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Master in English**

**The Use of Cohesive Devices in Students' Writing Essays.  
A Case of Third Year students' Foreign Languages at  
Moussaoui Mohamed and Krim Belkacem High Schools**

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## DEDICATIONS

*To my beloved family:*  
*My parents Rabah and Ouiza,*  
*My sisters and brothers,*  
*My love Sliman,*  
*My family members,*  
*All my friends.*

**Chabha**

*My beloved family:*  
*My parents Said and Aldjia,*  
*My brothers and my sisters Nassima and Hakima,*  
*My lovely husband ABEDENOUR and his adorable family,*  
*To all my dear friends, with whom I shared the most memorable lifetime moments.*

**Zohra**

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## **Abstract**

*The present study investigates the use of cohesive devices in students' writing essays. It aims at reaching three main objectives. The first one is to check whether students are familiar with using cohesive devices when they write. The second one aims at exploring the influence of using CDS in writing essays. The last objective aims at investigating the most predominant cohesive devices used by students. In order to meet these objectives, Halliday and Hasan's theory 'Cohesion in English' (1976) has been used as a theoretical framework. In conducting this research and gain a better understanding of the phenomenon, a mixed method approach has been adopted as a research methodology for both gathering and analyzing data. Our corpus consists of eighty (80) essays written by third year students foreign languages stream at Krim Belkacem and Moussaoui Mohamed high schools, during the academic year 2017/2018. In addition, a questionnaire has been distributed to forty (40) learners. For the interpretation of the data, SPSS (Statistical Package for Social Sciences) is used to elicit numerical data and a Qualitative Content Analysis theory is adopted to interpret and explain the qualitative data. Moreover, the rule of three is used to quantify the number of cohesive devices used by the students. The results of the study showed that 944 cohesive devices are used in the writing pieces. According to the findings, students have used particular types of cohesive device, this mainly appears in the use of conjunctions and references because they are the most known. However, the problem in using certain cohesive devices is due to the little use of ellipsis and substitution in which they have little experience. Hence, the findings obtained in this study confirm a set of hypotheses and refute some others.*

**Key terms:** cohesive devices, linguistic ties, discourse

## **List of Abbreviations and Acronyms**

- ❖ **CDS:** Cohesive Devices
- ❖ **EFL:** English as a Foreign Language
- ❖ **GCDS:** Grammatical Cohesive Devices
- ❖ **GC:** Grammatical Cohesion
- ❖ **L2:** Second Language
- ❖ **MMR:** Mixed Method Research
- ❖ **QCA:** Qualitative Content Analysis
- ❖ **SPSS:** Statistical Package of Social Sciences
- ❖ **SLA:** Second Language Acquisition

## List of Symbols

❖ (0) Ellipsis

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### ➤ Statement of the Problem

Writing is one of the most important skills that any learner of a second language or even the native speaker needs to master. It is the second productive skill besides to speaking. Caswell and Mahler (2004: 03) regard it as, “...*the vehicle for communication and a skill mandated in all aspects of life*”. Writing is one of the most authentic and interactive ways to express ideas, experiences and feelings into written form. It is a complex activity since it needs the fulfillment of different rules of grammar, lexis, word choice, using formal expressions and paying attention to every sentence in the text. What makes writing clear for learners is the fact that for good range of writing, the students must have cohesion and cohesive devices (CDs) in their productions; those concepts are necessary to manipulate sentence level by using connectors to build a clear and strong essay.

Second Language Acquisition (SLA) researchers on writing skill as Halliday and Hasan (1976) emphasize the act of producing coherent discourse in order to ensure texture or cohesion in writing. The effect of cohesive devices either grammatical or lexical in writing is very strong since they enrich any piece of writing with clarity. It is noteworthy that without having a good command of the linguistic ties, one can never construct cohesive discourse. It seems that students do not use cohesive devices fluently. This is noticed from the analysis of their exam papers, which lead us to investigate CDs as a recurrent problem in their productions. In their famous work “Cohesion in English”, Halliday and Hasan (1976) argue that there are two ways by which cohesion is created in English, it is by reference, ellipsis, conjunctions, substitution, that is grammatical cohesion, and lexical one. Lexical and grammatical devices have a very strong effect on discourse since they help listeners or readers to perceive the textual meaning of individual sentences.

### ➤ **Aims and Significance of the Study**

This research attempts to investigate the use of cohesive devices in writing cohesive discourse. Our concern is to check whether third year foreign languages stream use cohesive devices fluently by analyzing a number of their works. For the sake of investigating this study, three research objectives have been advanced. The first objective is the investigation of the use of cohesive devices in students' compositions and their capacity in using them. The second one attempts to highlight the effect of cohesive devices on students' writings. The last objective aims at identifying the most predominant cohesive devices used by students. This research will bring out for students some benefits in learning English as a foreign language. Once students write an effective discourse using the appropriate cohesive devices, they would produce a meaningful text.

### ➤ **Research Questions and Hypotheses**

This research will attempt to provide answers to the following questions:

- Q1)** Do third year EFL students use cohesive devices fluently in writing essays?
- Q2)** to what extent do cohesive devices enhance students' writings?
- Q3)** what are the most predominant cohesive devices used by students?

In order to answer these research questions, we advance the following hypotheses:

- HP1)** Students are not able to use cohesive devices fluently.
- HP2)** The use of cohesive devices strengthens students' writings.
- HP3)** Grammatical and lexical devices are predominant in students' writings.

### ➤ **Research Techniques and Methodology**

In the present study, we are going to answer the questions by using a mixed methods approach, the combination of the quantitative and qualitative methods. Quantitative method is used to collect data using numbers, tables, diagrams, and qualitative method by analyzing data of the students' essays. Furthermore, a questionnaire adopted in our research. It is addressed to third year students' foreign languages stream in order to collect data about their ability to write an effective essay by using cohesive devices. In addition, the collection of some students' exam papers was adopted in order to find out whether students are familiar with the use of cohesive devices. In this work, two groups of students have been asked to write essays. Our investigation relies on Halliday and Hasan's (1976) work of Cohesion in English.

### ➤ **Structure of the Dissertation**

The structure of the present study follows the traditional simple model. It contains a general introduction, four chapters and general conclusion. The first chapter is called '*Review of the Literature*'. It traces all the main approaches and theoretical concepts related to the analysis of cohesive devices in students' writing. The second chapter is '*Research Design*'. It introduces the different procedures that are used during the work to collect data that consists of a questionnaire and the analysis of students' essays it describes both methods of analyzing data to make the findings objective and scientific. The next chapter is titled '*Presentation of the Findings*'. It presents the main results obtained from the corpus under analysis, i.e. the students' questionnaire and those of their writings. It provides the results relating to our subject of investigation. The last chapter is related to the previous one, it is devoted to the '*Discussion of the Findings*'. Which is concerned with

the interpretation of the results where some hypotheses have been confirmed, and some others have been refuted and bring answers to the research questions.

### **Introduction**

This chapter provides an overview of the theoretical background on which the current study is based. It comprises three sections. The first section explains what discourse analysis is, including the main concepts related to it. The second section is devoted to define the notion of cohesion and its two basic types, grammatical and lexical cohesion. In addition, it highlights some key elements related to it such as cohesive devices, coherence, text and so on and also it shows the use of cohesive devices in the writing process as well as its importance and its role in students' writing achievement. The third one is devoted to theoretical framework.

### **Section One**

## **I. Discourse Analysis**

### **I.1. Definition of Discourse Analysis**

Discourse analysis is nowadays seen as a major goal of linguistic investigation. It is considered as an umbrella term for all those studies within applied linguistics, which focuses on units of language beyond the sentence level. As far as discourse is concerned, Scollen and Scollen(2001) give a social dimension to discourse by explaining that it is concerned with habits and social conventions, because people in any community are shaped and recognized through discourse and social interaction. In addition, Van Dijk (1997) relates the definition of discourse to language, communication and interaction, that is to say discourse is a form of language in use. It is worth mentioning here that the study of language in use (i.e. discourse) aims at giving the language its essential function that is communication. Therefore, it is used in order to express ideas and emotions. Discourse is concerned with both written and spoken forms. It consists of more than one sentence that focuses on the main elements that can form a well stretched text. In this sense, D. Nunan (1993: 06) argues that: “*Discourse consists of*



*more than one sentence and the sentences necessarily have to combine a meaningful whole to be called a piece of discourse.”* He referred to text-forming devices to be responsible for connecting sentences together to form a meaningful whole, and to distinguish them from random sentences.

Concerning discourse analysis, it is the examination of language used by members of a speech community.i.e, it examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Nunan (1993:06) further states “ *Discourse analysis brings together language, individuals producing the language, and the context in which language is used*” .i.e., discourse analysis is not restricted to the description of linguistics, but it is related to the participants who use this language and the situation to what, how and when the discourse is performed. We can see then that discourse analysis is a view of language in use that is how people achieve certain communicative goals by using language, perform certain communicative acts, participate in certain communicative events and present themselves to others.

### **I.1.1. Written Discourse**

Spoken and written texts have the same purpose of informing and entertaining. Nunan (1993). According to Brown and Yule (1983), the written language is planned to be permanent, and it reflects a transactional purpose, to transfer information.Written language is designed for the transference of information and so has a “transactional” function.

The written discourse is carried out formally, deliberately, publicly and indirectly. In addition, it almost involves using standard language, but it holds no interaction with the audience Stubbs (1996).

### I.1.2. Text and Discourse

A text is a linguistic product that exists in both written and spoken language. According to Penny Cook (1989:158), “A *text is a stretch of language interpreted formally without context.*” It means that texts can be studied without reference to its contextual elements. In addition, Cook (1989) distinguishes between the two notions, discourse is considered as segments of language that should be meaningful and form a unified and complete whole with a specific purpose. However, he defines text by excluding context in the interpretation of text. That is to say, the context will be neglected in analyzing a particular piece of writing. Moreover; Schiffrin (1994:363-364) states that:

Text is the linguistic content the stable semantic meaning of the words, expressions and sentences but not the inferences available to hearers depending upon the context in which words, expressions and sentences are used.

However, a text can only include some elements from the context, which can be relevant to its interpretation. A text is a sequence of units, which are connected in some contextually appropriate way. Thus, Halliday and Hasan (1976: 01) take text as “*a unit of language in use.*” This means a text can be any passage spoken or written of whatever length that does form a unified whole. In this sense, Brown and Yule (1983: 6) add, “*We shall use text as a technical term to refer to the verbal record of communication act.*”

It is noteworthy that both discourse and text are different concepts, but interrelated which are used interchangeably by taking context as part of any utterance or sentence. According to Nunan (1993:20) “*Text refers to a written or taped record of a piece of communication whereas; discourse refers to the piece of communication in context.*”. Furthermore, Halliday and Hasan (1976) provide that the notion of text must be coherent in terms of context in which it is created; thus contextual meaning in a text is referred to as coherence and it must be cohesive that creates formal connectedness due to the use of different cohesive devices.

### I.1.3. Text and Texture

Text is a stretch of language, which seems appropriately coherent in actual use. What distinguishes a text from a non-text is its texture. The texture is provided by cohesive relations that exist between certain linguistic features that are present in the passage and can be identified as contributing to its total unity i.e., the cohesive ties that it contains. Texture is a term used to define a text as meaningful and cohesive. This means that, a text without texture cannot be so, and the sentences in a text are not related to each other. As texts are best regarded as semantic units, the concept of ‘*texture*’ is appropriate to express the property of being text. So if the passage in English containing more than one sentence is perceived as a text. i.e., it has some features that contribute to give it texture. To illustrate let us examine the following example extracted from Halliday and Hasans’ taxonomy (1976: 18):

“Wash and core six cooking apples. Put them into a fire proof dish”.

It is clear that ‘them’ in the second sentence refers back to six cooking apples in the first sentence. So the cohesive relation between ‘them’ and ‘six cooking apples’ provides the texture. In this way, we interpret both sentences as a whole; the two sentences together constitute a text by their texture. That is to say, ‘them’ is an item that facilitates to the reader to understand the relation that exists between texts. As it is introduced in their book “*Cohesion in English*”, M. Halliday and R. Hasan proposed the term texture to refer to differences between what is a text and what is not. They have distinguished different types of cohesive devices, which contribute to make any piece of writing meaningful. They state that a text must have texture which is guaranteed collectively by cohesion. Texture is referred to as textuality that denotes the property of being text; whereby, cohesion is considered the most contributor to them. Moreover, cohesion is defined “as *the set of linguistic means we have available for creating texture*” (1976: 2). De Beaugrande and Dressler (1981) define text as a communicative occurrence, which meets seven standards of textuality. They advocate that

even when one or more standards are not satisfied, the text is still accepted as a text. These standards are characteristics that any type of text shares. Cohesion is the first standard of textuality. It is concerned with the way in which the components of the surface text .i.e., the actual sentences are connected within a sequence which help the reader and the hearer to sort out the meaning. The second standard of textuality is coherence, which concerns the way in which the meaning within a text is established and developed. Moreover, the concepts refer to the knowledge that can be held in the mind whereas; relations refer to the connectedness that exists between the surface texts, it deals with means that hold texts together internally. Intentionality is considered as the third standard of textuality, it concerns the text producer's intention of what functions the text should fulfill in human interaction and communicate the message to be conveyed in an appropriate and successful way.

Acceptability is the fourth standard which has to be met, so that text to be organized. It refers to the relevance to the text receiver. De Beaugrand and Dressler (1981) explain the notion of acceptability in relation to the text receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some use or relevance for him (the receiver).

Furthermore, Infomativity is presented as the fifth standard of textuality. It refers to the right amount of information that is presented in a text whether is expected from the text receiver or not, i.e., it concerns the newness (unknown) or the givens (known) of the information presented in the text.

Another important standard is situationality, which refers to the main factors that make up a text relevant to a situation of occurrence, i.e., it may be said to effect means of cohesion which can determine what is uttered by whom, why, when and where.

The last standard is Intertextuality which is concerned with the relationship with other texts that share features with it, i.e., it refers to the factors which make the utilization of one text dependent upon knowledge of one or more previous texts.

In teaching writing, a good text needs to have two assets, which are coherence that deals with the ideas well jointly, and cohesion that deals with the sentences link up by using different cohesive devices, which let the reader understand the text.

### Section two

## II. Cohesion

### II.1. Cohesion and Coherence

Two of the greatest qualities in writing skill are cohesion and coherence, which are considered as essential components or indicators of text comprehensibility. They are important in creating and constructing a well-organized and meaningful text. Cohesion and coherence are two most important and distinguished terms in each piece of writing, where all parts of the text are logically connected to form a whole. Thus, cohesion is a basic characteristic of coherence with regard to the linguistic features of the language, which give a sequence of sentences a coherent and logical texture. Cohesion is concerned with the sense of flow that show the relationship between sentences, besides to coherence by the whole where all the sentences in each piece of writing add up to create complete meaning by using different relations. For Castro (2004), cohesion refers to the connection, which link ideas in the text and causes the flow of thoughts to be clear and meaningful for the reader. According to Tangkiengirisin (2010:54) “*cohesion is main source of coherence between sentences and it may also be a source of coherence within sentences*”. That is to say, cohesion creates coherence, they are linguistics terms used to describe the properties of written texts.

The concept of cohesion should not be confused with the term coherence. Coherence is about the unity of the ideas and cohesion is about the unity of structure elements. Cohesion is different from coherence as stated by Tanskanen (2006: 7), “*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.*” This means that cohesion refers to the surface structure of the text and coherence refers to the underlying semantic relations that allow the reader or the listener to understand the text. Additionally, Widdowson (1990:86) defines cohesion as “*the overt structural link between sentences as formal items*” and coherence as “*the link between the communicative acts that sentences are used to perform*”. It is noticeable that cohesion refers to the overt semantic relation in the text, while coherence refers to the semantic and pragmatic relations between different parts of the text. Relying on the aforementioned explanation, it can be stated that cohesion and coherence are essential elements that are concerned with specific characteristics, which make each piece of writing cohesive and meaningful. They are two different concepts but interrelated. Therefore, cohesion contributes in forming and facilitating coherence.

### **II.2. Cohesion and Text**

There are in fact a number of differing views on what text actually is. In linguistics, the notion of “text” refers to any passage spoken or written of whatever length that forms unified whole. This means, any speaker of English who reads or hears a passage which is more than one sentence in length is able to understand whether it forms a unified whole of whatever or it is just a collection of isolated sentences. This goes in line with Halliday and Hasan’s theory of *cohesion in English* (1976: 18), where it is explained that: “*a text does not consist of sentences; it is realized by, or encoded in sentences*”. What is important is that the text can only include some factors from the context, which can be relevant to its interpretation. A text

is not just a sequence of sentences strung together, but also a sequence of units, be they sentences or parts of sentences; connected in some contextually appropriate ways.

Cohesion plays an important role in forming coherent texts and describing the properties of written texts. In this context, we can deduce that cohesion is embodied in the concept of text and helps in creating it. According to Halliday and Hasan (1976:27), “*cohesion itself is part of the text forming components in linguistic system*”. 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. Furthermore, relations to make connection in the text characterize the role of cohesion. In this way, Witte and Faigly(1982: 8) assert that “*cohesion defines those mechanisms that hold text together*”. Moreover, Mahlberg (2009) in her explanation of cohesion has presented the notion of the property of connectedness. Indicating the flow of information within a text, such connectedness is reflected by the choice of vocabulary items and grammatical linking words that contribute to textual relations.

### **II.3. Classification of cohesion**

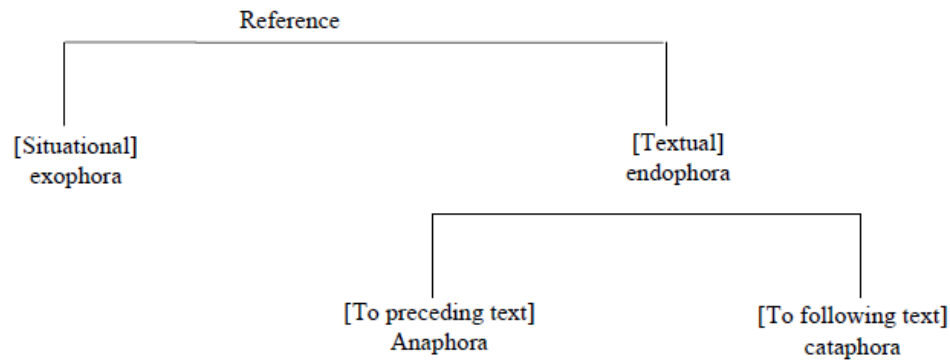
#### **II.3.1. Grammatical cohesion**

Grammatical cohesion is one way to achieve clear connections between sentences. It refers to different grammatical devices, which can be used to link the different parts of texts and make relations among them more explicit. Grammatical features are woven together across sentence boundaries. This means that it aims to help the writer or the speaker to establish relationships across the boundaries of sentences or utterances and help to hold texts together. This type is divided into sub types; Halliday and Hasan (1976) provide us with specific components of grammatical cohesion by classifying them into several categories that are references, substitution, ellipsis, and conjunctions.

### II.3.1.1. Referencing

One of the most common subcategory of grammatical cohesion (GC) is ‘reference’, which is concerned with what a word refers to in a discourse or a text that contributes to the coherence of the text. *“In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text”*. (Eggins1994: 95). In addition, Witte and Faigly (1998:237) state that, *“Reference cohesion occurs when one item in a text points to another element for its interpretation”*. This means that it can be identified as a situation in which one element cannot be semantically interpreted unless it refers to another element in the text. In other words, reference features cannot be interpreted semantically without referring to some other feature in the text. The use of reference cohesion helps the writer to avoid repetition as Akindele (2011: 102), points that *“referring expressions help to unify the text and create economy because they save writers from unnecessary repetition”*. To illustrate, we take the following personal example: ‘John bought a car. It was expensive.’ In this example, ‘It’ refers to the car, so ‘It’ expresses reference cohesion. In addition, references are characterized in two ways, they can be ‘Exophora’ and ‘Endophora’ as provided by Halliday and Hasan (1976: 31) *“reference may be exophoric or endophoric which the first one “is one does not name anything; it signals that reference must be made to the context or situation”*. Endophoric reference refers to the text itself in its interpretation, and it has two subtypes, ‘anaphora’ refers to the presupposition of some elements that have been mentioned before, for instance Susan plays the pions. She likes music. However, ‘cataphora’ refers to the presupposition of some elements that is to follow for example when he arrived home, John went to sleep. Halliday and Hasan (1976: 33) summarized the types of reference in the following diagram.





**Diagram 01: Types of reference**

Furthermore, they add that reference has three subtypes, which are 'personal references', demonstratives and comparatives. The first one is personal reference that is used to identify individuals and things or objects. It includes personal pronouns, possessive adjectives, and possessive pronouns. To illustrate, a personal example is given as follows: the teacher explains the lesson, it was difficult. In this example a personal reference is established with personal pronoun '*It*' which refers back to the noun phrase '*lesson*' and form a cohesive tie. The second type is demonstrative reference, which essentially forms a verbal point. It is expressed through determiners and adverbs that refer to location, or temporal proximity (*here, these, there, those, than*). The last one is concerned with comparatives in terms of identity and similarity and difference. Adjectives and verbs are used to express comparison. Regarding comparatives Nunan (1993) elucidates that it is expressed by using adverbs and adjectives in order to compare and contrast items within the text. To illustrate, we advance this example: The candidates gave three same answers. In this example, the word 'same' is used to express similarity.

## II.3.1.2. Substitution Devices

Another cohesive device relevant for the present investigation is substitution, that refers to one identical linguistic element is not repeated but is replaced by another item.

According to Mather and Jaff (2002:02), *“a word is substituted for the referent that is not identical in meaning or carries some differentiate, but performs the same structural function”*. Halliday and Hasan (1973: 83) define substitution as *“a relation between linguistic items, such as words and phrases, where the replacement of one item by another takes place”*.

This following example illustrates the notion of substitution:

I left my pen at home. Do you have one? In this example, ‘One’ is replaced or substituted by the word ‘pen’.

It is important to notice that substitution and reference are different in terms of linguistic system, or in other words, they are not the same in what and where they operate. Halliday and Hasan (1976: 89) argue that: *“In terms of the linguistic system, reference is a relation on the systematic level, whereas substitution is a relation on the grammatical level, the level of grammar and vocabulary, or linguistic form”*. This means, reference is concerned with relations related with meaning, while substitution is concerned with relations related with wording. As such, substitution may function as a noun, a verb, and a clause. Noun is corresponded to ‘nominal substitution’ where the noun or nominal group can be replaced by another noun. “One”/ “ones” and “same” always function as a head of nominal group. For example (personal example): there are some new tennis balls in the bag. These ones have lost their bounce”. In this example, “tennis balls” is replaced by the item “ones”. In addition, ‘verbal substitution’ is expressed by means of the verb ‘do’ that functions and operates as a head of verbal group, which always takes place at the end. To exemplify: ‘I advise you to win the game before I do’. Here ‘do’ substitutes ‘to win the game’. As far as ‘clausal substitution’ is concerned, it refers to where the clause can take positive form “so” and negative one “no”. For example, ‘Is there going to be an earthquake? It says so’ (Halliday and Hasan (1976: 130). Here in this example ‘so’ substitutes the clause ‘going to be an earthquake’.

### II.3.1.3. Ellipsis

Another way to establish cohesion is the use of ellipsis. It is concerned with the deletion of some elements in a text, without changing the meaning of that text. Harmer (2004: 24) defines ellipsis “(*...words are deliberately left out of sentence when the meaning is still clear*)”. That is to say, it does not mean that what is unsaid is not understood, by contrast unsaid implies but understood. Furthermore, what is important in ellipsis is that some elements are omitted, but the meaning is still understood and clear. According to Nunan (1993:25) ellipsis is “*when essential structural element is omitted from a sentence or clause and can be recovered by referring an element in the preceding text*”.

The relationship between ellipsis and substitution is very close. Thus, substitution is similar to ellipsis in some way. Ellipsis is entirely described as a form of substitution in which the constituent is replaced by zero (0). Likewise, in substitution, ellipsis can function as a noun, verb or clause. Kennedy (2003: 324) argues that “*Ellipsis is the process by which a noun phrase, verbal phrase, or clauses are omitted or “understood” when they are absent*”. Nominal ellipsis refers to ellipsis within the nominal group, where it is omitted.

‘My sisters like practicing sport, in fact both (0) enjoy swimming’. In this example in the second sentence, the nominal group my ‘*sisters*’ is omitted, but the meaning is still clear. Verbal ellipsis involves the omission of the verb. To illustrate this, we advance this personal example:

A: have you been working?

B: yes, I have (0).

Here, in this example, the omission of the verbal group depends on what is before and it is concerned with “been working”. In addition to clausal ellipsis, this is concerned with the omission of the whole clause. For example:

A: Have you spoken to the teacher?

B: (0) I have (0)

### II.3.1.4. Conjunctions Devices

Conjunctions are the last type of grammatical cohesion that involves the use of formal tools to combine sentences, ideas and paragraphs logically. Halliday and Hasan, (1976) advocate that conjunction words are linking devices between sentences or clauses in a text. Conjunctions express the logical semantic relation between sentences rather than between words and structures. In other words, conjunctions structure the text in the logical order that is meaningful to the reader or the listener. Hyland (2005) identifies them as “frame markers”, such as first, second, and next which are used to arrange information within discourse. Conjunctions are divided into 4 types according to Williams(1983) based on the work of Halliday and Hasan (1976). They are ‘additive conjunction’, which involves adding information by using (and, in addition, moreover...). ‘Adversative conjunctions’ are used to express contrasting, results, or opinions. ‘Adversative conjunctions’ act to indicate “*contrary to expectations*” and they are signaled through (*however whereas, while, yet, but...etc.*). ‘Causal conjunctions’ which introduce “cause/effect” relationship, they are expressed through (*so, thus, because, consequently, due to...etc.*). The last type refers to ‘temporal conjunctions’ that involve expressing the time order of the text, they are signaled through (*then, soon, finally...etc.*).

### II.3.2. Lexical Cohesion

Lexical cohesion is another important type of cohesive devices that is established through the structure of lexis and vocabulary. According to Bloor (2004), lexical cohesion involves meaningful connections in text that are created using lexical items and that do not intrinsically involve grammatical cohesive devices. It is divided by Halliday and Hasan (1976) into two main categories: reiteration and collocation.

#### II.3.2.1. Reiteration:

Reiteration is defined as two items that share the same referent and could be either repeated or have similar meanings in a text. One of the forms of reiteration is repetition that involves the restatement of the same lexical item. This is illustrated by the following:

‘Education in Algeria is different from education in the *U.S.A*’, the lexical item ‘*education*’ is reiterated in the same form, and it is repeated.

Reiteration may also be ‘synonymy’ that is used to refer to items that are closed in meaning. According to Cruse, 2004 et al “*synonymy is interpreted as a scalar notion that includes two different types of similarity of meaning: near and prepositional or attitudinal*. Furthermore, antonymy is another way to express reiteration that is used to refer to items that do not share the same meaning, i.e., they are opposites. For e.g., ‘cold’ and ‘hot’ are antonyms. In addition to ‘Super ordination’, this refers to the use of general class items. For instance, ‘The train is the fast means of transportation for travelers.’ (Train is the super ordinate of transportation).

#### II.3.2.2 Collocations

The combination of different vocabulary items that co-occur together is called collocation. It involves the combination of adjectives and nouns such as ‘fast food’, verbs and nouns such as ‘run out of money’, and other items such as, ‘men and women’. It exists between words in similar textual context. According to Nunan (1993), collocation includes all the items in a text that are semantically related. Halliday and Hasan (1976: 284-286) define

collocation as “*the association of lexical items that regularly co-occur: candle...flame...flicker, poetry... literature... reader...writer*”.

### II.4. The Role of Cohesive Devices in Writing Process

Any piece of writing must be organized in a way that ensures its cohesion, for that the use of CDs is one way to achieve cohesive writing. The use of those devices is regarded as a crucial element for successful academic writing. Thus, they seem to be a process that gives good results by making connections between the different parts of any given text and each one has special function in writing. They are considered as formal links that hold text together within a clear and logical manner to create strong communication. Cohesive devices are words and phrase which are used as helpful tools in order to create a meaningful text with a good style. In this sense, Hedge (2005: 83) defines cohesive devices as, “*are the means by which parts of text are linked as logically related sequences. They signal relationship between ideas in such a way that the writer intentions are made clear*”. Furthermore, Halliday and Hasan (1976) considered cohesive devices as those tools, which are necessary in any piece of writing in general and in any successful interpretation of the text in particular. They elucidate, “*The continuity is not merely an interesting feature that is associated with text, it is necessary element in the interpretation of text, there has to be cohesion if meaning is to be exchanged at all*” (ibid: 300). Cohesive devices are those tools that are used to connect sentences together and facilitate to the reader or the writer the understanding of the meaning without any difficulties. Halliday and Hasan (1985: 82) quoted in Zmrzla (2013: 46) indicate that:

Cohesive devices are linguistic means of various natures that create the formal connectedness of text, concretely they are the expressions that are bound together relations described cohesive ties, and which form cohesive chains in the text there are structural and non -structural cohesive devices the lexical and grammatical cohesion.”

Harmer (2004:24) points out that “*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". i.e., cohesive devices enable the reader or the writer to understand how the various elements in the text are referred to.

### Section three

### 3. Theoretical Framework

The main theoretical basis of this study is the cohesion theory of Halliday and Hasan (1976) since their theory is a complicated system containing a large number of contents. The theory of Halliday and Hasan makes great contribution to the understanding of the cohesion of the English texts. In their work, cohesion is described as a semantic concept referring to relations of meaning that exist within a text (Halliday and Hasan 1976). Their definition of cohesion emphasizes the relationship between the meanings of the linguistic units. Halliday and Hasan distinguish cohesive ties or devices in terms of grammatical cohesion and lexical cohesion. Grammatical cohesion covers four cohesive devices: reference, ellipsis, conjunction, and substitution, While; reiteration and collocation fall into the category of lexical cohesion.

#### a) Reference:

Reference is one type of grammatical cohesion, according to Halliday and Hasan, reference is concerned with pronouns to refer to earlier items .e.g.: he, their, her...etc

#### b) Ellipsis and Substitution:

There are three types of substitutions: nominal, verbal and clausal. '*Ellipsis*' refers to *something left unsaid*'. (Halliday and Hasan, 1976: 142) there is no implication that what is unsaid is not understood. Like in substitution, there is nominal, verbal and clausal ellipsis.

### **c) Conjunction:**

Conjunction can be used to realize the systematic relationship between sentences or paragraphs in a text. They are classified into four types, namely additive, adversative, causal and temporal.

### **D) Reiteration and Collocation:**

Reiteration is a form of lexical cohesion, which involves the repetition of a lexical item, at one end of the scale, the use of general words to refer to a lexical item, at the other end of the scale, a number of things between the use of a synonym, near-synonym, or subordinate. (Halliday and Hasan 1976).

Collocation describes the relationship between words that tend to co-occur. Collocation is a covering term for the cohesion that results from the co-occurrence of lexical items that are in some way associated with one another in similar environment.

## **CONCLUSION**

This chapter has reviewed the different literatures related to our subject of investigation. It is divided into three sections. The first section is devoted to the definition of some concepts that we consider helpful to the understanding of our topic of investigation including discourse analysis, written discourse, discourse and text, text and texture. The second one has highlighted the concepts of cohesion, which include subtitles namely cohesion and coherence, text and cohesion, since they are considered as key terms in our field of study. The third one attempts to stress the role of cohesive devices in achieving and developing students' writing.

This chapter also has shown the role of cohesive devices that enable the reader to know how the different parts of the text are organized. Thus, any piece of discourse written or spoken is supposed to use the necessary devices that contribute to the best understanding of the main elements in the text.





### Introduction

This chapter covers the research design and methodology used in the present study. It deals with the analysis of essays written by third year students' foreign languages stream in order to know whether they are familiar with the use of cohesive devices. It outlines the techniques and procedures of data collection and data analysis used to answer the research questions mentioned in the general introduction. It is composed of three sections. The first one describes the context of our investigation and the participants of the study. The second presents the data collection instruments and procedures. The last one explains the data analysis, the procedures used to analyze data.

### **1. Context and participants of the study**

#### **1.1. Context**

Our investigation aims at identifying whether third year students are familiar with cohesive devices. In order to achieve this aim, we have taken samples from Krim Belkacem and Moussaoui Mohammad high schools to be the place of our study.

#### **1.2. Participants of the study**

The participants of the study are third year students' foreign languages stream at Krim Belkacem and Moussaoui Mohamed high schools. The students' age and gender are not taken into consideration. Indeed, these two groups are chosen because they are EFL learners; they may be accepted as having a more or less homogenous level in English, since they are EFL learners are capable of understanding what make a given text understandable in terms of using different devices (connectors). The participants of the study consist of forty (40) learners of secondary school foreign languages stream in which the choice was done in random way.

## 2. Data collection procedures

### 2.1. corpus

In order to conduct our investigation, a sample that consists of eighty (80) exam papers are analyzed. They are as we have already mentioned exam papers of third year EFL learners at high school. The papers' content consists of answers to questions in a form of essay. In two hours, two groups of 40 third year learners' foreign languages were asked to write a twenty five-line essay on one of the three suggested topics. The first topic is about describing education system in Algeria, and comparing it to the one in other countries; the second topic is about writing an agony aunt, where they were asked to give some advice for their friends about stress in examination. The last one is writing an essay about disagreements between parents and adolescents. The description of their productions was carried out to show to what extent they employ cohesive devices in generating cohesive discourse. Also it intends to find out which one is the most and least frequent cohesive ties used in the learners' productions.

### 2.1. Students' Questionnaire

A questionnaire is an important data collection tool, which consists in a set of questions that allow the researcher to gather a considerable amount of data in a short period of time. It can be defined as a useful research instrument that presents participants with a set of questions where they are asked to give their own answers. In this context, Brown (2001:06) asserts, *"...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."*

In the present investigation, a questionnaire has been distributed to forty (40) learners of secondary school foreign languages in order to know whether they are familiar with the use of different cohesive devices.

The questionnaire is made up of (21) questions, which are close-ended and open-ended questions. The close-ended questions target the respondents to select and tick the appropriate answers whereas, the open-ended questions in which the respondents are free to answer and give their own points of view. It is arranged in (5) sections. The first section deals with the respondents' profile in terms of years of experience in studying English, also it contains the students' choice of studying this language and whether it is their favorite matter. The second and the third sections are concerned with 'learners' attitudes towards writing in English', where learners are asked about their point of view concerning the importance of writing in English. The forth one deals with cohesion and how learners are aware of the use of various devices. As for the fifth and last section are related to students' difficulties they face when writing essays.

### **1. Data Analysis procedures**

In the analysis of the data gathered from the questionnaire and the students' exam papers, two research instruments have been used, namely the Statistical Package of Social Sciences (**SPSS**) and Qualitative Content Analysis (**QCA**). While, the quantitative data have been analyzed using the SPSS, the qualitative data have been interpreted using the QCA.

#### **1.1. Quantitative analysis**

##### **1.1.1. Statistical Package for Social Sciences (SPSS)**

The statistical method is used to provide numerical data. Close-ended questions of the questionnaire are analyzed through using statistical analysis software program SPSS.

SPSS is the abbreviation of Statistical Package for Social Sciences. According to Landau and Evritt (2004:01), *“it is a package that of programs for manipulating, and presenting data; the package is widely used in the social and behavior sciences.”* The SPSS is used to perform statistics; quantitative analysis. Therefore, the results obtained are presented in the form of tables, pie charts and bar charts. Thus, this program is selected as an analysis tool for its reliability.

Moreover, in order to analyze the data of the students’ essays, the rule of three has been adopted in order to quantify the number of cohesive devices used by the respondents.

$$x = \frac{Z \times 100}{Y}$$

**X** is the calculated percentage, **Z** is the value of the answers and **Y** is the number of cohesive devices used by the students

### 4.2. Qualitative Content Analysis

The Qualitative Content Analysis (QCA) is adopted to interpret and describe the data obtained from the students’ essays as well the open- ended questions of the students’ questionnaire. It is defined as being the suitable instrument for describing qualitative data. According to Hsieh and Shannon (2005: 1277), it is *“a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns”*. Cole (1988) adds, *“content analysis is a method of analyzing written, verbal or visual communication messages”*. QCA has the aim of describing the content, the structure, and the functions of the ideas contained in texts. It is also used to analyze qualitative data collected from the open-ended questions of the questionnaire.

### Conclusion

This chapter has dealt with the methods to be used in our present study. It starts by explaining the research methods used for the analysis of the gathered data by using both qualitative and quantitative approaches. Then, it has dealt with the explanation of data

collection tools, a questionnaire conducted with EFL learners and their exam papers. In addition, this chapter has accounted for the data analysis procedures. In fact the SPSS has been used to transform the data obtained from the questionnaire into number and percentages, whereas, QCA is used to interpret the learners' use of cohesive devices.

## Introduction

This chapter aims at presenting the findings reached in the questionnaire, and the results of the analysis of the learners' productions. It attempts to determine the use of several types of cohesive devices in students' writing. It is made up of two main sections. The first section displays the results reached from the analysis of learners' essays. The second one is devoted to the analysis of the data collected from the learners' questionnaire.

### I. Students' Essays

This part is devoted to the presentation of learners' use of cohesive devices, i.e.; the explanation of the different cohesive devices that learners have used and the ones, which are not used. In relation to the analysis of learners' productions, we have found the following results:

#### 1. Students' Use of Grammatical Cohesive Device

The total number of cohesive devices used	Grammatical cohesion used	
944	The number and percentage of grammatical cohesive devices used	
	790	(83.63%)

**Table1: Students' Use of Grammatical Cohesion**

The results show the high frequency that is, (83.63%) in using grammatical cohesion. In relation to each device of grammatical cohesive devices used, we have found the following results:

#### 1.1. Students' Use of Reference

The total number of GCDs used	Reference used	
790	N	%
	575	72.78%

**Table 2: Students' Use of Reference**

Students' use of reference devices is analyzed according to the total number of grammatical devices used and the number of references used too. According to the results, we notice that students use several reference devices adequately, since references are usually used in their speech.

### 1.1.1. Students' Use of Demonstrative Reference

Total	demonstrative devices used	Number of devices	Percentage
101	That	51	50.49%
	These	11	10.89%
	This	39	38.61%
	Those	0	0.00%

**Table 3: Students' Use of Demonstrative Reference**

The table shows the number of the whole demonstratives that are used according to the total number of demonstrative references. These results reveal that the most useful device in demonstrative reference is 'that' (50.49%).

### 1.1.2. Students' Use of Personal Devices

Total	Personal devices use	Number of devices	Percentage
365	It	49	13.42%
	Its	1	0.27%
	He	1	0.27%
	She	1	0.27%
	Her	5	1.36%
	They	47	12.87%
	Their	67	18.35%
	Them	43	11.78%
	His	6	1.64%
	Him	4	1.09%
	I	42	11.50%
	Your	17	4.65%
	My	8	2.19%
	We	3	0.82%
	You	62	16.98%
	our	9	2.46%

**Table 4: Students' Use of Personal Reference**



The total number of personal references used is shown in **table4**. From the results revealed, we notice that the personal references ‘Their’ (18.35%) and ‘you’ (16.98%) are mostly used. However, the use of other cohesive devices is lower.

### 1.1.3. Students’ Use of Comparative Reference

Total	Comparatives used	N	%
575			
	Comparing to	01	0.17%

**Table5: Students’ use of Comparative References**

The table identifies the total number of references used by the students and the corresponding number of comparatives used. It is noticeable from the results shown in the table that students used only one comparative device.

### 1.2. Students’ Use of Substitution

The total number of GCDs used	Substitution used	
790	The number and percentage of substitutions used	
	3	0.37%

**Table 6: Learners’ Use of Substitution**

The total number of grammatical cohesive devices used by the learners and the corresponding number of substitutions used are presented in **table6**. It is revealed that learners’ use of nominal substitution is very little.

#### 1.5.1. Learners’ Use of Nominal Substitution

Total	Types of substitution used	Number of substitution used	Percentages
790	Nominal	2	0.22%

**Table 7: Students’ Use of Nominal Substitution**

The total number of grammatical devices (790) used by students and the corresponding number of nominal substitutions are revealed in **table7**.

### 1.2.1. Students' Use of Verbal Substitution

Total	Types of substitution used	Number of substitution used	Percentage
790	Verbal	1	0.25%

**Table 8: Students' Use of Verbal Substitution.**

The total number of grammatical devices used and the amount of verbal substitutions are shown in the table above.

### 1.3. Students' Use of Nominal Ellipsis

The total number of GCDs used	Ellipsis used	
790	The number and percentage of Ellipsis used	
	25	3.16%

**Table 9: Students' Use Nominal Ellipsis**

**Table9** indicates the total number of the grammatical devices and the number of ellipsis used. We deduce from the results that the use of nominal ellipsis is lower(3.16%), the students neglected the other types, clausal and verbal ellipsis. It can be inferred that students have little knowledge about the use of ellipsis device.

### 1.4. Students' Use of Conjunctions

The total number of GCDs used	Conjunction used	
790	The number and percentage of conjunctions used	
	295	37.34%

**Table10: Students' Use of Conjunctions**

The total amount of grammatical cohesive devices used (790) in the students' productions and the number of the students' conjunctions are communicated in **table10**. According to the results, students are not familiar with these conjunctions.

#### 1.4.1 Students' Use of Additive Devices

The total number of each additive devices used	Additive use	Number of additive use	%
194	And	160	82.47%
	Or	04	4.51%
	For example	10	5.15%
	In addition	01	0.51%
	Furthermore	02	1.03%
	Also	10	5.15%
	Then	06	3.09%
	moreover	01	0.51%

**Table 11: Students' Use of Additive Cohesive Devices**

The total number of additive conjunctions used by students and the corresponding number of additives used are shown in **table11**. Students widely use the additive conjunction "and" (82.47%) it is highly frequent than other types, this confirms that the majority of students prefer using "and" to express addition, however; some other additive devices are rarely used.

#### 1.4.2. Students' Use of Adversative Devices

Total	Adversative devices used	Number of devices used	%
27	But	24	88.88%
	However	02	7.40%
	In spite of	01	3.70%

**Table 12: Students' Use of Adversative Cohesive Devices**

This table reveals the number of adversative conjunctions and the number of every device used. There is a high frequency in using 'but' (88.88%) to express contrast. However, the use of other devices is low. It seems clear from the results that students do not use many other adversative devices such as in addition, although and so on.

### 1.4.3 Students' Use of Causal Devices

The total number of each causal devices	Causal cohesive devices used	Number of devices used	%
42	Because	28	66.66%
	So	09	21.42%
	For this reason	02	4.16%
	Consequently	01	2.38%
	Due to	02	4.76%

**Table13: Students' Use of Causal Cohesive Devices**

The number of causal conjunctions devices is shown in the recent table. Students overuse of 'because' (66.66%) to express causality is noticed, but the other devices are rarely used.

### 1.4.4. Students' Use of Temporal Devices

The total number of temporal devices	Type of temporal devices used	Number of devices used	%
32	At first	08	25%
	Next	01	3.12%
	Finally	10	31.25%
	Second	07	21.87%
	At the end	03	9.37%
	to conclude	01	

**Table14: Students' Use of Temporal Cohesive Devices**

This table displays the total number of temporal devices used (32) and the corresponding number of temporal devices used. The use of "finally" is the predominant, but the other devices are rarely used.

## 2. Students' Use of Lexical Cohesion

The total number of cohesive devices used	Lexical cohesion used
944	The number and the percentage of lexical cohesive devices used
	154 (16.31%)

**Table15: Students' Use of Lexical Cohesion**

Lexical cohesion is analyzed according to the number of cohesive devices used (944) and the number of lexical devices used too. According to the results revealed, students' use of lexical devices is lower (16.31%), concerning the total number of cohesive devices used.

## 2.1. Students' Use of Reiteration Devices

The total number of reiteration used	Reiteration device used	
	N	%
154	115	74.67%

**Table 16: Students' Use of Reiteration Lexical Cohesion**

**Table 16** presents the total number of lexical devices and the corresponding number of reiterations used. It is revealed that students' use of reiteration seems to be a bit little comparing to the total number of cohesive devices.

### 2.1.1. Students' Use of Types of Reiteration

The total number of types of reiteration used	Type of reiteration used	N	%
114	Repetition	52	45.21%
	Antonymy	20	17.39%
	Synonymy	21	18.26%
	Super ordination	21	18.26%

**Table 17: Students' Use of Types of Reiteration**

**Table 17** shows the total number of every type of reiteration used. The results show that students use types of reiteration, the most one used is repetition (45.21%).

## 2.2. Students' Use of Collocation

Total	Collocation use	
944	N	%
	40	4.23%

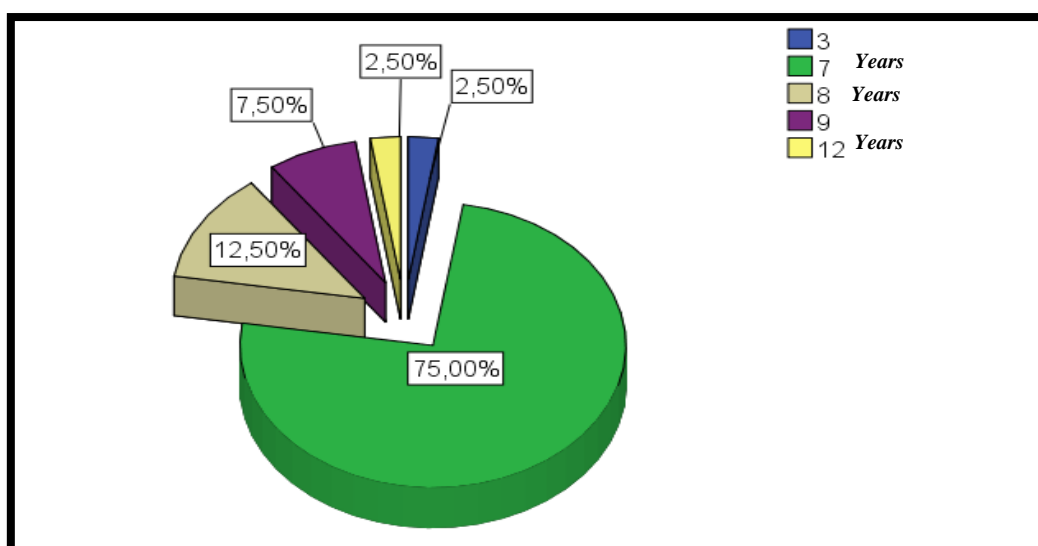
**Table18:Students' Use of Collocation**

This table indicates the total amount of cohesive devices and the number of collocations used by students. The frequencies revealed indicate that students rarely use collocations (3.80%) according to the total number of devices.

## II. Results of Students' Questionnaire

### II.1. Section one: Background Information

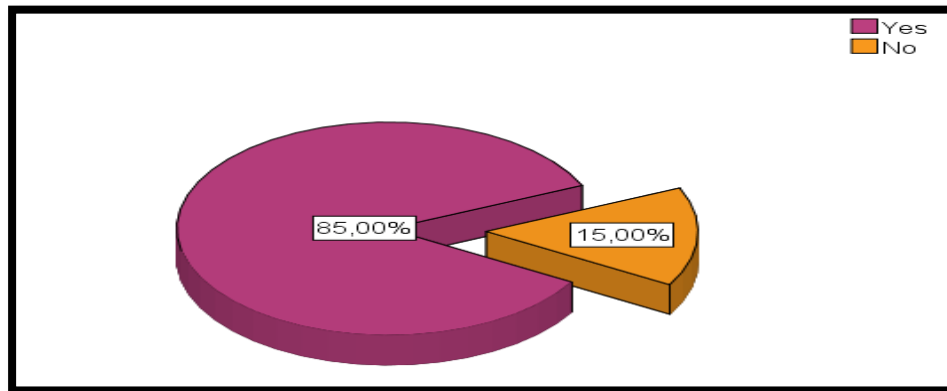
**Question one:** How long have you been studying English?



**Diagram 2: Learners' Experience**

In this stage of investigation, the participants have been asked about their learning experience. **Diagram2** clearly denotes that the majority of the informants (75%) have been studying English for seven (7) years.

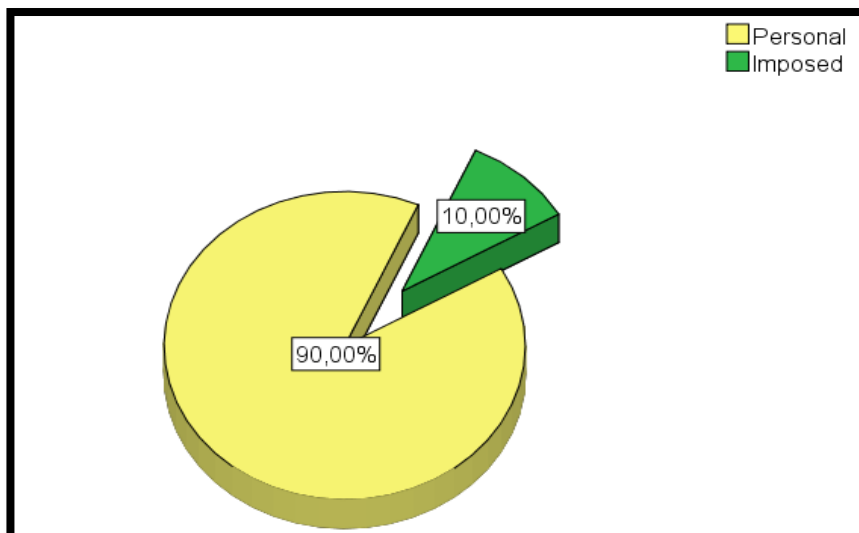
**Question 2: Is English your favorite matter?**



**Diagram3: Students' Point of View about Studying English**

As indicated in **diagram3**, the majority of the informants (85%) have answered by 'yes' concerning their opinion about English as their favorite matter. Whereas, the other amount have answered by 'no'.

**Question 3: Is the choice of studying foreign languages?**

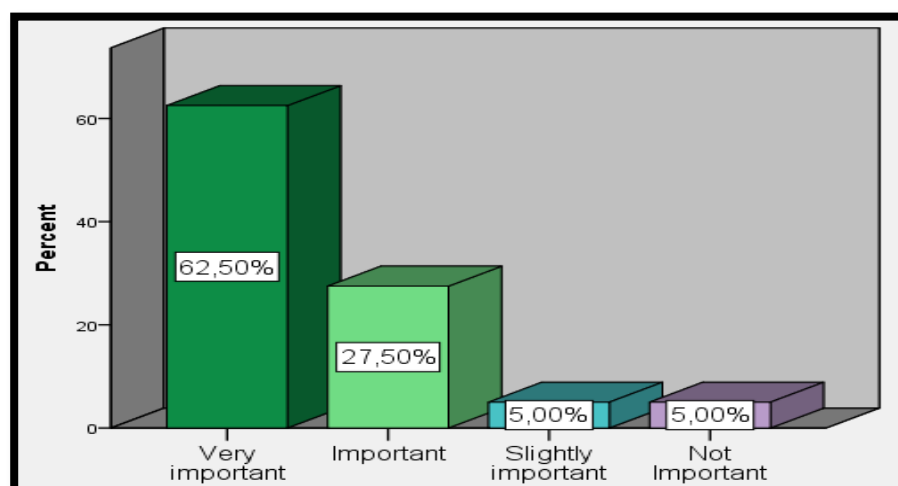


**Diagram 4: Students' Choice of Studying Foreign Languages**

As highlighted in **diagram4**, a large majority of the participants (90%) declare that the study of foreign languages is 'personal'. By contrast, few of them (10%) have answered that it is 'imposed'.

## II.2. Sectiontwo: EFL Learners' Attitudes towards Writing in English

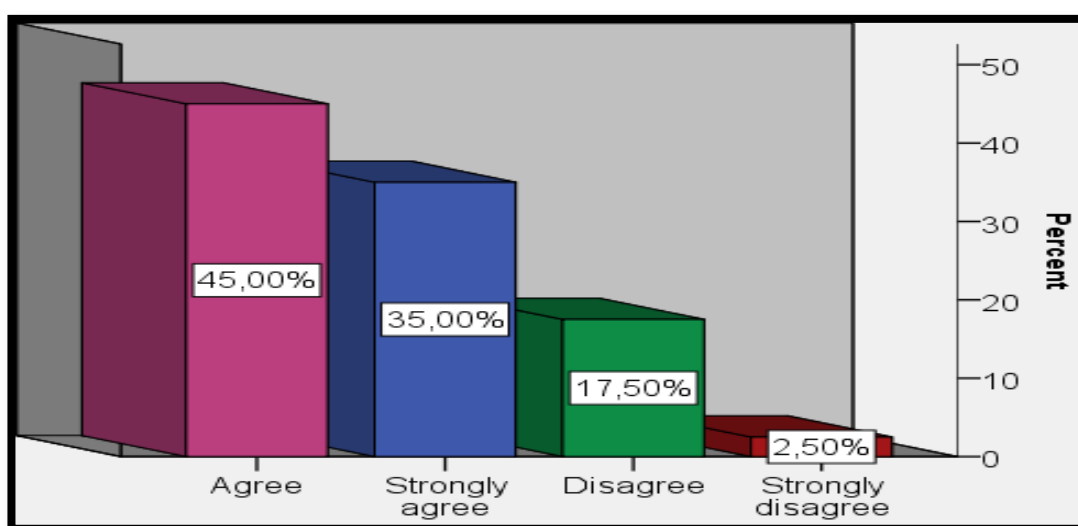
**Question 4:** How important is Writing in English?



**Diagram5: The Importance of Writing in English**

In accordance with the importance of writing in English, the results reveal that (62.5%) of the learners see that writing is 'very important' and (27.5%) of them declare that is 'important'. However, five participants have argued that it is 'slightly important' and five others stated that it is 'not important'.

**Question5:** How far do you agree or disagree with this statement: 'writing essays in English is very fundamental for learning the language'?

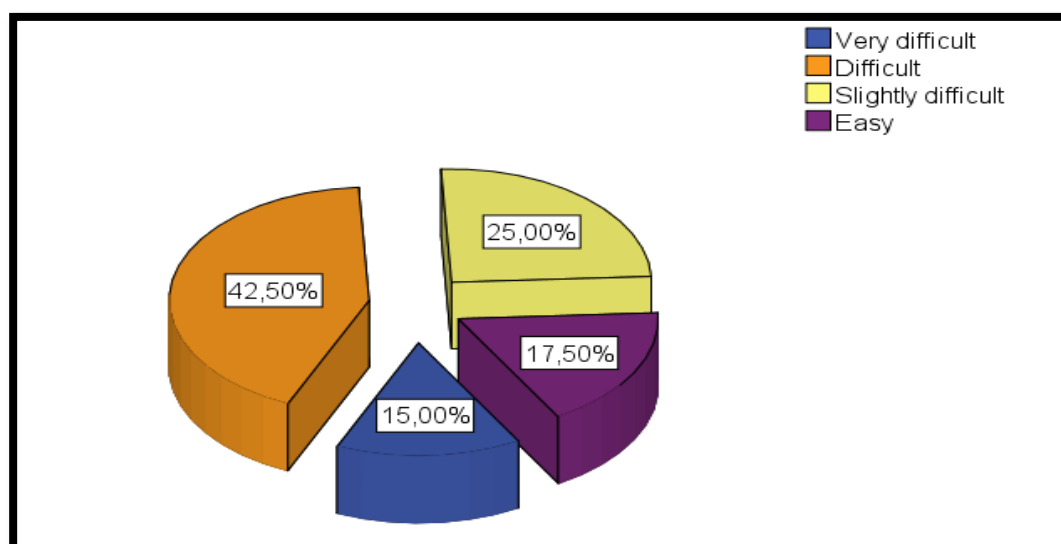


**Diagram6: Students' Opinion about the Relation between Writing and Learning the Language.**



From the results, it is noticeable that (45%) of the learners' agree with the view that writing essays is very fundamental for learning a language, and (35%) of them have answered with 'strongly agree'. Nevertheless, (17.50%) have provided with negative answer 'disagree', and (2.5%) of them remained 'strongly disagree'.

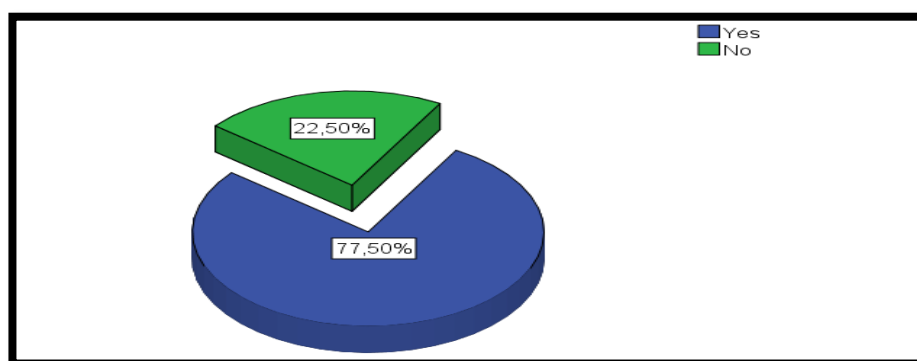
**Question6:** How difficult is writing in English?



**Diagram7: Students' Opinion about Writing in English.**

Relying on the results, the majority of the learners, i.e., (42.5%) assert that writing in English is 'difficult', and (17%) have said it is very 'difficult' and (25%) of them have argued that it is 'slightly difficult'. Whereas, a few percentage (17.5%) of the participants claim that it is easy.

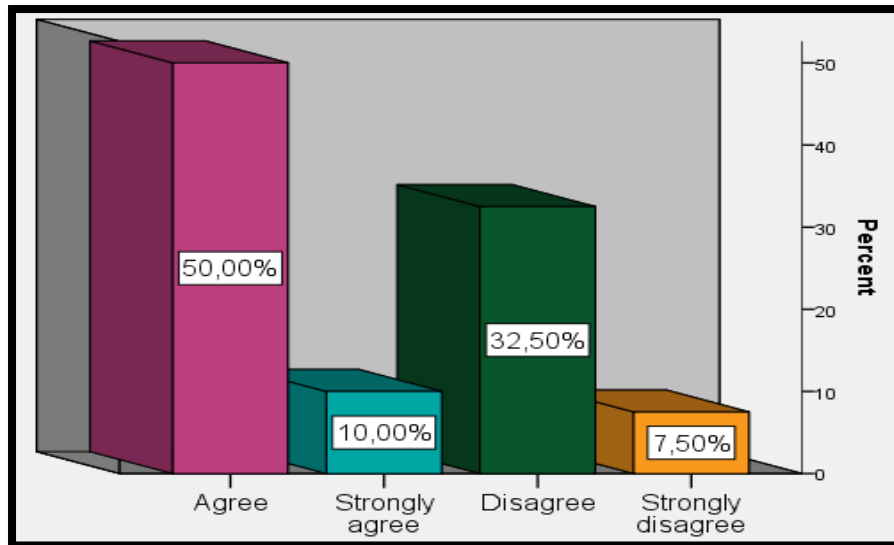
**Question7:** Do you like writing in English?



**Diagram8: Students' Attitudes toward Writing in English.**

As presented in the **diagram8**, almost all the participants (77.50%) like writing in English; i.e., the vast majority. Only (22.50%) dislike writing in English.

**Question8:** Students are motivated to write essays in English.

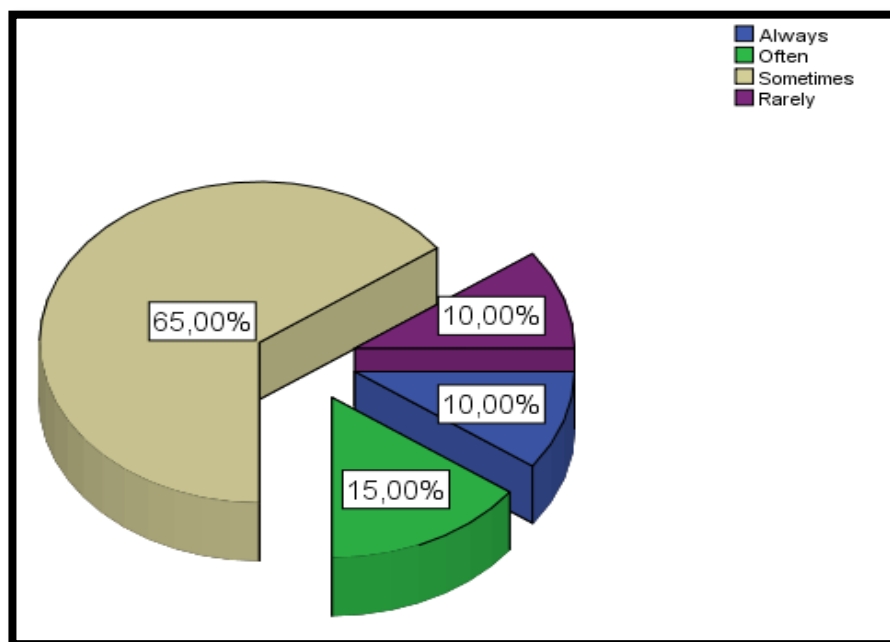


**Diagram9: Students' Motivation to Write Essays in English**

It is noticed in this diagram that twenty participants making up (50%) agree with the view that students are motivated to write essays in English. On the other hand, (32%) of the learners, disagree. However, four participants (10%) have strongly agreed and three of them i.e., (7.50%) have strongly disagreed.

### II.3. Results of Section three: EFL Learners' Writing of Essays

**Question9:** How often do you write essays in English?



**Diagram10: Students' Writing frequency in English.**

As seen in the diagram, the high proportion of the learners (65%) have answered that they 'sometimes' write in English. Four participants making up (15%) have said that they 'often' do so. However, a minority of them (10%) have answered by 'always' and 'rarely'.

**Question11:** a) give some examples of different connectors (e. g in addition, and) which are used to combine sentences to get meaning.

The question above is an open-ended one, where the students have been asked to give some examples of connectors, which are used to link sentences.

**Remark1:** five (5) respondents have not answered the question.

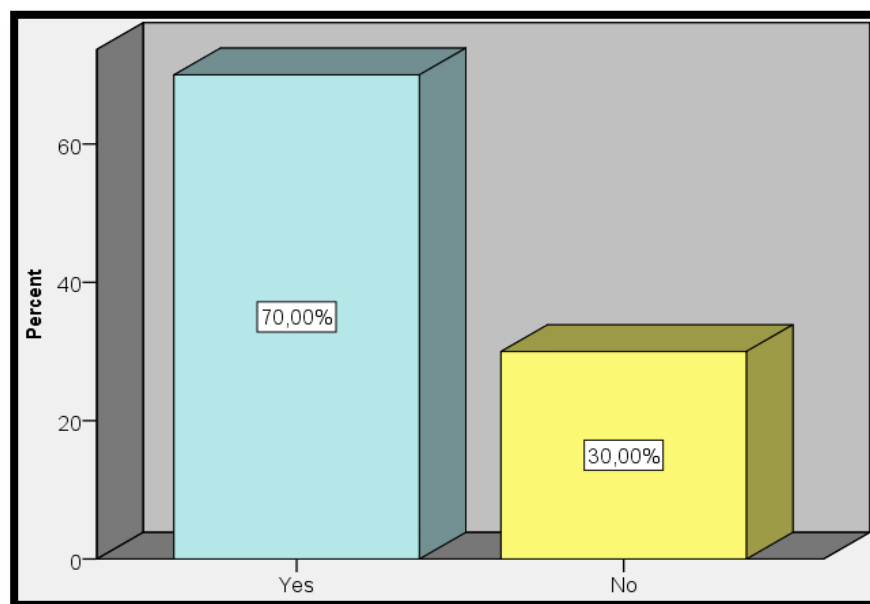
Based on the gathered data, the participants gave examples of conjunctions cohesive devices.

b) What are the connectors you often use to connect sentences?

**Remark2:** five (5) respondents have not answer the question.

The aim of this question is to discover the devices that students often use to connect sentences. It seems from the results that the majority of the respondents have given the same type of cohesive devices, which are conjunctions.( however, and, but).

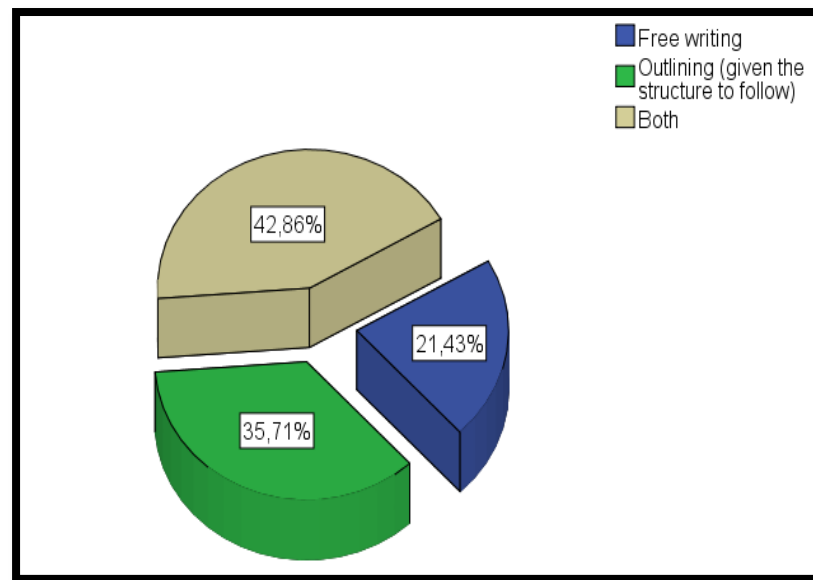
**Question12:** Does your teacher use specific strategies to motivate you to improve your abilities to write essays in English?



**Diagram11: Teachers' Strategies to Motivate students' Abilities to Write Essays in English**

As displayed in the bar chart, (70%) of the informants have advocated that their teachers use specific strategies to motivate them improve their abilities to write essays. Whereas, twelve (30%) of them have answered by 'No.

**Question13:** If yes he/she uses:

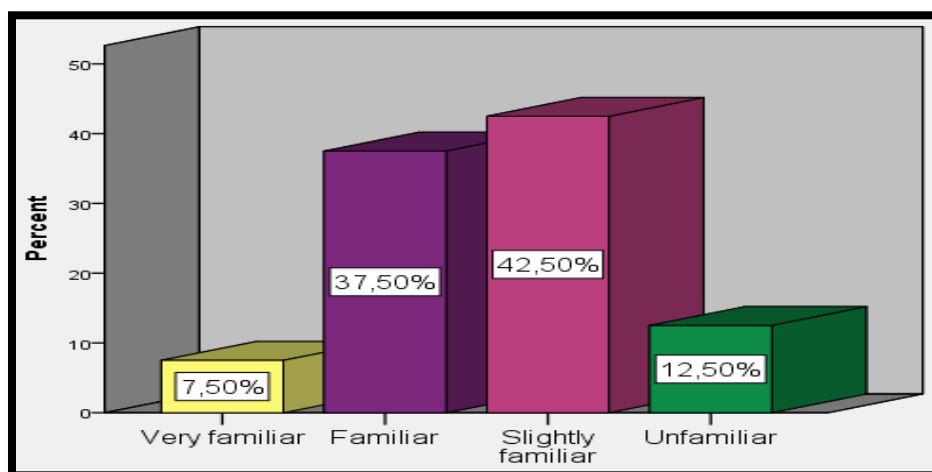


**Diagram12: Types of Teachers' of Strategies to Motivate Students' Writing**

Through this pie chart, we can deduce that the majority of the learners that is (42.86%) have answered that their teachers use both strategies to motivate students by outlining and free writing. (35.71%) of them have argued that their teachers give them the structure or the outline of the essay to follow. Whereas, (21.43%) of them elucidate that their teachers motivate them by using free writing.

#### II.4. Results of Sectionfour: Cohesion and Cohesive Devices

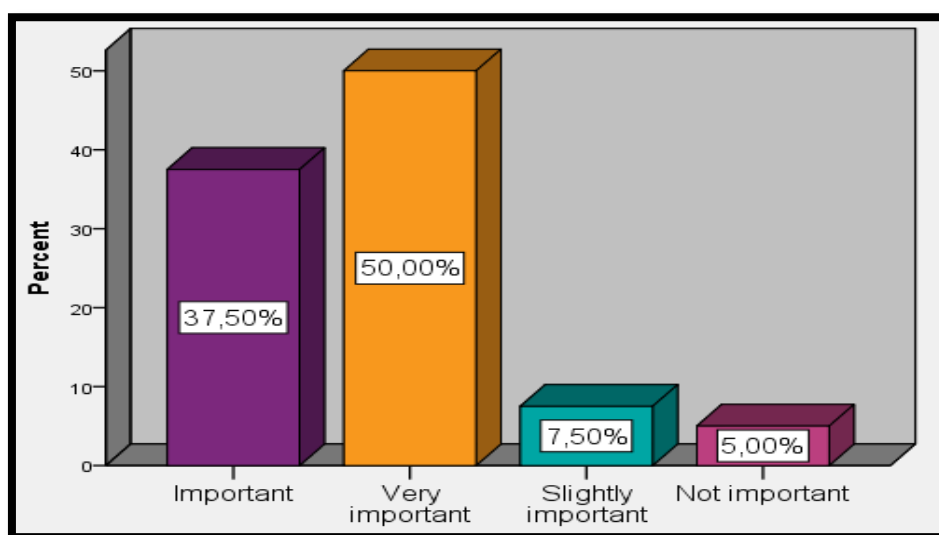
**Question14:** How familiar are you with cohesive devices.



**Diagram 13: Students' Familiarity with Cohesive Devices**

The focus of this question is to investigate whether EFL learners are familiar with cohesive devices. It has been found that the largest number of learners (42.50%) argue that they are slightly familiar with these devices and fifty (37.50%) are familiar. In addition, three i.e., (7.50%) of the learners have argued that they are familiar with it. In contrast, (12.50%) have declared that they are unfamiliar with cohesive devices.

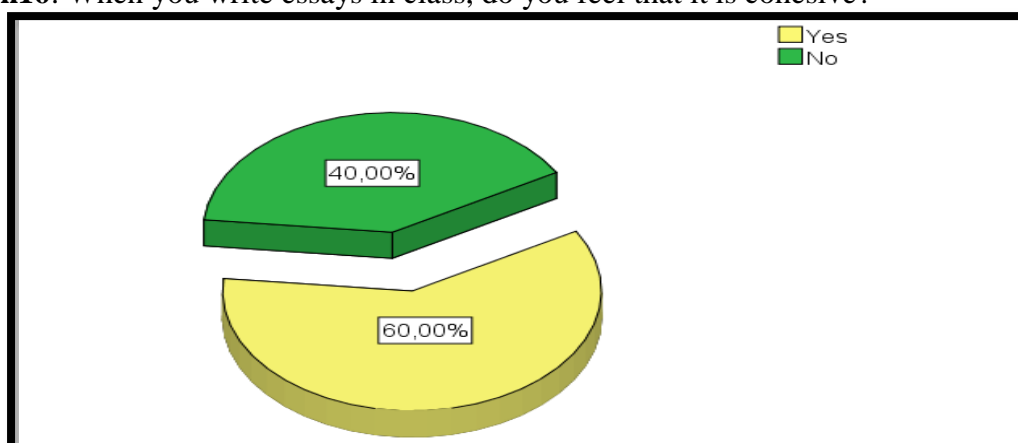
**Question15:** According to you, teaching cohesive devices is:



**Diagram14: The Importance of Using Cohesive Devices**

As far as teaching cohesive devices is concerned, the results indicate that (50%) of the participants claim that teaching cohesive devices is 'very important'. Fifty i.e., (37%) of the learners have said that it is 'important'. Whereas, (7.50%) of them state that it is 'slightly important' and the rest (5%) indicate that it is 'not important' at all.

**Question16:** When you write essays in class, do you feel that it is cohesive?



**Diagram15: Students' Attitudes toward the Cohesion of their Writing**

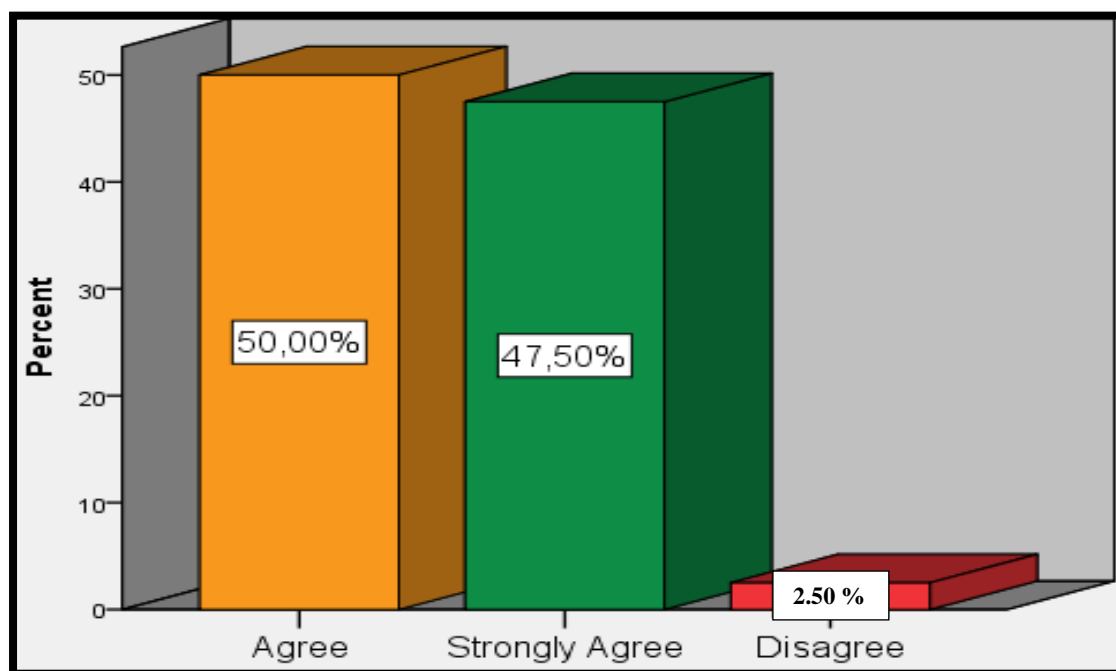
The majority of EFL learners i.e., (60%) have advocated that when they write essays in class they feel that it is cohesive. However, (40%) of them have declared the opposite.

### Why?

This question is an open-ended one, where students have been asked to justify their answers concerning the first question. Students who have answered by 'yes', have argued that their essays are cohesive because they use the appropriate CDs. whereas, those who answered by 'no' have justified their answers by their unfamiliarity with the English language and cohesive devices.

**Remark3:** Thirteen (13) of the respondents have not answered this question.

**Question 15:** Do you agree or disagree with the importance of teaching cohesive devices?



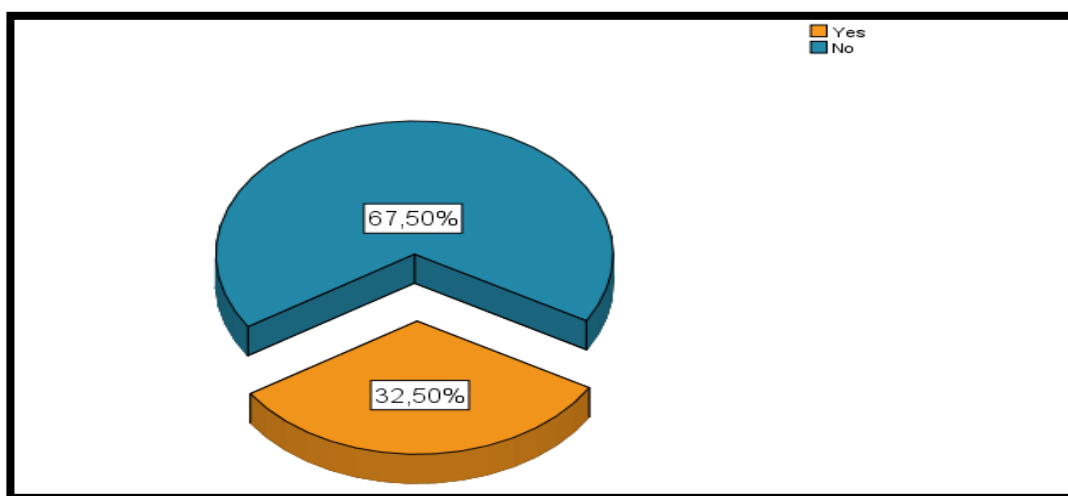
**Diagram 16: Students' Point of View about the Importance of Teaching Cohesive Devices**

The majority of the learners 19 (47%) agree that teaching cohesive devices is important and twenty making up (47%) strongly agree. Only (2.5%) of the respondents have answered with 'disagree'.

**Q17:** link the following sentences using the appropriate connectors.

The participants have been given two sentences where they have been asked to link them with the appropriate connectors. Thus, nearly half of the students have used cohesive devices, but inappropriately. While, some students have used it correctly and successfully.

**Question 21:** do you find it difficult to connect/link your ideas when writing essays inEnglish?



**Diagram17: Learners' Difficulties to Link their Ideas**

As far as this question is concerned, the majority(65.50%) of the participants have stated that they do not find any difficulties when they write. Whereas few of them (32.50%) have affirmed that, they do so.

**If yes, explain how**

This question is open-ended, in which an opportunity has been given for learners to explain the difficulties they face while writing. For those who have answered with 'yes', they



have advocated that they have poor vocabulary and sometimes they do not find the appropriate devices to use.

### **Conclusion**

This chapter has displayed the results of the analysis of students' essays and those of the questionnaire. They are represented in terms of tables, pie charts, and bar charts. The results reveal that third year learners usually use cohesive devices from each type in general and use specific devices in their essays in particular. However, they still have difficulties in using some of these devices as ellipsis and substitution and this has been explained in terms of avoidance, in that students tend not to use such types because they do not know how, when and where they can be reached or they do not have enough information about their functions.

### Introduction

The present chapter discusses the findings of the study in relation to theoretical framework and research questions. Moreover, the results obtained from the analysis of the corpus are discussed in relation to the literature as presented in chapter one. It is made up of two main sections. The first one deals with the interpretation of the results obtained from the students' productions and discusses whether they are familiar with the use of cohesive devices. The second one is concerned with the discussion of the data of the questionnaire.

### I. Discussion of the Students' Production

#### 1. The Students' Use of Cohesive Devices

This part is devoted to the explanation and discussion of students' use of cohesive devices relying on the analysis of their productions. As a reminder, cohesion refers to the grammatical and lexical connections between sentences. According to the results shown in the tables presented in the previous chapter; we can notice that it exists two types of cohesive devices by which cohesion is created by the students: grammatical and lexical devices. After the analysis of the students' writings, it is revealed that they employ a variety of cohesive devices where some categories of links are used more frequently than others. This means that, there is always a specific predominant device in each type of cohesive devices. Students usually use a specific connector each time to express a given relation. The students' use of cohesive devices is characterized by the high frequency in using: 'their' (18.40%), 'and' (82.47%), 'but' (88.88%), 'because' (66.66%), 'finally' (31.25%). Furthermore, the results reveal that the use of cohesive devices differs from one type to another.

### **1.1. Grammatical Cohesive Devices**

Students use references, conjunctions, substitutions, and ellipsis, which are the main four ways to establish grammatical cohesion. This goes in line with Halliday and Hasan's cohesion theory (1976). According to the results presented in table and table 15, we notice that students widely use grammatical cohesive devices (83.63%) rather than the use of the lexical ones (16.31%). Most of grammatical devices are easy to use because students usually use them in their writings in the class, they learn using such type of devices from their teachers while explaining and illustrating.

As regard to reference, students use it adequately (72.78%) See table2. They are quiet familiar with using references rather than with using other grammatical devices. The frequencies obtained reveal that personal devices are the most employed (365). The use of 'you' (16.98%) is larger than the use of 'it' (13.42%) and 'they' (12.87%). However, the frequencies show that students have not widely used other personal devices such as 'I', 'them', 'he', 'our', 'his', 'her', 'its', 'your', 'my', 'we', since they are the least used items among the other types. Moreover, many other devices are absent, which students might not know such as 'mine', 'yours' and so on.

the demonstrative subtype covers (101) occurrences, students' use 'that' adequately (24.17%), it is largely used than 'this' (18.48%) and 'these' (5.21%). whereas, students neglected the plural device 'those' because they might be unfamiliar with it, probably because they are considered very simple GCDs which are often excessively used by EFL learners.

As for the comparatives, it is clear that the learners adopted it the least as it displays no more than (0.17%) see table 5. This could be traceable to their little experience in creating comparisons; they could also be more frequent in other text types. This may refer to the learners' mastery of using the first sub-type, their knowledge about the second, and their

unfamiliarity with the third. The adoption of personal reference is characterized by the high frequency in using the plural pronoun ‘their’ (18.35%), but it is not sufficient to say that students master the use of personal devices relying on the total number of devices used by them.

Substitution is one sub-type of grammatical devices. A substituted item has the same grammatical function as the word it substitutes (Halliday and Hasan 1976). The analysis of the corpus indicates that there is a little use of substitutions (0.37%) see table 6. It is a way to avoid repetition in a text itself, thus students are not familiar with this category of avoiding repetition. After the analysis of our corpus as it is explained in tables 6 and 7, it exists one verbal substitution and two nominal ones in their essays and this shows the little experience of students.

As for nominal substitution, students have not used it sufficiently concerning the total number of devices used (0.22%). The words ‘*one*’ and ‘*same*’ express substitution. Students might not master it and even do not know what it serves to. It exists in the students’ papers many other occurrences of the words *one* and *same*, but they do not express cohesion connections. However, it is revealed that there is an absence of clausal substitution. Thus, from the findings reached, students are not familiar with the use of nominal substitution items. This might probably because students are of a very low proficiency level.

Concerning the verbal sub-category, it is evident that the learners employ it the least, as it has been used only once (0.25%), see table6. One possible explanation for this is that only the high achieving learners could make such cohesive relations, as they are much more interested than others are.

According to the results, Students have not widely used ellipsis (3.16%). In fact, they have used only the nominal sub-type ignoring the other types. As regard the students’ use of

other grammatical devices, it seems that they do not go in line with this category, they have a limited knowledge about it and they may not know what it serves. (See table8).

Conjunctions in discourse are used to connect words, sentences, phrases or clauses. Halliday and Hasan (1976:321) assert that “*conjunctive relations are encoded not in the form of grammatical structure, but in the looser more pliable form of the linkage between the components of the text*”. Therefore, conjunctive relations are used to identify the logical cohesion between sentences and ideas. It is noteworthy from the analysis of the corpus that students have not used conjunctions fluently (37.34%) see table 10. They have not used all the transitional words that serve to link ideas together, their knowledge is limited. The use of conjunctions is different from one type to another and sometimes, there are some students who may use them inappropriately.

The analysis of the corpus shows that the use of the additive sub-type of conjunctions can be appeared in the high frequency in using ‘and’ (82.47%) (See table 11). Nevertheless, the percentage of the other devices is lower. The large use of ‘and’ can be explained since students have the habit to use it, because it is a simple device which is generally used to express addition and students are familiar with the use of such particular device, which can be considered as the reason why some conjunctions are rarely used such as ‘or’(4.51%) ‘In addition’ (0.51%) ‘Furthermore’ (1.03%) ‘Forexample’ (5.15%) ‘Also’ (5.15%), ‘then’ (3.09%) ‘Moreover’ (0.51%) however, some conjunctions are totally absent.

The results displayed in table 12 denote the use little of adversative conjunctions. The high frequency in using ‘but’ (88.88%) to express contrast can be noticed because it is mostly used in daily speech. In addition the little use of ‘however’ (7.40%) and ‘in spite of’ (3.70%) explains that third year learners are unfamiliar with the use of adversative devices.

In order to express causality, students generally use the connector ‘because’ (66.66%), which is noticed from table 13. Furthermore, the use of ‘so’ to express results seems a bit little (21.42%) and this might be due to their avoidance of using such type because they might fear about their appropriateness. Whereas, the other devices are rarely used ‘for this reason’ (4.16%) ‘Consequently’ (2.38%) and ‘due to’ (4.76%), since students might have some difficulties in using them.

The results obtained reveal that students have not used temporal devices fluently (see table 14). It seems clear from the findings that students’ use of ‘finally’ (31.25%), ‘at first’ (25%) and ‘second’ (21.87%) are larger than the others: ‘next’ (3.12%), ‘at the end’ and ‘to conclude’ (9.37%) because they are the most famous connectors that are used to link ideas and to move from one paragraph to another. Considering the results, the first hypothesis is confirmed.

### **1.2. Students’ use of Lexical Devices**

From the results displayed in table 15, student’ use of lexical devices is not sufficient (14.63%). This use is less than the use of grammatical ones, because lexical devices are unknown. As it is presented in table 16, students used reiterations adequately (74.67%). Reiteration is a difficult type of lexical cohesion, for this, students are not familiar with this one. They usually use those devices, which seem to be simple to understand without looking for other strategies to make their writings cohesive.

Concerning the different types of reiteration, they are shown in table 17. Considering repetition, students use it adequately (45.21%). Repetition is simple to use, it is the most used concerning the other types of reiteration. Considering this example excerpted from the students’ papers: teenagers want to impose themselves, and some teenagers like to creativity. Here, the word ‘teenagers’ is repeated. As for antonymy, students are not aware in using it

(17.39%) because they do not find the appropriate opposites to use in their writings and even do not consider it as important in making texts cohesive to illustrate from the students' productions: the level in Algeria is low, but in UK is high. In this example, the words 'low' and 'high' are antonyms. In terms of synonymy and super ordination, they seem to be the same (18.26%). An example of synonymy: adolescents demand independence and to be free. The words 'independence' and 'to be free' are synonyms. Students are far from using such type due to their little experience in using them before.

The findings reached reveal that students rarely use collocation concerning the total number of cohesive devices (4. 23%). What can be inferred from the students' answers is that students are not familiar with the use of collocation.

By considering all these findings, one can see that students have used some cohesive devices, and ignored many others; therefore, they do not have the capacity to use them fluently in relation to all the types and subtypes of CDs. This then would confirm our first hypothesis.

## **II. The Students' Questionnaire**

This part deals with the analysis and interpretation of the participants' questionnaire. It includes four subsections, each one of them interprets information on a particular aspect. The first one is about the respondents' background. The second section entitled 'attitudes towards writing in English', aims at investigating participants' attitudes and opinions towards writing in the English language. The third one entitled 'EFL learners writing essays in English', seeks to explore the way learners write essays and teachers' strategies. In addition, the forth section 'cohesion and cohesive devices' is devoted to identify the students' level and familiarity with cohesion.

### 1. Background Information

The main data gathered from the students' background are explained as follow:

The first question asked in the questionnaire was about the period that students spent in learning English. Most of students (75%) answered that they spent seven years in studying English as a foreign language. (12.5%) of the respondents spent eight years, (7.5%) of them studied English for nine years. In addition, the minority of the students studied English for three and twelve years.

As far as the choice of studying foreign languages is concerned, almost all the third year students, that is (90%) have the personal choice to study foreign languages, because nowadays people consider this study as an opportunity since they think always on travelling and immigration so they need foreign languages.

### 2. Attitudes Towards Writing in English

From the data collected, the students' attitudes towards writing in English are varied. Concerning the importance of writing in English, students' answers are illustrated in diagram5. Thus, (62%) of them see that writing English texts is very important. In fact, all students enjoy writing and now English becomes their favorite. (27.5%) of students argue that writing in English is important, they might be interested in some way in writing such language. However, (10%) of the informants neglect the importance of writing in English because they might face problems and difficulties in the writing skill despite of they got some experiences, or might even dislike that language.

As concerns the question that deals with the fact that writing essays in English helps learning the language, (45%) of students agree with this statement since they need to write a language in order to learn it , they need to know its vocabulary, its grammatical rules to say



that they master that language. A language is not only speaking, but also writing. (35%) of them strongly agree. This category of students wants and insists on writing as it helps in learning a language, these students are those who want to learn languages. These findings may support those reached by Shangarfan, & Mamipour (2011), when they argue that writing has largely attracted the attention of researchers as being a crucial skill that contributes in learning any language, and without which further education may be largely impossible. Contrary to (17.5%) of students are against that statement and (2.5%) of them strongly disagree because they might have other sources or strategies that are fundamental for learning a language rather than writing essays. In addition, some students do not enjoy writing since they do not write effectively.

As for the difficulties in writing in English, nearly half of the students (42.5%) face difficulties in writing English texts, and (25%) of them have some constraints, which may be simple and soft. These difficulties are due to many reasons. The first obvious one is the teachers' role in class. They do not give much importance to writing, or they do not guide them to develop their writing skill, this makes students neglect writing and face difficulties. (15%) of them argue that writing in English is very difficult, they might not master the English language, and it seems that they have not enough experience about this aspect because of the lack of much practice either individually or by with teachers in classroom. However, there are students who do not face difficulties, this appeared in diagram 7 (17.5%). It might be because they succeed to use the appropriate connectors according to their functions.

As regard writing, the majority of students like writing in English (77.5%). It seems that students enjoy writing English because it is said to be a useful language. However (22.5%) of them dislike writing English texts. It is noteworthy that those students are discouraged and might hate the English language.

According to the results displayed in diagram9, the half of the respondents (50%) affirms their agreement about students' motivation to write essays. One of the aspects of becoming a teacher is learning how to motivate students, thus from the above results, students confirm this reality. On the other hand, (10%) of the participants strongly agree with that since they are self-motivated with a natural love of learning. However, (32%) of the learners are against this view, it may even come to light that a student who appeared unmotivated actually has difficulty learning and is in need of special attention. (7.5%) of the informants strongly disagree, it might be lack of teachers' encouragement and may be they do not teach them the responsibility which get them involved inside or outside classroom.

### **3. EFL learners Writing Essays in English**

Concerning the question, which deals with how often learners write essays in English, the high proportion of them, that is (65%) do sometimes write essays, because their teachers do not provide them with activities about the writing skill. Four participants (15%) often write essays. While, (10%) of students argue that they always write essays, the same amount of them, that is (10%) rarely write essays. This variety of answers is due to different reasons, it might be because of time limitation and the program is charged.

The next question is an open-ended one, where students are free to answer. They have been asked to cite some connectors that they use in order to connect sentences and paragraphs, so that their writings become meaningful and well- organized. What can be inferred from the students' answers is that all the connectors used are generally related to grammatical cohesive devices. Thus, almost all the examples that they have given are classified to conjunctions. They mostly use 'furthermore', 'and', 'however', 'but', 'in addition', 'moreover'. However, five (5) participants have not answered this question. They might not master cohesive devices, or even not understand the question. One possible

explanation for this point is that students are familiar with conjunctions, which are a subtype of grammatical devices. Therefore, it can be revealed that students are not aware in using the other types of devices.

As concerns the strategies used by teachers to motivate students to write in English, diagram11 explains that (70%) of students state that their teachers use specific strategies to motivate them. However, (30%) of them state that is the opposite; their teachers do not use specific strategies. This question is followed with another one, which shares the same topic. i. e., students who answered in the previous question with 'yes' have been asked to specify the strategies used by their teachers. Thus, (35.71%) of the participants argue that their teachers use the outlining strategy, i.e., teachers give them the structure to follow to construct ideas and texts. Where, (21.43%) of them argue that teachers give them free writing, they just introduce the topic and students use their own words and structures. Nevertheless, the high proportion of the respondents, namely (42.86%) state that their teachers use both strategies. Teachers here might do this for a reason, that students improve their writings.

#### **4. Cohesion and Cohesive Devices**

As for the familiarity of students with cohesive devices, namely (42.5%) of the participants are slightly familiar with cohesive devices, they master them adequately. Those students might use cohesive devices in their writings; or might deduce them from their teachers while explaining. However, (37.5%) of them are familiar with cohesion, since they know what are cohesive devices and what they serve to, (7.5%) of students are very familiar with this latter. In contrast to (12.5%) of them are totally unfamiliar because they might not know even what it means by cohesive devices and do not understand the notion of cohesion.

The analysis of the questionnaire shows that the students' opinion about the cohesiveness of their essays is varied. Thus, the majority, namely (60%) of the respondents

answer with 'yes', it means that their essays are cohesive. It might be because they use appropriate connectors to link between sentences and paragraphs; they might have some experiences in some of them, or because they use a fitting vocabulary. However, it is clear from the diagram 15 that (40%) of them state that their essays are not cohesive and may be not meaningful, or they cannot distinguish between the meaning of different devices. The second part of the previous question is concerned with the justification of the participants concerning the first answer. It is revealed from the results that the students justified this latter in terms of the appropriate use of CDs and the fact that they are aware in constructing a well-stretched discourse. Contrary to those who denied this view, they advocate that they are unfamiliar with the English language and might not realize the importance of adopting CDs. Moreover, thirteen (13) of the participants have not answered.

As far as the agreement about the importance of teaching cohesive devices is concerned, half of the participant, (50%) agree. It is important to teach and learn cohesive devices because in fact, a text without cohesion and coherence is not meaningful. Moreover, this goes in line with Hedges' definition (2005:83) "*cohesive devices are the means by which parts of text are linked as logically related sequences, they single relationship between ideas in such a way that the writer intentions are made clear.*" Moreover, (47.5%) of the students strongly agree with the importance of teaching cohesive devices since the majority of them are unfamiliar with this connectors so that they need to learn and master them. However, a low frequency (2.5%) of students disagreed with this fact; they may not be interested.

Concerning the sentences that they have been asked to link by using the suitable connectors, the majority of the respondents have succeeded in forming meaningful sentences although by changing their structure in an intelligent way. Despite of the other amount of them, it is noticed that they have adopted some CDs, but the sentences are still meaningless.

It can be inferred from these findings that students have stressed the importance of learning CDs as they strengthen their writings, this then would prove the fact that the absence of CDs would influence their writings negatively, so the second hypothesis can be confirmed.

### **Conclusion**

In this chapter, we have discussed the results obtained through the analysis of the students' productions and the questionnaire concerning the use of cohesive devices in their writings. It has been concluded that third year students have widely used grammatical cohesive devices and have ignored the use of lexical ones. Reference and conjunctions have been mostly employed since they are the ones that usually used in classroom. Whereas, the other types including ellipsis, substitution and lexical devices have been adequately used.

This study has dealt with the issue of cohesion in third year students' compositions at Krim Belkacem and Moussaoui Mohamed high schools. Indeed, this work is set out to sort out that writing is a difficult skill that students have to learn in order to master the good organization of texts by ensuring its cohesion using different cohesive devices. They are regarded as the most difficult aspects when dealing with the writing process. Our corpus consisted of (80) essays written by 40 participants selected from third year foreign languages stream during the academic year 2017/2018 in order to test them about their familiarity with the use of cohesive devices. They have been asked to write a text where it is supposed to be cohesive by the use of the different types of CDS (lexical and grammatical).

This dissertation assigned three major objectives. The first objective is meant to identify the familiarity of using cohesive devices in students' writing in order to find out to what extent they use these devices fluently. The second objective attempted to highlight the impact of cohesive devices on students' writing. The third objective aimed at identifying the most predominant cohesive devices.

The current study has been conducted in the light of Halliday and Hasan's theory of 'Cohesion in English' (1976). It covered all points of investigation that put emphasis on the different cohesive items which contribute to the semantic unity of a text. The concept of cohesion has been analyzed by focusing on the all aspects including grammatical and lexical types.

In order to guide our investigation, three research questions have been asked:

**Q1)** Do third year EFL students use cohesive devices fluently in writing essays?

**Q2)** To what extent do cohesive devices enhance students writings?

**Q3)** What are the most predominant cohesive devices used by students?

In order to answer these questions, the following hypotheses were advanced trying to predict the results:

**HP1)** Students are not able to use cohesive devices fluently.

**HP2)** The use of cohesive devices strengthens students' writings.

**HP3)** Grammatical and lexical devices are predominant in students' writings.

Our study has been carried out using students' questionnaire and the collection of a number of their productions. In order to check these assumptions, the mixed method approach was adopted, combining both quantitative and qualitative methods for data collection and analysis. The quantitative design was used for the statistical representation of the results of the students' questionnaire, as well as the number of cohesive devices used by identifying them in a form of percentages using the rule of three. While, qualitative method has been applied to analyze the students' productions.

The results revealed that learners used some cohesive devices, among the four types of grammatical cohesion that are employed in students' productions. Reference covered more than half the frequencies (54.65 %) and conjunctions came second with (28.04%). They are the most frequent ones used by the learners. In addition, ellipsis is presented, but with a little use (2.37%) and substitution used for not more than (0.28%), they were not widely used.

Regarding the other types of grammatical cohesive devices, the findings showed the extended of the high frequency in using the additive device 'and', the adversative one 'but' and the causal conjunction 'because' (66.66%). Concerning the reference' sub-types, the frequencies obtained revealed that demonstrative reference was the most employed followed by personal reference while, the comparatives remained the low frequent. This may refer to the mastery of reference grammatical cohesive devices. Whereas, the sub-types of ellipsis and conjunctions have been adequately used.

As far as the findings of the students' questionnaire are concerned, third year students stressed the importance and necessity of the writing skill that is, (62%) of them insisted on its importance since they are encouraged and motivated. The results showed that the majority of the learners (45%) agreed that the writing skill contributes in learning a language. In addition, the process of writing seems to be a little bit difficult for some learners. However, nearly half of the respondents face difficulties in writing English texts.

As far as 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. Furthermore, a question was asked to students about the cohesiveness of their essays, where nearly half of them argued that their essays are not cohesive since they are not familiar with different CDs. Relying on the aforementioned, writing a good and a well- constructed text requires a mastery of using the various types of cohesive devices because they help the reader or the writer to get the meaning involved in the text. From the results gathered, learners have not used some CDs fluently (ellipsis and substitution) and they have widely used some others (references, conjunctions). The discussion of the results showed that learners do not lack knowledge about some devices, but it seems that they are unfamiliar with the other types.

At the end, we hope that this study has provided the reader at least with an idea about what the notion of cohesion is, and what cohesive devices serve to in writing essays.



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## Appendices

### • Appendix1

#### The students' Questionnaire

This questionnaire is part of our research which attempts to investigate the importance of using cohesive devices in students' essays, and aims to understand whether third year EFL learners are familiar with the use of these cohesive connectors. The results of this research will only be used for academic purposes and will be kept anonymously. You are requested to answer the questions below by putting a tick (✓) or a cross (×) to the appropriate response(s) or by providing full answer where necessary.

Thank you for your collaboration

#### Section one : Background Information

1) How long have you been studying English?

..... Years

2) Is English your favorite matter?

Yes ☐ No ☐

3) Is the choice of studying foreign languages?

Personal ☐ Imposed ☐

#### Section 2: EFL Learners' Attitudes towards Writing in English

4) How important is writing in English?

Very Important ☐ Important ☐

Slightly important ☐ Not important ☐

5) How far do you agree or disagree with this statement: Writing essays in English is very fundamental for learning the language.

Agree ☐ Strongly agree ☐

Disagree ☐ Strongly disagree ☐

6) How difficult is writing in English?

Very difficult ☐ Difficult ☐ Slightly difficult ☐ Easy ☐

7) Do you like writing in English?

Yes ☐ No ☐

8) Students are motivated to write essays in English:

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

### Section three: EFL Learners' Writing of Essays in English

10) How often do you write essays in English?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐

11) The essay is composed of an introduction, a body and a conclusion, which must be well structured.

a- Give some examples of different connectors (e.g., and, In addition) which are used to combine sentences to get meaning?

.....  
.....  
.....

b- What are the connectors you often use to connect sentences?

.....  
.....

12) Does your teacher use specific strategies to motivate you improve your abilities to write short essays in English?

Yes ☐ No ☐

13) If yes, does he/she uses:

Free writing ☐ Outlining (giving the structure to follow) ☐  
Both ☐

### Section 4: Cohesion and Cohesive Devices

**Cohesion:** is a concept that refers to relations of meaning that exist within a text. Texts are meaningful when they are cohesive; this means that cohesion is a factor that makes texts clear and understandable by using cohesive devices (connectors) such as: and, but, therefore, in addition...etc.

**Cohesive devices:** are those tools, which contribute to provide links between the different parts of a text without any difficulties.

14) How familiar are you with cohesive devices?

Very familiar ☐ Familiar ☐ slightly familiar ☐ Unfamiliar ☐

15) When you write essays in class, do you feel that it is cohesive?

Yes ☐ No ☐

Why?

.....  
.....

9) According to you, teaching cohesive devices is:

Important ☐ very important

Slightly important ☐ not important ☐

16) Do you agree or disagree with the importance of teaching cohesive devices?

Agree ☐ Strongly Agree ☐ Disagree ☐ Strongly Disagree ☐

17) Link the following sentences using the appropriate connector:

a- The teacher explains the lesson. The lesson was difficult.

.....

b- I have met the girl. Her father is a teacher.

21) Do you find it difficult to connect/link your ideas when writing short essays?

Yes ☐ No ☐

If yes, explain how.....