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**Title:**

***An Analysis of Cohesion Ties and Coherence and Moves in  
Abstracts and Introduction Sections of Master Two Dissertations  
in the Department of English at Mouloud Mammeri University.***

**Presented by:**

KENNAS Liasmine

HADDAD Katia

**Board of Examiners:**

Prof. HAMID Ameziane; MouloudMammeri University of Tizi Ouzou, Chair.

Mr. MOHAMED Hammou; MouloudMammeri University of Tizi Ouzou, Supervisor.

Dr. AMEL Benaissa; MouloudMammeri University of Tizi Ouzou, Examin

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### Abstract

*The current study focuses on functional grammar and genre analysis. It seeks to scrutinize twenty i students' abstract and introduction in order to identify students' weakness in writing in a cohesive and coherent style and reveal the different rhetorical moves followed by master two students at the department of English of Mouloud Mammeri University, Tizi-Ouzou. To achieve these objectives, three theoretical frameworks are employed namely :Bhatia's abstracts moves(2000) ,Swales and Feak's introductions moves (2009),and Halliday and Hassan's cohesive taxonomy(1976) .This work involves the identification of some terms /sentences which express cohesion ties and coherence and the moves of the aforementioned sections .An additional research tool, namely an online questionnaire has been used to get an idea about the participants' motivation towards the use of cohesion ties and coherence and the moves as an academic writing. It was found that some abstracts and introductions have not been organized following the same moves. The analysis of cohesion ties and coherence in students' productions revealed that students' abstracts displayed grammatical cohesion as well as lexical cohesion, but it has been noticed that students have problems with cohesive ties such as excessive repetition of lexical items, indiscriminate use of conjunctions, misuse of pronouns and the use of pronouns without antecedent. The conclusion to be drawn from the different outcomes, some of the moves has been displaced and others omitted while the additional moves are to be found in some abstracts and introduction. In what comes to cohesion and coherence, some ties are to be found while others are absent.*

### Key words

*Genre analysis, Moves, Functional grammar, Cohesion, Coherence, Master dissertation*

UMMTO: Mouloud Mmmeri University of Tizi-Ouzou

EFL : English as a Foreign Language

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### **Statement of the problem:**

Writing is one of the skills that any master students need to master in a language. It is one of the foreign languages skills that is considered difficult, because it is the key to generating and organizing the ideas then creating a consistent text. So, Cohesion and coherence are two vital elements; that is to say, cohesion is the grammatical and lexical links within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence.

Almaden (2006) defines coherence as an organization of writing 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, importance is given to teaching coherence in writing. Some researchers revealed that foreign language learners find difficulties in writing a coherent work. In this respect, Lee (2002) suggests that teachers' observation on textual coherence seem to be 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, relevance and conclusion. Thus, it is important that coherence should be taught explicitly to help master two learners to understand the main concepts to write a coherent dissertation.

According to Halliday and Hassan (1976) cohesion is concerned with linking ideas and connecting sentences and phrases. Hence, cohesion is a set of linguistic devices used to connect ideas, there are four major grammatical cohesion devices namely; reference which is a device that remained the reader of an element that has been mentioned before in the text, substitution

which is the replacement of one item by another, ellipsis is the omission of an element that has been referred to earlier, and conjunction which makes explicit semantic relation that exist in a text. In addition to that, in order to get a cohesive and coherent abstract and introduction, the manner and the structure of writing play an important role by respecting the use of moves while writing, because each move has its own function. In others words, the use of rhetorical moves can provide more flexibility, ease in the writing process and leeway to accomplish the goals of the master two students.

The present work seeks to analyze the twenty introduction and abstract section from four specialties of memoires writing by master two students at the English department at Mouloud Mammeri University. The analysis focuses on the structure (cohesion), content (coherence) and the moves..Indeed; many works have dealt with analyzing of memoires from different perspectives both at the national and international levels. Firstly, a study was conducted by Harikenchikh Karima at MMUTO (2014), dealing with learning coherence and cohesion in higher education using Facebook .It was noticed that both coherence and cohesion are considered as being complicated in teaching, therefore, EFL learners need more practice outside the classroom with the help and guidance of the teacher. Secondly ,an analysis of coherence and cohesion discourse strategies in student's dissertations has been conducted by a Canadian teacher called Ann Aguib in the university of Toronto in (2016), the work was based on EFL learners problems in using coherent and cohesive devices in academic writing from discourse analysis perspective, her findings have suggested that the difficulties encountered by learners are originated from the fact that many students have a good and rich conception of coherent and cohesive devices but they are not aware about the strategies that would help them to make use of those ties correctly and efficiently as to improve their writing quality and reach mastery.

### **Research questions and hypothesis:**

This study tries to answer the following questions:

- 1. Do master two students of English at the department of English at Mouloud Mammeri University face problems of cohesion and coherence while writing the abstract and introduction of their dissertations?
- 2. Do the problems of coherence and cohesion encountered by students affect their writing quality?
- 3. Do master two students respect and follow the rhetorical moves while writing the abstract and the introduction of their dissertation?

In order to answer the above research questions the following hypothesis are put forward:

- ❖ 1). Master two students of English at the department of English at Mouloud Mammeri University do not encounter any problem in writing in a coherent and cohesive way, since they have a good mastery of the English grammar and rules.
- ❖ 2. Problems of coherence and cohesion encountered by students of English at the department of English at Mouloud Mammeri University while writing their dissertations may affect the quality of their productions.
- ❖ 3 .Master two students do not follow and respect the rhetorical moves of abstract and introduction.

### **Aims and significance of the study:**

Our research is seeks to explore if master two students face difficulties in the use of coherence and cohesive devices, mainly the use of rhetorical moves in the abstract and the

introduction parts of their dissertation. The main aim of this study is the identification and classification of the different cohesion and coherence problems encountered by students, we have made reference to Halliday and Hassan's (1976) classification of cohesive devices and Swales and Feak (1994) and Bathia(2000).

### **Research techniques and methodology:**

To conduct our research, we have made a combination between the quantitative method by collecting numerical data from the analysis of the sample (The twenty abstracts and the twenty introductions), and the qualitative method in the analysis of the data .We interpret and explain the data by adopting Halliday and Hassan's (1976) taxonomy of cohesive devices and Bathai(2000) and Swales and Feak (1994)'s rhetorical moves . Our corpus consists of twenty abstracts and twenty introductions taken from master two students' dissertations from the English department at Mouloud Mammeri University. To add credibility to our analysis, fifty questionnaires are distributed to master two students at the English department at Mouloud Mammeri University.

### **The structure of the research:**

As regards the structure of this work, it consists of a general introduction followed by four chapters. The first chapter is called "Review of the literature ", it reviews all the concepts and previous works that are related to our topic of investigation, which is "Analyzing coherence and cohesion in master two dissertations' and abstracts and introductions". As well as a theoretical frame work and critical evaluation, the second chapter is called "Research design and methodology", it presents and explains the data collection and data analysis procedures and the methodology followed in the work which is the mixed method. The third chapter named

“Presentation of the findings” it presents the number and the percentage of the using of cohesion and coherence ties written by master two students while writing their dissertations and the possible solution that would help them to overcome this obstacles, this is presented using tables and diagrams . The fourth chapter is devoted to the discussion of the findings. This chapter is related to previous one; it interprets the results that the hypothesis will be confirmed or refuted and the answers to the research questions will be provided. Finally, a general conclusion is made up of the main points of the research and suggests further resources to expand the scope of the study.

### **Introduction**

This chapter reviews related studies to the current research work. It is divided into two sections. The first section includes some definitions of coherence and cohesion, including grammatical cohesion and lexical cohesion. Subsequently, the two terms are discussed in term of the relationship between them and the role that cohesion plays in the text including the theory contributed to the analysis of coherence and cohesion's (Halliday and Hassan 1976). Section two is concerned with the academic genre of writing by making reference to Swales and Feak(1994) and Bathia(2000).

### **1. Cohesion and coherence**

#### **1.1 Cohesion**

According to Halliday and Hassan (1976) the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. It is a semantic relation between one element in a text and another one which is important to their interpretation of it. Thus, there are cases where the interpretation of any item in a text requires making reference to some other items in the discourse. They add that, it is cohesion that provides the continuity of meaning that exists between one part of the text and another one. Hence, they focus on cohesion between sentences and across paragraphs. Moreover, cohesion consists of certain explicit linguistic features that contribute to the overall unity to a text. In this regard it helps to create a text and is therefore, a property of a text.

Halliday and Hassan's position on the fact that cohesion must be explicit is in harmony with Bain (1967) who examined the concept of cohesion earlier and acknowledges that the relationship of each sentence in a text to the preceding one should be explicit and unmistakable. Bain (1967) went further to assert that a paragraph is not a string of random or detached



utterances, but a connected whole, and the nature of the connection must be apparent. Thus, a cohesive text must satisfy two requirements. First the meaning of one part of it must have relationship with another. Second, this connection must be overt. In fact, it is not just a collection of sentences that make up a text, but sentences which hang together by means of explicit signals.

Gutwinski (1976:26) also defines cohesion as the “*relation obtaining among the sentences and clauses of a text which are signaled by certain grammatical and lexical features reflecting discourse structure on higher serologic stratum*”. These features (anaphora, subordination and coordination) which are called cohesive markers do not constitute cohesion but they mark which clauses and sentences are related and in which manner. Indeed, the kind of relationship Gutwinski (1976) deals with what Halliday and Hassan (1976) and Bain (1976) describe in terms of conjunction. For Halliday and Hassan (1976), coordinating and subordinating conjunctions within a sentence are considered structural and therefore not included in their discussion of cohesion. However, Gutwinski includes all connectors whether or not they link clauses within or between sentences (Martin, 2008).

### **1.2 Coherence**

According to McCrimon (1967) a paragraph is said to have coherence when its sentences are woven together or flow into each other. If a paragraph is coherent, the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling gaps, or points not made. This definition brings to bear the importance of a reasonable or sequential arrangement of sentences in a written text that is coherent. It is when the sentences are presented sequentially that there will be a smooth flow of information from one sentence to another. This

view is shared by Moe's (1979) who observes that in written work, coherence is achieved when the sentence in a paragraph relates to another and when the paragraphs in a passage are presented in a reasonable sequence.

Brown and Yule (1983) also believe that coherence depends primarily on the interpretation of linguistic message. As a result, the listener or the reader will try to interpret sequences of a sentence as being coherent, even when there are no explicit cohesive elements to signal a relationship. They argue that within chunk of language which is conventionally presented as texts, the hearer /reader will make every effort to impose a coherent interpretation, that is to say, to treat the language thus presented as constituting "text". We do not see an advantage in trying to determine constitutive formal features which a text possesses. *"To qualify as "text" texts are what a hearer and readers treats as text"* (Brown and Yule, 1983:199).

To sum up, the coherence depends on two factors: sequential arrangement of sentence (McCrimmon, 1967, Moe, 1979) and the background knowledge of the reader or the hearer (brown and Yule, 1983; Connor and Johns, 1990). Sequentially arranged sentence result in a smooth flow or information in a text. In addition, the reader or the hearer uses his /her background knowledge of the text.

## **2. Grammatical and lexical cohesion**

### **2.a. Grammatical cohesion**

According to Halliday and Hasan (1976: 4), cohesion occurs when the interpretation of some elements in the discourse is dependent on that of another. It concludes that the one element presupposes the other. The element cannot be effectively decoded except by recourse to it.

Moreover, the basic concept of it is a semantic one. It refers to relations of meaning that exists within the text. So, when this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby integrated into a text. Halliday and Hasan (1976: 39) classify grammatical cohesion into reference, substitution, ellipsis and conjunction.

### 2.1. Reference

Reference can be defined as two linguistic elements are related in what they refer to. In other words, it is the specific nature of the information that is signaled for retrieval. Based on the place of reference, the interpretation of reference can be divided into endophoric (textual) and exophoric (situational) reference (Halliday and Hasan, 1976: 33). Endophora is when the interpretation of reference lies within the text and Exophora is when the interpretation of reference lies beyond the text. For example: (In a fitting room)

*Daughter: Mom, what do you think about this dress?*

*Mom: oh dear, I think that's too short for you. Would you try this (showing another dress she is holding?)*

**“That”** refers to the dress that the daughter is fitting in, and it is presented within the text. However, **“this”** refers to the exphoric reference (another dress that the mother is holding) which is not presented in the text. When the interpretation of a reference lies within the boundaries of text, it is called endophoric relation. There are two kinds of endophoric relations: anaphora and cataphora (Halliday and Hasan, 1976: 17). Anaphora refers to the presupposition of something that has gone before, while Cataphora refers to the presupposed element which is following.

Example 1(anaphora): The *man is living alone*. “**His**” wife left “**him**” for 9 years.

In this sentence, **his** and **him** is anaphoric which refers to the man. Without having presupposed clauses “The man is living alone”, we cannot decide what “**his**” and “**him**” refer to. Because we need to look back at the sentence gone before, there are anaphoric.

Example 2(cataphoric): *He’s a superstar; he’s the best in his era .Let’s welcome Justin Bibber*.

In this sentence, “**he**” is cataphoric to the presupposed subject “Justin Bibber” , we need to look forward to the following sentence to several what “**he**” refers to.

In English these reference items are personals, demonstrative and comparatives (Halliday and Hassan, 1976).

a-Personal reference, for example: *I ,me ,you, we, us ,she ,her ,them* and *I*.

b-Demonstrate reference, for example: *the, this, there, that, and those*.

c- Comparative reference, for example: *same, identical, equal, other, different, more, better*.

## 2.2. Substitution

Substitution is a relation between linguistic items, such as words or phrases or in the other word, it is a relation on the lexico-grammatical level, the level of grammar and vocabulary, or linguistic form. It is also usually as relation in the wording rather than in the meaning. The criterion is the grammar function of the substitution item. In English, the substitution may function as a noun, as verb, or as a clause. Then, Halliday and Hasan divide the three types of substitution namely nominal, verbal, and clausal (1976: 90):

### Nominal Substitution

The elements of nominal substitution are *one*, *ones* and *same*. The substitution *one/ ones* always function as head of a nominal group, and can substitute only for an item which is itself head of nominal group. Look at the example below:

- a) *My pen is too blunt. I must get a sharper one (1).*

*The word one is the substitution for pen.*

- b) *I shoot the hippopotamus with bullets made of platinum because, if I use leaden ones, his hide is sure to flatten 'em (2). (Halliday and Hasan, 1976: 91) Cohesion in English.*

In sentence (1) one is the substitution for pen. Hence the full form of the sentence is *my pen is too blunt. I must get a sharper pen*. Whereas in example (2) bullets is the head of nominal group *leaden ones*. The full form of the nominal group is *leaden bullets*.

### Verbal substitution:

The verbal substitution in English is *do*. This operates as the head of a verbal group, in the place that is occupied by the lexical verb; and it is always in the final position in the group. Here are the examples:

- a) *Does Jean sing? – No, but Mary does (Halliday and Hasan, 1979: 118)*

- b) *I don't know the meaning of half those long words, and, what's more, I don't believe you do either!' (Halliday and Hasan, 1976: 112).*

In the example a) does substitutes sing; in b) do substitutes know the meaning of half those long words.

Clausal substitution: The words used as substitution are *so* and *not*. There are three environments in which clausal substitution take place: report, condition and modality. In each of these environments it may take either of two forms, positive or negative; the positive is expressed by *so*, the negative by *not*.

### Substitution of Reported Clauses

Look at the example below:

*'...if you've seen them so often, of course you know what they're like'.*

*'I believe so,' Alice replied thoughtfully.* (Halliday and Hasan, 1976: 131).

Here, *so* substitutes *I know what they're like*.

The reported clause that is substituted by *so* or *not* is always declarative, whatever the mood of the presupposed clauses. There is no substitution for interrogative or imperative (indirect questions or commands), and therefore the clauses substitution do not following verbs such as *wonder*, *order* or *ask*.

### Substitution of Conditional Clauses

A second context for clausal substitution is that of conditional structure. Conditional clauses are frequently substituted by *so* and *not*, especially following *if* but also in other forms such as *assuming so*, *suppose not*:

(1) *Everyone seems to think he's guilty. If so, noo doubt he'll offer to resign.*

(2) *We should recognize the place when we come to it.*

*Yes, but supposing not: then what do we do?* (Halliday and Hasan, 1976: 134).

In sentence (1) *so* substitutes *he is guilty*, whereas *not* in the sentence (2) substitutes *we don't recognize the place when we come to it*.

### Substitution of Modalized Clauses

Finally, *so* and *not* occur as substitution for clauses expressing modality. Look at the example below:

*'Oh, I beg your pardon!' cried Alice hastily, afraid that she had hurt the poor animal's feelings.*

*'I quite forgot you didn't like cats'.*

*Not like cats!' cried the mouse, in a shrill, passionate voice,*

*'Would you like cats if you were me?'*

*'Well, perhaps not, said Alice in a shooting tone: ... (Halliday and Hasan, 1976: 134).*

Modality is the speaker's assessment of the probabilities inherent in the situation, as in the example above. These may be expressed either by modal forms of the verb (*will, would, can, could, may, must, should, is, to and ought to*), or by modal adverbs such as *perhaps, possibly, probably, certainly, surely*; the latter are frequently followed by a clausal substitute, with the proviso already noted, that those expressing certainly do not accept substitution in the positive, though they do in the negative.

### 2.3. Ellipsis

Ellipsis is the process in which one item within a text or discourse is omitted. It occurs when something that is structurally necessary is left unsaid. An item is elliptical if its structure does not express all the features that have gone into make-up all the meaningful choices that are embodied in it. (Halliday and Hassan, 1976). There are also three types of ellipsis. The first is Nominal ellipsis, the noun is omitted. For example: *They do not like it, yet (they) said not.* Secondly, Verbal ellipsis, the verb is omitted. For example: *Have you been swimming? Yes, I*

*have (have been swimming)*. The last, Clausal ellipsis, the clause is omitted. For example: *I hear Smith is having an operation? He has.*

### 2.4. Conjunctions

Conjunctions refer to a specification of the way in which what is to follow is systematically connected to what has gone before. There are three types of conjunctions based on the parts they connect to:

A-Simple adverb connect simple clauses and sentences .For example: *for, and, but, yet, so.*

b- Compound adverb connects compound sentences. For example: *Furthermore, nevertheless, anyway, instead, on the contrary, as a result, in addition.*

c- Prepositional expressions connect paragraphs'. For example: *As a result of that, instead of that, in addition to that, in spite of that, because of that.*

### 2.b Lexical cohesion

Lexical cohesion deals with the meaning within the text. “This is the cohesive effect achieved by the selection of vocabulary (Halliday and Hassan, 1976). Lexical cohesion concerns two distinct but related aspects: Reiteration and Collocation.

#### 2.1.Reiteration

Reiteration means using the same, or semantically related vocabulary such as repetition, synonym, superordinate, and general word. In other words, reiteration involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym or



superordinate. (Halliday and Hassan, 1976)

For examples: I have a puppy. The puppy is white (Repetition)

I have a puppy. The pup is white. (Synonym)

I have a puppy. The animal is white. (Superordinate)

I have a puppy. The baby dog is white (General word)

### **2.1. Collocation**

Collocation is the use of “a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment” (Halliday and Hassan, 1976).

### **3. The role of cohesive devices in essays**

A step back in time would lead us to mention Halliday and Hassan as they are the first ones to make a distinction between coherence and cohesion as two important linguistic notions in their well-known book ‘Coherence and Cohesion in English Discourse’ (1976). According to Halliday and Hassan (1967) a text is a semantic unit whose parts are linked together by explicit cohesive ties. Working in the framework of systemic functional linguistics, Halliday and Hassan (1976) based on linguistic or textual Cohesion to develop their theory. In discussing textual cohesion, they represented basic tools that determine whether or not sets of sentences constitute a text. In this respect, Halliday and Hassan (1976) consider Cohesion as semantic concept which refers to relation of meaning that exist within a text and define it as a text. The latter, it is considered as any spoken or written passage, of whatever length that forms unified a

whole. In this case, a text is thus a semantic unit. As the way of illustration, Khalil (1989) analyzed cohesion in twenty compositions written by Arab Students based on Halliday and Hasan's (1976) theory of Coherence and were evaluated by native speakers of English. The analysis of cohesion showed that the Arab students overused reiteration of the same lexical item as a cohesive device, but underused other lexical and grammatical cohesive devices. The evaluation of coherence showed that the students failed to supply sufficient information about the assigned topic. Showed a low correlation between coherence score and the number of cohesive ties.

McCully (1985) investigated the relationships between features of textual cohesion, as identified by Halliday and Hassan 1976) by making the analysis of 120 compositions written by students. This study suggested that textual cohesion is a sub element of coherence in manuscripts of the same length .The cohesion indices of synonyms, hyponyms and collocation ties may be far more important attributes of coherence than some readers have recognized.

Witte and Faigley (1981) adopted the two taxonomies of cohesion ( according to function and distance ) introduced by Halliday and Hassan (1976) to analyze ten essays selected out of essays of ninety freshmen's essays of the university of Texas .Five of the essays were selected from those given the lowest scores while five were selected from those with the highest scores .They found that the high rated essays had more cohesive ties than the low rated essays, but concluded that "*cohesion and coherence interact to a great degree but a cohesive text may only minimally be coherent .*"(p.200). They argue that, using cohesion to distinguish between texts rated high and those rated low in quality can be misleading.

### 4. what is the relationship between cohesion and coherence?

The terms "cohesion" and "coherence" have been defined differently by different linguists. For some, the two terms imply each other; for others they are independent of one another. According to McCully (1985) textual cohesion is a sub element of coherence. It is an important property that may define explicit mechanisms that hold the different ideas in a text together.

In spite of this, Witte and Faigley (1981); Carrel (1982); and Crowhurst (1987) explain that it is possible to produce texts that are cohesive, but such texts would be found to be incoherent. Enkvist (1978) assert that cohesion and coherence do not imply each other. It is therefore, possible that a text can be cohesive but not coherent and vice versa, and it is also possible that a text is both cohesive and coherent. Additionally, *"coherence in a text is attained only when we build up a world picture around it"* (Enkvist 1990: 13). He further states that conversely, text strikes us incoherent if we cannot build a plausible scenario around it. Let us consider two of his three groups of sentences that illustrate the presence or lack of coherence in a text (Enkvist 1990:12):

1) My car is black. Black English was a conversational subject in the seventies. At seventy, most people have retired. To retired means "to put new tires on a vehicle". Some vehicles such as hovercraft have no wheels go around.

2) The net bulge with the lightening shot. The referee blew his whistle and signaled. Smith had been offside. The two captains both muttered something. The goalkeeper sighed for relief.

As Enkvist explains, the explicit linguistic markers in the sentences in (1) fail to a logical

connection. The sentences are therefore incoherent. Thus (1) has cohesion but no coherence, and (2) has coherence although it lacks overt, grammatically describable cohesion markers.

Moe (1979) also believes that cohesion does not imply coherence. He asserts that cohesion is something which exists within a text and is a component of coherence. In addition to cohesion one factor which must be present for a text to have coherence is organization. This refers to the orderly systematic presentation of information or ideas. He considers cohesion to be a measurable linguistic phenomenon but coherence is more global and hence cannot be measured linguistically. We do agree with Moe 's view because to achieve cohesion in a text, there must be explicit devices that hold sentences together but coherence can be achieved when sentences are organized logically without visible linguistic markers.

De Beaugrande and Dressler (1981) agree with Moe (1979) that cohesion is not the same as coherence .They indicate that writers may provide “linguistic cues”, but readers must fill the gaps between ideas by building relationships that bridge ideas, and thereby create their sense of order. Hence, there must be an implicit agreement between the writer and the reader .The term “Cues” implies clearly stated topic sentences, obvious organizational patterns, statement of topic and purpose and headings which indicate divisions of the text; there are all cues that facilitate a readers' integration of details in a text into a coherent whole .When such cues are missing, readers may be unable to make this integration. In brief, they are of the view that coherence goes beyond cohesion in the sense that, in addition to cohesive tools a coherent paragraph requires factors such as logical presentation of ideas.

Rudolph (1984) also distinguishes between cohesion and coherence. She believes that the term "coherence" is understood as a connection in the mental representation attributed to a text,

but "cohesion" is a connection of the elements of a sequence of sentences corresponding to a text. What this means is that while cohesion is a text related phenomenon coherence is a reader related one.

In the light of the foregoing discussion on the relationship between cohesion and coherence, it can be established that cohesion is a measure of coherence and that it must be explicit in a text. It is also possible to produce a cohesive text which is incoherent or a coherent text without explicit cohesive devices .Furthermore, textual coherence can be achieved, without cohesive markers, when a reader is able to build a world picture around a text .The reader's background knowledge contributes greatly to textual cohesion, in addition to cohesive cues. Thus, a coherent text is possible with or without explicit cohesion. Generally, whereas cohesion is a text related phenomenon, coherence is both a text related and reader related phenomenon and therefore, they are not considered to be synonymous

### **5.Academic genre analysis**

The term "genre" first came into the field of second language writing and, in turn, the field of English for specific purposes (ESP) in the 1980s, with the research of Johns wales, the first who carried out in the UK, the introduction section articles. Nowadays, genre is emerging as a subject of interest in cross disciplinary areas such as arts, literature, media, linguistics and applied linguistics. According to Derewinka genre defined as "*the schema structure of a text which helps it to achieve its purpose*" (1990 in Deng, L 2014: 52). In other words, Swales and Feak (2009) explain genre as a kind of discourse or text that is designed to obtain a series of communicative purposes. By these communicative purposes they mean the distinctive structural

patterns which are the most important common features shared by the text as a constituent of the same genre.

Academic writing, in broad sense, is any writing assignment accomplished in an academic setting such as writing books, research paper, conference paper, academic journal, and dissertation and thesis. It is a kind of formal style of writing in which cohesion and coherence refer to intra-text connectedness, and the contextual fitness of the ideas, are the essential properties of the texts in academic writing so as to create them (texts) more comprehensible. Moreover, the term cohesion and coherence are related to each other by making the sense of language in the text/discourse analysis. So, a good writing requires a good combination of cohesive ties and Coherent features in the text.

In order to get a coherent and cohesive dissertation, the manner and the structure of writing play an important role as the way of illustration, in the book of Academic Discourse Edited by John Flowerdew, to achieve this objective, genre analysis of texts can operate at many levels. For example, at a micro level, it indicates the way certain grammatical features, like verb tense. At macro level, it can analyze the overall structures, that is to say, this level deals with the analysis of generic moves and steps. This phenomenon is defined as “*rhetorical movement*”. Swales (1990: 325), whereas Holmes (1997: 325) defines a move as “*a segment of text that is shaped and constrained by a particular communicative function*”. Bhatia (1993) suggests that generic or “cognitive” structure, shows the moves the writer makes in order to achieve his/ her communicative purpose in the genre. The communicative purpose of an introduction, defined by Bhatia’ as a making link between what has gone before in the relevant field of research and the present work that is being reported. The introduction plays a key role in showing the relevance of the research about to be reported in the dissertation; as such they set up the reader’s

expectations and can make it easier to navigate the long text to follow. (Cited in John, 2002: 58). Moreover , the abstract is an important component of your thesis .Presented at the beginning of the thesis; it is likely the first substantive description of your read by an external examiner.

### 5.1. Introduction

Swales and Feak (1994) have argued that the introduction is a strategic importance; its key is to create a research space for the research. It is in the introduction that the researcher claims centrality or significance of the research question and begins to outline the overall arguments of the thesis (dissertation). In the work of Swales ((1981: 22) which consists analysis of the 48 introductions from different areas, he identified four common moves. The first move, establishingthe field, deals with the field in which the research topic is located and its importance. The second move is *summarizing* previous research , while the third, *preparing for the present research* , moves on from the previous research by querying it in some way showing an area it has not covered or indicating a way in which it could be extended. The fourth move *is* introducing *the present research* by giving its purpose or outlining the work carried out. Later, one basic criticism of this model has been made by Crookes (1984), for this reason Swales (1990) amalgamated them in three moves, “Create a Research Space (CARS) “model.

The following **figure (1)** illustrates the “Create a research space” (CARS) model , it contains the three important moves while writing a good introduction of master two ‘s memoires. And each move focuses on steps that make the research understandable.

**Move 1: Establishing a Territory**

**Step 1: Claiming centrality, and/or**

**Step 2: Making topic generalization(s), and/or**

**Step 3: Reviewing items of previous research**

**Move 2: Establishing a Niche**

**Step 1A: Counter claiming, or**

**Step 1B: Indicating a gap, or**

**Step1C: Question raising, or**

**Step1D: Continuing a tradition**

**Move 3: Occupying the niche**

**Step 1A: Outlining purpose, or**

**Step 1B: Announcing present research**

**Step 2: Announcing principal findings**

**Step 3: Indicating RA Structure**

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**Figure 1: Introduction moves Swales (1990: 141).**

**5.2. Abstract:**

Abstract is essentially a synopsis of your work. An abstract is obligatory; it is the first piece of work that readers encounter in your dissertation. It is a summary of your work and normally after the title page, dedications and Acknowledgements. Moreover, a good abstract contains an overview of the study, aim of the study, reason for the study, methodology used in the study, finding of the study and the main conclusion and recommendations.



Bhatia (2000) proposes four moves to respect, in order to write a well done abstract. The first move is introducing the purpose; the writer has to state clearly the aim of the research. The second move consists in describing the methodology; the writer presents his/her theoretical framework(s) and describes the dissertation format. In addition, according to Jhon Biggan (2008) the abstract should be written in a single italicized paragraph.

The following **Figure(3)** illustrates Bhatia's abstract writing moves :

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**Move 1: Introducing the purpose**

**Move 2: Describing methodology**

**Move 3: Summarizing results**

**Move 4: Presenting conclusion**

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**Figure 3: abstract moves (Bhatia: 2000).**

### **Conclusion:**

The review of the literature in this chapter allowed defining the concept of cohesion and coherence ties and the relationship between them. Thus, one group of researchers argue that there is a high correlation between cohesion and writing quality. That is to say, Cohesion contributes greatly to coherence or the overall meaning of a text, this group provides support for the theoretical position of Halliday and Hassan's (1976) model of cohesion and for that matter, suggests that there is a strong relationship between cohesion and coherence such that the attainment of cohesion is a measure of writing quality. The other group maintains that there is no correlation between cohesion and coherence. Their claim is that cohesive devices do not necessarily bring about coherence since, relying on Schemata (Carrel 1982), readers can

themselves perceive coherence even in discourse that contains very few cohesive elements or none at all.

The literature shows also that the academic genre plays an important role in writings abstracts and introductions in the dissertation. Therefore, the concept of genre analysis is defined in the second section of this chapter by reviewing some works in writings

### **Introduction**

This chapter is devoted to the methodology used in our research. It describes the procedures adopted to analyze the twenty master two dissertations' abstract and introductions section from four specialties. It is divided into three main sections, the first section is concerned with a detailed description of the selected corpus of the study .the second section presents data analysis procedure that gives an account of the approach adopted in the investigation. The third sections deals with the data collection. In addition, fourty questionnaires are distributed for the master two in order to get more about their way of writing of memoires.

### **Description of the Corpus:**

As noted before, the aim of this research is to identify and classify the different coherence and cohesion problems encountered by students. For this purpose, twenty abstracts and twenty introductions included in twenty memoires written by master two students in the department of English at MMUTO are used as a corpus. The two sections (abstracts and introductions) were analyzed in term of coherence and cohesion ties and academic genre analysis. In other words in term of structure and meaning, which have prevailed students' competences and weaknesses in the use of coherent and cohesive ties and the steps followed to write a well reformulate abstract and introduction

<b>N°</b>	<b>Title of dissertation</b>	<b>abstract</b>	<b>Introdu- ction</b>
<b>1</b>	Childhood and initiation in camar Layer's the African child (1954) and Francis Silone's the narrow path (1966)	<b>1</b>	<b>2</b>
<b>2</b>	Facebook an outline environnement for learning coherence and cohesion in Hight Education, case study of second year students's Moulous Mammeri University	<b>1</b>	<b>6</b>
<b>3</b>	Developing Learners's interaction competence through the speaking skills: evaluation of third year secondary school, text book new prospects	<b>1</b>	<b>5</b>
<b>4</b>	EFL learner's genre differences in motivation. The case of study of Krim Belkacem School ar Draa Ben Khedda.	<b>1</b>	<b>5</b>
<b>5</b>	Developing Learner's Autonomy in the Algerian secondary school through the project based approach in language learning.	<b>1</b>	<b>6</b>
<b>6</b>	Assesement of Reading comprehension	<b>1</b>	<b>5</b>
<b>7</b>	Genre analysis of abstract and introduction	<b>1</b>	<b>5</b>
<b>8</b>	Investigating critical reading in new prospects: text book and evaluation.	<b>1</b>	<b>6</b>
<b>9</b>	Investigating teachers and students attitudes towards the students centered approach: case study of teacher an students o English department at Mouloud Mammeri University of Tizi-uzou.	<b>1</b>	<b>5</b>
<b>10</b>	Inter-generational influence and affinities in African literature: The care of Chinua Achebe's thing fall apart and chimamanda Adichie's purple Hibiscus	<b>1</b>	<b>5</b>
<b>11</b>	Francis parkman's the Oregon Tail (1849) and Alexandre Dumas' Adventures in Algeria (1848): a postcolonial comparative study.	<b>1</b>	<b>2</b>
<b>12</b>	Feminism and quest for selfhood in Virginia woolf's fiction and notification.	<b>1</b>	<b>4</b>
<b>13</b>	Scott Fitzgerald's Tender is the night( 1934) : a new Historicist Reading		<b>4</b>
<b>14</b>	From anglo-french to early American orientalism Maupassant au soliel (1884), Edith Maude hull's the sheik (1919), and Francis Scott Fitzgerald's "The offshore pirate" (1920)	<b>1</b>	<b>2</b>

15	Bersie Head's Masu's (1971) and Missa Bey's an commencement etait la Mer...(1996) : from object hood to liberation.	1	1
16	French Algerians in Robert Randau's les Algeranistes.	1	1
17	A comparative study of the Manifestation of Naturalism in Stephen crane's "the open Boat" and Jack London's "to Build a fire".	1	1
18	Alientation in Erdirich Louis love Medium (1995) and Jean Rhys wide Sargasso sea (1966).	1	1
19	Isabella Lucy Dird's she Golden Chersonese and the way Thiher (1883) and William Somrset Maugham's the Centelman in the parlour (1930).	1	1
20	The understanding Madness in William Shakespeare's King Lear (1605) and Eugence O'Neile's the emperor Jones (1920).	1	4

**Table 1: The titles of the dissertations and the number of pages of the abstract and**

### **introduction sections**

The description of the corpus is presented in table one bellow. It specifies the title of each dissertation and the length of each abstract and introduction. We can notice that the number of pages of the abstract of each dissertation does not exceed more than one page, whereas the number of pages of the introductions is from one page to six pages in other words, five dissertations contain only one page, two dissertations include two pages, three other dissertations have four pages, six dissertations include five pages and two of these analyzed dissertations comprise six pages in the introduction art.

### **Data analysis procedure:**

The study involves a mixed method research design. A qualitative method is used in the analysis of the twenty dissertations of master two students of English at the Department of English at MMUTO, which was the major source of primary data through the examination of students writing at the micro level to identify the competences and weaknesses focusing on the aspects of

coherence and cohesion features, and at the macro level to identify the moves that students follow to get a well-structured abstract and introduction. Moreover, the quantitative method is used in the interpretation of the results of the questionnaire, the moves analysis, and cohesion and coherence features analysis.

### **Data collection procedure:**

Analyzing students' dissertations is a valuable source of information concerning the transitional state of learner's competences and weaknesses. Preliminary analysis of the data involved the separation and classification of students' problems and errors in relation to coherence and cohesion ties. Coherence in students' productions is examined in relation to the content, in other words, meaning whether the information provided and the way they are presented makes sense as a whole or not. While cohesion is examined in relation to the writing quality which depends on the effective use of the four major cohesive ties and the sub categories as have being specified by the English language and introduced by Halliday and Hassan (1976). In the book of Academic Genre Analysis dited by John Flowerdew, to achieve well-structured dissertation parts, genre analysis of texts can operate at the macro level, so the two sections are examined and studied to investigate the different moves or the steps that the master students follow in order to express a communicative purpose and create coherent and well-structured abstract and introduction. That is to say, Swales and Feak, Crookes, Dudley-Evans, and Bhatia have listed different moves used to write abstracts and introductions.

### **Conclusion**

This chapter has dealt with the methodology used in our research. It has described the procedures followed to carry out our investigation. It has also explained the research techniques we

## Methodology Chapter

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relied on to identify master two students' cohesion and coherence problems and the moves followed in dissertations writing in the department of English at Mouloud Mammeri University. The chapter was divided into three main sections; the first section has explained the aim and the corpus of the study, while the second section has described data analysis procedures followed in the research. Finally, a step by step account is presented about the data collection procedure

### **Introduction**

In the following chapter of the research, we aim at discussing the main results obtained from the in-depth analysis of abstracts and Introduction in the specialities of Linguistics and Literature. It includes the obstacles faced by students in relation to cohesion and coherence ties and the rhetorical moves of writing a master dissertation. That is to say, the discussion of the moves used in the abstracts and introductions sections, the way in which they were implemented, ignored or escaped by master two students. In addition to that, this chapter discusses the presence the absence and the misuse of cohesion and coherence ties. Moreover, it discusses the results obtained from the questionnaires which aim to identify student's way of writing the abstracts and introductions sections of their master dissertation.

### **1. Discussion of coherence and cohesion ties in Abstract and introduction**

#### **1.1. Abstracts**

We shall not discuss the findings of our analysis by dealing with each specialty separately. Rather, we find it preferable to have an overall discussion which includes both of them.

Relying on our detailed examination of all the memoirs the analysis of cohesion and coherence have revealed that students' abstracts displayed grammatical cohesion such as reference, conjunction and ellipsis ties, as well as, lexical cohesion. Reiteration was present in students abstracts, however, collocation was absent in the entire twenty abstract that have been analyzed. The finding was that students depends largely on grammatical ties especially conjunctions and reference to write cohesive abstracts. Moreover, the results have demonstrated that students have problems with lexical cohesion, and this was noticeable in their abstracts since there was no presence of collocations in any of the twenty abstracts and



reiteration was absent in large number of them .Some examples of grammatical and lexical cohesion:

It refers to a specification of the way in which what is to follow is systematically connected to what has gone before. There are three types of conjunctions based on the parts they connect to. Here is an example of conjunction:

.....Karl Max links it to social classes **and** capitalism, while Erich Fromm relates it to the self

Reference can be defined as two linguistic elements which are related in what they refer to. In other words, it is the specific nature of the information that is signaled for retrieval. Based on the place of reference. Here is an example of reference: **This** work argues that the two novels are demonization of women.

According to Bloor et al. (1995), substitution is used when “a speaker or writer wishes to avoid the repetition of lexical item and is able to draw on one of the grammatical resources of the language to replace the item». That is a linguistic element is not repeated but replaced by a substitution item that is more on the wording. Here is an example of substitution: From the Algerian society and Head from the south the African **one**.

Ellipsis is the process in which one item within a text or discourse is omitted. It occurs when something that is structurally necessary is left unsaid. An item is elliptical if its structure does not express all the features that have gone into make-up all the meaningful choices that are embodied in it. (Halliday and Hassan, 1976). Here is an example of ellipsis:

I have also dealt with the ambivalence of colonial discourse in the **two**.

Reiteration means using the same, or semantically related vocabulary such as repetition, synonym, superordinate, and general word. In other words, reiteration involves the repetition of a lexical item. Here is an example of reiteration.

..... As well as the reinforcement of the colonizer's **ideology**

### 1.2. Introductions

As noted before, and according to the data that has been collected, the results of the analysis have demonstrated that students have problems with cohesive ties and this was manifested in their productions. Weakness identified included excessive repetition of lexical items, indiscriminate use of conjunction, misuse of pronoun and the use of pronoun without antecedents. Other problems identified were syntactic errors, prevalent among them was sentence fragment, while some of these weaknesses resulted in monotony others distorted the smooth flow of communication in sections of the introductions. Such grammatical and lexical cohesion are identified in expressions such as:

Margaret is inferior not only because she is a woman, **but** because she is a bushman.

- Among **these factors** one can include motivation.
- **Indeed, in** the process of learning English as a foreign language...
- .....But if **they are not** this will hinder it.
- The **age of** enlightenment in England knew the formation of the feminist discourse.

## 2. Discussion of the moves in Abstract and Introduction

### 2.1 The abstract

All the abstracts that have been analyzed are presented in form of one block Paragraph and their length in term of sentences varies from seven to fifteen. The way the students have written their abstracts varies from ones who suits the norms and respected the moves following the advices of Bhatia's (200) moves and the once who have ignored or escaped some of the moves. The abstract is a summary of the whole work in this context, Cooley and Lewcowicz Consider abstract as" *a summary of the text and informs readers of what can be*

*found ...*"(2003 in Partridge, 2007:155). As far as the length of abstract is concerned it is usually prescribed by your institution. The minimum number of words is generally around 200 and the maximum 500 (ibid,2003:117). The students have more or less respected the length required to write an abstract varying from seven to fifteen sentences.

The moves followed by the students in writing their abstracts correspond to those presented by Bhatia to some extent. In other words, the students have gone through four of Bhatia's moves (2000) introducing the purpose, describing methodology, summarizing the results, presenting conclusion, however, they neglected move four presenting the findings which is presented only in some abstracts and not in all of them. The different moves are not expressed the same way. Here are some extracts of how they are stated:

### **Introducing the purpose**

In this part the writer has to state clearly the aim of the research, that is to say to introduce the reader to the main objective of his/ her research work. Here are some examples of how students have made use of this move in their dissertations.

**Example 1:** The current investigation attempts to determine whether there is a difference between girls and boys in motivation when learning English as a foreign language.

**Example 2:** The aim of this study is to discuss the representation of the British \_Indians and the French \_Algerians presented by the two European imperialist writers of the nineteenth century.

### **Describing methodology**

The second move consists of describing the methodology; the writer presents his/her theoretical framework(s) and describes the dissertation format. According to JhonBiggan

(2008) the abstract should be written in a single italicized paragraph. Here are some examples of how this move was introduced by students in their dissertations.

**Example 1:** To collect and interpret data, we have used quantitative analysis and qualitative content analysis.

**Example 2:** 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).

### **Summarizing results**

In this move students recapitulate the main finding of their research work, they present numbers, percentages, and they can also confirm or disconfirm an idea. These are some examples of how students summarized the main result of their research work.

**Example 1:** The findings validate the idea that the use of web based instructions as an additional segment to classical in-class writing instructions is considerably more pertinent and appropriate than writing instruction dealing exclusively with traditional teaching

**Example 2:** The results pointed out that the main factors for their motivation are the enjoyment of learning for girls and the parental encouragement for boys.

### **Presenting conclusion**

Conclusion is the last part of students work in this part student provides the reader with the main assumptions of his / her research work, in this part of the work they may suggest solutions, provide answers, confirm or refute hypotheses. Here are some examples of how students have concluded their works.

**Example 1:** We have come to the conclusion that the two authors share the same purpose and cultural ideologies even though they come from different societies.

**Example 2:** We have concluded that each one of these authors supports the Oriental's discourse and promotes the supposed superiority of his nation.

The students have also included another move. It could be said that it is a personal choice. It seeks to shed light and focus on the main concepts and terms that are central to the investigation. This is how this additional move is expressed.

### **Key words**

In this move the student present the most important and significant terms related to his or her topic of investigation .Here are some examples of student's key words

**Example1:** Facebook, Coherence, Learning, Writing Control group, Experimental group.

**Example 2:** Communicative competence Communication, Interaction activities, Textbook, New Prospect.

From the analysis and interpretation of the abstract results not all the moves that have been introduced by Bhatia are respected, that is to say all the students do not follow exactly the same moves as they have been mentioned .They also tend to suggest personal moves. As far as the first move is concerned, **Introducing purpose** is present in some abstracts and not in others, among the twenty abstracts there are four abstracts that do not comprise this move .That is to say, only sixteen abstracts out of twenty contains this move. Secondly, **Describing methodology**, this move is nearly present in all the abstracts only three (3) out of twenty (20) do not mention the methodology followed in the work. That is to say seventeen abstracts incorporate describing methodology in their abstracts part. Thirdly, **summarizing results**, this move appear nearly in all the abstracts except four (4) out of twenty (20) have not

summarized the main result of the study. That is to say sixteen out of twenty comprise Summarizing results in their abstract part. The last move, **presenting conclusion**, Among the 20 abstracts only 12 of them comprise this move. There were also additional moves which took an important part in the abstracts section. First, key words they are used by the writer to help the reader to get an idea about the research work. After the analysis of the twenty abstract we notice that this move is manifested only in twelve abstracts. However the other four abstract do not include it. It presents the key terms and stresses on their importance in the subject matter. Secondly, *Italics writing*, according to Jhon Biggan (2008) the abstract should be written in a single italicized paragraph. From the examination of the twenty abstracts, we have noticed that, this move is not respected it is present in only ten 10 abstract out of twenty 20.

### 2.2. The Introduction

There is no typical length concerning the introduction of MDs since it varies from one country to another and even from one university to another. The introduction, according to Partridge and Starfield, is among the chapters that are not long; it is even "one of the shorter chapters of the entire thesis" (2007:84). So relying on the aforementioned, it can be said that the introductions have respected the appropriate length since the analyzed introductions are about four to five pages.

Actually Swales have not pointed out the necessity of using headings. Thus; the distinctive parts with different heading (statement of the problem and the aim of the study) are due to a personal preference. The use of headings helps the reader to easily distinguish between the different points that constitute the introduction.

The moves followed by students correspond to those introduced by Swales to a certain extent, since some steps that constitute the moves are missing in some of the introductions.

Nevertheless; the communicative purpose of the introductions is achieved. Here are some examples of how the students formulate the different steps.

### **Establishing a research territory**

#### **Claiming centrality**

It is a problem to be solved, a question to be answered. In this part of the work the student introduces the problematic on which he /she is will be working. Here are some examples of the way students have introduced their problematic.

**Example 1:** The overall aim of this study is to determine the EFL learner's motivation in relation to gender differences.

**Example 2:** This study aims at evaluating the Algerian secondary school third year EFL textbook to figure out whether the activities included match the objectives put forward in the syllabus.

#### **Making topic generalization**

This move or step is about making some generalization about the topic of investigation. It is not manifested in any of the twenty dissertations that have been analyzed, and this may be due to the fact that students do not master the method or the strategies that allow them to do this step.

#### **Reviewing items of previous research**

This move consist of making reference to previous research work in relation to the student topic of investigation. This step allow the students to identify gaps in previous research as to fill them or to raise questions about items that have not received much attention

from the researcher .Here are some examples about the way students have reviewed previous works .

**Example 1:** Ellis and Van Lier (1996) points out that language learning does not arise through interaction but in interaction.

**Example 2:** Dornyei&Csizer (1998) demonstrate that motivation is responsible for achievement in language learning.

### **Establishing the Niche**

#### **Counter claim**

This move consists of contradictory views and different positions concerning a given research topic.This move is not present in any of the dissertations that have been analyzed. And this may be due to the fact that student do not master the way they should present different positions about a signal topic.

#### **Indicating a gap**

This is done thought reviewing previous works, then the student identify items that need to be clarified, items that have not received much attention from the previous researcher.

Here is an example about the way students have identified a gap in previous works:

**Example 1:** In fact all these researchers fall under the descriptive method, they describe classroom interaction between learners and teachers or between learner only and not the effect of this interaction on the learning process.On the other hand, the role of gender in shaping motivation has not been extensively researched despite that it has a long history in psychological and educational research.

#### **Question rising**



In this move student rise different questions that are as his her point of departure and that are going to guide him/her along his /her work.

Here are some examples of how students have made use of this move:

**Example 1:** the speaking activities set in the new prospect communicative?

**Example:** is motivation an important factor in EFL learning at KarimBelkacem secondary school?

### **Continuing a tradition**

This move is not present in any of the twenty dissertations that have been analyzed and this may be caused by the fact that student do not master the way to do this step.

### **Occupying the Niche**

#### **Announcing the present research**

This move shade light on the research topic, it informs the reader about the main concern of the research .Here are examples of how students have made use of this move.

The current study focuses on the impact of Facebook as an online environment on learning coherence and cohesion in higher education.

The current study is mainly concerned with the role of gender in shaping motivation of English foreign language learning.

#### **Announcing principal findings**

In this part or step students present the principal findings in relation to his /her topic of investigation .Here are some examples of how students have presented the findings of theirresearch.

A great number of studies have found that gender can have a significant effect on how learners learn a language.

Swain claim that to learners interaction permits them to practice the target language and this will lead to fluency.

### **Indicating the structure of the dissertation**

In this step student indicate the structure followed in his / her work .This is examples of how students have done this.

This study follow a traditional complex model, it consists of four chapters.

The overall structure of this dissertation follows the traditional \_complex model. It consists of general introduction, four chapters and general conclusion.

In addition to the moves that constitutes the twenty introductions, the students have added two others; motivation and anticipating obstacles .The former seeks to inform about the different criteria which encourages the students to work on a particular research study .The latter is a sort of prevention, the students who have used it tried to announce some interference that may mess up the achievement of their work.It is an additional an optional move found in some dissertations and not in others .It indicates the motivating factors that have motivated the student to do this work. Here are some examples of students motivating factors.

They are manifested in these examples

### **Motivation**

- Facebook is chosen among many other networks because most of the students join this virtual community for its easiness to integrate and its popularity in the Algerian context in contrast to twitter and other professional social networks like "LinkedIn.com

### **Anticipating obstacles**

It is an optional move that some students include and others tend to escape it provides the reader with the set of obstacles encountered by student during his /her research work. Here is some examples of obstacles encountered by students.

- The study may face some obstacles during the investigation .In fact people are not accustomed to share information about who they are in the virtual communities and they may be reluctant to provide us with the conversations they exchange during their ritual to preserve their anonymity which is one of the main factors of virtual communities.

To sum up, considering the discussion of the introductions results we may say that students follow some of the moves and neglected some others, and even added other moves which are optional as personal choice of the student.

### **3. Discussion of the questionnaire**

From the analysis of student answers to the questions of the questionnaire, it is noticed that most of them do encounter different problems of cohesion, especially grammatical cohesion. From these results we can say that the first hypothesis is confirmed. They also face problems with making connection at the sentence level, in other words in the way they should combine ideas, way of using punctuation and making appropriate word choice. Which do impact on coherence and make it difficult to achieve since the two are complimentary and we

cannot achieve one unit without the other. Cohesion is a condition to achieve coherence and vice versa and this have great influence on student writing style and the quality of their production from here we notice that the third hypotheses is confirmed. With reference to the answers of the participants we notice that students do not follow all of them the same moves while writing the abstract and introduction sections of their dissertations. There are some that have follow Bhatia's moves concerning the abstract (introducing purpose, describing methodology, summering results, presenting conclusion), whereas some others have either used other moves or ignored some of Bhatia's moves or even omitted some of them. And there were some who have introduced additional moves such as key words .Concerning the moves followed in the introduction most of students have gone through Feak and Swales moves (establishing a research territory ,establishing a niche ,occupying the niche ).In addition to some additional moves such as motivation and anticipating obstacles ,whereas some students have choose to go through different moves .From here the fourth hypothesis is refuted .

### **Conclusion**

The prior section is planned to discuss the main findings obtained from the thoroughly analysis of the Abstracts and introductions in the master two memoires, as well as, the results obtained from the questionnaire. It presents valid and strong arguments that support the main hypothesis set at the beginning of the dissertation and provide answers to the research questions.



## Presentation of the finding

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### **Introduction**

The first section of this chapter presents the results obtained from the analysis of twenty abstracts and twenty introductions. The first level of analysis is conducted in relation to coherence and cohesion. The second level is conducted in relation to moves of writing abstracts and introductions. The two sections were analyzed using rational content analysis. Coherence and cohesion are analyzed with reference to Halliday and Hassan's (1976) taxonomy. The moves in the abstracts and introductions are identified in reference to Jhon Flower and Dewey's theory of Genre analysis. The second section presents the results obtained from the analysis of the questionnaire that is administered to the Master two students at the department of English at UMMTO. Thus, this chapter as its title denotes reports and describes the qualitative and quantitative findings of the analysis.

### **3.1. Results obtained from the analysis of the moves in the Abstracts and Introductions.**

#### **Section one**

The first data collection in our research is the analysis of the twenty abstracts and introductions (Appendix 1) which is conducted in relation to moves of writing abstracts and introductions and in relation to coherence and cohesion ties. This quantitative and qualitative analysis helps us bring more details to answer our research hypotheses and our research questions.

#### **3.1.1. Moves of writing in Abstracts**

The following Table displays the number of moves found in the twenty abstracts that have been analyzed. We notice in the table that the number of introducing purpose found in the

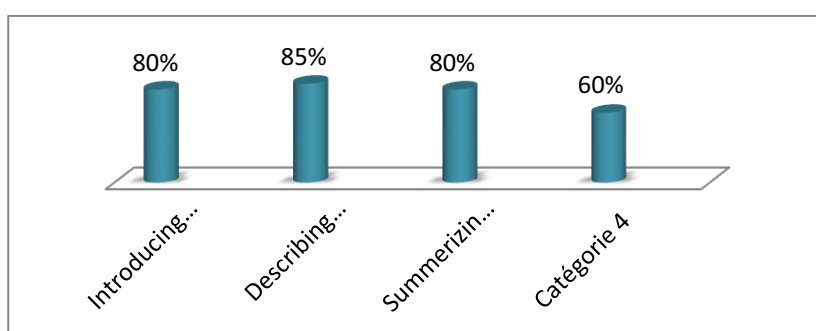
## Presentation of the finding

abstracts is 16. And the number of Describing methodology is 17. The number of summarizing results is 16. In addition, the number of presenting conclusion is 12.

Moves	N° of moves found in abstracts
Introducing purpose	16
Describing methodology	17
Summarizing results	16
Presenting conclusion	12

**Table 2: The number of moves used in the abstracts.**

In the following, histogram demonstrates the results of the table 2 converted into percentages. **80%** of students start their abstracts with the introducing purpose, **85%** establish describing methodology, **80%** summarizing results and **60%** of them maintain presenting conclusion.



**Diagram (1): The presence of the moves in Abstracts part.**

The following table displays the number of Additional moves found in each abstract that have been analyzed. We observe that in the table the number of Key

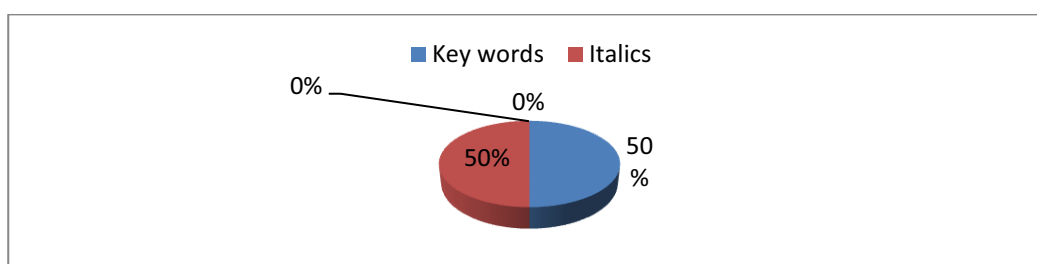
## Presentation of the finding

words is 10, whereas; the number of Italic writing is 10.

Additional Moves	Number
Key words	10
Italic writing	10

**Table 3: The number of additional moves presence.**

The following is a pie chart that shows, the results of the table 3 transformed into percentages from the twenty abstracts that have been analyzed. We observe that Key words are used by **50%** master two students in their writing abstracts, **50%** of them write their abstract in italic writing



**Diagram 2: The presence of additional moves in abstracts part.**

The following reports the qualitative results of the analysis of the abstracts under study relying on Bahia's (2000) moves of abstract writing as an academic genre.

First of all, **Introducing purpose** states clearly the aim of the research and which objectives the investigation seeks to reach. This move is presented in some abstracts and not

In others, among the twenty abstracts, there are four that do not comprise this move .That is to say, sixteen abstracts contain Introducing purpose. Secondly, **describing**



## Presentation of the finding

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**methodology**, in this move the writer presents his/ her theoretical frameworks and describes the dissertation format. This move is not manifested in all the abstracts, three (3) out of twenty (20) do not mention the methodology followed in the work. That is to say, seventeen abstracts incorporate describing methodology in their abstracts part. Thirdly, **summarizing results**, reserves to present the major finding of the research. This move does not appear in all the abstracts four (4) out of twenty (20) do not summarize the main result of the study. That is to say, sixteen (16) of abstracts comprise Summarizing results in their abstract part. The last, **presenting conclusion**, the writer may include some implications and applications of the finding. Among the twenty 20 abstracts only twelve 12 of them comprise this move. Next, the additional moves are also taken an important role in the abstract part. First, key words used by the writer in the abstract part by adding no more than five words, it helps the reader to get an idea about the research and it is a professional touch. After the analysis of the twenty abstract from different specialties, we perceive this move is manifested only in twelve abstracts. Whereas four abstracts do not include it. It presents the key terms and stresses on their importance in the subject matter. Secondly, *Italics writing*, according to JhonBiggan (2008) the abstract should be written in a single italicized paragraph. From the examination of the twenty abstracts, we observe, this move is not respected. Only 10 out of 20 comprise this move.

### 3.1.2 Rhetorical Moves in introduction part.

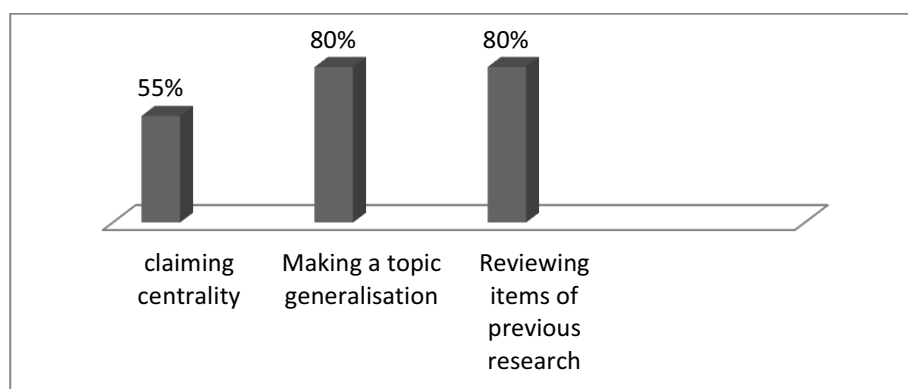
The following table displays the number of introductions under study that include establishing a research territory move. We notice in the table that the number of introductions that contain a claiming centrality is eleven 11, making a topic generalization is 16 and reviewing items of previous research is sixteen 16.

## Presentation of the finding

Establishing a research territory	Numbers
A claiming centrality	11
Making a topic generalization	16
Reviewing items of previous research	16

**Table 4: The numbers of introductions including establishing the territory move.**

The following histogram demonstrates the results of the table four (4) converted into percentages for a clear view of the obtained data. **55%** of students include claiming centrality in their introductions, **80%** of introductions contain making a topic generalization, and **80%** of them include the reviewing items of previous research.



**Diagram (3): Percentages of introduction including the establishing research territory move.**

The following table shows the number of introductions including establishing the niche in the twenty introductions that have been analyzed. We notice in the table that the counter claim and continuing a tradition are not included

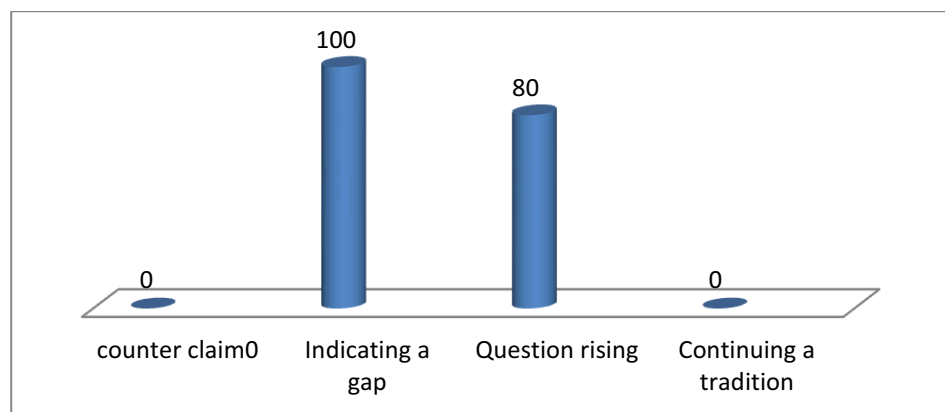
## Presentation of the finding

in the introductions, whereas, making indicating a gap is included in all the introductions and question rising is included in sixteen(16) introductions.

Establishing the Niche	Numbers
Counter claim and/or	0
Indicating a gap	20
Question rising	16
Continuing a tradition	0

**Table 5: The rates of establishing the Niche moves presence.**

The following, histogram demonstrates the results of the table 5 converted into Percentages. **(100%)** of the introductions contain the indicating a gap, **80%** of them include question rising. Whereas, counter claim and continuing a tradition moves are not used in the twenty introductions.



**Diagram (4): Percentages of introductions including establishing the niche move.**

The following table displays the number of introductions containing occupying the niche move in the twenty Introductions that have been analyzed. It shows that the number of announcing present research is twenty **(20)**, announcing principal

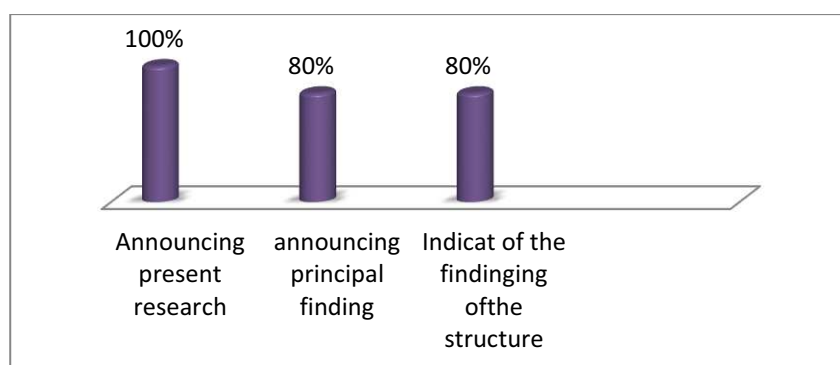
## Presentation of the finding

finding is sixteen (16) and indicating the structure of the dissertation is sixteen (16).

Occupying the Niche	Numbers
Announcing present research	20
Announcing principal finding	16
Indicating the structure of the dissertation	16

**The table 6: The rates of Occupying the Niche move presences.**

The following, histogram demonstrates the results of the table 6 converted into percentages. **(100%)** of students' introductions include the announcing present research move, **(80%)** include the announcing principal finding move and **(80%)** contain the indicate of the finding of the structure.



**Diagram (5): Occupying the niche move in the introductions.**

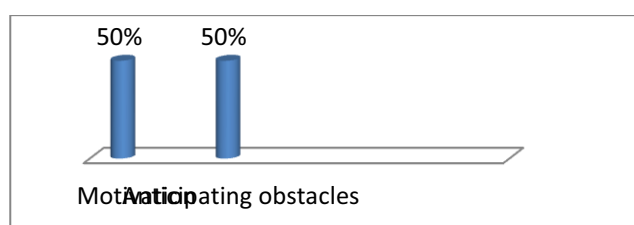
The following table displays the number of additional moves in the Introduction under study. We notice that the number of introductions stating motivation is ten (10) and anticipating obstacles is ten (10).

## Presentation of the finding

Additional moves	Number
Motivation	10
Anticipating obstacles	10

**The table 7: the number of introduction including Additional Move.**

The following, histogram demonstrates the results of the table (7) converted into percentages. **(50%)** of students' introductions include the motivation move and **(50%)** of students mention the anticipating obstacles in their introductions.



**Diagram (6): The use of Additional moves in the introductions.**

The following part reports the qualitative results of the twenty introductions analysis from diverse specialties through concentrating each part to Swales and Feak's moves. In addition, the additional moves that have been identified are also described.

First of all, **establishing a research territory**, in the introduction the researcher claims of the centrality of the research in question and begins to outline the overall argument of the dissertation. This step has not occurred in all of the introductions; only eleven **11** of them comprise this step. Making topic generalization is available in all the introductions, except four of them. Reviewing items of previous researcher, this step consists of citing some works that have dealt with the same subject matter. Among the introductions of the corpus, there are sixteen **(16)** that have included this move. Secondly, **establishing the niche**. Counter claim is not manifested in the twenty introductions that have been analyzed. Indicating a gap is manifested in the twenty introductions that have

## Presentation of the finding

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been analyzed. Question rising is not manifested in all the introductions that have been analyzed, only sixteen **(16)** out of twenty **(20)** that have mentioned. And continuing a tradition is not manifested in the twenty introductions that have been analyzed. Next, **occupying the niche**. Announcing present research is presented in all the introductions. The learners have stated the purpose(s) for conducting their research. Announcing principal findings is not included in all the introductions. In the other hand, stating the value occurs in most of the introductions. It seeks to stress the value of the research study. Indicating the structure of the dissertations respected in the sixteen others. It permits to present the format of the dissertation. In addition, **the additional moves**. First, motivation is included in only one introduction. It informs the reader about the reason(s) that lead him/her to deal with the specific topic. Second, **anticipating obstacles** is presented in only one introduction. It allows foreshadowing the problem that may be encountered during the investigation.

### 3.2. Results obtained from the analysis of cohesion and coherence in Abstracts and Introductions.

#### 3.2.1. Coherence and cohesion in Abstracts

The following table (8) displays the number of grammatical cohesion ties used by Master two students in the Abstracts that have been analyzed. Through the twenty abstracts, we notice in the table that the number of Reference is twenty **(20)**, Substitution is fourteen **(14)**, Ellipsis is fifteen<sup>15</sup>, and conjunctions are twenty **(20)**.

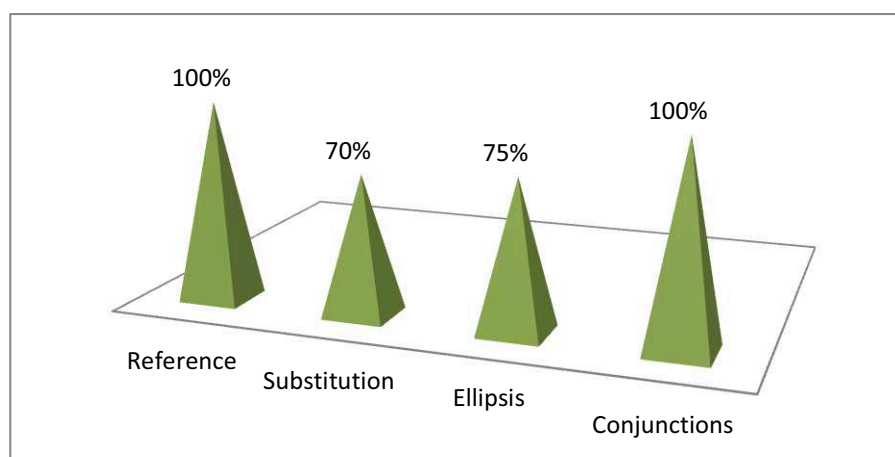
Grammatical cohesion	Number
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## Presentation of the finding

Reference	20
Substitution	14
Ellipsis	15
Conjunctions	20

**The Table 8: The number of grammatical cohesion in the abstract.**

From following histogram, we notice that **(100%)** of abstracts include reference, **(70%)** of students used substitution, **(75%)** of students use Ellipsis and **(100%)** of them use the conjunctions in their abstracts part.



**Diagram (7): The grammatical cohesion ties in the abstracts.**

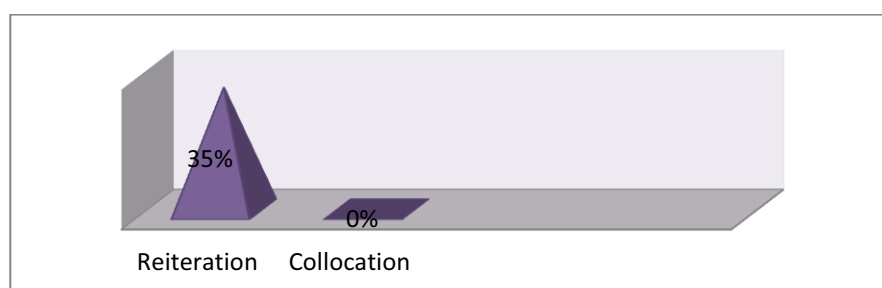
The following Table displays the number of Lexical cohesion used by Master two students in the abstracts that have been analyzed. Through the twenty Abstracts, We notice in the table that the number of Reiteration is seven (7) and Collocation is not included.

Lexical cohesion	Number
Reiteration	7
Collocation	0

## Presentation of the finding

**Table 9: The number of lexical cohesion in the abstract.**

The following histogram show that thirty five percent (35%) of students' abstracts include reiteration and collocation is not included in the twenty abstracts.



**Diagram (8): The use of lexical cohesion in the abstracts.**

### 3.3.2. Coherence and cohesion in the introductions

The following table shows the number of introductions that contain the grammatical cohesion ties. Reference and conjunctions are used by all the students in their introductions. Fourteen 14 introductions include substitution and only two 2 introductions contain ellipsis.

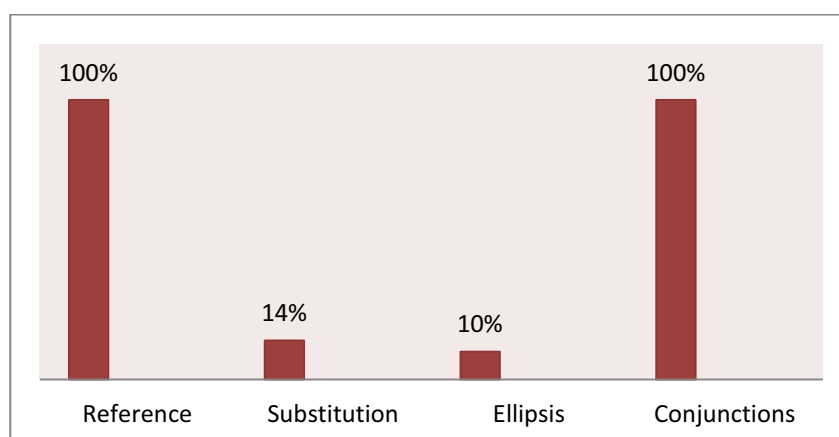
Grammatical cohesion	The rates
Reference	20
Substitution	14
Ellipsis	2
Conjunction	20

**Table 10: the rates of grammatical cohesion in introduction part**

The following histogram demonstrates that Reference and conjunctions are used by all the Master two students (100%). (14%) of the students' 'introductions include the substitution and only (10%) of them include the ellipsis.



## Presentation of the finding



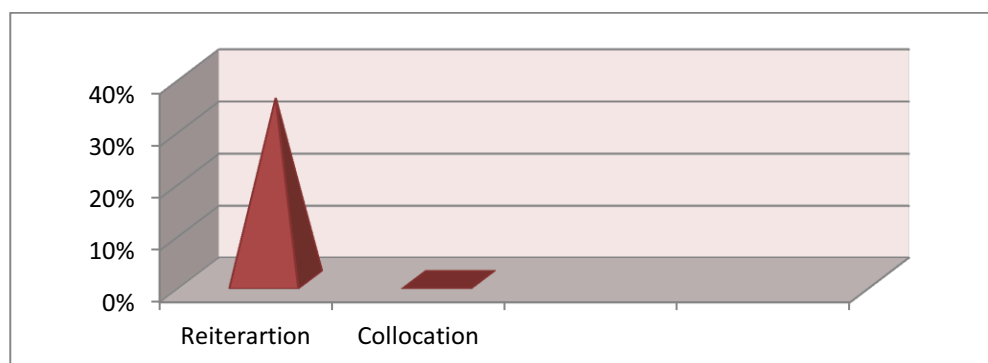
**Diagram (9): The use of grammatical cohesion ties in the introductions.**

The following table shows the number of the introductions that hold the lexical cohesion. Reiteration is manifested in seven (7) introductions; whereas collocation is absent in all the introductions.

Lexical cohesion	The rates
Reiteration	7
Collocation	0

**The table 11: The number of lexical cohesion in introduction parts.**

The following histogram demonstrates that thirty five percent (35%) of students use reiteration in their introductions. But collocation is not included in all the introductions.



**Diagram10: The percentages of lexical cohesion in the introductions.**

### **3.3. Presentation of the questionnaire results**

#### **Section two**

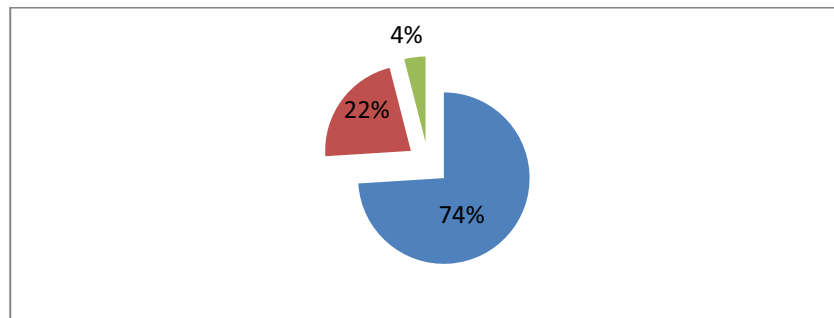
The second data collection tool used in our research is the questionnaire (Appendix 1). From the analysis of this questionnaire, we obtained the necessary results that help us to bring more details to answer our research hypotheses and our research questions. The following are the results of the questionnaire.

#### **Section one: Students weaknesses in the use of cohesion and coherence ties in dissertations.**

**Question 1: Do you encounter any problems in writing in a cohesive and coherent way?**

**Yes      No**

## Presentation of the finding

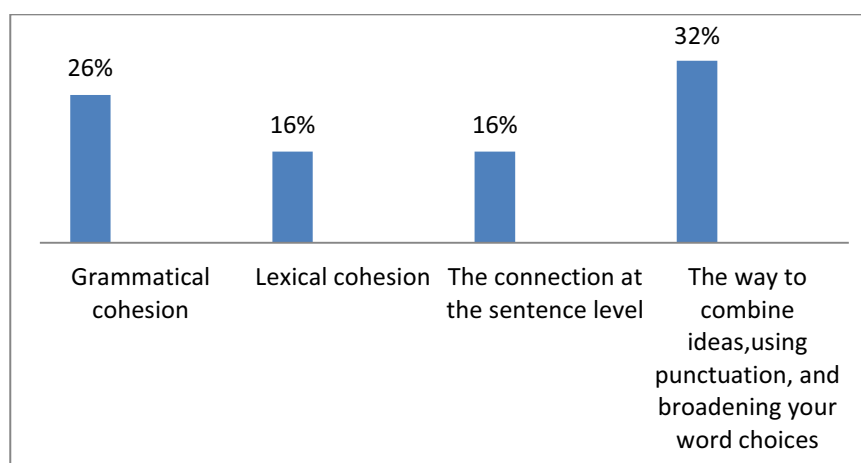


**Diagram (9): students' problem in a cohesive and coherent way**

The results in the pie chart show that **(74%)** of the students encounter problems during their writing abstract and introduction parts, while **(22%)** of them do not. In other side **(4%)** of students do not answer to this question.

**Question 2: what are the most frequent cohesion and coherence problems do you encounter while writing your dissertations?**

- a. Grammatical cohesion    b. Lexical cohesion    c. The connection at the sentence level
- d. The way you combine ideas, using punctuation and broadening your word choice.



**Diagram (10): the students' problems while writing dissertation**

The statistics above indicate that **(32%)** of students encounter problems in the way of how to combine ideas, using punctuation, and broadening word choices. **(26%)** of them

## Presentation of the finding

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encounter problems in grammatical cohesion, and (16%) face problems in lexical cohesion, while the other (16%) meet problems in the connection at the sentence level.

**Question 3: What are the moves (steps) that you follow while writing abstracts and introductions of your master dissertations?**

**Question 4: How can you use cohesion and coherence ties to improve your writing quality?**

According to the answers given by the students of master two from the different specialties, the major part of the respondents use the cohesion and coherence ties to improve their writing quality with different ways. The majority of students do their best to choose the suitable and practical cohesive devices to get a coherent and a cohesive writing. Some of them answer to improve our quality we should pay attention to the organization of the ideas and make sure that are relevant to their research and study. So, they put them in basic choice to make sure that the most important things are in the dissertation.

**Question 5: According to you what is the importance of cohesion and coherence in the overall organization of the introduction and abstract parts in the dissertations?**

Through this question, we intended to know what is the importance of cohesion and coherence in the abstract and the introduction parts. The results reveal that the majority of the students approve that the importance of cohesion and coherence ties is the key factor in writing. As some of the students have said that cohesion and coherence are both important at the level of the quality and the tone of writing. The abstract and introduction are the most important parts in the dissertation because they summarize almost the whole paper, so they should be clear and coherent and they should not be too casual. This can be done through the right use of cohesive devices and through realizing coherence in ideas,

## Presentation of the finding

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“Coherence and cohesion play a great role in keeping abstracts as well as introductions meaningful and logical. Using cohesive devices allows readers of our abstracts to connect the ideas and understand the logical relationship between them. Similarly, coherence in introductions is mandatory because readers understand better when elements are interconnected and related as a single body”. “According to me, when we have a coherent abstract or introduction, we facilitate the readers’ comprehension, so we attract them to continue reading and give more attention to the rest of the manuscript”.

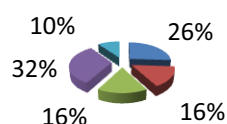
### Section two

#### Students’ competences in the use of cohesion and coherence ties

##### Question6: According to you how can cohesion the defined?

- a. The way in which an author uses sentence structures to make the text more understandable to the reader. This includes the way the sentences relate to each other.
- b. Cohesion is a special type of glue that writers use to make ideas stick together.
- c. A special type of argument used in writing.
- d. Cohesion introduces new ideas in a text.

- The way in which an author uses sentences structures to make the text more understandable to the reader. This includes the way the sentences relate to each other.
- Cohesion is a special type of glue that writers use to make ideas stik together
- c. A special type of argument used in writing



## Presentation of the finding

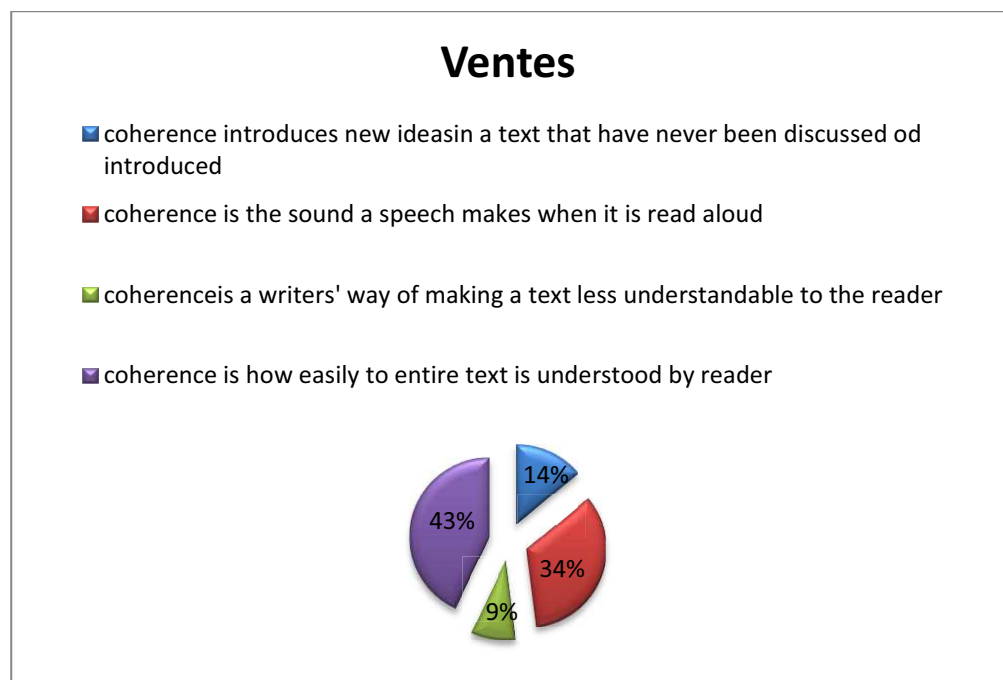
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### Diagram (10): Students' definition of cohesion

From all students' answers that varied from different specialties, we notice that **(32%)** defined cohesion as introducing new ideas in a text. Whereas, **(26%)** of them perceive it as the way in which an author uses sentence structures to make the text more understandable to the reader. However, **(16%)** of students think that cohesion as a special type of argument use in writing and additional **(16%)** of them defined cohesion as a special type of glue that writers use to make ideas stick together.

### Question 7: According to you how can coherence can be defined?

- Coherence introduces new ideas in a text that have never been discussed or introduced.
- Coherence is a sound speech makes when it is read aloud.
- Coherence is a writers' way of making a text less understandable to the reader.
- Coherence is how easily the entire text is understood by the readers.



### Diagram 11: Students' definition of coherence

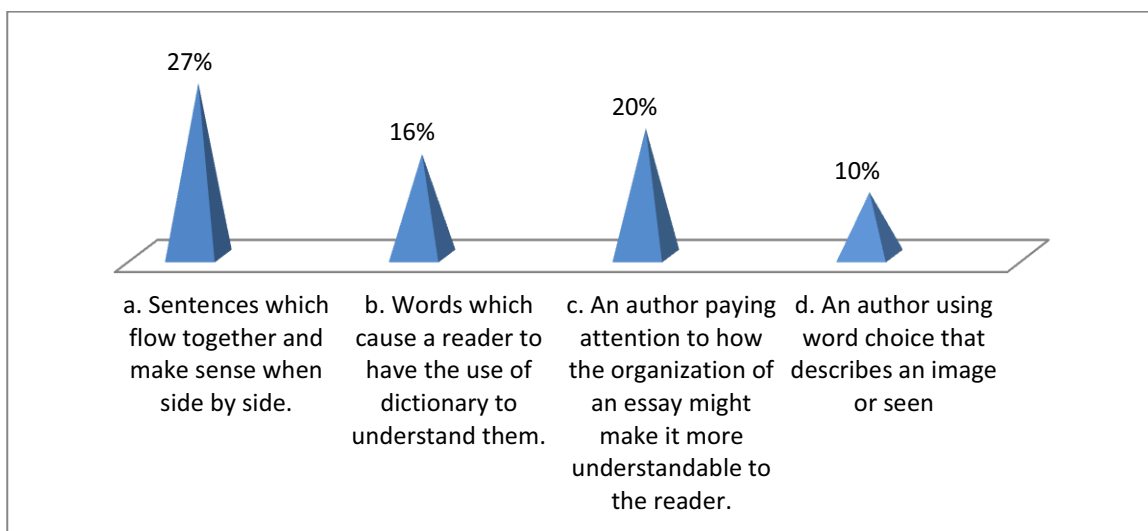
The results show that students' view of the concept of coherence differently.

## Presentation of the finding

First, **(43%)** define coherence as how easily the entire text is understood by readers. Secondly, **(34%)** of the students believe that coherence is the sound that speech makes when it is read loud. Thirdly, **(14%)** think that coherence introduces new ideas in a text that have never been discussed or introduced. Finally, **(9%)** of students define coherence as the way writers make text less understandable to the reader.

**Question 8: Which of the following examples best illustrates the case of coherence?**

- a. Sentences which flow together and make sense when side by side.
- b. Words which cause a reader to make the use of the dictionary to understand them.
- c. An author paying attention to how the organization of an essay might make it more understandable to the reader.
- d. An author using word choice that describes an image or seen.



**Diagram 12: The illustration of the best example of coherence**

As shown in the results of the diagram above, **(27%)** of the students indicate that sentences which flow together and make sense side by side is the appropriate example of coherence, while **(20%)** confirm that an it is when author pays attention to how the

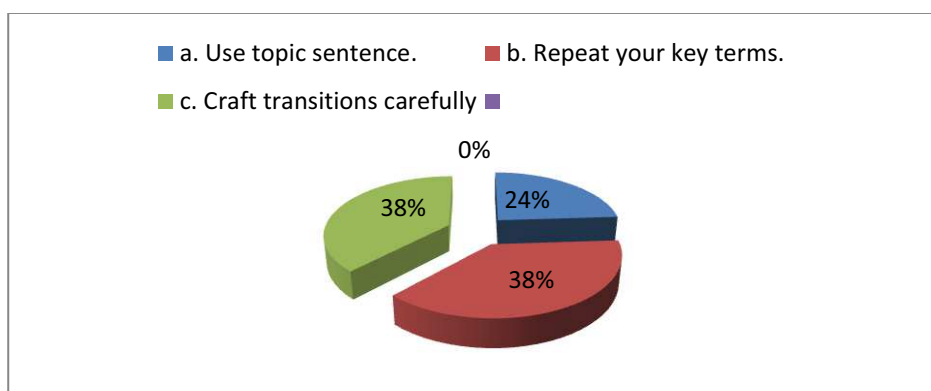
## Presentation of the finding

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organization of an essay might make it more understandable to the reader, and **(16%)** of them state the example of coherence is words which cause a reader to make the use of the dictionary to understand them, whereas only **(10%)** of the participants see the example of coherence as an author using word choice that describes an image or seen.

**Question9: Which of the following is not a good technique for ensuring coherence?**

- a. Use topic sentence.
- b. Repeat your key terms.
- c. Craft transition carefully.



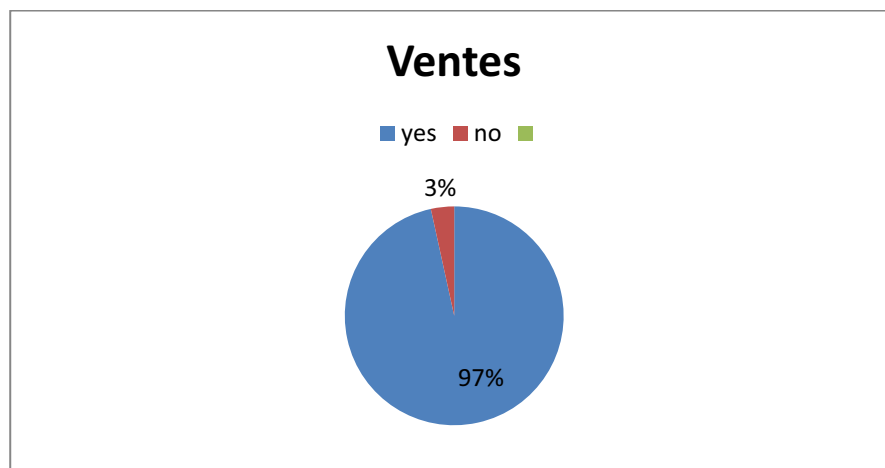
**Diagram 13: The good technique for ensuring coherence.**

The statistics above indicate that **(38%)** of the students claim that the repetition of the key terms is not a good technique for ensuring coherence, **(38%)** of them assert that craft transition carefully is not the appropriate technique for coherence, while **(24%)** of them say that the use of topic sentence is not the suitable technique for ensuring coherence.

**Questions 10: According to you the way in which coherence and cohesion ties are used in dissertation reflects your writing competences and weaknesses.**

- a. Yes
- b.No





**Diagram (14): The reflection of cohesion and coherence ties in students' writing dissertation.**

As displayed in these results, the majority of the students (**97%**) confirm that the way in which coherence and cohesion ties are used in dissertation reflects their writing competences and weaknesses, and only (**3%**) respond that this way does not reflect in their writing dissertation.

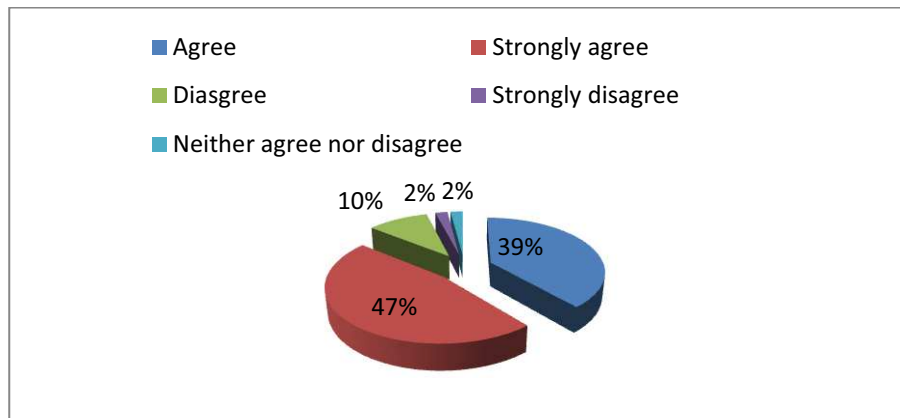
### **Section three: The impact of cohesion and coherence on the students 'writing styles**

**Question 11: cohesion and coherence are two fundamental parameters in the process for writing dissertations.**

a. Agree   b. strongly agree   c neither agree nor disagree   d disagree   c strongly disagree

## Presentation of the finding

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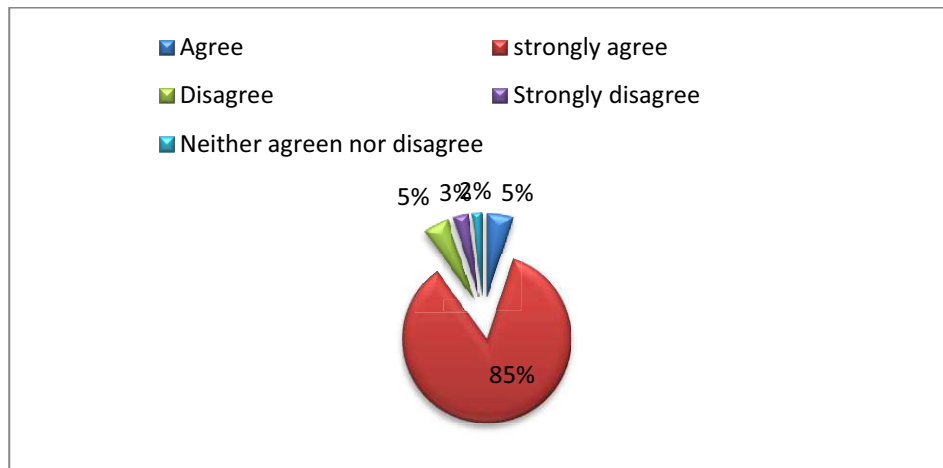
**Diagram (15): The significance of cohesion and coherence in the process of writing dissertation.**

From diagram (15), it is observed that **(47%)** of the students strongly agree that cohesion and coherence ties are fundamental parameters in the process for writing dissertation, **(39%)** of them agree with this point, **(10%)** of them disagree with the idea that coherence and cohesion are fundamental parameters in the processor writing dissertation, and **(2%)** of them strongly disagree with this idea, whereas**(2%)**neither agree nor disagree.

### **Question 12: Cohesion is the condition to achieve coherence**

a. Agree    b. strongly agree    c neither agree nor disagree    d disagree    c strongly disagree

## Presentation of the finding



**Diagram(16): The importance of cohesion as a condition to achieve coherence.**

As the results of the diagram sixteen (16), it is shown that most of the students **(85%)** strongly agree that cohesion is a condition of coherence, while **(5%)** agree with this ideas,**(5%)** disagree that cohesion is a condition of coherence, and**(3%)** strongly disagree with this idea, while**(2%)** of the students neither agree nor disagree.

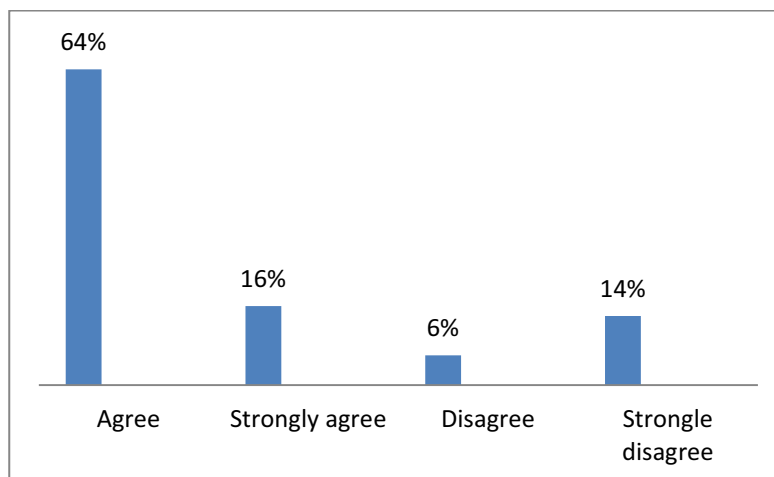
**Question 13: The type of cohesion and coherence ties used and the way they areapplied in the dissertation impact the general meaning and the structure of writing.**

a. Agree   b. strongly agree   c neither agree nor disagree   d disagree   c strongly disagree.

The following histogram show that **(64%)** of the students agree that the cohesion and coherence ties impact on the general meaning and the structure of the writing dissertation and **(16%)** strongly agree with this idea. Whereas, **(6%)** of the students disagree that cohesion and coherence ties impact on the general meaning and the structure of the writing dissertation, and **(14%)**strongly disagree with this idea.

## Presentation of the finding

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**Diagram (17): Cohesion and coherence's impact on the general meaning and the structure of writing a dissertation.**

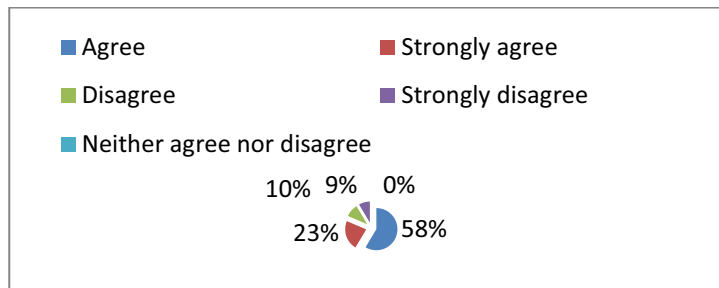
**Question (14): The Correct and appropriate use of cohesion and coherence features impact your writing styles and quality.**

a. Agree   b. strongly agree   c neither agree nor disagree   d disagree   c strongly disagree

The following pie chart demonstrates that **(58%)** of the students agree that correct and appropriate use of cohesion and coherence features impact your writing styles and quality, **(32%)** of them strongly agree with this idea. While, **(10%)** of the students disagree on the fact that correct and appropriate use of cohesion and coherence features impact your writing styles and quality. However, only **(9%)** of them strongly disagree with this idea that correct and appropriate use of cohesion and coherence features impact on your writing styles and quality.

## Presentation of the finding

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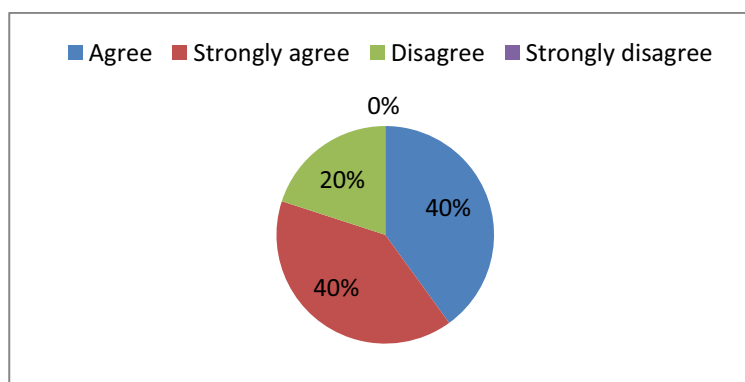


**Diagram(18):The impact of the correct and the appropriate cohesion and coherence on writing style and quality.**

**Question (15): A Cohesive dissertation can be incoherent.**

a. Agree   b. strongly agree   c neither agree nor disagree   d disagree   c strongly disagree.

From the following pie chart we notice that **(40%)** of the participants agree that cohesive dissertation can be incoherent, and **(40%)** of them strongly agree with this idea. However, **(20%)** of the students disagree that cohesive dissertation can be incoherent.



**Diagram(19): The students' view about coherent and incoherent dissertation.**

## Conclusion

This chapter is divided into two main sections. In the first section, we have

## Presentation of the finding

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presented the main results of using moves of writing and the results of the application of the cohesion and coherence ties in the abstracts and the introductions parts of master two dissertations. In the second part, we have presented the main results obtained from the analysis of the questionnaire that show the fifty master participants from different specialties which include fifteen questions about cohesion and coherence ties and the moves. Moreover, this chapter will be discussed in the following chapter.

The current research has attempted to investigate and analyze the students' problems and weaknesses in using coherent and cohesive devices, both grammatical and lexical cohesive devices were under the scope of analysis. It was also concerns with the analysis of the different moves used by master two students in writing the abstracts and introductions of their dissertations, as to identify the different rhetorical moves that constitute each part.

The aim of this study was to identify the different difficulties that master two students face in the use of cohesion ties and coherence, and the use of rhetorical moves in the abstract and introduction parts of their dissertation.

To do so, this three main research questions are advanced, the first one is about whether master two students of English at the department of English at Mouloud Mammeri university face problems of cohesion and coherence while writing the abstract and introduction of their dissertations, and what is the most frequent type of cohesion and coherence problems do students encounter. Through the second question we aim to reveal whether the problems of cohesion and coherence encountered by students affect their writing quality. Whereas the third and last question seeks to know whether all students follow the same moves while writing the abstracts and introductions of their dissertations.

As a tentative to answer this research questions three hypotheses were put forward, the first one suggest that Master two students of English at the department of English at Mouloud Mammeri university do not encounter any problems in writing in coherent and cohesive style since they have a good mastery of English language and its rules. However, the second suggest that problems of coherence and cohesion ties encountered by students of English at the department of English at Mouloud Mammeri University while writing their dissertations may affect the quality

of their productions .Whereas, the third and last one suggest that students do not follow the same moves in writing the abstracts and introductions of their dissertations.

The theoretical section of this research is a combination to three distinct analytical frameworks. It started with Halliday and Hassan (1976) who focused on the cohesion ties and coherence. Furthermore, we have the rhetorical moves to follow in any abstract put up by Bathia (2000). Lastly, Swales and Feak (1994) introduced the rhetorical moves to follow in any introductions.

To conduct this study, twenty MDs from different specialties were selected. It is worth mentioning that those selected abstracts and introductions were chosen randomly from four different specialties: Language and Communication, Didactics of foreign languages, Literature and Civilization, Comparative Literature.

The results were reported qualitatively in form of texts and quantitatively in form statistics. This research firstly has showed that all the abstracts were written in one block paragraph. Then the way the moves should be ordered, a slight difference from the ones introduced in the literature has been noticed. Moreover, four of Bhatia's moves were respected to a certain extent; some of the abstracts included the aim, the methodology, summary of the work and the main conclusions. However, presenting the finding was absent in the majority of the abstracts that have analyzed. Moreover, an additional move has been noticed which is the key words. It was noticed also that the length of the introductions were about four to five pages, besides the order of the moves were not respected fully. In addition, the moves developed by Swales and Feak were respected in some introductions and not in others. Finally, two additional moves were revealed which are motivation and anticipating obstacles.



Likewise ,the analysis of cohesion and coherence have revealed that students abstracts and introductions displayed lexical ,reference and conjunction ties ,ellipsis and substitution were absent because ,they are present in verbal discourse (Halliday and Hassan 1976) .The finding were that students depends largely on lexical ties followed by conjunction and then reference to write cohesive abstracts and introductions .Moreover, the results of the analysis have demonstrated that students have problems with cohesion .Weakness identified included excessive repetition of lexical items ,indiscriminate use of conjunction ,misuse of pronoun and the use of pronoun without antecedents .Other problems identified were syntactic errors ,prevalent among them was sentence fragment ,while some of these weaknesses resulted in monotony ,others distorted the smooth flow of communication in sections of the texts .

From the analysis of the abstracts and introductions moves, we deduce that the students do not have a unique way of writing abstracts and introductions. Said differently, there are some of master students of English that have respected the moves, whereas, some of them did not follow them. It has been found that some students prefer to follow other moves different from the proposed ones. This study also reveals that students have problems using cohesive devices; which mean that there is no correlation between the number of textual cohesive relations and the coherence of a text. The findings achieved confirm the claims of Halliday and Hassan (1976) that the presence of linguistic resources in a text does not necessarily lead to coherence, because can display abundant cohesive markers and yet, be incoherent (Witte and Faigley, 1981; Carrell, 1982; Brown and Yule, 1983). Furthermore, cohesion measures the vocabulary proficiency of learners and students who have low level of vocabulary over depend on repetition to achieve cohesion.

From the above findings we conclude that the first articulated hypothesis is refuted, whereas the second and third ones are confirmed. This leads us to suggest further studies that can be

conducted to investigate whether other factors such as textbooks, the content of the syllabus, teacher's feedback can have an influence on students effective use of cohesive markers.

This humble work can be a departure point to enlarge this parameter of research. The first practical solution that we provide students with is tool that can help them improve the coherence of their writing and this tool is using a concept map which is used by students to make an outline of their paper after they write the main ideas. A second effective solution for students to avoid problems of cohesion and coherence is reforming the traditional way of teaching writing in English and encourage the teachers to pay equal attention to cohesion and coherence as well as grammar and vocabulary .A third solution is raising the student's awareness of cohesion and coherence in writing composition in English and assisting them to learn some cohesive devices to express their ideas more logically. In addition to this, it would be beneficial to provide the English teachers with some practical advice to help them in their teaching journey. We consider it very important that teachers introduce student from the beginning to the methodology of writing a dissertation respecting and following the moves which constitute each section in order to familiarize with them.

## Appendix 1



### Students' Questionnaire

Dear students,

This questionnaire is part of a research in the department of English at Mouloud Mammeri University which seeks to investigate the use of Cohesion and Coherence features in students' dissertations namely Master two students, and we are concerned with the introductions and abstracts analysis. In order to achieve this academic objective, you are kindly requested to answer this questionnaire. The results of this survey will be used only for an academic purpose. Your answers will be kept anonymous and confidential. Thank you for your collaboration.

#### **Section One: Students' weaknesses in the use of cohesive and coherence ties in dissertations.**

**Q1:** Do you encounter any problems in writing in a cohesive and coherent way?

☐

Yes

☐

No

.....

.....

.....

**Q2** What are the most frequent cohesive and coherent problems do you encounter while writing your dissertation? (you may choose more than one)

☐ Grammatical cohesion.

☐ Lexical cohesion.

☐ The connection at the sentence level.

## Appendix 1

- ☐ How to combine ideas, using punctuation, and broadening your word choices.

**Q3** What are the moves (steps) do you follow while writing abstracts and introduction of your Master dissertation?

.....

.....

.....

**Q4** How can you use cohesion and coherence ties to improve your writing quality?

.....

.....

**Q5:** According to you, what is the importance of cohesion and coherence in the overall organisation of the introduction and abstract parts in the dissertation?

.....

.....

### **Section Two: Students' competences in the use of cohesion and coherence tie**

**Q6** According to you, how can cohesion be defined?

- ☐ The way in which an author uses sentences structures to make the text more understandable to the reader. This includes the way the sentences relate to each other.
- ☐ Cohesion is a special type of glue that writers use to make ideas stick together.
- ☐ A special type of argument uses in writing.
- ☐ Cohesion introduces new ideas in a text.

**Q7 According** to you how, can coherence be defined?

## Appendix 1

- ☐ Coherence introduces new ideas in a text that have never been discussed or introduced.
- ☐ Coherence is the sound a speech makes when it is read aloud.
- ☐ Coherence is a writer's way of making a text less understandable to the reader.
- ☐ Coherence is how easily to entire text is understood by reader.

**Q8** Which of the following examples best illustrate the case of coherence?

- ☐ Sentences which flow together and make sense when side by side.
- ☐ Words which cause a reader to have to use a dictionary to understand them.
- ☐ An author paying attention to how the organization of an essay might make it more understandable to the reader.
- ☐ An author using word choices that describes an image or scene.

**Q9** Which of the following is not a good technique for ensuring coherence?

- ☐ Use topic sentences
- ☐ Repeat your key terms
- ☐ Craft transitions carefully

**Q10** According to you the way in which coherence and cohesion ties are used in dissertation reflects your writings competences and weaknesses?

☐

Yes

☐

No

### Section three: The impact of cohesion and coherence on the students writing style

**Q11** Cohesion and Coherence are two fundamental parameters in the process of writing a dissertation.

- ☐ Agree, ☐ Strongly agree, ☐ Neither agree nor disagree, ☐ disagree,
- ☐ strongly disagree

**Q12** Cohesion is a condition to achieve a coherence.

## Appendix 1

Agree, ☐ Strongly agree, ☐ Neither agree nor disagree, ☐ disagree,  
☐ strongly disagree

**Q13** The type of cohesive and coherent ties used and the way they are applied in the dissertation impact the general meaning and the structure of writing.

☐ Agree, ☐ Strongly agree, ☐ Neither agree nor disagree, ☐ disagree,  
☐ strongly disagree.

**Q14** Correct and appropriate use of cohesive and coherent features impact on your writings style and quality.

☐ Agree , ☐ Strongly agree, ☐ Neither agree nor disagree, ☐ disagree,  
☐ strongly disagree.

**Q15** Cohesive dissertation can be incoherent.

☐ Agree , ☐ Strongly agree, ☐ Neither agree nor disagree, ☐ disagree,  
☐ strongly disagree.

**Thank you for your collaboration**

## Appendix 2



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sympathy."<sup>1</sup> This quotation shows that the tragedy of Macbeth evokes inside the mind of the reader the feeling of pity and wrath because of the tragic end that Macbeth has witnessed.

In his **A Preface to Shakespeare's Tragedies** (1991), Michael Mangan looks at the Shakespearean plays from different perspectives, and he studied them from different contexts, the cultural, ideological and the political context which produced them. Thus, when considering the tragedy of **Macbeth**, he puts emphasis on Macbeth's image and argues that: "Macbeth's identity is defined from the beginning as being steeped in blood; his sword 'which smok'd with bloody execution' might be emblematic of his later career as regicide and tyrant"<sup>2</sup>. This quotation shows that the character of Macbeth is tight to blood and violence from the beginning of the play, he embarks into the large horizon of tragedy as he proceeds further in his demonic path.

Then, in a reflective essay, entitled **Discussing Shakespeare's Macbeth** (2003), Frank Kermode comments: "in no other play does Shakespeare show a nation so cruelly occupied by the powers of darkness, and Macbeth, is for all its brevity, his most intensive study of evil at work in the individual and in the world at large"<sup>3</sup>. In the play, Shakespeare dramatizes not only the way in which the forces of darkness enter into Macbeth's whole world, but also the destroying effect they have on him after he submits to his malicious ambition.

As far as Thomas Mofolo's **Chaka** is concerned, it is also the subject of many critics and scholars. In his article, **The Definitive Chaka** (1976), Ayi Kwei Armah considers Chaka to be the best illustration of a self-made man as he highlights his good behavior and characteristics. In the end, Chaka's fall down in a tragic way, alters the image of his personality from being good to bad, and this is what makes Chaka a tragic hero.



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There is an admirable stark, clarity in the way Mofolo presents Chaka's childhood and growth; he shows his childhood as thus crucial formative period, the seed time for all the crisis for his adult life. As a process of Chaka's growth, Mofolo shows it as a difficult, complex progression<sup>1</sup>

In his quotation, Armah shows admiration for Mofolo in the way that he portrays his main character. As an infant, Chaka is marked out as a child outside all norms. So, this is considered as one of the justifications for his violent and uncontrollable adult life he leads.

Beside this, Albert Gerard in his book **Fourth African Literatures** (1971), he characterized Mofolo's Chaka as:

A narrative tragedy in prose; this implies, I suggest that Chaka does not just convey a very dramatic and in the end a profoundly tragic life story of the controversial Zulu King, it also illustrates a general and very basic human question. It is the problem of evil which transcends psychological and sociological terms of reference which Mofolo's novel explores.<sup>5</sup>

From this quotation, Albert Gerard focuses on the tragic events which come successively to ruin Chaka's life in the end. He also raises the question of the struggle against evil, which, according to him, charts the tragic end for those who cannot handle this inner struggle, and as a result, they end up in a tragic way.

Moreover, we also point at what Professor Bouteldja Riche argues in his article entitled **Thomas Mofolo and Ayi Kwei Armah: The Bankruptcy of The Warrior Tradition and The Quest For a Legacy of African Intellectual Heroism** (2010). The latter focuses on the African warrior tradition in general, taking Chaka as an example. Most importantly, he describes the way Thomas Mofolo introduced his fictional character Chaka that does not resemble much his historical counterpart "Shaka", The Zulu King. Riche then re-explains what Armah says about Mofolo:

Among other literary offences, he reproaches him for not having questioned the idealism of the Western versions of Zulu history prevailing in his own time. Mofolo has "twisted historical facts because he did not eschew the idealism inherent in colonial theory's articulation of the history of the Zulu as synonymous with Chaka's biography. From Armah's criticism, we gather that Mofolo's work is successful at the level of poesis "maker" but not as history<sup>6</sup>



## Appendix 2

### Abstract

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⑧

The following research paper aims at analyzing and comparing William Shakespeare's play *Macbeth* (1606) and Thomas Mofolo's novel *Chaka* (1925), by referring to Aristotle's theory put in his famous work *Poetics* (335BC). The present research is divided into three chapters. The first chapter deals with the tragic plot structure as it is explained in Aristotle's theory of Tragedy. The second chapter treats Shakespeare and Mofolo's tragic heroes. While the last chapter is devoted for the mythical dimension in both works. Finally, we reached the conclusion that both *Macbeth* and *Chaka* are two literary works that match with the Aristotelian tragic plot, and that the use of myth along with tragedy gives an accentuated sense for the tragic events, and this renders the reader overflowed emotionally, but more convinced and closer to them.

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## Appendix 2

### Introduction

The following research paper is a comparative study of William Shakespeare's *Macbeth* (1606) and Thomas Mofolo's *Chaka* (1925). Shakespeare and Mofolo hold a prominent status in world literature. Through our reading of these two works, we have noticed that Thomas Mofolo's portrayal of his main character Chaka resembles very much the one of *Macbeth*. Despite the fact that these two works are published in two different eras, we think that they share two important elements in their writings: tragedy and myth.

The two authors present the story of two characters with heroic qualities which bring them to a higher position in the beginning of their life. However, despite their good qualities, they have some imperfections which lead them to tragic ends. Both stories are tragic, and the events are built around the figures whose every action is followed by an excess of ambition. *Macbeth* and *Chaka*'s ambitious quests lead them to their own downfall, and to their tragic end, as the consequence of their own choice, even though each of them is aware that wrong doings end up dramatically, it did not prevent them from following the wrong way. In addition to this, the popularity of the two works, the structure of their plots, are the incentives among others that made us opt for their study.

The purpose of this research paper is then to show the common elements between Mofolo's *Chaka* and Shakespeare's *Macbeth* in terms of Tragedy and Myth. Considering Tragedy, we notice that these two literary works are linked together, because they share the same tragic plots as it is described by Aristotle. From the tragic events that the protagonists perform, we can extract a strong feeling of pity and sorrow, but most importantly, these two works match perfectly with the Aristotelian tragic plot chart because in *Macbeth* and *Chaka* we notice the success of events that rendered the two works to be considered as tragic works. As far as Myth is concerned, the two authors considered the historical counterparts of their protagonists as a support on which to build their own stories and in this way, they contributed



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to the formation of their heroes as mythical figures because of the alterations and exaggerations they added to them in order to shape their own stories. Through the use of myth and their legendary narratives, they succeed to transmit their message which consists in making the audience inter-act with the protagonists and the tragic events, through evoking the audience's feeling.

As it is said above, the authors of the two literary works share the same vision in many ways. The focus on the following study will be on tragedy as it is defined by Aristotle in his book *Poetics* (335 BC). William Shakespeare and Thomas Mofolo make use of tragedy to create conflicts, resolve the problematic, and then reach the dramatic end of the story. These works can be considered as tragedies in the sense that they are painful mysteries but also represent a conflict that is in a progressive disaster. The two authors emphasized the mythical dimension that we can find in their protagonists, in order to make their readers emotionally awake and reactive to the tragedies that Chaka and Macbeth face all along their lifetime. Due to the fact that myths are generally regarded as subjects of interest, with an over accentuated attention from the part of the reader. The presence of Myth in Shakespeare's *Macbeth* and Mofolo's *Chaka* made these two works convey the readers about the importance of these works as it renders the two authors' message more vivid.

### Review of the Literature

William Shakespeare's *Macbeth* and Thomas Mofolo's *Chaka* have received a large bulk of criticism by well known critics and scholars all around the world. On the one hand A.C Bradley, a specialist of Shakespeare argues in his *Shakespearean Tragedy: Lectures on Hamlet, King Lear, Othello and Macbeth* (1904): "Macbeth's imagination is active, we watch him fascinated, we feel suspense, horror, awe, in which are latent, also, admiration and

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Mofolo, in his novel shifts from the field of history to the field of literary creativity in which he mixes "historical facts with fiction". In this way he succeeds in the long process of building the mythical figure of Chaka.

Furthermore, in his translation of the novel of **Chaka** by Thomas Mofolo, entitled **Chaka: An Historical Romance**, F. H. Dutton argues that "The tragedy of Chaka is the apocalyptic vision of a monstrous beast, consumed by an ill destroying blood lust."<sup>8</sup> Dutton does not only describe the image of Chaka as being disastrous, but also brings evidence and details to justify and explain his degeneration. Chaka's excessive ambition and desire for more violence is also the result of his rejection by his own community.

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### Issue and Working Hypothesis:

From this review of literature about William Shakespeare's play **Macbeth** (1606) and Thomas Mofolo's novel **Chaka** (1925), one can notice that both works have been treated from different perspectives, so the issue of Tragedy has been studied in the two works separately. However no one has dealt with this issue in a comparative study. Yet, to my knowledge, critics have given less importance to the study of Myth in the two works. Therefore, the following research tends to fill this gap in a comparative study by showing to what extent both **Macbeth** and **Chaka** are tragedies, and also exploring the mythical dimension that exist in both **Macbeth** and **Chaka** as characters.

In this dissertation, we are going to put in perspective Mofolo's **Chaka** and Shakespeare's **Macbeth** in order to highlight the tragic aspect of **Macbeth** and **Chaka**'s consuming ambition. We will also argue that like **Macbeth**, **Chaka** is a power-hungry leader; however, his quest for power does not make him a villain character. This is because we cannot consider ambition to be bad in itself, but rather it is what we do after reaching power that really matters.

In analyzing the portraits of **Macbeth** with that of **Chaka**, we are going to remove the discussion from history to the field of myth. Again, like Shakespeare, Mofolo is keen to situate his main character at a level similar to that of Classical/Greek tragic heroes like Oedipus. For that, we can say that Mofolo follows in the footsteps of his English counterpart, by including and infusing elements of the supernatural and mystery in his work. These elements are far from being simple borrowings from the Zulu's ancestral oral traditions. They are strategies used by major classical authors, whose works Mofolo had probably read in the French School in which he took his knowledge of literature.



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### Methodological Outline

To achieve our aim, we have chosen the IMRD method, which stands for Introduction, Method, Results and Discussion. In our introduction then, we have exposed our theme in general, in the section of Method and Materials, we have explained our method and then we summarized both the novel and the play. In the Results section, we will expose our findings. In the discussion section, that we are going to divide into three parts, each part will focus on a specific subject. First we are going to analyze the two works' tragic plot structure. In the second part of our discussion; we are going to take into consideration characterization. Finally, the third part is devoted to the study of the mythical dimension in the two works. In our conclusion, we will end up by showing what we have reached as the final resolution to our problematic and issue.

### Abstract

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*This study is mainly concerned with the investigation of the assessment of reading comprehension with the third year learners in secondary schools in Ain El Hammam in Tizi-Ouzou. First, it tried to analyse the techniques and the strategies used in the class, in terms and baccalaureate exams to enhance the reading comprehension competencies in the learners. Second, it attempted to identify the main reasons of reading comprehension difficulties for the learners. Finally, it tried to check whether the reading comprehension activities provided by the New Prospect textbook effectively prepare the learners to the final exam in reading comprehension. The study was conducted based on the mixed method approach. Thus, a questionnaire was administered to EFL secondary school teachers in Ain El Hammam. In addition to two others, New Prospect textbook and a sample of a BAC exam analysis. Sphinx software was used for statistical data analysis while qualitative content analysis was used for the explanation and interpretation of the open ended questions of the questionnaire. The results of the research showed that the learners' reading comprehension skills are assessed using multiple techniques, such as: a. asking comprehension question, b. true or false statements, c. asking a question about the type of the text, d. asking learners to find or give synonyms and opposites, e. asking learners to put ideas according to their occurrence in the text, f. asking the learners to summarise the general idea of the text, g. giving multiple choice questions to select the appropriate one, h. asking learners to determine the author's purpose and i. asking pupils to find word references in the text. Moreover, the factors that cause reading comprehension difficulties are linguistic weakness and lack of reading. And also the findings showed that the New Prospect reading comprehension activities effectively prepare the learners to the final exam in reading comprehension.*

*Key words: Assessment, reading comprehension, reading comprehension techniques, reading comprehension difficulties.*

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## Appendix 2

### Statement of the Problem

In the last few years, with the development of the foreign language teaching agenda, and the need to get the greatest number of learners involved in the language teaching process and activity, The CBA, or the competency based approach method seemed to be among the strategic tools to activate the linguistic learning process in Algeria. The key word of this method, beside being learners centered and the teacher's role who is the educational supervisor, is the concept of assessment in this approach.

In general, assessment refers to the process that allows teachers to gather information about learners' knowledge, and skills. All teachers practise assessment in the classroom. In fact, it gives them a chance to analyse students' improvement and understanding. Moreover, it permits them to decide how to help the learners to move forward, through showing them their weaknesses and strengths.

The review of other research works related to assessment shows that assessment is an important activity in the teaching and learning of foreign languages. Actually, the learners can be assessed in the four language skills, that is to say, speaking, listening, reading, and writing. Concerning the reading skill, the assessment of reading comprehension is one of the basic practices in the teaching/ learning process. It means that teachers need to evaluate the learners' improvement in acquiring the reading comprehension skills and strategies. However, the task involves different techniques and methods to be used in order to measure the students' progress.

According to Teixeira (2012) reading is a key language skill that has a significant place in the teaching and learning of foreign languages. It contributes in building vocabulary that helps the readers to communicate easily with others, and improve other language skills. Since reading plays an important role in the teaching of foreign languages, it is necessary to make sure



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that the reading comprehension assessment is performed in an effective and proper way. In other words, it needs to be conducted in a valid and reliable manner so as to meet the learners' reading needs and also to support the learning of language in general.

Indeed, reading comprehension is one of the essential skills in EFL learning. Therefore, teachers need to assess this skill accurately and adequately. In other words, accurate assessment of reading comprehension is necessary to know if the learners really acquire and improve their reading comprehension skills, but it is required to select instructional strategies to ensure the achievement of the goal.

In the Algerian school, all the baccalaureate exams and even the end of term exams in the English language in all streams, literary or scientific, include texts to be read and explored. Furthermore, all the questions of the first part in the English language exams turn around the text or at least are related to it. And more importantly, the large portion of the whole mark, which is twenty out of, is devoted for the reading section, including comprehension/ interpretation, vocabulary and many other text related issues.

Inasmuch as the reading comprehension skill contributes the major part of the baccalaureate examination which means a considerable part of the mark, the current research seeks to investigate the way the learners are assessed both during the school year and at the end of the course. That is, to focus both on the informal and the formal assessment of the learners' reading comprehension during the course and at the end.

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

The main concern of this research is to investigate the assessment of reading comprehension in the Algerian secondary education, specifically, in third year classes, with reference to "New Prospects" textbook and to BAC exam. The main objective of the present

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work is to check whether the reading comprehension skills are assessed in a valid and reliable way.

Emphasising the main interpretive competence, that is reading, the present paper seeks to consider the topic of the assessment of the reading comprehension in relation to the language teaching approach, which is *Competency Based Approach CBA*. The latter is adopted by the Algerian educational system in the last decade. This approach is applied in the teaching of the English language. It focuses on helping the learners develop their skills and competencies to be good speakers, listeners, readers and writers. In addition, CBA trains the learners to deal with different tasks in the classroom and to deal with real life situations outside the classroom. Its aim is to develop the learners' problem solving abilities to cope with problems in the school and out of school.

The overall aim of this investigation is to answer the questions which focus on identifying the activities and the tools that are used to assess reading comprehension, with reference to 3<sup>rd</sup> year secondary education, and also to detect whether these techniques used in the textbook prepare the learners to take an exam in the reading comprehension. In addition it seeks to identify the main reasons behind the learners' difficulties in reading comprehension.

### Research Questions and Hypotheses

Considering the importance of reading comprehension assessment in EFL teaching and learning, the present investigation aims to answer the following research questions:

1. How are the reading comprehension skills assessed both in the class and in the baccalaureate exam?
2. What are the factors that cause the learners' reading comprehension difficulties?

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3. To what extent do the activities used in the reading section of the "New prospects" textbook prepare the learners for a final exam in reading comprehension?

Before doing the research and answering the above mentioned questions, the following hypotheses are advanced

H1: Reading comprehension skills are assessed focusing on reading comprehension questions.

H2: The linguistic weakness of the learners is the main reason behind the learners' reading comprehension difficulties.

H3: The reading comprehension activities used in the textbook effectively prepare the learners to a final exam in reading comprehension.

### Research Techniques and Methodology

To conduct the research, this work adopts the mixed method approach. It means that, it combines both quantitative and qualitative methodologies for the data collection procedures and analysis. It uses a questionnaire with both closed ended and open-ended questions, to be administered to the teachers of 3<sup>rd</sup> year secondary education in Ain El Hammam in Tizi-Ouzou. The teachers' questionnaire aims at determining the tools and the activities that are used for the reading comprehension assessment and the factors that cause the learners' reading comprehension failure. In addition to the questionnaire, the study adopts textbook analysis for the reading part of each unit in the "New prospects" textbook, and also the analysis of the reading section in a sample BAC exam.



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### Abstract

Our research paper deals with the issues of childhood and initiation in Camara Laye's *The African Child* (1954) and Francis Selormey's *The Narrow Path* (1966). It intends to compare the visions of two African writers, the Guinean Camara Laye and the Ghanaian Francis Selormey, who write about such important issues in two different Western languages, French and English, and in two different periods of African history, colonial and post-colonial times. The purpose of this dissertation is to study the African child's growth and how the African narratives of childhood use the image of the child as a symbol of growth and of the individual's passage from childhood to adulthood in parallel with his country's passage from colonization to independence. We focus similarly on the change in the experience of childhood between the early African narratives of childhood and the recent ones. Besides, we will deal with the new African child's identity through discussing the clash of cultures and childhood trauma that resulted from colonialism. Stress will be put on the idea of life as a passage and the different ceremonies and celebrations that accompany that passage from one stage to another. To attain our objective, we need to compare the two narratives of childhood *The African Child* and *The Narrow Path* in the light of Arnold Van Gennep's theory *The Rites of Passage* (1960) and to rely also on Stefan Helgesson's *Exit: Endings and New Beginnings in Literature and Life* (2011). In order to prove this issue, it is necessary to apply the cited theories on the two novels and to study the processes of initiation presented by the authors: the traditional rites of passage and modern education, in addition to the comparison of the identities of the two child protagonists in relation to a range of influential factors mainly the clash of cultures and childhood trauma and in relation to important figures such as the father and the mother. It is deduced that the problem of identity is a recurrent issue in these narratives of childhood that record the African quest for identity in post-colonial times. However, there exist several differences between the two fictions and varied attitudes towards the issue that are determined and stressed by the divergence in their periods of publication.

## Appendix 2

The themes deal with the child's passage from childhood to adulthood and maturity. In some ways, this autobiographical description of the author's childhood and his initiation to manhood can be considered as a quest for identity through the description of the past events, of history and real life.

The restatement of the problem of the myth of African childhood was introduced with Camara Laye's use of the child protagonist in his novel *L'Enfant noir* (1953) translated into English as *The African Child* (1954). This was resulted from the rise of Negritude in African literature in the 1950s and 1960s.<sup>1</sup> In this respect, the child was represented as a symbol for the cultural clash and the identity crisis that plagued the African continent in the wake of colonialism. For instance, Ngugi Wa Thiong'o's *Weep Not, Child* (1964), Mongo Beti's *Mission to Kala* (1971) and Ishmael Beah's *A Long Way Gone: Memoirs of a Boy Soldier* (2007) are samples of novels that portray childhood as a symbol of growth and development.

The theme of childhood allows us to travel through time and memory; it is a bridge which links the past and the present to construct the author's culture and identity. Camara Laye's *The African Child* (1954) and Francis Selormey's *The Narrow Path* (1966) are the best examples of these African novels that treat the themes of childhood and initiation and the ones on which our study will be built.

*The African Child* (1954) is the first novel of the Guinean novelist Camara Laye written in French under the title of *L'Enfant noir* (1953) and translated into English by James Kirkup and Ernest Jones as *The African Child* (1954). It is considered as an autobiographical novel and a nostalgic portrayal of the author's earliest memories from childhood to adulthood. *The Narrow Path* (1966) is written by the Ghanaian writer Francis Selormey and is considered as the coming of age story of a young Ghanaian boy during the colonial rule.



## Appendix 2

### I. Introduction:

Following the long and complicated history that linked Africa to the Western world which resulted from the encounter between the Occident and the Orient, the North and the South, civilization and savageness, new literary concerns and issues began to emerge to overwhelm the contemporary literature and to shape the facet of modern literary texts. Literature doesn't only tell events or stories; it tells history and bears the historical burden of nations. Likewise, African literature records Africa's history and black people's experiences. It is no surprise, for instance, that childhood and initiation have become themes of a considerable weight in African literature and increasingly attracted the attention of many authors. The themes emerged in this context to use the child motif and give it voice to refer to the rebirth and renewal of nations and societies.

This work is an attempt to explore the themes of childhood and initiation in two African novels of French and English expressions: Camara Laye's *The African Child* (1954) and Francis Selormey's *The Narrow Path* (1966). The two fictions center on the idea of life as a passage that allows human beings to move from one defined stage to a more developed one. Moreover, Laye's and Selormey's writings contain a great deal of information about what it meant to be an African child during the pre-colonial and the post-colonial periods.

African writers such as Chinua Achebe, Ayi Kwei Armah, Ngugi Wa Thiong'o, Mongo Beti, Camara Laye and Francis Selormey adopted the colonizer's language in their writings to reinforce the African identity and existence and to treat different themes in relation to the African identity and their struggle against the European colonizer. Post-colonial African literature therefore mirrors the cultural clash and the identity crisis that are the main problems of a newly independent nation, and tackles themes which center on these matters. In this respect, childhood and initiation have become major themes in African literature; the child has been the center of many African novels of either French or English expression.