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Devices in EFL writing**

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Dedication

First and foremost, we dedicate this work to almighty ALLAH who enlightens our path, and gives us the strength to reach for the stars, and chase our dreams

We like first to dedicate this work to our dear and beloved parents whom greatly shaped our

life and always dreamt to see us in this moment.

To our lovely sisters and brothers who have truly waited anxiously and patiently for the moments of our success.

To our best friends whom have helped us even with a smile.

To all those who fed us with confidence and support.

Dounia Guenis

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List of Abbreviations

EFL. English as Foreign Language

ESL. English as Second Language

L1. First Language

L2. Second Language

List of Tables :

Table 01: Students' Opinions toward the Importance of Writing.....	29
Table 02: Students' Agreement or Disagreement about Essays Writing.....	30
Table 03: Students' Thoughts about Writing Difficulties Level.....	31
Table 04: Students' Perception toward Writing Essays in English.....	32
Table 05: Students' Frequency of Writing.....	33
Table 07: Students' Assumptions toward Cohesive Devices Familiarization..	35
Table 08: Students' Points of View toward Cohesive Devices.....	36
Table 09: Students' Feeling toward Writing Essays.....	37
Table 10: Students' Opinions toward Teaching Cohesive Devices.....	38
Table 11: Students' Views toward Cohesion in Writing Essays.....	39

List of figures:

Figure 01: Students' Opinions toward the Importance of Writing.....	29
Figure 02: Students' Agreement or Disagreement about Essays Writing.....	30
Figure 03: Students' Thoughts about Writing Difficulties Level.....	31
Figure 04: Students' Perception toward Writing Essays in English.....	32
Figure 05: Students' Frequency of Writing.....	33
Figure 07: Students' Assumptions toward Cohesive Devices Familiarization..	35
Figure 08: Students' Points of View toward Cohesive Devices.....	36
Figure 09: Students' Feeling toward Writing Essays.....	37
Figure 10: Students' Opinions toward Teaching Cohesive Devices.....	38
Figure 11: Students' Views toward Cohesion in Writing Essays.....	39

Table of Contents

Dedication	
Acknowledgments	
Abstract	
List of Abbreviations	
List of Tables	
List of Figures	
Table of Contents	
General Introduction	1
Chapter One: An Overview about Writing Skills and Cohesive Devices	
Introduction.....	4
Section One: Writing Skills.....	5
1. Definition of Writing Skills.....	5
2. The Importance of Writing Skills to EFL Learners.....	6
3. Types of Writing Skills.....	7
3.1 Narrative Writing.....	7
3.2 Descriptive Writing.....	8
3.3 Argumentative / Persuasive Writing.....	8
3.4 Expository Writing.....	9
4. The Role of Teacher in Teaching EFL Writing Skills.....	10
5. Linguistic and Grammatical Factors Influencing Writing Patterns in EFL Learning	11
5.1 Cohesion as Grammatical Factor Influencing Writing Production.....	12
Section Two: Cohesive Devices.....	14
1. Definition and Concepts of Cohesion and Coherence.....	14
2. The Differences between Cohesion and Coherence.....	16
3. Definitions of Cohesive Devices.....	17
3.1 Cohesive Devices.....	18
4. Types of Cohesion.....	18
5. The Role of Cohesive Devices in Writing.....	23
Conclusion.....	24

Chapter Two: Research Methodology

Introduction.....	26
1 Research Design.....	26
2. Population and Sampling.....	27
3 Data Collection Tool.....	27
4 Data Analysis and Interpretation.....	29
4.1 Students' Questionnaire Results.....	29
4.2 Discussion of the Main Findings.....	39
5 Limitations of the Study.....	41
6 Recommendations.....	41
Conclusion.....	42
General Conclusion.....	44
References.....	46
Appendice.....	53

General

Introduction

General Introduction

1. Statement of the Problem

Descriptive studies developed a taxonomy for the analysis of all kinds of text. Due to the development of text linguistics, the concept of cohesion and coherence has emerged as two major standards of textuality. It is noticeable that EFL writing is characterized by the presence of resident problems such as misuse of cohesive ties and under use of connectors. The overall text could become disorganized due to the fact that EFL writers may fail to apply the conventions of English writing and use the convention of L1. It has been noticeable that EFL learners may be unable to produce a satisfactory writing. They may write disconnected sentences which might lead to vague and meaningless text although knowledge of English language are high. Their ignorance of cohesion and coherence play an essential role in the inability of making a persuasive piece of writing.

2. Aims and Objectives of the Study

The present work is an attempt to fulfill the following objectives:

1. To investigate the problems of cohesion and coherence in essays written by EFL learners.
2. To make a hierarchy of the most frequent cohesive ties used by students
3. To come up with recommendations that could improve EFL writing.

3. Research Questions

1. What are the problems that EFL learners face when using cohesive devices?
2. Why do EFL learners have problems with Cohesion in writing skills?

3. Does the teaching of cohesive devices help EFL learners achieve writing production?

4. Hypothesis

On the basis of the research questions raised above, the following hypothesis have been formulated:

EFL learners' problems in using cohesive devices are due to the poor knowledge of the linguistic and grammar features.

5. Research Method

We are going to confirm the hypothesis through a Descriptive method ,which focuses on the students production of writing knowing and ensure whether or not students are knowing of using cohesive devices that share to a clear and Cohesion writing.

6. Structure of the Study

This thesis consists of two chapters. It begins with chapter one; The introduction, literature review. They consists, the concept of linguistics as introduction in general and the concept of grammar in specific, because the grammar and linguistic are taken as approaches that help as to identify the problems in using coherent in general and cohesive in specific. For the second chapter ;discusses the methodology it describe the research design, the data collection, and the interpretation of the collected data.

Chapter One

*General Overview
about Writing Skills
and Cohesive
Devices.*

Introduction

This chapter aims to review the literature on cohesive devices and writing in EFL learning. Accordingly ,the chapter is divided into two sections. The first section reviews the literature on writing. It provides an overview of the different types of writing patterns ,the teacher's role in teaching EFL writing skills ,and linguistic and Grammatical features influencing writing patterns. The second section reviews the literature on cohesive devices. It provides several definitions of Cohesion and coherence and the difference between them. It also provides an overview of the types of cohesive devices ,and the role of cohesive devices in writing.

Section One: Writing Skills

1. Definition of Writing Skills

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

Wingersky (1999, P.4) stated that, “writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which the writer discovers, organizes, and communicates his or her thoughts to the reader .” That is to say , writing is a procedure of exchanging our ideas and interacting with others in which the reader receives the writer’s ideas in written forms. Also, it is a mental procedure by producing a well-ordered words to convey the message . In addition, it is about joining words together in order to connect to the concept. Accordingly, Farbrain and Whinch (1996) claimed that, “It is about conveying meaning by using words that have been chosen and put together in written or printed form.” (p.32)

Otherwise and Troyka (1987, P.7) has asserted that, “Writing involves more than taking a pen in a hand and expecting words to flow perfectly on to paper. It is then much more complex to limit oneself to the above mentioned definitions.” This indicates that, this procedure is not just focusing on using symbols to represent the sound of speech, and things as punctuation and numerals. It rather is about adding the personal touch and imagination for a good writing process. Writing could be resulting by organizing and ordering prewriting sentences and thoughts in a good way. Prewriting includes: critical reading, choosing a topic, and organizing your information for an effective writing.

2. The Importance of Writing Skills to EFL Learners

Writing is considered as a means of communication among people by exchanging information, feelings, expressions ...etc. It is a very interesting skill to EFL learners to enhance their language, which a challenging task for them. The majority of EFL learners are not aware of the importance of this skill, so they do not give sufficient time for it. That is not right since being an excellent writer will push them practicing the other skills in English more effectively. In addition, the writing process is translation to our thinking and learning to make it visible and permanent; it allows us to understand our lives, and to recognize who we are. Bello (1997, P.83) argues that, "Writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class." This means that writing is viewed as an active skill and a tool of transmission of information that a language user produces in a written form; it is one of the important exercises related to language learning and a very effective way of converting passive vocabulary to active.

Other benefits include its ability to polish the learner's grammar in order to express their own ideas, attitudes, or beliefs in a correct way. As writing plays a great role in education, it is also essential in job-time part. It can help employees to effectively report on company achievements or updates and help researchers communicate their findings. As Walsh (2010, P.9) stated, "Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else." This means that written communication is considered one of the most critical competencies for academic and career success as it is evident in surveys of stakeholders from higher education and the

workforce. It can be a prepared stage to students for emailing their messages with teachers, classmates, and so on

3. Types of Writing Skills

There are four major types of writing skills, which are Narrative writing, Descriptive writing, Argumentative / Persuasive writing, and Expository writing.

3.1 Narrative Writing

Narrative writing is that type of conveying events using words and images. In general, it is relating to conversation format, and is about one's story. This composition can be either a special day incident or a daily life practice. Diestsch (2006) states that,

Narrative paragraph tells a story or relates an event or anecdote. The researcher often sets the scene first, telling who or what, when, and where. Description, dialogue, or illustrations may be included to kindle interest and to clarify. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end (p.59).

This implies that narrative writing is a storytelling including a sequence of events related and organized orderly ; it is written to explain what , when , and who . It reveals what a reader should learn. Narration can be a descriptive or conversational, and some examples can be added to simplify and make the story clear in order to get the reader intention and interest. It is raising an excitement by reversing unexpected story end. The purpose of narrative text is to amuse and entertain the reader with a story that has the problem that leads to conflict and at the end of the story would be with no resolution or may have a happy ending or even depressing. Correspondingly, Nunan (2003) explains that, "Stories provide entertainment; it has a purpose to

entertain the readers, and it touches affection, arousing emotions of the readers for its sequence of time or events " (p.379).

3.2 Descriptive Writing

Descriptive writing is that kind in which the author uses detailed to paint a picture with their words. Is used to convey an impression of a person or place and to create an atmosphere ,it focuses on showing more than telling. Descriptive style paying close attention to the detailed using all of your five senses. Emotions are the base of describing something, using nouns ,adjectives ,adverbs ,verbs...etc. Wherefore, Kane (2005) states that " description is about sensory experience how something looks ,sounds ,tastes. Mostly is about visual experience, but description also deals with others kinds of perception " (p.352). Furthermore, Temple ,et al (1998) state that " description is discourse that help us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive "(p.4). More explicitly, description is known as the mode of discourse that aims to make vivid a place, an object, a character, or a group. So, the descriptive language used is helping the reader feel almost as if they were a part of the scene or event being described. It is useful too because it helps them engage with the world of the story, often creating an emotional response; it can help visualize what a character or a place is like. The main techniques used in descriptive writing are simile, metaphor, hyperbole, personification, pathetic fallacy , onomatopoeia , oxymoron , and emotive language .

3.3 Argumentative / Persuasive Writing

The purpose of persuasive writing is to persuade the reader with an issue, such as the writer's position on a controversial topic or a proposal for a new project. It is like the expository model in the structure; it may give an implicit concept about the subject it deals with. However, rhetorical devices are used by the author to convey the meaning of something to make the reader

agree towards the topic he talks about. In due course, Langan (2004) states that, “the main purpose in writing an argumentative is to convince the readers that the writer’s opinion on a controversial issue is correct” (p.326). Moreover, Housden (2013) explains that, “Argumentative essay is a scientific paper that contains arguments, explanations, proofs, or reasons. Generally, in an argumentative essay, there is an objective review or information followed by examples, analogies, and cause and effect relationship” (p.105-106). In other words, in this type of paragraph you are arguing for, or trying to persuade your audience of, a specific point of view, using logical reasons and factors. The main idea is the point of view is right from the start of the paragraph. Also, to convince the reader or audience that you are right, you will need to provide supporting points, information, and referenced sources, in the main body of the paragraph. This is where you will really convince them that you are right. A paragraph should not be overlong so try to fit as much information into as small a space as possible.

3.4 Expository Writing

The expository writing type, which is also called the analytical or information type, is writing that seeks to explain, illuminate, or expose such topic or subject. True expository writing does not seek to persuade the reader of the merits of a certain opinion, but instead seeks to explain something without the intrusion of the student writer’s own opinion. Students have to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion. Its essential quality is clarity. This later can be accomplished through comparison and contrast, definition, the analysis of cause and effect, etc. Thus, Murray (2012) said that,

Expository writing is considered as one common type or genre of academic writing. It also embraces a number of organizational patterns through which an essay can be developed ; these include description , process analysis , classification , cause-effect , comparison-contrast ,

and problem-solution relationships , to name a few . Each of these types has a specific purpose, organizational pattern that governs it, and requires a specific register and language devices (p.32).

In addition, Exposition give an implicit explanation of an issue; the main aim of expository writing is to help the reader understand. It includes such techniques like using examples or illustrations to support a point or the use of some kind of ordering (chronological or numerical , for example) to help a reader follow a process . Expository texts need to be clear; language is often quite direct to help illustrate a point. In accordance, Fiderer (2002) suggested that, “expository paragraph gives direction or uses facts and details to explain information” (p.17). Similarly, Alkuauli (2006) stated that, “the purpose of expository writing is to explain and clarify ideas through definition, comparison, or information” (p.17-18).

4. The Role of Teacher in Teaching EFL Writing Skills

One of the headaches that teachers of English in EFL/ESL classrooms face is how to teach writing. It is one of the skills that requires from students not only to be equipped with the necessary skills, but also to be motivated. Teachers of English should be aware of not only the theoretical underpinnings of the writing tasks, but also about the practical procedures that contribute to the success of the writing lesson. Teachers’ role in enhancing and developing students’ writing using techniques that is different from the traditional method of teaching; it would change into a facilitator of how to write rather than being information provider . Thus , Kebiri and Belmekki (2014) argue that,

when the teacher uses cooperative methods , s/he should follow certain strategies .First , s/he should highlight the objectives , i.e. . Know the goals to be achieved at the end of each activity. Second, the teacher should organize the class taking into consideration the size (p.13).

In fact, a good EFL writing teacher should pay attention to both experimental and historical orientations in EFL writing, and should consider them in the setting time. As Martin (2011) stresses that, “the teacher should act as a facilitator of the learning process in writing classes” (p.108). Murray (1985) also observes that, “the teacher has to restrain himself or herself from providing the content, taking care not to inhibit the students from finding their own meaning, their own subjects, their own forms and their own language” (p.13). Moreover, teachers perform also the role of the coach or trainer in that they train their learners all the strategies and techniques that make them able to face any writing task. They also support and encourage their students to get involved in writing process. In addition, they stimulate their students desire to write and develop their competence as effective writers. Hence, Brown (2000) observed that, “The role of the teacher, therefore, has to be of facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her thoughts on student writing” (p.340). Teachers must learn how to create a classroom environment that is conducive to writing and supports effective writing instruction for all learners, including struggling writers and English language learners. Moreover, great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.

5. Linguistic and Grammatical Factors Influencing Writing Patterns in EFL Learning

In order to facilitate and enhance ESL/EFL students productive writing skills, a lot of teachers prefer to analyze and explain students’ writing problems in syntax, lexis, and discourse aspects. Otherwise, some teachers missed the difficult of students ‘native language and culture,

interfering in written English. Despite, L1 interference is not a new trend in studies on second language acquisition, it is a very important factor that should be taken into consideration in ESL/EFL writing instruction. Besides, Weigle (2002) states that, “because of the constraints of limited second-language knowledge, writing in a second language may be hampered because of the need to focus on language rather than content” (p.35). She also claims that, " It is impossible for L2 students to write in a second language properly without linguistic knowledge regarding grammar and vocabulary. That is L2 writing can be more difficult if syntactic properties of the two languages are very different ,which makes L2 students rely on their first language when writing in a second language " (p.35).In writing assignments, students make different mistakes whether they were native language learners or foreign/second language learners. Spelling, punctuation, usage, and grammar are among these mistakes. If the student has not got a good background in either grammar competence or vocabulary in particular, he would not be able to write neither a paragraph nor a sentence. As Harmer (2001) implies that,“Learners engage in a productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves” (p.252).

5.1 Cohesion As Grammatical Factor Influencing Writing Production

Bailey (2011) defined Cohesion as " joining a text together with reference words (e.g ,but ,then) so that the whole text is clear and redable " (p.115). That is to say ,Cohesion is how a composition relate to one other using cohesive clues to guide readers that the composition is clear and understood. In other words, Grabe and Kaplan (2014) said that " Cohesion refers to the logical connections of a text at sentence level. This term involves Grammatical and lexical relationships between the element of written production " (p.188). In order to have a well structured paragraph, there should be a perfect connection between sentences on the linguistic

level through a versions of cohesive devices. Halliday and Hasan (1976) state that " the primary diterminant of wether a set of sentences do or do not constitute a text depends on the cohesive relationship within and between the sentences " (As cited in Akindele ,2011 ,p.100). Beaugrande (1995) asserts that " in linguistics ,a text is a communicative part of a language including seven standards including Cohesion as the first standard ,which syntactically and lexically ,joins the text together to create textual unity " (p.18). In addition ,Quirk et al (1985) said that " The main function of academic text cohesive devices is to connect linguistic features such as sentences ,paragraphs and are classified as time order ,sequence ,addition ,generalization ,comparison and contrast as well as cause and effect cohesive devices " (p.18). This implies that ,Grammatical features include cohesive devices are essential to link the linguistic features together and product a good and understood paragraph.

Section Two: Cohesive Devices

1. Definition and Concepts of Cohesion and Coherence

Cohesion and coherence are two of the most important elements in writing, through which all parts are connected logically to form a whole. For Castro (2004), cohesion refers to the linking ideas in the text and allows thoughts to flow and be clear and meaningful for the reader. In other words, cohesion creates coherence. According to William (n. d.),

Thinking of cohesion as the experience of seeing pairs of sentences fit neatly together; the way logo pieces do. Think of coherence, as the experience of recognizing what all the sentences in pieces of writing add up to, the way lots of lego pieces add up to building, bridges, or boat (cited in Hampton, 2005, p.1).

In other words, cohesion deals with the flow that reveals the relationship between sentences, but coherence relates to the whole, where all the sentences in each piece of writing add up to create complete meaning by using different relations. Finally, Tangkiengirisin (2010, p. 54) declares that, “cohesion is main source of coherence between sentences and it may also be a source of coherence within sentences” (p.54). From this view above, we deduce several definitions for both cohesion and coherence by different scholars. Cohesion is defined by McCarthy (1996) as, “a term derived from Latin word cohesion which means cling together” cited in Fakuade and Sharmadama (2012, p. 304). He points out that in linguistics, it is the language form used to indicate semantic relation between elements in discourse. It matters most in the discipline of text; it plays a significant role in text analysis, and it is significant in general studies and in writing research. In addition, Markel (1984, p. 4) provides a definition of cohesion as, “a random collection of sentences to the status of the text, and in the process imparts meaning

insights and purpose to those sentences”. Geme and Lea (2008) state that, “cohesion is considered to be the way in which parts of written text fit together to make a whole rather than a series of disconnected bits” (p. 158).

Furthermore, this thought focuses on the most popular views of scholarly works, such as Halliday and Hasan (1976), who provide precise information about cohesion, starting from “cohesion in English,” in which they emphasize that it “refers to the range of possibilities that exist for linking sometimes with what has gone before”(p.10), and they add that “cohesion is a relation in the system, where the writer opts for set possibilities to make the text hang together” (p. 18-19).

Hoey (1994, p.13) describes cohesion as, “the way certain words or grammatical features of sentences connect sentences to its predecessor in text” (cited in Sanczyk, 2010). According to this view, cohesion is achieved by the use of different relations to create clear and strong connections within a piece of writing, either grammatical or lexical. Halliday and Hasan refer to this relation by “distinguishing types of grammatical and lexical devices through grammar or vocabulary” (p. 55). Therefore, cohesion in writing is achieved through various ways, particularly by using words or phrases known as cohesive devices.

Coherence is also a critical component of writing. Suraihkumar (2003) asserts that coherence is considered to be good communication in both written and oral form. Coherence comprises strong content knowledge of the topic of discussion and awareness of linguistic aspects such as grammar, spelling, and pronunciation. Halliday and Hasan (1976), however, made no distinction between cohesion and coherence; according to them, coherence can be distinguished by the explicit use of cohesive devices in linking sentences or paragraphs in a text. This definition emphasizes not only level of connectedness, but also paragraph unity. Gutwink’s (1976) view of

coherence considers a more holistic construct of unity and ‘togetherness’ of text: a paragraph is said to have coherence when its sentences are woven together or flow into each other; if a paragraph is coherent the reader moves easily from one sentence to another throughout the text without feeling that there are gaps in thought, puzzling gaps, or points not made cited in Tangkiengirisin (2012, p. 55)

In addition, Geme and Lea (2008) assert that coherence deals with the general sense of the written text, which extends beyond words and sentences. Coherence, rather, is achieved by various means of improving writing. Obsima and Hogue (2006) declare that there are four ways to achieve coherence, which are repeating key nouns, constant pronouns, the use of transitional signals to link ideas, and arranging them in logical order (cited in Abushark, 2012). In this context, cohesion and coherence are both very critical notions of text construction.

2. The Differences between Cohesion and Coherence

Cohesion and coherence are different in a number of ways. Debeagrand and Dressler (1981) assert that cohesion is accomplished based on predetermined coherence—the use of cohesive devices, ellipses, conjunctions, references, substitution, and lexical cohesion can contribute to making a text stable and comprehensible (cited in, Vali & Kianiparsa, 2010). Sometimes, however, cohesion is insufficient for achieving text comprehensibility. Yule (1985) affirms this by asserting that cohesion alone is insufficient for a text to achieve semantic unity. Furthermore, Enkvist (1990) states that, coherence has to be clearly distinguished from cohesion; cohesion refers to the overt semantic relation in the text, whereas coherence refers to semantic and pragmatic relations between text parts which are interpreted against the background knowledge of specific world knowledge” cited in Berzlànovich (2008 ,p.4). Likewise, Widdowson (1978) believed that coherence is the association between illocutionary acts while

cohesion is an explicit association between propositions expressed through sentences (cited in Tangkiengirisin, 2010). A distinction between coherence and cohesion was made by Tanskanen (2006, p. 7), who states that, “cohesion refers to grammatical and lexical elements in the surface of a text which can form connections between parts of text, whereas coherence resides not in the text but is rather the outcome of a dialogue between text and its listener or reader” cited in Zmrzlà (2013, p. 26). Furthermore, Witte and Faigly (1981, p.8) assert that, “cohesion defines those mechanisms that hold a text together while coherence define those underlying semantic relations that allow a text to understand and used.” Raimes (1983) also differentiated between the two constructs, asserting that a text may achieve cohesion but lack coherence and vice versa; a text, for example, may be well-linked but still manage to be meaningless (cited in Abusharkh (2012, p.26). Overall, cohesion and coherence are considered as fundamental elements relating to distinct features responsible for making a text cohesive and coherent.

3. Definitions of Cohesive Devices

Nearly any form of written composition should be organized in a manner that ensures its cohesion. One of the most effective way to ensure cohesion is through the use of cohesive devices. Cohesive devices are vital elements for improving writing; they are regarded as the glues, or links, that hold a text together. Their function is to connect sentences within a clear and logical manner and to create strong communication. Abdurrahman (2013) explains that in using writing as a form of communication, it is essential to go beyond the sentence-level and to construct paragraphs and multi-paragraph compositions. Hence, once individuals surpass the sentence level, it is vital that they use devices to achieve interconnectedness between sentences and paragraphs.

Accordingly, Reid (1992) define cohesive devices as, “words and phrases that act as signals to the reader, making what is being stated related to what has been stated or what soon will be stated” cited in Na (2011, p.743). Similarly, Hedge (2005, p.83) defined them as “the tools by which different elements of a text are tied logically, making the writer’s intentions clear.” The reader, therefore, understands the meaning being conveyed. Finally, Halliday and Hassan (1985) cited in Zmrzlà (2013, p. 46) explained that “Cohesive devices are linguistic means of various nature that create the formal connectedness of text, concretely they are the expression that are bound together by relations described a cohesive tie, and which form cohesive chains in the text.”

3.1 Cohesive Devices

Cohesive devices are grouped into two categories: structural and non-structural cohesive devices. This section focuses on non-structural cohesive devices, particularly grammatical and lexical cohesion. Harmer (2004, p. 24) states that, “these devices help link together different elements of a text so the reader knows what is being referred to and how the phrases and sentences relate to each other.” Sometimes, the position and type of the cohesive devices depend on the type of text. Zmrzlà (2013,p. 47) affirms this by stating that, “the selection and use of cohesive devices is neither equal nor universal and that the choice of device is dependent on text type.”

4. Types of Cohesion

Cohesion is shown through both grammar and vocabulary. For this reason, cohesion has two types namely, lexical cohesion and grammatical cohesion. Lexical cohesion, the first type of Cohesion is employed in achieving cohesive relations between sentences in a text, and it is achieved via vocabulary. There are two types of lexical cohesion:

- **Reiteration** is the first type of lexical cohesion. This type is not only limited to the repetition of the lexical items; rather, it is also concerned with other elements like synonyms, near synonyms, superordinate and general word. These different classes of reiteration are defined and illustrated by Halliday and Hasan (1976).

a. Repetition is the repetition of the same lexical item in later parts of the written production. For example: There is a boy climbing that tree. The boy's going to fall if he does not take care (Repetition of boy).

b. Synonym is the use of the equivalent words that have the same meaning.

For example: The lad's going to fall if he does not take care. The synonym is showed by (lad, boy).

c. Superordinate is the use of the same word class that contains the same meaning of the other word. For example: The child's going to fall if he does not take care .The subordinate is expressed through the noun (child, boy).

d. General words are types of words employed for reference to the original lexical item employed. For example: The idiot's going to fall if he does not take care. d=the group word is stated by (idiot, boy).

- **Collocation** is the second type of lexical cohesion. As it is defined by Halliday and Hasan (1976), collocation is achieved when associating typically co-occurring lexical items that typically appear in similar situations after having already appeared in identical contexts.

Grammatical cohesion is the second type of cohesion. McCarthy (1991) refers to it as the construction of semantic connection within clauses and sentences in writing and within utterances and turns in oral discourse. Lexical cohesion focuses on the use of grammar to create cohesion, including the use of devices known as reference, substitution, ellipsis, and conjunction (Halliday & Hassan, 1979). These types are explained below:

✓ **Reference-** Halliday and Hasan (1976) assert that reference deals with semantic associations by replacing items in sentences with new ones that refer to them. A reference typically deals with grammar relations, which takes place two different ways: exophorically and endophorically. Namely, the reader is able to recognize the referent in a particular discourse by searching the referring item in that discourse. Hence, exophoric reference is concerned with the context of the situation. On the other hand, endophoric reference comprises anaphoric and cataphoric. The former can be found by referring backward to the antecedent item while the latter can only be interpreted by looking forward to be able to recognize the referent item.

a. Personal reference- Halliday and Hassan (1976) define personal reference as « reference by means of function in the speech situation, through the category of person » (P.37). In other words, it is mainly expressed through personal pronouns (I, you, he, she, it, they, we) or possessive (mine, yours, hers) and by possessive determiners (my, you, our). For instance:

_ Mary has got a new car; she bought it recently. (She is the personal pronoun).

_ Mary's car is awesome; her kids must be happy. (She is possessive determiner).

_ That car is Mary's I didn't know it was hers. (Hers is possessive)

b. Demonstrative reference- this refers to items that may be near, such as the use of "this, these, here" or far as "there, that, those." According to Halliday and Hasan (1976), this category of references can be considered as a group of verbal pointing, whereby the speaker or writer recognizes the referent by locating it based on how close or far the item is. For example :

_ They went to the cinema last night. That was their first time going out in months.

_ They are going to the Cinema tonight. This will be their first time going out in months.

c. Comparative reference- Halliday and Hasan (1976) categorized comparative reference into two types: general comparison and particular comparison. General comparison is used in order to point out similarities and differences between items. Similarities are described with

adjective like ‘same’ and ‘identical’ and adverbs like ‘similarly’ and ‘likewise’; for instance, it is the same Mastung that we saw yesterday. Secondly, a particular comparison is used in emphasizing quality or quantity of an item and is attained via the use of enumerative like fewer, less, more...etc. It can also be attained via comparatives and adverbs like better, more... than. For example, the leather jacket is more attractive than the wool one. But the wool jacket is warmer than the leather one.

✓ **Substitution:** Halliday and Hasan (1976) define substitution as “a grammatical relation, a relation is wording rather than meaning” (p.90). Hence, it is the act of replacing of one element with another element, with the condition that the elements belong to the same grammatical class. There are three types of substitution:

a. Nominal substitution: the substituted elements are one, ones and same _For example: there are some new tennis balls in the bag. These ones have lost their balance.

b. Verbal substitution: It is achieved through the use of the verb do.

A: Annie says you drink too much

B : So do you !

c. Clausal substitution- this is constructed through the use of words like so and not.

A: is it going to rain?

B: I think so.

(Nunan , 1993, p.25)

✓ **Ellipsis** is defined by Nunan (1993) as the deletion of certain words from a sentence, and only being able to retrieve them by mentioning an item in the preceding text. In other words, the use of an ellipsis, in essence, is the deletion of a predictable item in a sentence. There are three types of Ellipses: nominal, verbal, and clausal.

a. Nominal ellipsis is deleting a nominal group; for example, Ronaldo and Messi are football players, both are talented. It is easy to notice that the nouns Ronaldo and Messi are deleted and replaced by both in other clause.

b. Verbal ellipsis is deleting a verbal group; for example, were you crying? No, I wasn't. Here, the verb crying was deleted by the second speaker because it was already known.

c. Clausal ellipsis is ellipsis among the verbal group; for instance, I don't know how to drive a car. I will have to learn how. In the second sentence, the clause "to drive a car" was deleted.

Conjunction- Nunan (1993) argues that it is distinct from other cohesive devices (reference, substitution and ellipsis) in how it reminds the reader or speaker of already stated items and emphasizes associations that can only be understood by reference to other parts of the text. Halliday and Hasan (1976) classified conjunctions into four different categories: additive, adversative, causal and temporal.

a. Additive- additive conjunctions are divided into five categories. The first category is that which includes the use of 'and, moreover, further...etc.' The second category one of negation, and it employs devices such as 'nor, not ..., neither... etc.' The third category is one of alternative, and it employs such devices as 'either...or...etc. The fourth category is one of comparison, and it employs such devices as 'the same vain, similarly, likewise, etc.' the final category is the appositive, which is used for illustrating and explaining by using the following devices: for instance, for example, to illustrate, etc".

b. Adversative- this type of cohesive device encompasses the use of the opposite cohesive devices: yet, however, but, only...etc. For example, he did not get what he wanted; however, did his best.

c. Causal- this category employs a condition that includes different associations that express reason, For example, he failed his exams because he didn't prepare well

d. Temporal- this type describes an action that happened at a particular time. Temporal devices include conjunctions like 'at the same time, after all, at the end ..., etc.' For example: at the end of the day, they got married.

5. The Role of Cohesive Devices in Writing

. Any written composition should be organized in a manner that ensures its cohesion, and the best way to achieve this is through the use of cohesive devices. The use of such devices is considered as a vital element for successful written composition since they enable the writer to achieve effective connections between various parts of his or her text. Not only that, but also they are regarded as the glue that holds the text together in a clear and logical manner to create strong communication.

It has been established that there is a link between the use of cohesive devices in a text and the quality of the final written product. Numerous studies have been carried out in this association between the use of cohesive devices and writing quality (Lee, 2002; Fitzgerald & Spiegel, 1986; Zhang, 2000). For instance, Fitzgerald and Spiegel (1986) examined coherence and cohesion and their association with the quality of writing of third graders and sixth graders. Each learner was required to write two essays every day for two days. The subjects were provided with 30 minutes for planning and writing. Fitzgerald and Spiegel (1986) applied Halliday and Hasan's (1976) framework in evaluating cohesion. They concluded that there was evidence to suggest that cohesion and coherence was associated to writing quality.

Zhang (2000) studied how Chinese undergraduates used cohesive device in their essays. He concluded that lexical cohesive devices were used most often, after which came the use of

references and conjunctions. Similarly, Lee (2002) examined how Chinese undergraduate students used such devices in a total of 107 essays. Like Zhang (2000) and Lee (2002) found that his subjects used lexical cohesive devices most often. The use of references and conjunctions, however, were less common. Lee (2002) carried out another study with 16 ESL students to examine whether the explicitly teaching cohesive devices affect the quality of writing or not. The results revealed that there was a significant association between the pedagogical tools employed in teaching cohesive devices and writing quality.

Conclusion

The current chapter tried to introduces a review of the literature on EFL writing and cohesive devices. The first section presented an overview of the literature on EFL writing. Then it focused on the main types of writing patterns ,like narrative ,Descriptive ,argumentative ,and Expository writing. It also focused on the teacher's role in developing the various writing skills. Finally ,it concluded with an overview of linguistic and grammatical features affecting writing. The second section reviewed the literature on cohesive devices. It tried to define cohesive devices. Then ,to distinguished between Cohesion and coherence. Afterwards ,the second outlined the different types of cohesive clues and ended with its role

Chapter Two

Research Methodology

Introduction

Actually, not all students have got problems in using cohesive devices to product a well-structured writing. For this reason, this chapter is considered as the practical part of the study in which written data is transcribed into numerical data to be analyzed. The chapter is divided into three parts. The first part is devoted to research design and methodology. The second part is assigned for the analysis and the interpretation of the data collected from the participants. In the third part, a list of limitations and recommendations is presented.

1. Research Design

Research means trying to find out something new i.e. we deal with the process of innovation. It can be defined as a human energy that abuts mental enforcement in making a survey about any issue. It is considered as a methodological potential for obtaining recent information. McNabb (2009) stated that, “an intelligent method of gathering, processing, and interpreting data, and cogently communicating the discovered results.” (P.3). Also, Guthrie (2010) said that, “concerned with collecting and analyzing data systematically to help solve problems that concern us” (p.3).

Yin (2003) states that “colloquially a research design is an action plan for getting from here to there, where here may be defined as the initial set of (conclusions) answers”(p.19). Research design is meant to serve a suitable temple for a study. The main important resolution of this procedure is the picking of research technique as it pinpoints how the notions related for a matter will be investigated ;but, many linked decisions have include on this process.

In educational research, there are two methods which are quantitative and qualitative research, and in this study we opted for a quantitative descriptive research design. Descriptive research design is stated to provide a description of any given topic. It depicts a searching profile

of regulators, postures, events, or any phenomena. It aims to give a full description of qualifications or the existing relationship, point of view that are held, the continuance process, and impacts such as proof or directions that are developing. It is the true feedback process design to information-searching. Examiners gathering, in order to describe that exists they classify and correlate data. According to Hucznski and Buchanan (1991), “when a particular phenomenon is under study, the research is needed to describe it, to clarify, and explain its inner relationships and properties” (p.50). We have chosen this method to carry out this study because it is so precious and took a much of time, then it is good meaning to gain an idea of worth testing-hypothesis.

2. Population and Sampling

The participants of the study are first year Master students of English at Abbas Laghrourin Khenchela. The students are of a mixed gender from 20years to 30 years old. Indeed, this group is chosen because they are EFL learners who have a fine background, and who established a good experience from the three past years in the field. They are capable of understanding what makes a given question understandable in using different devices in writing skills. Our target populations consist of 150 students. The participants of the study consist of 50 learners of first master year of English in which the choice was done in a random way.

3. Data Collection Tool

The questionnaire is the chosen tool for collecting data which contains a series of questions that permit the researcher to collect quantity of information in a short span of time. The questionnaire can be defined as the most implacable instrument by the researcher that expose subscribers a series of questions where they are required to provide their own answer in this sense. Brown (2001) affirms that “Questionnaires are any written instruments that present

respondents with a series of questions or statements to which they are to read either by writing out their answers or selecting from among existing answers” (p.6).

To this inquiry, the online questionnaire has been provided to [50] learners of first year Master students of English in order to know whether they are familiar with the use of different cohesive devices in writing skills. This technique is based on random selection which gives each individual in the target population an equal and independent chance to participate in the study. The online questionnaire is made up of [14] questions by using close-ended and open-ended questions. The close-ended questions require the respondents to select and tick suggested options while the open-ended questions involve the respondents giving their points of view in their own words.

The online questionnaire is divided into three main sections. The first section is about general questions. The second section is about writing skills; we have asked students about how important and difficult is writing in English and whether they like it or not. Also, we asked them how far they agree or disagree with this statement “writing essays in English is very fundamental in learning the language” and how often they write essays in English. The third section is about cohesive devices; we asked them if they are with the importance of teaching cohesive devices in classrooms, if they find it difficult to connect their ideas when writing essays. In addition, students were asked about how familiar they are with cohesive devices, its importance, and if they feel when writing essays cohesive or not. Therefore, the data collected was categorized and organized using Microsoft excel, and then displayed in pie charts to make it more understandable.

4. Data Analysis and Interpretation

This section analyses the data generated by the respondents; the research results are presented in form of pie charts.

4.1 Students' Questionnaire Results

Item 01: How important is writing in English?

Options	Number	Percentage
Very important	42	84%
Important	08	16%
Slightly important	00	0%
Not important	00	0%
Total	50	100%

Table 01 Students' Opinions toward the Importance of Writing

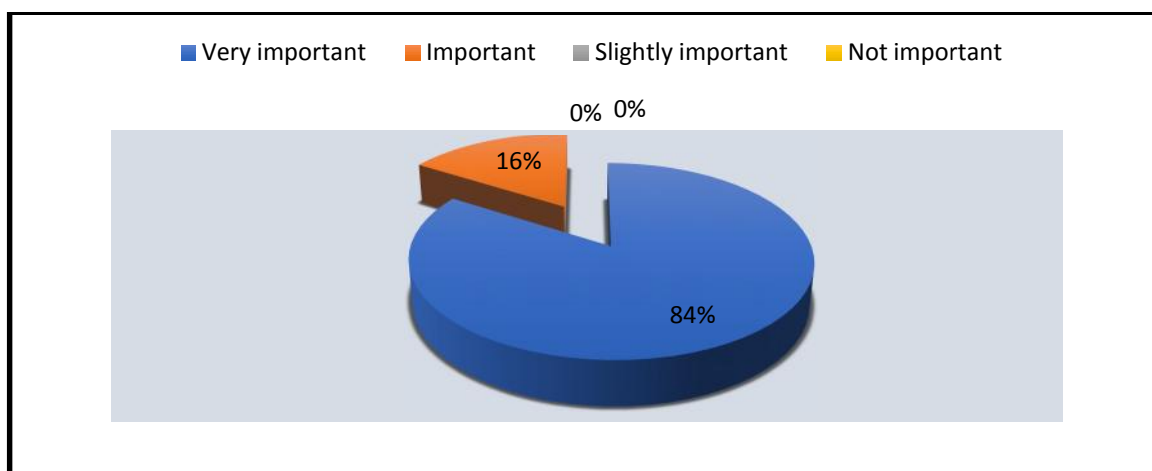


Figure 01: Students' Opinions toward the Importance of Writing

The purpose of this question is to shed light on the importance of students' opinions and assumptions toward the importance of the productive skill which is writing. From what we have

seen from the table, total major group with (84%) believed that writing is very important in English. However, only (16%) declared that writing is just an important skill not slightly important. On the other hand, no one from the respondents assumed that writing is not important and from this we can say that students are much familiar with the writing skill.

Item 02: How far do you agree or disagree with this statement: “ writing essays in English is very fundamental for learning the language?”

Options	Number	Percentage
Agree	22	44%
Disagree	05	10%
Strongly agree	22	44%
Strongly disagree	01	02%
Total	50	100%

Table 02: Students’ Agreement or Disagreement about Essays Writing

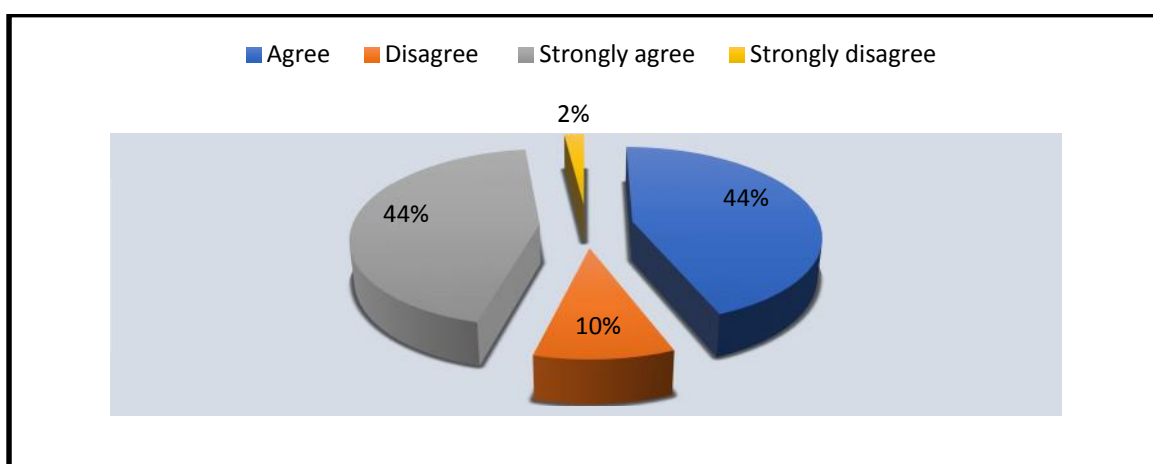


Figure 02: Students’ Agreement or Disagreement about Essays Writing

This question which is delivered to target sample seeks to uncover students’ opinions toward the cornerstone and the importance of writing essays, and it is really fundamental in the

degree of learning process. The result shows the same ratios between the options agree and strongly agree that writing essays is fundamental in learning language with (44%). However, (10%) show a rejection and disagreement toward the conceptualization of writing is fundamental in learning language. Moreover, only (02%) strongly disagree about the basic acceptance of writing essays is fundamental.

Item 03: How difficult is writing in English?

Options	Number	Percentage
Very difficult	06	12%
Slightly difficult	40	80%
Easy	04	08%
Total	50	100%

Table03: Students' Thoughts about Writing Difficulties Level

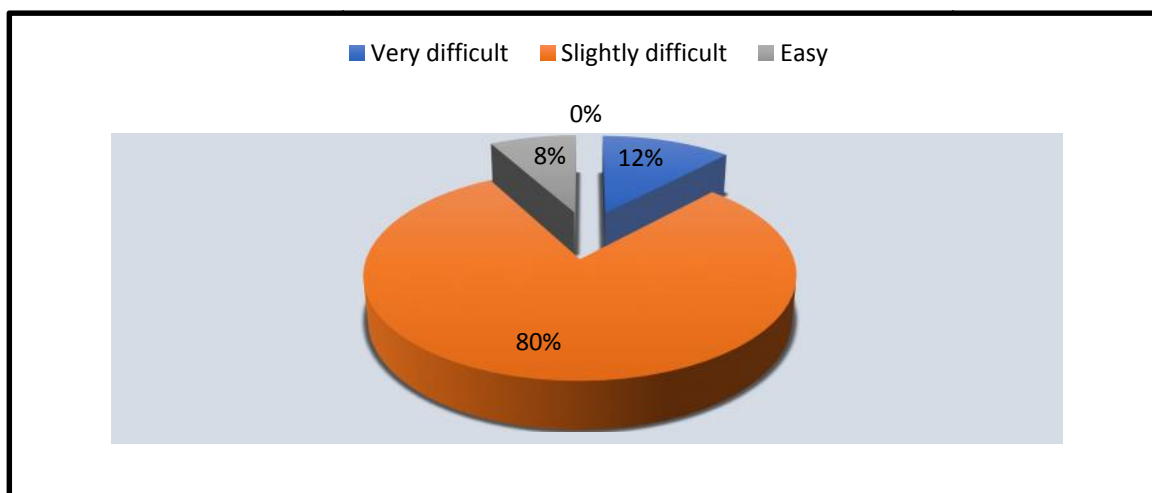


Figure 03: Students' Thoughts about Writing Difficulties Level

The main purpose of this question is to reconsider students' opinions about writing difficulties and the obstacles they are exposed to. From the table above, a grand category of respondents with (80%) believed that writing is slightly difficult which means there are hidden difficulties that they are exposed to. However, only (08%) assumed that writing is an easy process to deal with. More than that, (12%) considered that writing is very a difficult process.

Item 04: Do you like writing in English?

Options	Number	Percentage
YES	46	92%
NO	04	08%
Total	50	100%

Table 04: students' Perception toward Writing Essays in English

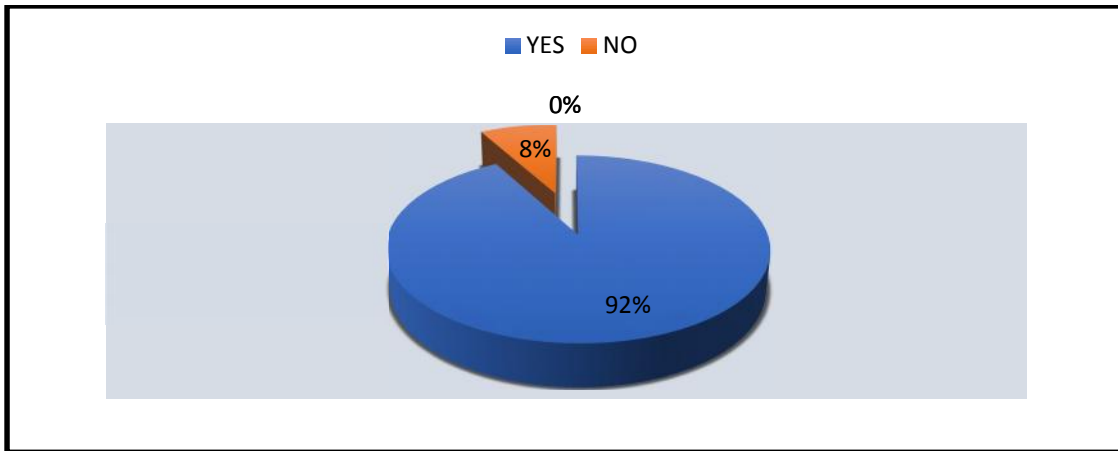


Figure 04: students' Perception toward Writing Essays in English

Writing is considered as an essential productive skill in English language. This question seeks to examine students' points of view about liking or disliking writing in English language. From the above data, the majority of the target sample which represent (92%) like to write and

writing in general. However, only (08%) represent a small amount of total dislike writing in English.

Item 05: How often do you write essays in English?

Options	Number	Percentage
Always	15	30%
Often	06	12%
Sometimes	18	36%
Rarely	11	22%
Total	50	100%

Table 05: Students' Frequency of Writing

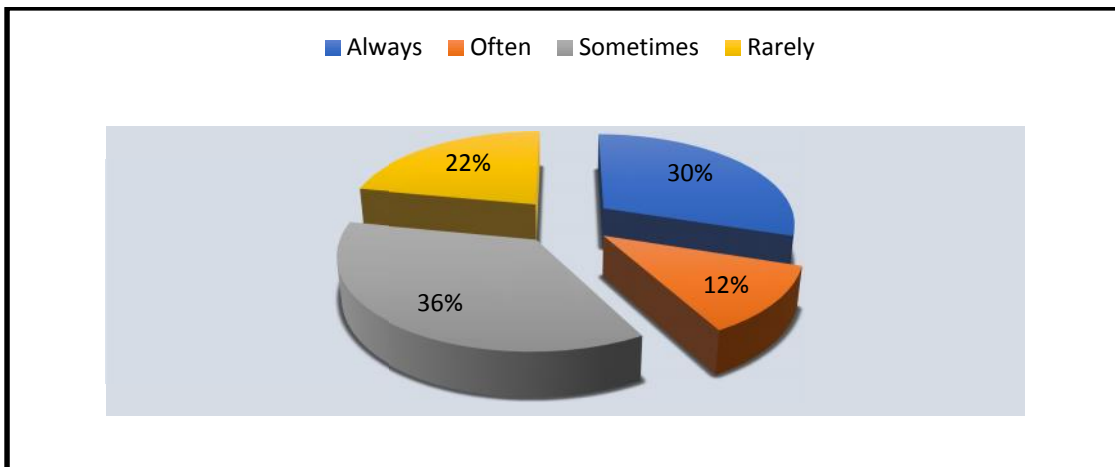


Figure 05: Students' Frequency of Writing

This question is more motivational than abstract. However, the main purpose behind this question is to see students' frequency in writing. However, from the biggest to the smallest we have (36%) of respondents write sometimes, but not all. Moreover, (30%) are always writing essays in

English. In the other hand, (22%) of the target sample rarely practice writing. Only (12%) of respondents often write essays in English.

Item 06: What are the connectors that you often use to connect sentences?

Concerning the idea that essay is a piece of art which deals with accuracy and well-structured form. However, building an essay is not something easy for every learner. Learners must develop the quality of cohesion and coherence within writing good essays. This question seeks to see students' abilities and knowledge toward writing essays, the major components of essays, and even the connectors which they use to connect sentences...etc. From our questionnaire we have noticed that the majority of students use coordinating conjunctions and subordinate conjunctions. Henceforth, students in their writing use conjunction to link their sentences in order to be more cohesive and well- formed such as: In addition, however, moreover, and since ... etc. In addition, most of students use conjunctions like: firstly, secondly, thirdly, and time indicators of events are ordering. Also, all students agree that punctuation marks are an effective factor of organizing and linking sentences. Hence, punctuation plays a big role when we write essays such as colon, full stop, and comma... etc.

Item 07: How familiar are you with cohesive devices?

Options	Number	Percentage
Very familiar	12	24%
Familiar	25	50%
Slightly familiar	13	26%
Unfamiliar	00	00%
Total	50	100%

Table 07: Students' Assumptions toward Cohesive Devices Familiarization

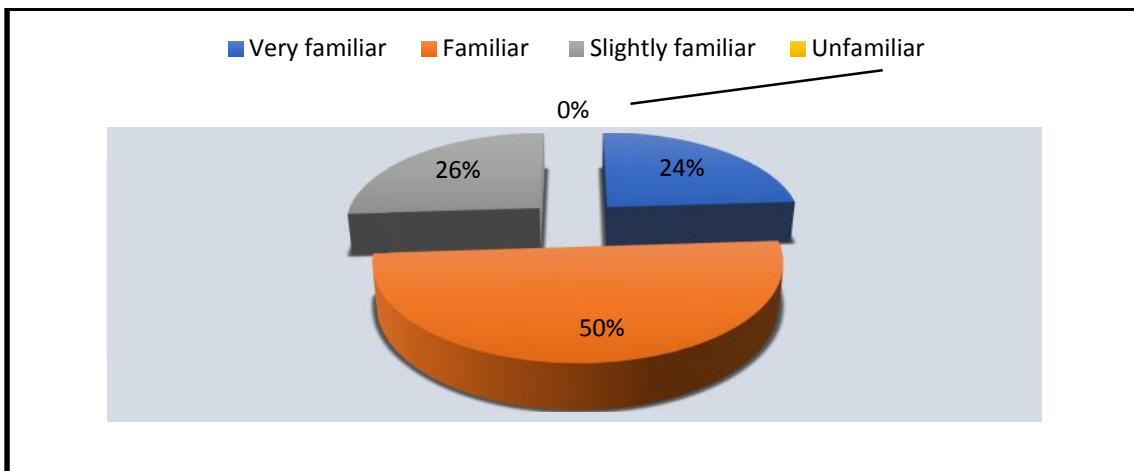


Figure 07: Students' Assumptions toward Cohesive Devices Familiarization

The aim of this question is to investigate students' familiarity toward cohesive devices. From the above data, we have noticed that half 1/2 of respondents are familiar with cohesive devices. However, (26%) from the sample show little attention and reconsider themselves as slightly familiar students with cohesive devices. Also, no one from the target group is unfamiliar toward cohesive devices.

Item 08: According to you, cohesive devices are

Options	Number	Percentage
Important	22	44%
Very important	28	56%
Slightly important	00	00%
Not important	00	00%
Total	50	100%

Table 08: Students' Points of View toward Cohesive Devices

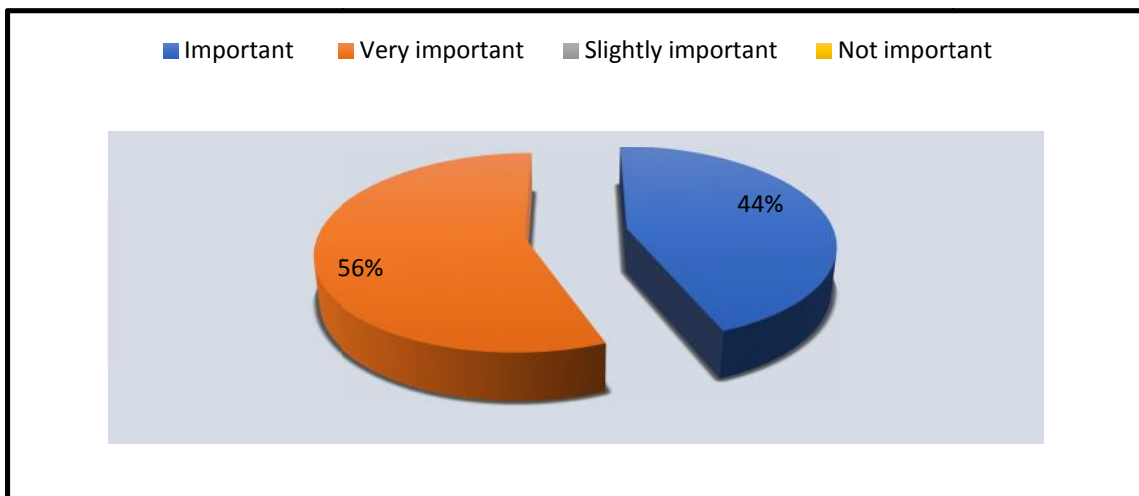


Figure 08: Students' Points of View toward Cohesive Devices

This question seeks to see students' standpoint toward cohesive devices. From the above analysis, (56%) of respondents declared that cohesive devices are very important. However, (44%) of the target group believed that cohesive devices are important in the degree of English language. On the other hand, no one from our sample declared that cohesive devices are not important.

Item 09: When you write essays in class, do you feel that the essay is cohesive?

Options	Number	Percentage
YES	43	86%
NO	07	14%
Total	50	100%

Table 09: Students' Feeling toward Writing Essays

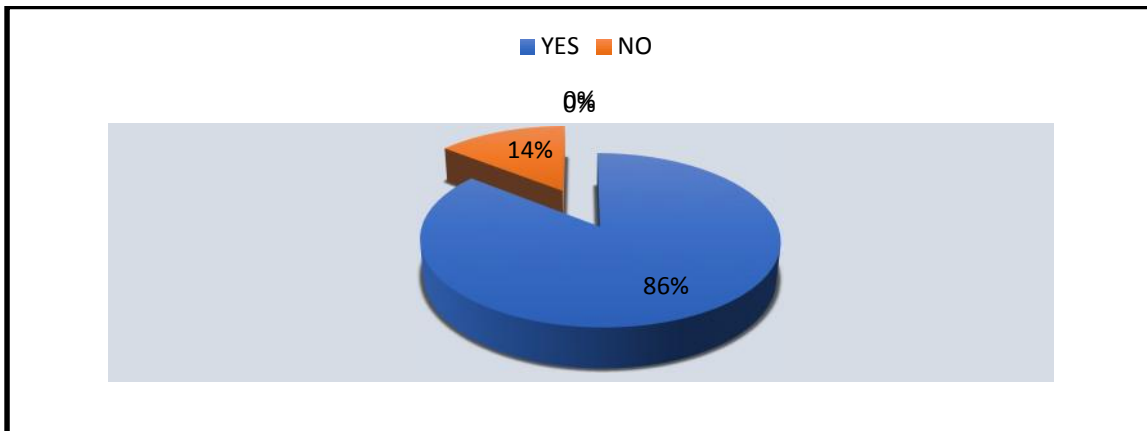


Figure 09: Students' Feeling toward Writing Essays

This question seeks to examine students' feeling toward the cohesiveness when they write essay inside the classroom. The majority of students' (86%) feel that their essays are cohesive. However, only (14%) of the respondents do not feel that their essays are cohesive.

Item 10: Are you with the importance of teaching cohesive devices?

Options	Number	Percentage
Strongly Agree	03	06%
Agree	20	40%
Strongly disagree	27	54%
Disagree	00	00%
Total	50	100%

Table 10: Students' Opinions toward Teaching Cohesive Devices

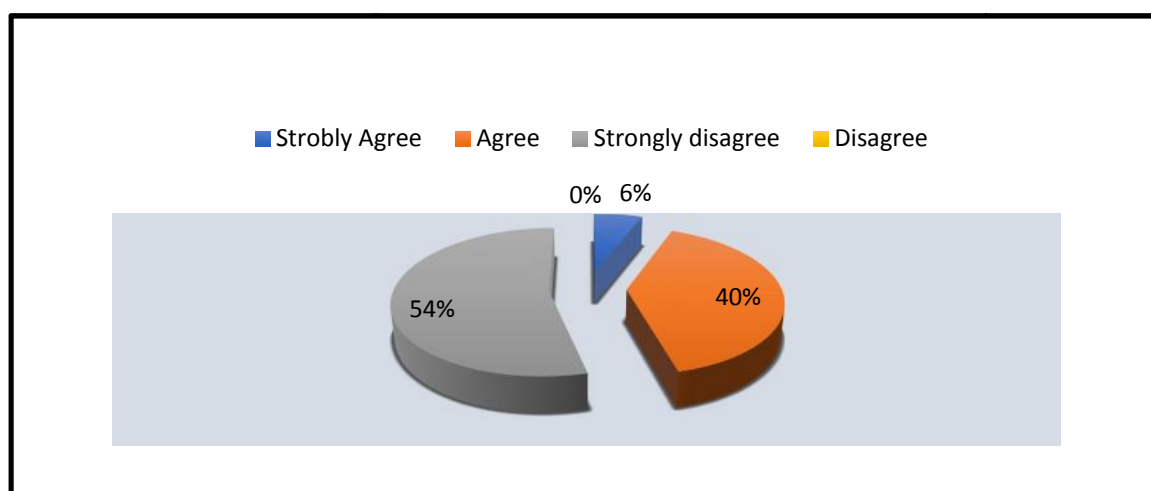


Figure 10: Students' Opinions toward Teaching Cohesive Devices

This question seeks to see students' views toward the agreement of teaching cohesive devices inside the classroom. In fact, (40%) of the respondents are with the process of teaching cohesive devices which means that this category value the importance cohesive devices. However, (06%) from our target samples are strongly agree with the opinion of teaching cohesive

devices. On the other hand, (54%) of students reject and refuse the importance of teaching cohesive devices.

Item 11: Do you find it difficult to connect your ideas when you are writing essays in English?

Options	Number	Percentage
YES	21	42%
NO	29	58%
Total	50	100%

Table 11: students' Views toward Cohesion in Writing Essays

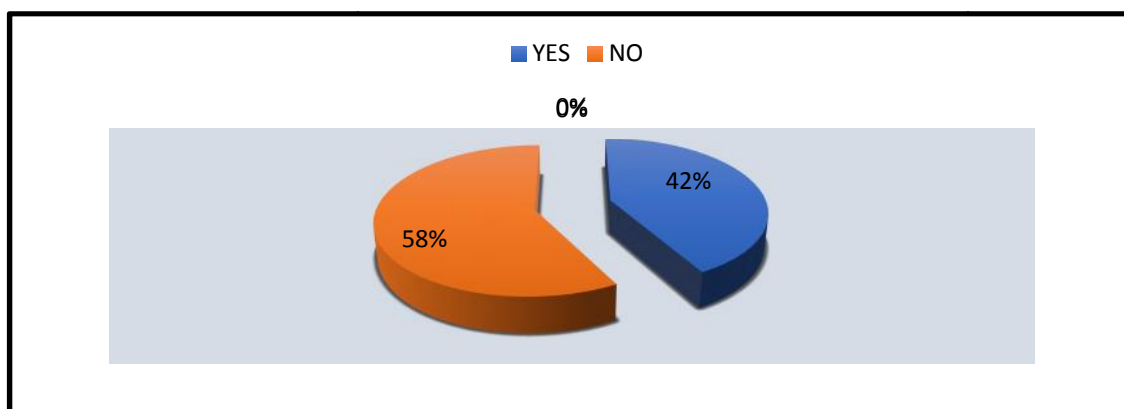


Figure 11: students' Views toward Cohesion in Writing Essays

From the above analysis, (58%) of the target sample find it easy to link ideas when they write Essays in English..Also, (42%) find difficulty in connecting ideas when writing essays.

4.2 Discussion of the Main Findings

Findings of the current study revealed that, there are some Difficulties faced by students in maintaining their Cohesion in writing process. Most of students in their writing faced some kinds of difficulties; they are about determining and stating the ideas, fulfilling the supporting

details, using the proper transition signals and spelling and punctuation. They were confused about their idea, hence they cannot state a clear and accurate main idea and also they lack of fulfilling supporting sentences for their paragraph. A good and strong paragraph needs to hook the reader, it needs to be significant. Therefore, students should use words and phrases to flag new information for the reader. This helps make a smooth transition from one point to another. Such phrases include: the following, as follows, below, next, subsequently...etc. Also, avoiding repetition to emphasize or focus of attention on a part of text, also try to avoid too much repetition by using words and phrases with similar meaning (synonyms). The reader needs to know who and what is being referred to in a text. However, it is not good to repeat the same phrases or words too often, so they use cohesive devices to make reference to other parts of a text; such as: pronouns, demonstratives, articles, and adverbs. In addition, repeated (or parallel) grammatical structures often indicate that statements are closely related. Repetition can be used as an emphatic device. Last but not least, academic writing usually deals with complex ideas. To enable the reader to follow your thoughts and the connections between them, they need to be clearly and smoothly linked. To join ideas and sentences, students have to use a number of connecting words and phrases. For example, and, however, therefore, although, because and whilst. The second difficulty happened in the Students' writing was about using a proper transition signals and also spelling and punctuation. The transition signals are words such as first, second, next, finally and however or phrases such as in conclusion, on the other hand, and as a result. Transition signals as traffic signs that tell the reader when to go forward, turn, slow down and stop. In other words, they tell the reader when they are giving a similar idea (similarly, furthermore, in addition), an opposite idea (on the other hand, however, in contrast), an example (for example, for instance), a result (as a result), or a conclusion (in conclusion). If students used those transition signals appropriately; their writing will be Cohesion because in

fact, transition signals give paragraph coherence and make it cohesive. Students have difficulties in using Cohesion in writing process because they used too many transition signals without noticing the appropriateness. They understand the meaning of each transition signals but not about using of it. Moreover, Students' writing which lack of transition signals. They may not know the kinds of transition signals or they know but they are afraid to make a mistake in using transition signals. However, a good writing requires enough transition signals to make the relationship among the ideas clear.

To sum up, the analysis of the questionnaire above revealed that majority of students pay attention to their sentences and ideas meaning through the use of different ties (Subordinating and Coordinating Conjunctions, Punctuation Marks, Chronological Order).

5. Limitations of the Study

Some limitations obstructed and hinder this research. The first thing is about the limited time; this research needed open time. The second limitation is carelessness of students' attention and lack of access to scientific research space. This research would come up with more accurate results if the experimental method was opted for, but because the pandemic COVID 19 which we cannot say that is a valid reason for inaction, but rather an excuse, absence of appropriate tools, and limited time it was not possible to achieve this process. The results obtained from this investigation cannot be generated for other universities because it was conducted only for a limited sample at the University of Khenchela.

6. Recommendations

On the basis of the findings, we formulated the following recommendations:

- Teacher's should stress reading activities and combine them with writing activities to increase students' awareness with the features of good writing.
- Students should be taught clearly about the cohesive ties, namely, Grammatical and lexical cohesive devices. This will help to get better understanding and multiple choices to connect their written production.
- The teacher should evaluate their students with detailed remarks about the errors and mistakes prepared and they should evaluate them with solutions to avoid making them again.
- Students should have numerous or a lot of writing production activities to develop their writing skills.
- Students should be proposed to different topics; this will give them opportunities to practice different cohesive ties to build cohesion.
- Students can pick up important features of writing like: syntax, vocabulary, prepositions, and articles from regular reading in order to lead better results.
- Learners should have strong foundations with linguistic basis in order to improve their writing skills.

Conclusion

This chapter examined how students deal with different types of cohesive devices when writing essays in English. The chapter comprises three parts. The first part dealt with the research methodology focusing on the sample and research instruments. The second part reported the analysis of the data that have been gathered from the informants quantitatively. Finally, the third part presented a set of limitations and recommendations related to this work.

General

Conclusion

General Conclusion

This study aims at investigating students' problems in using cohesive devices in EFL writing to First year Master students at Khenchela University. The current research showed that writing is a difficult skill that the students should to master. Clear organized writing involves Cohesion that requires the use of cohesive devices that are regarded as the most challenging aspect when dealing with writing skills.

This dissertation assigned three major objectives: the first objective investigated the problems of Cohesion in writing; the second objective makes a hierarchy of the most frequent cohesive ties used by students. The third objective coming up with recommendations that could improve EFL writing.

The analysis revealed that the students employed cohesive devices in writing skills that undertaking two main things. Firstly, investigating the general use of both grammatical and lexical cohesive devices and their frequencies. Secondly, identifying appropriate and inappropriate use of cohesive devices besides how it is important in English. It also shows how difficulty writing is. The results indicate that the students encounter some problems such as misuse and over use of some cohesive ties. For example, and and but. Moreover ,the students used some cohesive ties in an ambiguous way and they ignore how to achieve the unity between the sentences.

Finally, to conclude that EFL students at Abbas Laghrour University face some problems in using cohesive devices due to the poor knowledge of the linguistic and grammatical features.

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Appendice

Students 'Questionnaire

You are kindly requested to fill in the present questionnaire, click the right answer by one tap, and giving your comment when it is necessary.

Questions:

Section One : General Questions

1. You are :
 - Male
 - Female
2. Would you identify your age, please?
 - Between 20-23
 - Between 23-25
 - Between 25-30

Section Two : Writing Skills

3. How important is writing in English?
 - very important
 - important
 - slightly important
 - not important
4. How far do you agree or disagree with the statement: "writing essays in English is very fundamental for learning the language"?
 - agree
 - strongly agree
 - disagree

strongly disagree

5. How difficult is writing in English?

Very difficult

Not difficult

Easy

Slightly difficult

6. Do you like writing in English?

yes

no

7. How often do you write essays in English? always

often

sometimes

rarely

8. The essay is composed of an introduction, a body and a conclusion which must be well structured. Give some examples of different connectors which are used to combine sentences to get meaning?

.....
.....

Section Three: Cohesive Devices

9. What are the connectors you often use to connect sentences?

.....
.....

10. How familiar are you with cohesive devices?

very familiar

familiar

slightly familiar

unfamiliar

11. When you write essays in class, do you feel that it is cohesive? yes

no Why?

.....

12. Do you with the importance of teaching cohesive devices?

agree

strongly agree

disagree

13. Do you find it difficult to connect/link your ideas when writing essays in English?

yes

no

If yes, explain how?

.....

.....

.....

14. According to you, teaching cohesive devices is:

important

very important

slightly important

not important

Abstract

This study aims at investigating students problems in using cohesive devices in EFL writing. Cohesive Devices are the concern of our current study ,learners stressed the importance of teaching them because they contribute in making texts understandable and well organized from the beginning until the end. The participants in the study are 50 randomly selected First Master Students of English at the University of Khenchela. To achieve the research aims ,a quantitative methodology was employed ,whereby data was collected through the students questionnaire ,the results obtained from the student questionnaire revealed that the majority of the students used cohesive devices in the writing pieces and did not find problems to link the ideas and students who found it difficult according to the finding is do some of them forgotten the connection words also lack of knowledge of adequacy. Moreover ,small group of them do not know how and where to use the connectors besides the others who have little experience. Hence ,the findings obtained in this study confirm a set of the hypothesis.

Key words: EFL Writing , Cohesive devices ,Students problems ,Cohesion.

Résumé

Le but de cette étude d'être sûr des problèmes des étudiants dans l'utilisation des dispositifs cohésifs dans l'écriture de la langue Anglaise. La préoccupation de notre étude actuelle, c'est pour ça que les étudiants montrent son importance dans la compréhension des textes et les rendre bien organisés de le début jusqu'à la fin. Les participants dans cette étude sont 50 étudiants du premier Master d'Anglais sélectionnés au hasard à l'université de Khenchela. Pour réaliser leur but ils ont utilisé dans leur recherche la méthode quantitative dans laquelle des données ont été collectées via le questionnaire des étudiants, les résultats qu'ils ont obtenus à partir du questionnaire, que la plupart des étudiants utilisaient des dispositifs cohésifs dans les pièces d'écriture et ne trouvaient pas de difficultés pour relier les idées, et pour les étudiants qui ont trouvé cela difficile selon le résultat et quelques étudiants ont oublié les mots de dispositifs cohésifs. De plus un petit groupe d'entre eux ne sait pas comment et où utiliser les connecteurs en plus des autres qui ont peu d'expérience. Par conséquent, les résultats obtenus confirment in ensemble d'hypothèses.

Les mots Clés: ALE écrit, Dispositifs cohésifs, Problèmes des étudiants, Cohésion.

تهدف هذه الدراسة إلى التحقق من مشاكل الطلاب في استخدام أدوات الربط والاتساق في الكتابة باللغة الانجليزية. إن أدوات الربط والاتساق هي محور دراستنا الحالية وعليه يشدد الطلاب على أهمية تدريسها لأنها تساهم في جعل النصوص مفهومة ومنظمة تنظيماً جيداً من البداية إلى النهاية. المشاركون في هذه الدراسة هم 50 طالباً من طلبة سنة أولى ماستر إنجليزي جامعة خنشلة الذين تم اختيارهم عشوائياً. ولتحقيق أهداف البحث لقد تم استخدام المنهجية الكمية حيث تم جمع البيانات من خلال استبيان الطلاب وقد أظهرت النتائج المتحصل عليها أن أغلبية الـ

مشاكل في الربط بين الأفكار، أما بالنسبة للطلاب الذين وجدوا صعوبة فيها، فوفقاً للنتائج البعض منهم فإنهم ينسون أدوات الربط والاتساق إلى جانب افتقارهم إلى المعرفة الكافية وعلاوة على ذلك فإن مجموعة صغيرة منهم لا تعرف كيفية استخدام أدوات الربط والاتساق، ضف إلى ذلك آخرين لديهم خبرة قليلة ومن ثم فإن النتائج المتحصل عليها في هذه الدراسة تؤكد مجموعة من الفرضيات.

الكلمات المفتاحية: الكتابة باللغة الانجليزية كلغة أجنبية، أدوات الربط والاتساق، مشاكل الطلاب.