohesive relationship, namely those expressed through grammar and other through lexis. The first is called grammatical cohesion, and they are connecting bounds in terms of references, ellipsis, and substitutions, while the latter is called lexical cohesion, and the cohesive features included in this category are reiterations and collocations. Halliday and Hasan (1976) also underlined the importance of these cohesive devices in determining the quality of students’ writing. They further perceived cohesion as the only factor that distinguishes texts from non-texts. This position was supported by Alarcon and Morales (2011), who stated that cohesion refers to the linguistic features which help make a sequence of sentences a text.

The mastery of cohesive devices is a crucial element for effective academic writing and academic success. Consequently, the use of cohesive devices in academic writing has

attracted the attention of many researchers who are endeavoring to address the issue of the lack of cohesion in students' writing, especially for EFL learners.

In this regard, a number of studies focusing on cohesive devices have been conducted in different countries where English is taught as a foreign language. Liu and Braine (2005) investigated cohesive features in essay writing produced by 96 first year undergraduate students. The study showed that students were unable to use cohesive devices appropriately when writing. The researchers stressed the need for raising students' awareness regarding the use of cohesive devices (Liu & Braine, 2005). Xuefan (2007) analyzed the use of cohesive devices by first and third year English majors from Wuyi University in China. The findings of the study demonstrated that proficiency levels did not influence the students' implementation of cohesive devices in their writing. Moreover and regarding to the types of cohesive devices, Xuefan (2007) indicated that repetition was more significantly used than other types of lexical cohesion. Crossley and McNamara (2012) examined the possibility of predicting second language (L2) writing proficiency through the use of different linguistic features. The analysis included varied linguistic features that evaluate text cohesion and linguistic sophistication. The study consists of a corpus of 514 essays that were collected from graduating Hong Kong high-school students at seven different grade levels. The results of the study revealed that proficiency was not a predictor of producing cohesive texts.

2. Statements of the Problem

One of the most challenging tasks for EFL learners when performing academic writing is the use of the cohesive devices .On the one hand , the use of these devices helps learners to link their ideas when writing essays , and on the other hand , they will contribute in achieving both coherence and cohesion .However , according to a preliminary analysis of some EFL learners' essays , it has been noticed that EFL students do not vary their use of cohesive devices.This results , according to teachers of written expression , to a failure in linking learners' ideas appropriately.

3. Aims of the Study

The main aim of this study is to find out whether third year EFL learners make use of cohesive devices when writing essays .A subsequent aim is to know about the most used cohesive devices. Therefore, this study can contribute in the evaluation of EFL learners' essays in terms of variety and familiarity of cohesive devices.

4. Research Questions

This study seeks to answer the following questions:

- Are third year EFL learners familiar with the use of cohesive devices?
- What types of cohesive devices are used by third year EFL learner in their written discourse?
- Which type of cohesive devices are most used by third year EFL learners?

5. Research Assumption

The following assumption has been suggested for this study:

Third year EFL learners are not familiar with all types of cohesive devices, and that they tend to overuse some types of cohesive devices over others.

6. Means of Research

This descriptive study aims at investigating the use of cohesive devices by third year EFL students .To reach this aim, two research tools were used namely, a questionnaire and documents analysis . On the one hand, the questionnaire aims at knowing about the students' perceptions and attitudes towards the writing skill in general and their use of cohesive devices in particular. A number of (81) students have answered the questionnaire out of (263) . On the other hand, the documents analysis aims at knowing if students are familiar with cohesive devices, and which type of cohesive devices are used most by them.

The corpus consisted of sixteen students' essays. The results were analyzed in terms of numbers and percentages.

7. The Structure of the Study

This current study consists of two chapters. The first chapter is devoted to the theoretical part, whereas the second chapter is devoted to the practical one. The first section of the first chapter is devoted to the writing process reviewing its definitions and its different stages along with its approaches. The different types of essays were also mentioned with the characteristics of a good essay. The second section presents a general overview about cohesion and coherence as well as the different types of cohesive devices. The second chapter is devoted to the practical part. It is also divided into two sections. The first section deals with the research methodology while the second section is devoted to the analysis of the questionnaire and students' essays as well as the discussion of the results. The chapter ends with some pedagogical recommendations.

Chapter One

Theoretical Framework

Introduction

Learning a foreign language requires mastering the four skills of a language: listening, speaking, reading and writing. This later, in second language learning (L2), has always been viewed as the most important and the most difficult compared with other languages skills.

In this chapter, the first part provides some definitions of the writing process, the second part cites the stages of developing a piece of writing from the beginning to the end, the third part discusses some approaches to teaching writing, and the following part deals with both the definition of essay and its organization. Besides, the majors types of essays .The last part gives a brief description of the most famous characteristics of good essay.

Section One: Essay Writing

1.1. Definition of Writing

Writing is the performance of the language through symbols and signs .It is also considered as a productive skill because the writer creates new language. Hayland (2003) reported that writing is a part of productive performance to identify and to value once' competency. It is also considered as a powerful mode of communication. Like speaking, writing is a productive performance because it helps learners to express their thoughts, convey ideas in an organized way. Bell and Barnaby (1984) defined writing as follows:

an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously .At the sentence level ,these include control of content ,format, sentence structure ,vocabulary , punctuation, spelling , and

letter formation beyond the sentence , the writer must be structure and integrate information into cohesive and coherent paragraphs and text. (p.36)

More precisely, this skill requires thinking strategies that allows the individual to express his or her competence in the other language. It is also a complex activity that requires a certain level of linguistic knowledge, writing convention, vocabulary and grammar (Erkan and Saban ,2011).The organization of writing involves the conventional arrangement of letters into words , and words into sentences that need to follow smoothly to form a coherent wholes; furthermore Byrne (1988) reported that the organization of writing can be achieve trough , “ the organization of our sentences into a text , into a coherent whole which is as explicit as possible and complete in itself”(p.2). Additionally, the regular matter of writing in a foreign language is the ability to manipulate structure, the language use, and their conventional representation. As Labo (1983) defined it , “the ability to use structure ,the lexical terms, and their conventional representation in ordinary matter of fact writing ”(p.248) .Yet, this cannot happen unless the learner is practicing the process as Turk &Kirkman(1989) stressed that writing ,“ is a skill that must be learnt by doing it ”(p.28) . Similarly, Widdowson (1978) stated that writing is the production of correct sentences and transmitting them through the visual medium as marks on papers .It is considered as an active creation of text which involves on the one hand lower –order transcription skills such as handwriting , punctuation , spelling , and on the other hand, higher –order self-regulated thinking processes such as planning , sequencing , and expressing the content (Berninger et al,2002).It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

Writing is useful in two respects. On the one hand, writing is a process of cognitive activity as it helps to organize ideas then writing develops students’ abilities, strengthens students’ learning, and reflecting on the English language.

1.2. Stages of Writing

Writing is the process of producing a good text that clearly communicates thoughts, ideas, feelings and emotions, and it goes through several steps. As stated by Brown (2000) “the written production is often the results of thinking, drafting, and revising procedure that require specialized skills ... the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to discourse markers and rhetorical convention to put them cohesively into a written text, how to revise text for clearer meaning, how to edit for appropriate grammar, and how to produce a final product” (p.335)

1.2.1. The Pre-writing Stage (Planning)

The first step in the process of writing is pre-writing. Starkey (2004) defined pre-writing as “a critical first step in creating a successful essay whether you are handed a topic, must come up with one on your own writing under time constraints, taking the time to focus and shape your thoughts will result in better final product” (p.2). Similarly, Lipson (2005) defined planning as, “the basic work for organizing your material, writing informally about them, and preparing to write a first draft” (p.123). As a result, students are recommended to plan before starting writing. This may help them to figure out what they still need for their work. This step includes such techniques as brainstorming, gathering information, thinking, planning, and listing. The purpose of pre-writing is to take the chosen topic and gather thoughts together in an organized way. Graham and Perin (2007) (cited in Rahmat, 2003) explained that “pre-writing engaged students in activities designed to help them generate or organized ideas for their composition” (p.18). In other part, Oshima (1997) reported that, “pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. Brainstorming prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates”

(p.15). Thus the reading skill has been identified as one of the key practices to get an overview about the topic through brainstorming technique .According to Seow (2002), “at the pre-writing stage, the teacher can help their students organized their ideas through brainstorming, clustering, WH questions” (p.316). There are three main issues involved in the planning stage that help the learners to choose the language that should be used, the audience ,the context of use, and the structure.

1.2.2. The Drafting Stage

Drafting is where formal writing begins. According to Galko (2002), “drafting means writing a rough, starch form of your paper. It is a time to really focus on the main ideas you want to get across in your paper ”. On his part, Brown (1989) stated that in drafting the writer should not worry about the most important thing here to get word on to paper .It is not the time to worry about spelling, grammar, punctuation, or the best wording. That is, in this phase the writer does not take into consideration the grammar, spelling, and punctuation, because the refinement of the mechanical part of his paper will take place at the latter stage. In this context, White& Arndt (1991, p.99) suggested that drafting is the stage where there is a shift from, “the ‘writer based’ writing to the ‘reader based’ writing in which the concerns of the reader now begin to assume more significance ”. This phase gives the opportunity for the writer to take the risk for writing ignoring the systematic consideration.

1.2.3. The Revising Stage

Revising is an important feature of the writing process, which allows student to revise their paper recursively and continually, and to take into account new ideas and thoughts to include them into their writing. The revising stage is the process of looking again discovering a new version produced in the drafting stage. Revising may involve additions and deletions, organization, and

change of word use .According to Johnson (2008), revising is the heart of writing, and it could be more productive of advanced final products if it includes input from teachers and /or peers. Indeed, peer review is a key classroom activity that enhances the students' ability to organize texts and increases their awareness of the importance of readership and that of purpose. Considered as a difficult task , the revising stage in an ongoing process which should never stop as stated by Flower (2000,p.136) “ revision needs never stop ; every time re-read a piece of writing and see possible improvement you should probably make them” , so revising seems to be a cyclic process that never ends.

1.2.4. The Editing Stage

Editing is the final stage of the writing process, in which the writer tries to get the final draft which needs to look perfect. According to Johnson (2008) basically , editing means “ making your piece as reader _ friendly as possible by making the sentences flow in a clear , easy –to-read way. It also means bringing your piece of writing into line with accepted ways of using English through using the appropriate grammar for the purposes of the piece, appropriate punctuation ,spelling ,and appropriate paragraphing ” (p.167). In other words, in this step, the writer should correct and modify his piece of writing by checking many aspects as potential grammar, spelling mistakes, coherence and cohesion. According to Starkey (2004), “editing takes a closer look at your writing through stronger lens that highlights words and sentences” (p.55).

When editing ,the draft needs to be corrected from errors .Words and sentences are made clearer and more precise .This step involves adding , deleting , and rearranging words to cut the clutter and streamline an overall structure .It can be done by the individual or with the groups to achieve correctness, coherence , and cohesion .Starkey (2004) believed that “ when you edit you read through each paragraph of your essay a number of times ; paying careful attention to your sentences and the words that comprises them”(p.57).That is ,it gives more importance to the form

and structure than content to check if there are no errors that will impede communication such as errors of spelling , punctuation , vocabulary, and word order.

The following figure illustrates the different stages of essay writing process.

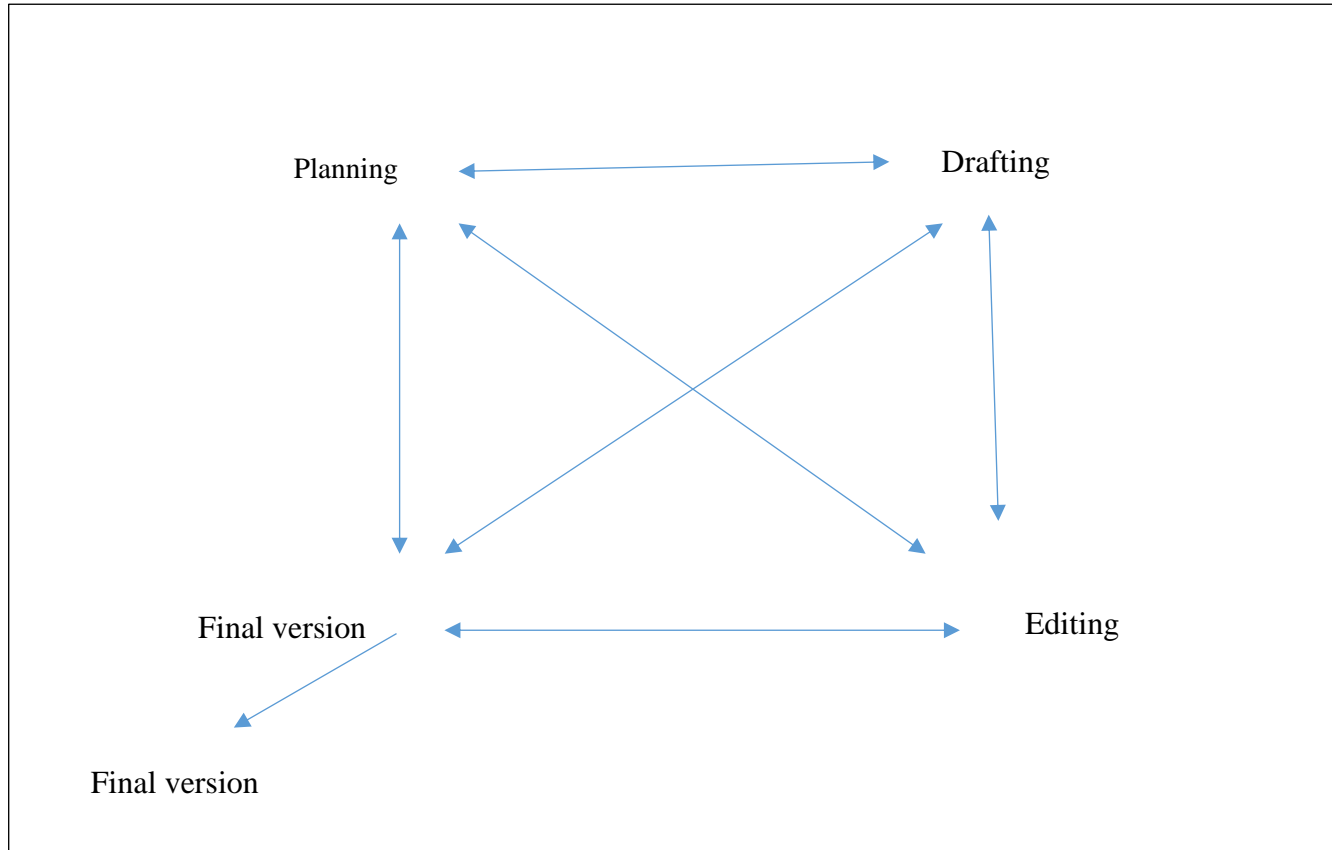


Figure (1): The Writing Process Wheel. (Harmer, 2004, p.6)

This figure (1) shows that the process of writing is not linear but rather recursive .This means that the writers do not follow a neat sequence of planning, drafting, and revising, but they may move backwards and forwards until the process reaches its culmination by producing the final version.

1.3. Approaches to Writing

After the 1960s, writing gained importance and was considered central in the language learning context. A great number of approaches and methods of teaching have come out for the

purpose of building the process of teaching and learning .Although none of these approaches can be considered as ideal, they have all proved to be successful in one period or another. Raimes (1983) claimed that the ways of teaching writing are not restricted to one way .In fact, as Harmer (2001) said there is a lot of diversity regarding the teaching writing approaches .The main approaches he lists of are the product approach , the process approach , and the genre approach .

1.3.1. The Product Approach

This approach was emerged in the mid of 1960s .It is concerned with the final results of the writing process as Murray (1992) defined it as follows:

a teaching approach that focuses on the process a writer engages in when constructing meaning .This teaching approach concludes with editing as a final stage in text creation, rather than an initial one .The Process Approach may include identified stages of the writing process such as pre- writing and writing and re-writing .Once the rough draft has been created , it is polished into subsequent draft with the assistance of peer and teacher conferencing (p.16).

According to Nunan (1991), “a product oriented approach, as the title indicates focuses on the end of result of the learning process, what is the learner is expected to be able to do as a fluent and component user of the language ” (p.86). It gives precedence to results of the process of learning in classroom, and such activities that require from the learner to be engaged and transforming model texts smoothly .The latter is always taking as the starting points of view: grammar, content, sentences organization, and rhetorical patterns .After handling these aspects, students are given a new topic and invited for parallel writing task. R.V. White (1998) pointed out that “such a model remains popular in English for academic purposes for one very good reason

which is that much academic writing is very product oriented, since the connections governing the organization and expression of ideas are very tie” (p.06).

The product approach focuses on the following three important orientations:

- Language structure: it stresses how words, sentences and clauses are joined and arranged to form a readable product.
- Text functions: it relates structures to meaning as language forms perform communicative functions.
- Creative expression: it gives more importance to the writer and the reader .The idea behind it is to get the learners express their own views about a topic as the teachers have to be creative and take opportunities through free-writing.

1.3.2. The Process Approach

In the 1970s, most studies of writing were about the written product, in which during those decades the focus shifted from product to process, and the main reason for this change was the new awareness that each piece of writing had its own history. Kroll (2004) reported that the process approach

serves today as umbrella term for many types of writing courseswhat the term captures is the fact that student writers engage in their writing tasks through a cycle approach rather than a single-short approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and /or from texts”(pp.220-1).

The main purpose of this approach is to train students how to generate and plan ideas for writing, taking into account the target audience. According to many scholars, this approach includes stages of the writing process namely pre-writing draft, revising, and editing. Moreover it gives them opportunities to review, clarify, and reorganize what they have written in their own; unlike product-

based approach, the process-based approach encourages students to not be worried about committing such mistakes. Thus the focus is on fluency rather than accuracy.

Brown (2000) summarized the characteristics of the process approach as follow:

- Focus on the process of writing which leads to the final product.
- Help students/writers to understand their own composition process.
- Give students time to think to write and rewrite.
- Encourages feedback from both instructors and peers.
- Includes individual confidence between teachers and students during the process of composition.(p.p.335-6)

1.3.3. The Genre Approach

The genre approach emerged in the mid-eighties. It occurred as a result of the shortcomings of both product and process approach. Lynch (date) defined genre approach as follow, “genre is a type of text (e.g. recipe, prayer, advertisement), which is recognize as a ‘type’ by its overall content, structure, and function. The notion of genre is closely connected with that of an audience, and in particular, with the idea that readers (and writers) of a specific genre are members of a community of people sharing interest and expectation about its communicative purpose. (as cited in Maarek, 2009, p.14). The Genre approach is the most applicable of teaching writing. When teachers focus on genre, normally students study texts in the genre in which they are going to write before they get on their own work. Swales (1990) identified the genre approach of writing as “a class communicative event, the number which share some set of communicative purposes” (p.58). His definition suggested that there are certain agreements or rules which are generally associated with the writer’s purpose. Likewise, Hyland (2013) pointed out that “under a genre based approach, the writer writes something to reach some purposes”(p. 18). The underlined principles of the genre-based approach is that language is functional; that is through language, we achieve certain goal. Moreover, language is contextual based tool of communication; language is always occurring in a

particular social and cultural context, and thus, cannot be understood outside its context. Painter (1989) noted that “language is a functional resource in that the language system can be viewed as having the form is because of what it called open to do” (p.21) .So , the need for teaching writing is the need to serve the language functional purposes .

1.4. Overview of the Essay

1.4.1. Definition of the Essay

An essay is a group of paragraphs written about a single topic and one central main idea. It must have at least three paragraphs, but five paragraphs of written composition are considered as a common length for an academic essay. Kane (1988) pointed out that an essay is, “relatively a short composition. It does not claim scholarly thoroughness, but it does exhibit great variety essays can be almost anything; they can be speculative or factual or emotional; they can be personal or objective, serious or humorous” (p.45).Therefore, creating an essay which it has an overall thesis statement consists of three supporting paragraphs beginning with a topic sentence.

An essay is a relatively short written composition that articulates , supports, and develops an idea or claim .Like any type of writing ,it aims at explaining, analyzing, and breaking the complex “thing “ down into its constituent parts and showing how they work together to form a meaningful essay and meaningful arguments working to convince someone that you are helping a reader to better understand and reach the purpose already specified; moreover, an essay also needs to persuade the reader that this interpretation is reasonable and enlightening .

1.5.2. Organization of the Essay

1.5.2.1. The Introduction

The introduction is the initial part of the essay structure which provided the basic information about the topic, in which students need to attract readers by representing the ideas that we tackle in the body later .In this sense, Meyers (2005) pointed out that the introduction becomes the first paragraph of the essay which attracts readers’ interest, makes a primary claim of the essay

in the thesis statement, as well as introduces the ideas of the body paragraph. An introductory paragraph contains a thesis statement as the governing idea. In this regard, Langan (2011) stated 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 that topic” (p.54). Similarly, Smalley & Rutten (1986) reported that the thesis statement also contains expressions of attitudes, opinions, ideas as well as it expresses the controlling idea for the entire essay.

The thesis appears somewhere in your introduction, usually near its ends regardless of its length or location. It must be debatable, claiming that all readers will automatically accept it, but it is a proposition that can be proven with evidence.

1.5.2.2. The Body

The body is the second part and the beating heart of the essay, the place where supporting and developing the thesis by presenting an analyzing evidence is taken place. Similarly, Meyers (2005) said that, this part also aims to develop and to support the thesis by breaking down it into smaller ideas. And every idea in the paragraph should help prove, develop, and elaborate. In this way, Meyers (2005) pointed out that, “In a well-organized essay, each body paragraph introduces its supporting idea in a topic sentence, develops the idea in the body, and concludes it with a transition to the next paragraph” (p.38). The essay as a whole should develop as logically as each paragraph does. To ensure how this will happen, you need to order your paragraph so that each builds on the last with one idea following another in a logical sequence, present each idea, so that logical order is clear.

1.5.2.3. The Conclusion

The conclusion is the last paragraph in the essay, it usually restates the thesis statement and summarizes the main idea. It also emphasizes the important points, reminds the readers of the essay's thesis, and how its major details are developed. Langan (2011) stated that the concluding

paragraph summarizes the essay by restating briefly the thesis as well as the main points in the essay. Moreover, while introduction tries to convince the readers to read the essay, the conclusion works to show them why and how the experience was worthwhile. Good essays do not restate point by point what was said before. In this regard, the conclusion is considered as the hardest part of an essay to write, because we need to round off the essay effectively as well as leave with the best possible impression of your work. The length of the conclusion depends upon the length and the complexity of the essay; however, it is generally not as the introduction. (as cited in Robitaille & Connelly 2007, p.107).

1.5.3. Types of Essays

1.5.3.1. The Argumentative Essay

The word argumentation is derived from the Latin root “Argumentationum”, which means “presentation of formal arguments”, Razaghi (2014) stated that, “the word argument is often related to analyzing, interpreting and evaluating a certain proposal or classifying a point of view. In addition, argumentation is often taught in order students understanding information and to consider the truth. Furthermore, argumentation uses reason, persuasion, logic and different tactics to reach a certain conclusion ” (p.3). The argumentative essay is the most common form of writing. It is often used in essay form not in paragraph one. In this type of essay, the writer tries to convince or completely change the reader’s point of view to agree and accept the point of view that he wants to present. To convince the reader’s mind is not an easy task. For this reason, the writer should present his opinions with supporting facts and logic, providing examples, statistics, and using the expert opinions to help the reader to build new information as an addition to the background information he has which leads and allows him to take an action. In this vein, Reinking and Osten (2000) stated that, “in writing, an argument is a paper, governed on logical, structured evidence, that attempts to convince the reader to accept a claim, take some action, or do

both . Argument , is also a process during which you explore and insure fully , considering different perspectives , assumptions , reasons and evidence to reach your own informed position” (p.269)

It is worthy to mention that the argumentative essay has what we called the counter argument or opposing argument. For instance, it is often stated as thesis statement of the introductory paragraph of the essay. In this sense, Hogue and Oshima (2006) claimed that, “A thesis statement often expresses the opposing point of view. Notice that the writer’s opinions is expressed in the main (independent) clause, and the opposing points of view is normally put into a subordinate structure” (p 147). In writing argumentative compositions, the writer has to select some special expressions such as (some people feel that, many think that...) in order to show his claim in a strong way to convince the reader. Introducing the opposing points of view is helpful for connecting the view points to your own with transition signals of contrast like: however, although, even though, despite the fact that, while, whereas...etc.

1.5.3.2. The Narrative Essay

A narration means telling a story from a certain view point, and there is usually a purpose. A narrative essay is a narration like a short story ,it has characters , settings , a climax , and a plot This later is the focus of the story, it is usually presented chronologically ;however ,sometimes there are flash-wards and flash-backs . Reinking and Osten (2000) stated that ,“a narrative , like other kind of writing , makes a point or has a purpose . The point can either be stated or left unstated, but it always shapes the writing. Some narratives simply tell what happened or establish an interesting or useful fact”(P.145).Thus , in this type of writing , the writer (narrator) deviates to transmit something , it can be a piece of advice , a truth , a point of view . The aim of narrative essay is to engage the reader in the story by including sensory and emotional details , so these details leads the reader to experience the story , not just read it. Usually, when the narrator narrates a story, he refers to the first or third person in order to make the story as vivid and real as possible.

1.5.3.3. The Descriptive Essay

The descriptive essay is another style of essay writing which has a unique power and plea as it evokes sights, smells, sounds, textures, and tastes. Using description in your writing brings the world of your text to your reader. Savage and Shafiei (2007) claimed that, “using specific language in descriptive writing helps give the reader a clear image of what something looks, feels, sounds or smells like” (p.39). That is, the writer in this type of writing is supposed to use a lot of visual words to help the reader see the person, place, or thing s/he is writing about. Descriptive writing provides an illustration of people, places, and events situations thoughts, and feelings. It presents sensory information that makes writing come alive. Moreover, descriptive writing expresses an experience that the reader can actively participate in by using imagination; for example, using concrete and specific nouns, verbs, descriptive adjectives, adverbs, and images. These descriptive details enable the reader to visualize elements in the story. Vivid adjectives and active verbs help the reader to develop specific descriptive. The first step in using effective description is to focus on dominant impression. The dominant impression is a basic idea or theme that the writer wants to express from the complexity of the story’s construction, it creates a mood or atmosphere in your writing. A thesaurus for example will help to generate this; it is helpful for giving the similar meanings of words and connotation.

1.5.3.4. The Classification Essay

Classification is sorting things into groups or categories on a single basis of divisions, and the essay classification is the one that breaks a large subject into smaller groups (called categories). Boutkhil (2015) pointed out that, there are three important things to take into consideration when writing a classification essay which are: sorting things into useful categories, making sure that all the categories follow a single organizing principle, and giving examples that fit into categories. A classification writing says something meaningful about how a whole relates to parts, or parts relates to whole. This classification can be achieved using categories; however, categories should belong together. In this sense, Richards, Platt, and Weber (1985) stated that, “classification essays

are structured first by category (classes or types you have divided your subject into) and then by differentiating characteristics (the ways your categories can be distinguished from one another)” (p.166). Furthermore, order (emphatic order) is an another important part of classification (categories) ; for example, it is common to arrange facts and discussions points from the most or vice versus , or from the oldest to the most recent and vice versa. In addition to classification categories, signal words, phrases, transitions, are also used for classification writing as (several kinds of, in this category, can be divided into, classified according to). These phrases signal to the reader the writer’s intention to divide and sort things. They also contribute to the unity of the text. It opens with the writer’s an introductory paragraph that introduces the broader topic. The thesis should then explain how that topic is divided into subgroups and what the purpose behind this division is. Each body paragraph is dedicated to fully illustrate each of the subcategories; finally, the conclusion should bring all the categories and subcategories again to show the reader the big picture.

1.5.3.5. The Comparison/ Contrast Essay.

The terms comparison and contrast are totally different from one another. The first one refers to the similarities that we find between two or more ideas and things , while the second one refers to differences that we find between two or more ideas and things (Boutkhil,2015) .These two terms are part of our daily life, we consider similarities and differences in all the field of life, things, schools, nations, cities, persons, concepts, and so on .For convenience, the term comparison and contrast is sometimes applied to both comparison and contrast , because both use the same techniques and are usually connected into one operation. There are two basic patterns to organize and develop a comparison and contrast essay; point - by -point (topic by topic) and block -by- block (subject by subject) . In this sense, Oshima and Hogue (2006) stated that “ one way to organize a comparison / contrast essay is to use point by point organization, which is similar to the use of the logical division pattern”(p.113) that is , for the point by point structure, each similarity or (difference) for one object is followed immediately by a similarity (or difference) . The second way

to organize an essay is the block structure. Oshima and Hogue (2006) reported that “the other way to organize a comparison / contrast is to arrange all the similarities together in a block and all the differences together in a block” (p.115). Thus, all of the information about one of the objects being compared / contrasted is given in the first; however, and all the information about the other object is listed afterwards.

1.5.4. Characteristics of Writing Academic Essay

Writing for academic purposes is considered as a great challenge for students. In writing academic essay the student / writer needs to master the different aspects of writing which include coherence and unity ,cohesion , grammar , vocabulary , clarity, organization , and text and discourse.

1.5.4.1. Coherence and Unity

Coherence is an important feature of any good kind of writing, and it is particularly crucial in academic writing .According to Halliday and Hasan (1976), coherence is a feature of text that indicates “the property hanging together ” (p.183) .Coherence is then related to the writing of a text. Similarly, Celce-Murcia (1991) asserted that, “this unity and relatedness is partially a result of recognizable organization patterns for the preposition and ideas in the passage” (p.5).

Murray and Hedges (2008,p.45) noticed that,“ the good writer is the one who sticks his ideas together as links in a chain ,each link connecting the one before it with the one after .If any links are missing ,the connection becomes unclear and the argument structure breaks down ”. In this sense, Savage and Shafiei stated that, “... good writers look for unity, coherence and grammatical problems” (2007, p.12). Johns (1986, p.247) stated that coherence in written text is “a complex concept involving a multiple of reader and text based features”. Text-based features mean cohesion (the linking of sentences) and unity (sticking to the point). Reader –based features means that the reader interacts with the text depending on his/her prior knowledge.

Moreover, coherence in writing means that all the ideas in paragraph flow smoothly from one sentence to another. It is an essential quality for good academic writing, the flow of ideas from one sentence to the next should be smooth and logical. Coherence in writing essay is the clarity of expressions, and it is created thus, when correct vocabulary and grammar are used. Horvath B.M (1985) claimed that coherence in writing essay makes it easy for the reader to see the link between sentences in a paragraph or text. It creates a sense of continuity that makes the passages clear. In other words, it makes a text easy to read and understand, and good writers know how to communicate well through writing. Based on the aforementioned, we come to say that a written production that maintains coherence requires unity. Unity, thus, is considered as a vital characteristic which a coherent passage should contain.

1.5.4.2 .Cohesion

Cohesion is a semantic property or relation of a text sticking together in some way, i.e., a cohesive text tends to connect its sentences together semantically. In this sense, Peterson & McCabe (1991) claimed that cohesion is the linguistic relationship between clauses and how the surface linguistic elements of a text are linked to each other in order to create a unified whole text. For Castro (2004), cohesion referred to the connection, which links ideas in the text and causes the flow of thoughts to be clear and meaningful for the reader. The most commonly used typology of cohesive devices is provided by Halliday and Hasan (1976), which contains the following devices: reference, substitution, ellipsis, conjunction, and lexical cohesion.

- **Reference:** is a device that is used to refer back to something that is mentioned before (cataphoric reference), or will be mentioned in the text (anaphoric reference)
- **Substitution:** refers to the replacement of an element in the text by one of the following items: one, ones, some, do, and so.
- **Ellipsis:** is the omitting of an element that has been referred to earlier and rarely, an element that will occur after in the text.

- **Conjunction:** is a device that makes explicit the semantic relations which exist in the text. It has four kinds: adversative, additive, temporal, and causal.
- **Lexical cohesion:** occurs when two elements relate semantically in some way. Types of lexical cohesion are reiteration (included repetition, synonym) and collocation including all items in the text that are semantically related.

1.5.4.3. Grammar

Grammar is a key element in the writing process, as well as in language as a system of communication. It is concerned about the ability to write correct and appropriate sentences, the attention is given for prepositions, tenses, conjunctions, and articles. Having a good knowledge of the part speech, the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires. Brooks and Penn (1970) stated that, “.....For one thing, in writing, we must understand the structures of the languages, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation”(p.20).

Grammar of written productions insists on expressing ideas in full sentences, to avoid repetition and the enrollment on the same point, deleting unnecessary details. Written essay also needs straight forward style which is considered to be the dominant factor in producing any written discourse, in order to avoid misunderstanding and the ambiguity. As Swan (2005) suggested, “written discourse is produced as monologue, where there is no instant classification or correction ” (p.40). Writing is usually used in formal situation thus, utilizes formal language which is reflected in vocabulary and also in grammar. Foreign language students should be aware of the grammar they are using in writing, because even if they become proficient in writing, they still have linguistic problems which are related to sentence structures and grammar.

1.5.4.4. Vocabulary

Vocabulary is an essential part of effective writing and the ability to use words must be relevant to the topic. The writers need vocabulary mastery to express or to write their ideas, hence the writers who lack vocabulary will be difficult for them to compose what they are going to express. Harmer (2004) stated that if the language structure makes up the skeleton of the language, vocabulary provides the vital organs and the flesh. Therefore, the use of grammatical structure does not have any potential for expressing meaning unless words are used. In the case of pupils, they often manage to communicate in English using individual words, and in most of the time they can convey meaning without necessary acquired grammar. As the importance of vocabulary is concerned, as Wilkins (1972) noted that, “without grammar little can be conveyed, without vocabulary nothing can be conveyed” (p.14) .So, mastering the vocabulary is the furniture for writers to produce good essays and communicate their ideas successfully.

1.5.4.5. Clarity

The use of accurate language is very important in writing .The learners’ writing should be clear for the readers to get the intended meaning. “The learner’s goal when writing in an academic context is to convey information including the fact that he can write well ”(Starkey,2004, p.11).Clarity is an essential element of writing free from obscurity and easy to understand ; the comprehensibility of clear expressions . Murray and Hedges (2008,p.86) emphasized the importance of clarity in making one’s writing accessible and clear reporting that «the key to achieve clarity is to make sentences short and to the point .The learner /writer should be relevant , make every word count ,and try not to express more than one idea in each sentence .” Starkey 2004, (pp. 9-12) also suggested some tips to achieve clarity. According to him, the learner should:

- Eliminate ambiguity to avoid confusion of interpretation in the elements which have two more possible meanings; ambiguous language can be words or phrases that have more than one interpretation.

- Use powerful, precise adjectives and adverbs is one way to accomplish clarity using powerful and specific adjectives and adverbs.
- Be concise by avoiding the use of unnecessary spinning, worthless repetition or wordiness.

1.5.4.6. Organization

Organization is the ability to develop ideas and topics in a united form .In the process of writing, the information should be presented to the reader in a structured format; even short pieces of writing have regular ,predictable pattern of organization .In this regard , it is considered as a crucial step because without organization , ideas would remain without logical meaning and thus ,this would result in the confusion of the audience or the reader .Starkey (2004) stated that “the organization method of writing guides the reader from the first to the last sentence, making the readers able to see how the various points made by the writer work together , and also supporting the writer’s thesis.”.

The writer decides about the organization of his written work before engaging into the physical act of writing through some pre-writing techniques including mainly free- writing and brainstorming .The use of the pre writing techniques helps at making one effective plan that guarantees the organization of the written production because a plan is usually made after reading and classifying the notes gathered from the prewriting stage that come to their minds in a draft and they can organize their ideas easily .

1.6. Text and Discourse

Some researchers use the terms discourse and text interchangeably, while others make a clear cut between them. Thus, it is not an easy task to identify similarities and differences between the two. "A text is a stretch of language interpreted formally without context" (Cook 1989,p.158). It means that the text can be studied without reference to its contextual elements. In addition Cook (1989) distinguished between the two notions of discourse and text. The notion of text as printed record is familiar in the study of literature. A text may be differently presented in different editions, with different type faces, on different sizes of paper, in one or two columns, and we still assume from one edition to the next that the different presentation all represent the same text. Moreover; Shiffrin (1994,pp.363-364) stated that "Text is the linguistic content the stable semantic meaning of the word, expressions, and sentences but not the interferences available to hearers depending upon the context in which words, expressions and sentences are used"

De Beaugrande and Dressler (1981) defined text as a communicative system which is needed; to apply the seven standards of textuality, however, discourse is considered as the analysis of language that the members of speech community share and use i.e., it examines patterns of language across texts and considers the relationship between them. Discourse, on the other hand, is a set of interconnected communicative events. Discourse is a segment of language that should be meaningful and form a unified and complete whole with specific purpose. Hence there is a semantic difference between the two (text and discourse), "text has been used to refer to the theoretical construct that underlines discourse" (Van Dijk 1977,p.3). According to Brown and Yule (1983), "text is the record of discourse" (p.26); It is considered as a umbrella term for all the studies within applied linguistics which focus on units of language beyond the sentence level. According to Nunan (1993) "Discourse consists of more than one sentence and the sentences necessarily have to combine a meaningful whole be called a piece of discourse" (p.6). In this sense, discourse combined by accessible and consistent sentences that focus on the main element that can form a well-organized text. The obvious difference between the two terms lies in the mode: texts are written and made up of sentences, whereas discourse are spoken and made up of utterance.

Section Two: Cohesive Devices in Essay Writing

1.1. Cohesion

Achieving cohesion in writing is a challenge for most EFL learners. Cohesion is the relationship between items in text or discourse. This concept was first introduced by Halliday & Hasan (1976). It occurs where the interpretation of some elements in the discourse is dependent on other elements. According to Halliday and Hasan (1976), cohesion is “the set of meaning relations that is general to all classes of text ,that distinguishes text from non- text and interrelate the substantive meaning of the text with each other” (p.26) .Thus, cohesion links the part of texts in order to make ideas as unit as possible . Furthermore, it is a factor that indicates whether a text is well-connected, or merely group of unrelated sentences. In other words, it is concerned with the sense of flow that shows the relationship between sentences.

Peterson and McCabe (1991) defined cohesion as the relationship between clauses and how the surface linguistic elements of a text are linked to each other in order to create a unified whole text .Similarly , Connor (1985) defined cohesion as the use of explicit cohesive devices that signals relations among sentence and part of text. Furthermore, cohesion’s notion correlates the grammar and lexis to each other forming a strong relation of grammatical and lexical relationship. In this vein, many linguists stated various definitions of cohesion depending on the grammatical and lexical relationships .Tanskanen (2006) stated that, “cohesion refers to grammatical and lexical elements in this surface of a text which form connections between parts of text” (p.7). Similarly to this, Richard, Plott, and Weber (1985) argued that, “cohesion refers to the grammatical and/or lexical relationship between the different parts of text” (p.45).That is, all the types of either grammatical or lexical relations have a lot of bearings for the text to make it as comprehensible as possible following a sense of sequence. In communication process, cohesion gives insights into how the writer structures what he/she wants to convey.

1.2. Coherence

According to McLinn (1988), “Coherence refers to the relationship of ideas and the ability of these ideas to function together for the purpose of conveying the meaning” (p.15). Additionally, Widdowson (1996) defined coherence as “the link between communicative acts that sentences are used to perform ” (p.86). This means that coherence refers to the unity that should exist between sentences of the same paragraph .This means that coherence is described in terms of correctness between sentences, use of explicit cohesive devices such as pronouns, repetitive structure, and transitional markers that guide writers to connect one sentence with another one, one paragraph with other one , one main idea with its supporting ideas .

Moreover, coherence may be treated as “a semantic property of discourse based on the interpretation of each individual sentence relative to the interpretation of other sentences”. (Dijk, 1977, p. 93). It is the result of the interpretation of meaning of the text, a text which is not formed only with structured string, but also with the contextual sentences. Halliday & Hasan (1976), defined coherence as a “principle of organization postulated to account for the underlying functioning connectedness or identity of a piece of spoken or written language ”(Crystal cited in Jin ,1998,p.2).In other words , coherence is the connectivity in term of both organization and content on the discourse level.Murray and Huges (2008) stated that

“coherence is perhaps the single most important elements in any kind of writing .However, it is particularly crucial in academic writing. Where success and failure may well depend upon on how clearly you have managed to communicate your ideas and line of arguments to your readers.no matter how insightful or original those ideas may be if you are not able to present them in a clear and logical way their meaning and value is lost”(p.45).

Lee (2002) proposed five features to develop coherence in essay writing without which can not write only if the students comprehend the role of those features:

- An outline should be put by the writer to achieve the aim of expressing the main ideas.
- The ideas of a coherent text must have a specific organization by setting the new information after the old ones
- Examples are used to expand and explain, or justify information .If the writer does not use examples, his/her information are too general.
- Cohesive devices such as: reference, substitution ,conjunction...etc. have to be present in a coherent text for the purpose of providing connectivity and unity of the piece of writing
- The writer should help the reader to understand and assess his/her text, this can be achieved through the use of markers which are called “meta-discourse markers like, therefore, but, certainly, firstly ...etc. (p.33).

1.3. Types of Cohesive Devices

Cohesion means the use of cohesive devices to connect sentences together causing a text to be in one piece, not a group of unrelated sentences .Halliday and Hasan (1976) presented a taxonomy of different types of cohesive ties. They identified two major categories of cohesion namely grammatical and lexical cohesion.

1.3.1. The Grammatical Cohesion

The grammatical cohesion is established by the use of grammatical elements of a text that expresses the semantic links within and between sentences .Halliday & Hasan (1976) categorized the grammatical devices into four types which are reference, substitution, ellipsis, and conjunction.

1.3.1.1. Reference

Reference is the use of a word to refer to an item in the real world or in a text.

Halliday & Hasan (1976) reported that ,“reference is the specific nature of information that is signaled for retrieval... and the cohesion lies in the continuity of reference , whereby the same thing enters into the discourse as second time ”(p.31) .White &Faigly (1998) stated “reference cohesion occurs when one item in a text points to another elements or for its interpretation” (p.237).This means that , reference can be identified as situation in which one elements cannot semantically interpreted unless it refers to another element in a text.

Reference works in two different ways: exophoric and endophoric . Halliday &Hasan (1976) stated that, “when a reference is pointing to an item outside the text it is defined as exophoric reference. But when it is pointing to an item within a text, it is defined as endophoric reference” (p.33).

An example of exophoric reference, *look at that*. (That) refers to the car.

In the case of endophora reference, there are two subtypes which are *anaphoric* and *cataphoric* reference.

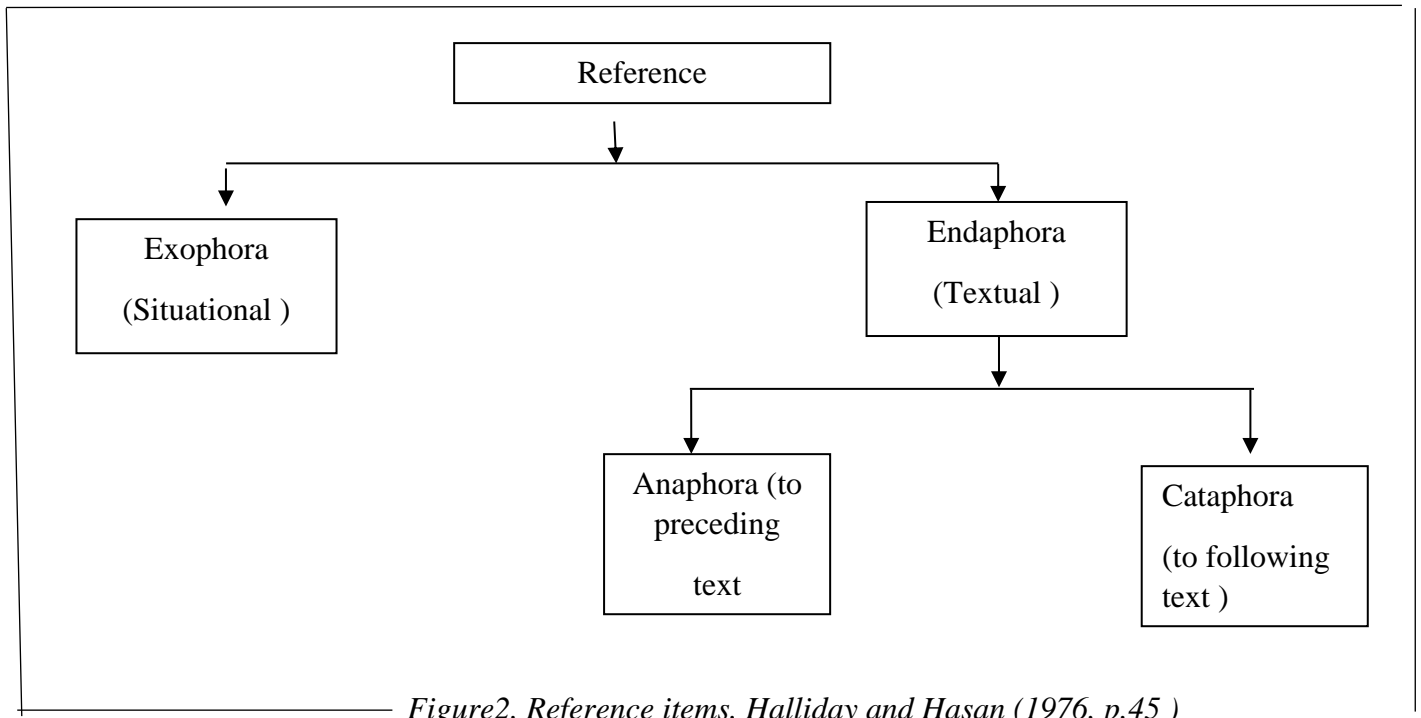
Example1 : (Anaphoric reference)

Corona virus is dangerous; it kills thousands around the world.

Example2 : (Cataphoric reference)

She was tired of writing, Emma had been writing for all the day .

The following diagram describes the reference items .



The above figure represents how reference works in different ways. The categories of reference depend on the position of the referred items; it can be *situational* or *textual*. Furthermore, the Endaphora is divided into two subtypes namely *anaphora* and *cataphora*.

Halliday & Hasan (1976, p.37) divided reference into three types, namely, personal reference, demonstrative reference, and comparative reference.

- ✓ Personal reference: a lexical item can be referred by a pronoun, a possessive determiner or possessive pronouns. They can be either exophoric or endophoric. The category of personal reference itself includes :
 - Personal pronouns: I. you ; she ; it ; me ; themetc.
 - Personal determiners (possessives) : my; mine ; yours ; her....etc.
 - Relative pronouns : who, which , (That is not included because it only introduces restrictive clauses which are not equivalent).
- ✓ Demonstrative reference: “ is reference by means of location ,on scale of proximity ”
(Halliday & Hasan ,1976, p.37).

- Determiners: the; this ; those ...etc.
- Demonstrative adverbs: here , there ; then ...etc.
- ✓ Comparative reference: the last one is concerned with comparatives in terms of identity, similarities and difference .
- Comparatives adjectives: same; equal; different ; moreetc.
- Comparative adverbs: similarly; differently, lessetc.

1.3.1.2. Substitution

Substitution replaces a word, a verb phrase, or an entire clause. It is important to mention that substitution and reference are difficult in what and where they operate. Halliday and Hasan (1976) stated that, “in terms of the linguistic system, reference is a relation on the semantic level, whereas, substitution is a relation on the lexico-grammatical level, the level of grammar and vocabulary, or linguistic form”.(p.89) .A substitution item may function as (a verb, nominal, and a substitute clauses) . In effect they signaled “supply the appropriate word or words already available” (Halliday and Hasan, 1976, pp.226). Among examples of substitution:

Example 1:

Her parents are the ones she really loves and respects.

Here (ones), is a nominal substitute for the noun “parents”

Halliday and Hasan (1973) defined substitution as “a relation between linguistic items, such as words phrases, where the replacement of one item by another take places” (p.38). Kennedy (2003) pointed out “there are three types of substitution namely, nominal, verbal, and clausal substitution.

- ❖ **Nominal substitution:** is a replacement of one or ones instead of repeating a noun or a noun phrase as in the example below.

Example 2:

A: Can you give me the pen?

B: There is one on the desk

- The presupposing cohesion element is (one).

Example 3:

Let's go and see the bears. The white ones there is in the rock

In the example (2), item (ones) is used to replace bears in the preceding semantic. The replacement avoids the repetition of item bears.

- ❖ **Verbal substitution:** is a replacement of an element in verbal group. It is expressed by means of the verb "do" that functions and operates as a verbal group, which always takes place at the end.

Example 4:

Do you prepare your homework ?

Yes ; I do

In this example, "do" substitutes prepare "your own homework"

- ❖ **Clausal substitution :** it occurs where the presupposed element is an entire clause. It is the substitution of elements in both nouns and adverb group

Example 5 :

A/ It is going to rain today

B/ I think so (Nunan ;1993;p.25)

The item (so) in this example substitutes the clause "going to rain" in the preceding sentence.

1.3.1.3. Conjunction

Conjuncts are defined as terms used in grammatical classification of words and morphemes to refer to an expression that forms linguistic units. Grammatical cohesion cannot be achieved without conjunctions which link sentences, ideas, paragraphs in a logical order. Eggins (1994) stated that conjunction relies on words called conjunctions, which are words we use to join clauses together. That is they are words in which we use to create connectedness between sentences. According to Halliday and Hasan (1976), “conjunction is based on the assumption that there are in the linguistic system form of systematic relationship between sentences” (p.320). Thus, in order to create continuity of a text, the writer needs to use conjunction as an aspect of linguistic system. In describing conjunctions, Halliday and Hasan (1976) focused their attention not on the semantic relation as such, as realized through the grammar of the language, but on one particular aspect of them, namely the function they have of relating to each other linguistic elements that occur in succession but are not related by other, structural means, this means that, conjunction as a type of grammatical cohesion take many functions depending on the meaning of each structure. They further (ibid) 1976 argued that, “conjunctive elements are cohesive not in themselves but indirectly, by virtue their specific meanings; they are not primary devices for reading out into the preceding (or following) text, but they express certain meaning which presuppose the presence of other components in the discourse” Hasan and Halliday (1976, p.226).

Conjunctions are divided into four main categories: additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction (William, 1983, based on the work of Halliday and Hasan, 1976)

- ❖ **Additive conjunction:** Act to negate “the presupposed” item and is signaled by “furthermore, or, in addition, and, similarly...etc.

Example1:

I need a dress and shoes.

So the conjunct “*and*” joins the first clause with the second clause forming a means of addition.

This type is divided into main categories:

A .Simple: such as *and, nor, or...etc.*

B .Complex: such as *in addition, alternatively...etc.*

C .Comparative: such as *by contrast, similarly,...etc.*

D. Exemplificatory: such as *for instance, for example....etc.*

❖ **Adversative conjunction:** This type of conjunction act indicates “contrary to expectation “ and is signaled by “yet, though, only, but, in fact”...etc.

Example 2:

The sun is shining, but the weather is cold.

This sentence shows contradiction relation between the two clauses.

❖ **Causal conjunction:** This type of conjunction expresses “result, reason, and purpose “and is signaled by “so, then, for, because, for this reason, as a result”...etc.

Example 3:

She didn't come to the university, because she is sick.

This sentence shows result between the two clauses.

❖ **Temporal conjunction:** This type of conjunction shows co-coordinate by signaling sequence or time. They are signaled by *after that, next, then...etc.*

Example 4:

He took a cup of coffee after he woke up.

After suggests a sequence, signaling that what is expressed in the first clause followed what is expressed in the second one. The conjunctive relations of the temporal conjunction can be simple or complex. The simple conjunctions include the words “then, next, after that, at the same time, previously”...etc. The complex temporal conjunction can be specific as the expressions next day, ten minutes later, or ten minutes earlier precede that many reflect stages in the next by “first, second, third...etc.

3.1.1.4. Ellipsis

Ellipsis is a grammatical device to achieve coherence in a text. It also refers to the omission of information in the discourse of language communication. Cohesion through ellipsis can be thought of as the omission of an item in which the form of substitution is replaced by nothing i.e. it is viewed as substitution by Zero (0). In other words, ellipsis cohesion refers to omission of a word or phrase. Ellipsis is close to substitution ;while substitution replaces one word with another ,ellipsis is the absence of that word which can be found in the preceding text .According to Halliday and Hasan (1976), “ellipsis means something is left unsaid ” (p.142), that is ellipsis appears when a piece of information is left unsaid and therefore creates a sense of incompleteness .Furthermore, ellipsis occurs in both syntactic and semantic components of discourse. Thus, syntactic ellipsis is the non-expression of word or phrase which is supposed to cover a place in the syntactic structure of a sentence.

Example1:

John has a black hair and his friend brown hair.

The verb “has” in the second conjunction is elided. From another hand, semantic ellipsis underlies the non-expression of items which are essential for the semantic interpretation.

Like the other types of cohesion, ellipsis has three main types. Kennedy (2003) argued that “ellipsis is the process by which a noun phrase, verbal phrase, or clauses are omitted or ‘understood’ when they are absent” (p.324).

❖ **Nominal ellipsis:** in this kind of cohesion ellipsis, the noun is omitted. This is exemplified by my sister and brother love pizza / both [0] love pizza [0] My sister and brother]. In the second sentence, the nominal my sister and brother is omitted.

❖ **Verbal ellipsis:** involves the omission of the verb or verbal clause.

According to Halliday and Hasan (1976) “Verbal ellipsis is always accompanied by the omission of the related clause forward element, these that are in the same part of the clause or the relevant portion of verbal group. So in operator ellipsis, where there is omission of the finite part of the verbal group, the subject is also omitted, in lexical ellipsis, where there is omission of the nonfinite part of the verbal group, all components and adjuncts are also omitted” (p.194).

Example 2:

The verb *been travelling* is left out in (B)

A: Have you been travelling?

B: Yes, I have.

[0]: Been travelling

❖ **Clausal Ellipsis:** This type of cohesion ellipsis occurs when the clause is omitted.

Example 3:

The clause *matching on the runway* is excluded in B

A: Who is matching on the runway?

B: Linda is

[0]: matching on the runway

1.3.2. Lexical Cohesion: it is different from the previous type of cohesion because lexical cohesion is non-grammatical . According to Bloor (2004) , lexical cohesion involve meaningful connection in text that are created , using lexical items and that do not intrinsically involve grammatical cohesion devices. Lexical items includes reiteration and collocation.

Type of lexical cohesion	Referential relation
1. Reiteration	
A/same words (repetition)	*Same referent
B/ synonym (or near-synonym)	*Inclusive
C/ superordinate (general word)	*Exclusive
C/ Collocation	*Unrelated

Table 1. The General Concept of Lexical Cohesion (Halliday & Hasan ,1997,p.288)

1.3.2.1. Reiteration

According to Halliday & Hasan(1976) reiteration is “the repetition of a presupposed item .It is a form lexical cohesion which involves the repetition of lexical item, the use of general word to refer back to lexical items and a number of things in between the use of synonymy ;near-synonym , or superordinate ”(p.278). Similarly, Chan , T.Son, Choy, (2000) stated that it is a form of lexical cohesion which involves the repetition of a lexical items. Contrast repetition would make it easier for any reader to match strings in a sequence of sentences .These different classes of reiteration will be defined and illustrated by Halliday &Hasan (1976,p.80-279).

- Repetition : it is the repetition of the same lexical item in later part of the written production e.g., the girl was very beautiful, this girl smart too
- Synonym : it is the use of equivalent words that have the same meaning e.g., commonly ; popularly

- Superordinate : the use of the same word class which contains the same meaning of the other word (see the example below)
- General word : refers back to the original lexical item used before.(see the example below)

In most cases , reiteration is accompanied by demonstrate reference (the) .

Example1 :

*I saw a **small dog** in the kitchen / **The dog** (repetition) was very dirty*

*I was thinking to keep that **animal** (superordinate)*

***The puppy**(synonym)was obviously not up to it .*

*The kitchen is for us not for **the four legs**(general word).*

1.3.2.2. Collocation

Collocation is a form of lexical cohesion achieved through the association of lexical items that regularly -co-occur. In this regard, Mathews (2007) stated that collocation is” relation within syntactic unit between individual lexical elements” (p.39). Similarly, Halliday and Hasan (2001) argued that collocation is “a means of cohesion, is the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to occur in the similar environments”. (p.317). Further, Robins (2000) defined collocation as” the habitual association of a word in a language with other particular words in sentences”(p.64). Collocation in this sense is overlapped with the so-called semantic field. Words occurring in the same semantic field (collocation) exist as a group fit in a given situation; however, the presence of one word does not necessarily lead to the occurrence of others in the group. Collocation may be words that either used in the same context or words that contribute to the same field of meaning. In addition to this, collocation, contains words which may be opposite like “peace & fear”/”boy& girl/fat and slim, or

pairs of words from the same other series as “month of a year “day of week”....etc., or pair of words from unordered lexical sets like metonym e.g. ,hair & head”....etc. or co-hyponym as “desk & chair”/foot & leg or association based on history of co- occurrence like hospital, treat ,nursing.

Collocation also provides a good way to memorize new words. In this sense Taylor (2004) stated that “words which are naturally associated in context are learnt more easily than those not associated; vocabulary is learned in context; context alone is insufficient without deliberate association including” (p.38). That is the context and the deliberate association including collocation give connections that lead learners to understand word’s meaning as well as to add it to his/her current vocabulary.

1.4. The Role of Cohesive Devices in Enhancing the Writing

The concept of cohesion in text is associated with the semantic links or relationship of meanings which take place within the text .For Halliday and Hasan (1976), the different parts of an essay are connected together through cohesive devices , “a text has texture ,and this what distinguishes it from something that is not a text [...] If a passage of English containing more than one sentence is perceived as a text ,there will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving it texture “(p.2). In this sense, the importance of cohesive devices can be ensured by the use of logical and recognizable link between sentences, they must be contextually appropriate. According to Hedge (2005), coherence devices are “the means by which part of text are linked as logically related sequence .They signal relationship between ideas in such a way that the writer intentions are made clear “ (p.83). Similarly cohesive devices are helpful to create a meaningful text with good styles .Cohesion enables the readers or writers to understands how the different part of text are referred to , as well as how they are logically related. As Harmer (2004) stated “cohesive devices help to bind elements of a text together so that we know what is being referred to and how the phrases and sentences are related to each other “. (p.24). In addition, Halliday & Hasan (1975), indicated that “cohesive devices are

linguistic means of various natures that create the formal connectedness of text , concretely they are the expression that are bound together relations described ties , and which form cohesive chains in the text there are structural and non-structural cohesive devices the lexical and grammatical cohesion” (as cited in Zmrzla ,2013,p.46)

In essence, cohesion is a grammatical and semantic property of a text sticking together in some way. Halliday&Hasan (1976) noted that cohesion occurs where the interpretation of some elements in the discourse depend on the interpretation of another element. They asserted that the effect of cohesive ties on writing is very crucial since they afford the reader with various kinds of grammatical and lexical items to reach a cohesive text; moreover, they help the readers to understand the means of text without any difficulties

1.5. The Relationship between Cohesion and Coherence

Coherence and cohesion are two features that have gained a great interest in the study of discourse phenomena. Cohesion is defined according to Halliday and Hasan (1976) as “the relation of meaning that exists within text and it occurs when the interpretation of some elements in the discourse is dependent on that of another” (p.4).

Cohesion and coherence have significant role in the interpretation of messages, and the negotiation of meaning in discourse. A composition requires a good combination of cohesive ties and coherent features in the text. That is, cohesion and coherence are closely related. However, there is another claim stated that cohesion and coherence are totally independent one form another.

1.5.1. Studies in Support Halliday & Hasan’s Cohesion Theory

The notions of cohesion and coherence make texts a unit rather than a series of unrelated sentences. Cohesion and coherence are closely related, coherence plays an essential role in text comprehension and it cannot be achieved without cohesion .Halliday and Hasan (1976)confirmed that both cohesion and coherence are interrelated saying that ,“cohesion is an index of textual coherence”(p.1).Thus coherence is one of the constitutive properties of discourse which comes into

being in the process of communication in which the interactions derive meaning from a text to achieve their specific communicative intentions while relying on their background knowledge and the context in order to infer missing links components. Cohesion, based on Halliday and Hasan's (1976) cohesion theory, gives a sequence of sentences a coherent texture. In fact, cohesion represents the presence of explicit cues in the text that allows readers to find the semantic potentials of text. Several linguists like (John, 1986; Lee 2002) suggested that for a text to be coherent, it needed cohesion. John(1986)suggested that coherence in written texts involved a multitude of text-based features: cohesion and unity, and reader-based features: the interactions between the text depending on prior knowledge. Lee (2002) collected number of literatures, and introduced features that contributed to text coherence. Moreover, cohesion may refer to the way in which sentences are connected by cohesion devices through which readers can perceive the semantic relationship between sentences. While coherence is the unity of the text in which each sentence or paragraph in the text hangs together to form a discourse that the readers can perceive its meaning. For instance, the unity of the text can be built through the use of cohesive devices which are often used to connect ideas in writing, which can be either grammatical (substitution, reference, ellipsis, and conjunction) or lexical (reiteration and collocation). Thus, coherence may be defined as the interpretative perception of semantic unity and purposefulness derived from the text, which encompasses conceptual connectedness, evaluative and dialogical consistency and textual property signaled by semantic relations between lexical items and grammatical structures which overtly connect clauses and / or clause complexes in a text (Widdowson 1978, De Beaugrand and Dressler 1981, Halliday and Hasan 1976, 1989, Hoey 1991, 2001 Tanskanen 2006).

Furthermore, in Halliday and Hasan (2006) proposed that coherence is confirmed by cohesion as a necessary means though it is not a sufficient condition for the creation of text all long and they point out that cohesion is the foundation of constituting coherence. To support this view, Van Dijk (1977) claimed that the normal ordering of meaning relations is based on constraints of semantic information distribution and on general principles of perception. Cohesion deals with superficial

textual connectivity , but coherence involves organization and content –based connectivity. The mutual dependency between coherence and cohesion presents a connectivity of “grad-ability” related to textual connectivity.

The absence of connectedness between the two notions, coherence and cohesion, leads to a poor and misunderstood text. In order to ensure the connectedness of words, sentences, and paragraphs in a text, the writer may use cohesion to link ideas between sentences to create units in the text.

1.5.2. Studies against Halliday & Hasan’s Cohesion Theory

Several studies emerged in order to support or reject the theory of Halliday & Hasan about cohesion and coherence .This theory received fierce criticism in the past years by researchers who highlighted the issues of relationship between cohesion and coherence .According to Raimes (1983) cohesion and coherence are two different elements .He maintained that part of a text may be linked together ,but meaningless (incoherent) .He proposed such example to support his point of view : “I am a teacher .The teacher was late for the class .Class rhymes with grass .The grass is always greener in the other side of the fence .But it wasn’t , so that each sentence in the previous example are related to each other, using both grammatical and lexical cohesion ,but the text is eventually senseless. Enkvist (1978) ; de Beaugrande and Dressler (1981) ;Brown and Yule (1983) stressed that cohesion is not an important part in the text unity (coherence) , they claimed that the cohesive devices are not enough to link different elements of a text together in logical way .Again, Enkvist (1978, cited in Taskanen2006) stated that the plenty use of cohesive devices , mainly ,repetition , does not ensure text unity , as coherence between the proposition does not exist. Likewise Widdowson (1978) used a piece of dialogue to illustrate the idea that despite the absence of cohesion a text can be coherent:

A/ That’s the telephone

B/ I’m in the bath

A/ O.K (p.29)

In his example, Widdowson considered A's response about the telephone a request and B's response as an excuse for not being able to comply with A's request. A's second remark implies that A has accepted B's excuse. By recognizing the illocutionary acts performing by these missing prepositions and interpret the text as coherent. Accordingly, Enkvist (1978) and Widdowson(1978) concluded that the overt use of cohesive devices is off less important in creating a unified wholes. Halliday & Hasan have been severely criticized for arguing that cohesion is the basic of coherence starting from this point they develop their theory that angers the critics, they stated in their book (1976), "what we are investigating in this book are the resources that English has for containing more than one sentence is perceived as a text, there will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving its texture "(p.2).

However, Carrel (1982) heavily attacks the view of Halliday & Hasan work from the theoretical views of language position the theory emphasized the "interactive process between the text and the prior background knowledge or memory schemata of the listener or readers ". Thus, Carrell (1982,p.482) said, " schema theory maintains that processing a text is an interactive process between the text, and the prior background knowledge of memory schemata of the listener or reader. For the schematics theorists, coherence of texts comes first and cohesion is a linguistic consequence; so that she believed that Halliday and Hasan's theory failed to take the contribution of the reader into account. Brown & Yule (1983) maintained that "cohesion alone is never sufficient for the identification of a text, they are doubtful about Halliday and Hasan's ideas of cohesion arise two critical questions

- Is Halliday and Hasan's cohesion necessary to the identification of a text?
- Is such cohesion sufficient to guarantee identification as text" (p.194-5).

In the light of Halliday and Hasan (1976), Carrell (1982), Brown & Yule(1983), all agree that, semantic relation do exist in a text and help constitute its coherence.

Chapter Two

Field of Investigating

Introduction

This chapter is concerned with the practical part of the study .It aims at answering the research questions of the study .The first section of this chapter represents the methodology used in collecting data, while the second section is devoted to the analysis and discussion of the results. The following chapter ends with some pedagogical recommendations.

Section One: Research Design and Methodology

2.1.1. Population and Sampling

The population selected for this study is third year students of English at Mohamed Seddik Ben-Yahia of Jijel University .It consists of 263 students, but only 81 participated in answering the questionnaire, and only 16 students' essays were collected. Among the reasons behind selecting third year students is the fact that they have spent many years studying written expression; thus they are supposed to be familiar with cohesive devices.

2.1.2. Students' Questionnaire

The questionnaire is an important data collecting tool which consists of a set of questions that allows the researcher to gather information about people's attitudes and perceptions. According to Brown (2001) questionnaires are "written instruments that represent respondents with a series of questions or statements to which they have react either by writing their answers or selecting from among existing answers" (As cited in Nunan & Baily ,2009, p.126) .Similarly ,Cohen et al (2004) reported that the " questionnaire allows us to quantify people's observation ,interpretation ,and attitude" (p.24).

The questionnaire used in this study consists of eighteen (18) questions divided into two sections. The first section entitled *Academic writing* contains five questions to gather information about students' attitudes towards the writing skill. The second section consists of thirteen (13) questions about the use of cohesive devices by the students. Due to Corona Virus Pandemic, the questionnaire was submitted online on a Facebook group called *Third year Students of English* and also on the official page of the English department. It is important to mention that 81 students answered the questionnaire out of 263.

2.1.3. Documents Analysis

Documents analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer –based and Internet) material. Like any other analytical methods in qualitative research, documents analysis requires data to be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2007).

The corpus consists of 16 students' essays which were written during a classroom session. The type of these essays was argumentative and it was about "*Building a New University at Jijel*". This analysis can help in supporting the results obtained from the questionnaire.

Section Two: Data Analysis and Discussion of Results

1. Data Analysis

1.1. Analysis of Student's Questionnaire

➤ Section One : Academic Writing

Q.1.How difficult is writing for you?

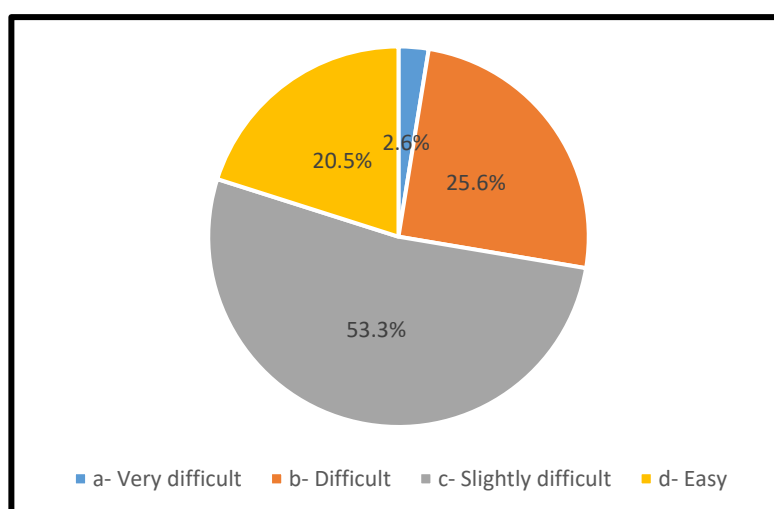


Diagram 01. Students' Opinion about Writing

This question aims at finding out students' opinions concerning the difficulties of writing. Relying on the results, the majority of students, i.e., (51.3%) asserted that writing is "Slightly difficult", and (25.6%) have said it is "Difficult" and (20.5%) of them have said that it is "Easy", while (2.6%) of the participants argued that it is "Very difficult".

Q2.To what extent do you feel motivated to write in English?

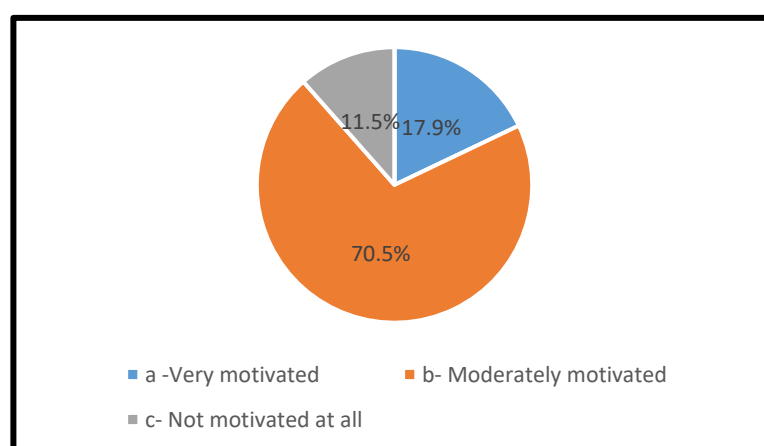


Diagram 02. Motivation to write in English

It is noticed in this diagram that the majority of the participants (70.5%) argued that they are "Moderately motivated", and (17.9%) claimed that they are "Very motivated" to write in English. However, the minority of them (11.5) have ticked option three.

Q3. which stage of the writing process do you find more difficult?

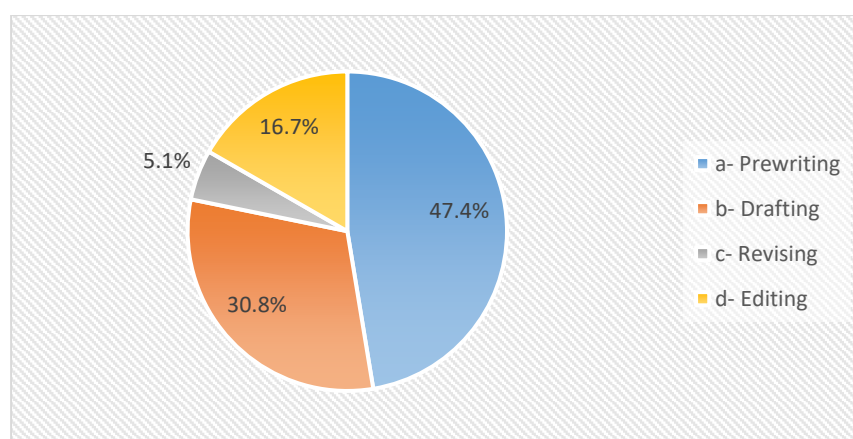


Diagram 03. The Most Difficult Stage of the Writing Process.

The above diagram represents the different stages of writing process .The results reveal that (47.4%) found difficulties in the first step which is “Prewriting ”. (30.8%) of them found difficulties in “Drafting ”. Other students representing (35.1%) said they found difficulty in “Revising ” when checking grammatical erros . Whereas, a number representing (16.7%) argued that “Editing ” is the most difficult step in the writing process.

Q4. How would you evaluate your writing skill in English?

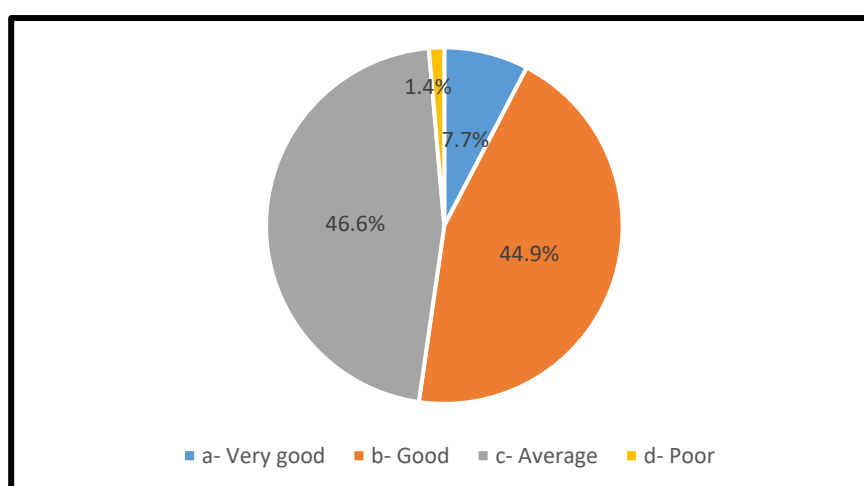


Diagram 04. Students' Rate in Writing

Question 4 aims at knowing about students' self-evaluation of the writing skill .As shown in the diagram above, (46.2%) of the participants reported that their writing level was “Average while (44.9%) considered their level in writing as “Good ” writers. However, (7.7%) of participants claimed that they are “Very good” level in writing. Furthermore, (1.4%) of the students considered their level in writing as “poor”.

Q5.What do you mostly lack to be successful in your writing activity?

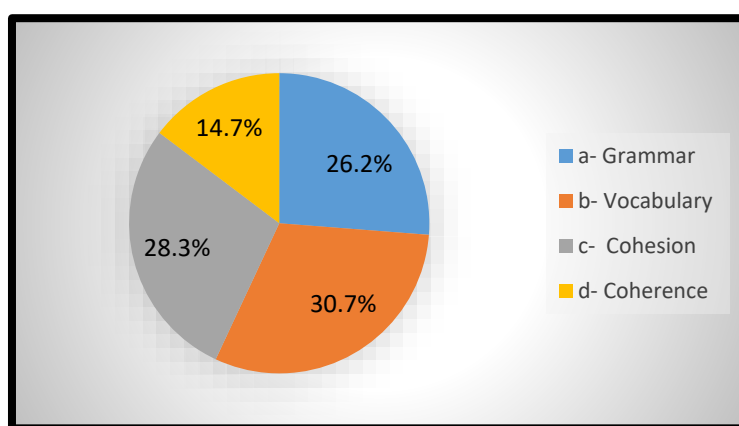


Diagram 05: Students' shortcomings in Writing

Through this pie chart, we can deduce that the majority of the learners (30.7) got difficult on the lack of vocabulary .In the second answer, (28.3%) , they are not aware about the cohesion rules . The diagram reveal that (26.2%) of students lack the grammatical rules. While , (14.7%) of them claimed that they are not aware about coherence as well.

➤ **Section Two: The Use of Cohesive Devices in Essays.**

Q6. For which purposes do you write essay in English?

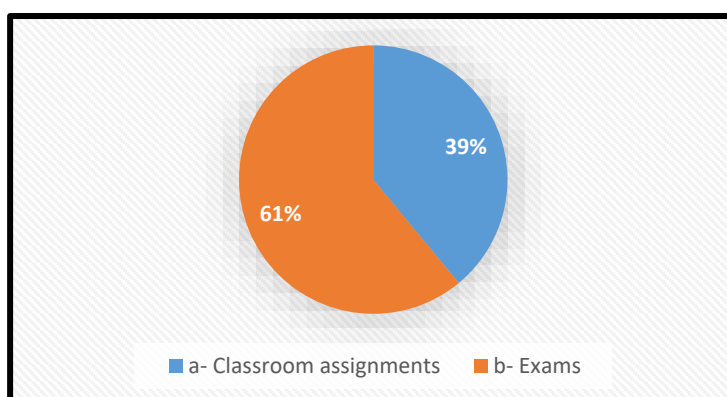


Diagram 06. The Students' Purpose of Writing Essay in English

According to the above diagram the highest rate represents (61%) who opted for the option B (Exams). The rest of students (39%) choose option A (classroom assignments). Moreover, some of them have argued that they write essays at home to practice their writing skill.

Q7. Do you find difficulties in linking your ideas when writing your essay?

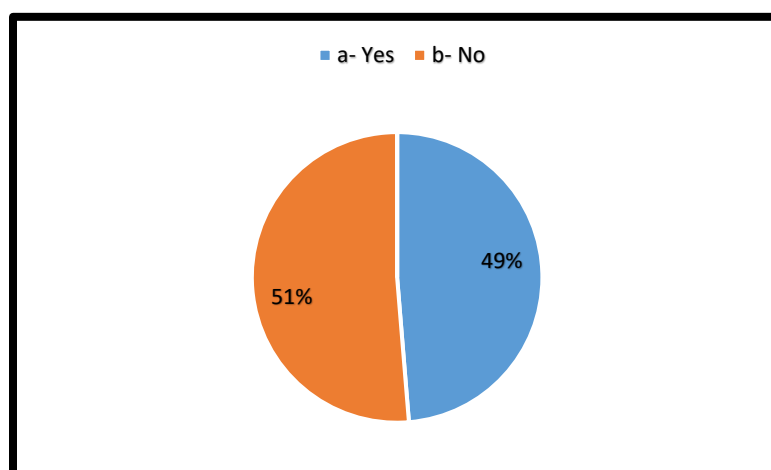


Diagram 07. Learners' Difficulties to Link their Ideas

As far as this question is concerned, the majority (51%) of the participants have stated that they do not find any difficulties when they write. Whereas, (49%) of them they have affirmed they do. This question has given learners the opportunity to explain the difficulties they faced,

while writing. For those who answered “Yes”, they claimed that they don’t have enough background knowledge, and they find difficulties in writing coherent essays.

Q8. How familiar are you with the use of cohesive devices?

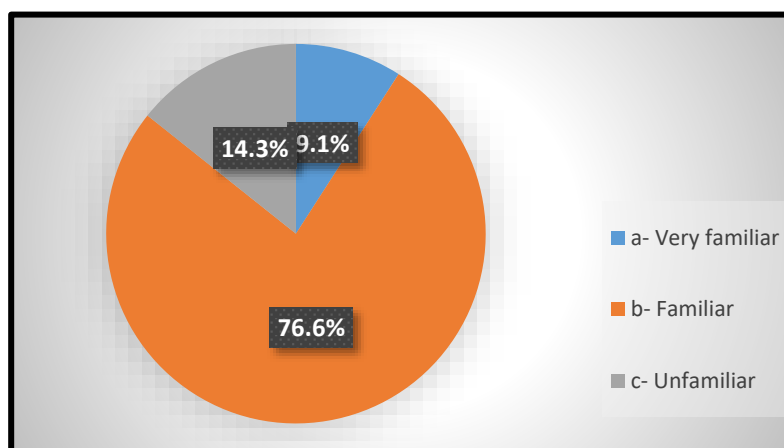


Diagram 08. Students' Familiarity with the use of Cohesive Devices

This question aims at investigating whether EFL learners are familiar with the use of cohesive devices in the essay writing. The majority of them (76.6%) have declared that they are “Familiar” with those devices, while (9.1%) of them claimed that they are “Very familiar”. In contrast, (14.3%) have declared that they are “Unfamiliar” with the use of cohesive devices.

Q9. Are cohesive devices taught at third year level?

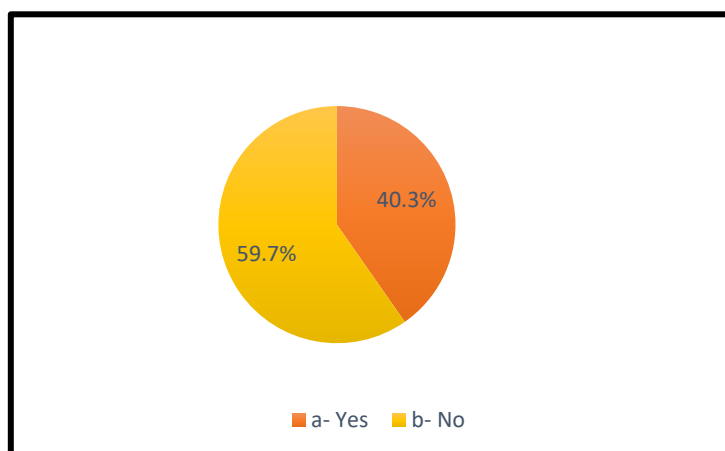


Diagram 09. Teaching Cohesive Devices at Third Year Level

This question aims at checking whether third year level are taught cohesive devices.

(59.7%) of the participants have declared that they have been taught 'Yes' i.e., cohesive devices are taught in license. While, only (40.3%) of the participants they don't

Q10.What are the different types of cohesive devices you know?

According to the answers collected from the question 10 , it seems that the students are not familiar with all the types of cohesive devices . In fact in their answers , they mentioned 'Conjunctions' and they gave examples (firstly , finally , in addition, furthermore) , they also mentioned references focusing on the personal one .

Q11.Do you think that teaching cohesive is important?

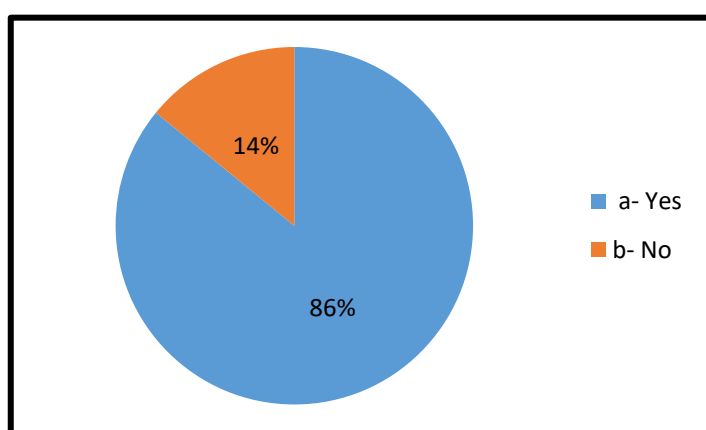


Diagram10.Students' Perceptions about the Importance of Teaching Cohesive Devices

As far as teaching cohesive devices is concerned , the result indicated that the highest rank (86%) have answered with 'Yes' claiming that teaching these CDs is very important .Whereas, a few f participants (14%) have answered by 'No' , stating it is not important .For those who have answered 'Yes' they underlined the important teaching cohesive devices , because it help to create a unified discourse .

Q12. Are you motivated by your teacher, to use cohesive devices?

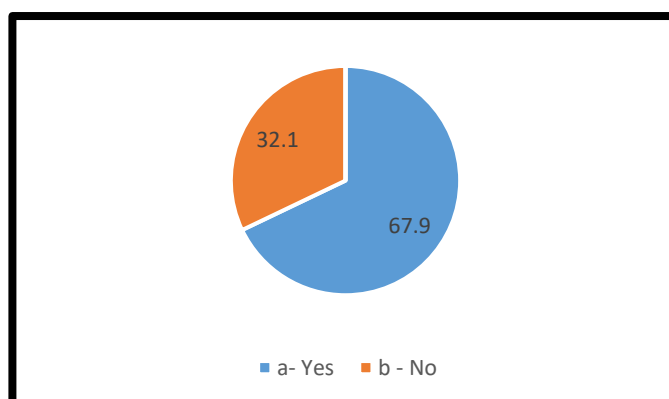


Diagram11.Students' Perceptions about their Teachers' Motivation, to Use Cohesive Devices

This question seeks to investigate the teacher role in motivating their students to use cohesive devices .The data showed that (67.9%)of participants reported that their teachers do motivate them to use cohesive devices .While, (32.1%) said the opposite their teachers don't motivate them to use , that is to say ,

Q13. Does your teacher make comments on cohesion errors when correcting your essays?

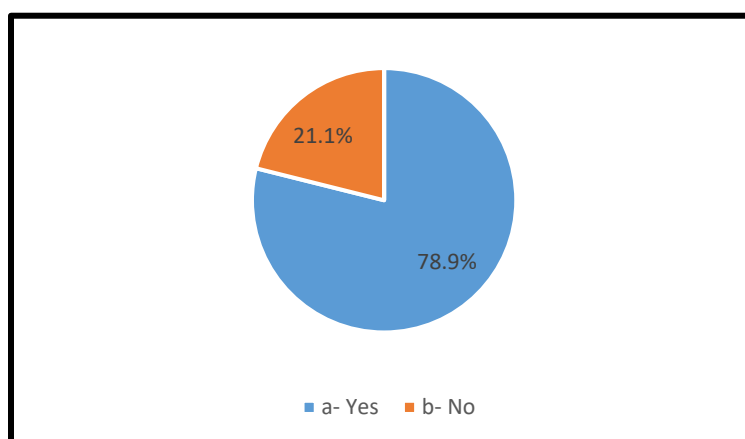


Diagram 12. Teachers' Comments on Cohesion Errors made in Students' Essays

As highlighted in the above diagram ,a large majority of the participants (78.9%) declared that their teachers always make comments on the committed errors concerning the use of cohesive devices .By contrast, (21.1%) of them have answered 'No' .

Q14. Which type of cohesive devices do you find most difficult to use?

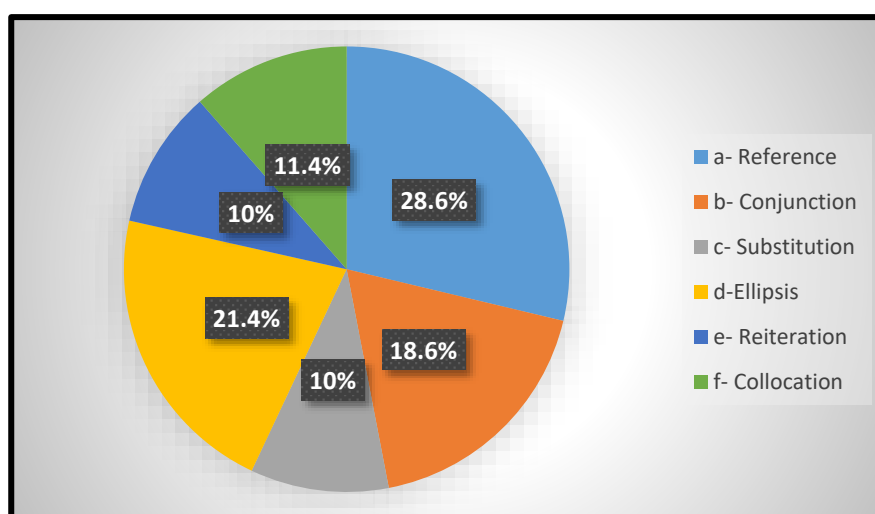


Diagram 13. The Most Difficult Type of Cohesive Devices Used by Students

This question aims at seeking which type of cohesive devices is difficult to use by students. The result revealed that (28.6%) of students found difficulty in using 'Reference', (18.6%) of them found difficulties in using 'Conjunction', While, (10%) of them found difficulties in using 'Reiteration' and 'Substitution'. Moreover, (14.4%) of them declared that 'Collocation' is the most difficult type to be used for them. Finally, (21.4%) of the participants declared that they found difficulties in using 'Ellipsis'. When they were asked to justify their answers concerning the reasons why they found difficulties when using they declared that they are not aware about the rules of using them.

Q15. How often do you use the cohesive devices in your essay writing?

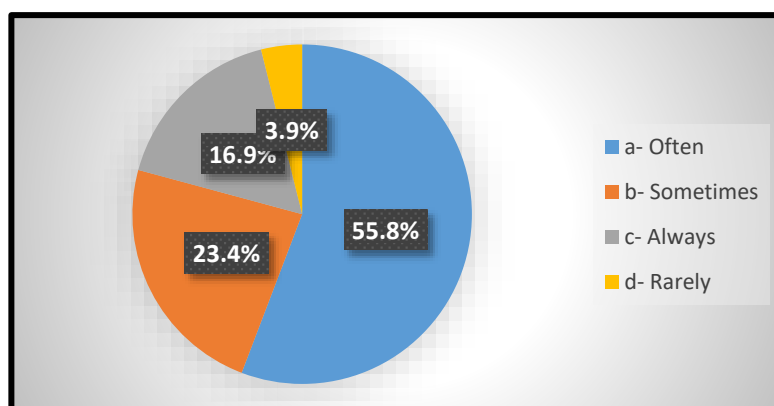


Diagram 14. Students Frequency Use of Cohesive Devices in their Essay Writing

As seen in the above diagram, the high proportion representing (55.8%) of the students answered that they 'Often' use cohesive devices in their essay writing. Whereas, (23.4%) of them have said that they 'Sometimes' do so. Others, representing (16.9%) said that 'Always' they use these ties. However, the minority of them (3.9%) answered by 'Rarely'.

Q16. Do you differentiate between cohesion and coherence?

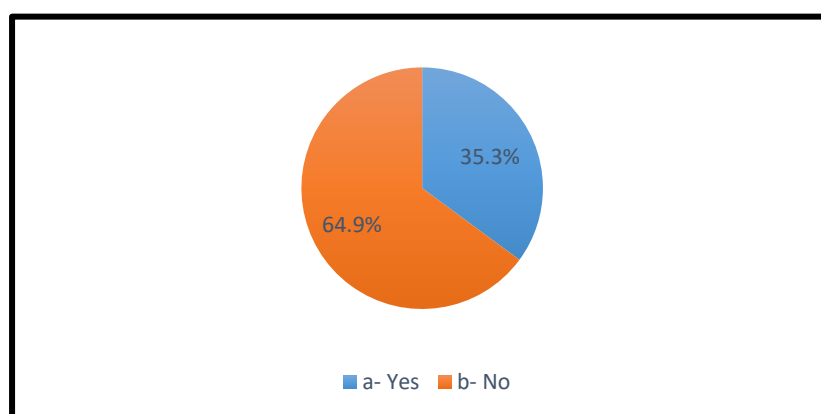


Diagram 15. Students Perception about the Relationship between Cohesion and Coherence

From the students' answers, we noticed that the majority of the participants (64.9) answered by 'No'. By contrast, (35.3) have answered 'Yes'.

Q17. What is the relation between cohesion and coherence?

Depending on the data collected from the previous question, we noticed that the students did not know the relationship between cohesion and coherence, while others who have said 'Yes' they added that both are terms used in discourse to clarify the reliability of written discourse, also cohesion occurs at the level of sentence. While, Coherence is the unity of ideas to make a complete passage.

Q18. Would you please share with us some suggestions concerning the use of cohesive devices.

The suggestions provided for this question are summarized as follows:

- Participants suggested to include the teaching of cohesive devices in the three levels of license.
- Participants suggested to practice extensive reading.
- Participants suggested to practice their writing using different types of cohesion.

1.2 Analysis of Students' Essays

In relation to the analysis of the students' productions, the following results are found.

1- Students' Use of Grammatical Cohesive Devices

The total number of cohesive devices used	Grammatical cohesive devices used by the students	
900	The number and percentage of grammatical cohesive devices used by the students	
	811	(90.11%)

Table 1. Number and Percentage of Students' Use of Grammatical Cohesion

The above table shows the total number of grammatical cohesive devices used by students which illustrate a high frequency of (90.11%). In relation to the types of grammatical cohesive devices used, the following results were found.

1.1.Students' Use of References

The total number of grammatical cohesive devices used	References used		Types of References	Number	Percentage
811	Number	Percentage	Personal	207	50.61%
			Demonstrative	188	45.96%
	409	50.43%	Comparative	14	3.42%

Table 2. Number and Percentage of Students' Use of Reference

Students' use of reference devices is analyzed according to the total number of grammatical devices used , and the of number of references used too. The table shows that the total number of reference used by the students is 409 , that is to say a percentage of (50.43%) of the total number of grammatical cohesive devices Further , the student' employed (207) of personal references , which present (50.61%) of the total number of references .This, it is because the student' are very familiar with this kind .The demonstrative references present (45.96%) of the total number (188) .Likely , because it is very easy to employ and the students familiarity with demonstrative reference .As for comparative references last with a number of 14 items and 3.42% .

1.2. Students' Use of Substitution

The total number of grammatical cohesive devices used	Substitution used		Types of substitution used	Percentage	Number
811	Number	Percentage	Nominal substitution	5	0.61%
	5	0.61 %			

Table 3. Number and Percentage of Students' Use of Substitution

The above table reveals that students' use of substitution is very little representing (0.61%). It is also noticed that the students' generated (5) nominal substitution which stands for (0.61%), neglecting the other types.

1.3. Students' Use of Conjunction

The total number of grammatical cohesive devices used	Conjunctions used		Types of conjunctions	Number	Percentage
811	The total number and percentage of conjunctions used		Additive	349	87.90%
			Adversative	8	2.01%
			Causal	22	5.54%
	397	(48.95%)	Temporal	18	4.53%

Table4. Number and Percentage of Students' Use of Conjunctions.

The total number of conjunctions used by the students is (397) as it is shown in the above table which indicates (48.95%) of the total number of the grammatical cohesive devices. The majority of the students representing (87.90%) are using additive conjunctions extensively especially "and". While few of them (2.01%) used adversative conjunction. (4.53%) of them used temporal one besides the causal with (5.54%).

2- Students' Use of Lexical Cohesive Devices

The total number of cohesive devices used	Lexical cohesive used	
900	The number and percentage of lexical cohesive devices used	
	89	(9.88%)

Table 6. Number and Percentage of Students' Use of Lexical Cohesion

The above table shows the total number of lexical cohesion used by the students which illustrate a lower rank compared to the grammatical one .The percentage registered according to the analysis of students' essays was (9.88%) .This can be due the fact that the students a more familiar with the grammatical devices than the lexical one or they found it easier use the grammatical devices than the lexical one. In relation to each devices of lexical cohesion used, we found the following results.

2.1. Students' Use of Reiteration

The total number of lexical cohesive devices used	Reiteration used		Types of reiteration	Number	Percentage
89	Number	Percentage	Repetition	37	69.81 %
	53	59.55%	Antonymy	8	15.09%
			Synonymy	8	15.09 %
			Super ordination	0	0 %

Table7. Number and Percentage of Students' Use of Reiteration

Table 9 represents the total number of lexical devices and the corresponding number of reiteration used. (53) Items of reiteration were used in the students' production representing a percentage of (59.55%) .Most of the students are using a big amount of repetitions (69.81%) because they don't use substitution and references as well .15.09 % of them used antonyms and synonyms in their writing.

2.2. Students' Use of Collocation

The total number of lexical cohesive devices used	Collocation used	
	Number	Percentage
89	36	32.43 %

Table8. Number and Percentage of Students' Use of Collocation

Table represents the total number of lexical devices and the corresponding number of collocation used by students (36) with a percentage of (23.43%)

2.2.2. Discussion of Results

Based on the findings obtained from the questionnaire and the analysis of the essays, several important remarks can be drawn. At first, and as far as the students' perceptions of the writing skills are concerned, and according to the questionnaire results, students reported that writing is a difficult skill for them, considering their level as average. This may justify their lack of motivation to write in English; furthermore, they mentioned some difficulties they encountered when writing as a lack of vocabulary, a lack of familiarity of cohesive devices, and a failure to master grammatical rules.

The results of the questionnaire have also indicated a positive attitude of the students toward the use of cohesive devices as they agree on their importance in academic writing. However, they declared that they experience difficulties in linking their ideas when writing essays. This is due mainly to their unfamiliarity of all types of cohesive devices. In fact, though students' unfamiliarity and difficulty to use these devices, most of them reported that their teachers provide them with constructive feedback concerning the use of cohesive devices and correct their committed errors which can be beneficial for students' writing quality. Finally and when they were asked to list the

cohesive devices they know most, the respondents mentioned mainly the types of references and conjunctions as the most known cohesive devices for them. This is may be because these are the easiest ones to be used among other cohesive devices.

The analysis of the essays has given us the opportunity to know about the frequency of using cohesive devices and identify which category is most used. The results obtained from the analysis of the students' essays, has revealed that students make use of only some cohesive devices. First, the analysis has indicated that grammatical cohesion with (811) items, predominates the lexical one with (89) items. More precisely, results have shown an overuse of both references (409) and conjunctions (397) as types of lexical cohesion, whereas reiterations gained the number of (53) compared to collocations with only (36) item, as types of lexical cohesion. To put it in a nutshell, it is safe to declare that the assumption set for this work was confirmed, and the research questions were answered.

Conclusion

This chapter dealt with the analysis and discussion of the results obtained from the design of two research tools; namely, the questionnaire and document analysis .It represents the findings through tables and diagrams . The outcomes of this study showed that students are not familiar with all the types of cohesive devices; moreover, the students relied heavily on the grammatical cohesive devices compared with their use of lexical ones.

Limitations of the Study

As any research, this work faced some limitations. One of the most significant obstacles was the virus (COVID- 19) pandemic resulting in the following sub-limitations:

- ✓ The lack of resources due to the fact that the university was closed since March.
- ✓ The way the questionnaire was submitted; the fulfillment of the later was done online, and waiting for the participants to fill in the questionnaire was time consuming.
- ✓ The limited number of the participants in this study (81 students responded the questionnaire out of 263), and only 16 students essays were collected .

Pedagogical Recommendations

On the basis of the findings obtained from both students 'questionnaire and students' essays, the following recommendations are suggested:

- ✓ Students should be taught about the use of cohesive devices at all levels.
- ✓ Teachers should raise their students' awareness about the importance of using cohesive devices in their written productions.
- ✓ Students should hold positive attitudes towards the use of cohesive devices.
- ✓ Students should be exposed to different types of essays; this will give them opportunities to practice different types of cohesive devices to build cohesion and coherence.
- ✓ Students should practice their writing skill through writing production activities.
- ✓ Teachers should encourage their students to practice extensive reading.

General Conclusion

While writing is considered as a difficult skill, for EFL learners, to acquire and master. Its difficulty is shown in the fact that writing is not only putting correct words and sentences together, but also linking their ideas, words, phrases, and paragraphs in a coherent way.

This study has been conducted in the light of Halliday and Hasan's theory of "cohesion in English" (1976), and its main aim was to investigate the use of cohesive devices by third year students of English at the department of English/Jijel University. To reach this aim, two chapters were designed. On the one hand, the first chapter was theoretical and was devoted to the writing skill and cohesive devices. On the other hand, the practical part was devoted to the analysis and discussion of the results.

Results and findings of the dissertation obtained from the questionnaire submitted to third year students and the analysis of the students' essays have confirmed the previously assumption stated at the beginning of this study which reported that third year students are not familiar with all types of cohesive devices , and that they overuse one type of cohesive devices over another. Moreover, the results answered the previously formulated research questions. Hence, it was found that the grammatical cohesion is the dominant type used by the students with (681), especially conjunction and references which are frequently used, compared to the other types of grammatical cohesion (substitution, and ellipsis). In contrast to the grammatical cohesion, lexical cohesion was less used with only (111) items, and reiteration was the most common type used by the students with (75) items; especially repetition .

The use of cohesive devices is only one aspect of the writing skill which needs the attention of both students and teachers. In this regard, the findings have led the researchers to suggest some pedagogical recommendations. On the one hand, teachers should raise students' awareness about the importance of cohesive devices by teaching them these devices and showing them their importance in linking students' ideas. Students, on the other hand, should hold positive attitudes

towards the use of cohesive devices as a tool to write coherent and cohesive essays; this can be achieved by putting into practice their learning of cohesive devices through writing activities.

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