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Option: Language and Culture

Students' Problems with Cohesion and Coherence in EFL Essay

Writing

The Case of Master One Students, Department of English,

University of 08 Mai 1945-Guelma

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfilment of the Requirements for the Degree of Master in Language and Culture.**

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Dedication

*Before all, I thank **ALLAH***

*With **ALLAH**'s help, I have achieved this modest work*

I dedicate this work to my parents who encouraged me in accomplishing this research

*To my precious mother Fatiha for her help, love, patience, and moral assistance throughout
my whole studies and life*

To my dear father Mohamed for his help, care, and assistance

To my dear husband Amrane Mohamed and his family

To my dear sisters Amel and Amira and to my dearest brother Raouf

To all my lovely nieces

To my best friend Rania

To all the promotion of Master two 2018/2019.

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Abstract

The current study attempts to investigate students' problems with cohesion and coherence in English as foreign language essay writing. This research aims at exploring students' attitudes and perceptions concerning the issues and struggles encountered when using cohesion and coherence in writing EFL essays. The present research adopts the descriptive method, which is manifested through a questionnaire and an analysis of students' essays. The sample of this research was chosen randomly from Master one students at the Department of English, University of 8 Mai 1945, Guelma. Sixty (60) students participated in answering the questionnaire and other fifty (50) students participated in writing the essays. The derived findings reveal that Master one students encounter serious problems with cohesion and coherence when writing EFL essays. Consequently, the necessity of including cohesion and coherence lessons as well as providing opportunities for students to practice to write EFL essays through the use of cohesive devices and coherence in all the modules should be taken into serious consideration.

Keywords: Cohesion, Coherence, Essay Writing, EFL learners

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

L1: First Language

L2: A language that is not the native language (Foreign language/ Second language)

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ملخص

GENERAL INTRODUCTION

Writing is a fundamental part of the life of every student. At the university, students are usually asked to write different pieces of writing from the simplest to the most complex ones. They are usually asked to write paragraphs, different types of essays, and research papers. This increase in the variety of papers is mainly due to the importance that writing holds for students in their lives both during and after their education. In contrast to the ground reality, essay writing might seem like a trivial task that can be easily performed by anyone having the least basic skills in writing. Still, when one encounters the process of essay writing, these preconceived notions and assumptions would undoubtedly come to an end. This particularly happens when writing in EFL where students may face many challenges. However, the overall essay writing process includes ups and downs which tend to frustrate students, and that is why it has become crucial to improving it since it is an important skill that students need to learn and will need for the future. Moreover, many students believe that the essay writing process is the most difficult subject among other language skills because it does not only convey messages, or express feelings, it is rather an inclusive skill for language production.

The teachers have delineated various problems in the essay writing of EFL learners. They agreed that they have difficulties in grammar and syntax, and lack enough knowledge of appropriate vocabulary. They also make mistakes in subject-verb agreement, pronouns, prepositions, articles, tenses, and basic sentence structures. In addition to the lack of ideas which affects students' writing, organized writing is also a challenge to learners as their writing lacks cohesion, coherence, consolidation of knowledge, and the use of formal transitional and cohesive devices.

As one of the FL skills, writing is really difficult. The difficulty stems from generating, organizing, and transmitting ideas into a well-constructed and comprehensible

text. A lot of learners have problems in the EFL writing classroom context, and this is often seen in their meaningless sentences. In order to produce a coherent and cohesive text, EFL learners should keep in mind that readers will not be able to follow their ideas unless they signal the connection between the previous and the coming ideas through contextual clues. In this context, Master one students at the Department of English, University of 8 Mai 1945, Guelma, encounter many problems and difficulties with cohesion and coherence when writing essays.

Cohesion and coherence are two vital elements in producing good writing. They are two terms used in discourse analysis and text linguistics to describe the properties of written texts. Cohesion refers to sentences' connection at the sentence level, while coherence refers to sentences' connection at the idea level. Cohesion and coherence are two different things. We can say that the text is cohesive if its elements are linked together, and we can say that the text is coherent only if it makes sense. However, the text may be cohesive (linked together), but incoherent (meaningless). Cohesion refers to the connectivity of sentences in the text, but coherence refers to how easy it is to understand the meaning. Moreover, cohesion is based on grammatical relationships, whereas coherence is based on semantic ones.

1. Statement of the Problem

Most of the students at the Department of English, University of 8 Mai 1945, Guelma face problems with cohesion and coherence in their EFL essay writing. Even though students have received lectures and courses on cohesion and coherence throughout their studies at the university; still, they encounter serious difficulties when they are asked to formulate an EFL essay composition. Thus, when reading their written pieces, it is a hard task to retrieve the precise intended meaning. These problems can be the result of the lack of concentration while writing, the short period of time, the absence of awareness of the use of cohesive and coherent devices, and the lack of practice. It can also be due to the fact that cohesive devices are often

absent, misused, or overused by learners in their attempt to rectify their writing production. These practical problems lead to the purpose of this study, which is to investigate students' problems with cohesion and coherence in EFL essay writing. Therefore, it is crucial that learners should be aware of and competent in the correct use of cohesive devices as well as coherence. As a consequence, this would help in making the sentences and ideas of the essay linked together to be more cohesive and coherent, hence, developing their writing skill.

2. Aims of the Study

The aims of this research are:

1. To identify the problems that EFL learners encounter when writing essays.
2. To investigate the difficulties preventing students from using coherent and cohesive devices correctly.
3. To raise students' awareness of the importance of cohesion and coherence.

3. Research Questions

1. What are the reasons of poor writing quality for EFL students?
2. What are the types of mistakes found in EFL students' writing?
3. Why do students lack awareness of cohesion and coherence?
4. What are students' attitudes towards cohesion and coherence?

4. Research Hypothesis

Cohesion and coherence are the two fundamental compositions of any effective EFL essay. The absence of the cohesive and coherent devices in an essay would lead to a poor meaningless piece of writing. Besides, students would not be able to increase their self-reliance, self-direction, and improvement in their academic achievement. So, we hypothesize that:

H₁: If EFL students overcome cohesion and coherence problems, their essay writing would improve.

5. Research Methodology and Design

5.1. Research Method

The present research is conducted through a descriptive method. It is conducted via a questionnaire and essays analysis. The study aims at testing the research hypothesis by analysing students' problems and errors produced in EFL essays, and a questionnaire investigating students' attitudes towards the use of cohesion and coherence in EFL essay writing and their importance. This method would allow for the confirmation or the rejection of the research hypothesis.

5.2. Population of the Study

The population of the study is Master one students at the Department of English, University of 8 Mai 1945, Guelma. The sample is composed of (110) students who were chosen randomly. The choice of this sample was motivated by two reasons. The first reason is that they have been studying English as the main language for four years. Therefore, their writing performance is supposed to be at a higher level. The second reason is that they satisfy the condition of the study since they have been exposed to the written production of many types of essays and research papers as well as being on the verge of graduation. Moreover, fifty (50) students of Master one are asked to write an essay on a particular topic, and the number to whom the questionnaire is distributed is sixty (60) students.

5.3. Data Gathering Tools

This research is carried out by means of a diagnostic test that is introduced to the participants; it involves writing an essay. The goal of this diagnostic test is to identify students' problems with cohesion and coherence in EFL essay writing. In addition, to prove or disapprove the research hypothesis, the student's questionnaire provides valuable information about the students' views and perceptions concerning the errors they commit, the causes of these errors, their capability to use cohesive and coherent devices accurately, and their ability

to enhance their writing. The output of the questionnaire, as well as the essays, are analyzed in search of problems in the field of interest.

6. Structure of the Dissertation

The dissertation is divided into three chapters. The first chapter is entitled “EFL Essay Writing”; it explores the definitions of the writing skill and the writing process, and essays. It also discusses the components of the essay, the topic of the essay, the thesis statement, the structure of the essay, as well as some of its types and their characteristics. In addition to the factors which affect students writing, the causes of affecting poor EFL writing is also discussed. The second chapter is entitled “Cohesion and Coherence”. It comprises definitions of cohesion and coherence, their components and types, and the relationship between them. The third chapter is entitled “Field Investigation”. It discusses the methodology, describes the research design, the data collection, and the interpretation of the findings. It also includes a description of EFL students’ questionnaires and written essays, their administration, and the analysis of the errors derived from both of them. Later, it interprets the results according to research questions and hypothesis. Finally, in the "General Conclusion", there are some pedagogical implications for both teachers and students as well as the limitations of the study.

CHAPTER ONE

Cohesion and Coherence

Introduction

Any written or spoken piece of language has certain rules to be followed in order to convey its producer's main message properly. One of the main rules is cohesion; the major function of cohesion is text formation. This chapter discusses discourse, text and texture, the types of cohesion, and their main components in details. Moreover, it also discusses the concept of cohesion, the seven types of meaning, context and meaning, cohesion and coherence, and their role in communicating messages in the text, as well as the various relationships between cohesion and coherence. Cohesion and coherence serve at making sense to language in the text or discourse analysis. They have a major role in both the interpretation of the message and the negotiation of meaning in discourse. Hence, good academic writing demands an appropriate set of cohesive ties and coherent features so as that to create a comprehensible text.

1.1. Discourse Analysis (DA):

Following the Chomskian theory of Transformational Generative Grammar, linguists used to pay more attention to the analysis of sentence in isolation. They were concerned much more with the level of structure. Therefore, it is a pure syntactic view which neglected the meaning and focused on the form. According to Cook (1989), Zellig Harris has introduced a paper with the title "Discourse Analysis". Hence, the term "Discourse Analysis" was introduced for the first time.

McCarthy (1991), states that discourse analysis is "concerned with the study of the relationship between language and contexts in which it is used" (p. 5). Furthermore, he suggests that because of Harris's theory, linguists' attention has shifted to the analysis of discourse rather than the analysis of a sentence in isolation. In other words, this new approach

motivated linguists to shift to the analysis of language as a combination of sentences which form the text, rather than isolated sentences. In addition, he adds: “Discourse analysts study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk”. Moreover, language requires unity and meaning in order to serve a communicative function; it is not just a set of followed rules for achieving the surface structure (p. 5).

1.2. Text and Texture:

1.2.1. Text:

Halliday and Hasan (1976) state, “text is used in linguistics to refer to any passage, spoken or written, of whatever length, that form a unified whole” (p. 1). Moreover, the text is not a grammatical unit like a sentence or a clause; it is something bigger. It is “a unit of language in use” that is not defined by its size. Text is best seen as a semantic unit of meaning, not of form (pp. 1-2).

Halliday and Hasan hold the view that in order to know whether a set of sentences constitutes a text or not depends on the cohesive relationships which exist between the sentences, hence, create texture (as cited in Brown and Yule, 1983, p. 191).

1.2.2. Texture:

Halliday and Hasan (1976) declare: “A text has texture, and this is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment”. The texture is the property that distinguishes a text from any other thing that is not a text. Without texture, each sentence may have different meaning and context, thus, the text would be a mere group of words set together randomly. The texture is otherwise referred to as textuality; it is also defined as what makes any length of text meaningful and coherent (p. 2). Moreover, any passage in English that is composed of more than one sentence is considered a text. Indeed, certain linguistic features would be

present to give the text texture and to contribute to its total unity. Halliday and Hasan provide an example for this:

-“if we find the following instructions in the cooking book;

Wash and core six cooking apples. Put them into a fireproof dish”

As a consequence, ‘them’, in the second sentence refers to ‘six cooking apples’ in the first sentence. Thus, the anaphoric function of ‘them’ provides cohesion to the two sentences. The two sentences together constitute a text and can be interpreted as a whole; it is the texture which makes the two sentences a text (p. 2).

1.3. Cohesion:

Halliday and Hasan (1976) state, “The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the texts, and that defines it as a text” (p. 4). In other words, cohesion occurs when the interpretation of certain elements in the text depends on each other. The relation of cohesion is created when both, the presupposing, and the presupposed are integrated into the text. Therefore, because the one presupposes the other, it cannot be successfully decoded only by recourse to it.

Brown and Yule (1983) point out that cohesion is about the lexical and grammatical linguistic mechanisms which internally link between both: the parts of the texts and the text and its context. They serve as signals that are available to the writer but not necessarily used by him. They add that they guide the reader towards interpreting the intended discourse (p. 191).

Baker (1992) defines the function of cohesion as the network of lexical and grammatical relations, which brings different parts of the text together. These relations and ties help in the creation and organization of the text by requiring the reader to interpret words and expression by reference to those in the surrounding context. Moreover, she adds:

“Cohesion is a surface relation; it connects together the actual words and expressions that we can see or hear” (p. 180).

Kennedy (2003) argues, “Texts are said to display cohesion when different parts of the text are linked to each other through particular lexical and grammatical features or relationships to give unity to the text” (p. 321).

1.4. Types of Cohesion:

Halliday and Hasan (1976) recognize five types of cohesion: reference, substitution, ellipsis, conjunction. The first four types belong to the category of grammatical cohesion, while the fifth and last type is lexical cohesion (pp. 75-84).

Williams (1983) summarizes the various types of cohesive relations in texts based on the work of Halliday and Hasan (1976) (as cited in Kennedy, 2003, p. 322). They are displayed in the following figure:

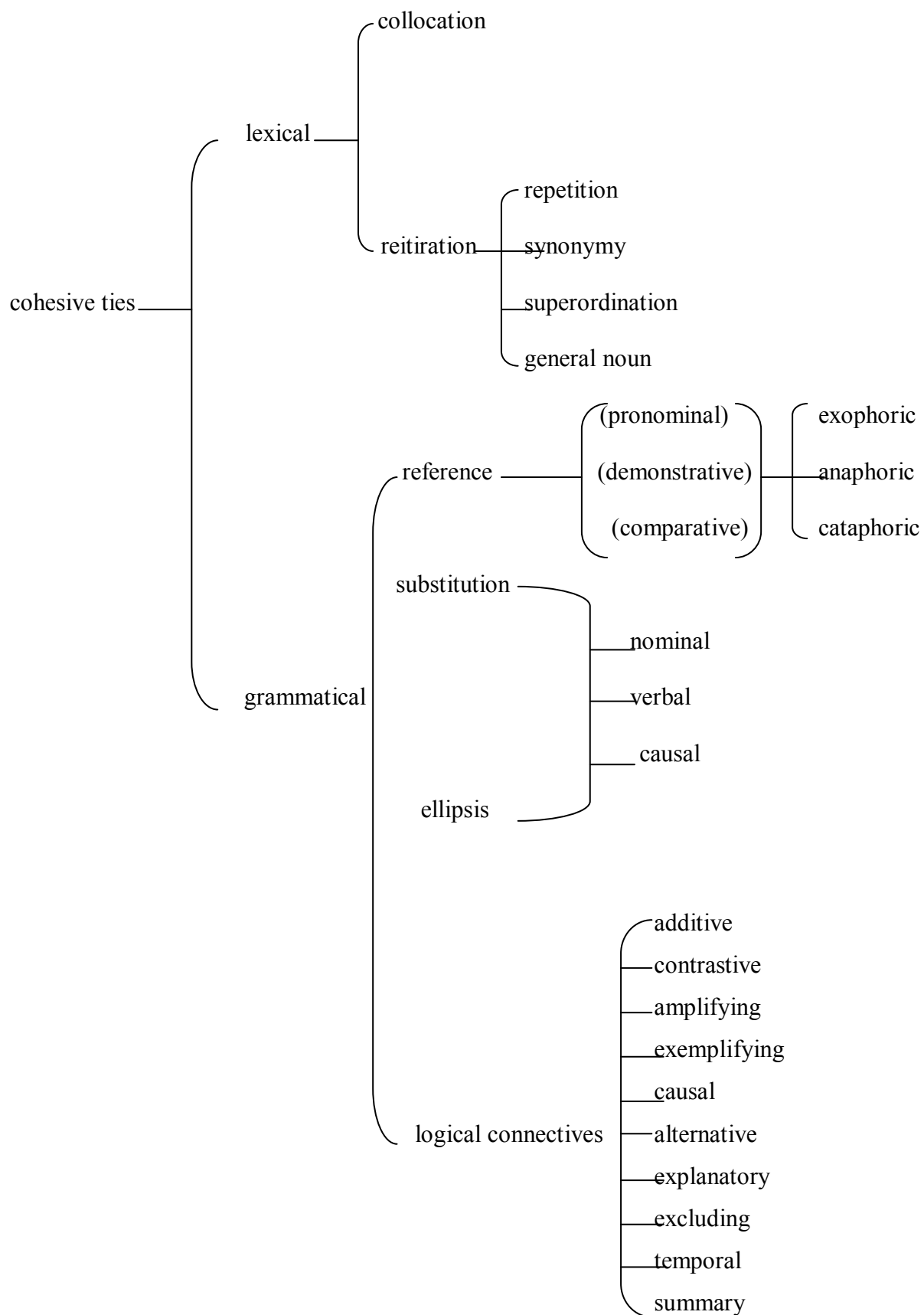


Figure 1.1. Types of Cohesion in English by Williams (1983)

(Retrieved from Kennedy, 2003, p. 322)

1.4.1. Lexical cohesion:

Generally, cohesion is achieved through several kinds of grammatical processes.

These processes include:

1.4.1.1. Reference:

Halliday and Hasan (1976) claim that reference is a systemic relation; it is the act of indicating something by using certain linguistic elements. In addition, cohesive reference can point back to previously mentioned items, to forthcoming items, and outside the text (Kennedy, 2003, p. 224).

Yule (1996) defines reference as “an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader, to identify something”. The reference refers to those elements in any linguistic or situational texts which allow the listener or the reader to interpret the intention of the writer or speaker through referencing to another element in the same discourse (p. 17).

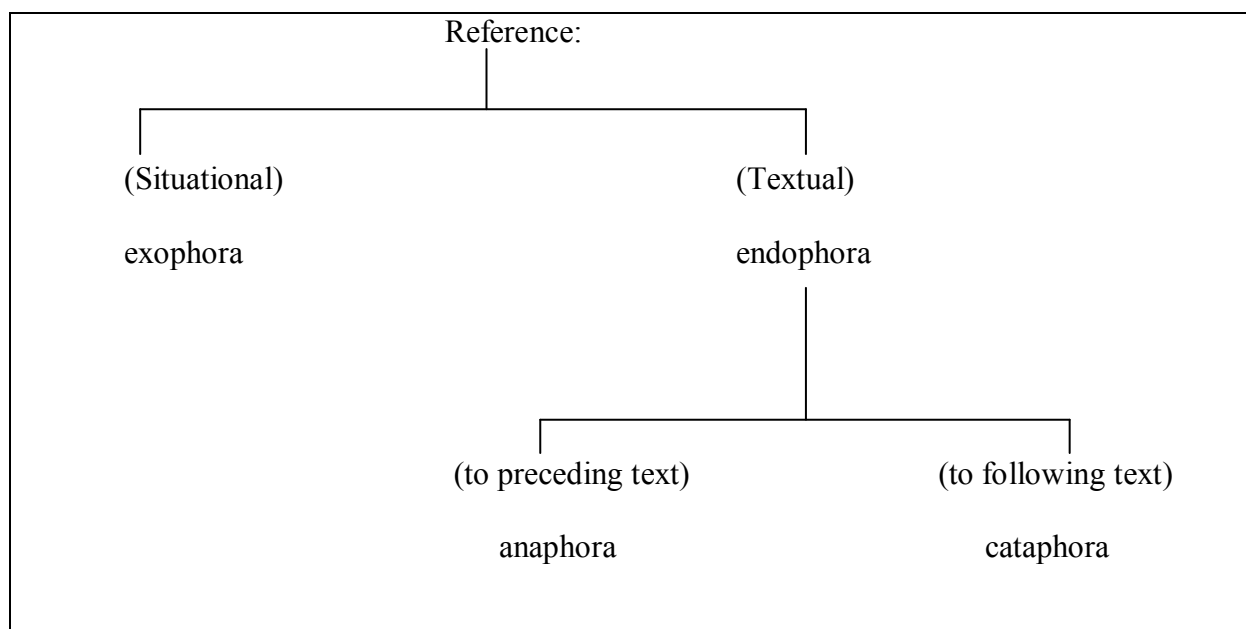


Figure 1.2. Types of References

(Retrieved from Halliday and Hasan, 1976, p. 33)

Moreover, there are two types of reference that Halliday and Hasan (1976) describe:

1.4.1.1.1. Endophoric (Textual) Reference:

They are those cohesive relations which take place within the text so as that the meaning is interpreted through referring to the text. However, reference items come in two forms in the text: cataphoric or anaphoric. Moreover, Brown and Yule (1983) argue: “where their interpretation lies within a text they are called Endophoric relations” (p. 192).

According to Halliday and Hasan (1976): “Endophoric reference as the norm; not implying by this that it is the logical prior form of the reference relation, but merely that it is the form of it which plays a part in cohesion” (p.37). Moreover, when the reference indicates within the text, interpreting the meaning of a certain reference requires looking elsewhere in the text. It can either be anaphoric, i.e. indicating backward to a referent that has already been stated, or cataphoric, i.e. indicating forward to a referent that has not been produced yet. They are explained as the following:

1. Anaphoric Reference:

Nunan (1993) claims, “Anaphoric reference points the reader or listener ‘backward’ to a previously mentioned entity, process or state of affairs” (p.22). In addition, Brown and Yule (1983) add: “anaphoric reference is looking back in the text for their interpretation” (p.192). Halliday and Hasan (1976) also add that anaphora “provides a link with a preceding portion of the text” (p.51). By these definitions, they all mean that anaphoric reference is any reference that “points backward” to previously mentioned information or referring back to the item which has been previously identified in the text.

McCarthy (1991) provides an example which clearly exemplifies this type of reference: “And the living room was a very small room with two windows that wouldn't open and things like that. And it looked nice. It had a beautiful brick wall”. It is clear through this example that ‘it’ refers backward to ‘the living room’ (p. 38).

2. Cataphoric Reference:

Concerning this type of reference, McCarthy (1991) argues, “Cataphoric reference is the reverse of anaphoric reference and is relatively straightforward” (p. 42). It means referring to an item which has already been stated before it is identified. In addition, Nunan (1993) states, “cataphoric reference points the reader or listener forward – it draws us further into the text in order to identify the elements to which the reference items refer” (p. 22). Furthermore, cataphoric reference is also defined by Halliday and Hasan (1976), as to look forward in the text to identify the elements that the reference items refer to.

In addition, Brown and Yule (1983), define cataphora as “looking forward in the text for their interpretation” (p.192). That is to say, cataphora is that reference, which “points forward” to the data that will be presented later in the text. Moreover, Yule (1996) provides an example for this type of reference: “I turned the corner and almost stepped on it. There was a large snake in the middle of the path” (p. 23). This example clearly demonstrates that ‘it’ refers forward to the noun phrase ‘a large snake’.

1.4.1.1.2. Exophoric (Situational) Reference:

Halliday and Hasan (1976), comment: “Exphora is not simply a synonym for referential meaning”. Exophoric items indicate that reference should be made for the situation’s context; they do not name anything (p. 33).

Brown and Yule (1983) say, “Where their interpretation lies outside the text in the context of a situation, the relationship is said to be an exophoric relationship” (p. 192). Moreover, the exophoric reference refers to those cohesive relations which take place beyond the boundaries of texts. Therefore, the meaning can only be interpreted through reference to the context (p. 192- 193). That is to say, unless the listener refers back to the context of the discourse, he cannot interpret the meaning. Furthermore, they also see that “exophoric co-

reference instructs the hearer to look outside the text to identify what is being referred to” An example of this type of reference would be: “look at that” (p. 199).

McCarthy (1991) states, "Exophoric reference directs the receiver out of the text and into an assumed shared world" (p. 41). Hence, different aspects shared between the sender and the receiver should be given in order to interpret the meaning. An example of this type of reference would be: “The government is to blame for unemployment”. In this example, we can notice that the shared world between the speaker and the listener is a necessary part in order to know which ‘government’ exactly (p. 39). He adds, “references to assumed, shared worlds outside of the text are exophoric” (p. 35).

Halliday and Hasan (1976) argue,

Exophoric reference contributes to the CREATION of text, in that it links the language with the context of situation; but it does not contribute to the INTEGRATION of the passage with another so that the two together form part of the same text. Hence, it does not contribute directly to cohesion. (p. 37).

1.4.1.1.3. Sub-Types of Referential Cohesion:

According to Halliday and Hasan (1976), referential cohesion is divided into three sub-types: personal, demonstrative, and comparative reference.

1. Personal Reference:

It is the linguistic element that is used as a referring device. It is defined by Halliday and Hasan (1976) as “reference by means of function in the speech situation, through the category of person” (p. 37). As explained by Nunan (1993), the items of personal reference are expressed through pronouns. They can be personal pronouns like (I, you, he, she, it, we, they), possessive pronouns like (mine, yours, hers, etc), and possessive determiners like (me, your, his, her, etc).

2. Demonstrative Reference:

Nunan (1993) mentions, “demonstrative reference is expressed through determiners and adverbs. These items can represent a single word or phrase, or much longer chunks of text– ranging across several paragraphs or even several pages” (p.23).

Halliday and Hasan (1976), define demonstrative reference as: “reference by means of location on a scale of proximity” (p. 37). It refers to using demonstrative determiners to refer to an item. Moreover, this type of reference is reached through using both near and far proximity determiners (this, these, that, those, etc). It is also attained through using both adverbial demonstratives of place (here, there, around, etc), and adverbials of time (then, after, before, etc). The aforementioned types are summarized in the following figure:

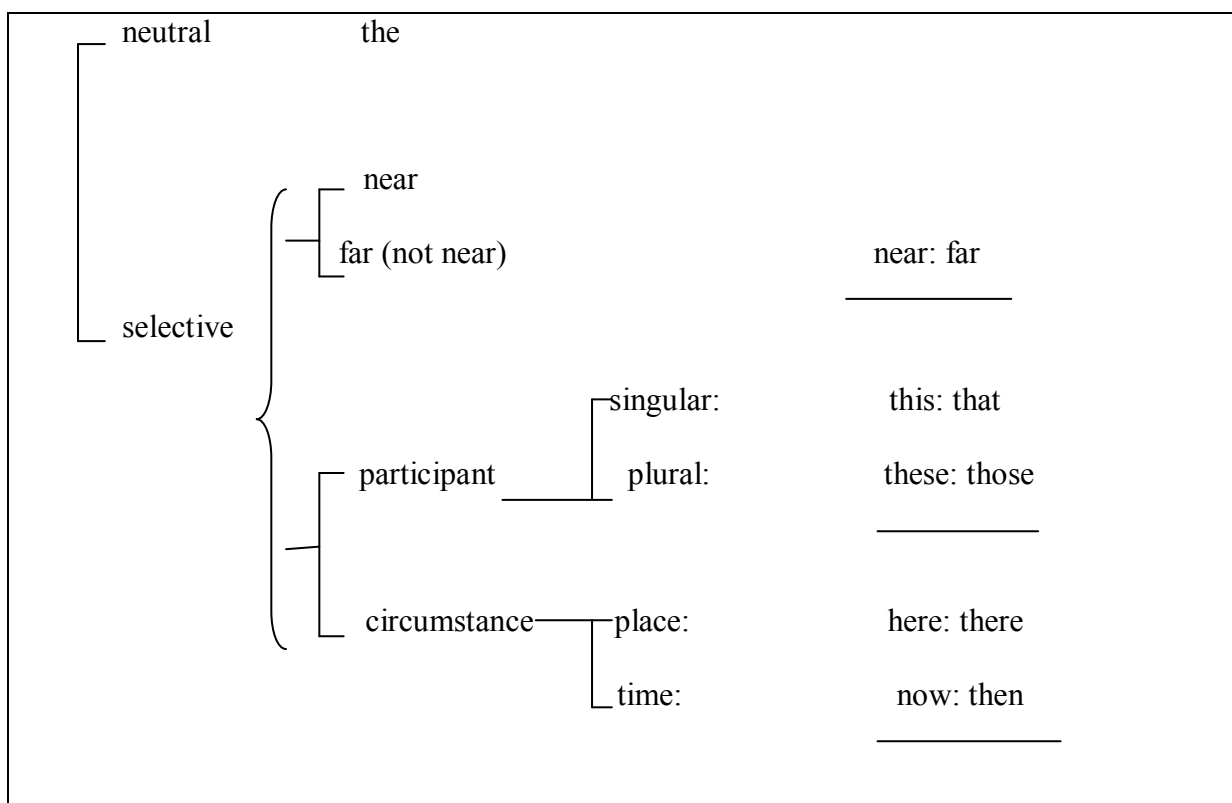


Figure 2.3. Types of Demonstrative Reference

(Retrieved from Halliday and Hasan 1976, p. 57)

3. Comparative Reference:

According to Halliday and Hasan (1976), comparative reference is “indirect reference by means of identity or similarity” (p. 37). In other words, it is an item in linguistics used to accomplish the function of the comparison. Besides, they state that the comparative reference is classified into two types: general and particular.

A. General Comparison:

This type of reference includes words and expressions that are used to express likeness and differences between items. The likeness is expressed via using adjectives such as (equal, same, identical, etc), and adverbs like (similarly, likewise, etc). Whereas, the difference is expressed via using adjectives such as (other, different, otherwise, etc) (p. 77).

B. Particular Comparison:

This type of reference is not about expressing likeness, or differences between items, rather, it is about the property of quantity and quality. It is achieved through the use of adjectives and adverbs “not of special class, but ordinary adjectives in some comparative form” (p. 77). The adjectives function either as Numerative or Epithet such as (more, fewer, further, less, etc). Whereas, the adverbs function either as Adjunct in the clause or as Submodifier such as (better, such in, more...than, etc) (p. 77). These types are summarized in the following figure:

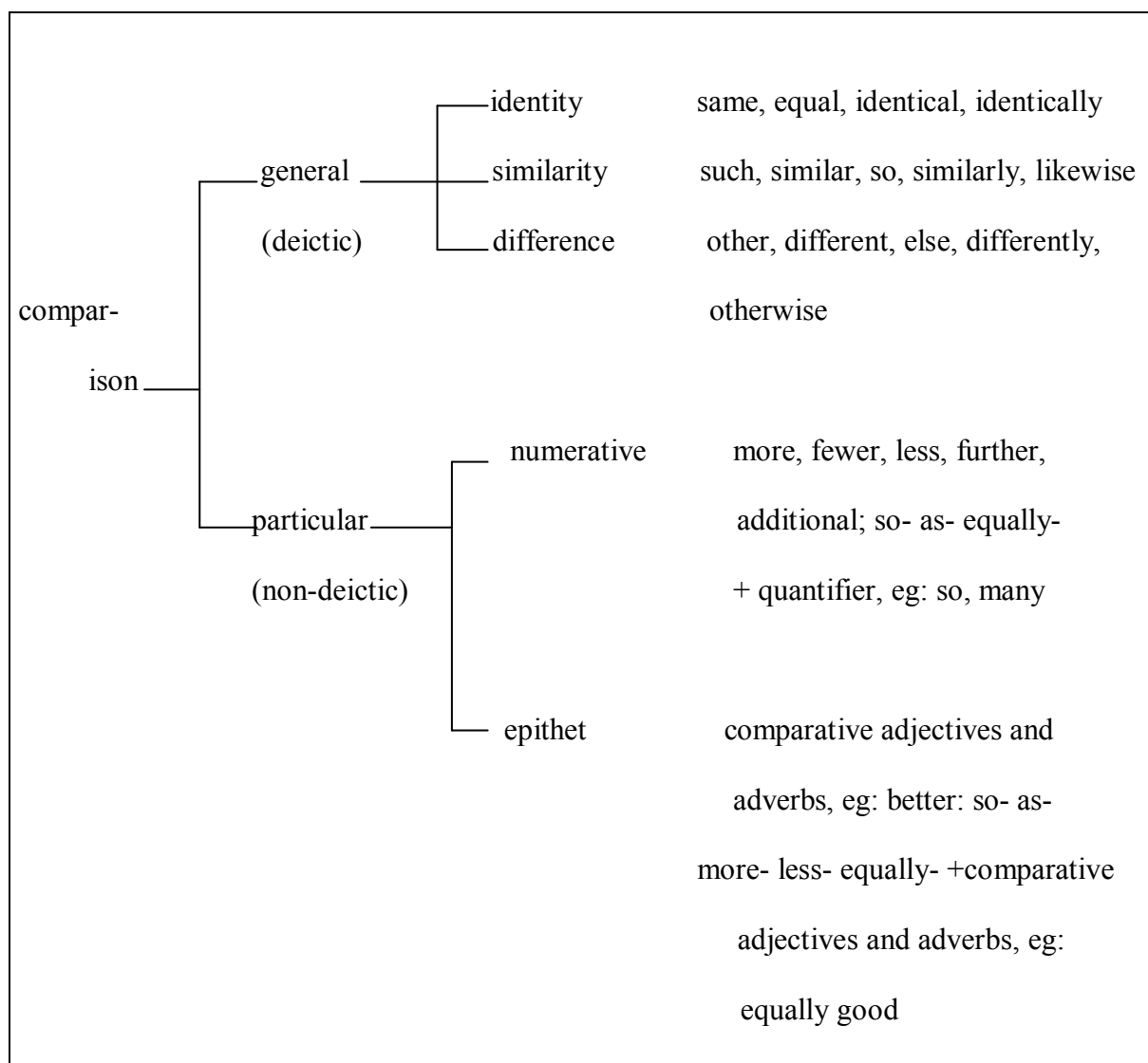


Figure 2.4. Types of Comparative Reference

(Retrieved from Halliday and Hasan, 1976, p. 76)

1.4.1.2. Substitution:

Tajeddin and Rahimi (2017), state “substitution is the action of replacing a word or words by another word or group of words” (p. 3).

Jabeen, Mehmood, and Iqbal (2013), state “This is the replacement of one item by another. It is a relation in the wording rather than in the meaning. This implies that as a general rule, the substitute item has some structural function as that for which it substitutes” (p. 125).

According to Halliday and Hasan (1976), substitution is often used to avoid repetition in the text "a substitute is sort of counter which is used in place of the repetition of a particular item" (p. 89). Unlike reference, which represents a relation between different meanings, substitution represents a relation between different linguistic items like words and phrases i.e. it refers to a grammatical relation in the wording, not the meaning (p. 90). Moreover, they have made a clear distinction between substitution and reference "In terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form" (p. 89).

In addition, Halliday and Hasan (1976) declare: "Since substitution is a grammatical relation, a relation in the wording rather than in the meaning, the different types of substitution are defended grammatically" (p. 90). Hence, there are three types of substitution: nominal, verbal, and causal.

1. Nominal substitution:

This type of substitution is generally found in texts. It is often signaled when a noun or a nominal group is replaced by (one, ones). It functions as the head of the nominal group.

2. Verbal substitution:

It refers to the replacement of a verb or a verbal group, by another verb "to do" which functions as the head of the verbal group.

3. Causal substitution:

It refers to the replacement of an entire clause by (so, or not).

1.4.1.3. Ellipsis:

McCarthy (1991), states "Ellipsis is the omission of elements normally required by the grammar which the speaker/writer assumes are obvious from the context and therefore need not be raised" (p. 43). In other words, ellipsis is often when the structure of a text misses some element, i.e. it is when an item is omitted. However, he adds that what is special about ellipsis

is that the meaning is not affected by the omission because this does not have an effect on the whole meaning of the text. Hence, it is easy for the reader to deduce the meaning from the rest of the text (p. 43).

Nunan (1993) indicates “ellipsis occurs when some essential structural element is omitted from a sentence or a clause and can only be recovered by referring to an element in the preceding text” (p. 25).

Jabeen, Mehmood, and Iqbal (2013) declare: “The idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear is known as ellipsis” (p. 126).

Tajeddin and Rahimi (2017), write “Ellipsis is the omission from speech or writing of a word or words that are superfluous or can be understood from contextual clues” (p. 3). Additionally, Thomas (1979: 43) says: “Ellipsis concerns the absence of linguistic elements from the overt form of sentences (as cited in Tajeddin and Rahimi, 2017, p. 3).

Kennedy (2003), points out: “Ellipsis is the process by which noun phrases, verb phrases or clauses are deleted (or ‘understood’ when they are absent)” (p. 324).

According to Halliday and Hasan (1976), ellipsis is similar to substitution; it is the act of omitting a certain word or part from the sentence. Ellipsis is described simply as “substitution by zero” (p. 141). Moreover, they add “the notion that ellipsis occurs when something that is structurally necessarily is left unsaid: there is a sense of incompleteness associated with it”. Ellipsis is a relation within the text; it is a special case of substitution. Furthermore, it is the omission of a linguistic item because the meaning is clearly understood from the context (p. 144). As a result, in English, there three main types of ellipsis: nominal, verbal, and causal.

1. Nominal Ellipsis:

It is about replacing a noun, a pronoun, a noun phrase, or omitting a noun head.

E.g. “Nelly liked the green tiles; myself I preferred the blue” (McCarthy, 1991, p. 43).

2. Verbal Ellipsis:

It replaces a verb with a “pro-form”; it is about replacing the omitted verb.

E.g. “Paul likes muffins. Sara does too” (Kennedy, 2003, p. 324).

3. Causal Ellipsis:

It refers to the omission of a clause; it uses a pro-form to replace a clause.

E.g. “I went to the pictures, and Jane did too” (Kennedy, 2003, p. 324).

1.4.1.4. Conjunction:

McCarthy (1991) states: “A conjunction does not set off a search backward or forward for its referent, but it does presuppose a textual sequence, and signals a relationship between segments of the discourse” (p. 45). Halliday and Hasan (1976) argue: “Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings which presuppose the presence of other components in the discourse” (p.226).

The conjunction is different from all the previous grammatical cohesive devices. In contrast to those cohesive ties which accomplish their meaning by backward or forward for their reference in the text, conjunctions do express their own meaning. Besides, Kennedy (2003) states that grammatical cohesion in texts is also achieved by various conjunction relationships which are shown in the following table:

Relationship	Examples of logical connectives
1 Addition/inclusion	And, furthermore, besides, also, in addition, similarly
2 Contrast	But, although, despite, yet, however, still, on the other hand, nevertheless
3 Amplification	To be more specific, thus, therefore, consists of, can be divided

	into
4 Exemplification	For example, such as, thus, for instance
5 Cause-effect	Because, since, thus, as a result, so that, in order to, so, consequently
6 Alternative	Or, nor, alternatively, on the other hand
7 Explanation	In other words, that is to say, I mean, namely
8 Exclusion	Instead, rather than, on the contrary
9 Temporal arrangement	Initially, when, before, after, subsequently, while, then, firstly, finally, in the first place, still, followed by, later, continued
10 Summary/ conclusion	Ultimately, in conclusion, to sum up, in short, in a word, to put it briefly, that is

Table 1.1. Basic Conjunction Relationships

(Retrieved from Kennedy, 2003, p. 325)

Furthermore, Brown and Yule (1983) as well as many other linguists have classified conjunction into four categories: additive, adversative, causal, and temporal. Also, Halliday and Hasan (1976) provide the following examples for each types of conjunction:

1. Additive Conjunction:

The main function of the additive conjunctions is to link sentences together; they add more information.

E.g. “I couldn’t send all the horses, you know, because two of them are wanted in the game. And I haven’t send the too messengers either” (p. 246).

2. Adversative Conjunction:

Adversative conjunctions are used to connect both similar and different ideas.

E.g. “All the figures were correct, they’d been checked. Yet, the total came out wrong” (p. 250).

3. Causal Conjunction:

Causal conjunctions are used to give the reason why something happens. It also indicates the cause-effect relationship between ideas.

E.g. “You aren’t living, are you? Because I’ve got something to say to you” (p. 258).

4. Temporal Conjunction:

Temporal conjunctions are used to locate ideas or events according to the time of the text or the real world time.

E.g. “The weather cleared just as the party approached the summit. Until then, they has seen nothing of the panorama around” (p. 263).

1.4.2. Lexical cohesion:

Halliday and Hasan (1976), state “This is the cohesive effect achieved by the selection of vocabulary” (p. 275). In addition, Kennedy (2003), states “Lexical cohesion is achieved through the selection of vocabulary” (p. 22). Moreover, Bahaziq (2016) points out that lexical cohesion involves the choice of vocabulary: its main interest is the relationship which exists between different lexical items in a text such as words and phrases (p. 114).

Furthermore, Renkema (2004) provides a definition for lexical cohesion: it “refers to the links between the content words (nouns, verbs, adjectives, adverbs) which are used in subsequent segments of discourse. Two types of lexical cohesion can be distinguished: reiteration and collocation” (p. 105).

1.4.2.1. Reiteration:

According to Halliday and Hasan (1976), reiteration refers to two items sharing the same referent which could have similar meanings or repeated in the text (as cited in Bahaziq, 2016, p. 114).

Moreover, Halliday and Hasan (1976) define reiteration as follows:

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of general word to refer back to lexical item, at the other end of the scale; and a number of the things between the uses of synonym, near-synonym, or superordinate. (p. 278).

Furthermore, they identified four types of reiteration: repetition, synonym, near-Synonym, and superordinate.

1. Repetition:

Repetition is the most common form among the lexical devices. It is simply about the repetition of words or word phrases which are in relation to the text. For example: “After heavy rain the river often floods these houses. However, last May, in spite of continuous rain for 20 hours, the river stayed within its banks” (Kennedy, 2003, p. 323).

2. Synonymy:

In contrast to repetition, Synonymy is to replace the same word by similar or close words which have the same meaning and fit the context. For example: “Accordingly... I took leave, and turned to the ascent of the peak. The climb is perfectly easy. Here, ‘ascent’ is a synonym of and refers back to ‘climb’” (Halliday and Hasan, 1976, p. 278).

3. Near-synonymy:

It refers to the connection between two words which do not have the exact spelling. Instead, these words have an almost close and similar meaning. For example: “Then quickly rose Sir Bedivere, and ran, And leaping down the ridges lightly, plung’d among the bulrush bed, and clutch’d the sword. And lightly wheel’d and threw it. The great brand made ligh’nings in the splendor of the moon...” Hence, brand refers back to the near synonym which is ‘sword’ (Halliday and Hasan, 1976, p. 278).

4. Superordinate:

It is also called hyponymy; it refers to items of ‘general-specific’ or ‘an example of’ relationship (Paltridge, 2012, p. 119 as cited in bahaziq, 2016, p. 114). It is the relation of the meaning between both: the more general and the more specific terms. For example, Henry’s bought himself a new Jaguar. He practically lives in the car. Here ‘car’ refers back to ‘Jaguar’; it is its superordinate (Halliday and Hasan, 1976, p. 278).

1.4.2.2. Collocations:

Bahaziq (2016) writes that collocation is a set of vocabulary items which occur simultaneously. It is composed of a collection of adjectives and nouns like ‘fast-food’, verbs and nouns like: ‘run out of money’, and other different items like: ‘men’, ‘women’ (p.114). Moreover, Renkema (2004), states that collocation is concerned with the relationship between words because these words often occur in the same setting. For example: “Red Cross helicopters were in the air continuously. The blood bank will soon desperately in need for donors” (p. 105).

REFERENCE: Items that refer to something else in the text for their interpretation.

(1) pronominal: e.g., he, her, they, theirs

(2) proper nouns: e.g., Brandon, Ms. Sharon

(3) demonstratives: e.g., this/these, that/those, here/there

(4) comparatives: identity/similarity/difference/ordinals/comparatives/superlatives,
e.g., same, similar, such, bigger

CONJUNCTION: Connectors between two independent sentences.

(1) Additive: e.g., and, or, by the way

(2) Adversative: e.g., but, yet, however, rather

(3) Causal: e.g., so, therefore, thus

(4) Temporal: e.g., and, then, then, after that, soon, finally

ELLIPSIS: Elements left unsaid or unwritten but are understood by the reader/speaker.

(1) Noun ellipsis: delete nouns, e.g., He liked the blue hat; I myself liked the white.

(2) Verbal ellipsis: delete verbs, e.g., Tom drew a small boat and April a big boat.

(3) Clausal ellipsis: delete clauses, e.g., A: Will you go? B: Yes ;

A: Would you like something to drink? B: Sure.

SUBSTITUTION: The replacement of word or structure by a "dummy" word.

(1) Noun substitution: e.g., Tom drew a big boat and April drew a small one.

(2) Verb substitution: e.g., He wanted to draw pictures there, and they really did.

LEXICAL TIES:

(1) Collocation: e.g., go home, have fun, rain/rainy/wet/umbrella/soaked

(2) Repetition: e.g., drew/draw/drawing, rain/raining/rainy

(3) Synonym: e.g., sad/unhappy

(4) Antonym: e.g., boy/girl, big/small

(5) Hyponymy (general-specific relations): e.g., fruit/banana, apple

(6) Meronymy (part-whole relations): e.g., house/door, room, wall, kitchen

Table 1.2. Types of Cohesion summarized from Cook, 1989; Halliday & Hasan, 1976, 1989;

McCarthy, 1991; Renkema, 1993

(Retrieved from Bae, 2002, p. 56)

1.5. Coherence:

De Beaugrande and Dressler (1981), point out that coherence “concerns the way in which the things that the text is about, called the textual world, are mutually accessible and relevant”. It is the logical relationship between ideas and meanings (p. 4). In other words, when sentences and ideas are connected and flow together smoothly, coherence is attained. Without coherence, the reader would not be able to comprehend the main points and ideas of

an essay. Hence, coherence enables the reader to move easily from one idea to another, from one sentence to another, and from one paragraph to another.

Also, Johns (1986) provides a definition of coherence as follows:

Coherence is defined by some as a feature internal to text. In traditional handbooks, this feature is divided into two constructs: cohesion (i.e., the linking of sentences) and unity (i.e., sticking to the point). Often, these constructs are introduced separately, as if, in fact, they could be separated in written. (p. 248).

Furthermore, Johns (1986) suggests that coherence involves text and reader based features. Text-based features are the connections between sentences and phrases (cohesion) and sticking to the point (unity). However, reader-based features are the readers' interactions towards the text using their prior knowledge of the content. When the text expressions (text-based features) are aroused in a person, the person recalls his experiences and expectations towards the linked events and situations (reader-based features). As a consequence, this person raises different predictions and hypothesis of the following information. If there are a response and a continuity of senses in the rest of the text, that person automatically feels that the text is coherent (pp. 248-250).

In addition, Suwandi (2016) declares:

A text is considered incoherent when the words or sentences in each paragraph are not fitting together well. They are just like a list of points or ideas with no connection to each other, which result in readers' difficulty in following the writer's ideas. (p. 254).

Bae (2001) conducted an investigation in which he discussed the concepts of cohesion and coherence. In his article, he clarifies that coherence occurs when all the parts of the text are logically well connected so as that the text's quality is pleasing or makes sense. The connection is partly established via cohesion (Halliday and Hasan, 1989, p. 247), and partly

via the outside text knowledge possessed by the reader or the listener (Renkema, 1993, p. 35). They can be genre expectation, reader expectations, and background knowledge (p. 52).

Moreover, the publication of Halliday and Hasan's *Cohesion in English* highly influenced both the understanding and the teaching of the features of coherence. Many linguists believe that a coherent text has two main characteristics: cohesion and register. The first is about ties between sentences, and the latter is about coherence with a context (p. 248).

1.6. Types of Meaning:

Umagandhi and Vinothini (2017), in their journal, discuss Leech's seven types of meaning in semantics. Geoffrey Leech (1981) studied the meaning deeply and broke it down into seven types: logical or conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning. Leech's logical or conceptual meaning is the same as designative meaning, while connotative meaning was different from connotation. Except for conceptual and thematic meanings, the other five types of meaning are called associative meaning. They are explained as the following:

1.6.1. Conceptual/ Logical Meaning:

This type of meaning is also labeled by some scholars as denotative, cognitive, descriptive, or designative meaning. This type of meaning was considered as the main feature of linguistic communication that is integral in the functioning of language. Leech considers conceptual meaning as fundamental because it is identical in structure and organization to the phonological and syntactic levels of language. Moreover, two of the basic principles for conceptual meaning are the structure and constructiveness principles. They are the two structural principles which seem to be the basis of all linguistic patterning. In fact, the two principles of a constituent structure display how language is organized (p. 71). In other words, Besides, Setiawan (2014) provides an example of conceptual or logical meaning: "woman".

Woman = human+ female+ adult. Conceptual meaning refers to the literal meaning of the word displaying the concept or idea to which it refers.

1.6.2. Connotative Meaning:

According to Leech, the connotative meaning is the communicative value that expression has by virtue to what it refers to over and above its purely conceptual content. These are the features of the segment of the real world or the referent that is not included within the conceptual meaning. There are only a few constructive or criteria features that display the fundamental criterion of the correct use of words. He adds that the connotative meaning is mainly concerned with real-life experiences. However, it differs according to historical periods, culture, beliefs, and each individual's experiences and knowledge. Moreover, it is composed of an indeterminate open-ended set of features (p. 72). An example for this would be: "There is no place like home". Home may denote the real building that someone lives in. However, connotatively, it indicates family, secure, comfort, peace, etc.

1.6.3. Social Meaning:

This type of meaning is concerned with the two aspects of communication that are retrieved from the environment or the situation in which the utterance is produced in a language. In simple words, the social meaning is related to the situation in which the utterance is used. Besides, the social meaning is about the information in a piece of language concerning the social context of its use such as word, sentence, phrase, pronunciation variation, etc. It is understood via recognizing various levels of style and dimensions within the same language.

However, in a social situation, the functional meaning of a sentence may vary from the conceptual meaning because of its illocutionary force. Aspects of language diversity can be social or regional dialect variation, style variation (formal, informal, or slang, etc). Hence, the decoding of messages depends on the person's knowledge of stylistics and variations. For

instance, some words or pronunciations are recognized to be dialectical, i.e., showing the social or regional origin of the speaker (p. 72). In addition, Setiawan (2014) provides an example of social meaning: “I ain’t done nothing”. This sentence clearly denotes that the speaker is possibly an African American who is not educated and underprivileged.

1.6.4. Affective Meaning:

Affective meaning is a part of meaning which displays the personal feelings and emotions of the speaker. It also includes the speaker’s reaction to what the listener is talking about. In other words, it refers to the emotions or effects aroused in the reader or listener. Unlike the social meaning, this meaning is not only about the difference in the use of words and lexemes, rather, but factors of intonation and voice-timbre are also considered as tone of voice (p. 72). Moreover, Setiawan (2014) provides an example of affective meaning: “Home” for a soldier, expatriate, or a sailor means everything to him.

1.6.5. Reflected Meaning:

It is the meaning which arises when a word has two or more than one conceptual meaning or polysemous. This type of meaning occurs when a sense of a certain word forms a part in the response or reaction to another sense. Moreover, it also occurs due to the relationship between words and sentences or the interconnection on the lexical level of language (p. 72). Furthermore, Setiawan (2014) provides an example of reflected meaning: when one hears “Church” service, The Comforter and The Holy Ghost immediately come into his mind because they are the synonymous expressions which indicate the Third Trinity. However, the Holy Ghost sounds amazing while the Comforter sounds cozy and consoling.

1.6.6. Collocative Meaning:

Collocative meaning is composed of the association in which a word acquires the meanings which occur in its environment. In other words, it is the meaning that a word obtains in the company of other words (p. 72). In addition, Setiawan (2014) provides an

example of of collocative meaning: “pretty” and “handsome” denote someone who is good looking.

1.6.7. Thematic Meaning:

Thematic meaning relates to what is communicated in a particular way. It occurs when the speaker or writer forms the message in terms of the focus, emphasis, and organization. It can also be expressed through intonation and stress in order to highlight and emphasis a certain part of the sentence. In addition, the way in which the message is ordered conveys what is important and what is not (p. 72). Moreover, Setiawan (2014) provides an example of thematic meaning: A. Mrs Bessie Smith donated the first prize.

B. The first prize was donated by Mrs Bessie Smith.

In the first sentence, the emphasis is on who gave the prize, whereas in the sentence, what did Mrs Smith gave is more important. Hence, the meaning changes with the change of emphasis.

1.7. Context and Meaning:

Al-Hindawi and Abu-Krooz (2017), in their article, argue that Firth’s outstanding students set their researching effort’s direction towards the field of context. Following Firth, Ullmann (1963), and Halliday (1985), they developed their teacher’s research concerning the relationship between context and meaning. In his book, Ullmann cited Firth’s ideas confirming that the theory of context provided the required measures in order to clarify and provide details for meanings. Moreover, this can occur by maintaining what their teacher calls: putting facts in a series of frequent contexts, i.e., one of the contexts would indicate what is coming next.

Therefore, (Halliday 1994: 10) gives the name 'culture context' for every separate context, which is a part of a large context and acquires its exact position in it. Furthermore,

Ullmann (1963), asserts that ‘context’ is a multidimensional term that is used to distinguish different meanings, mainly, the conventional one. Moreover, they add:

The role of context in the interpretation of a linguistic unit has long been considered, even if from different perspectives: from the view that regards context as an extralinguistic feature, to the position that meaning is only meaning in use and therefore, pragmatics and semantics are inseparable. (p. 5).

1.8. The Relationship between Cohesion and Coherence:

Cohesion and coherence are two notions of the seven standards of textuality. They have been subjects to intensive debate in the international linguistic community as two important linguistic notions. After the publication of Halliday and Hasan’s crucial work “Cohesion in English” in 1976, cohesion became accepted as a well-established category for text and discourse analysis. Moreover, De Beaugrande and Dressler (1981) who consider cohesion and coherence to be two of the basic standards of textuality, stressed the importance of the relationship between them. Besides, they see cohesion and coherence as two totally separate phenomena, without one having an impact on the other (as cited in Tanskanen, 2006, p. 19).

Additionally, Tanskanen (2006) argues that cohesion and coherence are terms related to discourse analysis and text linguistics; they are set to describe the properties of written texts. However, a text may be cohesive but not necessarily coherent; cohesion does not generate coherence. Cohesion is determined by lexically and grammatically definite intersentential relationships, whereas coherence is based on semantic relationships. Moreover, cohesion refers to the intra-text connectedness of the items, while coherence refers to the suitability of the contextual occurrence of the text which conveys the message appropriately. In cohesion, the outer elements seem connected, whereas, in coherence, the elements of information or sense seem to form conceptual connectivity. Additionally, Coherence is set by

the reciprocal interaction between the writer and the reader in order to make sense of the text based on their shared background knowledge outside the text (p. 21).

1.9. Cohesion and Coherence: Independent but Interrelated:

According to Tanskanen (2006), cohesion is about the relations of meaning which exist in a text and identify it as a text. As a part of the semantic system, cohesion is achieved through vocabulary and grammar. Moreover, it is divided into grammatical cohesion, including reference, substitution, ellipsis, conjunction, and lexical cohesion, including reiteration and collocation. However, unless grammatical and lexical elements are interpreted according to their relation to other elements in the text, they do not become cohesive. Thus, a cohesive tie which contributes to the unity of the text is formed when two elements in text are linked (pp. 15-16).

Moreover, Tanskanen (2006) adds that researchers harshly criticized Halliday and Hasan's viewpoint that overt markers of cohesion are enough to make a text linked together and proved that cohesion was not necessary at all to make a text seem like a unified whole. Rather, what is important is the coherence or the unity amongst the propositional units in the text. Hence, "without coherence, a set of sentences would not form a text, no matter how many cohesive links there were between the sentences" (p. 16).

Tanskanen (2006) argues:

Researchers mostly agree that there is a difference between cohesion and coherence, but there is considerable disagreement on what actually differentiates between the two. It is generally accepted, however, that cohesion refers to the grammatical and lexical elements on the surface of a text which can form connections between parts of the text. Coherence, on the other hand, resides not in the text, but is rather the outcome of a dialogue between the text and its listener or reader. (p. 7).

Furthermore, cohesion contributes to coherence; it signals coherence in texts. On the one hand, cohesion is a more formal, grammatical, and explicit property. It is easily divided into different sub-dimensions. On the other hand, coherence is more pragmatic in nature, a matter of relevance, and more a universal property. It is not apt to division into sub-dimensions (p. 19).

Conclusion

This chapter tackles the definitions of discourse analysis, text, texture, and cohesion. The concept of cohesion is a semantic one; it refers to the relations of meaning which exist within the text. Accordingly, cohesion has two types lexical and grammatical. This chapter also discusses the concept of coherence, the types of meaning, context and meaning, and the relationship between cohesion and coherence. Both cohesion and coherence have a significant contribution to maintaining the unity and organization of the paragraphs in essays. In addition, cohesion and coherence are interrelated; they complete each other. Whenever there are cohesion and coherence, there would be a smooth flow of ideas. Coherence cannot exist without cohesion, and it is the opposite of cohesion. As a consequence, the text is best understood and comprehensible with the use of cohesive devices and coherence.

CHAPTER TWO

EFL Essay Writing

Introduction

Writing is a very important skill that helps students to express their opinions, thoughts, and ideas. It also plays an important role in helping EFL learners to learn and master the language. This chapter discusses the writing skill, the writing process and its components, the importance of writing; as well as; the writing problems encountered by EFL students. Writing is one of the ways to communicate certain messages for certain purposes. The purposes are to express the self, to provide information for the reader, to persuade him, and to create a literary work. It also deals with the composition of essays, their main components, and types.

2.1. Definitions

2.1.1. Foreign Language (FL):

Broughton, Brumfit, Flavell, Hill, and Pincas (1980) state that a language is a tool which helps people to guide themselves in their daily life and in the world. They add that a language that is learned in the classroom or via special classes and not spoken in the society is a FL. It is the contrary of a native language and different from a second language (p. 5).

2.1.2. English as a Foreign Language (EFL):

Broughton et al. (1980) state that English as a foreign language is a language that is often learned and spoken by non-native English speakers; one that is often not commonly spoken in certain countries. As English foreign language learners, Algerian students have to make efforts to know more about the target language and all its aspects in general. So, in order to achieve their goal, which is to learn English as a foreign language, students usually need to raise questions about everything related to that language. They also need to be active to learn more and be self-confident, because these two factors help them to achieve such a goal. Moreover, they add: "It may be seen, then, that the role of English within a nation's

daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable” (p.7).

2.1.3. The Writing Skill:

According to Olson (2003), as cited in Linse and Nunan (2005), writing is composed of process and product. “The process refers to the act of gathering ideas and working with them until they are presented in a manner that is comprehensible and polished to the readers”. Hence, for young writers, the concept of writing as a process is very beneficial (p. 98).

2.2. The Writing Process:

According to Linse and Nunan (2005), during the writing process, there are multiple ways by which the writer can produce his final product. Hence, there is no single process approach to producing a text. That is to say, every writer follows a unique writing process that is a routine which comes naturally and is not guided by certain steps. Still, when generating ideas, reorganizing paragraphs, or modifying the text, the writer may or may not pass through all the steps of writing as he could repeat some or all of them. However, when a writer finds himself struggling with some tricky piece, he has to be conscious of his own writing process. In order to produce organized, effective, and well-written texts that explicitly convey the intended message to his reader, the writer needs to put into practice the different steps of the writing process (p. 101). However, there are five major components of the writing process towards creating or identifying a student’s personal writing process:

2.2.1. Prewriting:

Harmer (2004) reveals that the fundamental step which takes seventy percent (70%) of the writing time is planning for what to write or pre-writing. Prewriting is something learners do before writing their draft; it requires finding an idea and building on. It is the process of collecting information, thoughts, and ideas before writing a text (p. 4).

Harmer (2004) adds that before writing or typing anything, experienced writers plan and think of what to write. Research has revealed that those who take more time to organize and plan for their ideas are skilled writers. Moreover, this differs from one writer to another in which some writers take notes and keywords while others do all the planning in their minds and do not need to write anything (p. 4).

2.2.2. Drafting:

Harmer (2004) declares, “We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later” (p. 5). The drafting process refers to transmitting the writer's information and ideas into sentences and paragraphs. Moreover, spelling is not of a necessary concern at this stage. Rather, the attention here is put on explaining, supporting, and connecting ideas properly. Undoubtedly, the process of transmitting ideas into words changes as the student starts to write. This is mainly because new additional ideas and implications can come into his mind.

2.2.3. Revising:

According to Harmer (2004), after producing the draft, the writer reads it carefully to see where it works and where not. He would have a “re-look” or “re-see” at his writing to see whether it is appropriate and suits his purpose and audience or not. Moreover, another reader’s reaction would provide a new vision and more help for the writer, which would help him to make the necessary changes (p. 5).

2.2.4. Editing:

Harmer (2004) states, “Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t”. At this stage, all those smaller details that a writer has ignored until now would be checked in order to focus on the overall structure of the work (p. 5).

2.2.5. Publishing/ Final Version:

Harmer (2004) declares that at the last stage, the final version of writing could look different from what was planned to as well as from the first draft because it passed through many changes. After revising, editing, and making the necessary changes, writers have to release their final version for their intended audience. However, not all writings reach the stage of publishing, but even turning a student's paper to his teacher is considered as "publishing" (p. 5).



Figure 2.1. The Process Wheel

(Retrieved from Harmer, 2004, p. 6)

2.3. The Importance of EFL Writing:

In this era of globalization, English has become a universal language. Writing in such a language is considered as one of the basic elements of intercultural communication and correspondence between people around the world. As one of the language skills, the importance of writing raises from the influential role that language plays in people's daily life since it accomplishes a variety of communicative functions. Thus, there is an apparent need for English writing for different purposes in order to realize the general aim of achieving

intercultural communication. For instance, for international correspondence among people from all over the world, English writing is used (To the best knowledge of the researcher).

According to Thomas N. Huckin and Leslie A. Olsen (1991) as cited in Farrell, writing is important since it helps in many ways: fostering communication, expressing one's personality, developing thinking skills, making logical and persuasive arguments, giving a chance for a person to reflect and evaluate his ideas later, providing and receiving feedback, and preparing for school and employment. Moreover, they also emphasize the importance of writing since it is used most in higher education and in the workplace. In addition, writing reports, articles, memos, proposals, formal e-mails, applications, and preliminary interviews are considered as professional or academic writing. All of which take part in college or graduate student's daily life (p. 2).

Sadiku (2015), in his article, argues that the acquisition of writing involves the knowledge and the practice of the rest of the language skills like speaking, listening, and reading. Moreover, writing has a special position in language learning and requires the mastery of all other skills like the metacognitive ones. Hence, it helps in language development at all levels: vocabulary, grammar, discourse, and phonology. In addition to these, it increases learners' positive motivation, self-confidence, and self-esteem. As a result, learners tend to discover things about themselves and about language, thus promoting both personal and linguistic growth (p. 31).

2.4. Sources Affecting Poor EFL Writing:

In Algeria, the English language is a foreign language, and there is an absent use of this language in real life situations. Hence, EFL students are considered as low achievers of this language and may face many difficulties in using it, especially in the essay writing process.

Hadfield (1992) states that students suffer from three main difficulties when it comes to writing skill. He noted that:

The first difficulty is that the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler-like a shopping list, in others, it is more elaborate and formal like in an academic report. The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper. (p. 148).

According to Hadfield (1992), the psychology of a learner is a substantial element in foreign language learning. Psychology is an interdisciplinary field which has a great effect on education in general and on students' learning process in particular. There are four main interconnected psychological factors which may affect students' writing skills and foreign language learning: attitude, motivation, anxiety, and self-confidence. He further explained that in addition to the lack of reading, cultural and religious aspects can also influence students' written production (p. 148).

A study conducted by Younes and Albalawi (2015) found that students face four main linguistic problems in the writing process:

2.4.1. Grammar Errors:

The knowledge of grammar is so necessary for writing. Students should be aware of its rules, norms, and patterns in order to produce well-structured meaningful sentences to get the message across successfully. In this context, students encounter grammatical problems in many domains, such as syntax, pragmatics, grammar, and lexis. The most common errors that students commit are the following: Subject-verb agreement, word order, confusion between sentences, phrase, and clauses; identifying sentence patterns, identifying types of sentences,

building meaningful sentences, misuse of verb tenses, articles, the misuse of superlative and comparative adjectives, the misuse of conjunctions and connectors, the misuse of prepositions, and the failure in constructing reported speech active and passive forms (pp. 12-15).

2.4.2. Vocabulary Errors:

Ourghi (2002) argues, “writing is primarily conveying meaning and sending a message by selecting relevant lexical items and putting them in a written form (as cited in Saf, 2014, p. 17).

2.4.3. Punctuation Errors:

According to Ourghi (2002), almost all students are unable to apply the punctuation system properly in their writings. Students’ punctuation errors fall into the following error categories: no capital letters at the beginning of new sentences. For example: the students are ready for the exam, infrequent capitalization of proper nouns. For example: john plays basketball, no commas after introductory sentences. For example: Education must be made free for all children it is the simplest right that a child could have, the deletion of semicolons, the misuse of colons, and the rare usage of hyphens. For example: I had too many mistakes I failed the test, the lack of exclamation and question marks. For example: what a beautiful car, the absence of full stops at the end of sentences. For example: this would never be the last meeting.

2.4.4. Spelling Mistakes:

Ourghi (2002) explains that students’ spelling mistakes generally occur when they add a letter to a word, omit a letter from a word, or substitute a letter by another one. These spelling mistakes may also be in the form of disordering some letters in a single word or segmenting a word (writing one word as two) (as cited in Saf, 2014, p. 18).

2.5. The Influence of First Language on EFL Learner's Writing:

Derakhshan and Karimi (2015) argues that writing is not a skill that is innately acquired; it is taught even in one's first language. Its development can be affected by many things like grammar, spelling, discourse, context, and lexical and cognitive knowledge. When learning to write in L1, learners normally acquire basic writing skills such as word recognition, letter recognition, morphological awareness, as well as the ability to create and interpret meaning. However, L2 learners face a very different process from that of L1 writing skills. The main difference in the two languages is learners' previous L1 knowledge, writing skills and abilities. From childhood, L2 learners have their L1 writing skills. Hence, an L2 learner who has L1 writing skills from childhood is undoubtedly ought to produce a clear, comprehensible and coherent text even when coming across a new writing process in L2 (p. 2114).

According to Bourdin and Fayol (1994), even in their mother language, most of the students have low developed writing skills. They commit a lot of grammar mistakes, misspellings, and insufficient vocabulary usage. Hence, this leads them to produce fragmented, unclear and incoherent writings. The composition of written texts is a skill that requires multiple processes both across the lower order (handwriting and spelling) and the higher order (the organization and generation of ideas). It is almost the same case that L2 learners' writing skills will be affected if they receive no education about how to write in the new language. Writing helps in language development at all levels in vocabulary, grammar, discourse, and phonology. Therefore, engage with the language at a deeper level of processing (p. 235).

2.6. Definition of an Essay:

Connelley and Forsyth (2011), state "...An essay is a formal piece of writing and as such it has certain conventions" (p. 8). In other words, the essay is a formal piece of writing

which has certain rules revealing details of a particular topic. It is an opportunity for students to display their understanding and background knowledge of the topic. Moreover, an essay is a paper discussing ideas and concepts following a clear order. It is a chance for students to show their full understanding of the subject and main ideas, as well as their ability to explain them explicitly

McClain and Roth (1998), define the essay as a set which makes students learn about how to search about a certain subject, judge a particular issue, use evidence and reasoning to create an argument supporting that judgment and to produce a coherent whole (p. 1). He also sees that “The purpose of writing an essay is to persuade an educated, and critical, reader that your point of view on a topic is correct” (p. 1).

2.7. Choosing the Topic of the Essay:

According to Chesla (2006), there are many decisions to take in the writing process. First, the writer has to decide about the topic he wants to write. Thus, he set four general rules to follow in order to make a good choice when selecting a topic. The topic should: be interesting to the writer and his readers, accomplish the function of writing, be adequately focused, be flexible to be changed to a question (p. 44).

2.7.1. Topics Selected by Students:

The student should be very selective in choosing the topic of his essay if he has the freedom to do so. The simplest rule for this is that he has to select the topic depending on what interests him the most. If the subject is interesting, no matter what it is, the readers would be excited to read more and more about it. Whereas, if the student himself is not interested in what he is writing, how would he attract the readers' attention? Before beginning, the student has to make a limited list of the most attractive topics for him, such as technology, traveling, music, football, etc. Next, he is ought to select one of them and start

brainstorming and developing his ideas. Then, he should start the writing process (To the best knowledge of the researcher).

2.7.2. Topics Assigned by Teacher:

According to Chesla (2006), in some cases, teachers do set specific topics for the students and ask them to write an essay about them. In such a case, the student is not allowed to choose the topic of his essay freely. These topics can come in the form of a statement, question, or a quote, and they may be too broad or hold an implicit meaning. In order for the student to write an effective piece of writing, he has to read and reread the statement carefully. Then, he has to highlight the keywords and start brainstorming and developing his ideas from general to specific or vice versa (pp. 44-45).

Assignment:	Write a statement for your generation.
Broad topic:	My generation.
Narrowed topic:	My generation's beliefs.
Further narrowed topic:	My generation's beliefs about work.
Sufficiently narrowed topic:	My generation's beliefs about the balance between word and play.

Table 2.1. Narrowing the topic assigned by the teacher

(Retrieved from Chesla, 2006, p. 45)

2.8. The Outline of the Essay:

Oshima and Hogue (2007) explained that the very first thing the student needs to do before starting to write the essay is to set an outline. Furthermore, it is very necessary for a student to make up an outline where he can organize his ideas and thoughts well (pp. 159-160). An outline of two paragraphs in an essay could be explained in figure 1.

I. Introduction
Thesis statement

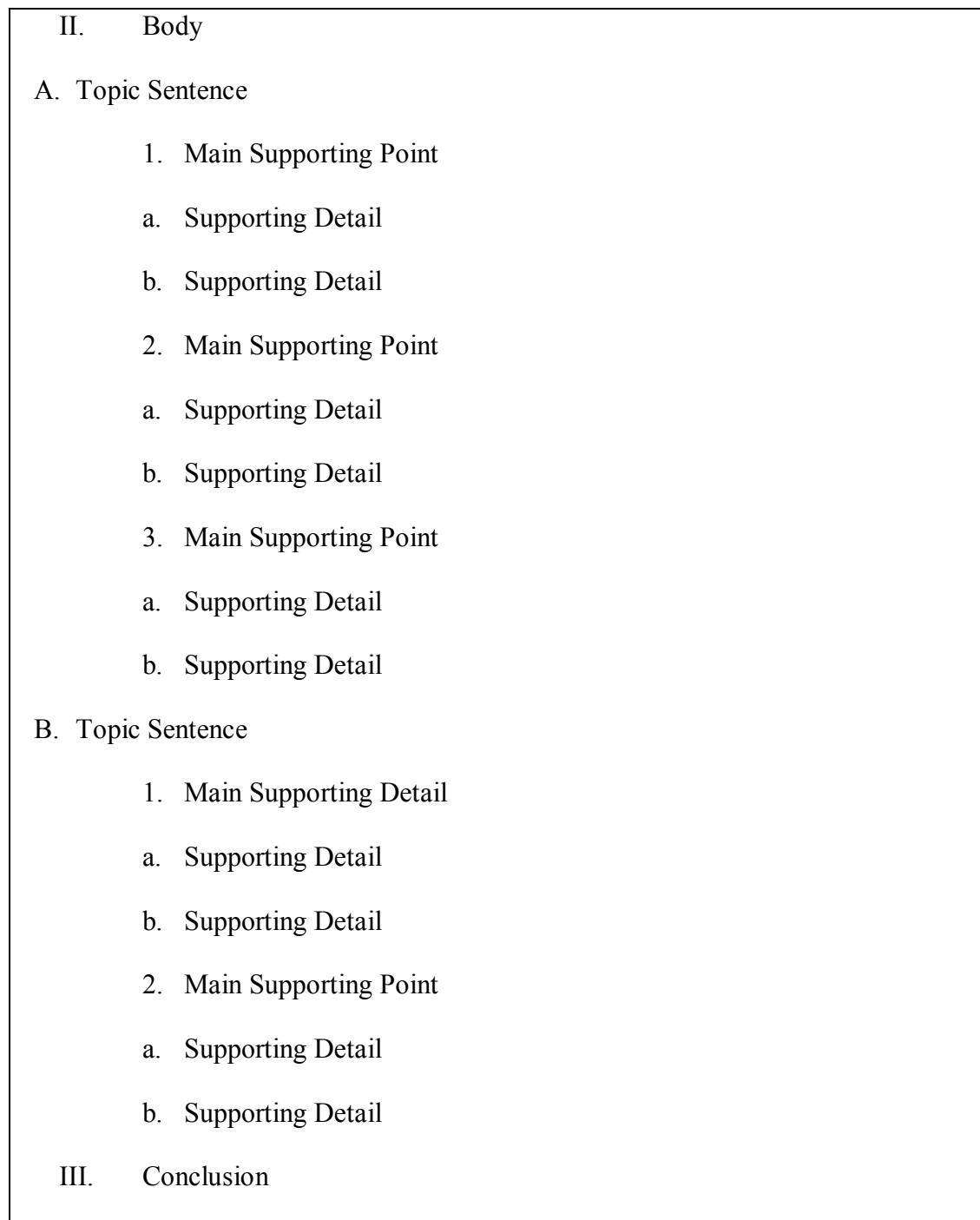


Figure 2.2. Essay Outlining

(Retrieved from Ochima, Hogue, 2007, pp. 159-160)

2.8.1. The Importance of an Outline:

According to Chesla (2006), planning for an outline before starting to draft the essay is very beneficial because it assists the students in many ways. Firstly, it sets up a roadmap for the first step of drafting by planning the order of the flow of ideas. In addition, it creates the

structure for the essay. Secondly, by creating an outline, the student will be able to identify where he can omit or add further support for a certain element. Furthermore, he would see the gaps between one idea and the other. Thirdly, the outline helps in holding the parts of the essay together by revising, modifying, or adding supporting sentences before the drafting process. Moreover, it evaluates the plausibility of the essay, whether it is too broad, too narrowed, underdeveloped, or unreasonable (p. 50)

Chesla (2006) adds that there are two types of outlines: formal and informal. The formal outline includes a lot of details, supporting sentences and examples. It is well prepared and organized. Whereas, the informal outline provides only a general structure of the draft, one that is not detailed. It includes only the main supporting ideas without any further supporting details or examples (pp. 51-52).

2.9. Components of an Essay:

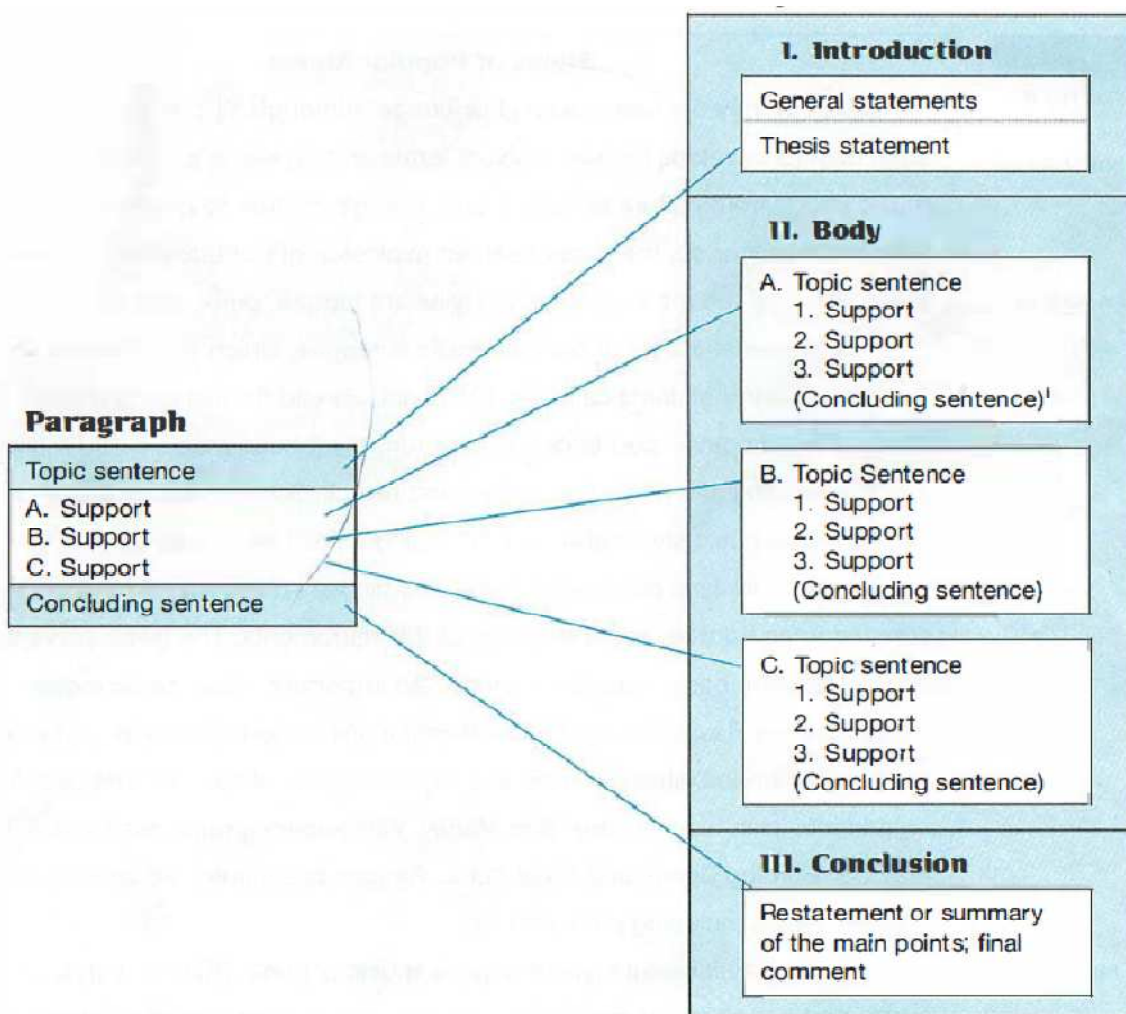


Figure 1.3. The Three Parts of an Essay

(Retrieved from Oshima, Hogue, 2007, p. 147)

2.9.1. The Introduction:

Oshima and Hogue (2007), state “The introductory paragraph, or introduction, is the first paragraph of an essay. It has two functions: (1) It attracts the reader's interest, and (2) it introduces the topic of the essay” (p. 150).

They also mentioned that the introduction takes five to ten percent (5-10%) of the length of an essay. It is the opening paragraph from which the readers gain their first impression and get motivated to keep on reading the essay. In general, introductions provide contextual information or brief background, which shows the focus of the whole paper. Moreover, at the end of the introduction, a thesis statement should be placed so as that the

readers would not have to read several pages to find out the main argument or idea. In other words, the introduction provides the important definitions, establishes the topic area, and most importantly, states the thesis statement. In general, the introduction contains two parts: general statements (the hook) and specific statement (the thesis statement). The hook is composed of one or two sentences which provide a general background of the topic to attract the reader's attention, while the thesis statement is about the main idea or the aim of the essay (p. 150).

1. The thesis Statement:

Oshima and Hogue (2007, p. 150), state "The thesis statement is normally the last sentence in an introductory paragraph. It has three purposes: It states the specific topic of the essay, it may list the subtopics of the main topic, and it may also mention the method of organization".

They add that the most significant part of an essay is the thesis statement. It is situated at the beginning of the paper in the middle or last part of the introduction. It tells the reader about what to expect in the next parts of the essay. Usually, it is expressed in one sentence and can be repeated elsewhere, providing a precise point of view, argument, or main idea of the essay. Moreover, it is going to be explained, developed, and supported later on through evidence and examples. Hence, the thesis statement helps in the organization and development of the essay and comes in two types: direct and indirect. The direct statement states clearly the reasons while the indirect one does not (p. 151).

2. Characteristics of a Strong Thesis Statement:

A Strong thesis statement should be a complete sentence which focuses on a specific, narrow aspect of the topic. It should be explicit, clear, concise, and arguable. It should also reflect the writer's point of view or position and help him to stay focused

throughout the writing process. In addition, it should not be an opinion that is already known by the reader and not defended by emotions, rather by reason.

2.9.2. The Body:

Oshima and Hogue (2007), state: “The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement” (p. 152).

Robitaille and Connelly (2007), state “The body paragraphs in an essay follow the traditional paragraph pattern of topic sentence, supporting sentences, and conclusion” (p. 101). They also add that any paragraph which comes after the introduction and precedes the conclusion is called a ‘body paragraph’. Moreover, almost all essays are composed of a variety of paragraphs where all the needed information and illustrations are presented. Hence, if the essay discusses many points, then it would contain many body paragraphs. In general, body paragraphs go under the classical paragraph format of the topic sentence, supporting sentences, and a brief conclusion. Usually, all body paragraphs have three supporting sentences as a minimum. They develop the topic sentence by giving examples, illustrations, and evidence. In this part of the essay, each paragraph directly develops and supports one of the main ideas stated in the thesis statement. In other words, every paragraph represents an independent reason for the truthfulness of the essay. Unlike professional writing, where not every paragraph starts with a topic sentence, in most academic, writing the topic sentence is placed at the beginning of the sentence. Hence, it clearly states the writer’s main idea of the paragraph (p. 101).

2.9.2.1. Parts of the Body Paragraph:

According to Zemach and Rumisek (2003), body paragraphs are composed of three main parts that are combined to generate logical, clear, readable, and coherent paragraphs.

1. The Topic Sentence:

Topic sentences are generally presented at the beginning of the body paragraphs in academic writing. They should discuss only one major point which would relate to the overall focus of the essay. The topic sentence introduces to the reader what the paragraph is about. Moreover, it organizes, encapsulates, and unifies the whole paragraph. Therefore, it is important to relate the topic sentence to the thesis statement in order to strengthen the coherence of the essay. That is to say, the topic sentence should reflect the argument already stated in the thesis statement (p. 11).

2. The Supporting Sentence (Details/ Illustrations/ Explanations):

This part is composed of sentences which show the writer's supportive evidence. Evidence can be in the form of facts, published opinions and case studies, research data, informative sentences from a journal article, a book, website, or any other reliable source. In addition, personal experience examples or direct observation can be mentioned. Besides, these illustrations must be convenient for the topic and cited appropriately. Moreover, in this step, the writer has to clarify the information included in the quote or example he has provided. In other words, he has to explain that quote precisely using his own words and add more details in order to develop the example as evidence (p. 11).

3. The Concluding Sentence:

Usually, body paragraphs end up with a summary statement which brings together all the information provided in the paragraph. In addition, this conclusion may act as a transition to the following paragraph. However, in some cases, if the paragraph is short or its main idea is simple, then it is not necessary to add a conclusion (p. 11).

4. Transitions:

As stated by Oshima and Hogue (2007), "Transition signals can tell your reader if the topic of the next paragraph follows the same line of thought or reverses direction" (p. 156). In

order to create an effective coherent essay, transitions should be used within and between paragraphs. In other words, these transitions can take place between sentences of a single paragraph as well as from one paragraph to another. Thus, they show connections between the paragraphs themselves and between the paragraphs and the general focus of the essay as well. They usually come in the form of words such as first, thus, to summarize, etc. They also come in the form of sentences, such as the topic sentence (p. 156). Here are examples of some transitional words and sentences:

A. Transition signals: Additional Idea:

Sentence Connectors	Prepositions
1. Furthermore,... Moreover,... Besides,... In addition,...	2. Besides (+ noun or gerund)... In addition to (+ noun or gerund)...
<p>1. Furthermore/ Moreover/Besides/In addition, people on fad diets often gain more weight than they had lost.</p> <p>Besides/ In addition to suffering from poor nutrition, people on fad diets often don't lose weight. (The word suffering is a gerund).</p> <p>2. Besides/ In addition to not losing weight, people on fad diets often gain even more weight than they had lost.</p>	

Table 2.2. Transition Signals "Additional Idea"

(Retrieved from Chesla, 2006, p. 157)

B. Transition signals: Opposite Idea:

Sentence Connectors	Subordinators	Prepositions
1. On the other hand,... However,...	2. Although... Even though...	3. Despite... In spite of...

1. **On the other hand/ However**, people who want to lose weight can succeed.
 2. **Although/ Even though** fad diets do not work, there are other diets that do.
 3. **Despite/In spite of** many attempts to lose weight, I am still overweight.
- Despite/ In spite of** dieting for several years, I am still overweight.

Table 2.3. Transition Signals “Opposite Idea”

(Retrieved from Chesla, 2006, p. 157)

2.9.3. The Conclusion:

Robitaille and Connelly (2007) declare that the conclusion to the essay is the final paragraph of the essay. If the essay is very long, the conclusion might be more than one paragraph, but essays of five to ten paragraphs generally have only one paragraph of conclusion. (p. 107).

They add that there are two main common ways to conclude an essay. The first is to refer back to the quote or question that was raised in the introduction. The second is to emphasize and remind the reader of the most important points. Moreover, they stated that the length of the conclusion is smaller than the introduction. Generally, its length depends on the intricacy of the whole essay. For instance, a conclusion of three to ten sentences is sufficient for an essay of five to six paragraphs (pp. 107-108).

The last part of the essay is the conclusion; it is composed of two parts. Oshima and Hogue (2007) note:

The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. It may require one or more than one sentence.

In the second part, you may add a final comment. This is the place to express your opinion, make a judgment, or give a recommendation. However, do not add any new ideas in the concluding paragraph . Just comment on what you have already discussed. (p. 153).

Moreover, the conclusion has three main aims:

1. Indicating the essay's ending,
2. Reminding the reader of the main elements discussed,
3. Presenting the writer's opinion about the topic (p. 153).

2.10. Types of Essays:

In general, there are many types of essays. However, the ESSAYPRO website states that there are only four major types that are commonly used in academic writing: Narrative, descriptive, persuasive, and expository. They are explained as follows:

2.10.1. Narrative: Telling a Story

Narrative essays are used to tell real or imaginary stories which are meaningful for the writer. This type of writing is mainly about the writer's personal detailed experiences. It describes how the writer's life has changed by a certain event or how he has reacted towards it. In fact, this type of essay is written with the first person 'I' which helps the writer to engage the readers and make them feel as if they take part in the story. Moreover, the writer is free to express and describe his personal attitudes about people, places, and also things which affect him. In this context, he has to make the story vivid to a great extent in order to make the readers get involved. An example of this would be "The Old Man and the Sea" by Ernest Hemingway.

2.10.2. Descriptive: Painting a Picture

A descriptive essay is usually about the writer's description of a person, an object, a precious memory, or a place. This description is done through the use of the five human senses of touch, smell, sight, taste, or sound. Through his description, the writer wants to convey a certain message and a deeper meaning. In other words, the writer is not describing for the sake of describing only. Moreover, a descriptive essay requires a writer who has creative and descriptive skills. More importantly, one who manipulates adjectives and adverbs

in order to help the reader to visualize things realistically. In addition, this type of essay is usually told from the first, second, and third person.

2.10.3. Persuasive: Convince Me If You Can

In this type of essay, the writer presents his argument and all its aspects using logic, facts, sound reasoning, expert opinion, and examples. Almost all persuasive essays tackle current life issues and people's interaction with them. However, this process of making readers convinced and believing in the writer's arguments requires a variety of methods of rhetoric such as pathos, ethos, and logos. The main goal of such a type of essay is to convince and persuade the reader with the writer's opinion or recommendation to change his perspective completely. The words of a persuasive essay have to be solid and influential so as that the reader would be convinced. Hence, see his point of view as ultimately correct and the only one which makes sense.

2.10.4. Expository: It Is All About Facts

It is a balanced analysis of a topic that is presented in an informative piece of writing. Expository essays are based on facts, statistics, and examples. A set of essay variations are included in expository writings such as defining a term, comparing and contrasting, analyzing cause and effect, etc. One of the functions of this type of essay is to make the writer conduct extensive research on a theme, idea, or issue. Moreover, it aims at explaining a subject matter in a logical order by showing the writer's views as well as those of others. In the end, the writer has to provide a conclusion that is based on his findings as well as an evaluation and an estimation of the issue.

2.10.5. Characteristics of Essays:

Unique Characteristics of Essays	
<p>⇒ Expository Essay</p> <ul style="list-style-type: none"> • Deals STRICTLY with presenting the facts • Told in a third person perspective • Generally has a five-paragraph structure • Offers a solution to the problem • Determines Causes and Effects 	<p>⇒ Persuasive Essay</p> <ul style="list-style-type: none"> • Presented in a debate format • Can be told in first or third person • Holds either a 4 or 5 paragraph structure • Uses opinions as points in an argument • Usually compares and contrasts
<p>⇒ Descriptive Essay</p> <ul style="list-style-type: none"> • Presented in a debate format • Can be told in first or third person • Holds either a 4 or 5 paragraph structure • Uses opinions as points in an argument • Usually compares and contrasts 	<p>⇒ Narrative Essay</p> <ul style="list-style-type: none"> • Tells a story with a purpose • Normally told in first person but can be third • Can be written in 3 paragraphs or the size of a book • Uses figurative language and lots of quotes • Keeps things in a time linear progression

Table 2.4. Unique Characteristics of Essays

(Retrieved from 'Essay Writing with EssayPro')

Conclusion

The chapter above discusses the definitions of English as a foreign language and writing skill. Writing is about the production of the written message which has, certainly, something meaningful to convey. It is an essential skill for EFL learners; a medium of communicating students' ideas and opinions into a concrete piece of writing. It is an active process of organizing and formulating ideas on a paper. Moreover, it discusses the steps of the writing process, its importance, the sources behind poor EFL writing as well as the influence of the first language on EFL learner's writing. Moreover, this chapter also discusses the essay, the outline of an essay, its components, and its types.

CHAPTER THREE

Field Investigation

Introduction

The third chapter is the field work of the current study. It seeks to reveal EFL students' views and attitudes towards Cohesion and coherence. It also represents students' knowledge about the latter and the main problems that they face when writing EFL essays. This chapter presents the data and findings gathered from both students' questionnaires and essays. Moreover, it interprets and analyses the obtained results so as to confirm or reject the research hypothesis.

3.1. Students' Questionnaire:

3.1.1. Population of the Study:

The present study investigates the problems of cohesion and coherence faced by a sample of Master one students at the Department of English, University of 8 Mai 1945, Guelma. This study is enrolled during the academic year of 2018/2019. Sixty (60) students of the whole population of Master one have been randomly selected. Therefore, sixty copies of the questionnaire were handed out to two groups of Master one students. The selection of this sample, in particular, is based on the consideration that Master one students have reached a considerable level in the writing proficiency. Besides, they have the necessary knowledge concerning the essential stages of essay writing. Moreover, they are more exposed to the lessons of cohesion and coherence and are presumed to have linguistic competence and a mastery of English.

3.1.2. Description of Students' Questionnaire:

The student's questionnaire aims at investigating students' attitudes towards the problems that they encounter with cohesion and coherence when writing EFL essays. It is designed on the basis of the theoretical part of the present research and contributes to its

validity. The questionnaire consists of twenty eight (28) questions organized in four main sections. The questions are of distinct answer types. There are yes or no questions which require brief clarification when needed. Moreover, most of the questions are closed-ended, where participants are asked to choose from predetermined options. In addition, open-ended or follow-up questions are also used; they come in the form of further clarification such as please explain, justify, or specify. In this type of questions, participants are required to tick the appropriate answer from multiple choices list and provide a brief statement or explanation if necessary. Hence, this gives the participants an opportunity to justify their answers and to give further comments or suggestions. In fact, this type of questions is beneficial in obtaining clearer and complete sentences.

The first section is entitled “General Information”; it consists of three questions (from Q 1 to Q 3) which represent background information about the participants such as their age, gender, and years of studying the EFL Section two is entitled “EFL Essay Writing”; it includes thirteen questions (from Q 4 to Q 15). It aims at exploring students’ attitudes towards the writing task, especially essay writing, its types, components, and steps. It also investigates the sources affecting poor EFL writing. The third section is entitled “Cohesion and Coherence in EFL Essay Writing”; it is composed of twelve questions (from Q 16 to Q 28). It aims at exploring participants’ knowledge about cohesion and coherence and the main difference between them as well as the main problems that they face concerning using them when writing essays.

3.1.3. Administration of Students’ Questionnaire:

The students’ questionnaire was administered on the 28th of April, 2019 at the Department of English, University of 8 Mai 1945, Guelma. It was distributed randomly to two different groups of Master one students and was accomplished in one day. After the permission of the teacher, students answered the questions at the end of the session and the

time allocated for such procedure took from fifteen to twenty (15-20) minutes. Almost all the participants showed interest and answered all the questions easily. Hence, they provided appropriate and reliable answers to the validity of the research.

3.1.4. Data Analysis and Interpretation:

3.1.4.1. Analysis of Findings from Students' Questionnaire

Section 1: General Information

Question One: Student's age

Table 3.1.

Student's Age

Age	Number	Percentage (%)
21	18	30%
22	42	70%
Total	60	100%

As shown in table 3.1., the majority of students (70%) claimed that they are 22 years old. This indicates that they have started attending school at the age of six. Whereas, the rest of the students (30%) claimed that they are 21 old, which denotes that they have started attending school at the age of five.

Question Two: Student's gender

Table 3.2.

Student's Gender

Gender	Number	Percentage (%)
Male	9	15%
Female	51	85%
Total	60	100%

As it is presented in table 3.2., the majority (85%) of Master one students are female students. However, males represent only (15%) of the total population. This could be because females like to study and learn foreign languages more than males who prefer scientific streams.

Question Three: How long have you been studying English language so far?

Table 3.3.

Years of Studying English

Years	Number	Percentage (%)
11	48	80%
12	12	20%
Total	60	100%

Almost the majority of students (80%) confirmed that they studied the English language for 11 years. This clearly indicates that they did not fail in any of their classes until today. While only (20%) stated that they studied the English language for 12 years. This indicates that they failed once in one of their classes for a certain reason. However, the number of years all students studied English is enough and allowed them to have a

great knowledge of the language in general.

Section Two: EFL Essay Writing

Question Four: How do you evaluate your writing proficiency?

Table 3.4.

Student's Level of Writing Proficiency

Level	Number	Percentage (%)
Very good	15	25%
Good	21	35%
Average	24	40%
Low	0	00%
Very low	0	00%
Total	60	100%

As shown in table 3.4., almost half of the students (40%) claimed that their writing proficiency is average. This indicates that they get average marks in written expositions and that they should try to improve their writing skill. Moreover, (35%) of the population announced that their level in writing proficiency is good. This denotes that they get good marks in written expression courses and that their writings are good to a certain level. The rest of the students (25%) declared that their writing proficiency is very good, which implies that they master the basic rules of writing. Furthermore, none of the students stated that their writing proficiency is low or very low.

Question Five: Outside the classroom, how often do you write in English?

Table 3.5.

Student's English Writing Outside the Classroom

Frequency of writing	Number	Percentage (%)
Always	6	10%
Usually	15	25%
Sometimes	27	45%
Never	6	10%
Rarely	6	10%
Total	60	100%

When students were asked whether they write in English outside the classroom or not, (10%) of them responded by always, while (45%) replied by sometimes, and (15%) by usually. This indicates that these students are a fan of the English language and do not use it just because it is in their field of study; rather, it is part of their lives. Moreover, they may use it when chatting with their friends, commenting on social media, or even for writing poems or songs. The rest of the population were divided into a group of (10%) who rarely write in English and other (10%) who never write in English outside the classroom. This implies that they use English only inside the classroom because they are obliged to do so.

Question Six: In the classroom, how often are you asked to write essays?

Table 3.6.

Student's Essay Writing inside the Classroom

Essay writing	Number	Percentage (%)
Always	0	0%
Usually	15	25%
Sometimes	45	75%

Never	0	0%
Rarely	0	0%
Total	60	100%

As displayed in table 3.6., the majority of students (75%) replied that they sometimes write essays inside the classroom while the rest (25%) claimed that they usually do as well. This suggests that these students are skillful enough, and essay writing allows them to practice and develop their worthy transferable skills. It also permits them to improve and organize their thinking over the key concepts and issues concerning the course they are studying. However, none of the participants claimed that they always write essays. This is logically correct because essays are not usually required in all the modules. The same case is with rarely and never which were not chosen by any one of the students. This is due to the fact that Master one students have been studying English for four years at the university and it would not make sense if, throughout all these years, they have not been exposed to the experience of writing at least once or more essays.

Question Seven: How do you find the essay writing task?

Table 3.7.

How Difficult or Easy It Is to Write an Essay

The difficulty	Number	Percentage (%)
Easy	12	20%
Medium	39	65%
Difficult	9	15%
Total	60	100%

As indicated in the previous table, the majority of students (65%) stated that the essay writing task is neither easy nor difficult; it is medium. This suggests that these students' level is average, and they get average marks in written expression. They are neither excellent nor weak; they can produce well-written pieces of writing. Moreover, (20%) of the students asserted that essay writing is an easy task. This indicates that these students are competent enough to produce well-structured pieces of writing. They seem to follow and respect the basic rules of the essay writing process. However, only (15%) of students revealed that they find essay writing as a difficult task to fulfill. This might denote that these students' level of writing is low because they are not too much exposed to writing essays in the classroom, or simply because they are not serious enough to work hard and produce good writings.

Question Eight: Do you think that you are given sufficient time to write an essay in the classroom?

Table 3.8.

The Time Allocated for Students to Write Essays

Time sufficiency	Number	Percentage (%)
Yes	24	40%
No	36	60%
Total	60	100%

Table 3.8 denotes that more than half of the students (60%) proclaimed that the time allocated for writing essays is not sufficient for them. This could be because the period of time they are given is really short. It could also be because these students spend too much time thinking or drafting their ideas randomly; hence, they would not have enough time to copy their draft in the proper paper. This can also be due to the fact that a large number of

teachers give students a hard topic to write within a very short period of time, which would lead them to produce poor essays. However, (40%) of the students claimed that they are given sufficient time to write an essay in the classroom. This may indicate that they are competent students who can challenge the circumstances for the sake of learning. More importantly, given the needed time for all the students is very necessary to achieve better results.

Question Nine: What type of essay do you prefer to write about?

Table 3.9.

The Topic of the Essay

Topic of the essay	Number	Percentage (%)
Topics set by the teacher	3	5%
Topics of your choice	27	45%
Both	30	50%
Total	60	100%

According to the previous table 3.9., less than half of the students (45%) responded that they prefer to write essays of their choice. This might imply that they want to be free in expressing their ideas, feelings, and experiences. They prefer to write about the topic they love; not the one that is imposed on them on which they might not have the necessary background or knowledge. However, few students (5%) claimed that they prefer to write about topics set by the teacher. This suggests that these students are not creative and prefer to follow the instructions provided by their teacher. Furthermore, half of the students (50%) opted for the third choice, which is both. This implies that in certain times they prefer to write about topics of their own and in others, they find that teachers' suggested topics are interesting and beneficial for them in order to show their best in writing.

Question Ten: What type of essay do you prefer to write more often?

Table 3.10.

The Types of Essays

Types of essays	Number	Percentage (%)
Narrative	9	15%
Descriptive	21	35%
Persuasive	18	30%
Expository	12	20%
Total	60	100%

According to the obtained data, students' views differ concerning which type of essays they prefer to write more often. (35%) of the students chose the descriptive type. These students may have an artistic sense and like to express it by describing things or events. Hence, a good description should bring the reader to the real happening of events. In addition, (30%) selected the persuasive type. This indicates that they prefer to use logic and reason in order to defend their arguments as well as to show that their point of view is more legitimate than any other. Moreover, (20%) of the students chose the expository essay. This implies that students prefer this type of writing because they want to clarify, explain, and illustrate something in order to make it clear for readers. It could be as an investigation or evaluation of a certain theme. In addition, (15%) claimed that they prefer to write about the narrative essay. This indicates that these students prefer to tell personal experiences or stories.

Question Eleven: Do you set an outline before starting to write your essay?

Table 3.11.

The Outline of the Essay

Option	Number	Percentage (%)
Yes	42	70%
No	18	30%
Total	60	100%

Concerning Table 3.11., the large majority of students (70%) claimed that they set an outline before they start to write their essays. This denotes that they are organized and set the outline in order to categorize the main points that they will discuss. Thus, organize their ideas following a certain order. Furthermore, the outline is a guide which prevents students from getting stuck when starting to write the real essay. However, (30%) of students stated that they do not create an outline before writing an essay. This might imply that it is due to the lack of time allocated to writing the essay or to students' own way or style of writing. It can also be because these students do not consider the importance of the outline.

Question Twelve: In writing an essay, how often do you take into consideration the following?

Table 3.12.

Student's Consideration When Writing an Essay

Options	Always		Sometime s		Never		Rarely		Total	
	Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)

The introduction of an essay grabs the reader's attention and gives a general idea about what the whole essay is about.	39	65%	21	35%	0	00%	0	00%	60	100
The thesis statement introduces the argument of the essay. It is a roadmap for the following point.	33	55%	24	40%	3	5%	0	00%	60	100
The body paragraphs support the thesis statement.	51	85%	9	15%	0	00%	0	00%	60	100
The topic sentence tells the reader what the rest of the paragraph is about. It is followed by further explanation.	42	70%	15	25%	3	5%	0	00%	60	100
The conclusion restates the main argument.	60	100%	0	00%	0	00%	0	00%	60	100

Concerning the steps of the writing process that students consider the most, students have to choose one or more answers from the five choices. The majority of students (65%) considered that the introduction of an essay always grabs the reader's attention and gives a general idea about what the whole essay is about. This denotes that they know the importance of the introduction for the first impression. However, (35%) of the students believe that the introduction grabs readers' attention from time to time.

Moreover, (55%) of the students claimed that the thesis statement introduces the argument of the essay. It is a roadmap for the following point. This indicates that they pay more attention to the thesis statement and its role in the whole essay. However, (40%) of the students suggested that the thesis statement is an essential part of the essay in some cases while in others, it is not. However, only (5%) claimed that the thesis statement never introduces the argument of the essay. This suggests that these students are not aware of the importance of the thesis statement in an essay; they need improvement.

In addition, a vast majority of students (85%) assured that the body paragraphs support the thesis statement. This shows that students are aware of the function of the body paragraphs, which is to provide evidence and further explanation of the arguments. Whereas (15%) of the students claimed that body paragraphs support the thesis statement only sometimes. This suggests that these students need to correct their information.

Furthermore, a large majority of students (70%) confirmed that the topic sentence tells the reader what the rest of the paragraph is about. It is followed by further explanation. This implies that they see that the topic sentence is an essential part at the beginning of body paragraphs. However, fewer students (25%) said that the topic sentence sometimes tells the reader what is going to happen in the rest of the paragraph and is followed by more clarification. However, only a few students (5%) declared that the topic sentence never tells

the reader what is going to happen next. This implies that these students should read more about the function of the topic sentence within an essay.

All students (100%) asserted that the conclusion restates the main argument. They agreed that conclusions represent an essential part of the essay. Hence, this shows their good knowledge of the main aim of the conclusion.

Question Thirteen: Do you usually follow the stages/ steps of the writing process in your assignments?

Table 3.13.

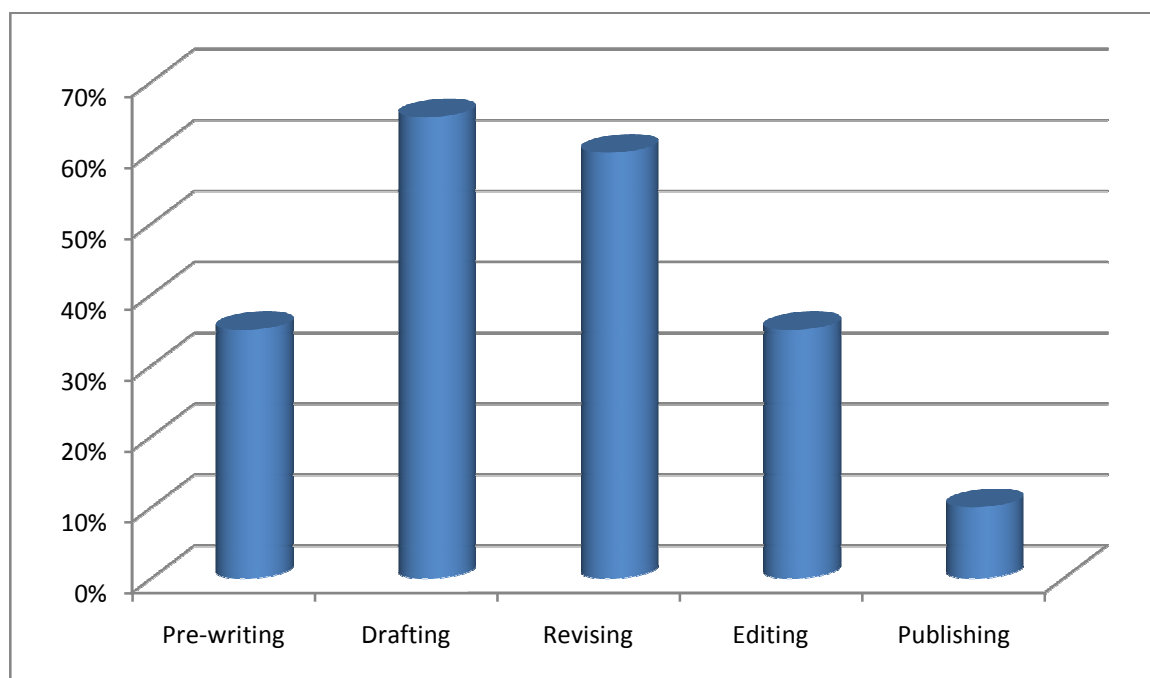
Students' Follow of the Steps of the Writing Process

Steps	Number	Percentage (%)
Yes	42	70%
No	18	30%
Total	60	100%

As it is displayed in Table 3.13., a large majority of students (70%) replied that they do follow the stages of the writing process in their assignments. This indicates, first, that students know well the different steps of the writing process. Second, most of these students are organized and work hard. They try to follow those stages and order their ideas in order to achieve better results. However, a minority of students (30%) stated that they do not follow the steps of the writing process. This might denote that they do not have the necessary knowledge concerning these steps, or that they do not follow them intentionally.

Question Fourteen: Which of the following steps of the writing process you do consider the most?

Table 3.14.

Student's Consideration of the Steps of an Essay

Concerning the steps of the writing process that students consider the most (Table 3.14.), students had to choose one or more answers from the five choices. According to the results displayed in Table 3.14, the majority of students (65%) declared that they consider the step of drafting the most when they write essays. This denotes that they focus on writing the key points and ideas in their drafts. In addition, (60%) of the students considered revising as an important step in the essay writing process. This indicates that revising is a necessary step in writing an essay; it is through which one can evaluate his whole writing. Moreover, (35%) of the students claimed that they consider the pre-writing step as the most important. This indicates that they prefer to take enough time to think of the theme presented and to brainstorm their ideas carefully. Likewise, (35%) of the students added that editing is considered as a significant step in the writing process. This indicates that they put more emphasis on editing their works at the end of the writing process. However, a small number of students (10%) picked the last choice, which is publishing. This indicates that not all students reach the publication stage.

Question Fifteen: Do you take enough time to think about the topic of the essay and organize your ideas before starting to write?

Table 3.15.

Student's organization of ideas

Organization	Number	Percentage (%)
Yes	30	50%
No	3	5%
Sometimes	27	45%
Total	60	100%

Half of the students (50%) declared that they take enough time to think and organize their ideas before starting to write. This suggests that students read and re-read the question or the statement given and analyze it carefully, then, start to write. They do not want to understand the topic in the wrong way or to be out of the subject. Moreover, (30%) pick sometimes. This indicates that from time to time, they might not have sufficient time to think deeply and organize their ideas. Moreover, a low percentage of students (5%) declare that they do not spend time neither to think about the topic nor to organize ideas. This might indicate that these students do not really care about the outcome of their hesitation in such a matter; their aim is only to finish the assignments given by the teacher.

Section Three: Cohesion and Coherence in EFL Essay Writing

Question Sixteen: What kind of problems do you face when writing EFL essays?

Table 3.16.

The Problems Faced when Writing EFL Essays

Problems	Number	Percentage (%)
Cohesion and coherence	15	25%
Lack of vocabulary	21	35%
Grammar mistakes	18	30%
Lack of prior knowledge	27	45%
Short period of time	30	50%
All the above	0	00%

Concerning the problems that students face when writing EFL essays (table 3.16.), students had to choose one or more answers from the six choices. Half of the students (50%) see that the short period of time assigned to writing essays is the fundamental issue which prevents them from producing good pieces of writing. This implies that time has a significant role in the writing process. In addition, almost half of the students (45%) claimed that the main problem that they face when writing EFL essays is the lack of prior knowledge. This suggests that if students do not have background information about the topic of the essay, it would be a problem. Moreover, (35%) of the students declared that the lack of vocabulary is the main obstacle which prevents them from producing good essays. This implies that without having a rich set of vocabulary in mind, students would confront issues in their essays. Furthermore, (30%) opted for the third choice, which is grammar mistakes. This suggests that grammatical mistakes hinder students from writing good essays. However, cohesion and coherence were picked by only (25%) of the students.

Question seventeen: During this year did you get lessons about cohesion and coherence?

Table 3.17.

Student's Reception of Lessons about Cohesion and Coherence

Lessons	Number	Percentage (%)
Yes	33	55%
No	27	45%
Total	60	100%

According to the results displayed in table 3.17., a significant percentage of students (55%) declared that they received lessons on cohesion and coherence. This implies that they have sufficient knowledge concerning cohesion and coherence this year. However, another important percentage of students (45%) claimed that they did not receive any of cohesion and coherence's lessons this year. This could be due to the fact that the syllabus that their teacher followed did not include any lessons about cohesion and coherence. As a result, since the questionnaire was distributed to two groups, it is clear that one of the groups dealt with lectures concerning cohesion and coherence while the other group did not.

Question Eighteen: If yes, how detailed are the lessons?

Table 3.18.

The Type of Lessons Received About Cohesion and Coherence

The lessons	Number	Percentage (%)
Very brief	3	5%
Brief	3	5%
Theoretical	51	85%
Practical	12	20%

Concerning the type of lessons of cohesion and coherence (table 3.18.), students had to choose one or more answers from the four choices. As it is displayed in the table above, a vast majority of students (85%) reported that the majority of lessons that they received about cohesion and coherence were theoretical. This denotes that almost during the whole year, students were only receiving input and information. They did not have the chance to practice and transmit such knowledge into real production. However, (20%) of the students mentioned that they received practical lessons about cohesion and coherence, i.e., they had the chance to write essays in the classroom. Moreover, only (5%) of the students claimed that the lessons were brief. Similarly, another (5%) of the students stated that the lessons were very brief, which implies that the lessons were not detailed and did not cover all the parts of the lecture. Hence, students were not able to acquire too much knowledge or details about cohesion and coherence.

Question Nineteen: Do you know the difference between cohesion and coherence?

Table 3.19.

Student's Knowledge of the Difference between Cohesion and Coherence

The difference	Number	Percentage (%)
Yes	36	60%
No	24	40%
Total	60	100%

Table 3.19. shows that the majority of students with (60%) do not know the difference between cohesion and coherence. In fact, many students do not recognize what cohesion is and what coherence is or even the simple difference between them; they often confuse them. This might suggest that students did not receive detailed lessons which clearly discuss and display the difference between cohesion and coherence. It might also be due to the fact that

these students were not exposed to practice; they did not write essays in which they can apply the various types of cohesion. Another reason for this is that students were not focusing on the lesson when the teacher was explaining. However, less than half of the students (40%) declared that they know the difference between cohesion and coherence. This denotes that they had courses about cohesion and coherence and know the least the basic differences between them.

Question Twenty: Tick the appropriate box for the appropriate answer:

Table 3.20.

The Appropriate Answer

Option	Cohesion		Coherence	
	Number	Percentage (%)	Number	Percentage (%)
Ideas are connected at the sentence level	42	70%	18	30%
Ideas are connected at the idea level	21	35%	39	65%
The text begins to make sense on the whole	12	20%	48	80%
The text is tied together by linguistic devices	39	65%	21	35%
The focus is on the grammatical aspects of writing	54	90%	6	10%
The focus is on the rhetorical aspects of writing	12	20%	48	80%

Concerning the question asked in the previous Table 3.20., students had to choose one or more answers from the six choices. For the first choice, the majority of students (70%) stated that when ideas are connected at the sentence level, it is cohesion. This implies that they know the function of cohesion. While the other (30%) of students claimed that it is coherence. Moreover, a large number of students (65%) chose that when ideas are connected at the idea level, it is coherence. This denotes that they know the function of coherence while the other students (35%) claimed that it is cohesion.

In addition, the vast majority of students (80%) asserted that coherence occurs when the text begins to make sense as a whole. This denotes that they have good knowledge of coherence. Whereas (20%) said that when the text begins to make sense, on the whole, it is cohesion. Furthermore, the majority of students (65%) confirmed that cohesion is achieved only when the text is tied together by linguistic devices. This denotes that students know the different cohesive devices which hold the text together. However, (35%) of the students said that coherence happens when the text is tied together by linguistic devices.

Besides, a significant majority of students (90%) assured that the focus of cohesion is on the grammatical aspects of writing. This indicates that almost all students know that the main emphasis of cohesion is on the grammatical aspects of language. Whereas, only (30%) of them claimed that the focus of coherence is on the grammatical aspects of writing. Finally, the last choice was a kind of a tricky question. It was set to see whether students are selective in their answers and do really know the difference between and coherence, or just picking choices randomly. However, the results show that they are really conscious of the difference between cohesion and coherence and serious in their answers.

Question Twenty-One: Do you face problems related to cohesion and coherence?

Table 3.21.

Problems Faced with Cohesion and Coherence

Problems	Number	Percentage (%)
Yes	30	50%
No	30	50%
Total	60	100%

Table 3.21. presents that (50%) of the population face problems with cohesion and coherence while the rest of students (50%) do not. On the one hand, this implies that half of Master one students encounter issues and difficulties when writing essays with both cohesion and coherence. That is to say, students of the first category are often confronted by obstacles whenever they are asked to produce a piece of composition, either with the use of cohesive devices or coherence and meaning. On the other hand, students of the second category face problems neither with cohesion nor with coherence. This indicates that these students have sufficient knowledge of the two concepts and know how to apply each one of them well in the text.

Question Twenty Two: How often do you use cohesive devices?

Table 3.22.

The Frequency of Using Cohesive Devices

The frequency	Number	Percentage (%)
Always	3	5%
Sometimes	24	40%
Never	24	40%
Rarely	9	15%
Total	60	100%

Table 3.22. shows the frequency of using cohesive devices among Master one students. (40%) of the students answered that they never use them and (15%) of them stated that they rarely use them as well. These students represent more than half of the population, and their answers denote that they are not that much familiar with the cohesive devices. Hence, this would surely affect their written productions and make it poor. However, the rest of the students (40%) claimed that they use cohesive devices because they see that they are needed to connect sentences together. Moreover, only (5%) of the population responded by always. This type of students knows well that by using the cohesive devices, they would help the readers to know what is going to be next in text and guide them throughout the whole writing.

Question Twenty Three: What cohesive devices do you have problems with?

Table 3.23.

Students' Problems with Cohesive Devices

Cohesive devices	Number	Percentage (%)
Reference	12	20%
Substitution	9	15%
Ellipsis	24	40%
Conjunction	15	25%
Lexical Cohesion	18	30%
Total	60	100%

As displayed in table 3.23., students' answers differ concerning the cohesive devices that they have problems with. While (40%) of the students claimed that they have issues with an ellipsis, (30%) stated that they have problems with lexical cohesion. The result also shows that (25%) of the students misuse conjunction, (20%) misapply reference, and the rest (15%) do not know how to use conjunctions well. The results obtained express that even though Master one students are at an advanced level, they still have issues concerning the correct use of the cohesive devices.

Question Twenty Four: In your opinion, a paragraph is cohesive when:

Table 3.24.

The Characteristics of a Cohesive Text

Cohesion	Number	Percentage (%)
Each sentence connects with the next and the previous	36	60%

Sentences begin with familiar Information	9	15%
Sentences end with new Information	6	10%
The focus is on one main idea that is mentioned in the topic sentence	12	20%
All of the above	12	20%

Concerning the characteristics of a cohesive text in table 3.24., students had to choose one or more answers from the five choices. More than half of the students (60%) opted for the first choice that cohesion occurs when each sentence connects with the next and the previous. This indicates that they know the function of cohesion in a text. However, few students (15%) assume that a cohesive text begins with familiar information. So, students' knowledge of what cohesion means is poor. Moreover, fewer students (10%) claimed that cohesion occurs when sentences end with new information. This suggests that these students lack knowledge of cohesion and its types. In addition, (20%) of the students selected the fourth choice which implies that the cohesive text is the one in which the focus is on the main idea that is mentioned in the topic sentence. This indicates that these students misunderstood the function of cohesion in a text or confused it with another thing. Likewise, another (20%) of the students chose all the above. This denotes that they do not know neither what makes a text cohesive nor the components of cohesion. Hence, they wanted to be in the middle.

Question Twenty Five: In your opinion, what makes a text coherent?

Table 3.25.

The Characteristics of a Coherent Text

Coherence	Number	Percentage (%)
When the text makes sense	30	50%
When its elements are linked together	18	30%
When ideas are connected at the sentence level	12	20%
When the text is easily understood	24	40%
When ideas are connected at the idea level	33	55%

Concerning students' attitudes of the characteristics of a coherent text, students had to choose one or more answers from the five choices. As presented in Table 3.25., more than half of the students (55%) selected the fifth choice which suggests that a text is coherent when ideas are connected at the idea level. This suggests that they are aware enough of the function of coherence. Almost similarly, (50%) of the students declared that the text is coherent when it makes sense. This implies that coherence is achieved when the text has meaning, and the message carried in it is successfully conveyed. Almost equally, (40%) of the students claimed that if the text is easily understood, it is coherent. This denotes to students' comprehension of the concept of coherence. However, (30%) opted for the second choice which implies that the text is coherent when its elements are linked together. This suggests that these students may have confused between cohesion and coherence. The same case was with the rest of students

(20%) who claimed that the text is coherent when ideas are connected at the sentence level which is incorrect.

Question Twenty Six: Do you order your ideas in order to create a more coherent text?

Table 3.26.

Ideas Organization

Organization	Number	Percentage (%)
Yes	27	45%
No	30	55%
Total	60	100%

The previous table indicates that more than half of the students (45%) order their ideas in order to produce a coherent text. This implies that these students are regular and want to make the text as easy for their reader to understand as possible. The rest of the students (55%) which represent somehow a big number do not organize their ideas so as that to create a coherent text.

Question Seven: If the text is cohesive, does it necessarily mean that it is coherent?

Table 3.27.

The Appropriate Answer

Opinions	Number	Percentage (%)
Yes	51	85%
No	9	15%
Total	60	100%

According to the results presented in the previous table, the large majority of students (85%) stated that if the text is cohesive, it does not mean that it is necessarily coherent. It is apparent that these students know the difference between cohesion and coherence. They also know that the text can be cohesive without being coherent even though when there is no topic which links the sentences. The rest (15%) stated that the text cannot be cohesive without being coherent, which is wrong.

Question Twenty Eight: How often do you receive feedback about your essay errors from teachers?

Table 3.28.

Teacher's Feedback

Feedback	Number	Percentage (%)
Always	18	30%
Usually	30	50%
Never	0	0%
Rarely	12	20%
Total	60	100%

As shown in table 3.28., half of the students (50%) declared that they usually receive feedback from their teachers concerning the errors that they commit when writing essays. In addition, (30%) stated that teachers always give them back feedback on their written productions. While the rest of students which represent (20%) claimed that teachers rarely do provide them with feedback. This denotes that if teachers do not provide the necessary feedback for their students, this would indeed lead to bad results. However, no one said that they never received feedback from teachers concerning their errors in essays. Moreover,

Brookhart (2008) states: “Feedback is an important component of the formative assessment process...Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice” (pp. 1-2). Hence, it is important for teachers to provide their students with the necessary feedback whenever needed.

3.1.4.2 Discussion of the Results from Students’ Questionnaire:

Section One, which is about students’ general information, reveals that all the students are aged between 21 and 22. This denotes that they are adults and mature (see Table 3.1.). In addition, this section also reveals that the majority of Master one students are females (see Table 3.2.). This indicates that females like to study the English language more than males. Moreover, the participants revealed that they have been studying English for at least eleven years (see Table 3.3.), which implies that they are familiar with learning English as a foreign language.

Section Two, which is about EFL essay writing, indicates that students’ level in the writing proficiency varies from very good, good, average, low, to very low (see Table 3.4.). Besides, the majority of students admitted that they do not write in English so often. This is due to the fact that English is not an essential language in Algeria. Moreover, students are sometimes asked to write essays in the classroom (see Table 3.6.), which implies that they are familiar to a certain extent with writing essays. They clearly declare that the essay writing task varies from easy, medium, to average (see Table 3.7.). Additionally, they admit that they are not given sufficient time to write essays (see Table 3.8.). Moreover, almost half of the students opted for writing about topics that they choose by themselves rather than those set by the teacher (see Table 3.9.). Their answers denote that they might not understand the assigned topic or simply prefer to be independent in their writings. Students’ preference for the types of essays varies from the narrative, descriptive, persuasive, to expository essays (see Table

3.10.). Moreover, the majority of the students claim that they set an outline before starting to write the essay (see Table 3.11.), which implies that they are aware of the importance of the outline in organizing the essay's parts. Furthermore, students revealed which of the parts of the essay that they consider the most (see Table 3.12.). Additionally, the majority of students claimed that they follow the stages of the writing process in their assignments (Table 3.13.). Also, students' answers concerning the steps of writing varied from pre-writing, drafting, revising, editing, to publishing (see Table 3.14.), which indicates that each student has his own methodology of writing.

Section Three, which is about cohesion and coherence in EFL essay writing, reveals that students face a variety of problems when writing EFL essays. This differs from problems with cohesion and coherence, lack of vocabulary, lack of prior knowledge, grammar mistakes, to the short period of time allocated to writing the essay (see Table 3.16.). Concerning cohesion and coherence, almost all the students declared that they received lessons about them (see Table 3.17.), coupled with the fact that the type of lessons they received vary from very brief, brief, theoretical, and practical (see Table 3.18.). In addition, a large number of students revealed that they can differentiate between cohesion and coherence (see table 3.19.), which implies that they are aware of each one's definition and function in the text. Moreover, students could successfully identify the characteristics of both cohesion and coherence (see Table 3.20.); coupled with this, students split into two parts. One part declared that they face problems with cohesion and coherence while the other one denied that (see Table 3.21.). Students' use of the different cohesive devices varies from always, sometimes, never, to rarely. This implies that the use of cohesive devices depends on their necessity within a text. Concerning the later, students identified what types of cohesion they do have problems with; they differ from reference, substitution, ellipsis, conjunction, to lexical cohesion (see Table 3.23.). Concerning the main characteristics of a cohesive text, students were asked to choose

one or more answers from the options displayed (see Table 3.24.). The majority of students claimed that the text is cohesive when each sentence connects with the next and the previous, which implies that students have a good piece of knowledge about the concept of cohesion. Equally, they were asked again to select the main characteristics which make the text coherent (see Table 3.25.). More than half of the students stated that a text is coherent when the ideas are connected at the idea level, and the whole text makes sense. This indicates that students have a good knowledge of coherence as well. Almost all students asserted that they order their ideas in order to create a coherent text (see Table 3.26.), which implies that they are following the rules of coherence in order to achieve an understandable text. Moreover, more than half of the students replied that when the text is cohesive, it does not necessarily mean that it is coherent (see Table 3.27.). This suggests that students do really know the difference between cohesion and coherence as well as the different functions that each one fulfills within a text. Teacher's feedback about students' essay errors ranged from always, sometimes, never, to rarely (see Table 3.28.). As a consequence, half of the students claimed that they usually receive feedback from their teachers. This implies that teachers play an important role in enhancing students' writing and developing their skills.

Conclusion

To conclude, the findings of this study in relation to students' problems with cohesion and coherence in EFL essay writing, have confirmed our hypothesis. This implies that when EFL students overcome cohesion and coherence problems, their essay writing would improve. EFL Students' problem with cohesion and coherence is a serious issue which highly affects their written productions. Furthermore, these problems are highly debated amongst researchers. More importantly, their importance is embedded in maintaining the integrity and unity of the text; thus, conveying the message of the writer effectively. In addition, it is up to the designers and teachers to include these courses under the syllabuses. Hence, teachers need

to raise their awareness of the importance of cohesion and coherence and its implication in classroom contexts, which would help students' essay writing. Students also need to enrich their knowledge about cohesion and coherence and be aware of their effectiveness in improving their writing skill.

3.2. Students' Essays Analysis:

Introduction

The population of our research is Master One students at the Department of English, University of 8 Mai 1945, Guelma. Two teachers were kindly asked to select one of the two proposed topics for the essays and present them to their students in the form of a sudden test or quiz. The two groups were given different topics. The aim behind this is that the vocabulary will be different; hence, we will tackle a wider range of vocabulary. Moreover, students were asked to develop essays about those topics (they did not know that their essays will be a case study in our research so as that the quality of writing will be spontaneous and normal). Furthermore, the time assigned for students to write the essays was about forty-five minutes to one hour (45min-1h). As a consequence, the total number of essays written by students is fifty (50) essays. Students provided authentic and reliable essays which would help to the validity of the research. In our analysis, we have taken into consideration both cohesion and coherence, including their types.

3.2.1. Data Analysis and Interpretation:

The topics of the essays:

1. In a well-structured essay, state the difference between being an academic writer and an academic thief provided that you give a clear example.
2. In a well-structured essay, discuss the interconnectedness between cohesion and coherence provided that you give a clear example.

3.2.1.1. Analysis of Findings from the Students' Essays:

In conducting the analysis of the students' essays, three steps are undertaken. Firstly, student's essays have been deeply analyzed in order to retrieve the main mistakes in cohesion and coherence. Secondly, students' errors concerning the use of cohesion and coherence are counted according to the types that they belong to in order to provide the correct percentage of their frequency. Finally, the third step presents the arithmetic mean of the correct or the wrong use of both the cohesive devices and coherence in students' essays.

A. The First Step:

The Mistake	The Type of the Mistake	The Correct Form
1. Cohesion is about the grammatical structure of the text; coherence also is considered as the semantic property of a particular discourse.	Cohesion (Additive Conjunction).	Cohesion is about the grammatical structure of the text. Whereas, coherence is considered as the semantic property of a particular discourse.
2. The academic writer should be objective without mentioning his opinion however plagiarism is a way of bringing information of someone else and consider as your.	Cohesion (Adversative Conjunction, Personal Reference).	The academic writer should be objective without mentioning his opinion. <u>However</u> , plagiarism is a way of bringing information of someone else and consider <u>it yours</u> .

<p>3. The academic writing is to writing in academic way is the process of getting ideas together to get direct information and related subject. Academic writing present formal topic not complex topic.</p>	<p>Coherence. Cohesion (Reiteration: Repetition, Additive Conjunction).</p>	<p>Academic writing is to write in an academic way. <u>It is</u> the process of connecting ideas together in order to convey the direct information that is related to the subject. <u>Moreover</u>, it presents a formal topic, one that is not complex.</p>
<p>4. For exemple when a writer is writing an academic essay taking information from the encylopedia, he should mention the citation for it.</p>	<p>Cohesion (Additive Conjunction, Personal Reference).</p>	<p>For example, when a writer is writing an academic essay <u>and</u> takes information from the encyclopedia, he should mention <u>its source</u>.</p>
<p>5. Academic writing is a process of writing information and ideas by giving a clear way, also by expressing and just strict to the point that we attend to say.</p>	<p>Coherence (the meaning is not clear). Cohesion (Additive Conjunction).</p>	<p>Academic writing is the process of expressing information and ideas in a clear way. <u>Moreover</u>, the writer should be direct to the point in order to convey the intended meaning.</p>
<p>6. Academic thief or plagiarism is when someone takes someone's else ideas and present it as if they are his.</p>	<p>Cohesion (Personal Reference).</p>	<p>Academic theft or plagiarism is when someone takes someone else's ideas and presents <u>them</u> as if they are his.</p>

<p>7. The academic writer is someone who write his formal research uses own ideas in his writing and in which he respect all the steps of writing.</p>	<p>Cohesion (Personal Reference).</p>	<p>The academic writer is someone who writes his formal research and uses <u>his</u> own ideas in his writing, in which he respects all the steps of writing.</p>
<p>8. Plagiarism is stilling other people's work and put your name on it sometimes you take as it is.</p>	<p>Cohesion (Additive Conjunction, Personal Reference).</p>	<p>Plagiarism is stealing other people's work and put your name on it, <u>and</u> sometimes you take <u>it</u> as it is.</p>
<p>9. Academic writing requires searching numerous works. Various fields of study in order to back the purpose of your piece of work, to provide evidence.</p>	<p>Coherence.</p>	<p>Academic writing requires searching for numerous works in order to provide evidence and support your piece of work.</p>
<p>10. Academic writing refer to the process of presenting information in a reasonable, original, systemic objective way.</p>	<p>Cohesion (Additive Conjunction).</p>	<p>Academic writing refers to the process of presenting information in a reasonable, original, systematic, <u>and</u> objective way.</p>

<p>11. Academic writing it is the use of both own idea and some researchers idea on text, but it is must of citing the source from when we set the information, even we paraphrase or summarise other idea that it's not own we should cite again the source it's true that is our own word but it's not our own idea.</p>	<p>Coherence (ambiguous meaning, no flow of ideas). Cohesion (Adversative Conjunction, Additive Conjunction, Causal Conjunction).</p>	<p>Academic writing is the use of both our own ideas and some researchers' ideas in the text. <u>However</u>, this requires citing the sources from which we took the information. <u>In other words</u>, even if we paraphrase or summarise other ideas which are not our own, we should cite the source. <u>Hence</u>, it is true that the words are ours, but the ideas are not.</p>
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<p>12. Plagiarism is to write something which is not your and state as if it is your.</p>	<p>Cohesion (Personal Reference)</p>	<p>Plagiarism is to write something which is not <u>your own</u> and state <u>it</u> as if it is <u>yours</u>.</p>
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<p>13. Academic writing is the style researchers use to write or record their works in a logical way. On the other hand plagiarism is the act of stealing works.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p><u>On the one hand</u>, academic writing is the style that researchers use to write or record their works in a logical way. <u>On the other hand</u>, plagiarism is the act of stealing works.</p>
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<p>14. The academic writing which is the process of presenting ideas in rational way main characteristics are formality, accuracy explicitness.</p>	<p>Cohesion (Personal Reference, Additive Conjunction).</p>	<p>Academic writing is the process of presenting ideas in a rational way. <u>Moreover, its main</u> characteristics are formality, accuracy, <u>and</u> explicitness.</p>
<p>15. An academic writing is a logical way of thinking that we should make in a clear way in order to achieve something. Whereas in the other hand plagiarism is a process that contradicts completely the Academic writing works.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p><u>On the one hand,</u> academic writing is the logical process in which we should produce clear statements in order to achieve something. <u>On the other hand,</u> plagiarism is the process which contradicts completely how academic writing works.</p>
<p>16. An academic thief is that person use The anotherized work, (though) ideas, passages of somepne else: and the representation of works as if he is the one really did do it. On the other hand the academic writer is a person uses credible and authentic informations.</p>	<p>Cohesion (Adversative Conjunction, Demonstrative Reference, Nominal Substitution, Personal Reference).</p>	<p><u>From the one hand,</u> an academic thief is that person <u>who</u> uses the unauthorized work, thoughts, ideas, and passages of someone else. Furthermore, he represents <u>these</u> works as if he is the <u>one who</u> really wrote <u>them</u>. <u>From the other hand,</u> an academic writer is a person <u>who</u> uses credible and authentic information.</p>

<p>17. In contrast, an academic thief is a students or a writer that take information and ideas in order to use it in his own work without mentioning the sources of it.</p>	<p>Cohesion (Demonstrative Reference, Personal Reference).</p>	<p>In contrast, an academic thief is a student or a writer <u>who</u> takes information and ideas in order to use <u>them</u> in his own work without mentioning <u>their</u> sources.</p>
<p>18. From the contrast there is a thief writer who consider other point of views belong to him stating it with no references.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p><u>By contrast</u>, there is a thief writer who considers that others' points of view belong to him by citing <u>them</u> with no references.</p>
<p>19. Academic writing and plagiarism are two of phenomenons that share the same porpuse...for plagiarism on the other hand is simply steeling somebody else words.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p><u>On the one hand</u>, academic writing and plagiarism are two phenomena which share the same purpose...For plagiarism, <u>on the other hand</u>, it is simply stealing someone else's words.</p>
<p>20. Any piece of academic writing focused mostly on the language it self it has to be accurate correct and clear.</p>	<p>Coherence Cohesion (Additive Conjunction, Personal Reference).</p>	<p>Any piece of academic writing focuses mostly on the language itself. <u>Thus</u>, it has to be accurate, correct, and clear.</p>
<p>21. Academic writing is the</p>	<p>Cohesion</p>	<p>Academic writing is the process</p>

process of writing in an academic way. The writer of academic writing should be objective, clear in presenting the information.	(Nominal Substitution, Additive Conjunction).	of writing in an academic way. The <u>one</u> who writes academically should be objective <u>and</u> clear in presenting the information.
22. The academic thief or plagiarist is considered as the act of fraud where the academic thief steal and use others works, passages...etc and considered it as own work without paraphrasing or even cited the source.	Cohesion (Additive Conjunction, Demonstrative Reference, Personal Reference).	The academic theft or plagiarism is considered as the act of fraud where someone steals and uses others' works and passages, etc. <u>In addition</u> , he considers <u>them</u> as <u>his/ her</u> own work without paraphrasing or even citing the source.
23. The cohesion is the use of the grammatical rules. Coherence doesn't take in consideration the grammatical rules whereas emphasis the meaning.	Cohesion (Adversative Conjunction).	Cohesion is the use of grammatical rules. However, coherence does not take into consideration the grammatical rules; rather, it emphasizes the meaning.
24. The coherence and cohesion are of standards of textuality which is what make text a text; cohesion and coherence require context.	Coherence.	Coherence and cohesion are two of the standards of textuality. Both of them require context and give meaning and unity for the whole text.
25. Cohesion refers to the	Cohesion	Cohesion, <u>on the one hand</u> ,

<p>grammatical form of the text or speech...Coherence on the other hand only deals with the meaning and therefore, if a text makes sense even with the lack of the cohesion, it is considered coherent.</p>	<p>(Adversative Conjunction, Causal Conjunction).</p>	<p>refers to the grammatical form of the text or speech... <u>Coherence, on the other hand,</u> deals with meaning. <u>Therefore,</u> if a text makes sense even with the lack of the cohesion, it is considered as coherent.</p>
<p>26. The cohesion it deals within the context it has two types recurrence and junction, coherence whereas we found that the meaning is embedded.</p>	<p>Cohesion (Additive Conjunction, Adversative Conjunction).</p>	<p>Cohesion deals with the parts of the text, <u>and</u> it has two types: recurrence and junction. <u>However,</u> in coherence, we find that the meaning is embedded.</p>
<p>27. When you are reading a text you find the coherence and cohesion. Cohesion is about the grammatical ties, coherence is about what make the sence in the text. The relationship between the cohesion and the coherence are used in discourse analysis to shows the meaning of the text.</p>	<p>Cohesion (Adversative Conjunction, Causal Conjunction).</p>	<p>When you are reading a text, you find coherence and cohesion. Cohesion is about the grammatical ties while coherence is about what makes sense in the text. <u>Consequently,</u> cohesion and coherence are used in discourse analysis in order to show the meaning of the text.</p>
<p>28. In addition the coherence</p>	<p>Cohesion</p>	<p>In the coherence, <u>in addition,</u> we</p>

when we are talking about specific event we use words relates to the topic.	(Additive Conjunction).	use words related to the topic when we are talking about a specific event.
29. The cohesion is dealt with the grammatical devices divided into two types the recurrence and junction and we find it within reading with elements cohesion two.	Coherence Cohesion (Additive Conjunction, Personal Reference).	Cohesion deals with grammatical devices; they are divided into two types: recurrence and junction. <u>Besides</u> , we may find <u>it</u> when reading a text as well as with coherence.
30. ...They are somehow different in which cohesion is direct, whereas when you read you understand it is into two types; recurrence and junction, however, the coherence is indirect.	Coherence (Additive Conjunction, Adversative Conjunction).	...They are somehow different in which cohesion is direct; it means that when you read, you understand. <u>Moreover</u> , it comes in two types: recurrence and junction. <u>However</u> , coherence is indirect
31. In order to understand the meaning that is given to you; coherence is required unless the reader will be totally lost in your writings.	Coherence (Comparative Reference).	In order to understand the meaning that is given to you, coherence is required. <u>Otherwise</u> , the reader will be totally lost in your writing.
32. Coherence and cohesion serves the context; while the	Coherence.	Cohesion and coherence both serve the context and meaning is

<p>common factor between them is meaning, but there is one different thing between them; in cohesion the meaning is hidden like in coherence the meaning is crystal clear.</p>		<p>the common factor between them. The only difference between the two is that the meaning is very clear in the coherence, while it is hidden in cohesion.</p>
<p>33. So, there is a interconnectedness between that two standards of intextuality in which a cohesive text will lead to a coherence.</p>	<p>Cohesion (Demosntrative Reference, Nominal Substitution).</p>	<p>So, there is an interconnectedness between <u>these</u> two standards of textuality, in which a cohesive text will lead to a coherent <u>one</u>.</p>
<p>34. Cohesion is about the grammatical ties...In the other hand, coherence is about the meaning in the first place.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p><u>On the one hand</u>, cohesion is about grammatical ties...<u>On the other hand</u>, coherence is about meaning in the first place.</p>
<p>35. The cohesion is more related to the grammatical and lexical side, though the coherence is more related to the semantic side.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p>Cohesion is related to the grammatical and lexical side <u>while</u> coherence is more related to the semantic one.</p>

<p>36. Coherence is the meaning that it is hidden, not clear in other hands, cohesion is when the meaning is clearly stated.</p>	<p>Cohesion (Adversative Conjunction, Additive Conjunction).</p>	<p><u>On the one hand</u>, coherence is the meaning that it is not clear <u>and hidden</u>. <u>On the other hand</u>, cohesion is when the meaning is clearly stated.</p>
<p>37. However, cohesion and coherence is what make sense in the context. The types are using during the discourse analysis.</p>	<p>Cohesion (Demonstrative Reference).</p>	<p>However, cohesion and coherence are concerned with what makes sense in the context. <u>These</u> types are used during discourse analysis.</p>
<p>38. Coherence is related to the meaning of the sentence. Coherence means that the text is appropriate to its context.</p>	<p>Cohesion (Reiteration, Repetition, Personal Reference).</p>	<p>Coherence is related to the meaning of the sentence. <u>It</u> means that the text is appropriate to its context.</p>
<p>39. Cohesion is about the relationship between the element of a text, coherence is about the relationship with a context.</p>	<p>Cohesion (Adversative Conjunction).</p>	<p><u>Whereas</u> cohesion is about the relationship between the elements of a text, coherence is about the relationship with a certain context.</p>

Table 3.32. The Mistakes Found in Students' Essays Concerning the Use of Cohesion and Coherence

Table 3.32. displays the mistakes found in students' essays concerning the use of cohesion and coherence. The whole population who participated in writing the essays is fifty (50) students. The majority of Master one students, thirty-nine (39), have problems with

cohesion and coherence while only eleven (11) of them do not. Moreover, not all the mistakes are retrieved since they are a lot, and too many of them are repeated. Only one mistake from each essay is retrieved and displayed in the Table above as an illustration. The reason why students commit these mistakes can be due to many factors which would definitely affect the quality of their writing. Furthermore, the type of mistake is identified whether it is cohesion or coherence, and a possible correction of the mistakes is provided.

B. The Second Step:

The Type of Mistake	Number	Percentage %
Endophora	00	00%
Exophora	00	00%
Personal Reference	28	15.13%
Demonstrative Reference	13	07.02%
Comparative Reference	08	04.32%
Nominal Substitution	12	6.48%
Verbal Substitution	00	00%
Causal Substitution	00	00%
Nominal Ellipsis	00	00%
Verbal Ellipsis	00	00%
Causal Ellipsis	00	00%

Additive Conjunctions	47	25.40%
Adversative Conjunctions	40	21.62%
Causal Conjunctions	12	06.48
Temporal Conjunctions	00	00%
Reiteration (Repetition)	12	06.48%
Collocations	00	00%
Coherence	13	7.02%
Total	185	100%

Table 3.33. The Frequency of Students' Mistakes in Cohesion and Coherence

The previous Table 3.33. presents the statistical percentage of the frequency of students' mistakes in cohesion and coherence. All the types of cohesion are presented in the table above; however, not all of them were identified in students' essays. Moreover, the frequencies of students' mistakes in coherence as well as in cohesion are categorized according to the types that they belong to. That is to say, students' different mistakes are put under one type of category.

C. The Third Step:

The Number of Essays	The Arithmetic Mean of the Wrong Use		The Arithmetic Mean of the Correct Use	
	Cohesive devices	Coherence	Cohesive Devices	Coherence
50	6.2	3.6	4.1	6.8

Table 3.34. The Arithmetic Mean of the Correct or the Wrong Use of the Cohesive Devices and Coherence in Students' Essays.

As displayed in Table 3.34., the total number of essays written by students is fifty (50). In addition, the arithmetic mean of the wrong use of cohesion in students' essays is 6.2, whereas the arithmetic mean of the wrong use of coherence in students' essays is 3.6. Moreover, the arithmetic mean of the correct use of cohesion in students' essays is 4.1, whereas the arithmetic mean of the correct use of coherence in students' essays is 6.8.

3.2.4.2 Discussion of Results from the Students' Essays:**A. Cohesion:**

According to the results displayed in the three Tables above, Master one students frequently encounter problems with the cohesive devices, especially the grammatical ones. However, a small group of students does face problems with coherence. In the first Table (3.32.), fifty (50) essays of students are carefully analyzed, the mistakes are retrieved, and a possible correction where students committed the errors is provided. Moreover, not all the types of cohesion, including grammatical and lexical, lack from students' essays or are misused.

In the second Table (3.33.), the most frequent cohesive devices that students did not use or know how to use are the additive conjunctions by (25.40%). Students often do not use the additive conjunctions, i.e., they sometimes connect ideas by using punctuation marks, and in others, they absolutely forget them. Therefore, students should search and learn more about the correct use of the additive conjunctions because they are very essential in essays. Moreover, (21.62%) of the students misused or forgot totally to add the adversative conjunctions. This can be due to the fact that students do not know how to move from one idea to a different one or to express contrast or opposition between two expressions. Besides, students faced (06.48%) of the problems with causal conjunctions. They do not know how to show the relationship between two variables, where one causes the other to occur. Furthermore, Uzun (2017) in his article states that the conjunctions are very important in any piece of writing because they link sentence, clauses, and paragraphs together (p. 307).

In addition, (15.13%) of the frequent mistakes that students commit is the personal reference. They usually do not refer to the subject by using the appropriate personal reference; rather, they use the wrong one. Also, (07.12%) of the mistakes are of demonstrative reference. This indicates that students do not know when to use the demonstrative pronouns and when not. In fact, the demonstrative reference is used in order to avoid repetition and wordiness. Moreover, only (04.32%) were the mistakes of the comparative reference. Students often do not know how to express likeness or difference between two or more items. Furthermore, (06.48%) of the mistakes were of nominal substitution. Students did not use nominal substitution in order to avoid repeated nouns. In lexical cohesion, repetition is quietly used by (06.48%). Students usually repeat the same words, adjectives, or adverbs in their writing, which makes it poor. They repeat the same words because they do not have the necessary vocabulary or terms to alter them with other ones.

In the third Table (3.34.), the errors found in each of the fifty (50) essays are identified, counted, and calculated in order to get the arithmetic mean of the correct and the wrong use of both cohesion and coherence in student's essays. On the one hand, the arithmetic mean of the wrong use of cohesion in students' essays is 4.1. This means that 4.1 is the number of how much students have used or applied the cohesive devices properly in their essays. On the other hand, the arithmetic mean of the wrong use of cohesion in students' essays is 6.2. This indicates that the number of how much students misused or forgot to add the cohesive devices in their essays is more than the first. These two results display that Master one students at the Department of English, University of 8 Mai 1945, Guelma have problems with the use of cohesion and coherence, especially cohesion. Hence, students should enhance their writing skill in order to use cohesion and coherence appropriately.

B. Coherence:

Coherence is an important quality for good writing. The content of any essay should maintain it in the all paragraphs; however, it is difficult to make a whole text coherent. A small number of Master one students faced problems with coherence when writing their essays. As Table 3.34 displays, the arithmetic mean of the correct use of coherence in students' essays is 6.8, whereas the arithmetic mean of the wrong use of coherence in students' essays is 3.6. This indicates that a good number of students are competent and produced coherent essays. These students do not have problems with coherence and find it easy to convey the intended meaning. However, only a few students did not know how to connect ideas together and stay in the same context. They sometimes speak about something then move directly to another one without giving a clear link between the ideas. Hence, they fail to create an overall coherent essay. Therefore, students should give more importance to coherence because it is considered as the product that is combined with many factors. These

factors make every sentence, phrase, and paragraph participate in giving meaning to the whole essay.

Finally, all the mistakes that Master one students face in cohesion and coherence may be due to many factors. First, the interference of the students' native language on their writing can be a major factor. That is to say, students sometimes think in Arabic, then translate the sentences or the whole text into English, which would definitely influence the quality of their writings. Second, students' poor knowledge of the types of cohesion and coherence and their correct application. The latter can be due to the fact that cohesion and coherence courses were not included within the curriculum; hence, were not taught. It may also be because students were taught these lessons but did not give them much importance. Third, the short period of time also plays a major role because students may not use a lot of cohesive devices or move from one idea to another without considering coherence.

Conclusion

In the end, we may conclude that almost all Master one students at the Department of English at Guelma University misuse the cohesive devices, especially the grammatical ones. However, the almost majority of them write well-structured and coherent essays. Cohesive devices are considered as one of the fundamental elements which contribute to the general quality of writing. Cohesion and coherence both contribute to the unity of the text. That is to say, paragraphs should have a single topic which is first introduced in the topic sentence. In addition, the supporting sentences should provide more details (related to the topic). They serve as a link which makes a connection and achieves shifts between ideas. Students need to enhance their writing skill so as they can include the different cohesive devices within their writings in order to create a more powerful text.

GENERAL CONCLUSION

The present research was conducted in order to investigate students' problems with cohesion and coherence in EFL essay writing. The purpose of this research is to raise students' awareness of the importance of applying cohesion and coherence in EFL essay writing. Basically, this study is divided into three main chapters. The first two chapters are theoretical. They deal with writing skill and essays, as well as cohesion and coherence. However, the third chapter is practical; it investigates students' attitudes and essays. It reports the main results and findings, as well as their interpretations and analyses. Moreover, in order to prove or disapprove the hypothesis of this research, a descriptive method was adopted. This practical investigation achieved results by means of a questionnaire and essays analysis. Furthermore, the questionnaire was administered to sixty (60) Master one students at the Department of English, University of 8 Mai 1945, Guelma. In addition, the Essays were written by fifty (50) Master one students at the same Department. The aim of the questionnaire was to gather students' views and attitudes concerning the topic in question. Besides, the aim of the essays was to observe and detect students' problems with cohesion and coherence. According to the obtained data from students' questionnaire, it is indicated that students are not so familiar with the use of cohesion and coherence in EFL essays. In addition, students' essays showed that these students really face serious problems with them. In fact, we deduce that the majority of Master one students lack competence in realizing cohesion and coherence. They also have grammar and spelling mistakes, poor vocabulary, and punctuation errors. Furthermore, depending on the reported results, we suggest some implications for both teachers and students. Consequently, a good essay requires various principles which would make it well-structured, coherent, and meaningful. As a consequence, it is a necessity to demand from the department of English to integrating cohesion and coherence as a separate module or at least make it as an essential part in the other modules.

3.3. Pedagogical Implications

From the obtained results of this study, it is observed that Master one students face a lot of problems when writing EFL essays. Therefore, cohesion and coherence should be taught deeply in order to solve such problems. The modules where cohesion and coherence can be taught are written expression, discourse analysis, and linguistics. Moreover, some pedagogical implications are suggested for both teachers and learners.

3.3.1. Implications for Teachers

EFL teachers need to enhance their teaching methods in order to raise students' awareness for the importance of the use of cohesion and coherence for the overall quality of the text.

- Teachers should allocate more time for students to write essays in order to help them in practicing the writing skill and applying cohesion and coherence.
- In the classroom, the teacher should change his role from a controller to a facilitator in order to help his students during the writing process.
- The teachers should teach students intensively about the types of cohesion and how to apply them in the text, as well as how to maintain the coherence of the overall text.
- The teachers should observe and make sure that students are using cohesive devices and maintaining coherence in their writing in order to create more powerful compositions.
- The teachers should encourage and motivate students to practise writing different types of essays in order to enhance their level. They should provide them with direct and positive feedback.

3.3.2. Implications for Students

- Students should develop their writing skill and engage more in the writing process. They should work in pairs or groups to exchange their compositions. This helps them

to evaluate each other's mistakes in cohesion and coherence and provide comments or suggestions as a correction.

- If the lesson is short, not enough detailed, or anything is ambiguous, students should ask their teacher for further information or explanation.
- Students should make the writing process as a necessity not only in studying; instead, they should practice it at home also in order to enrich their vocabulary as well as to enhance their style of writing.
- Students should read more books and articles about cohesion and coherence and how to apply them in the text.
- Students should also read a lot of different types of books and novels because this helps them to memorize some useful sentences and phrases in order to employ them later when necessary; hence, enhance their writing style.
- Students should be more serious about the importance of applying cohesion and coherence in their essays properly.

3.4. Limitations of the Study

Despite the fact that the present research has achieved its aims, one limitation was inevitable. The limitation is that the data, with respect to learners' opinions and perceptions, were gathered through using a questionnaire. Dörnyei and Taguchi (2010) state that one of the main drawbacks of the latter is the "social desirability bias" (p. 8). Although students were informed that their answers for the questionnaire are anonymous and will be used only for research purposes, bias may have existed. That is to say, students may not have replied honestly, and just answered randomly or even gave answers which could benefit the current study.

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APPENDIX I

Students' Questionnaire

Dear Master One students,

The research entitled: "Students' problems with cohesion and coherence in EFL essay writing" is being conducted. This questionnaire aims at finding out students' views about the problems that they face with cohesion and coherence in writing EFL essays.

You are kindly required to tick the appropriate box (es) which corresponds to your choice or make a full statement (s) on the left blanks when necessary. It would be very appreciated if you devote some of your time to answer this questionnaire. Your answers are crucial for the validity of this research and graduation. Thank you in advance for your cooperation.

Section One: General Information**1. Age:**

..... Years.

2. Gender:

Male	
Female	

3. How long have you been studying English language so far?

..... Years.

Section Two: EFL Essay Writing**4. How do you evaluate your writing proficiency?**

Very good	Good	Average	Low	Very Low

5. Outside the classroom, how often do you write in English?

Always	Usually	Sometimes	Never	Rarely

6. In the classroom, how often are you asked to write essays?

Always	Usually	Sometimes	Never	Rarely

7. How do you find the essay writing task?

Easy	Medium	Difficult

8. Do you think that you are given sufficient time to write an essay in the classroom?

Yes	
No	

9. What kind of topics do you prefer to write about?

Topics set by the teacher	Topics of your choice	Both

10. What type of essay do you prefer to write more often?

Narrative	Descriptive	Persuasive	Expository

11. Do you set an outline before starting to write your essay?

Yes	
No	

If yes, please explain why:

.....

.....

12. In writing an essay, how often do you take into consideration the following?

	Alwa ys	Som etim es	Nev er	Rare ly
The introduction of an essay grabs the reader's attention and gives a general idea about what the whole essay is about.				

The thesis statement introduces the argument of the essay. It is a roadmap for the following point.				
The body paragraphs support the thesis statement.				
The topic sentence tells the reader what the rest of the paragraph is about. It is followed by further explanation.				
The conclusion restates the main argument.				

13. Do you usually follow the stages/ steps of the writing process in your assignments?

Yes	
No	

14. Which of the following steps of the writing process you do consider the most?

(Multiple choices)

Prewriting	Drafting	Revising	Editing	Publishing

15. Do you take enough time to think about the topic of the essay and organize your ideas before starting to write?

Yes	
No	
Sometimes	

Section Three: Cohesion and Coherence in EFL essay writing

16. What kind of problems do you face when writing EFL essays? (Multiple choices)

Cohesion and coherence	
------------------------	--

Lack of vocabulary	
Grammar mistakes	
Lack of prior knowledge	
Short period of time	
All of the above	

If others, please specify:

.....

.....

17. During this year, did you get lessons on cohesion and coherence?

Yes	
No	

18. If yes, how detailed are the lessons?

Brief	Very brief	Theoretical	Practical

19. Do you know the difference between cohesion and coherence?

Yes	
No	

If yes, what is the difference please?

.....

.....

20. Tick the appropriate box for the appropriate answer:

	Cohesion	Coherence
Ideas are connected at the sentence level		
Ideas are connected at the idea level		
The text begins to make sense on the whole		
The text is tied together by linguistic devices		
The focus is on the grammatical aspects of writing		
The focus is on the rhetorical aspects of writing		

21. Do you face problems related to cohesion and coherence?

Yes	
No	

If yes, please explain what kind of problem:

.....

.....

22. How often do you use cohesive devices?

Always	Sometimes	Never	Rarely

23. What cohesive devices do you have problems with?

Reference	Substitution	Ellipsis	Conjunction	Lexical cohesion

24. In your opinion, a paragraph is cohesive when: (Multiple options)

Each sentence connects with the next and the previous	
Sentences begin with familiar information	
Sentences end with new information	
The focus is on one main idea that is mentioned in the topic sentence	
All of the above	

25. In your opinion, what makes a text coherent? (Multiple options)

When the text makes sense	
When its elements are linked together	
When ideas are connected at the sentence level	
When the text is easily understood	
When ideas are connected at the idea level	

26. Do you usually order your ideas in order to create a more coherent text?

Yes	
No	

27. If the text is cohesive, does it necessarily mean that it is coherent?

Yes	
No	

28. How often do you receive feedback about your essay errors from teachers?

Usually	Sometimes	Never	Rarely

If you have any suggestions or recommendations, please feel free to comment:

.....

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION!

APPENDIX 2

(A)

1. In a well-structured essay, state the difference between being an academic writer and an academic thief provided that you give a clear example.

Harizeche Nour ~~el~~ Houada 9803

F - in small paragraph state the difference between an academic writer and academic thief provide one single example on A.W.

is this how we define it ???

- The difference between academic writer and Academic Thief is that ^{someone who} the academic writer ~~is~~ ^{is} ~~when he~~ write his formal research he uses his own ideas ~~and~~ ^{and} in his writing in which ~~he~~ respect all the steps and characteristic of the academic writing and avoid to use other people's work in his own and even if he uses other people's ideas he doesn't use it as it is but he try to ^{tries} ~~restate~~ it ~~or~~ ^{or} paraphrase it in his own way and the example of this kind of writing is "The Kiva"

if course!

- The academic thief is someone who uses other people's ideas and works in his own work as it is without respecting that his writing is academic and he

should provide a new ideas as researcher
and there is ~~many~~ types of academic thief??
like who take other people's work and others
who takes from their own previous works,
and this phenomenon is called plagiarism
which is stealing other people's work and put
your name on it ^{and} sometimes you take ^{it} as
it is and sometimes just stealing just
ideas from the work.

Catastrophic grammar
+
No Example

APPENDIX 3

(B)

2. In a well-structured essay, discuss the interconnectedness between cohesion and coherence provided that you give a clear example.

In a small paragraph discuss the interconnectedness betw cohesion & coherence provided that you give a clear example.

Lamis
67=05

emphasizes
present

iff
handble

Generally speaking, discourse analysis is concerned with the cohesion and the coherence of the message. The first one emphasizes on the form and structure of message in which grammar and vocabulary are clearly mentioned with the use of linking words, pronouns... e.g.: the conference of the last week was really enjoyable. I personally learned a lot of things from it, especially the way teachers presented. However, coherence deals with certain contents that convey or hidden meanings. e.g.: I said to my friend that my bag is too heavy, here I'm waiting for her to help me and take it. Finally, saying cohesion implies coherence but not the opposite.

C+

ملخص

تحاول الدراسة الحالية استكشاف مشكلات التماسك والاتساق التي تواجه الطلاب خلال كتابة مقالات الإنجليزية كلغة الأجنبية. يهدف هذا البحث إلى استكشاف مواقف الطلاب وتصوراتهم بشأن المشاكل والعقوبات التي يواجهونها عند استخدام التماسك والاتساق في كتابة مقالات الإنجليزية كلغة الأجنبية. يتبنى البحث الحالي المنهج الوصفي ، والذي يتجلى من خلال استبيان وتحليل لمقالات الطلاب. تم اختيار عينة من هذا البحث بشكل عشوائي من طلاب سنة اولى ماستر في قسم اللغة الإنجليزية، جامعة 8 ماي 1945 قالمة. ستون (60) طالبًا شاركوا في الإجابة على الاستبيان وشارك خمسون (50) طالبًا آخر في كتابة المقالات. تكشف النتائج المستخلصة أن طلاب سنة اولى ماستر يواجهون مشاكل خطيرة في الاتساق والتماسك عند كتابة مقالات الإنجليزية كلغة الأجنبية. وبالتالي ، يجب أن تؤخذ في الاعتبار الجدي ضرورة تضمين دروس التماسك والاتساق وكذلك إتاحة الفرص للطلاب لممارسة كتابة مقالات باللغة الأجنبية الإنجليزية من خلال استخدام التماسك والاتساق في جميع المواد.

الكلمات المفتاحية: الاتساق ، التماسك ، كتابة المقالات ، متعلمي اللغة الإنجليزية الأجنبية.