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Presented by:

HARIKENCHIKH Karima

Subject:

**Facebook: An Online Environment for Learning Coherence
and Cohesion in Higher Education:**

**The Case of Second Year Students at Mouloud Mammeri
University of Tizi Ouzou**

Board of Examiners:

Dr Mohamed Sadek FODIL, MCA, Mouloud Mammeri University of Tizi Ouzou;..... Chair.

Ms. Kamila AMMOUR TOUATI, MAB, Mouloud Mammeri University of Tizi Ouzou;Supervisor.

Ms. Sadia BELKHIR, MAA, Mouloud Mammeri University of Tizi Ouzou;..... Examiner.

Ms. Amel BENAÏSSA, MAA, Mouloud Mammeri University of Tizi Ouzou;Examiner.

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To

My loving parents....

My dear brother....

My husband.....

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Abstract

The current study focuses on the impact of Facebook as an online environment on learning coherence and cohesion in higher education. It investigates whether using Facebook as an academic tool would lead the involved participants — Second Year students of English in The Department of English, University of Mouloud Mammeri, Tizi-Ouzou — to write more coherent essays. It also investigates students' cohesion and coherence problems in English as a Foreign Language (EFL) essay writing. To reach this objective, an experimental research design has been adopted. It involves the comparison of the essays written by a control group (CTR) and an experimental group (EXP) during a pre- and a post-test in terms of cohesion and coherence. An additional research tool, namely an online questionnaire has been used to get an idea about the participants' motivation and attitudes towards the use of Facebook as an academic learning tool. The results obtained show significant differences between the EXP group and the CTR group. The former made a noticeable progress concerning the different aspects of coherence and cohesion, whereas the latter did not demonstrate a considerable improvement. In other words, the findings validate the idea that the use of web based instruction as an additional segment to classical in-class writing instruction is considerably more pertinent and appropriate than writing instruction dealing exclusively with traditional teaching.

Keywords: Facebook, coherence, coherence, learning, writing, pre-test, post-test, experimental group, control group

List of abbreviations

L2: Second language

ESL: English as a second language

EFL: English as a foreign language

HP: Hypothesis

CTR: Control group

EXP: Experimental group

Text colors

Text [written in red] : The examples taken from the experiment group in the pre-test.

Text [written brown] : The examples taken from the control group in the pre-test.

Text [written in blue] : The examples taken from the experiment group in the post-test.

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General Introduction

General introduction

- **Statement of the Problem**

The present dissertation explores the effect of using Facebook as a medium for teaching and learning foreign languages. More precisely, it aims at checking whether this online tool is likely to enhance students' essay writing in terms of coherence and cohesion. An experiment involving the use of Facebook as an online language learning environment has been designed with much focus on cohesion and coherence. The choice of the experimental research design stems from the fact that one of the challenges that foreign language learners face is how to write coherent and well-structured essays.

Since its introduction in 2004, Facebook has become the most popular social networking site in the world (Mazman & Usluel, 2010). This communication tool allows its users to build a public or private profile to interact with other people (Boyd & Ellison, 2007). There are some reports that students use Facebook to support both their academic and social goals even though it is known primarily for social networking activities. Yancy (2009) argues that the form of writing used in Facebook is different from the writing done in school for academic purposes. Therefore, the use of Facebook in the teaching and learning processes helps students to make a link between the writing learned in the classroom and the meaningful communication used outside the classroom claiming that this connection is likely to make them better writers. Thus, Facebook groups can be created for academic purposes to allow students to exchange with their teacher and with other learners using their writing skill.

Writing is one of the most authentic and interactive ways of sharing thoughts and ideas with others. The capability to express one's thoughts and composing correctly in a second language is a significant accomplishment that even numerous local speakers of English never

positively ace it (Celce- Murcia, 2001). A long process that obliges much practice and at times unequivocal and formal direction is required to compose effectively in a second language. For scholars who have not yet procured all the abilities required to make an interpretation of their plans into a lucid content, composition is troublesome and effortful. Recently, specialists have given impressive regard for how ESL learners compose and what issues they generally experience in their composition. Learners' composition must demonstrate some manifestation of coherence and cohesion in their presentation of thoughts.

Almaden (2006) defines coherence as an organization of written discourse of a text in which all elements are clearly and logically joined to each other. Since in language pedagogy, the assessment of students' capacities is all based on their writing abilities, great importance is given to teaching coherence in writing. Some researches revealed that foreign language learners still find difficulties in writing a coherent work. In this respect, Lee (2002) suggests that teachers' observations on textual coherence seem to be too vague and abstract. He also suggests that learners should be provided with concrete ideas or guidance on how to improve their writing to be coherent by highlighting some aspects like effective introduction, thesis statement, paragraph division including topic sentence and relevance, conclusion. Thus, it is important that coherence should be taught explicitly to help EFL learners to understand its main concepts to be able to produce a good piece of writing. In addition to coherence, cohesion is also important in the evaluation of essay quality and it is closely related to essay coherence.

Many researchers agree that cohesion is concerned with linking ideas and connecting sentences and phrases. Hence, cohesion is a set of linguistic devices used to connect ideas. According to Halliday and Hasan (1976), there are four major grammatical cohesion devices, namely: reference which is a device that reminds the reader of an element that has been

mentioned before in the text, substitution which is the replacement of one item by another, ellipsis, which is the omission of an element that has been referred to earlier, and conjunction which makes explicit the semantic relations that exist in a text.

Both coherence and cohesion are considered as being complicated in teaching. Therefore, second language learners need more practice outside the classroom with the help of the teacher. Many researches have been conducted about the use of facebook for teaching writing in general: (i.e. Muhammad Kamaral Kabilan, 2010; Melor Md. Yunus et al, 2012; Monique N. Simpson, 2012). However, none of them have investigated the effect of using this online tool for teaching coherence and cohesion in essay writing.

- **Research Questions and Hypotheses**

The present paper addresses this gap in the literature by studying the effect of pedagogical interventions using Facebook as an online platform for teaching and learning purposes focusing mainly on the aspects of coherence and cohesion in essay writing. To this purpose, I will attempt to provide an answer to the following questions:

1 - Can Facebook improve students' writing skill in terms of coherence and cohesion?

2- What are the participants' perceptions about the use of Facebook for learning purposes?

In an attempt to answer to these questions, we advance the following working hypotheses which are:

Hp1: Facebook can help students to achieve a more coherent and cohesive piece of writing.

Hp2: Facebook cannot help students in their composition in terms of cohesion and coherence.

Hp3: Students have a positive view about the use of Facebook for pedagogical purposes.

Hp4: Students have a negative perception about the use of Facebook for pedagogical purposes.

- **Means for the Research**

For fulfilling the objectives of this investigation, we have carried out an empirical study in which the participants are divided into two groups, a control group (CTR) which consists of 15-second year students and an experimental group (EXP) which is similar to the control group. The participants of the EXP group were guided by their teacher of the writing module at the level of the English Department of Tizi Ouzou, enrolled in the first and second semester writing course. They were asked to join a private group on Facebook in which they worked on the aspect of coherence in essay writing by posting, interacting, asking questions, debating and answering to the different activities provided to them, whereas the participants from the CTR group were involved only in the traditional learning style in classroom without joining the Facebook community. Both CTR and EXP groups undertook a pre-test in which they were asked to write essays at the beginning of the experimentation and a post-test at the end of the investigation. The aim of the two tests is to compare the results of the two groups and to analyze whether the use of Facebook as an e-learning platform helped students to improve the aspects of coherence and cohesion in their essay writing. In an attempt to investigate the perception of the participants in regards to the use of Facebook in their learning, the participants from the EXP group have been provided with a close-ended questionnaire at the end of the experimentation.

- **Structure of the Study**

The present dissertation is divided into four chapters in addition to a general introduction and a general conclusion. The first chapter presents the main theoretical learning

perspectives. The methodology chapter introduces detailed information about the sample and the participants involved in the study. The third chapter presents the results collected from the corpus under analysis. The fourth chapter discusses the results of the pre-test in which the students' difficulties in writing a coherent work are identified, it presents the comparison of the results of the post-test and the pre-test in order to check the students' writing improvement. In addition, it discusses the main results of the online questionnaire. A final conclusion closes this research.

Chapter 1: coherence and cohesion in Essay Writing

Introduction

This chapter tackles the main theoretical framework to be used in the present research, starting by defining the writing skill and reviewing its two main approaches. First, process writing approach is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. Thus, the writing process is given a higher priority, this is what enables learners to understand themselves more, and find new strategies to enhance their writing performance. Second, product writing approach is a traditional approach, in which learners are encouraged to mimic a model text, which is provided and examined at an early stage. Moreover, the chapter presents the main approaches to coherence and cohesion in essay composition.

1.1. Definition of Writing

Writing is a primordial means of communication; it is vitally required in academic contexts. Students elaborate summaries, write reports, do homework, and sit for written exams. Most importantly, writing is considered as being the most effective way through which the proficiency level of L2 students is evaluated. Their mastery of the grammatical and the rhetorical aspects of the target language is highly recommended in their written production.

According to “Oxford Advanced learner’s Dictionary” (1989), writing is to make letters or other symbols on a surface (usually paper), especially with a pen or pencil”. Writing, in Davies’s point of view, involved two kinds of skills. “The first ones were low- level skill such as handwriting or typing, spelling, constructing grammatical sentences, organizing and sequencing, structuring, drafting, and editing and the second ones were high level cognitive

skills such as gathering ideas, organizing and sequencing, structuring, drafting, and editing.”
(www.freedocx.com/doc/36-third)

Byrne (1988) gave a long and complex definition which can be summarized as follows: Writing is the act of forming graphic symbols which were arranged according to a certain convention to form words which were arranged to form sentences. Then, we produced a sequence of sentences arranged in particular order and linked together in a certain way.

1.2. Product Approach to Writing

A product approach is a traditional approach in which students are encouraged to mimic a model text, usually presented and analyzed at an early stage. For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing. Product Approach Model, which comprises of the primary goal of product writing is an error-free coherent text and this approach involves individual work. The one, which focuses on the steps involved in drafting and redrafting a piece of work, (Nunan 1999). Traditionally, studies on composition were commonly product-oriented; that is, most of the studies looked at writing instructions and their effects on writing ability in terms of the final product. Thus, in the product approach to writing, the organization of ideas is more important than the ideas themselves.

1.3. Process Approach to Writing

More recent studies seek to discover the process of writing itself. In other words, researchers are interested in finding out what a writer actually does in the process of writing (Pilus 1993). Hence, a process approach tends to focus more on varied classroom activities that promote the development of language use, brainstorming, group discussion and rewriting. Nunan (2001) clearly states how very different the “process” approach is from the traditional

product-oriented approach. Whereas the product approach focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, the process approach focuses on the steps involved in creating a piece of work. In the process approach, Changes to literacy pedagogy are gradually occurring in classrooms in response to contemporary communication and learning contexts. These changes are diverse as teachers and educational researchers attempt to design new pedagogy to respond to the potential of digital technologies within existing curriculum and assessment policies. The increased accessibility and mobility of social networks, such as Facebook, have rapidly changed the way we communicate and these changes intensify the need to clarify the relationship between literacy and technology. Therefore, process approach to writing encourages the implementation of Facebook for pedagogical purposes. Indeed, Students of today quickly adapt to the navigation potential and the processing of different modes within digital texts (Prensky, 2001). This processing itself often incorporates a merging and synchronizing of text, images, sound and movement as these occur in recent digital products,. We do not know how such processing of messages and texts is affecting the way students learn, or if the processes involved in activities such as texting, blogging, or communicating online are developing different cognitive abilities than those required for writing traditional print-based texts. Gee's research (2003) on video gaming suggests that the procedures involved can offer cognitive advantages with intricate literacy and learning opportunities.

1.4. The Notion of Coherence

Traditional definitions of coherence focus on the idea that the writing product has a logical order. Such an order or sequence is thought to be largely related to the connectedness between sentences or through using cohesive devices at the paragraph level. Coherence is an essential part of writing quality. Thus, it is important for EFL students and teachers to have a

clear understanding of its main parameters. Coherence has become the main concern of many text linguists to understand and provide diverse interpretations to the notion of coherence in writing. To illustrate, Lee (2002), argues that coherence helps the reader to move easily from one idea to another without feeling that there is a gap in the organization of ideas. Therefore, the interconnection of ideas is what makes coherence in any piece of writing.

Law Davies (1993) and Pilus (1996) provided a definition of coherence that challenges the traditional one. They agree that coherence is achieved thanks to two decisive criteria: text-based coherence and reader -based coherence. The former refers to the internal structure of the text itself while the latter is linked to the process of writer- reader interaction. In addition to these two primordial aspects, many researches distinguish between local and global aspects of coherence. By doing so, other constituents of textual coherence were identified. These dimensions of coherence are discussed below in detail.

1.4.1. Local Coherence vs. Global Coherence Approach

In his book *Text and Context*, van Dijk says, “*coherence is a semantic property of discourse, based on the interpretation of each individual sentence relative to the interpretation of other sentences.*” (1977, p.93). He explores two levels of discourse coherence: linear or sequential coherence and global coherence. Linear coherence refers to “coherence relations holding between propositions expressed by composite sentence and sequences of those sentences” (Van Dijk, 1977, p.93). Global coherence is of a more general nature, and characterizes a discourse as whole or larger fragments of discourse because sequences may be connected without being coherent. Therefore, a text is cohesive if its elements are linked together. Nevertheless, a text is coherent only if it makes sense. It should be clear that these are not the same thing. That is, a text may be cohesive (i.e. linked together), but incoherent (i.e. meaningless). Moreover, according to van Dijk (1977) each discourse

contains an overall semantic structure called macrostructure. Macrostructures are structures that organize texts globally, just as microstructures that organize locally. Local Coherence, says Van Dijk, “[...] involves semantic relations between sentences, hence, relations between propositions expressed by these sentences” (1980:53) and macrostructures or global coherence is more concerned with larger fragments of discourse like paragraphs. Similarly, Evensen (1990) refers to this as the surface marking of textual superstructure, or ‘pointers’ to superstructure. He distinguishes between ‘connectors’ which function locally to connect neighboring clauses or sentences, and ‘pointers’ which function more globally to signal discourse development or shape. Bamberg (2002) asserts that if the writer clearly states the thesis statement and topic sentences with good organization which indicates the divisions of the text then he/ she will be able to produce a coherent piece of writing.

1.4.2. Text Based Approach vs. Reader Based Coherence Approach

Johns (1986: 247) maintains that coherence in written text is “a complex concept, involving a multitude of reader- and text-based features”. Text-based features mean cohesion (i.e., the internal structure of the text and its unity). Reader-based features stand for the reader’s interaction with the text depending on his/her prior knowledge (Law Davis, 1993). Therefore, when the reader uses his or her knowledge to interpret the text, he or she expects that his or her knowledge will correspond to the main organization of ideas within the text which contribute to his or her understanding of the text. So, the reader anticipates the main information that will be found in the text. If the logical ideas are presented with appropriate and well-connected words and sentences, this will facilitate the reader’s comprehension of the text (Tannen, 1984)

Similarly, Rosenblatt (in Frodesen, 1991) is concerned with reader and writer interactions and characterizes this interaction as “transactions” which emphasizes the idea that

each participant involved in the process “conditions and is conditioned by the others”. According to Rosenblatt, the writer constantly transacts with the environment that the reader is a part of. Moreover, the writer has two roles in the text production. First, the writer evaluates the text in terms of its matching his/her intentions in creating the text. In addition, the writer must consider the text through the eyes of the reader so that the reader can interpret the text appropriately being aware of the writer’s intentions. That is, the reader must try to infer the writer’s intentions. However, since the writer and the reader transact through the text, there may sometimes occur mismatches between the writer’s intentions and the reader’s interpretations, which causes the reader to evaluate the text as incoherent.

An alternative point of view has been presented by Brown and Yule (1983), who suggests that textual coherence is not a product of specific language features. They maintain that it is the reader’s normal assumption that a text will be coherent. “The natural effort of hearers and readers alike is to attribute relevance and coherence to the text they encounter until they are forced not to” (Brown and Yule, 1983: 66). They therefore suggested that coherence does not rely upon overt textual features, but rather, it depends on the reader’s or hearers’ effort to arrive at the intended meaning.

Since coherence cannot be dissociated from cohesion, an analysis of the latter is required. According to McCarthy (1991), “cohesion is only a guide to coherence and coherence is something created by the reader in the act of the text”. In a word, cohesion requires formal linguistic links between sections of a text. These are items that can be listed and categorized. The following part introduces cohesion and its main aspects.

1.5. Cohesion

Connor (1996) defines cohesion as “the use of explicit linguistic devices to signal relations between sentences and parts of texts.” These cohesive devices are phrases or words

that help the reader associate previous statements with subsequent ones. Cohesion does not in itself create coherence, it may be considered to make an essential contribution to it (Carrell, 1984). In relation to EFL essay writing cohesion, many researchers agree that cohesion, on the macro level is related to linking ideas, whereas on the micro level, it is concerned with connecting sentences and phrases. Therefore, they do not separate between coherence and cohesion. Similarly, Thompson (1996) states that “Coherence is in the mind of the writer and reader: it is a mental phenomenon and cannot be identified or quantified in the same way as cohesion”. Cohesion and coherence are in most cases linked in the way that a text, which exploits the cohesive resources of the language effectively, is normally considered as being coherent.

Halliday and Hasan (1976) were primarily concerned with the means by which sentences are connected in a text. According to them, a paragraph is a semantic unit, rather than a grammatical structure, and cohesive ties link the various sections of a paragraph together. They provided a typology containing items of grammatical cohesion and lexical cohesion. As for grammatical cohesion, it includes four main cohesive devices namely, reference, conjunctions, substitution, and ellipsis. Lexical cohesion includes repetition, synonym, super ordinate, and general words.

1.5.1. Types of Cohesive Ties

1.5.1.1. Reference

Reference implies the use of language to point to something. According to Hadley (1987), “reference is concerned with the identification of a thing, or specific group of things, by the use of certain reference items, such as personal pronouns. As these items appear in the text for the second or more times, they establish a network of meaning between the various sections of the discourse”. Reference constitutes items in the English language which,

“instead of being interpreted semantically in their own right, make reference to something else for their interpretation” (Halliday & Hasan 1976). There are many types of reference:

- a. personal reference, for example: *I, me, you, we, us, him, she, her, they, them*, and *it*
- b. demonstrative reference, for example: *the, this, there, that*, and *those*
- c. comparative reference, for instance: *same, identical, equal, other, different, more, better*

1.5.1.2. Conjunction

Halliday and Hassan (1976) maintain that “conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily for reaching out into the preceding or following text but they express certain meanings which presuppose the presence of other components in a discourse”. Conjunctions are thus employed to link clauses, such as *besides, yet, therefore, then*, etc, by showing additive, adversative, causal, temporal or other different kinds of conjunctive relations.

1.5.1.3. Substitution

Substitution is the replacement of one term mentioned previously by another. According to the view point of Bloor et al. (1995), substitution is used when “a speaker or writer wishes to avoid the repetition of a lexical item and is able to draw on one of the grammatical resources of the language to replace the item.” That is, when one item in a text is being substituted, it must follow that the substituted item maintains the same structural function as the presupposed item. It can be used to substitute nominal, verbal or clausal items. For example, when an item is mentioned for the second time, it is more likely to be replaced by *one(s)* or *it (them)* to avoid unnecessary repetition.

1.5.1.4. Ellipsis

Ellipsis involves the omission of an item or a part of a sentence on the assumption that an earlier sentence will make the meaning clear. In other words, an item is replaced by nothing. There is nominal, verbal and clausal ellipsis.

1.5.1.5. Lexical Cohesion

The last category of cohesive devices of Halliday and Hasan's cohesion theory is the lexical ties. To achieve lexical cohesion, we can use repetition, synonym, near synonym, superordinate, general words, antonyms, and members of the same lexical set or any words from the same semantic field (Halliday and Hasan, 1976).

More importantly, L2 students while composing their essays must take into consideration coherence and cohesion in order to write pertinent ones. A well-structured essay is the one that is well organized and shows the reader, clearly and logically, how the student reached his/her conclusion. Thought-provoking ideas and good arguments will lose their impact because of a badly structured essay. The next part introduces the framework of an academic essay.

1.6. Essay Composition

Writing an academic essay means fashioning a coherent set of ideas into an argument. Because essays are essentially linear, they offer one idea at a time. They must present their ideas in the order that makes most sense to a reader. Successfully structuring an essay means attending to a reader's logic. The focus of such an essay predicts its structure. It dictates the information readers need to know and the order in which they need to receive it. Thus, an essay usually has three to ten paragraphs. Each paragraph discusses one idea, often stated in the topic sentence of the paragraph. This idea is related to the topic of the whole essay. The topic sentence of a paragraph can be located anywhere, but the most common place is at the beginning of the paragraph. Any structure is necessarily unique to the main claim it makes. There are different kinds of essay such as process, narrative, comparison, cause effects, and argumentative (Oshima & Hogue, 2007).

The essay structure is very formulaic, which makes it easy to produce. The standard style of essay consists of an introductory paragraph, three paragraphs that flesh out the ideas raised in the introduction and a concluding paragraph, which summarizes the main points of the essay and reaffirms the thesis that was established in the introduction. The paragraphs also follow a particular structure. Each paragraph consists of a topic sentence, several points to explore the topic and a concluding sentence, which is designed to tie the paragraph to the rest of the essay (Oshima and Hogue, 2007). For a well-written essay, it is important for the paragraphs to be coherent not only in terms of making sense within themselves, but also by fitting coherently with the other paragraphs in the essay. A good writer should also ensure that each sentence follows a correct sentence structure. It should also be cohesive because there is a clear and simple structure at the heart of every sentence, paragraph and essay. Another essential point is that good writers must be aware of these structures in order to create well-written essays. (Ibid)

1.7. Coherence Breaks in Essay Writing

The term “*coherence breaks*” adopted by Eleanor Wikborg in the book *Coherence in Writing: Research and Pedagogical Perspectives* written by Connor & Johns (1990:133) is used when the reader finds a gap within the written text and the paragraphs of the text becomes difficult to understand. In order to investigate students’ problems with coherence in writing, Wikborg (1990:33) examined 144 essays and papers written by graduate and undergraduate students. In his research, Wikborg identified two major types of coherence breaks, namely, topic structuring problems and cohesion problems.

In relation to topic structuring problems, Wikborg identified four main coherence breaks. The first type of break is the unspecified topic and it is related to the topic sentence. The latter has the role of stating the main idea and identifying the focus of the paragraph. If

the topic sentence is too general, the writer cannot write all the supporting statements in only one paragraph. If the topic sentence is too specific, it would be difficult for the writer to write enough in the rest of the paragraph.

The second coherence break identified by Wikborg is the unspecified change of topic and this concerns the amount of information presented within one paragraph. This means that writers should present only one idea with its supporting statements in one paragraph. If the writer chooses to write about different point in a single paragraph, then these points should be related to the topic of the whole essay.

The third coherence break presented by Wikborg is misleading paragraph division and this occurs when the writer develops one single point in several paragraphs and there is no shift to a new aspect in each paragraph and this interrupts the logical progression of the whole text. Wikborg reported that this problem is very frequent in students' writing.

The fourth and the last coherence break adopted by Wikborg is irrelevance, he argues that students tend to insert ideas that have no relation with the topic of the whole essay and this violates the paragraph unity.

Table 1: The Five Most Frequent Coherence Breaks (Wikborg, 1990)

1.Uncertain inference tie
2.Misleading paragraph division
3.Misleading or missing sentence connection
4.Unspecified change of topic
5.Unspecified topic

Note. From Coherence in writing: Research and pedagogical perspectives (p.134), by U.

Connor & A. M. Johns (Eds.), 1990, Alexandria, VA: TESOL.

To conclude, this chapter has presented the relevant literature, which is used in the research. The background information about writing, coherence and cohesion in essay composition has been presented.

Chapter 2: Research Design

Introduction

This chapter includes three main parts. The first part focuses on the description of the aim, the sample, and the experiment. The second part presents the procedure of data collection, and data analysis. Finally, it provides an example of the technique used to calculate the rate improvement achieved by the CTR group and the EXP group in the post-test compared to the pre-test.

2.1. Aim

This study seeks to check whether teaching explicitly the different aspects of coherence and cohesion in essay writing using Facebook as an academic tool would lead to any improvement in the participants' writing production. In addition, participants' perception about this online tool is investigated through a short online questionnaire provided to the participants at the end of the experiment. The Facebook platform has been chosen because students already master the use of this social network. Indeed, students spent much of their time connecting on Facebook and it became part of their daily routine; so, the teacher does not need to explain to the participants how to perform tasks on the platform.

2.2. The Procedure

Our research takes place in the department of English at Mouloud Mammeri University of Tizi- Ouzou. Two groups (EXP and CTR group) of second year students from different groups are involved in this study. The students are taught during their second year essay writing techniques and different types of development, such as narration, cause and effect, comparison and contrast, classification and so on. The participants are divided into an EXP group and a CTR group, 15 students of each group selected randomly. The members of the CTR group attended only the traditional way of teaching, whereas the members of the

EXP group were asked to join a group in which they received assistance and worked on coherence and cohesion in essay writing with the help of a teacher of writing on the Facebook platform. In fact, the Facebook group was a support in the participants' learning process in order to improve the aspect of coherence in their essay writing through a series of exercises to which they are asked to answer at least once a week by each participant.

2.3. Data Collection

This research is a true experiment because it includes, pre-post test design, a treatment group, a control group, and a random assignment of study for the participants. The participants involved in our research are selected randomly from different groups. The study involves a mixed method research design. A quantitative method is used in the analysis of 60 essays submitted by the CTR and the EXP group in the pre-test and the post-test in which they were asked to write about different topics on their own. Each group in the pre-test submitted 15 essays. The improvement of the two groups is compared through the identification of their errors in both pre-test and post-test focusing on the aspects of coherence and cohesion in essay writing. Collecting students' essays is an effective way to find out the real situation of coherence and cohesion achievement in English essays written by the students. Moreover, a qualitative method is used in the interpretation of the results of the questionnaire submitted to the participants from the EXP group.

2.3.1. The Pre-test

In the pre-test, the participants of the EXP group have not joined the Facebook group yet. After they were introduced to the main writing techniques of essay writing in general, second year students dealt with the comparison and contrast essay. They were taught the main techniques of writing this type of essay starting from the introduction, the thesis statement,

topic sentences, supporting ideas and conclusion. Later on, both CTR group and EXP group were asked to write a comparison and contrast essay about a chosen topic.

2.3.2. The post-test

After the participants have joined the Facebook group, they were provided with more practice and writing techniques, especially working on essay writing. Then, both CTR and EXP group were asked to choose a topic and to write a cause and effect essay. The latter was selected because the participants were familiar with this essay type in the classroom when the experiment was launched. Therefore, this choice is motivated by the necessity to avoid interrupting the normal preceding of the group sessions.

2.3.3. Questionnaire

A short online questionnaire was designed for the purpose of this study and it was provided to the students of the EXP group in order to receive their feedback. Respondents were asked to indicate their level of agreement with a given statement by way of an ordinal scale (strongly agree, agree, neutral, disagree, and strongly disagree). Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997; Burns, & Grove, 1997). These ordinal scales measure levels of agreement/disagreement of the participants toward the main proposition provided to them.

The questionnaire is divided into three major parts. The first part consists of four items that explore students' motivation in using Facebook. In the second part, three questions were designed to elicit the participants' attitudes toward the use of Facebook in learning writing in general. The last part contains two questions for the participants to give their opinions and perceptions about the use of Facebook in the module of writing and other modules. The questionnaire was administered at the end of the last semester (the students would have

already completed the writing course) to get their feedback on the effectiveness of the project in developing their English essay writing, The responses were analyzed using descriptive statistics in the form of percentages.

2.4. Data analysis

Analyzing students' errors is a valuable source of information concerning the transitional state of the learners' competence and weaknesses. Preliminary analysis of the data involved the separation and classification of errors in relation to coherence and grammatical cohesion in students' essays. Coherence in students' essays is examined according to the main parts of the essay as presented by Oshima and Hogue, which are necessary for achieving coherence in essay writing and paragraph writing. These aspects are introductory paragraph, thesis statement, and paragraph division, including a topic sentence, supporting sentences and relevance, conclusion. Moreover, cohesion in English specifies four major classes of cohesive ties and numerous sub-classes as presented by Halliday & Hasan. In the analysis of cohesion which follows in the next chapter, we will be concerned only with the four major classes of grammatical cohesion namely, reference, conjunctions, substitution and ellipsis.

2.4.1. Description of the Statistical Method

The number of errors will be calculated in percentage. In each group (CTR and EXP), 100% represents the total number of errors made in the two tests in each aspect and then , the percentage of errors made by the CTR group in the pre-test and the post-test is compared to the one made by the EXP group in the two tests.

Example:

The CTR group made 8 errors in terms of the thesis statement in the pre-test and 7 in the post-test ($8+7=15$) 15 then represents 100% of errors made by the CTR group.

In order to calculate the percentage of errors made by the CTR group in the pre-test we proceed as follows:

X represents the percentage of errors made by the CTR group in the pre-test

$$X = 8 * \frac{100}{15} = 53\%$$

$$X = 53\%$$

The same procedure is used to calculate the number of errors made by the CTR in the post-test:

$$X = 7 * \frac{100}{15} = 47\%$$

$$X = 47\%$$

The CTR group has committed 53% in the pre-test and 47% in the post-test in terms of the thesis statement. Since the percentage of errors has increased in the post-test, this means that the CTR group has not known any improvement. These results are compared to those of the EXP group to check which group has improved in this aspect.

In conclusion, this chapter presented the research design of the research. It started by highlighting the aim of the study before introducing the setting and the sample of the research. It then describes the data collection procedure and data analysis.

Chapter 3: Presentation of the Findings

Introduction

This chapter presents the results obtained in the study. It is divided into two parts: results of the experiment and results of the questionnaire.

I- Results of the Experiment

This section presents a close and detailed examination of the results obtained in the pre-test and the post-test by The EXP group and the CTR group involved in the study with the aim of providing an exhaustive account of each aspect of coherence and cohesion. It aims also at identifying the areas of coherence and cohesion problematic to the participants, and of setting grounds for a later description of their improvement

3. 1.Coherence

3.1.1. The Amount of Errors Made by the EXP Group in Terms of Coherence

	Number of errors made in the pre-test	Number of errors made in the post-test	Total	%
Thesis statement	9	2	11	100%
Topic sentence	16	11	27	100%
Supporting sentences	45	43	88	100%
Relevance	13	9	22	100%
Conclusion	13	10	23	100%

Table 2: The Number of errors made by the EXP group in the pre-test and the post-test

The above table presents the total amount of errors made by the EXP group in the pre-test and the post-test for each aspect. It is revealed that there is a slight improvement in the post-test for each aspect.

3.1.2. The amount of errors made by the CTR group in terms of coherence

	Number of errors made in the pre-test	Number of errors made in the post-test	Total	%
Thesis statement	8	7	15	100%
Topic sentence	14	12	26	100%
Supporting sentences	38	37	75	100%
relevance	10	8	18	100%
conclusion	12	12	24	100%

Table 3: The number of errors made by the CTR group in the pre-test and the post-test

Table 2 presents the total number of errors made by the CTR group in the pre-test and the post-test for each aspect. There is a minor improvement in terms of topic sentence, supporting sentences, relevance and conclusion.

3.1.3. The percentage of errors made by the two groups in the pre-test and the post-test in terms of thesis statement

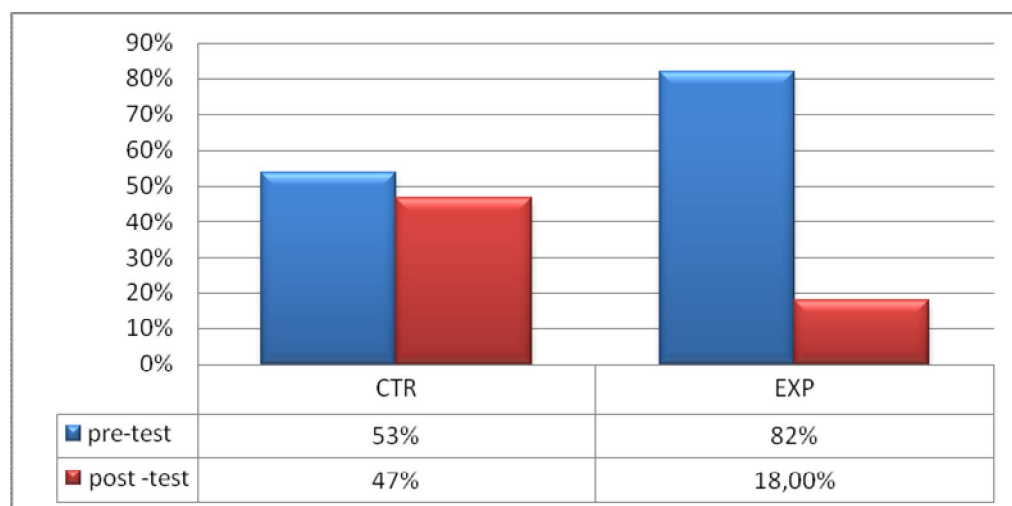


Diagram 1: distribution of the number of errors in percentage per group found in the pre-test and in the post-test in the thesis statement composition

Diagram 1 shows that the percentage of errors made by the EXP group in the post-test in terms of thesis statement has considerably decreased compared to the CTR group, which includes a higher percentage of errors. Indeed, the EXP group made 82% of errors in the pre-test and 18% of errors in the post-test. Whereas, the CTR group made 53% of errors in the pre-test and 47% in the post test. This means that the EXP group made a considerable improvement while the CTR group has known a slight improvement in the post-test.

3.1.4. Paragraph division

Errors related to paragraph division occur at the level of topic sentences, supporting sentences and relevance.

3.1.4.1. Topic sentences

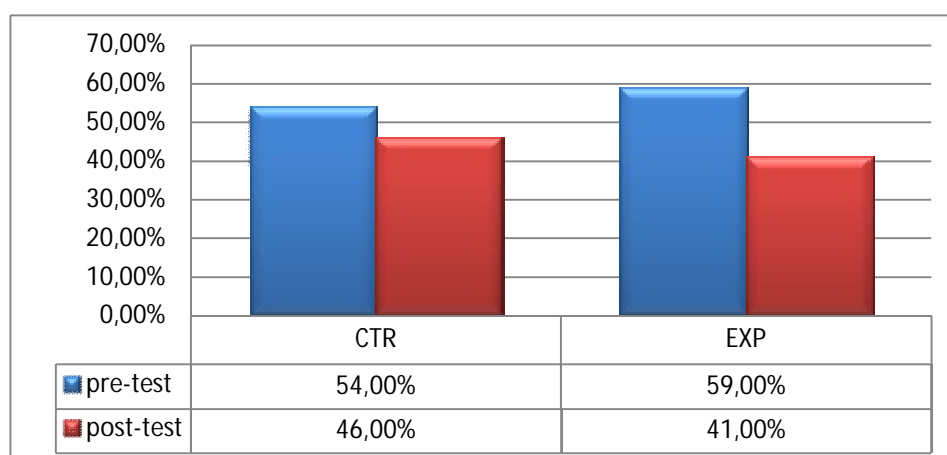


Diagram 2: error distribution among the participants of the CTR and EXP group found in the pre-test and in the post-test in terms of topic sentences.

Diagram 2 indicates that the number of errors found among the EXP group was higher than the one in the CTR group in the pre-test. However, the results have been inverted during the post-test. Indeed, the EXP group has made 16 errors in the pre-test and 11 in the post-test. On the contrary, the CTR group has made 14 errors in the pre-test and 12 in the post-test.

3.1.4.2. Supporting sentences

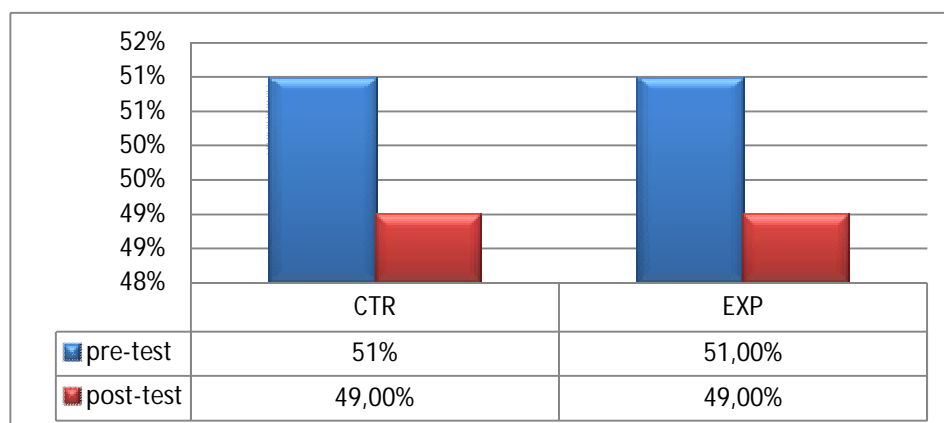


Diagram 3: distribution of the number of errors found among the CTR and the EXP group during the pre-test and the post-test in terms of supporting sentences

As shown in the above diagram, the results obtained by the EXP group are similar to the ones obtained by the CTR group in the two tests. Indeed, there is a slight improvement noticed in the two groups in the post-test.

3.1.5. Relevance

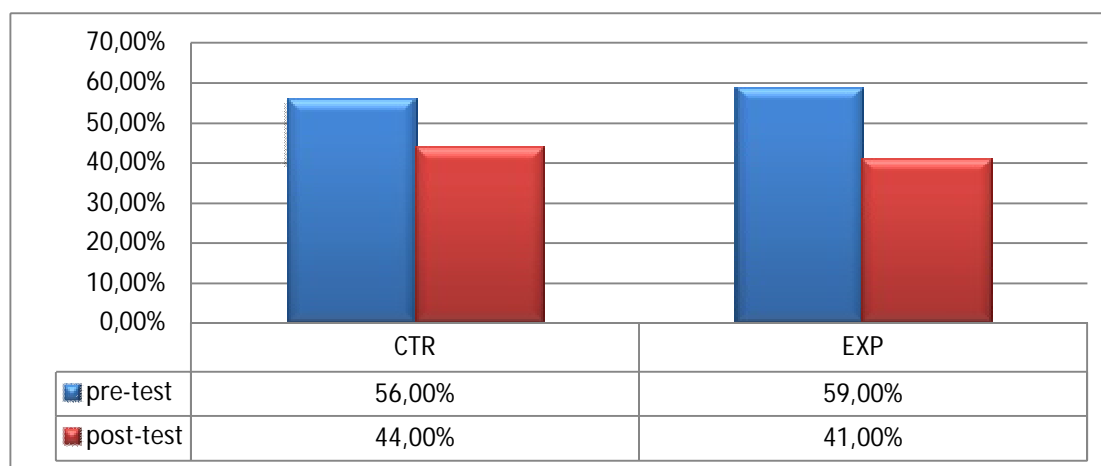


Diagram 4: distribution of the number of errors made by the CTR and the EXP group during the pre-test and the post-test in terms of relevance

The diagram shows that there is a considerable difference between the total numbers of errors found among the CTR and the EXP group during the post-test comparing to the pre-test. Students from the CTR group have made 10 errors of relevance in the pre-test (56%) and 8 errors in the post-

test (44%) while students of the EXP group have made 13 errors in the pre-test (59%) and 9 errors in the post-test (41%).

3.1.6. Concluding paragraph

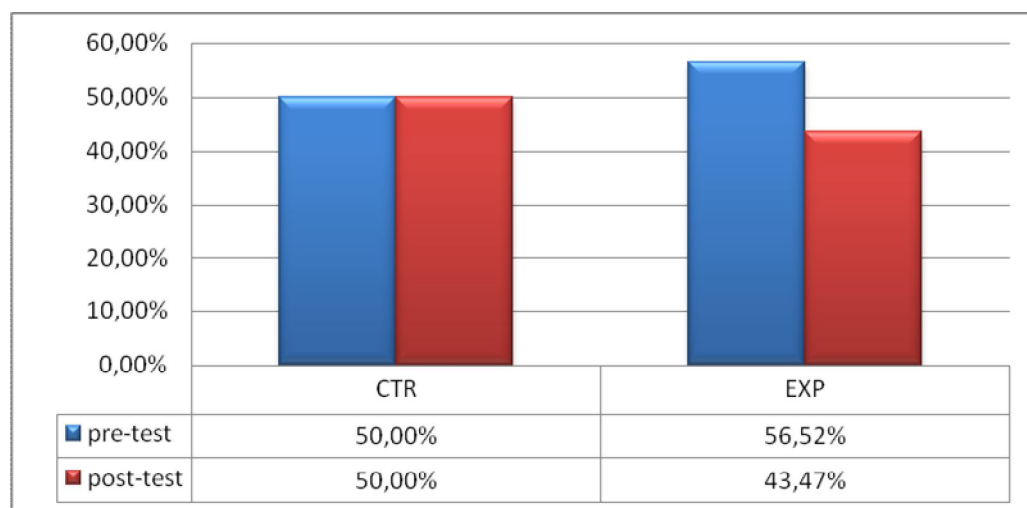


Diagram 5: distribution of errors made by the CTR and the EXP group in the concluding paragraph during the pre-test and the post-test .

The above diagram shows that the EXP group has known a slight improvement in the post-test whereas the CTR group obtained the same results in both the pre-test and the post-test. The EXP group made 13 errors (56.52%) in the pre-test and 9 errors (43.47%) in the post-test. Whereas the CTR group made 12 (50%) errors in the pre-test and 12 errors (50%) in the post test.

3.1.2. Grammatical cohesion

Grammatical cohesion can be analyzed in terms of referents, conjunction, substitution and ellipsis

3.1. 2.1.The amount of errors made by the EXP group in terms of cohesion

	Number of errors made in the pre-test	Number of errors made in the post-test	Total	%
reference	85	70	155	100%
conjunction	58	51	109	100%
substitution	35	38	73	100%
ellipsis	16	17	33	100%

Table 4: The number of errors made by the EXP group in the pre-test and the post-test

Table 3 presents the number of errors made by the EXP group in the pre-test and the post-test in terms of cohesion. Our research revealed that the EXP group has seen an improvement in the aspects of reference and conjunctions. In fact, the number of errors has considerably decreased in these two aspects. However, there is no improvement found in the aspects of substitution and ellipsis and the number of errors has even increased in the post-test comparing to the pre-test.

3.1.2.2. The amount of errors made by the CTR group in terms of cohesion

	Number of errors made in the pre-test	Number of errors made in the post-test	Total	%
reference	78	73	151	100%
conjunction	56	54	110	100%
substitution	30	26	56	100%
ellipsis	15	19	34	100%

Table 5: the number of errors made by the CTR group in the pre-test and the post-test

Table 4 indicates that the CTR group has made a remarkable improvement in the aspects of reference, conjunction and substitution but no improvement has been found in the aspect of ellipsis.

3.1.2.3. Reference

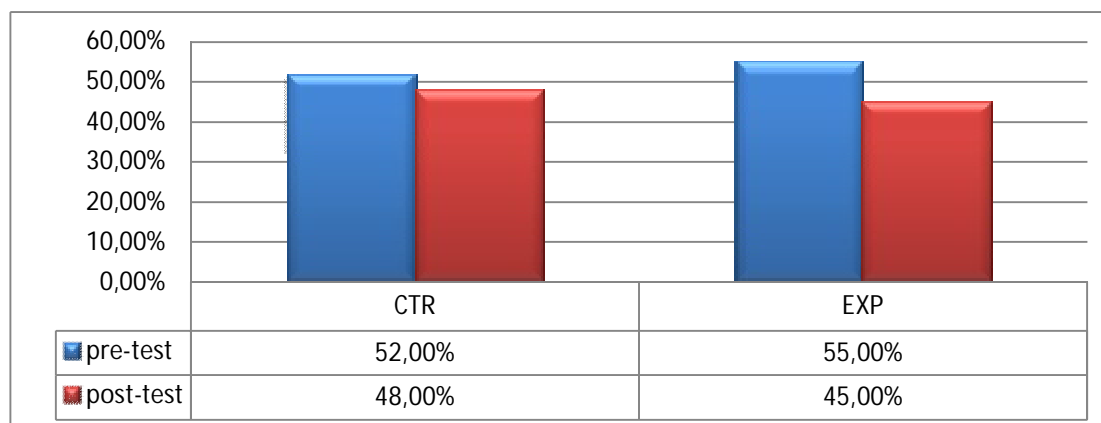


Diagram 6: distribution of the number of errors made by the CTR and the EXP group in the pre-test and the post-test in the use of reference.

Diagram 6 indicates that there is a decrease in the number of errors made by the EXP group in the post-test, comparing to the CTR group, which shows a minor improvement in the post-test. Indeed, the EXP group made 85 (55%) errors in the pre-test and 70 errors (45%) in the post-test. Whereas, the CTR group made 78 errors (52%) in the pre-test and 73 (48%) in the post-test.

3.1.2.4. Conjunctions

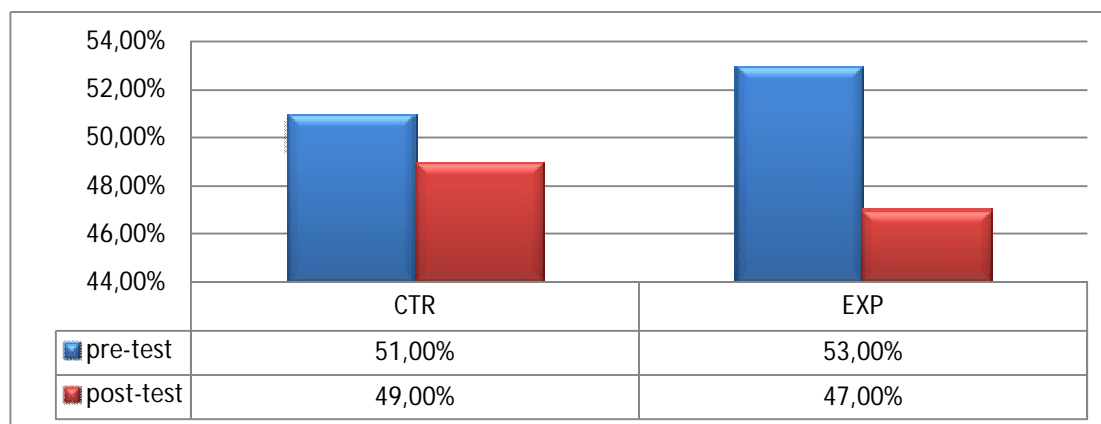


Diagram 7: distribution of the number of errors in the use of conjunctions by the CTR and the EXP group during the pre-test and the post-test

The above diagram shows that the improvement made by the CTR group in the post-test is lower than the one made by the EXP group. In fact, the EXP group made 58 errors (53%) in the pre-test and 51 errors (47%) in the post-test. In contrast, the CTR group made 56 errors (51%) in the pre-test and 54 errors (49%) in the post-test.

3.1.2.5. Substitution

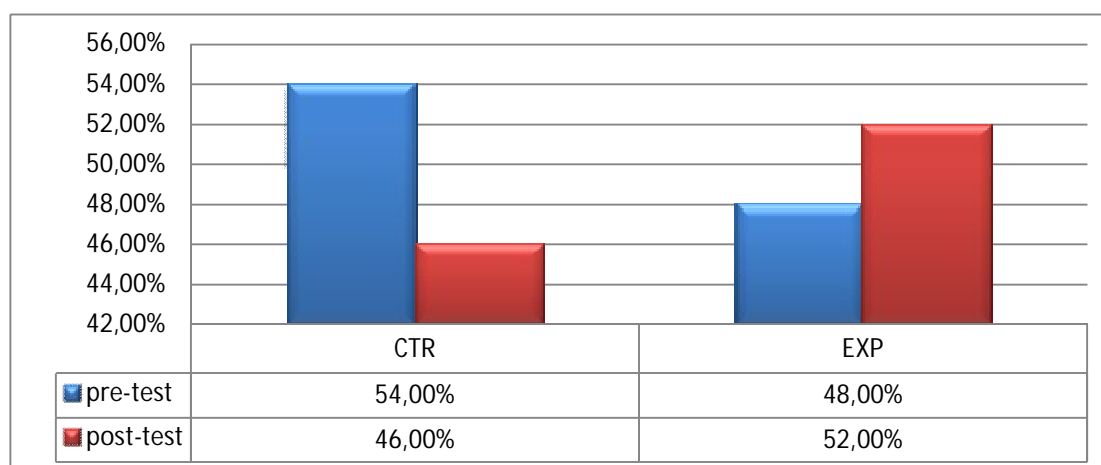


Diagram 8: distribution of the number of errors in the use of substitution by the CTR and the EXP group during the pre-test and the post-test

The above diagram indicates that the EXP group has not seen any improvement in terms of substitution. In fact, the number of errors has increased in the post-test. The EXP made 35 errors (46%) in the pre-test and 38 errors (52%) in the post-test. On the contrary, our research revealed that the CTR group has known a considerable improvement in the post-test. Indeed, the CTR group made 30 errors (54%) in the pre-test and 26 errors (46%) in the post-test.

3.1.2.5. Ellipsis

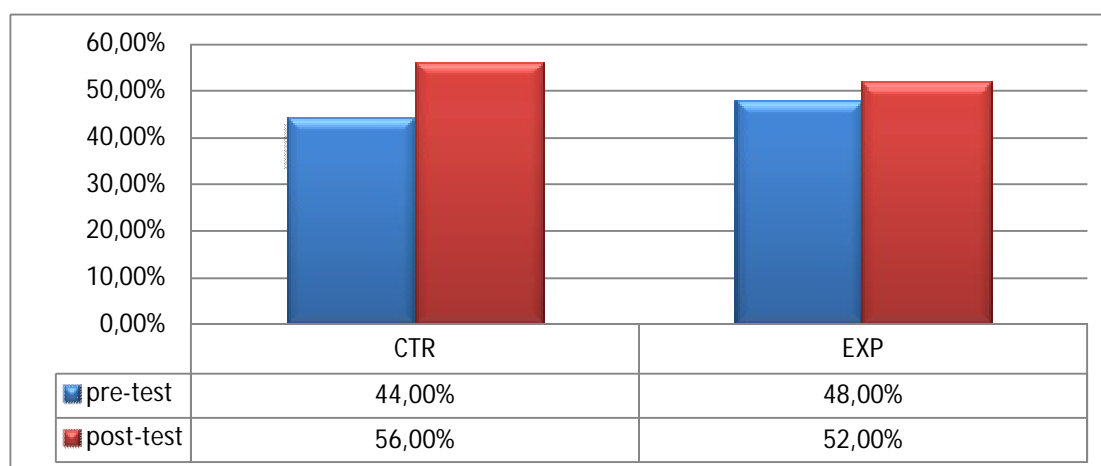


Diagram 9: distribution of the number of errors found in the pre-test and the post-test in the use of ellipsis by students of the CTR and the EXP group

Diagram 9 reveals that the results obtained in the post-test by the EXP group are similar to the ones obtained by the CTR group. No improvement has been noticed in the two groups, the number of errors has even increased in the post-test comparing to the pre-test. Indeed, the CTR group made 15 errors (44%) and 19 errors in the post-test (56%). Moreover, the EXP group made 16 errors (48%) in the pre-test and 17 errors (52%) in the post-test.

3.2. Results of the questionnaire

The following part deals with the results of the participants' questionnaire. It includes nine questions; each one of them analyzes the participants' feedback about using facebook as an online environment for learning. Their perceptions at the end of the experiment are considered as being decisive in shaping a final thought about the appropriateness of Facebook as an academic platform.

3.2.1. Facebook is easily accessible to students

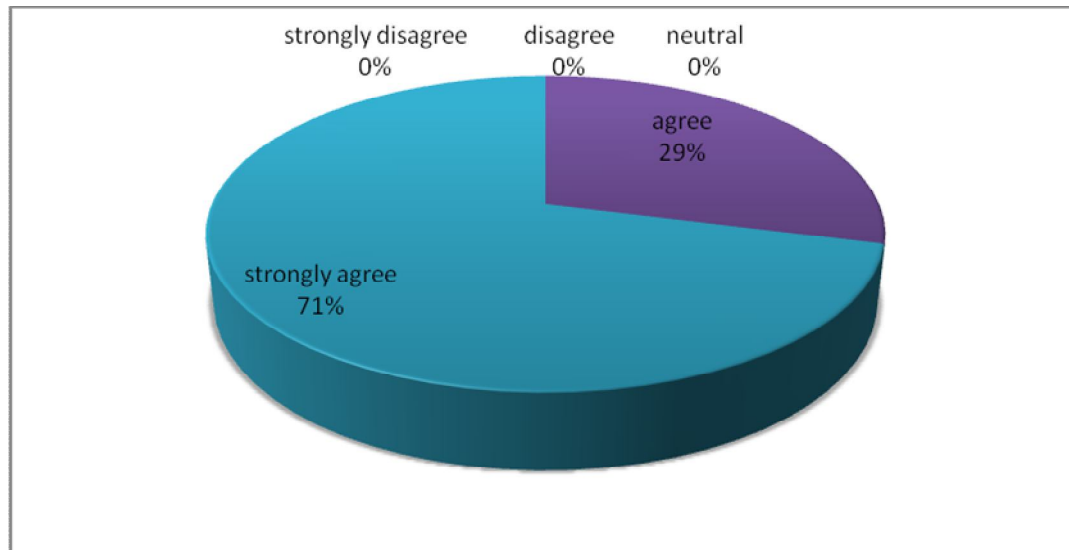


Diagram 10: students' abilities in using facebook

All the participants had positive views concerning their abilities to use facebook groups in general. 10 participants (71%) responded that they strongly agree with the fact that facebook groups are easy to use and 4 participants (29%) answered with agree.

3.2.2. The role of Facebook in making students more assertive in asking questions

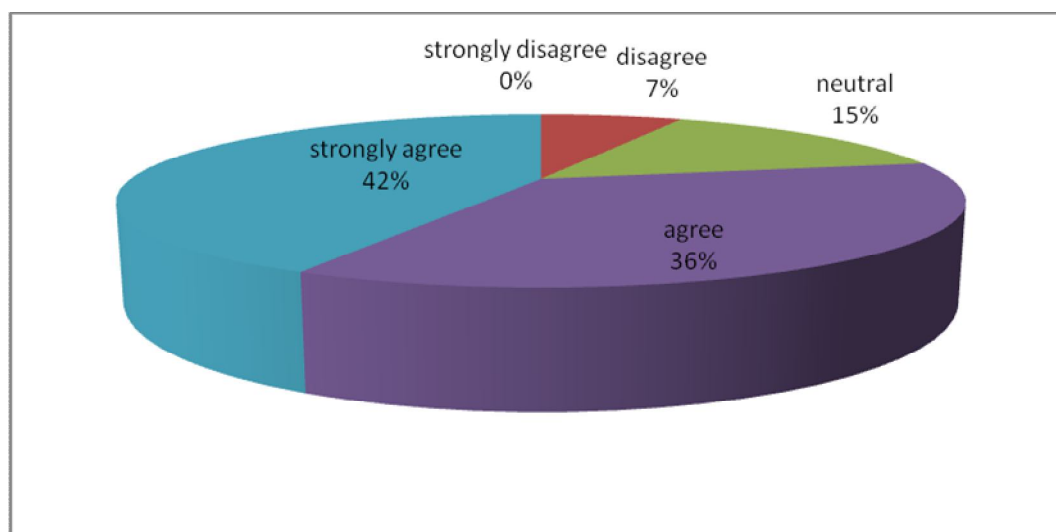


Diagram 11: The role of facebook in increasing students' self-confidence to ask questions

6 participants (43%) strongly agree with the view that facebook helps to increase self-confidence among students to ask questions and 5 participants (36%) responded that they do agree with that. Nevertheless, 1 participant (7%) expressed his/her disagreement and 2 participants (15%) responded as being neutral.

3.2.3 The importance of Facebook in the implementation of group studies among students

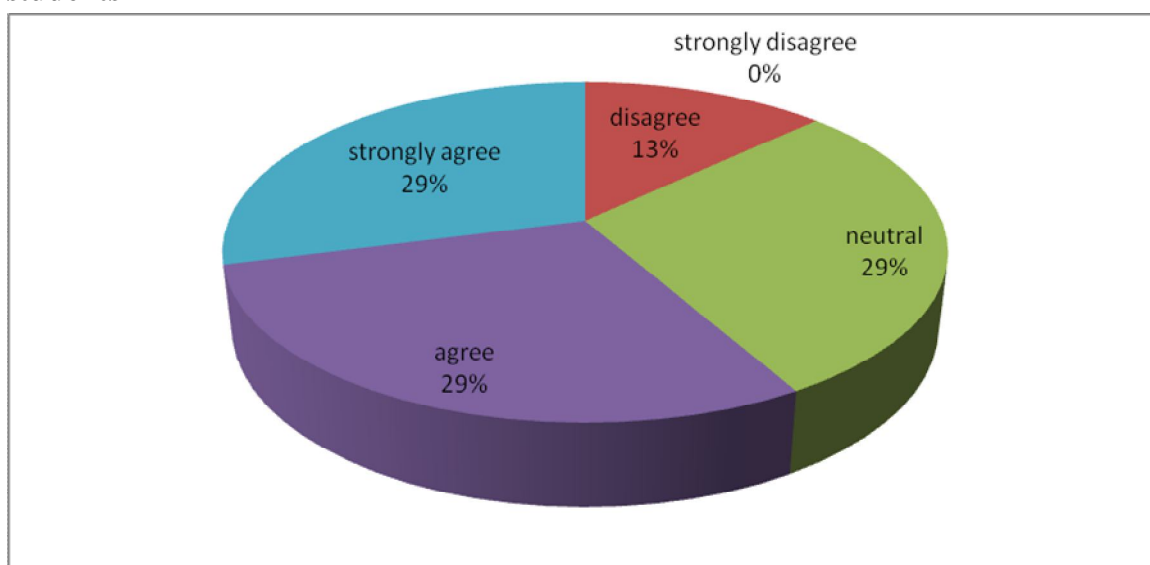


Diagram 12: The effectiveness of facebook in the implementation of group studies

8 participants (58%) expressed their positive view about the effectiveness of using facebook for implementing group studies, among them, 4 participants (29%) answered with “strongly agree” and the 4 remaining participants responded with “agree”. However, 2 participants responded with “disagree” (13%) and 4 other participants (29%) remained neutral.

3.2.4 The role of Facebook in developing positive teacher-student relations

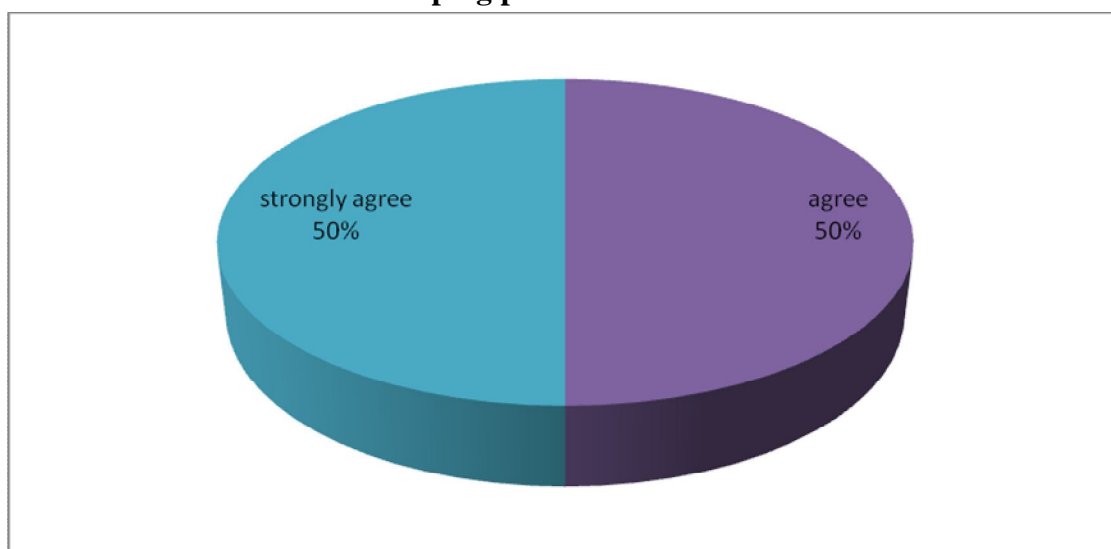


Diagram 13: facebook facilitates student’s teacher interaction

All the participants expressed their agreement with the view that facebook improves communication between students and teachers, 7 participants (50%) responded that they strongly agree and 7 participants (50%) answered with “agree”. Moreover, none of them disagreed.

3.2.5 The importance of Facebook to captivate students in learning writing

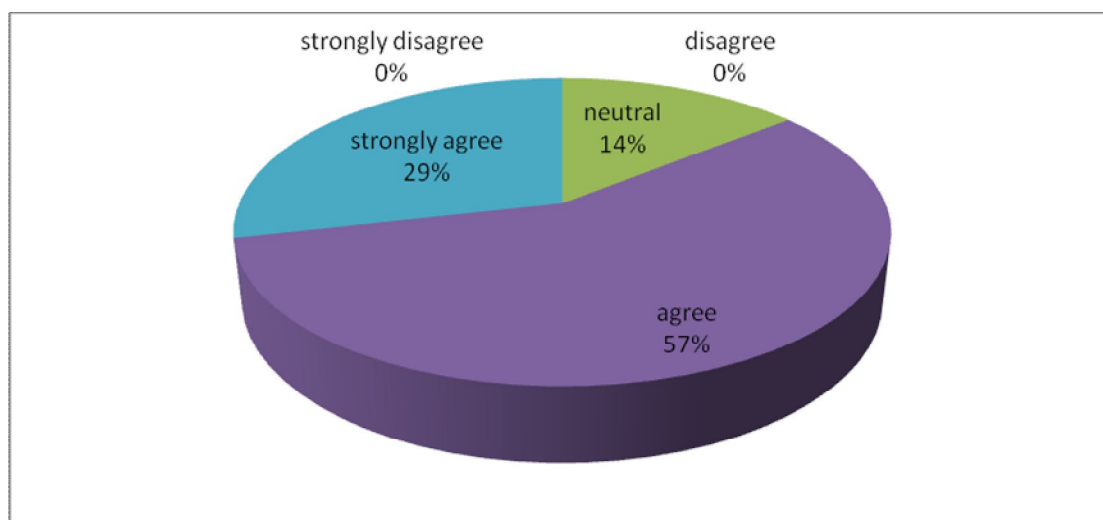


Diagram 14: students' perception about the use of facebook in learning writing

The majority of the participants (57%) express their agreement with the view that facebook makes learning writing more interesting, and 4 of them (29%) responded that they strongly agree. Only 2 participants (14%) answered as having no opinion and none of them disagreed.

3.2.6. Students' feedback enhances coherence and cohesion in their writing composition

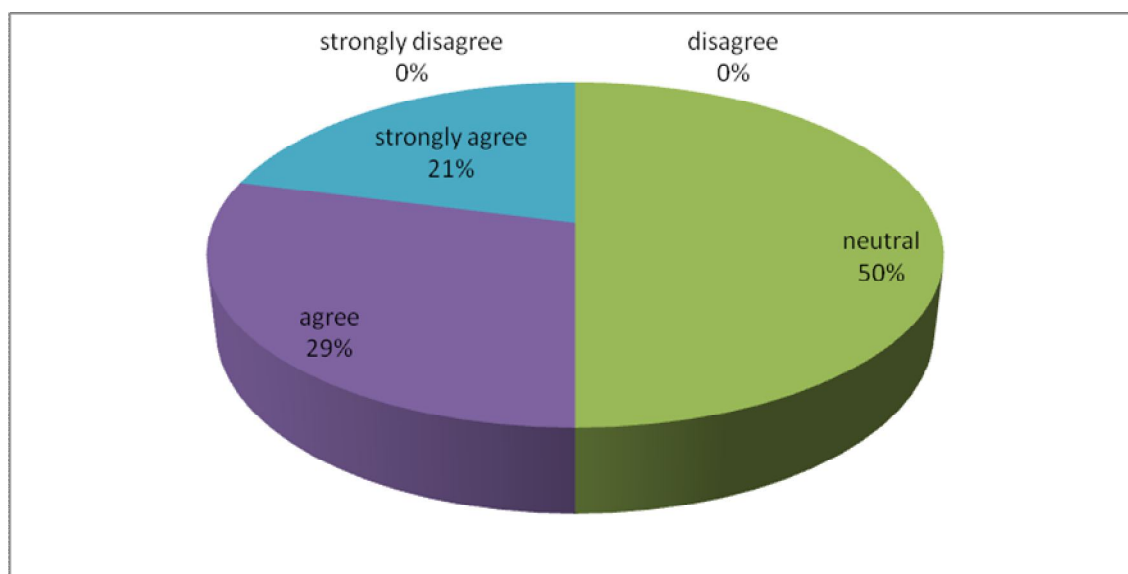


Diagram15: The impact of students' feedback for improving coherence in essay writing

7 participants (50%) expressed their agreement with the view that their friends' feedback helps them to compose a more coherent essay. Among them, 3 of them (21%) responded that they strongly agree and 4 participants (29%) responded with "agree". In addition, half of the participants (50%) responded as being neutral and none of the participants expressed his/her disagreement.

3.2.7. Students' perceptions about the effectiveness of the online feedback provided by their teacher to write a coherent essay

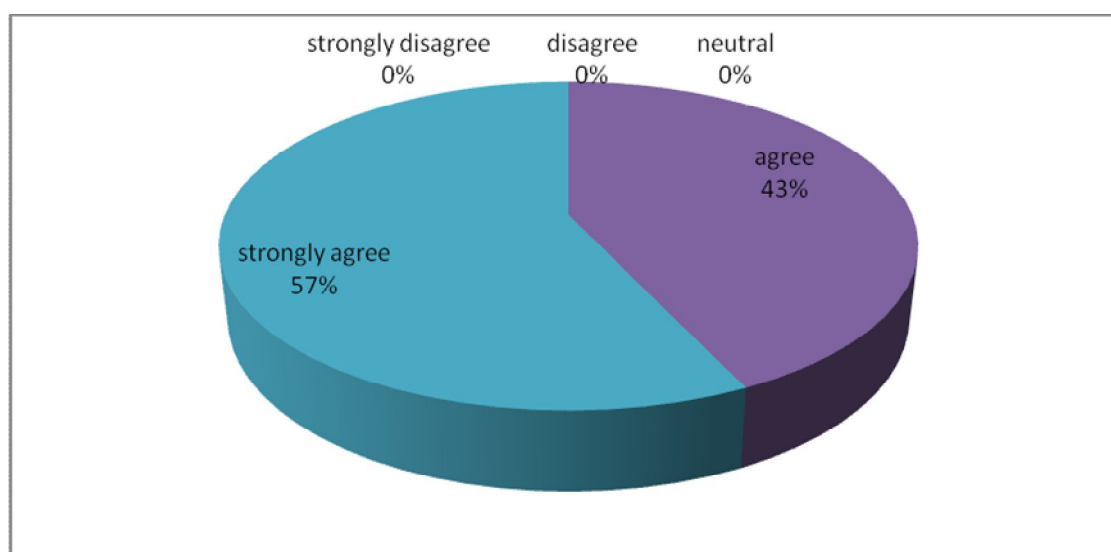


Diagram 16: the role of the online feedback provided by the teacher in improving coherence in essay writing

All the participants (100%) expressed their agreement about the view that the online feedback provided by the teacher helps them in composing a more organized and coherent essay. Among them, 8 participants (57%) responded with "strongly agree" and 6 participants (43%) responded with "agree".

3.2.8. Students' opinion about joining a new facebook group to practice writing next year

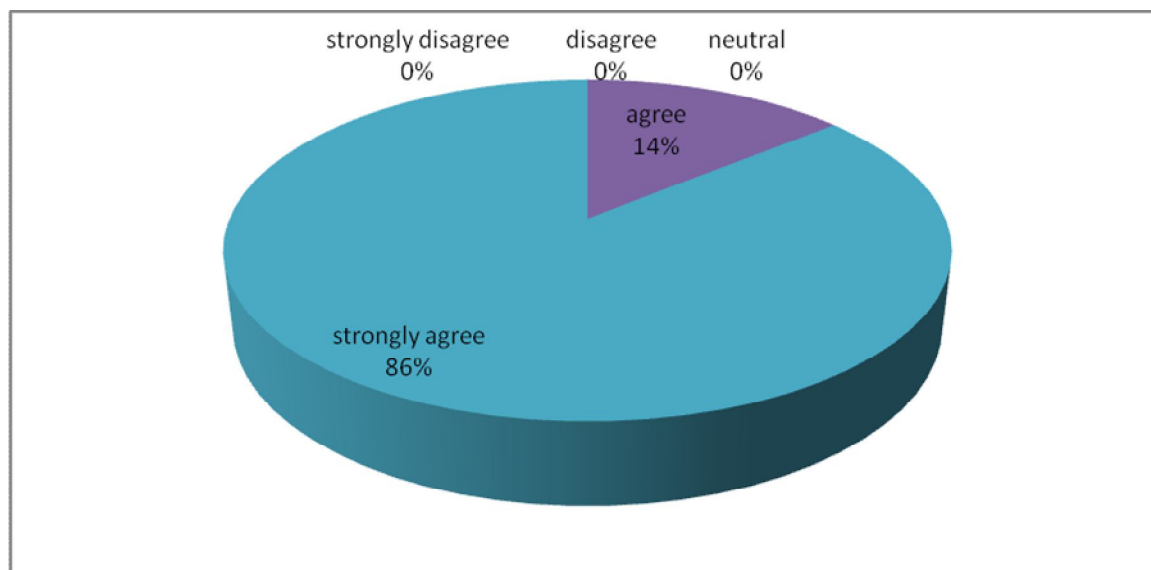


Diagram17: students' motivation in using facebook for writing practices

All the participants expressed a high motivation in the use of facebook in writing. 12 participants (86%) responded with “strongly agree” and 2 participants (14%) answered with “agree”.

3.2.9. Students' opinion about extending the use of the Facebook platform in other modules

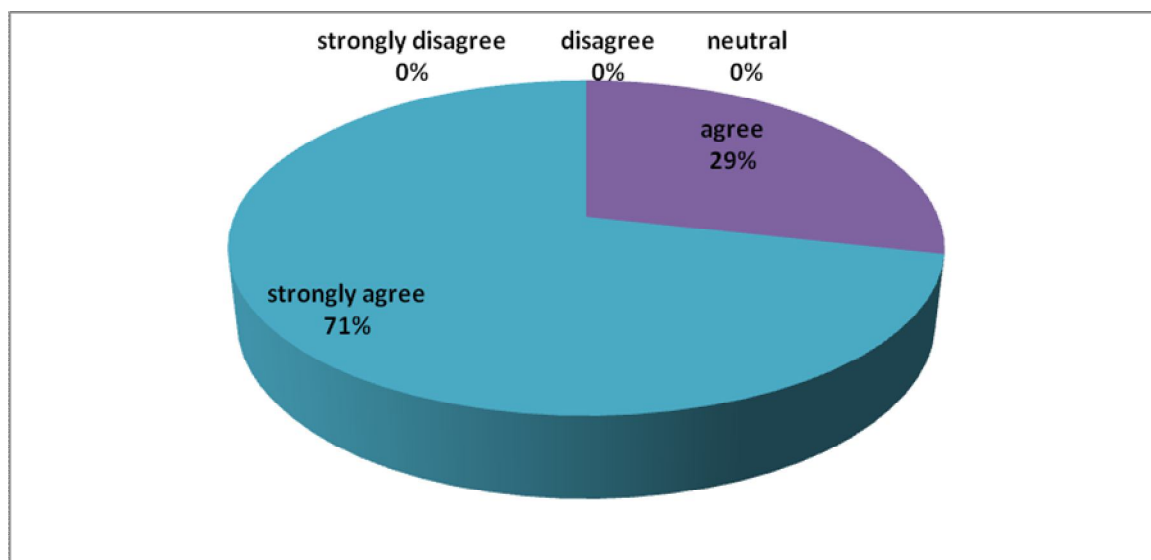


Diagram 18: students' motivation towards the use of facebook in other modules

All the students had positive views about the use of facebook in other modules. 10 participants (71%) answered with “strongly agree” and 2 participants (29%) responded with “agree”.

To conclude, this chapter is divided into two main parts. In the first part, we have presented the main results of the pre-test and the post-test reached by the CTR group and the EXP group in terms of coherence including thesis statement, topic sentence, supporting sentences and conclusion. In the second part, we have presented the main results of the pre-test and the post-test obtained by the two groups in terms of cohesion which includes the aspects of reference, conjunctions, substitution and ellipsis. We have also introduced the results of the online questionnaire provided to the participants from the EXP group.

Our results indicate that the EXP group has known a noticeable improvement in terms of coherence and cohesion comparing to the CTR group, which shows a minor improvement. Moreover, results of the questionnaire show that the participants from the EXP group have a positive view about the use of facebook in learning writing. These results will be discussed in the following chapter.

Chapter 4: Discussion of the Findings

Introduction

This chapter is divided into two parts: the first part analyses coherence and cohesion as found in the essays written by the participants. Moreover, this first part will evaluate grammatical cohesion in students' essays as discussed by Halliday and Hasan (1976). The second part discusses the types of errors and deviations committed by students in terms of coherence and their occurrences within the framework of Oshima and Hogue about the different parts of a coherent essay (2006) and Wikborg's analysis on coherence breaks in Connor & Johns (1990:133). The results of the pre-test are compared to those of the post-test in order to reveal the effect of using Facebook as a tool for teaching coherence on participants' writing performance. The second part of this chapter provides a discussion of the main findings of the questionnaire submitted at the end of the experimentation to the participants involved in this research.

4.1. Coherence

As a reminder, coherence refers to the logical development of ideas within a text and it is an important sub skill for students to be aware about. Coherence in essay writing can be analyzed in terms of: introductory paragraph that includes opening sentences and thesis statement, topic sentences followed by its supporting ideas, paragraph division, relevance and conclusion.

4.1.2. Introductory paragraph

An introductory paragraph must introduce the topic of the essay and present its main ideas. According to Oshima and Hogue (2006), an introductory paragraph must have two main parts namely a general statement, which attracts the reader's attention, it introduces the topic and other statements that provide background information on the topic. The second part consists of a thesis statement stating the specific topic of the essay. Oshima and Hogue (2006:67) maintain that "a thesis should not be a simple announcement".

This kind of introduction is a problem to many students. Indeed, all the participants have difficulties to start with a general statement and maintain relevance at the same time. Some students wrote the thesis statement in the opening sentence of the essay, and this violates the general-specific pattern and makes the essay look like an outline. Carpenter and Hunter (1981:426) maintain that "The discourse processes in creating a coherent overall organization for a composition or paper generally prove to be the most elusive skills to master for students in advanced writing classes." This is due to their inability to elaborate on the main topic of their essay, which will be followed by its sub-topics. In the following example, the participant started his/her introduction by the following sentence:

"Lemons and apples have obvious differences in terms of the vitamins that they contain and the health benefits that they provide."

Another error, which is found in many papers, is the unclear thesis statement. Sometimes, students write a thesis sentence that is too vague and does not fit with the main ideas that are developed in the body paragraphs. *"Authoritarianism and bureaucracy are the two major causes that pushed Arabic people to burst against the political regime. This is called the "Arabic spring"*. The thesis statement in this excerpt is confusing, it is not clear whether the writer is going to write about the Arabic spring in general or about its two main causes that are "authoritarianism and bureaucracy".

In an effort to have enough to write about, students often choose a thesis with a large scope. Yet a 'big' thesis cannot be developed in a small essay. It is something that would take a longer article (or a book) to address properly. *"The great development recognized in Europe divided the world into two parts: a world which is highly developed and another which is less developed. There are great differences between the two in a lot of branches."* In this example, the topic chosen is just too big to cover in a small essay; the writer needs a narrower focus. Maybe he/she should focus on one or two suggestions that seem to be essential.

In the pre-test, some of the students from both EXP and CTR group have found difficulties to elaborate a thesis statement that indicates the subdivisions or general method of organization used in their essays. However, the post- test revealed that many students from the EXP group have ameliorated their thesis statement; this was the case in 5 papers unlike the CTR group in which there were only 2 students who showed a progress in this aspect. These results were expected because the participants from the EXP group received online assistance from their teacher. Indeed, students from the EXP group received training on writing effective thesis statements and opening sentences by showing the differences between them.

The following extract illustrates the improvement made by one of the participants from the EXP group in writing the thesis statement:

Pre-test:

“It is impossible to deny that traditional teaching was greatly the best way for students to acquire good knowledge.”

Post-test:

“There are miscellaneous causes that lead to divorce such as dishonesty, fanatical and communication problems.”

The thesis statement written in the pre-test is too vague because it does not determine the main ideas to be developed in the whole body of the essay. However, in the post-test, the student wrote a more precise thesis statement that summarizes the three main points to be developed in the body of the essay.

Apart from this, students from the EXP group show a significant improvement in their introduction writing in general compared to those from the CTR group. The following extracts of writing show how the same student progressed in his/her written work.

Pre-test:

“There are various differences between living life in rural and urban area. People today have the choice of living in a city or in countryside. Some prefer to live in the overpopulated cities while others prefer to live in urban areas. Both of city and countryside offer ways of life that are very different.”

Post-test:

“Nowadays people are predisposed to several health problems. Obesity has been a major problem in USA and in many countries in the world. Over 60% of the population is overweight and this constitutes one of the major issues that the world undergoes. This phenomenon has a strong impact not only on individuals but also on the whole modern societies. Obesity can be caused by three main factors, inappropriate diet, life style and heredity.”

The introduction written in the pre-test is redundant and unclear, the main concern of the essay is not clearly presented comparing to the introduction found in the post-test in which the participant has written a well-elaborated introductory paragraph. Indeed, the participant started by providing some background information about the subject in general before moving to the final statement that announces the main points covered by the essay.

4.1.3. Paragraph division

Oshima and Hogue (2006) point out that the important point to remember is to arrange ideas in a logical order to make the reader accustomed to the English way of writing. The body of an essay should consist of several supporting paragraphs that support the thesis. In other words, each supporting paragraph develops one point about the subject. Moreover, each paragraph should begin with a topic sentence that is supported with specific details, facts, and examples. Therefore, it can be said that a good body of an essay is determined by its supporting details.

4.1.3.1. Topic sentences and supporting sentences

A topic sentence introduces the topic in a general manner and sets up the rest of the paragraph for detail-oriented sentence also called supporting sentences. A topic sentence is claimed to be the most important sentence in a paragraph, stating the main idea of the whole paragraph. The corpus shows that the participants from both the CTR and the EXP group construct unspecified topic sentences. The following extract reveals some mistakes found in the corpus under analysis:

“Many diseases which appeared with pollution cause the death of many people every year , for instance breath illness caused by air pollution, there is also pollution of the sea , this kind of pollution poison the fishes then affect the human health.”

The above paragraph has an unspecified topic because the topic sentence is not clear, and all relating sentences have been explained in it which makes readers confused to decide what the main topic is and what should the supporting sentences be going to talk about. Wikborg (1990) used the term ‘unspecified topic’ to refer to the topic which is too general or ‘too specific’ in a case where all supporting details have been written in a topic statement. Unspecified change of topic can drift the topic because they may produce more than one focus to be discussed that consequently make the reader difficult to decide which main topic intended by the writer.

The pre-test shows that students tend to write topic sentences with no supporting sentences. 10 participants from the two groups wrote a paragraph containing only one statement and then he/she moved directly to a new paragraph. The following example is a paragraph written by one of the participants:

“Another point is that students in university have freedom; they are not obliged to be present in all the courses. However in secondary school students have to justify their absence.”

The example stated above includes only one statement and it does not contain supporting sentences. Students usually do not provide sufficient information about the topic sentence, this explains the length of their paragraphs which are very short. The latter may be provoked by the lack of language proficiency. Myers (1997) suggested that ESL/EFL students need to be helped with vocabulary and sentence-level syntax when writing L2 composition. From her experience in teaching ESL writing, Myers affirmed that her students' real problem is insufficient linguistic knowledge to write fluently in the target language, but not lack of ideas to write. Thus, they only put the content into the paragraph without expanding on their ideas, so their paragraphs were short and unclear. They only paid attention to content that prevented them from writing a detailed paragraph. This is why teachers' feedback is needed at the early stage of training.

The post-test indicates that there is a great improvement among the EXP group in terms of topic sentences, and this was the case in 7 papers in which we noticed that the participants wrote more precise topic sentences. In addition, one of the participants from the EXP group has improved his/ her paragraph division. In the pre-test, he/she declared in the thesis statement that he/she is going to speak about the main consequences of the overuse of the internet, which are health problems, social problems and the waste of time. He /she developed these three main points in only one paragraph. While, in the post test, the same participant stated in the thesis statement that he/she is going to write about the main differences between bulimia and anorexia and then he/she developed these ideas in two paragraphs by providing more supporting ideas and examples. Thus, he/she wrote better using more meaningful contents within well-organized paragraphs. This progress may be due to the

positive outcome of the introductory lessons to the general essay writing that we displayed on the Facebook platform in which we provided a general map of an essay by explaining its main parts. These findings confirm the idea that the use of web based instruction as a supplement to traditional in-class writing instruction was significantly more effective than writing instruction depending on traditional teaching alone.

4.1.4. Relevance

Oshima and Hogue (2006) indicate that “unity” means that a paragraph discusses one and only one main idea from the beginning to the end. A disunified paragraph is the one that digresses or deviates from its target topic. If a writer departs from the topic, the resultant paragraph will be choppy; these kinds of shifts generate what seem to be gaps in the writer's thought flow.

The corpus shows that the participants insert irrelevant ideas into their writing. Therefore, this insertion influences the unity of thought, and thus weakening coherence as it diverts the reader's attention and causes discontinuity in meaning. In addition, the sentences in the paragraphs did not directly relate to the main idea. The following excerpt illustrates this point *“The developed countries are productive and consumer at the same time, whereas the undeveloped ones are just consumer in addition to this, they have no practice of democracy in their system.”* The example lacks coherence because the student is inserting an idea that is of no relevance to the first idea that speaks about the “democracy system”

The post-test indicates that students from the EXP group succeeded to achieve paragraph unity in their essay writing. A considerable progress was found in 6 papers from the EXP group and only 2 participants from the CTR group. These results were expected because the Facebook page was devoted to the different aspects of coherence in writing and the participants were provided with various techniques to avoid irrelevance in their writing.

4.1.5. Concluding paragraph

According to Oshima and Hogue (1999), a concluding paragraph should consist of a summary of the main points, or a restatement of the thesis in different words, and a final comment on the subject based on the information provided. The conclusion should follow logically from the body of the essay, as it should summarize the whole essay not only one or two points.

It has been noticed in the pre-test that most of the students do not follow the main principles of an effective conclusion. In fact, students tend to end their essay by providing only their comment about the subject and tend to ignore to restate the main ideas that have been discussed in the whole essay. Moreover, some participants started a new topic at the end of their essay and this has affected the relevance of their written composition.

“In conclusion, fast-food can have serious effects on health, thus, people should learn to choose what to eat carefully.” In this example, the participant wrote a conclusion that contains only one statement and this is not enough as a conclusion.

The post-test shows that the improvement of the EXP group and the CTR group was quite different. In fact, participants from the EXP group wrote a more effective conclusion, this was the case of 6 papers from the EXP group comparing to 4 papers from the CTR group. One of the participants wrote a conclusion consisting only one statement in the pre-test but in the post-test he /she chose to reemphasize and restate the main important ideas developed in the body of the essay.

4.2. Cohesion

As a reminder, Cohesion refers to the grammatical and lexical connections between individual clauses. The grammatical links can be classified under three broad types:

a) Referents (pronouns, the article “the”, demonstratives)

b) Ellipsis (leaving out of a words or phrases where they are unnecessary)

c) Conjunction (a word that joins phrases or clauses together)

4.2.1. Reference

Our corpus shows that the aspect of reference is considered as being very problematic in students' writing. Indeed, students tend to use referents inappropriately and this leads to the lack of clarity for the reader. In the following example, the participant used the pronoun "this" instead of "these" to refer to the two ways of life.

*"Some people like the way of living in farm while others prefer living in city .**this** two ways of life are too different"*

In the following example, the use of the pronoun "*them*" is confusing and the pronoun "them" has no antecedent to refer to:

*"A person can be born with physical beauty and some few may need improving the way they dress as they get older in order to increase their physical beauty. Another difference between **them** is that"*

Another error, which is common among the participants, is the useless repetition of referents. This example illustrates this recurrent error by students:

*"The developed countries have more cultivated societies, **they** can adapt easily and rapidly with the new technologies which are developed only by this part of the world this is why **they** have all necessary living conditions unlike the undeveloped countries which are less cultivated and have less chances to adapt with these new technologies because **they** have not made any effort to produce or create no things and this doesn't means that **they** have no capacities to do so but **they** have not good conditions."*

Although the pronoun "they" is appropriate to refer to the cultivated societies, the repetition of this pronoun has affected the logical development of the ideas.

The post-test shows that the participants of the EXP group have improved their use of referents; this was the case of 9 papers out of 15. These results are expected because the members of the EXP group have received an online feedback that has been provided by their teacher of writing. Indeed, the correction of some errors related to referents was necessary to improve students' writing performance. The following extract illustrates the improvement made by a participant from the EXP group who used referent wrongly in the pre-test, but in the post-test his/her use of the same referent was correct:

Pre-test:

*“Television is important, it reduces stress, it informs people about interesting news and it educates children. **This** are the main benefits of television”.*

Post-test:

*“Algeria suffers from many problems such as unemployment and educational system **these** are due to the lack of government interventions”*

The study undertaken by Diez, Halbach and Rivas (2000) investigating 17 students taking a three-month course on only consciousness- raising about cohesive devices with no follow-up exercises, found there was no obvious change of the quantity between students' use of cohesive devices before and after the course. They maintained that such transfer may not be automatic and production exercises are needed. Different from Diez, Halbach and Rivas' instruction, the current research did not only raised students' awareness of referents with textual explanation, but also created useful online exercises for students to learn their use in context. Hence, the contextualized production-based exercises as designed in the current research are required to enhance students' writing skill.

4.2.2. Conjunctions

Conjunctions in discourse are used to connect words, sentences, phrases or clauses. Halliday and Hasan (1976) assert that: “Conjunctive relations are encoded not in the form of grammatical structures but in the looser, more pliable form of linkage between the components of a text” (Halliday and Hasan; 1976: 321). Therefore, in written language, conjunctions are used to signal the logical connectives between ideas. More precisely, they are used to mark discourse structure and various text segments.

The analysis of the corpus shows that students could not use conjunctions correctly because they did not understand their semantic function. In the following example, one of the participants started a new paragraph by the conjunction “**however**” and the pronoun “**before**” has been misused:

*“**However**, the Algerian society has known too many changes in different fields. Life and traditions became more casual. Women became freer than they used to be **before**”*

The repetition of the same conjunction several times is also a common error in many papers. Consider the following extract, which illustrates the overuse of the pronoun “and”

*“Relationship can be successful as it can be a failure. Misunderstanding **and** the lack of money **and** love are to main causes of divorce.”*

In addition to the overuse of conjunctions, students also tend to use two conjunctions at the same time. This is the case in the following passages taken from the papers of two participants

*“In the past divorce was rare, **but** today **however** the majority of couples break up in few years.”*

*“wasting money in drinking has bad impact not only on the drinkers themselves **but also** on their families and environment”*

Moreover, most students did not present a reasonable connection or relation between ideas in their paragraphs leading to “coherence breaks” (Wikborg, 1990). They did not use transitional words to link the ideas together. The following example illustrates this kind of error:

“Life in the past is very different from life in the present. In the past there was a hard life and people used to die. Nowadays humans have all the necessary conditions of life.”

The post-test revealed that many students from the EXP group have improved their use of conjunctions. This was the case among 7 participants in the EXP group comparing to the CTR group which includes only 2 participants who progressed in this aspect. In fact, the useless use of conjunctions has been omitted by some students among the EXP group. Their improvement may be due to the explicit writing instructions about the use of conjunctions in writing, in addition to the grammar quizzes, which have been provided to them.

Tseng and Liou (2006) performed a similar research. They examined the proficiency of 19 EFL university students in Taiwan on the usage of conjunctions after spending 4 weeks of practice. The results showed that the participants scored higher in the post-test when compared to their scores in the pre-test. Tsang and Liou claim that this difference was due to the students’ practice doing the online exercises on conjunctions which helped them to understand their usage. Similarly, Yen-Chu Tseng and Hsien-Chin Liou (2006) conducted a research to investigate the effects of online practice (conjunction) on students’ written production. The results indicated that the error rates of both categories did reduce in the post-instruction writing compared with those in the pre-instruction writing.

4.2.3. Substitution and ellipsis

Substitution and ellipsis are grammatical cohesive devices. Not many researchers treat them separately because they both represent a relation within the text. A substituted item has the same grammatical function as the word it substitutes; although it is more general and vague (Halliday & Hasan 1976: 88). Halliday and Hassan claim that ellipsis can be interpreted as ‘the form of substitution in which the item is replaced by nothing’ (1976: 90).

The pre-test shows that some students tend to repeat some words, phrases and even sentences several times. This problem is noticed in 11 papers from the EXP group and 13 papers from the CTR group, the omission of some words and even statements are necessary to avoid repetition. In the following examples, the statement written in bold should be omitted.

*“Lack of communication is also one of the common causes of divorce; **because of lack of communication** people are unable to resolve their problems”*

*“Humans should cut trees to have wood; they have such a behavior **which is the cutting of trees** because they are unconscious.”*

In some papers, it has been found that students often use wrongly ellipsis in order to avoid repetition. This is the case in the following extract in which the students omitted the word “life” in order to avoid its repetition and this led to confusion. Indeed, it is not clear whether the student is comparing countryside to large cities or simply comparing the two ways of life:

*“Another way of contrasting between life in countries and life in large cities is safety. [ellipsis]**The country is more secure than life in large cities**”*

Our corpus shows that there is an absence of the use of ellipsis in students’ papers and this leads to several errors related to the unnecessary repetition in students’ production. The post-test indicates that there was no considerable difference between the CTR group and EXP group.

The participants often use substitution to avoid repetition incorrectly. The most usual form of substitution found in students' papers is the nominal substitution i.e. a pronoun substituting for a noun. Notice how the repetition of the pronoun "it" makes the following passages awkward:

*"The most important difference between animals and humans is language .humans use language to express their ideas, and it is characterized by their productivity activity and duality. **Humans** acquired it in a social environment"*

"Pollution spread in many places on the earth especially in large cities with a lot of industries and care smoke causing it"

In the first example, the pronoun "it" is used as a substitution to avoid the repetition of the word "language". This led to the repetition of the pronoun "it" several times. However, in the second example, the participant used the pronoun "it" at the end of the sentence.

Only 3 participants from the EXP group have solved the problem of repetition in their writing. The difference between the improvement of the CTR and the EXP group is not significant, even though, we have provided the participants with diverse indications concerning the use of ellipsis and substitution.

4.3. The questionnaire

This part deals with the analysis and interpretation of the participants' questionnaire. It includes three subsections, each one of them collects information on a particular aspect. The first section entitled "students' motivation toward the use of Facebook in their academic context", aims at investigating participants' perception in using Facebook in their learning. the second subsection entitled "students view about the use of Facebook for writing practices", seeks to identify and to explore students' opinion about the effectiveness of using the Facebook platform to practice their writing skill. Finally, subsection three is entirely

devoted to explore students' perceptions about the use of Facebook in the module of writing and in other modules.

A) - Students' motivation toward the use of Facebook in their academic context

The first item has confirmed that no respondent has difficulties in using Facebook groups. All of them respond that they found the use of Facebook groups easy. Thus, all respondents are familiar with Facebook groups and this means that they are also familiar with the features in Facebook groups. They have spent some time either reading posts or dropping comments. All the participants are aware of the different ways of sharing on Facebook groups like posting a photo, sharing links to websites and posting documents. Our findings were expected because Facebook is considered as being the most popular social network in the world and this confirms the findings of Robliyer et al (2010) who found that university students are very open to the possibility of using Facebook and similar possibilities to support classroom work. Moreover, Blattner and Fiori (2009) suggest that "joining groups in which users share similar interests has pedagogical advantages that can be utilized in language classes in varieties of constructive manners" (Blattner and Fiori, 2009: 19-20). Therefore, it is from online communities that Facebook users are able to sustain meaningful and dynamic educational experiences.

Most of the participants have positive opinions regarding Facebook as an environment to facilitate group studies. This could be explained by the fact that online platforms such as Facebook provide information from a variety of sources, such as videos, slideshows, quizzes, etc. Such positive experience in their learning process provides them with several opportunities to practice their writing by commenting, asking questions, and receiving feedback from each other and from their instructor as well. Rosen (2010) suggests that social networks allow for direct exchange with large numbers of people and communication encourages collaboration and discussion of course material and promotes immediate sharing

and development of written, audio and visual content. However, there is a small number of students who disagree with the view that Facebook facilitates group studies. This is explained by the fact that some students prefer using this tool for individual learning. These unexpected findings support the ones of Junco and Cotton (2011) claiming that the use of instant messaging negatively affected learning outcomes and Junco (2012) found that the use of Facebook diminishes students' engagement and encourages individual learning.

B) - Students view about the use of Facebook for writing practices

In terms of writing, nearly all the participants think that the use of facebook makes writing instruction more interesting. Besides, there is an average of 4 comments posted by peers on every writing activity. This indicates a good interaction between students. The members of the group seem to give feedbacks to their friends' writing in English. Understanding a student's preferences is essential for student-student interaction, as well as student teacher interaction on Facebook. To be clearer, improving students' relationships with teachers has decisive social development. Those students who have positive and supportive relationships with their teachers and their friends will attain higher levels of achievement than those students with more problematic relationships. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn.

Yancy (2010) proposes that the use of facebook in helping students make that link in order to make them better writers. The researcher also believes that Facebook, and specifically Facebook groups, have the potential to improve students' writing skills by being the link between academic "writing" and outside "communication", providing learners with an authentic and personalized context. The peers not only respond to their colleague's writing through comments, but some also went directly to the post and edited the writing.

When asked if reading the comments and entries of their peers on the facebook wall helped them to learn and improve their own essay writing in terms of coherence, 50% of

participants expressed their positive agreement and none of them expressed their disagreement. The participants, in this study, expressed that Facebook can be an online environment for enhancing their writing and more particularly essay writing. Thus, it could be claimed that giving feedback to peers is an effective way to improve students' writing skill. The results indicate that learning from others' work and receiving feedback may allow students to enhance their writing style and essay quality remarkably within a relatively short time. The online peer review, compared with oral comments, has the following advantages: time and place independent, no pressure to quick respond, and the power to control conversations. However, the other half of the participants remained neutral with this view; this maybe due to their reticence to criticize their friends' writing compositions and because they were not convinced of the pedagogical benefits of their peers' feedback.

These findings may support those reached by Ellison and Wu (2008) who indicated that students in their study expressed frustration with the shallow or shoddy quality of peers' entries, which made giving feedback difficult.

C) - Students' perceptions about the use of Facebook in the module of writing and in other modules

All the students responded that Facebook increases self-confidence to ask questions using the English language and this because language learning has grown beyond the classroom with the growth of the new technologies. Facebook, therefore, is a significant environment for English language practice this confirms the findings of Mohamed and Mohamed Shariff (2011) who showed that Facebook based learning has increased students' motivation and understanding and this is because students' acquire more self-confidence in the facebook environment. Similarly, Kabilan et al.(2010) conducted a research investigating if Facebook can be a useful and meaningful learning environment that could support or enhance students' writing skill. Their findings show that in terms of affective factors,

students' motivation and attitudes improved significantly. Furthermore, they claim that students claim that using Facebook has boosted their confidence and made them more daring to use the language especially in terms of writing. Overall, Facebook has been shown to motivate and foster a positive attitude towards English language learning. Thus, all the participants want to join other Facebook groups to practice their writing the next year and all the students are interested in joining Facebook groups in other modules. This shows their high motivation in using Facebook for pedagogical purposes.

In conclusion, this chapter has interpreted and discussed the results of the pre-test and the post-test submitted by the participants of the CTR group and the EXP group. The corpus has been analyzed in the light of Oshima and Hogue theory of achieving coherence in essay writing and Wikborg's analysis on coherence breaks in Connor & Johns (1990:133) by focusing mainly on introduction, thesis statement, paragraph division, including topic sentences, supporting sentences and relevance, conclusion. This analysis has applied the theory of Halliday and Hasan (1976) which provides a model of analyzing some cohesive aspects, more particularly grammatical cohesion in students' essay writing, namely reference, conjunctions, substitution and ellipsis.

Experimental study shows that the two groups of students who received two different models of teaching were all making significant progress. The results also show significant differences between the CTR and EXP groups in favor of the EXP group. This suggests that Facebook was effective in improving students' writing abilities in general. This could be due to the fact that students' motivation to learn increases when they are given the same material in different ways using technology. Therefore, the significant difference between the CTR and the EXP group in their writing performance can be attributed to the teachers' employment of more writing tasks since all the online tasks are additional ones related to the same topics discussed in class. According to Hedgcock (2005), the procedural aspects of writing

instruction for students are often insufficient. In particular, the writing assignments performed in class do not always provide the information students need in order to develop effective writing strategies. The students involved in the experiment were provided with more activities. Furthermore, this chapter has discussed the main results of the questionnaire submitted to the participants from the EXP group, which revealed that students are highly motivated concerning the use of Facebook groups in their learning and more particularly this helped them to improve their essay writing. This online tool provides new opportunities for teachers and students because it is flexible.

General Conclusion

Our study has been conducted in the light of Oshima and Hogue's theory of coherence in essay writing (2006) and Wikborgs' analysis of coherence breaks in Connor & Johns (1990:133) to measure participants' improvement in their essay composition, focusing mainly on the aspects of thesis statement, topic sentence, supporting sentences, relevance and conclusion. Furthermore, grammatical cohesion has been analysed within the framework of Halliday and Hasan (1976) by focusing on four major aspects of grammatical cohesion namely, reference, conjunction, substitution and ellipsis. Our corpus consists of 60 essays written by 30 participants (15 participants from the CTR group and 15 other participants from the EXP group). 15 essays were submitted by each group (CTR group and EXP group) in the pre-test before the experimentation and 15 other essays in the post-test at the end of the experiment. The improvement of the two groups is compared through the identification and the analysis of their errors in both pre-test and post-test focusing on the aspects of coherence and cohesion in essay writing.

The results revealed that the EXP group improved their writing in all aspects of coherence, namely thesis statement, topic sentences, supporting sentences, relevance and conclusion, unlike the CTR group who did not show a significant improvement in the post-test. In terms of cohesion, our results revealed that the participants of the EXP group have improved their use of referents and conjunction compared to the participants from the CTR group who improved only their use of substitution. However, no improvement has been noticed among the EXP group in terms of substitution and ellipsis during the post-test.

As far as the participants' perceptions about the use of Facebook for learning purposes are concerned, the results of the online questionnaire revealed that most of the participants expressed their positive view about the use of Facebook for writing purposes and all of them answered that they want to join this kind of Facebook groups in the writing module, or other

modules next year. Therefore, the conclusion that can be drawn from our investigation is that facebook can improve students' writing skills and build their confidence as writers. By using facebook, students can take ownership of their writing, become better observers and critical towards others' writing, and develop a more powerful understanding of audience. Thus, Facebook encourages experimenting and risk-taking.

The participants of the present investigation were second year students at the university of Mouloud Mammeri of Tizi Ouzou. Accordingly, the study conducted is a case study. Therefore, the results obtained cannot be generalized to EFL learners as a whole. Thus, further studies can investigate to what extent the results made here can apply to other EFL students. Moreover, results of the current investigation raise important questions for further researches to explore the use of Facebook groups in learning other language skills such as reading, listening, and speaking.

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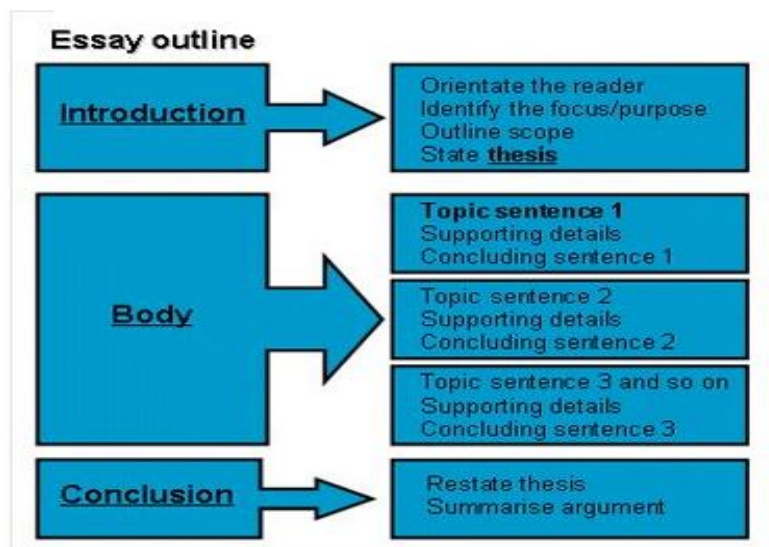
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Appendices



J'aime - Commenter



Transitional words and phrases:

- helps papers read more smoothly
- provide logical organization and understandability
- improve the connections and transitions between thoughts

In a word, transitional words are decisive in your comparison and contrast essays!



Transition Words for Comparison.doc

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Je n'aime plus - Commenter



Med Lamine Khoudi

- 1)- Identify the subject of comparison and contrast
- 2)- What are the topics of the five body paragraphs of this essay?
- 3)- How many differences are there? How many similarities?



practice comparison and contrast.doc

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Vous et 4 autres personnes aimez ça.

Afficher 8 autres commentaires



Idir Merklou the subject is:the differences and similarities between the two hometowns.2:the topics until the fifth paragraph are:1: first one speaks about kristiansand and arendal 2:about location 3:about inhabitants 4:about natural beauty and 5:about tourism

J'aime



Idir Merklou concerning the last question of how many differences and how many similarities,the page of the essay is inaccessible
12 décembre 2013, 18:10 · J'aime



Med Lamine Khoudi **Idir Merklou** The first paragraph about similarities and differences between Kristiansand and Arendal is not a body paragraph but an introduction. The whole essay contains an introductory paragraph, five body paragraphs, and a concluding paragraph.

· J'aime

Which type of organizational pattern do you prefer? The block pattern or the point-by-point? Answer by providing arguments!

J'aime · Commenter

4 personnes aiment ça.

Afficher 18 autres commentaires



Sofiane Guerraz i personnaly preffer the point by point pattern because it helps the reader understand more the hole essay. this is in term of general meaning and the time we need to focus on one determinated piece of information in this pattern we notice the differences between two objects, persons,things... in relation with a determinated specificity and this in one parragraph. i mean in this case every parragraph is independant in sence or meaning with the others, and in this way the reader is more attracted by the information on a parragraph after another... in one sence he may not understand one object of comparison(point) but not the hole essay .

Je n'aime plus · 1



Eddy Rinas For me,i think that block by block pattern is the easiest one,because we write juste two body paragraphs which including the diffrences or similarities or both about your thesis statement.i see that this type of organisation help us to not confused between our ideas.

Je n'aime plus · 2



Wiwi Morena me,i prefer the point by point patter nbecause,with this organization you will make comparison and contrast between the tow ideas,it help the reader to inderstand more the hole subject talking about like this the reader will make direct relation between them without being lost

Je n'aime plus · 2

Exercise:

In the space provided, write a (T), if you consider the statement TRUE (correct), or an (F), if you consider the statement to be FALSE (provide an explanation).

1.____ An introduction serves three main functions: to identify the general topic, catch the reader's attention, and state the thesis.

2.____ A thesis statement is the stand you take; an opinion you must support.


3.____ In the introductory paragraph of a comparison and contrast essay, your thesis should identify the two items being compared or contrasted and your opinion about them should be presented.

4.____ The point- by-point comparative format does not allow you to compare two items effectively.


5.____ In a comparison and contrast essay, the conclusion must do the same job that it does in all essays: it sums up the main points and reinforces the thesis.

J'aime - Commenter


👍 6 personnes aiment ça.

 **Amor Scott** 1 : T . 2: F because the thesis is not to give an opinion but a to introduce the sub topics or ideas that you are going to develop in the body paragraphs . 3: T . 4 F we can, and i think it's more esay thank block by block . 5: T


J'aime

 **Amor Scott** 1.t 2.f because the thesis statement of an essay should contain sub topics that should be developed in body paragraph 3.t 4.t 5.t


J'aime

 **Amor Scott** 1 : TRUE , 2 : TRUE ; generally in the thesis statement of an essay we either talk about the subtopics of the main topic , state the author's purpose or a moral / lesson , BUT WE CAN ALSO STATE OUR OPINION if we are asked to persuade the reader in comparison and contrast . 3 : TRUE . 4: FALSE ; both point by point and block patterns are effective to write a comparison and contrast essay , the student has just to pay attention to the way they are used . 5: TRUE

J'aime - 👍 1

 **Amor Scott** Salah Mbs Madiou the statement n°2 is false because in some cases you can develop a thesis statement without taking a stand. Idir Merkitou the statement n°4 is false; The point-by-point pattern allows you to identify similar points in your comparison.... Voir plus

J'aime - 👍 3

 **Amor Scott** 1:T/2:F,because the thesis statement specify the topic sentence not support an opinion/3:F,it's right that the introduction should contain the two items but it's not an obligation to present your opinion because the thesis statement used to inform or persuade./4:T/5:T

Je n'aime plus - 👍 1

 **Amor Scott** 1/T 2/ Fin thesis statment we introduce the specific ideas of vr

Fill in the gaps with the appropriate comparison and contrast signal words (type an appropriate conjunction from those shown below: however likewise , another difference, similarly, whereas, also , while, but, on the other hand).

Even though Arizona and Rhode Island are both states of the U.S., they are different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles,

[...](#) [Afficher la suite](#)

[Je n'aime plus](#) - [Commenter](#)

 Vous et 4 autres personnes aimez ça.



[Evelyn Williams](#) (1):whereas,(2):another difference,(3)while,(4)but ,(5) likewise.

16 décembre 2013, 18:56 - [Je n'aime plus](#) -  1



[Nancy Williams](#) 1)whereas,2)another difference,3)on the other hand,4)however,5)while.

- [Je n'aime plus](#) -  1




[Nancy Williams](#) 1.whereas 2.another difference 3.while 4.in the other hand 5.likewise

[Je n'aime plus](#) -  1



[Nancy Williams](#) 1whereas 2)another difference 3)while 4) however 5)likewise

- [Je n'aime plus](#) -  1



[Lynda Swan](#) 1, however.2, another différence. 3, while.4, on the other hand.5, whereas

[Je n'aime plus](#) -  1




[Linda Williams](#) 1,but/ 2,another difference/ 3,while/ 4,however/5,likewise.

Modifié - [Je n'aime plus](#) -  1



[Nancy Williams](#) 1:whereas,2:another difference,3while,4:but ,5 likewise.

[Je n'aime plus](#) -  1

Write an introduction (following the main requirements of the comparison and contrast essay) on the following subject:

Online Classes vs. Traditional Classes

[Je n'aime plus](#) · [Commenter](#)



[Sofiane Khennaz](#) Since years and centuries, education kept marking itself through time, and in our days we distinguish a new method of education-in contrast of the traditional one- known as the online classes or e-learning. in this essay the two methods will be contrasted

· [Je n'aime plus](#) · [👍 2](#)



[Sofiane Khennaz](#) In terms of cost of tuitions and time

· [Je n'aime plus](#) · [👍 1](#)



[Sofiane Khennaz](#) Who thought that education would become virtual someday ? None of us .Yet , with the modern and fast-growing technology that reaches its culminating point nowadays , the idea of virtual education begins being conceivable .This is very different from the old teaching system when the teacher teaches his students in the classroom with a piece of chalk . I think , straight and to the point ,that the traditional teaching system is and will remain the best way to get students equipped with a good knowledge and priceless credentials .

· [Modifié](#) · [Je n'aime plus](#) · [👍 3](#)



[Sofiane Khennaz](#) Add another statement then introduce your thesis statement Laura Klarkson it is too short as an introduction. Add other statements before composing your thesis statement.

· [Je n'aime plus](#) · [👍 2](#)



[Sofiane Khennaz](#) Educationn ever day change in his system of teaching while you can provied two differante method of transmuting educatin to student the fist advantages one is the modren that is to say teaching using technology withe some help of techers. however other people prefer the traditional taught whit direct contact with proffessor

· [Je n'aime plus](#) · [👍 1](#)



[Sofiane Khennaz](#) Education has an important role in our society, in it's sens it is a form of learning knowledge and skills. One time people follow a traditional learning, but today they find a new method of learning which called online classes. These two forms of methods are different in many ways.

· [Je n'aime plus](#) · [👍 2](#)



Making inferences and drawing conclusions:

What conclusion can the reader draw after reading this passage?

"Mama, is it time to go?"

I hadn't planned to cry, but the tears came suddenly, and I wiped them away with the back of my hand. I didn't want my older sister to see me crying.

"It's almost time, Ruri," my mother said gently. Her face was filled with a kind of sadness I had never seen before.

I looked around at my empty room. The clothes that Mama always told me to hang up in the closet, the junk piled on my dresser, the old rag doll I could never bear to part with—they were all gone. There was nothing left in the rest of the house. The rugs and furniture were gone, the pictures and drapes were down, and the closets and cupboards were empty. The house was like a gift box after the nice thing inside was gone; just a lot of nothingness.

from "The Bracelet" by Yoshiko Uchida

[Je n'aime plus](#) - [Commenter](#)

Vous et 8 autres personnes aimez ça.



The conclusion is that sometimes we are obliged to do things that we don't want to (here the family was obliged to leave the house) !

- [Je n'aime plus](#) - 1



Sometimes we are obliged to leave our 1st home which contains our happy and sad memories, it's hard! but we can always begin a ...

- [Je n'aime plus](#) - 1



New life, having other memories, it is life we should move on

- [Je n'aime plus](#) - 1



in the life we sometimes are obliged to do things that we don't want or make decisions that are not ours but it is the fate and we have to accept it

- [Je n'aime plus](#) - 1



in our life, we have sometimes to make sacrifice in order to turn a new page in our living as it is the case in this passage that we have just read!!

- [Je n'aime plus](#) - 1



some times we are in obligation to act and take decisions that are not really what we want to but, we feel bind to do it because of many reasons, it is not always easy to have everything we want to, the only solution is to take it as it comes, and be convinced that this is our destiny

- [Je n'aime plus](#) - 1



sometimes, families were obliged to move their house and let their memories there, it's life.

- [Je n'aime plus](#) - 1



Not all what we love and what is nice lasts forever. Every story has a beginning and an end

- [Je n'aime plus](#) - 1



Life does not ask our permission in taking some decisions, sometimes we have to leave the places that hold our happiness and sadness

- [Je n'aime plus](#) - 1



I think that living in the city is much better than living on farm for many reasons.

- Je n'aime plus - 2



Every one has the reight to choose his mode of life, how to live? where do he want spend his time until he died?.Many peopel prefer live in city and athers in farms, but how do they make this choice and what is the realy difference between city and farms?

- Je n'aime plus - 1



Laura Klarkson The strucure is okay, but it is more appropriate to say "Students who are identified according to their competency, study's habit, and their classroom activities."

- J'aime - 1



I think , without any detour, that living in the city is cozier and more comfortable than living in the farm .

- Je n'aime plus - 1



Thesis statement : living in farm has much more advantages than living in city.

- Je n'aime plus - 1



i believe that living in the city is better than living on a farm since the city represents much more advantages than farm

- Je n'aime plus - 1



We can not always get what we want, living in farm makes people as one big Family, at the same time they find Many difficulties , but by living in the city people get their needs and feel at the same Time that they are not really alive.

- Je n'aime plus - 1



not bad

- Je n'aime plus - 1



Laura Klarkson You have provided good opening sentences, now add a thesis statement to your introduction, Remember that a thesis statement of a narrative essay has two main parts: 1 you mention the subject or the experience, 2 the significance of the experience.

- J'aime - 1



Trust is like a mirror once it is broken you can not look at it again . Trust has , a long time ago , been considered as a virtue , people trusted each other and were able to safeguard secrets . The world we are living in nowadays ,reeks of malevolent people who want to see you stumble in everything you are about to be successful in . No one can be trusted but God and if ever you decide to trust someone and reveal your secret , recollect that disclosing it ,will by no means free you from a burden , but put you in a far worse predicament .

Modifié - Je n'aime plus - 2



You don't have to be jealous my dear , my writing skills are exactly the same as yours (even my writing has got weak points) The best thing to do is to read as much as you can in order not to be short of words while writing , follow the instructions that the teacher gave us and everything will be okay , it's what I do ! 😊

- Je n'aime plus - 2



Nonsense ! Your english is good . Try to include reading in your daily activities to enhance it . Once you start reading , it will become addictive . trust me ! when you read ,the world around you does not exist anymore . 😊 😊

- Modifié - Je n'aime plus - 2



you are very welcome dear 😊

- J'aime - 1



A very helpful video that summarizes the main important tips of your narrative essay!



Assignment: Personal Narrative Essay

This video gives instructions and helpful tips on how to complete the personal narrative essay assignment.

YOUTUBE.COM | PAR FERREROENGLISH

Je n'aime plus - Commenter - Partager

Vous et 10 autres personnes aimez ça.



Activity 1.doc
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Je n'aime plus · Commenter

 Vous et 5 autres personnes aimez ça.



Étoile Brillante I learned to be confident to myself ,and to my knowledge even my capacities and delete all black ideas that turned in mind , patience is a key of success .

Je n'aime plus ·  2



Étoile Brillante I learned to be self confident, to be sure of our knowledge and skills and reject all the negative ideas that may passe through our minds which can be a barrier to success . Self confidence is extreemly important in almost every aspect of our lives as Sylvia Path said :the worst enemy to creativity is self doubt .

Je n'aime plus ·  1



Étoile Brillante Take notes from the video and put them into practice by doing the activities provided to you.

J'aime ·  3



Étoile Brillante You have the choice of simply doing the main activities about the narrative essay by referring to the video and the handouts, or writing a whole essay (or both).If you want to write a whole essay you can send it to me as a personal message (in a form ... Voir plus

- Modifié · Je n'aime plus ·  4



Sylvia Path I learned that nothing is impossible. By dint of struggling ,we ultimately find a way-out . I learned to rely on myself and be a dogged worker . I learned how to ward off every snag I encounter on my way and be assertive. I learned also to trust mys... Voir plus

- Modifié · Je n'aime plus ·  1

A well written essay ,written by one of your friends, that covers the main features of the classification essay!



Making of movies.doc
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Je n'aime plus · Commenter

 Vous et 7 autres personnes aimez ça.

 Afficher 1 autre commentaire



Étoile Brillante that's right!

- J'aime ·  2



Zaya Sinwi good

- Je n'aime plus ·  1



Lydia Aidyl I found it good.

- Je n'aime plus ·  1



Écrire un commentaire...

25 et modifier la 27



activity 1.doc

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J'aime · Commenter

2 personnes aiment ça.



so,for the first paragraphe we have both A and C.For the second paragraph we have B.

Je n'aime plus · 1



The first passage is'A' because this is the sentence that explains what the whole passage is all about.The second passage is'B' because this is the sentence that restate and tells us the main idea of the passage.

Je n'aime plus · 1



Thé main idea of thé first passage is À .thé second One is B ,bécause they Ars most suitable.

Modifié · Je n'aime plus · 1



The stated main idea of the first paragraph is: "both A and C- "Scientists estimate today that the results of their research into aging will be felt by a large segment of the population as we move into the next century" and " Slowly, the word "aging" will have to be redefined." The two sentences introduce the two most important points of the paragraph.



classification activity..doc

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Je n'aime plus · Commenter

Vous et 5 autres personnes aimez ça.

Afficher 13 autres commentaires



The type of food,and the atmosphere in the restaurant(clean/the waiter's behaviour)

Je n'aime plus · 1



Holidays.the most great moment of the year,its the time to do what u want,either travelling,working,or just spending time with

Je n'aime plus · 1



Books are very important in our daily lives, they enables us tu have more knowledge and wisdom. They can be classified in different categories, such as: educational books, religious books and literary books.

Restaurants can be classified according to the type of food that is served. We have Chinese restaurants, Italian restaurants and Indian restaurants.

Holidays are a period where school or work is suspended for some days. We can distinguish three main categories of holidays: National holidays, Religious holidays and public holidays.

Modifié · Je n'aime plus · 1

Provide an example of categorization for the following principles of classification: parts, types, and characteristics.

Je n'aime plus · Commenter

Vous et 2 autres personnes aimez ça.

Afficher 4 autres commentaires



there are several types of enzymes in human body: Metabolic enzymes, Food enzymes (they are present within organic foods) , Digestive enzymes.

Je n'aime plus · 1



there are many types of love relationships that one may experience. Love is comprised of the love between a mother and her child and the love between lovers, the love between family members and the love between friends.

Je n'aime plus · 1



People's personalities differ from one to another there are different categories of people first. Those who are blunt and say all what they think without taking into consideration other's feelings Second. Those who are timid and cannot express their emotions and this is what pushes sometimes to have psychological problems Finally. Those who know well when they should speak and tell what is inside of them and when they have not to speak because of a specific situations

Je n'aime plus · 1



Écrire un commentaire...



cause and effect vocabulary : exercise two <http://www.dcielts.com/exercises/vocab/cause.htm>

	<h3>Cause and effect</h3> <p>DCIELTS.COM PAR CREATED WITH HOT POTATOES B...</p>
---	---

J'aime · Commenter · Partager

2 personnes aiment ça.

Here is an interesting site in which you will practice some basic grammar quizzes (very easy but helpful to remember some transition words)
<http://www.grammar-quizzes.com/19-2.html>

Cause / Effect — English Exercises & Practice | Grammar Quizzes

Using the connectors because versus consequently; stating cause and effect relationships; ESL/EFL English grammar exercises, practices, explanations and quizzes.

GRAMMAR-QUIZZES.COM

J'aime · Commenter · Partager

👍 8 personnes aiment ça.



[@user](#) If you like learning through entertainment here is another test always about cause and effect <http://www.softschools.com/.../sequencing/quiz1341.html>



Cause and Effect Quiz

www.softschools.com

Cause and Effect Quiz

13 mars, 13:41 · J'aime · 👍 2 · Supprimer l'aperçu



[@user](#) very interesting , especially the third exercise about punctuation



Can you please take a glance at my cause and effect essay... the introduction has been corrected by my teacher, what about the body paragraphs and the conclusion?

[Voir la traduction](#)

[J'aime](#) - [Commenter](#)



- As far as I know , introducing a new topic at the end of a paragraph is a DEADLY mistake that will cost you many points .Moreover , Instead of saying « Poor diet is not the only cause of obesity .» and then adding « Life style can be another cause of obesity .» , you can combine them to form the topic sentence of the second paragraph « Obesity is not caused only by poor diet but by lifestyle as well . »

- You quoted three points in your thesis statement ,so you should devote a paragraph for each .Why mingling the second with the third point to form one paragraph ?

2) In terms of grammar : « despite of » is not incorrect but it is an archaic form . You should use « despite + noun » or « despite + ing » , « in spite of +noun » or « in spite of + ing » instead .

3) In terms of punctuation :

In order for your essay to be effective , you should abide by punctuation .

- « ...from one in which there was a walking and physical activity, into a sedentary life style with little or no exercise .» Why putting a comma before « into » ? it is useless !

- Researchers claim that , in some cases , obesity

The topic of your essay is very interesting .I liked it ! It emphasises on both causes and effects and keeps us informed of the dreadful impact that obesity has on humankind .If you had arranged your ideas carefully , it would have been excellent ! 😊 (Mr. Khoudi ,please ! if I did some mistakes just keep me informed so that I can correct them 👍)

19 avril, 21:00 · Modifié · Je n'aime plus · 👍 2



[Lynette L. Williams](#) thank you!!

· [J'aime](#) · 👍 1



[Susan Allen Williams](#) you are very welcome

· [J'aime](#) · 👍 1

Rewrite the following introductory paragraph in your own words:

The Definition of Addiction – Definition Essay

We hear the word “addiction” passed around by our friends, the media, and our families. Specialists – such as sociologists or psychologists – constantly reveal new forms of addiction, referring to various kinds of activities. Except such omnipresent forms as addiction to drugs, alcohol, tobacco, or gambling, today experts also have distinguished addictions to the Internet, mobile technologies, computer games, work, sex, television, caffeine, and many subjects. Sometimes people confuse the meaning of the term “addiction” and may use it to indicate their habitual activities, or hobbies. Yet, not any repeated behavior is a manifestation of addiction. Therefore, the meaning of this term should be clarified.

[Je n'aime plus](#) · [Commenter](#)

 Vous et 2 autres personnes aimez ça.



Salah Mbs Madiou Addiction is that ubiquitous issue which is overwhelming our society and taking a toll on people . Apart from drugs , alcohol ,gambling , and tobacco ; new varieties of addiction have been set forth by experts . Currently , many other factors are considered to be addictive , such as the internet along with computers ,games , work , sex , caffeine , mobile technologies and so on and so forth .People , today , tend to mingle between addiction and customary activities , so it has to be clear that they are by no means similar .

[Je n'aime plus](#) · [Commenter](#) · [Modifié](#) · [Je n'aime plus](#) ·  1

Quiz on Combining Sentences

When you're finished, click on "Grammar's Version" to see how we would have written that sentence. These sentences can be combined in many interesting ways, depending on what idea is put into the independent clause and what ideas are subordinated (and how). If you think your way of combining ideas i...

GRAMMAR.CCC.COMMNET.EDU

SUBSTITUTION & ELLIPSIS

One feature of extended discourse is that we generally avoid repetition by the use of ellipsis (omission) or substitution.

SUBSTITUTION

Decide which word goes in which sentence

Matching exercise

Match the items on the right to the items on the left.

My jumper is worn out, so I need a new ____	???
Mary likes coffee and I ____ too	???
Has she arrived? I think ____	???
His car is red and ____ is too	???
I like Greece - we went on holiday ____	???
He may lose but I hope ____	???
There's plenty of food, so do have ____	???
These cups are dirty. Let's use the other ____	???

[< previous](#) [index](#) [next >](#)

[Click here to see a more concise version of the same text](#)

Exercise 2:

Here is a paragraph from a student essay on Katherine Mansfield's story 'The Garden Party'. The student has been asked to **1. analyse how Laura's attitude differs from that of her family** and to **2. react to the themes of death and class**. Identify the irrelevant sentences by clicking on those you think are irrelevant to the tasks above.

I think that Laura is more sensitive than the rest of her family. She is interested in the workmen who come to put up the marquee. One of them is 'pale and tired' and Laura wonders what he is thinking. She is interested in other lives. She wants the party to be a success and talks to Kitty on the telephone. When she sees the flowers she thinks there has been a mistake. I don't think they need so many flowers because the party will take place in the garden. Even though Laura isn't hungry, she eats a cream cake just after breakfast. She is very disturbed when she hears about the accident, and wants to cancel the party. She notices that her attitude is different to that of her family; she can enter into the lives of others and feel what they are feeling. I think that the upper classes are often very cold. Money often divides people. It is a pleasure to be with happy people, but Laura has to go down the hill to the cottages where the poor people live. A big dog crosses her path.

What you choose to say will be governed by the task you are trying to fulfil by writing : everything which contributes to the fulfilment of this task is relevant ; everything which detracts from it is irrelevant. So, it is vital to develop the skill of **judging relevance**. It is important when writing to ask yourself again and again 'Is this relevant ?' which means 'Does this sentence contribute to the fulfilment of the task I am trying to achieve ?'

Exercise 1:

You are going to a strange city, and you want to visit a night-club called 'The ENIGMA'. You ask a friend to send you directions by E-mail. He sends you the following information. Identify what you think are the irrelevant sentences and reformulate the text without them:

The ENIGMA is in the city centre, next to a church. It's a new building with bright neon lights. The church is protestant, I think. When I went there it was raining. You can take a bus or a tram from the station. It's too far to walk and taxis are very expensive. You can ask for the number at the station. My memory is getting worse. You need to get off outside a big school and take the street which runs alongside it, there is a park on the left. There is a big fountain in the park. The ducks like the fountain. You come to a roundabout and turn left. It's a beautiful city, by the way. The ENIGMA is on your right after 200 metres.

Substitution exercises

— This is a quiz which tests your knowledge of substitution of verbs.


Many British graduates are taking jobs overseas and the reason they are is because graduate unemployment is high in the UK.

- ☐ doing it
- ☐ doing so
- ☐ doing this way
- ☐ doing such thing

The prince is then told to kill and bring home a dragon, but in order to, he has to cross the Forbidden Mountain

- ☐ do it
- ☐ do so
- ☐ do this thing
- ☐ do thus

Many people have refused to vote in elections for years. They may have because they believe that their vote can do nothing.

There has been a lot of speculation about why the team played  badly – the manager claims that they..... because they were tired.

- ☐ do so
- ☐ had done so
- ☐ did so
- ☐ were doing so

Western powers are constantly intervening in Middle East politics, but in constantly, they risk alienating the Arab world.

- ☐ doing so
- ☐ do so
- ☐ did so
- ☐ having done so

During the court case, the accused man was asked why he had stolen the painting , but he only admitted much later that he had because his wife loved it.

- ☐ doing so
- ☐ been doing so
- ☐ done so
- ☐ did so

Privacy statement

This quiz is anonymous. No data which personally identifies you is collected on the quiz, and the data you provide is used solely to help us improve the delivery of our courses.

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