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Investigating EFL Students' Problems with Coherence and Cohesion in Writing

Paragraphs.

The Case Study of Second Year LMD Students at Chadli Bendjedid University EL –

Taref

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“No one who achieve success does so without acknowledging the help of the others”

- Alfred North Whitehead -

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List of Abbreviations and Acronyms

CDs: Cohesive Devices

EFL: English Foreign Language

GC: Grammatical Cohesion

H: Hypotheses

Q: Question

.

Abstract

The current study attempts to investigate students' problems with cohesion and coherence in English foreign language paragraph writing. This research aims at exploring second year students' issues and struggles encountered when using cohesion and coherence in writing EFL paragraph at the Department of English Chadli Bendjdid University, EL -Taref. This research employed the descriptive analytical method and using a questionnaire that has been administered for teachers and an analysis of students' paragraphs was done to validate the obtained results. The sample of this research was chosen randomly from second year students at the Department of English. The obtained findings have confirmed our hypotheses which stipulate that EFL learners encounter problems with coherence and cohesion in writing a paragraph. In addition, EFL students face these problems due to the lack of knowing how to use coherent and cohesive devices and the poor knowledge of the linguistic features. In light of these results, implications demonstrated that learners are not competent in achieving coherence and cohesion in their writing tasks as well as recommendations and future suggestions are presented. The results also recommend further studies to investigate coherence and action research to improve this crucial skill among graduate EFL learners.

Key words: writing, coherence, cohesion, paragraph writing, EFL Learners

ملخص

تحاول الدراسة الحالية التحقيق في مشاكل الطلاب فيما يتعلق بالتماسك والترابط في كتابة الفقرة باللغة الإنجليزية الأجنبية التي يهدف هذا البحث إلى استكشاف مشكلات طلاب السنة الثانية والصراعات التي يواجهونها عند استخدام التماسك والترابط في كتابة فقرة اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية الشاذلي بن جديد جامعة الطارف. استخدم هذا البحث المنهج الوصفي التحليلي واستخدم استنباطاً تم إجراؤه للمعلمين وتم تحليل فقرات الطلاب للتحقق من النتائج التي تم الحصول عليها. تم اختيار عينة البحث بشكل عشوائي من طلاب السنة الثانية في قسم اللغة الإنجليزية. حيث أكدت النتائج التي تم الحصول عليها فرضياتنا التي تنص على أن متعلمي اللغة الإنجليزية كلغة أجنبية يواجهون مشاكل في التماسك والترابط في كتابة فقرة. بالإضافة إلى ذلك، يواجه طلاب اللغة الإنجليزية كلغة أجنبية هذه المشكلات بسبب عدم معرفة كيفية استخدام أجهزة التماسك والترابط وضعف المعرفة بالسّمات اللغوية. في ضوء هذه النتائج، أظهرت الآثار أن المتعلمون ليسوا مؤهلين لتحقيق الترابط والتماسك في مهامهم الكتابية بالإضافة إلى تقديم التوصيات والاقتراحات المستقبلية. كما أوصت النتائج بإجراء مزيد من الدراسات للتحقيق في التماسك والبحث الإجرائي لتحسين هذه المهارة الحاسمة بين متعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الكتابة ، التماسك ، الترابط ، كتابة الفقرة ، متعلمي اللغة الإنجليزية كلغة أجنبية.

Chapter One

Introductory Chapter to the Research Problem

Chapter One

Introductory Chapter to the Research Problem

Introduction

As a matter of fact, writing is a fundamental skill and one of the major courses taken at university. It is considered as complex task to develop and the difficulty comes from developing and organizing the ideas then translating these ideas into a good piece of writing. In other words, writing in English Foreign Language (EFL) plays a major role in helping students to produce and develop the language by connecting the ideas in the written product.

This chapter is an introductory chapter to the research study which scrutinizes the importance of writing in the EFL context as well as cohesion and coherence which considered as the vital elements in producing a good piece of writing which presents challenges for many EFL learners asserting that they meet major problems when writing paragraphs. So, coherence and cohesion are the requirements for a good paragraph. This chapter sheds light on the statement of the problem that opens the door to the demand and the aims behinds conducting this research. In addition, it casts an eye on the research questions along with the hypotheses, the research design, and the structure of the intended study.

Statement of the Problem

In fact, most EFL learners have problems in writing especially in producing coherent and cohesive paragraphs. Writing problems in terms of coherence and cohesion are considered as a crucial obstacle that students face in writing EFL paragraphs which they often misused or overused in their written production. Thus, the need for this study attempts to cast an eye on the enormous problems and challenges. Second year EFL students at Chadli Bendjdid University El -Taref encounter when producing coherent and cohesive paragraphs.

They find it difficult to produce an acceptable and convincing paragraph. That is, they may either write disconnected sentences or misuse cohesive devices. Based on this observation, the study tries to identify and analyze the students' written paragraph in terms of unity and coherence and to shed light on the factors behind students' poor writing performance as well as proposing suitable solutions.

The Objectives of the Study

The main aim of this research is to investigate, identify and analyze problems committed by EFL learners when writing a paragraph, that is to say; identifying students' problems with coherence and cohesion. Moreover, it aimed to pinpoint the major difficulties preventing EFL students from using these devices correctly, likewise to raise students' awareness about the significance necessity of cohesion and coherence during writing paragraphs; it will provide them with the reasons behind these problems and how to avoid it. In addition, contribute to understanding the nature of these problems, and suggest solutions to overcome these difficulties in order to improve their writing skills to reach proficiency in writing.

The Research Questions

The current study attempts to find answers to the following research questions:

Q.1: Do EFL learners encounter problems with coherence and cohesion in writing paragraphs?

Q.2: To what extent coherence and cohesion affect paragraph effectiveness?

The Research Hypotheses

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

H.1: EFL students encounter problems with coherence and cohesion in writing a paragraph

H.2: EFL students face these problems due to the lack of knowing how to use coherent and cohesive devices and the poor knowledge of the linguistic features.

The Significance of the Study

This research is significant because it contributes to help EFL students to improve their written production level, also to highlight the effect of cohesive devices in students' writing. Furthermore, it aims to identify the most predominant cohesive devices used by students as well as to enable both student and teachers of English to be successful teachers and actions in the future when being proficient in paragraph writing; equally important the reason behind this research is to suggest some remedial recommendations and strategies to help EFL students produce a unified and coherent piece of writing. Generally, this study is regarded as a part of the contribution to the field of English language teaching.

Research Method

Research design

In order to check the above hypotheses and to answer the research questions of the study, we are going to use a mixed method; the descriptive method is manifested through a questionnaire addressed to teachers of English at the Department of English, Chadli Bendjdid University, EL-Taref, in order to collect data about their perceptions concerning second year EFL students' ability to write an effective paragraph by using cohesive devices.

An analytical method is also used through analyzing students' descriptive paragraphs that helps in identifying all the problems encountered by EFL learners.

Participants

To achieve the objectives of the study, the researcher worked hardly to analyze tests of a group consisting of Twenty (20) students that are assigned among Second year students at the Department of English language, Chadli Bendjdid University, El-Taref .Throughout, a questionnaire adopted in our research assigned for teachers at the same department.

Data Gathering Tools

To grasp all of the information needed in this research in addition to the validity and reliability of the data collected in order to attain the purpose well ; The first collecting instrument to be used is a questionnaire to gather the necessary information about students' problems, difficulties, challenges and their capability in using coherent and cohesive devices ; Furthermore, the questionnaire adopted in our research assigned for teachers in order to collect data about their students' ability to write effective coherent and cohesive paragraphs ,and the main challenges they faced in their written production .

The second instrument is applying a test that is introduced to the participants by their teacher; it involves writing a descriptive paragraph; while the choice behind casting this sample is that the participants study written expression module and their writing performance is supposed to be at a higher level in which they will be asked to write different descriptive paragraphs. Meanwhile the purpose of this test is to determine students' problems with cohesion and coherence in EFL paragraph writing to prove or disapprove the suggested hypotheses.

The Structure of the Dissertation

This dissertation composed of five chapters. The first chapter is an **introductory chapter** to the research problem which explores the research questions and hypotheses as well as it highlights the aims of the study, and the method used along with the research design that gives a general idea about what the current research is about. The second chapter presents a historical overview which reviewing **the literature** related to the key elements of the topic concerning writing, coherence, and cohesion. This chapter provides a discussion of the major linguistic features as well as the various linguistic perspectives from which cohesion and coherence are viewed.

The third chapter is about the field of investigation introduces **the methodology** applied throughout the research process .It traces all the main approaches, method, research design, and the instruments that are used during the work to collect data that consists of a questionnaire and the analysis of cohesive devices in students 'writing paragraphs .This chapter describes both methods of analyzing data to make the findings objective and scientific. Furthermore, the fourth chapter is entitled **Results** that interprets the findings according research questions and hypotheses which states that if applying some strategies to teach writing and the mastery of coherence and cohesion it will certainly improve EFL students writing paragraph.

Finally, the last chapter is related to the previous one, it is devoted to the '**Discussion of the Findings**. This is concerned with the interpretation of the results where hypotheses have been confirmed and bring answers to the research questions. Moreover, it draws attention to some pedagogical implications and limitations of the study with some proposed suggestions for EFL teachers, and for future research studies.

Conclusion

The key concepts of coherence and cohesion has been regarded as an important quality of effectiveness in writing EFL paragraphs ,it is difficult for learners and teachers to study and teach .So, the necessity of including cohesion and coherence likewise providing opportunities for EFL students to practice writing paragraph through the use of these devices in all models should be taken in serious consideration .

Chapter Two

Literature Review about the Writing Skill and Coherence and Cohesion

Chapter Two

Literature Review about the Writing Skill and Coherence and Cohesion

Introduction

This chapter introduces some of the key theoretical ideas and concepts used in the present study; it also introduces some of the prior research about the topic, and provides a strong ground for the practical section of this research work. The chapter is divided into two main sections; the first section devoted to the writing skill and its processes. Also, it highlights the importance of writing for the learners. In addition, the second section aims to probe common definitions related to the terms of coherence and cohesion, as well as their components and their significance in EFL writing paragraphs. At last, we scrutinized some of the related previous research and we cast an eye on the correlation between coherence, cohesion, and the quality of EFL writing.

Section One: Writing Skill

Definition of Writing Skill

Writing is a complex process that allows learners to explore thoughts and make them visible and concrete. It encourages thinking and learning, because it motivates communication and makes ideas available for reflection. "Writing is defined as a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge" (Chakraverty & Gautam, 2000, p.38).

That is to say; it is a medium of communication that represents language through the inscription of signs and symbols. We use this skill through recording our message into graphic signs in order to convey them to our recipient. The product of our work is a text that is produced through putting ideas into words and words into paper.

Thus, according to Harmer (2001, p.79) « writing is a form of communication to deliver thoughts or to express feelings through written form ». Another definition that sums up the views of many researchers depicts writing as a complicated cognitive task because of the fact that it "... demands careful thought, discipline, and concentration, and it is not just a simple direct production of what the brain knows or can do at a particular moment" (Grami, 2010, p.9).

In other words, writing is seen as a complex task, a social act that represents the communication skills of the writer, which are difficult to acquire and learn, especially in an EFL context. Without the ability to write, it is difficult to survive in a competitive learning environment where the university student will continue to commit errors such as unpleasant syntax errors, spelling and grammatical errors (Lester, 2017).

Despite all the definitions given to writing from different scholars and linguists, Fischer in his book "A History of Writing" (2001, p.12), argued that "no definition of writing can cover all the writing systems that exist and have ever existed". Accordingly, a complete writing system should meet the following criteria:

- It must have as its purpose communication.
- It must consist of artificial graphic marks on a durable or electronic surface.
- It is systematic arrangement of significant vocal sounds or electronic programming in such a way that communication is achieved.

The Importance of Writing

Writing is an important means of communication that can link people and connect them despite the distance between them, or even if they are from different ethnic groups, races

and cultures. Meyers (2005) believed that writing can help us communicate better and also organize our ideas. Moreover, he stated that:

Writing is a way to produce language, which you do naturally when you speak

Writing is communication with other in a verbal way. Writing is also a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them (p. 2).

That is to say, written communication is an exceptional characteristic of the human species. Over hundreds of years, writing has helped individuals to inform, collaborate and alert other, while societies benefitted from written history, culture and knowledge. In our time, how you successfully use the gift of writing depends on you.

Furthermore, writing is a life skill, not only an essential job-related skill, because it is often the basis upon which others judge your learning, your values, your ideas and your contribution to society. Regardless of your career or occupation, everyone has to write to communicate with others, whether it is a friendly email, a formal business memo, a report, a job application, a press release or a message of condolence. Your writing skills determine if you receive the desired reaction from your reader.

As commented by Rao (2007), EFL writing is useful in two respects: « first, it motivates students' thinking, organizing ideas, developing their ability to summarise, analyse and criticise. Second, it is strengthens students' learning, thinking, and reflecting on the English language" (p.51).

The Approaches to Teaching Writing

In teaching writing, mainly there are three approaches; the product approach, the process approach and the genre approach

The Product Approach

A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing. Furthermore, Brown (1989) argued that “ with the product approach, teachers focus on what a final piece of writing will look like and measure it against criteria of vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, as well as content and organization » (p.320).

According to Steele (2004), the product approach model comprises of four stages:

- **Stage one:** Students study model texts and then the features of the genre are highlighted.
- **Stage two:** This stage consists of controlled practice of the highlighted features, usually in isolation.
- **Stage three:** This is the most important stage where the ideas are organized.
- **Stage four:** This is the end product of the learning process. It is about producing the final product.

The Process Approach

Process writing is an approach that emphasizes the process and the fluency of writing rather than the product and the accuracy (Onozawa, 2010). The process approach is based on the recognition of the writing process as cyclical, recursive or even disorderly rather than simple or linear.

In this approach, as opposed to finishing a work in a limited amount of time is not crucial or suggested; writers are encouraged to follow several steps before declaring their works finished. As Harmer (2001) pointed this approach requires learners to reflect upon the procedure itself to produce a satisfactory written work. Hence, a process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting. Since writing is known as a circle process that includes numerous stages which good writers go through, that lead them to write a successful pieces of written work; there is no total agreement on the definite number of these stages, scholars recognize that the following are the most recursive ones that has identified according to Harmer (2004) as :

Prewriting

Harmer (2004) revealed 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. At this stage, students start to plan, brainstorm, and research and collect ideas. They usually use maps or diagrams to outline their thoughts to design their outline in order to facilitate the production of a well-organized written product taking into consideration the purpose of their writing and the intended audience.

Drafting

Harmer (2004, p. 5) declared that “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”. As such, 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 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.

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 make the necessary changes. At this point, students review their work in order to modify it and make it more appropriate to their audience. All in all, writers clean up all errors such as spelling errors, omission, extra spaces, formatting errors, and punctuation errors because they attempt to improve their draft.

Editing

Harmer (2004) stated «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” (p.5). 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. Learners are satisfied with their production, since they can get the result of writing, this is characterized by their success in reading their target

audience as well as addressing the goal of writing, and above all they can edit their work after checking the major aspects involving in the writing activity (diction, grammatical structure and punctuation).

Publishing/ Final Version

According to Harmer (2004), 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 writing reach the stage of publishing, but even turning a student's paper to his teacher is considered as "publishing". Publishing is series of strategies designed to present the final version of writing to the purposed audience.



Figure 2.1. The Process Wheel (Retrieved from Harmer, 2004, p. 6)

Genre Approach

Genre-based approach considers writing as a social and cultural practice. The purpose of this writing involves the context where the writing occurs, and the conventions of the target discourse community. In this sense, relevant genre knowledge needs to be taught explicitly in the language classroom. The genre approach to teaching writing emphasizes more on the reader, and on the conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Munice, 2002).

Furthermore, The genre approach succeeds at showing students how different discourses require different structures. In addition, introducing authentic texts enhance students' involvement and brings relevance to the writing process. According to Badge & White (2000), the genre approach acknowledges that writing takes place in a social situation, reflects a particular purpose, and that learning can happen consciously through imitation and analysis, which facilitates explicit instruction.

According to Cope & Kalantzis (2001), the genre approach to writing consists of three phases: the target genre is modeled for the students, a text is jointly constructed by the teacher and students, and a text is independently constructed by each student.

Section Two: Coherence and Cohesion

Two of the greatest qualities in writing skill are cohesion and coherence, which are considered as essential components or indicators of text comprehensibility. They are important in creating and constructing a well-organized and meaningful text. Cohesion and coherence are two most important and distinguished terms in each piece of writing, where all parts of the text are logically connected to form a whole. Thus, cohesion is a basic

characteristic of coherence with regard to the linguistic features of the language, which give a sequence of sentences a coherent and logical texture.

Coherence

Definition of Coherence

Coherence refers to the unity or togetherness of the text as whole and is achieved through the effective grouping and arrangement of ideas in a logical order. Although, 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 a paragraph.

Moreover, Van Dijk (1977) said that “Coherence is a semantic property of discourse, based on the interpretation of each individual sentence relative to the interpretation of other sentences.” (p.96)

Furthermore, coherence is essential in writing within this frame work since it involve sexpressing consistent and understandable ideas in a text. The views of many researchers depicts writing as a teacher and researcher, Lee (2002) believed that the concept of coherence was not definite so that teachers in writing had difficulty in teaching and evaluating students. Therefore, to promote comprehension of the reader, Hinkel (2004) mentioned that all the sentences that make up each paragraph must be organized logically by following a continuous order based on the meaning they are trying to convey.

Achievement of Coherence

Coherence refers to the extent to which the reader easily understands the flow of ideas in a paragraph. For this reason, coherence is closely related to unity. When a writer changes main ideas or topics within a paragraph, confusion often results. Therefore, Oshima and Hogue (1999) think that in order to have coherence in writing, "the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps; each sentence should flow smoothly into the next one" (p.40).

Coherence can be achieved in a number of ways; Thus, Oshima & Hogue (2006) suggested the following four ways:

Repeating Key Nouns

Repeating key words in a paragraph is an important technique for achieving coherence. Repeating the word or phrase that is the theme of an essay, or the topic of a paragraph, is a way of keeping the text focused. Maria (2015) believed that repetition of key words and phrases add coherence to a paragraph by drawing the reader's attention to the controlling idea of the paragraph. There is no set rule as to how often a key noun can be repeated the guiding principle must be clarity and an avoidance of making the reader feels that there is too much repetition. Of course, careless or excessive repetition is boring and a source of clutter.

Using Consistent Pronouns

A text that does not use pronouns to some extent will comes across as overly repetitive. The important part when using pronouns is to be consistent by using the same person and

number throughout the paragraph or text. Maria (2015) explained that pronouns add coherence to a paragraph in two ways:

- They smooth the flow of the sentences by eliminating awkward repetition of nouns.
- They help to knit a paragraph together by referring to nouns in previous or following sentences or sentence parts.

Using Transition Signals to Link Ideas

One of the most common methods of establishing coherence in a paragraph is the use of transitional words and phrases (sometimes-called linking words or linking adverbials). They refer to specific words and phrases that evoke links and transition between ideas. These devices indicate to the reader the specific relationship between what was said and what will be said. They can be added to a text to make it clear how the sentences are related to each other.

Arranging Ideas by using Order Principles

Any academic text will be incomprehensible unless the ideas expressed are arranged in some sort of logical fashion. McCrimmon, (1967) regard that there are several different kinds of orders, but some of the more frequently used are chronology, importance, and contrast.

- Chronology: has to do with time, and in terms of logic, events are ordered in a sequence.
- Importance: ideas are discussed in a sequence, which implies either an increasing or decreasing order of importance.
- The contrast has to do with ordering ideas by contrasting or comparing them.

Cohesion/ Cohesivedevice/s (CD/s)

Definition of cohesion

Cohesion is a semantic relation that is realized through the lexico grammatical system including forms of grammar and vocabulary of a text as Halliday and Hasan (1976) stated « 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. That isto say, cohesion is about the lexical and grammatical linguistic mechanisms which internally link between both: the parts of the texts and the text and its contex twich help the reader towards interpreting the intended discourse.

Furthermore, Kennedy (2003) argued “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). Through cohesion, the feature of being a text is achieved by relating the elements to one another. It is crucial to creating a text, but it is added through other text formatting components.

Moreover, Hedge (2005) referred to cohesive devices as ‘’ a means by which parts of a text are linked as logically related sequences, they signal the relationship between ideas in such a way that the writer intentions are made clear”(83). That is to say, the continuity that exists between the elements of a text is well expressed through the major role of cohesion.

Types of Cohesion

Cohesion is showed through both grammar and vocabulary. For this reason, cohesion has two types, namely, lexical cohesion and grammatical cohesion, accordingly, Halliday and Hasan (1976)discovered two categories of cohesive devices: « Grammatical cohesive devices

which cover **reference, ellipsis, substitution and conjunction** as well as lexical cohesive devices which consist of **reiteration and collocation** ».(pp. 75-84).

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

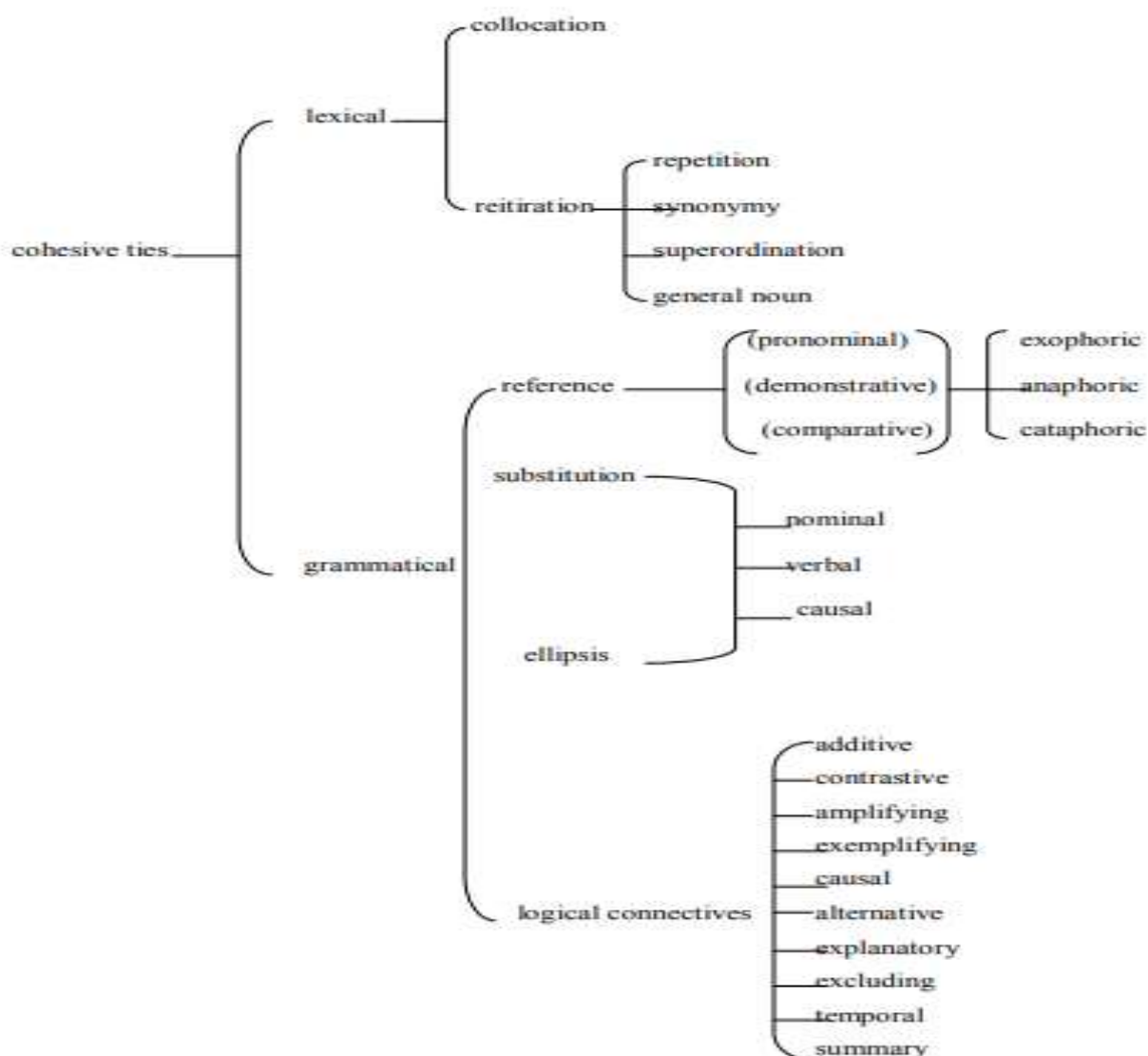


Figure.2.2: Types of Cohesion in English by Williams (1983 as cited in Kennedy, 2003, p.322)

Lexical cohesion

Lexical cohesion accomplishes the cohesive relations between sentences in a text. Kennedy (2003) stated that “Lexical cohesion is achieved through the selection of vocabulary” (p. 22). Furthermore, Renkema (2004) provided a definition for lexical cohesion as “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).

Reiteration

According to Halliday and Hasan (1976) « 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). So, we can see that there are four types of reiteration: repetition, synonym, near-synonym, and super ordinate plus to general word.

- **Repetition:** is the most common form among the lexical devices. It is the repetition of the same lexical item in later parts of the written production.
- **Synonym:** 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. It is the use of the equivalent words that have the same meanings.
- **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.
- **Superordinate:** this type means the use of the same word class which contains the same meaning of the other word.
- **General word:** These kinds of words are used to refer back to the original lexical item used before. These words involve people, objects...etc

Collocations

Bahaziq (2016) had written that collocation is a set of vocabulary items which occur simultaneously. It is the second type of lexical cohesion as it is defined by Halliday and Hasan (1976), collocation is achieved through the association made by habitually co-occurring lexical items. These items appear in identical situations because appeared earlier in identical environments .Moreover, Renkema (2004) explained that collocation in concerned with the relationship between words because these words often occur in the same setting.

Grammatical Cohesion (GC)

Grammatical cohesion is one way to achieve clear connections between sentences. It refers to different grammatical devices, which can be used to link the different parts of texts and make relations among them more explicit. Grammatical features are woven together across sentence boundaries. This means that it aims to help the writer or the speaker to establish relationships across the boundaries of sentences or utterances and help to hold texts together (McCarthy, 1991).

In fact, Halliday and Hasan (1976) provided us with specific components of grammatical cohesion by classifying them into several categories that are references, substitution, ellipsis, and conjunctions.

Reference

One of the most common subcategory of grammatical cohesion (GC) is “reference”, which is concerned with what a word refers to in a discourse or a text that contributes to the coherence of the text. “In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text.” (Eggins, 1994. p.95)

- **Personal Reference:** is mostly expressed through personal pronouns (I, you, he, she, it, they, we) or possessive (mine, yours, hers) and by possessive determiners (my, you, our) (Halliday and Hasan, 1976).

- **Demonstrative Reference:** is a class of verbal pointing, in which the speaker recognizes the referent by locating it on the scale of proximity which essentially forms a verbal point. It is expressed through determiners and adverbs that refer to location, or temporal proximity (here, these, there, those, than) (Halliday and Hasan 1976).
- **Comparative Reference:** regarding comparatives Nunan (1993) elucidates that it is expressed by using adverbs and adjectives in order to compare and contrast items within the text. Meaning that comparatives are concerned with terms like identity, similarity and difference.

Substitution

Concerning substitution, Halliday and Hasan (1976) defined it as "a grammatical relation, a relation is wording rather than meaning" (p.90). In other words, it is the alternative or the replacement of one element by the other, under one condition which is that the substitute of one element must belong to the same grammatical class. There are three types of substitution:

- **Nominal Substitution:** the substitute elements are one, ones and same.
- **Verbal Substitution:** it is achieved through the use of the verb do.
- **Clausal Substitution:** it is created by the use of items like *so*, *not*.

Ellipsis

Ellipsis is the omission of some items from a sentence and these items can only be retrieved by mentioning an item in the preceding text (Nunan, 1993). That is to say, the ellipsis is the operation of omitting the predictable items from sentences. It involves three different types:

- **Nominal Ellipsis:** is deleting a nominal group.
- **Verbal Ellipsis** : is deleting a verbal group.
- **Clausal Ellipsis** : is ellipsis among the verbal group.

Conjunctions

Halliday and Hasan (1976) advocated that conjunction words are linking devices between sentences or clauses in a text. Conjunctions express the logical semantic relation between sentences rather than between words and structures. In other words, conjunctions structure the text in the logical order that is meaningful to the reader or the listener. Conjunctions are divided into four types according to Hasan (1985, as cited in Qaddumi, 1995) :

- **Additive Conjunction:** which involves adding information by using (and, in addition, moreover...)
- **Adversative Conjunctions:** are used to express contrasting, results, or opinions act to indicate “contrary to expectations” and they are signaled through (however, whereas, while, yet, but...etc.).
- **Causal Conjunctions:** which introduce “cause/effect” relationship, they are expressed through (so, thus, because, consequently, due to...etc.)
- **Temporal Conjunctions:** that involve expressing the time orders of the text, they are signaled through (then, soon, finally...etc.).

The Relationship between Cohesion and Coherence

As a matter of fact, coherence and cohesion have been subjects to intensive debate in the international linguistic community. Although the terms are closely related to each other and used together to make sense of a text, each has its own property. According to Qaddumi (1995), the two terms cohesion and coherence were at first treated as the same and were not distinguished from each other.

In fact, cohesion was viewed as the real base for the structure and development of a text, and coherence is only established when the latter exists. However, Hasan (1985, as cited in Qaddumi, 1995) has distinguished cohesion from coherence. Hasan considered coherence

as an essential property of texts, where cohesion is “a complementary process for coherence and indicates that coherence can not be achieved without the presence of lexical and grammatical cohesion as well as the presence of semantic relations between individual messages of the text” (p. 30).

All in all, we can understand that both cohesion and coherence have a significant contribution to maintaining the unity and organization of the paragraphs. 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 can not 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.

Conclusion

This chapter has reviewed the different literatures related to our subject of investigation. We begin with writing skill which is an art that needs concentration and respectable choice of word in which the first section is devoted to its definition that we consider helpful to the understanding of our topic of investigation including the writing process as well as the significance role of this productive skill. The second one has highlighted the concepts of cohesion and coherence. Since they are considered as key terms in our field of study; it attempts to stress the role of cohesive devices in achieving and developing students writing. This chapter also has shown the role of cohesive devices that enable the reader to know how the different parts of the text are organized.

Chapter Three

Method

Chapter Three

Method

Introduction

This chapter covers the research design and methodology used in the current study. It highlights the focus of the research, the approach taken as well as how the study was carried out. Also; it seeks to reveal EFL students' views and attitudes towards cohesion and coherence. It outlines the techniques and procedures of data collection and data analysis used to confirm the validity of the stated hypotheses.

Research Design

The Method

The goal of the approach taken in the present study is to establish which devices could be used at the upper elementary level of language learning, whether these devices were in fact used and whether they were being used appropriately.

Research is a crucial tool for leading man towards achieving progress, findings new facts, new concepts and discovering truths which leads to better ways of doing things. The descriptive analytical method is the approach to be used in this research which is known as a type of data analysis that helps describe, show, or summarize data points in a constructive way such that patterns might emerge that fulfills every condition of the data. According to Waliman, (2010) "Descriptive Analysis deals with describing phenomena that how we think something is. It attempts to examine the situations in order to describe the norm" (P.10). It describes what exists and tries to pave the ground for finding new facts.

This type of study gives the researcher the flexibility to use both quantitative and qualitative data in order to discover the properties of the population. Furthermore, Omair,

(2015) agreed that this type of data helps establish the relevance of an idea or confirm a hypothesis. It helps identify a claim and find out whether it is true or false. Moreover, high degree of objectivity and neutrality of the researchers are one of the main advantages of descriptive analytical method. The reason why researchers need to be extra vigilant is because descriptive analysis shows different characteristics of the data extracted and if the data doesn't match with the trends then it will lead to major dumping of data.

The Participants

The present study investigates the problems of cohesion and coherence faced by a sample of Second year students at the Department of English, University of Chadli Bendjdid El -Tarff. The sample consists of Twenty (N =20) students of the whole population who have been randomly selected .The selection of this sample is based on the consideration that students are exposed to study written expression module which they have reached a considerable level in the writing proficiency as mentioned before. Besides, the participants have the necessary knowledge concerning paragraph writing and they are concerned with lessons of cohesion and coherence.

Another sample consists of seven teachers of English at the same department. In fact, we have taken only this sample because teachers have not answered the questionnaire saying that they are not considered with writing and have not teach written expression before.

Data Gathering Instruments and Procedures

So ,the negotiable study was carried by means of a test to be analyzed for students with a questionnaire for teachers as a set of suitable instruments to obtain the needed data and to accomplish the validity of the intended results.

The Test

The first tool used to examine student's knowledge as well as to determine what they know or have learned to gather information in our investigation is procedure for critical evaluation; a means of determining the presence, quality, or truth of something called "test".

Simply put, a test refers to a tool, technique or a method that is intended to measure students' knowledge or their ability to complete a particular task. In this sense, testing can be considered as a form of assessment. Tests should meet some basic requirements, such as validity and reliability.

Validity refers to the extent to which a test measures what it is supposed to measure; however, reliability refers to the consistency of test scores when administered on different occasions. These two categories are the desired goal of our study meaning considering this research approach which helps the researcher to determine the presence and quality of students writing with coherence and cohesion. Therefore, it helps to identify learners' strengths and weaknesses precisely.

At the beginning of the first semester, the teacher gave her EFL students the syllabus of what they will study in the first semester of written expression module that are surrounded on writing paragraphs which are in Appendix A.

Then, she started giving the lectures the coming sessions explaining what does it mean to write a paragraph and the importance of effective writing, after few sessions of giving theories, the teacher started making practical writing by identifying the first type: narrative paragraphs. Then, continued the next type of descriptive paragraphs making as well some practice about.

Since our study focuses on the analytical method, we asked our teacher to give us a sample of students' descriptive written paragraphs in order to analyze them. The reason is that Second year EFL students have been required to write a narrative paragraph before. Meaning that they had background knowledge about developing a clear organized paragraph. Also, they were capable to write appropriate effective ones. Therefore, our instructor after equipping her students, she selected an appropriate topic taking into consideration the availability of all the aspects of description which is the reason behind the choice of this suggested topic over the other ones that students must go through in their written production. Then she restricted them to develop a coherent cohesive descriptive paragraph about « Niagara Falls » (see Appendix B).

When the students finished their writing in the class, the teacher collected the papers then she gave us a nameless sample of students' paragraph in order to analyze them taking into consideration the existence and appropriate use of the of coherence and cohesion devices.

Teachers' Questionnaire

The second tool used to achieve the study's aims in the present investigation is a questionnaire which has been administered Seven (N=7) teachers at the Department of English Language at the University of Chadli Bendjdid University El-Taref during the second semester in the academic year 2021/2022 in order to know whether they are familiar with the students difficulties in maintaining coherence and cohesion in writing process and to obtain the best efforts in maintaining coherence and cohesion in their writing

Questionnaire is considered as a technique in which various persons are asked to answer the same set of questions. Gill & Johnson (2001) regards that questionnaires are

means of collecting reliable data in a rather deductive approach in order to test existing theory where open-ended questions are used to explore a substantive area. In other words, an analytical questionnaire is developed to explore and explain relationships between particular concepts, that are why certain situations exist, usually it examine two or more variables and are used in theory building and hypothesis testing. If a questionnaire is well designed, it will motivate the respondents to give accurate and complete information; as such, it should provide effective and relevant data in return.

The questionnaire is made up of Twelve (12) questions, which are close-ended and open-ended questions. The close-ended questions target the respondents to select and tick the appropriate answers whereas, the open-ended questions the respondents are free to answer and give their own points of view. 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.

The structured questionnaire is arranged into two sections: The first section deals with the writing skill concerning the evaluation of student's level, the methods used by teachers to help them improving their writing, and the kind of problems they face. On the other hand, the second section deals with coherence and cohesion which focus on the learners' awareness about the use of these various devices. The questions used turn around the following broad lines:

- The aspects of coherent and cohesive writing that teachers consider important in improving the readability of intermediate language learners' EFL written paragraphs.
- Reasons for the misuse of these cohesive devices in class for academic writing purposes.

- Ways of evaluating students' written production and whether cohesion and coherence are one of the essential components of in EFL written paragraph.
- Strategies and techniques they must follow in writing EFL paragraphs to reach the desired goal. (See Appendix C)

Data Analysis

The technique used in analyzing the data was qualitative. Thus, all data were analyzed using descriptive analysis. This method was employed to describe the data obtained coherently in descriptive form. After all the paragraphs had been collected after the writing test, the researcher then analyzed them appropriately. In analyzing the data for this research, the researcher tried to count the numbers of errors made in each variable and then tried to code and describe them.

Therefore, the paragraphs were reviewed using the checklist. Moreover, the checklist was attached to each single paragraph that the description of their productions was carried out to show to what extent they employ cohesive devices in generating cohesive discourse. Also it intends to find out which one are the most and least frequent cohesive ties used in the learners paragraphs. The description of the data was investigated via the use of tables and figures followed by comment.

Then, after we collect teachers' answers about the questionnaire, the obtained results were analyzed by the use of tables and figures as well for closed questions or paragraphs for open ended ones. Thus, these tools are the appropriate approach that helps the researcher to elucidate the data easily and properly to answer the above stated research question and hypotheses proof.

Conclusion

To sum up, as is explained above the chapter shed lights on the appropriate practical methods and instruments the researcher used to achieve the objective and reliability of the study. Thus, the validity of data collected will be discussed and analyzed in the next section.

Chapter Four

Analysis of Data (Results)

Chapter Four

Results: Data Analysis

Introduction

This chapter presents the data displayed by discussing students' paragraphs and teachers' questionnaire. The results explored the encountered difficulties or problems in writing descriptive paragraphs. As well as getting teachers' perception about using the cohesive and coherent devices in students' pieces of writing.

Data Analysis

The data for this study is based on qualitative and quantitative analysis of twenty (20) descriptive paragraphs and of seven (7) questionnaire responses by teachers.

Part One: Students' Paragraphs

This part is devoted to the presentation of learners' use of cohesive devices. It deals with the explanation of the different cohesive devices that learners have used and the ones, which are not used in EFL descriptive paragraphs. In relation to the analysis of learners' productions, we have found the following results:

Learners' Encountered Problems of Coherence in EFL Descriptive paragraphs:

Table 4.1. Students Use Repeating Key Nouns

Coherence Method	Paragraph Number	Appropriate use	Inappropriate use
	1	✓	
	2	✓	
	3	✓	
	4		✓
	5	✓	
	6		
	7		✓

Repeating key nouns	8	✓	
	9	✓	
	10	✓	
	11		✓
	12		✓
	13	✓	
	14		✓
	15		✓
	16		✓
	17	✓	
	18	✓	
	19	✓	
	20	✓	
Total	20	13	7
Percentage	100%	65%	35%

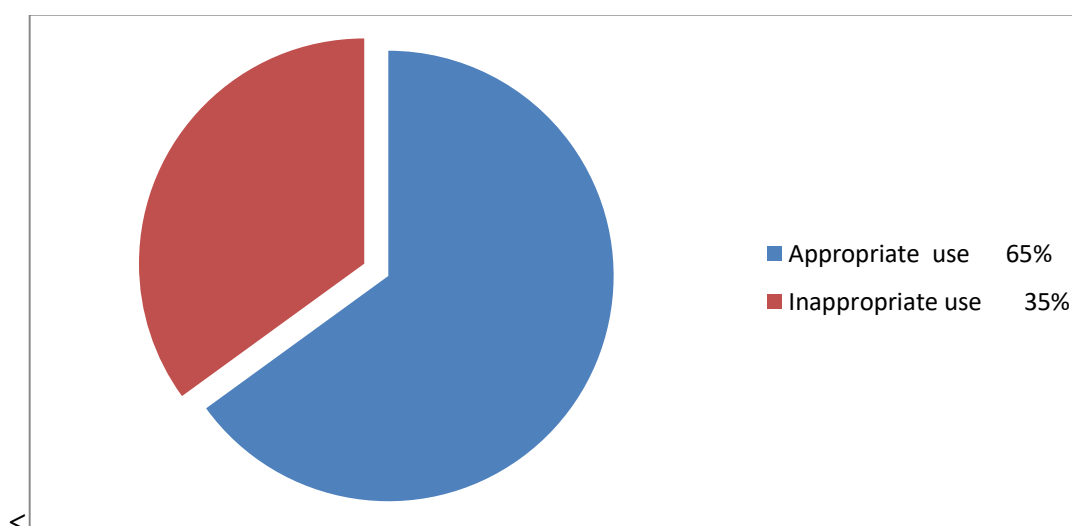
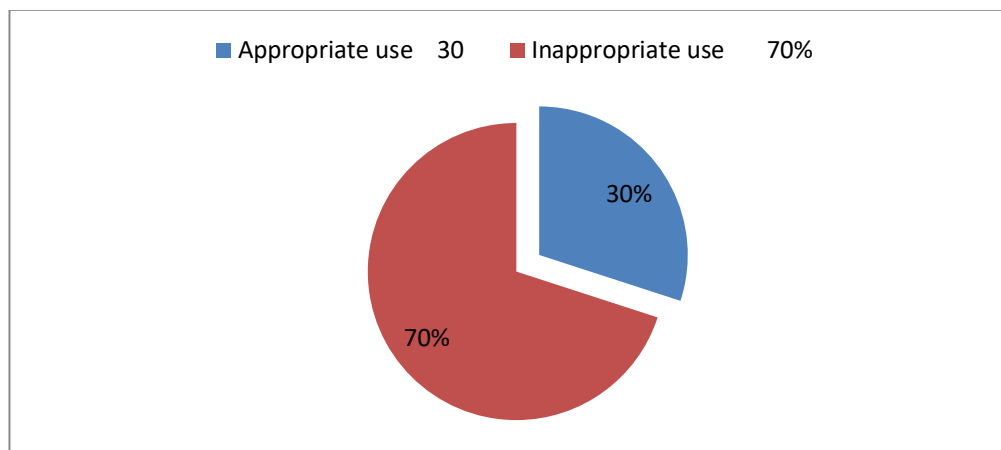


Figure 4.1. Students Use Repeating Key Nouns

According to the results in the table above, most of students 65% do not have problem with the use of repeating key word method to achieve coherence in their paragraph writing. In contrast, to the rest 35% are inappropriately used this method. We deduce that students are capable to use it.

Table 4.2. Students Use of Consistent Pronouns

Coherence Method	Paragraph Number	Appropriate use	Inappropriate use
Using Consistent Pronouns	1	✓	
	2		✓
	3		✓
	4		✓
	5		✓
	6	✓	
	7		✓
	8		✓
	9	✓	
	10		✓
	11		✓
	12	✓	
	13		✓
	14	✓	
	15		✓
	16	✓	
	17		✓
	18		✓
	19		✓
	20		✓
Total	20	6	14
Percentage	100%	30%	70%

**Figure 4.2. Students Use of Consistent Pronouns**

As can be seen in the table above, only few students 30% who achieved the use of consistent pronouns in their paragraphs, however; 70% of the total number face problem in using this method in

their writing. There are many errors with pronoun reference committed by EFL students in their written paragraphs such as the misuse or wrong selection of pronouns; this can be attributed to the student's ignorance of rules of coherence techniques in general and ignorance of rules of pronoun usage in particular as well as the lack of the adequate stock of vocabulary which results from insufficient English language proficiency.

Table 4.3. Students Use of Signals to link ideas

Coherence Method	Paragraph Number	Appropriate use	Inappropriate use
Using Transition Signals to link ideas	1		✓
	2	✓	
	3		
	4		✓
	5		✓
	6		✓
	7	✓	
	8		✓
	9		✓
	10		✓
	11		✓
	12	✓	
	13	✓	
	14		✓
	15		✓
	16		✓
	17		✓
	18		✓
	19		✓
	20		✓
Total	20	5	15
Percentage	100 %	25%	75%

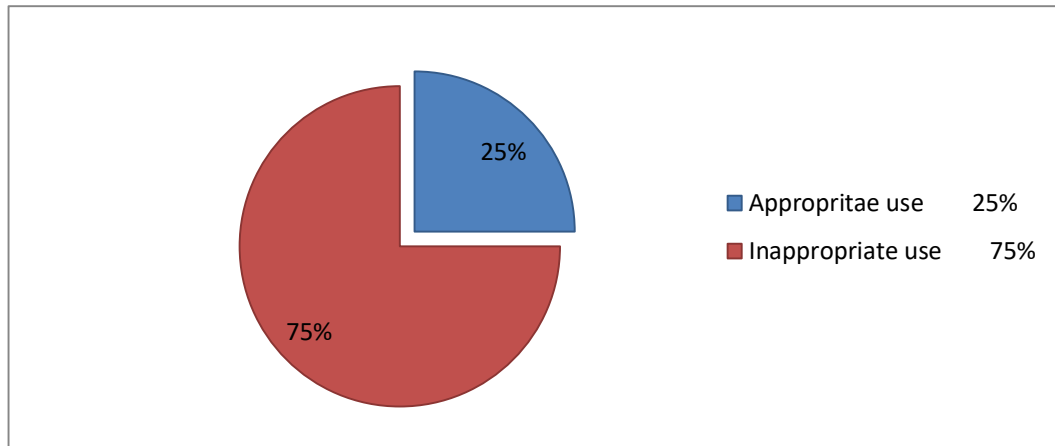


Figure 4.3. Students Use of Signals to link ideas

From the presented results in the table above, we detect that students' appropriate use of signals to link ideas is fewer 25% comparing to those 75% who are inapplicable to use this method appropriately to achieve a well coherent paragraph. We notice that the majority of students' paragraphs no sentence hints at the content of the next sentence, poorly organized, and the transition techniques between sentences are weak or missing. That is to say, there is no logical organization of sentences, which needed to be linked together with effective signals words. Consequently, this is due to students' poor linguistic competence especially poor syntactic and semantic awareness or inaccurate knowledge of cohesion rules.

Table 4.4. Students Use of Arranging Ideas by Using Order Principles

Coherence Method	Paragraph Number	Appropriate use	Inappropriate use
Arranging Ideas by Using Order	1	✓	
	2	✓	
	3		✓
	4	✓	
	5		✓
	6		✓
	7		✓
	8		✓
	9		✓
	10		✓
	11		✓

Principles	12	✓	
	13	✓	
	14		✓
	15	✓	
	16		✓
	17		✓
	18		✓
	19	✓	
	20	✓	
Total	20	8	12
Percentage	100 %	40%	60%

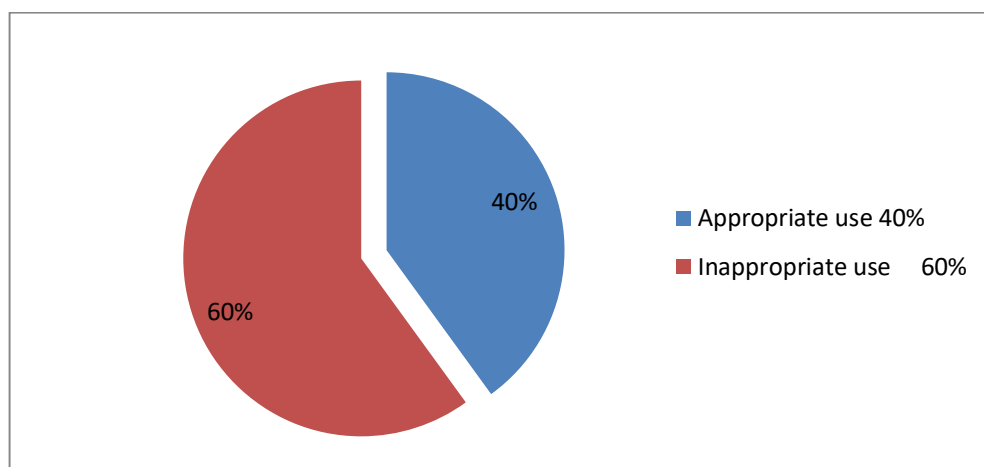


Figure 4.4. Students Use of Arranging Ideas by Using Order Principles

The results in the table above, indicates that 40% of the students' ideas are logically arranged following a sequence use of order principals. Yet, the rest 60% have a problem with the organization of ideas especially concerning the order of importance. Thus, the ineffective organization of the ideas, is due to the lack of transitional markers and the misuses of cohesive marker, the students' written paragraphs, in general, are characterized by an inconsistency in tense, faulty parallelism, omission of linking words, wrong selection of pronoun, shift between past and present tense which indicates a disorder in time sequence in the paragraph.

Learners' Encountered Problems of Cohesion in EFL Descriptive paragraphs:

Students Use Lexical Cohesion Types

Table 4.5. Students Use of Reiteration

Type of Cohesion	Paragraph Number	Appropriate use	Inappropriate use
Reiteration	1	✓	
	2		✓
	3	✓	
	4		✓
	5		✓
	6		✓
	7		✓
	8		✓
	9		✓
	10	✓	
	11	✓	
	12		✓
	13		✓
	14		✓
	15		✓
	16	✓	
	17		✓
	18	✓	
	19		✓
	20		✓
Total	20	6	14
Percentage	100 %	30 %	70 %

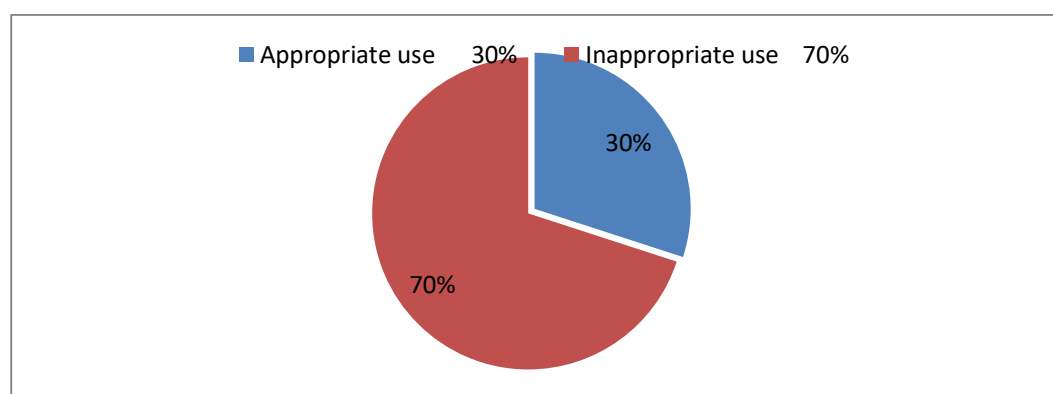


Figure 4.5. Students Use of Reiteration

The table above reveals that students 'use of reiteration seems to be little appropriate 30% comparing to the misuse of this aspect which expressed a higher frequency 70 % in their paragraph's .

Table 4.6. Students' Use of Types of Reiteration

Types of Reiteration	Number	Percentage
Repetition	12	60%
Synonym	4	20%
Near-Synonymy	2	10%
Super ordination	0	0%
General words	2	10 %

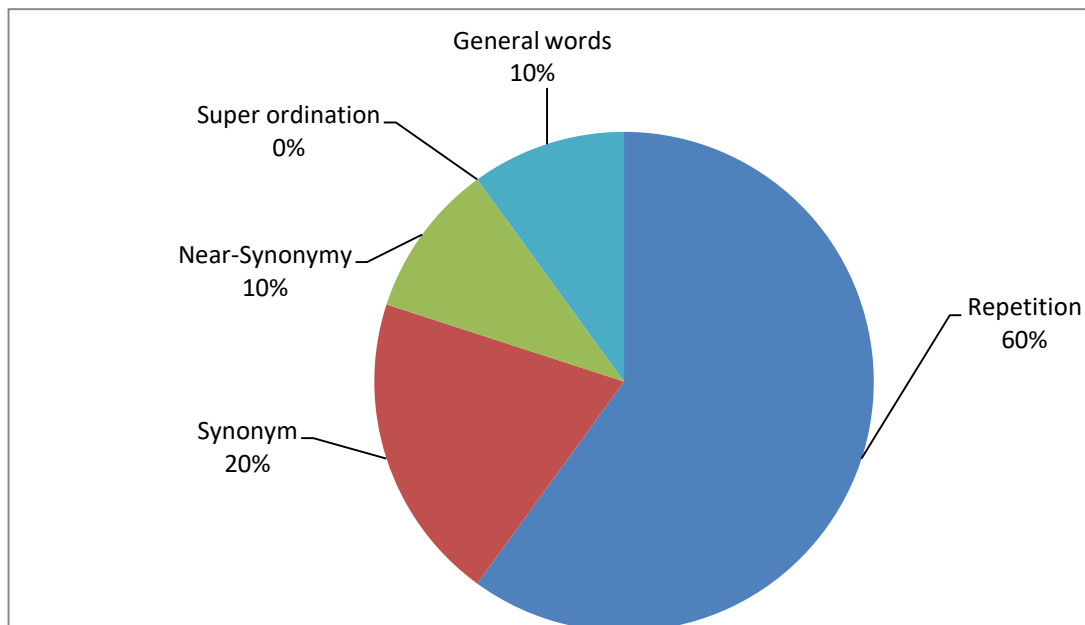
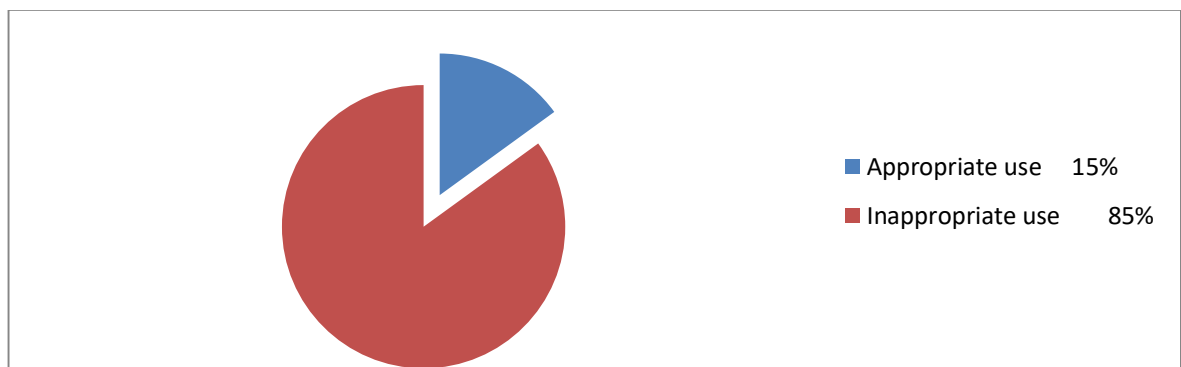


Figure 4.6. Students' Use of Types of Reiteration

The analyzed results that shown in the table above represents that the most common type of reiteration student's overuse is repetition 60 % comparing to the other types such as synonym 20% then near-synonymy and general words which are used with the same percentage use 10% whereas supper ordination is totally ignored.

Table .4.7. Students Use of Collocation

Cohesion Type	Paragraph Number	Appropriate use	Inappropriate use
Collocation	1		✓
	2		✓
	3		✓
	4	✓	
	5		✓
	6		✓
	7		✓
	8		✓
	9	✓	
	10		✓
	11		✓
	12		✓
	13		✓
	14	✓	
	15		✓
	16		✓
	17		✓
	18		✓
	19		✓
	20		✓
Total	20	3	17
Percentage	100 %	15%	85 %

**Figure .4.7. Students Use of Collocation**

According to the percentage revealed in the above table, we deduce that students are rarely use collocation which 85% of their paragraphs are misused the use of this lexical device. While, the other 15% are somehow use it.

Students Use of Grammatical Cohesion Types

Table .4.8 Students Use of Reference

Cohesion Type	Paragraph Number	Appropriate use	Inappropriate use
Reference	1	✓	
	2	✓	
	3	✓	
	4	✓	
	5	✓	
	6		✓
	7	✓	
	8	✓	
	9	✓	
	10	✓	
	11	✓	
	12	✓	
	13	✓	
	14	✓	
	15	✓	
	16	✓	
	17		✓
	18	✓	
	19	✓	
	20		✓
Total	20	17	3
Percentage	100%	85 %	15%

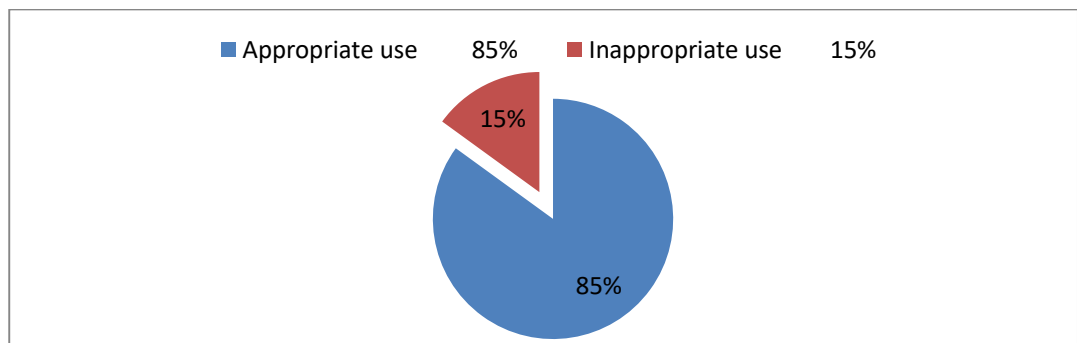
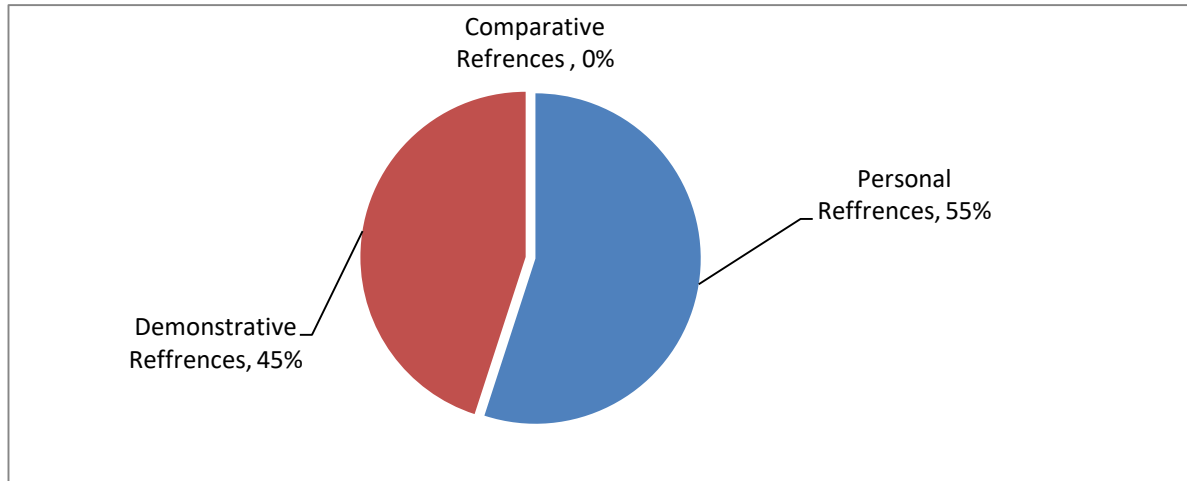


Figure .4.8 Students Use of Reference

The table above elucidates that 85% of students' use several references adequately .However, only 15% who are inappropriately use them, since; references are usually used in their speech.

Table 4.9. Students' Use of Types of References

Types of References	Number	Percentage
Personal References	11	55%
Demonstrative References	9	45%
Comparative References	0	0 %

**Figure 4.9. Students' Use of Types of References**

The table identifies that the most useful device of references is personal references 55% rather than the use of demonstrative references 45 %. Whereas, comparative references are not found in students' paragraphs.

Table 4.10. Students Use of Substitution

Cohesion Type	Paragraph Number	Appropriate use	Inappropriate use
Substitution	1		✓
	2	✓	
	3		✓
	4	✓	
	5		✓
	6		✓
	7		✓
	8		✓
	9		✓
	10		✓

	11		✓
	12		✓
	13		✓
	14		✓
	15		✓
	16		✓
	17		✓
	18		✓
	19		✓
	20		✓
Total	20	2	18
Percentage	100%	10%	90%

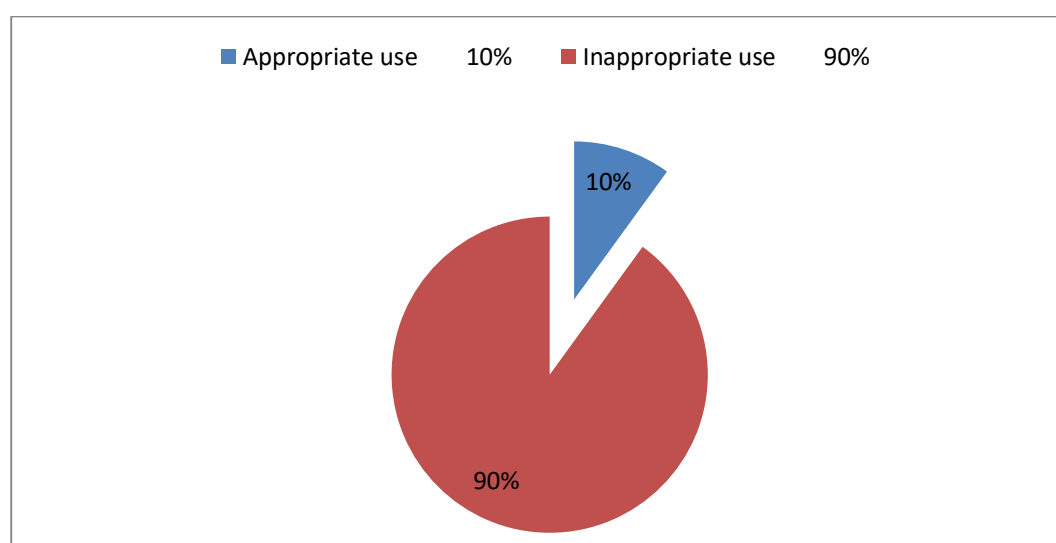


Figure .4.10. Students Use of Substitution

As can be seen in the table above, substitution lexical cohesive device type is rarely used in student's paragraphs which are presented by 90% and only 10 % of them used this device.

Table 4.11. Students' Use of Types of Substitution

Types of Substitution	Number	Percentage
Nominal Substitution	2	66.66%
Verbal Substitution	1	33.33%
Clausal Substitution	0	0 %

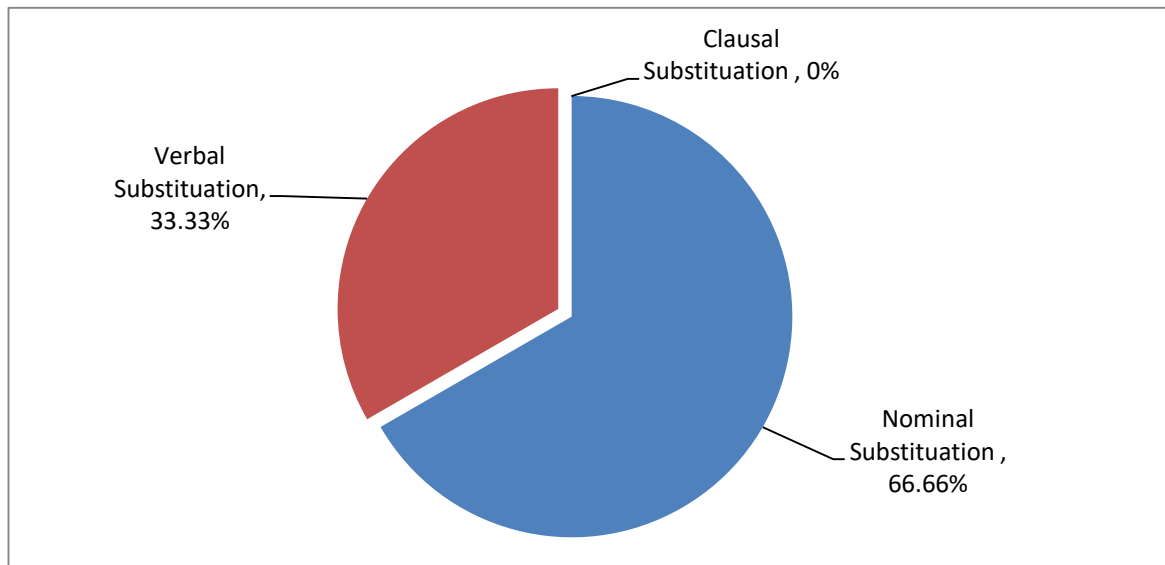


Figure 4.11. Students' Use of Types of Substitution

The obtained results of the paragraphs 'analysis that is showed in the recent table , we detect that the use of substitution is very little that is appeared only in few paragraphs which consisted of some words concerning nominal (66,66%)and verbal(33.33%) substitution types and they completely neglected the last type which is clausal substitution.

Table 4.12. Students Use of Ellipsis

Cohesion Type	Paragraph Number	Appropriate use	Inappropriate use
Ellipsis	1	✓	
	2		✓
	3		✓
	4		✓
	5	✓	
	6	✓	
	7		✓
	8		✓
	9		✓
	10		✓
	11		✓
	12		✓
	13	✓	
	14		✓

	15		✓
	16		✓
	17		✓
	18		✓
	19	✓	
	20	✓	
Total	20	6	14
Percentage	100	30%	70%

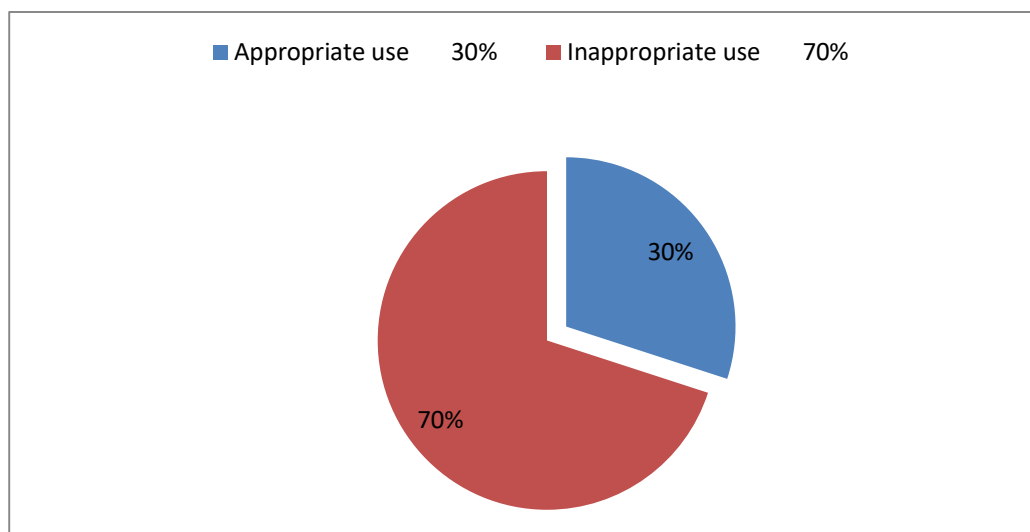


Figure 4.12. Students Use of Ellipsis

The table illustrates that students are not familiar with the use of ellipsis in their descriptive paragraphs. The results indicate that only 30% who employed this lexical device, but the other 70% are entirely misuse it.

Table 4.13. Students' Use of Types of Ellipsis

Types of Substitution	Number	Percentage
Nominal Ellipsis	6	100 %
Verbal Ellipsis	0	0 %
Clausal Ellipsis	0	0 %

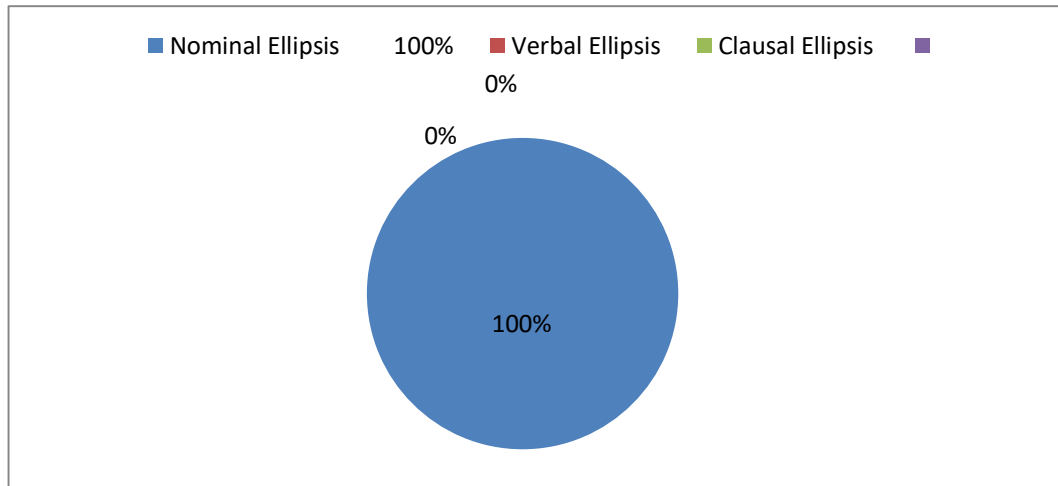


Figure 4.13. Students' Use of Types of Ellipsis

It is noticeable from the showed results that the number of students who stands for 30% are all using nominal ellipsis with 100% percentage and they definitely neglected the other two types, verbal and clausal ellipsis. It can be inferred that students have little knowledge about the use of ellipsis device.

Table 4.14. Students Use of Conjunction

Cohesion Type	Paragraph Number	Appropriate use	Inappropriate use
Conjunction	1		✓
	2	✓	
	3	✓	
	4	✓	
	5	✓	
	6	✓	
	7	✓	
	8	✓	
	9	✓	
	10		✓
	11	✓	
	12		✓
	13	✓	
	14	✓	
	15	✓	
	16	✓	
	17		✓
	18	✓	

	19		✓
	20	✓	
Total	20	15	5
Percentage	100	75%	25%

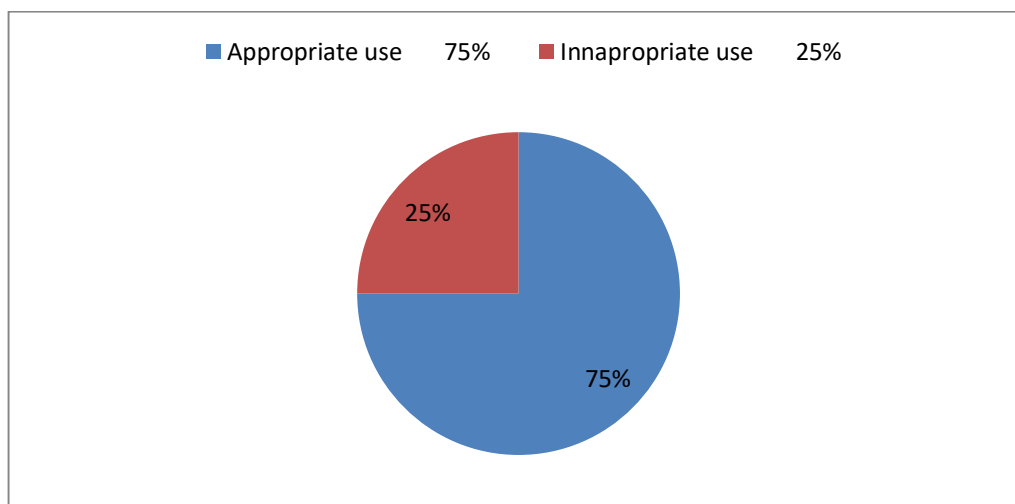


Figure 4.14. Students Use of Conjunction

The recent table elucidate that conjunction is the predominant lexical cohesive type students' widely use in their descriptive paragraphs after references with a percentage of 75% .While the rest of the students who stands for 25% are just inappropriately used this device ,meaning that they encountered some problems with the use of conjunction ties during their written.

Table 4.15. Students' Use of Types of Conjunction

Types of Conjunction	Number	Percentage
Additive	17	32.69%
Adversative	15	28.84 %
Clausal	11	21.15 %
Temporal	9	17.30%

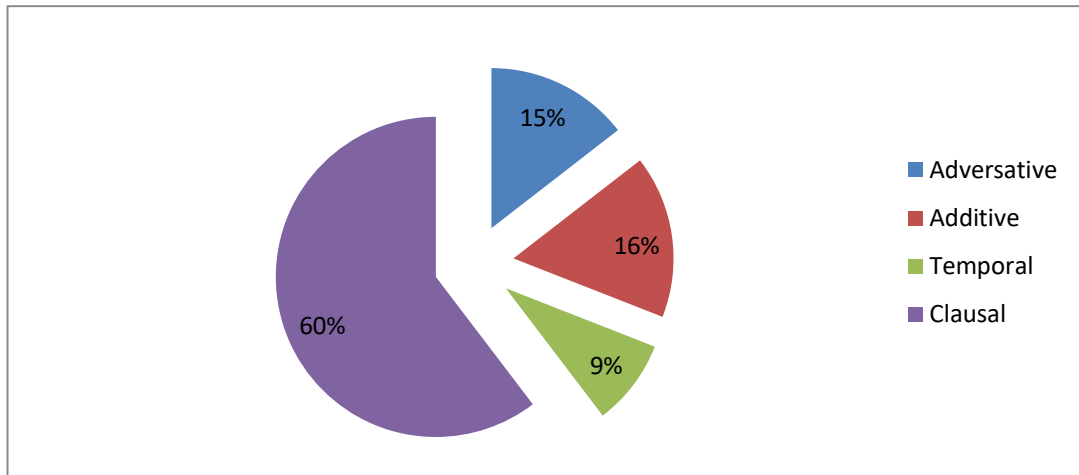


Figure .4.15. Students' Use of Types of Conjunction

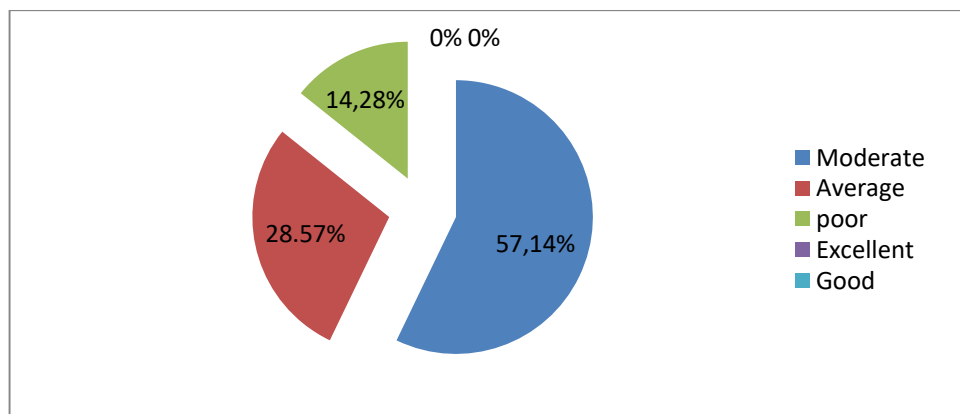
From the results of the students analyzed descriptive paragraphs we detect that they broadly use additive conjunction with higher percentage of 32.69%% than the other types. Next, coming adversative conjunction which stands for 28.84% of students' paragraph use followed by clausal conjunction with 21.15% and the last type that students infrequently use is temporal conjunction which is generated for 17.30%.

Part Two: Results of Teachers' Questionnaire

The questionnaire was delivered by e-mail to seven experienced teachers in teaching writing at the University. It provided prompts that helped to identify the difficulties in writing in terms of cohesion and coherence which Second year EFL learners encounter .The questionnaire questions and responses are as follows:

Section one: Writing skill**Question One: How do you evaluate your students 'writing proficiency'?****Table .4.16. Evaluations of students writing proficiency**

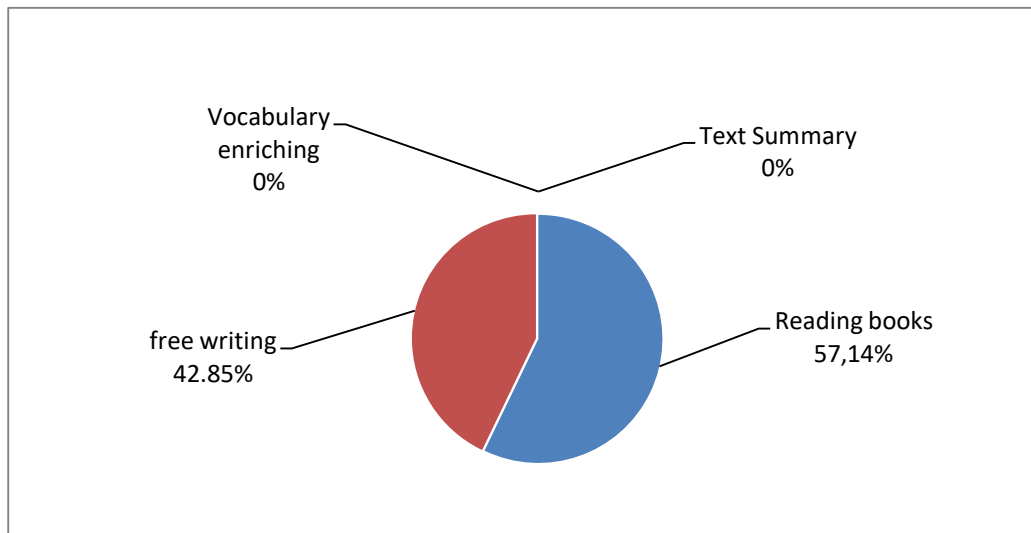
Options	Numbers	Percentage
Excellent	0	0 %
Good	0	0%
Moderate	4	57.14%
Inadequate	0	0%
Poor	2	28.57%
Average	1	14.28%
Total	7	100 %

**Figure 4.16: Evaluations of students writing proficiency**

As it shown in the table above, the majority of the teachers 57 % evaluate their second year EFL students writing proficiency as moderate level, while; 29 % notice that their students writing is average, and the rest 28 % behold that they are poor. Thus, from the obtained results we deduce that EFL learners still have gaps and problems encountering in their written production.

Question two: What is the most suitable method in improving students' writing?**Table.4.17. Proposed Method Used In Improving Students' Writing**

Proposed Method	Number	Percentage
Reading books	4	57.14 %
Free writing	3	42.85 %
Vocabulary enriching	0	0 %
Text Summary	0	0 %
Total	7	100 %

**Figure .4.17. Proposed Method Used in Improving Students' Writing**

According to the results in the table above, we notice that almost all the respondents 57.14 % give more attention to reading books which helps students enough to develop their writing, however; other 42.85 % of them opted free writing as useful method for EFL students to get positive results.

As a result we believe that these are the most effective and fruitful methods used to help EFL students to improve their writing quality which decreases their background knowledge with enriching vocabulary.

Question three: How can you engage your students in evaluating their own writing?

Aiming at assisting learners to become skilled judges of their own strengths and weaknesses and set realistic goals for themselves, this question is designed. Teachers' views differ concerning the applicable ways they use to engage students' evaluation of their own writing. Hence; the answers we collected reveal that the majority of teachers claim that they involve peer review with minor interventions on their part for oral activities as well as written one, however; they have tried it with group peer review and the feedback was satisfying.

Equally important, the rest of teachers' answers insist on students' motivation by mentioning self evaluation value and role in improving their writing. Moreover, they suggest providing them with a model to follow and monitoring their work.

Here, we can explain this fact by claiming that students may help each other's written production through cooperation with the presence of the teacher.

Question four: What kind of problems do students face when writing EFL paragraphs?

Please, Circle the number that reflects the degree of difficulty from 1 (most difficult) to 6 (less difficult).

Table 4.18. Students' Problems in EFL Written Paragraphs

	1	2	3	4	5	6
Unity	4	2	1	0	0	0
Coherence and Cohesion	2	3	1	1	0	0
Punctuation	5	2	0	0	0	0
Generating ideas	4	2	1	0	0	0
Syntactic Structure	1	2	2	1	5	0
Spelling	3	3	1	0	0	0

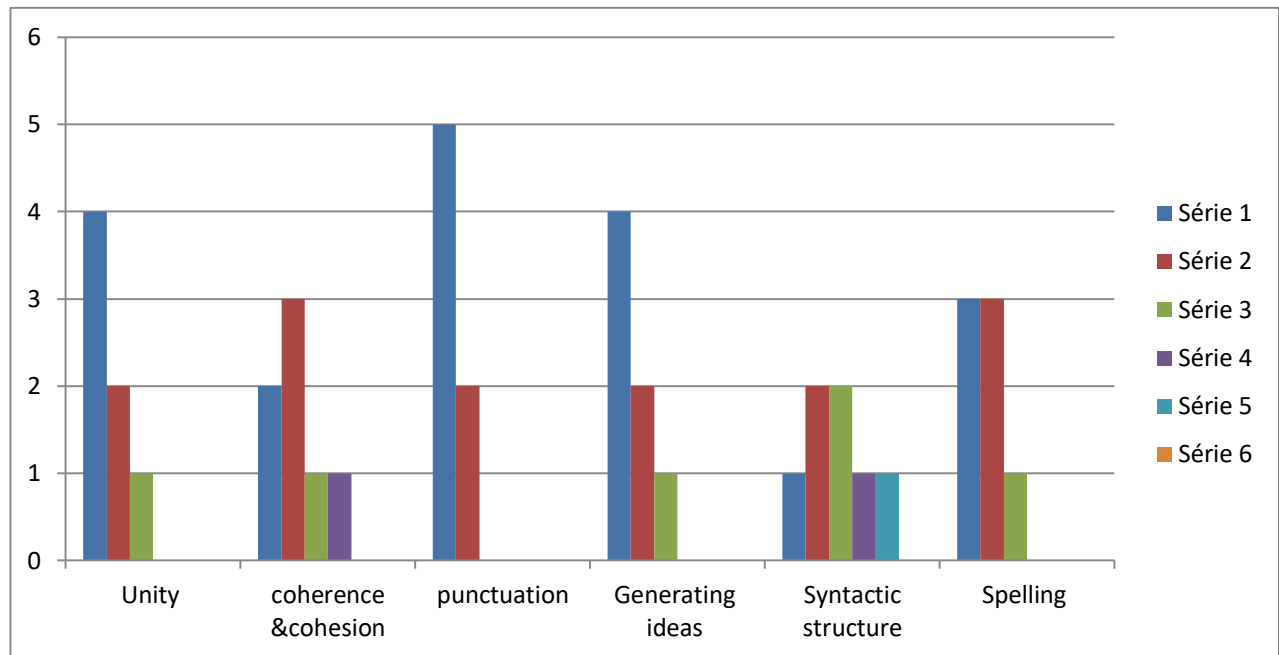


Figure 4.18. Students' Problems in EFL Written Paragraphs

From the chart above, it can be seen that the students 'major problems in writing EFL paragraph that teachers' number them according to the degree of difficulty .We notice that almost all teachers see that punctuation assigned to writing EFL paragraphs is the fundamental issue which prevents them from producing good pieces of writing

Whereas; half of the teachers agree to classify unity and generating ideas problems as the main obstacles of students' writing .In the same way, the others focus on coherence and cohesion problems as well as spelling believing that many students still have a difficulty with these issues during their writing. The rest of teachers give attention to syntactic structure problems.

So, this implies that the above mentioned problems are the backbone of any written production that students confront in their paragraphs as well as are the reasons which hinder them from writing good paragraphs.

Section Two: Coherence and Cohesion

Question five: According to you, what are the main factors behind the misuse of cohesion and coherence in EFL paragraph writing?

The answers we collected reveal that teachers responses are integrative .Moreover there is frequent repetition of suggestions. So, the factors behind the misuse of coherence and cohesion of students EFL paragraphs are the following:

- ❖ The inadequate comprehension of the topic.
- ❖ Little practice of both writing and reading.
- ❖ No organization of ideas and no use of drafts.
- ❖ Misunderstanding or not knowing the rules.
- ❖ Misunderstanding the connectivity between paragraphs in the text.
- ❖ Coherence and cohesion were introduced to the notions theoretically with no practical part being incorporated.

Question six: What are the most predominant cohesive devices used by students in writing EFL paragraphs?

Table4.19. *The Predominant Types of Cohesive Devices in EFL Writing Paragraphs.*

	1	2	3	4	5
Reference	0	2	3	1	1
Ellipsis	0	0	2	1	4
Substitution	1	0	2	4	0
Conjunction	5	2	0	1	0
Lexical cohesion	4	2	1	0	0

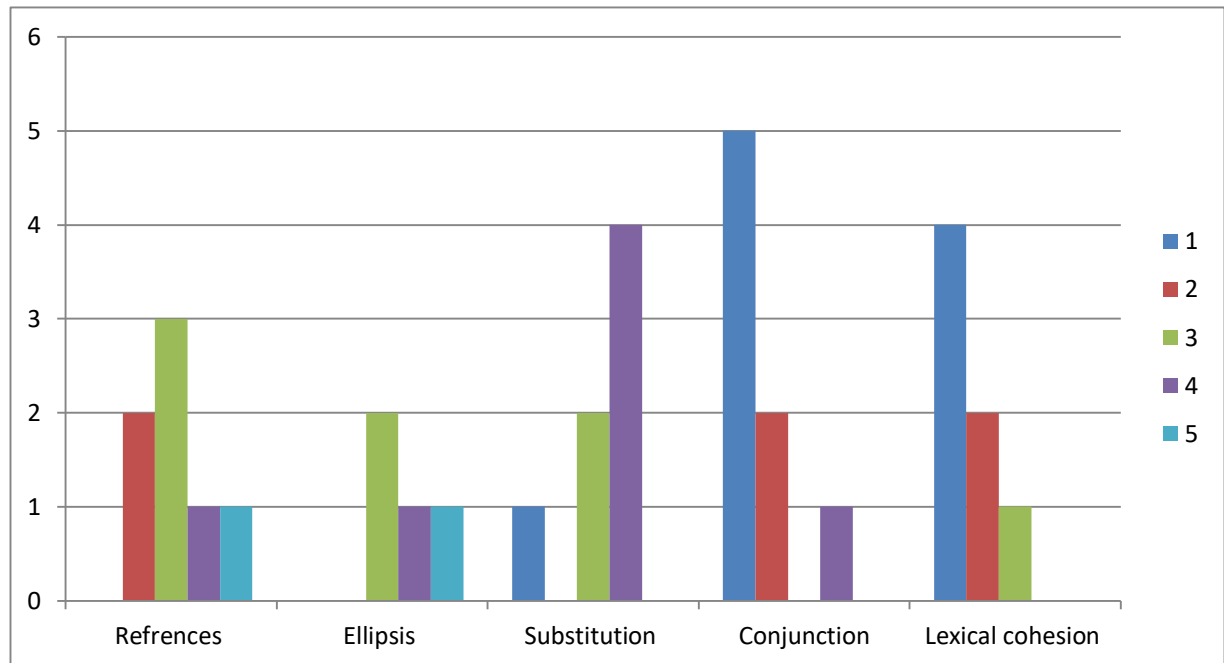


Figure 4.19 The Predominant Types of Cohesive Devices in EFL Writing Paragraphs.

As displayed in the table and the chart, teachers' answers differ concerning the predominant cohesive devices that students use in writing EFL paragraph; we see that "conjunction" is the prevalent types of cohesion which classified the first 'used over the other ones. After that, almost all teachers choose two types which are "lexical cohesion" and "substitution" that have the same frequent use by EFL learners. Next we have references which is classified the fourth predominant used type then ellipsis lastly.

Hence, we suppose that the most important is to use them accurately and appropriately, and create relationship between clauses, sentences, and paragraphs.

Question seven: which methods do you suggest for EFL students to achieve coherence in paragraph writing?

In this question, teachers are supposed to suggest some methods for EFL students to achieve coherence in paragraph writing such as:

- ✓ The use of repetition and transitional devices.

- ✓ Consistent use of pronouns reference and synonyms.
- ✓ Arranging ideas in a logical order.
- ✓ Appropriate use of transition signals
- ✓ Task-based approach and product approach are efficient to make students learn coherence.

Question eight: According to you what is the appropriate practical way used to teach coherence and give feedback that help EFL students to write well?

Table 4.20. Practical Ways to Teach Coherence

Options	Number	Percentage
Model analysis	1	14.28 %
Focused exercises	6	85.71 %
Total	7	100 %

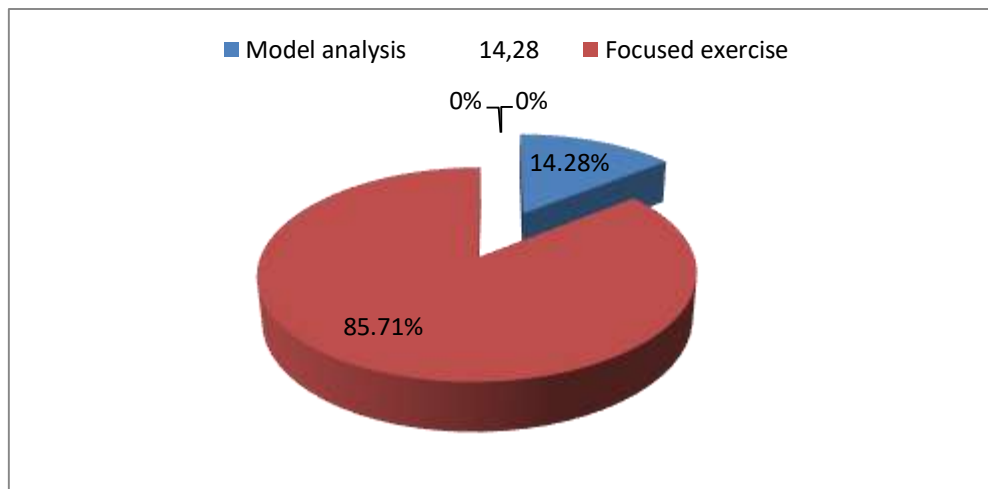


Figure.4 .20. Practical Ways to Teach Coherence

The reported results in the table above represents that only 14.28 % of teachers propose model analysis claiming that it provides students with the opportunity to observe the manner ideas are linked together in a logic way. So that they will take into consideration that writing is very critical to be organized in a certain order. While the others 85.71% insist to use focused

exercises justifying that such activities determine the weaknesses of students in writing and elaborate them to focus on the remedy, likewise; it provides practice and feedback. Consequently, the clarity of emphasizing such exercises would ultimately help students grasp the meaning of coherence and cohesion.

Question nine: To what extent do coherent and cohesive devices enhance students' writing?

This question designed to deduce the significant role of coherence and cohesion in ameliorating EFL students' writing. The results indicate that all the respondents strongly confirm that they are important and essential ties in facilitating the writing process and simplifying the task. Therefore, knowing the devices and their use could make a difference in the written pieces students produce. Furthermore, they make ideas more organized and clear, and most important they control the writing process.

Above all coherence and cohesion are the basis of a well written piece. Students must be guided in their written production using different devices will help and encourage them to write successfully.

Question ten: What aspects of coherent and cohesive writing do you consider important in improving the readability of intermediate language learners' written Paragraphs?

In fact professional teachers have pointed out that the combination of good sentence structure and smooth transitional organization of ideas plus the use of discourse markers, punctuation and conjunction are enough in improving the readability of intermediate language learners' written paragraphs. Yet, two of them placed significantly higher value on repetition of key words, usage of connective ties, paragraph unity, and effective style. They consider these aspects the most important in developing students' written paragraphs. Except for; one teacher

who had provided us with a totally different answer as piece of advice that helps in improving students writing:

- ✓ Creating personal blogs where they write topics of their interest
- ✓ Creating group chats proposing academic topics between students that share the same level and even same field of study to be motivated and contact each other swiftly.

Question eleven: What have you adopted as teaching techniques in teaching coherence and cohesion to raise EFL students' awareness on its importance in academic writing?

Teachers elucidate the techniques and strategies they usually use to teach coherence and cohesion in order to raise students 'awareness about its value in academic writing as the following:

- ✓ Giving them advice about the importance of cohesiveness in writing essays and for future writing of dissertation.
- ✓ Providing them reordering of ideas to form comprehensive paragraphs.
- ✓ Giving them reading of short stories and then giving them a set of questions.
- ✓ Free writing and focused exercises.
- ✓ The analysis of generic features of particular text type.
- ✓ Identifying lexical chains in texts (repetition, use of synonyms, ellipsis ...etc).

Question twelve: What would like to recommend motivating EFL students to overcome such difficulties and improve their abilities to write effective paragraphs?

All the teachers that are involved in answering the above question, and according to their experience in teaching in order to overcome EFL students' difficulties as well as motivating them to improve their abilities to write effective paragraphs they provided us with the following suggestions :

- Introducing cohesion and coherence as part of practical aspects of writing and not just notions to grasp.
- They should reading of books as possible as they can .
- Motivating students to perform better in written tasks
- Increase students' knowledge about writing.
- Teach students basic writing skills to mastery.
- Building the writing habit, i.e. to help unwilling, uncomfortable, and unsecured students to write and get rid of all these negative feeling.
- Use assessment to gauge students' progress and needs.
- There should be ample practice for the elements of achieving unity and coherence of paragraph writing.
- Teachers should give immediate feedback to students.

Conclusion

To conclude, in this chapter we have discussed the results obtained through the analysis of both students' productions and the questionnaire concerning the use of coherence and cohesive devices in their writings which were analyzed qualitatively and quantitatively by using different statistical techniques. This chapter provides us with the necessary data to discuss and prove the stated hypotheses along with the research questions which will be in the coming chapter.

Chapter Five

Discussion

Chapter Five

Discussion

Introduction

The chapter is going to shed light on the results of the study that lead to prove or disprove the previously stated hypotheses and to answer the research questions of this research. In addition, this chapter presents the pedagogical implications of students' problems with using coherence and cohesion in writing EFL descriptive paragraphs. Furthermore, the researcher proposed some recommendations and suggests paths for future research.

Pedagogical Implications Drawn from the Research Findings

From the obtained results and previous findings covered by the research study, it is important to put forward some practical Implications. It is observed that Second year EFL students of Chadli Bendjdid University El -Taref- face a lot of problems when writing paragraphs. Therefore, cohesion and coherence should be taught and designed carefully within the syllabus in order to solve such problems.

The findings of this study, suggest that EFL teachers need to provide appropriate teaching methods in order to raise students' awareness for the importance of the use of cohesion and coherence for the overall quality of their written production.

In other words, cohesion is better understood, if it can be better taught, explicitly or implicitly, either through exercises, classroom instruction, or comments on students' papers. That is to say in order to overcome their problems and difficulties they confront in their paragraph writing with the appropriate use of these aspects.

Furthermore, our investigation confirms the obligation of the improvements of language learners' writing in terms of cohesion and coherence. The researcher's interest was to

motivate teachers to call for teaching these cohesive and coherent ties and to make learners aware of their validity in writing performance.

Also, to enhance EFL learners to write an appropriate, well, and organized paragraphs that they will be able to compose a meaningful piece of descriptive text. In addition, the analysis demonstrates that foreign language teachers should explain to their students the role of each aspect in the building of coherent and cohesive texts, and to the fact that some aspects substitute for others and how they interact to build it.

Discussion of the Research Questions and Hypotheses

Based on the results of the of students 'paragraph analysis and teachers' questionnaire we can deduce that second year EFL students at the department of English encounter a variety of problems with the use of coherence and cohesion in their written production.

To begin with, Coherence is an important quality for good writing. The content of any written production should maintain it; however, it is difficult to make a whole text coherent. A small number of second year students faced problems with coherence when writing their paragraphs. The findings indicate that a good number of students are competent and produced coherent paragraphs. These students do not have problems with coherence and find it easy to convey the intended meaning. However, only 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 which is considered as a widely problematic method of coherence student's encounter. Moreover, students' problems with the methods such as: repetition of key nouns, consistent use of pronouns, and the use of transition signals to link ideas are either they do not know how to use them appropriately, or they totally forget to present them in their paragraphs.

As shown in the results of teachers' questionnaire the reason is that students are not aware of the importance of coherence meaning that they have a lack of knowledge theoretically and they need more practice. Hence, they fail to create an overall coherent paragraph. 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 paragraph. On the other hand, 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.

From the findings of the corpus study, we can notice that two types of cohesive devices exist which cohesion are created by the students: grammatical and lexical devices. After the analysis of the students' writings as well as the designed questionnaire, it is revealed that they employ a variety of cohesive devices where some categories of links are used more frequently than others. This means that, there is always a specific predominant device in each type of cohesive devices which helps the researcher to detect what kind of cohesion' problems occur in students' paragraphs easily.

The previous chapter results reveal that student' use of lexical devices is not sufficient. This use is less than the use of grammatical ones, because lexical devices are unknown, as it is presented students used reiterations adequately. Reiteration is a difficult type of lexical cohesion, for this, students are not familiar with this one. They usually use those devices, which seem to be simple to understand without looking for other strategies to make their writings cohesive. Concerning the different types of reiteration, students use it adequately. Repetition is simple to use, it is the most used concerning the other types of reiteration; that is to say it is considered as the easiest type to be achieved by the majority of the students.

As for synonym, students are not aware of using it because they do not find the appropriate synonym to use in their writings due to their lack of vocabulary. However; students are far from using such type of near-synonymy and super ordinate due to their little experience in using them before.

In the same manner, they are rarely use collocation .Thus, what can be inferred from both students' paragraphs and teachers' answers is that students are not familiar with the use of this lexical cohesive type even do not consider it as important in making their writing more cohesively and coherently.

Accordingly the results elucidate that students' use of types of grammatical cohesion which are: references, conjunctions, substitutions, and ellipsis is varying from one type to another. As regard to reference, students largely use it. They are quiet familiar with using references rather than with using other grammatical devices.

The problems with all types of references personal, demonstrative, or comparative are three: the lack, the overuse, and the inappropriate use of referring words. Although students difficulty in using substitution especially with its subtypes including verbal and clausal substitution that are very rarely in their paragraphs comparing to nominal substitution that only few students used it appropriately .

Another shared problem approximately with all students is the low use of ellipsis who they do not omit words that are unnecessary to express adequately their ideas. Moreover, in some of their papers, there is frequent occurrence of wordiness. Ellipsis is divided into three subtypes: nominal ellipsis which is somehow better used than verbal and clausal ellipsis that are totally ignored this confirm that students have little knowledge about the use of this type .

At last, the problems related to the use of conjunctions are of two kinds: the overuse and the misuse of conjunctions. Concerning the first problem, students sometimes double the use

of conjunctions; they use two conjunctions which have the same meaning to join two clauses while one would suffice. This is quite common in many papers. Also, they sometimes use the wrong conjunction and sometimes misplace them.

Moreover, concerning conjunction types, additive conjunctions are highly used then the other followed by adversative conjunction. While students use of causal and temporal conjunction is very low.

By considering all these findings, one can see that students have used some cohesive devices, and ignored many others; therefore, they do not have the capacity to use them fluently in relation to all the types and subtypes of CDs. According to The gathered results we deduce that these kinds of problems are committed due to lack of students' inadequate grammatical knowledge of these devices, influence of mother tongue interference, lack of vocabulary, and language background. Coherence and cohesion should be taught explicitly, as well as in association with reading skill, in developing EFL students' awareness of writing skill.

Consequently, this would answer our research questions that would confirm our hypotheses: that EFL learners encounter problems with coherence and cohesion in writing a paragraph then EFL learners face these problems due to the lack of knowing how to use coherent and cohesive devices and the poor knowledge of the linguistic features. The already stated hypotheses are proved successfully that EFL learners encounter problems with coherence and cohesion that lack their capacity to improve their writing.

The Limitations of the Study

Despite the fact that the present research has achieved its aims, some obstacles were inevitable. Since Algeria like many countries in the world still fight the spread of the pandemic

disease “Covid-19”; Corona virus prevented the researcher from using satiable research tools as it was expected.

Due to the preventive measures taken to prevent the corona virus, it has become necessary to adopt another research tool which is a questionnaire instead of a structured interview with teachers. Therefore, with respect to all teachers only few of them reply to our questionnaire, those who teach written expression. In addition, their responses for the questionnaire that we have send them via e-mails were very late, and this goes back to the lack of time as a first factor and that they teach through the batch system, which exhausted and tired them.

Furthermore, another obstacle the researcher has found during the analysis of students paragraphs is that the participants are native Arabic speaker which reflect their writing since they think in Arabic then translate their ideas to English their paragraphs are meaningless that we cannot detect their writing problems appropriately. As well as, most of the paragraphs are very short, so; that lead to the little use of coherent and cohesive ties.

At the end, the researcher was able to achieve his desired goal and reach the expected results through the posed question and the proposed hypotheses mentioned above, despite all the obstacles and challenges faced.

Recommendations

According to the above mentioned findings, a number of recommendations are made for both students and teachers:

- **For Students**

1. 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.

2. 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.
3. Students do not have to be afraid of asking any question to the teacher. He/she is the one that will help them to understand the different topics and clarify doubt.
4. Students ought to read more to enrich their vocabulary, knowledge and to better organize their ideas at the moment of making a composition about a specific topic.
5. Students should be exposed to different topics; this will give them opportunities to practice different cohesive and coherent ties to build cohesion and coherence.
6. There should be ample practice for the elements of achieving unity and coherence of paragraph writing.
7. Students should be more serious about the importance of applying cohesion and coherence in their paragraphs properly.
8. Student should be taught clearly about cohesive ties namely grammatical and types of them .This will help to get better understanding and multiple choices to correct their written production.

- **For Teachers**

1. Teachers should explain the writing techniques by using different dynamics.
2. The teachers should encourage and motivate students to practice writing different types of paragraphs in order to enhance their level. They should provide them with direct and positive feedback.
3. Extend the amount of time allotted to write which may affect the level of mastery of the writing skill.

4. Help the learners to start writing individual sentences, short paragraphs then long essays.
5. Teachers should teach students coherence by ideas and organizational focus and train students' minds and thought processes by regular writing practices.
6. 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.
7. Teachers should allocate more time for students to write paragraphs in order to help them in practicing the writing skill and applying cohesion and coherence.
8. Teacher written expression should adopt the appropriate approach and technique that are relevant student needs and level.

Suggestion for Further Studies

The researcher recommended the following suggestions:

- More studies concerning teaching paragraph writing can be conducted in order to improve the students' writing skills.
- There is a need for further researches (action research) to be done to investigate cohesion and coherence to improve these crucial skills among undergraduate EFL.
- Analyzing students' vocabulary learning strategies and its effect on the development of coherent and cohesive written essays learners.
- Investigating the role played by different cohesive devices on the development of students' organizational writing skills.
- Investigating teacher feedback practices to understand the factors that hinder good quality teacher feedback on their students' writing.

- The effect of reading on the development of students writing performance in terms of coherence and cohesion.

Conclusion

We may conclude by saying that writing skill is a complex skill and it was a difficult task for almost all Second year students at the Department of English at Chadli Bendjdid EL-Taref University. The findings confirm that they really counted problems with coherence and cohesion in writing EFL paragraphs, which are the vital keys of our research question and the opening window of the suggested hypotheses.

To fulfill our frame work behind the purpose of this research which aims to raise students' awareness of the importance of applying cohesion and coherence in EFL paragraphs writing. This chapter covers the discussion of the reported results that we based on to reach the research question response and to conduct our hypotheses' proof. In addition, it presents the implication, and the limitations that confronted the researcher align with highlighted recommendation for future researcher.

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Appendices

Appendix A

Syllabus

Chapter One: Writing Paragraphs

1. Learning about paragraphs
2. The Six steps of the writing process
3. The structure of paragraph writing
 - Definition of paragraph
 - Parts of paragraph
4. Writing effective paragraph
 - Unity
 - Development
 - Coherence and Cohesion
5. Types of paragraph :
 - a) Narrative paragraph
 - b) Descriptive paragraph
 - c) Expository paragraph

Appendix B

Sample of Students' Paragraphs

Niagara Falls.
Niagara Falls it is a great Waterfall situated in Canada, it is a beautiful place and it strain the tourist for it, and it is a big Waterfall place, When We stand the edge and look down you feel by fear, if you want to experience you will be have the assurance,
Near the Niagara Falls there are a land freestones and a lot of trees also there are a many population side Niagara Falls, it is a view so beautiful and fabulous never I see before it, when you see the gush and the Waterfull is so wonder, I liked this place and I wish seeing Niagara Falls and do this experience.

Niagara falls

- Niagara falls one of the greatest natural wonders can only be described as breath taking no matter what time of year weather it's beautiful rainbows glistening in the mist or the magnificent . Niagara falls spectacle place as continued many entertainment . Tourist lovely view you can go also in boats town to see the beautiful place.

Niagara Falls

It is a collective and a nice place Niagara Falls. When you look at the falls, you really feel scared at the power of the water. But at night the falls looked very colorful like a rainbow. It is the most popular water fall in the world, most of the people preferred to visit Niagara Falls. The three lined river that ~~like~~ into the falls is just movie over the edge of the falls. Seeing Niagara Falls is a beautiful place.

Niagara Falls.

It is an 18000 years old mind blowing wonder. It is the great falls of Niagara. The speed of the water flow makes it splash so hard that it would seem like it is a hot water and the splash seems like steam, someone would get this view when he is on a high level from the falls. Even winter can not stop the power of fluency of the falls, only the edges would freeze. The cold white water gives it the look of milky falls. In autumn, the yellow trees standing along the edges and the blue-green water creates a charming image. For more unforgettable adventures, you can get a view of the falls from the sky on Wild Play's Mist Rider airlift. The Niagara Falls are indeed a must see natural marvel.

Niagra falls

Niagra falls is one of the most Powerful Falls in the North American. Attracts many tourists every year, because It is a wonderful Place when you ~~look~~ stand looken at it. you feel comfortable and when you see the water of Falls It is so graceful, and the trees was so long decorated by red and yellow color. In addition to that, the water was so cold and the edge of falls Crashing to the bottom and the rocks below into the water. when you look to that Place you feel amazing and feel (comfortable) confident because that edge of the falls give you a power to you self. The wather was cloudy when you look to the sky, that place make me relax and calm. It is one of the wonders place of nature.

Appendix C

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid El - Tarf

Faculty of letters and Foreign languages

Department of English

Teachers' questionnaire

Dear teacher:

This questionnaire is part of our research which attempts to investigate students' problems with using coherence and cohesive devices in writing EFL paragraphs. It aims to understand whether Second year EFL learners of Chadli Bendjedid University are familiar with the use of these cohesive connectors. Your answers are very important for the validity of this research. So, we would be thankful if you answer the questions below by putting a tick () to be the appropriate response(s) or by providing full answer where necessary.

Section One: Writing Skill:

1. How do you evaluate your students' writing proficiency?

Excellent ☐ Good ☐ Moderate ☐

Inadequate ☐ Poor ☐ Average ☐

Please, Justify,

.....
.....

2. What is the most suitable method in improving students 'writing?

- Reading books ☐	- Vocabulary enriching ☐
- Free writing ☐	- Text Summary ☐

Appendices

Others

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.....

3. How can you engage your students in evaluating their own writing?

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.....

4. What kind of problems do students face when writing EFL paragraphs? Please, circle the number that reflects the degree of difficulty from **1 (most difficult)** to **6 (less difficult)**.

- Unity	1	2	3	4	5	6
- Coherence and cohesion	1	2	3	4	5	6
- Punctuation	1	2	3	4	5	6
- Generating ideas	1	2	3	4	5	6
- Syntactic structure	1	2	3	4	5	6
- Spelling	1	2	3	4	5	6

Section Two: Coherence and Cohesion:

1. According to you, what are the main factors behind the misuse of cohesion and coherence in EFL paragraph writing?

.....

.....

.....

2. What are the most predominant cohesive devices used by students in writing EFL paragraphs? Please, Number them from **1** to **5**.

Appendices

- Reference
- Substitution
- Ellipsis
- conjunction
- Lexical cohesion

Others.....
.....

3. Which methods do you suggest for EFL students to achieve coherence in paragraph writing ?

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

4. According to you what is the appropriate practical way used to teach coherence and give feedback that help EFL students to write well?

- Model analysis
- Focused exercises

Please,
justify.....
.....

5. To what extent do coherent and cohesive devices enhance students' writing?

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.....
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6. What aspects of coherent and cohesive writing do you consider important in improving the readability of intermediate language learners 'written Paragraphs ?

Appendices

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7. What have you adopted as teaching techniques in teaching Coherence and cohesion to raise EFL students awareness on its importance in academic writing ?

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8. What would like to recommend to motivate EFL students to overcome such difficulties and improve their abilities to write effective paragraphs ?

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Thank you for your collaboration