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**The Importance of Coherence and Cohesion in
Achieving Writing Proficiency
CASE STUDY: SECOND YEAR EFL STUDENTS
AT CHADLI BENDJEDID UNIVERSITY
EL-TARF**

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Abstract

Coherence is the strong homogeneity between formal parts of a text. And this homogeneity is materialized through grammatical and discourse features, that link between different forming elements of a text, in which it helps in creating textuality that has contributed in the full unity of the text and makes it a well formed text. If these elements are absent, textuality will be lost, and the aim is to reach the excessive degree of convincing. Coherence includes a huge number of text constituents that should be mastered by foreign language learners. EFL's novice learners seem to have an obscure conception of coherence and tend to rely deeply on cohesive devices while, they ignore other discourse features. This is attested to be a result of language teachers' assertion on these devices in their writing instruction. The main aim of our study is to prescribe, that if teaching explicitly the different aspects of coherence, it would lead the contributed participants to write coherently. In order to achieve our aims, the descriptive methodology has been used in teaching process in the department of English university of El-Tarf, and whether the students write coherently or not. The samples have been chosen randomly from second year during the academic year 2015/2016 concerning the teachers we have selected those who teach all levels at the same department. The substrate hypotheses will be confirmed by the obtained results that represent that if the teachers apply both approaches through using activities, they will enhance the students level in the writing skill

ملخص

الاتساق هو ذلك التجانس بين الأجزاء المشكلة لنص ما، و يتجلى من خلال وسائل لغوية تصل فيما بينها و التي تخلق النصية، بحيث تساهم في وحدة النص الشاملة، وتؤوله لكي يعد نصا بالاتساق يشمل عدد كبير من مقومات النص التي يجب على متعلم اللغة أن يتمكن منها، لكن الطلبة المبتدئين للغة الإنجليزية كلغة أجنبية لديهم فهم مبهم و ميلا إلى الإكثار من استخدام أدوات الربط اللغوية و إلى إهمال مقومات الترابط الأخرى، و يبدو أن هذا النقص راجع إلى إصرار مدرسيهم على تلقين تلك الأدوات على حساب الخصائص الأخرى. والهدف هو تحديد ما إذا كانت قدرة الطلاب على تحسين كتابتهم من تدريس جوانب مختلفة من التماسك و لتحقيق هذا المبتغى ارتأينا إلى تحليل استبيان لكل من الأساتذة و الطلبة لمعرفة النهج الذي يستخدم في عملية التدريس في قسم اللغة الإنجليزية في جامعة الطارف، و عما إذا كان الطلاب يطبقون الاتساق أم لا، وقد تم اختيار جميع المشاركين من السنة الثانية عشوائيا في العام الدراسي 2015/2016. وأساتذة التعبير الكتابي لمختلف الأطوار و الفرضيات المطروحة تؤكدنا النتائج المتحصل عليها بل تبين انه إذا النهج درب الأساتذة طلبتهم بكيفية الكتابة بشكل متناسق، متماسك و مترابط من خلال ممارسة تمارين أو توجيهات حول أخطائهم فسوف يرفع في مستواهم في الكتابة.

Résumé

La cohérence est l'homogénéité extrême de la mesure problème d'un texte. Et cette cohésion se manifeste par un moyen de linguistique entre les éléments composés du texte, qui crée des scripts contribue au texte de l'unité globale pour produire un texte. La cohérence comprend un grand nombre d'élément du texte qui devrait être sur l'apprenant de la langue pour les apprends. Mais les étudiants débutants de la langue anglaise comme une langue étrangère pour eux cette pénurie renvoie à la délivrance de ces enseignants d'enseigner ces outils sur un autre compte des autres caractéristiques et l'objectif est identifier et déterminer la capacité de l'écriture pour les étudiants peut être de mieux en mieux grâce à l'enseignement des différents aspects de la cohérence. Et pour vérifier le souhaite, nous avons décidé d'analyser les questionnaires des enseignants et des apprenants pour savoir le programme qui est utiliser dans le processus de la langue anglaise dans l'université d'El-Tarf, et quand les étudiants appliquent la cohérence au non. Ils ont choisi tous les participants à la deuxième année au hasard dans l'année scolaire 2015/2016 et les enseignants de l'expression écrite à divers niveau. Les hypothèses soulevées a déterminé les résultats obtenus mais montrent quand la méthode scientifique et apprentis les enseignants leurs apprenants formes comment écrire de façon cohérente, et reliés entre eux à travers des exercices pratiques au sujet de leurs erreurs qui soulevèrent leur niveau de l'écriture.

Dedication

To my supervisor,

To all members of the Department of English in El-Tarf University

To all people who know me.

I dedicate this work.

Maizi Sana.

Dedication

To my supervisor,

To all members of the department of English in El-Tarf university

To all people who know me,

I dedicate this work.

Allouche Nabila.

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Our first and sincere appreciation goes to our families .We would like to thank our families, especially our mothers and fathers for always believing in us, for their continuous love and their supports in our decisions. Without whom we could not have made it here. We are deeply indebted to all those who have given the benefit of their remarks. In particular, we should express gratitude to English teachers for their guidance, insight and patience.

List of Abbreviations

CEFR: Common European Framework of Reference for Language

EFL: English as Foreign Language

ESL: English as Second Language

L2: Second Language

List of Acronyms

%: percentage

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General Introduction

Writing is a means of human communication that represents language and emotion through the writing or recording of signs and symbols. In most languages, writing is a match to speech or spoken language. Writing is not a language but a form of technology that developed as tools developed with human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantic, with the added need of a system of signs or symbols. The result of writing is generally called text, and the receiver of text is called a reader.

Motivations for writing include publication, storytelling, correspondence and diary. Writing has been crucial in keeping history, conserving culture, spreading of knowledge through the media and the formation of legal systems. It is also an important way of expressing oneself by way of written words as do authors, poets and the like. In the history of writing, there is no one definition of writing that can cover all the writing systems that exist and have ever existed. However, we can define writing as a system of more or less unending marks used to represent an utterance, it is an action which contains language, thoughts, experience, feelings, emotions and different strategies. The writing system is both functional providing a visual way to represent language, and also symbolic, in that it represents cultures and people.

In addition, writing remains the most practical means through which the proficiency level of language learning is assessed. Our study's goal is to help both writing instructors and students, it is hoped that the findings of the study will help

instructors to design appropriate writing instruction for such students, as well as helping the students become familiar with coherence, in the process allowing them to get most out of their university education and their efforts to improve at writing.

1. Statement of the problem

Teaching / learning English as foreign language is a complex process especially the writing skill. For this reason, numerous approaches concerning the teaching of writing have emerged from different teaching methods. Even though, EFL writing is still one of the most challenging areas for students and teachers. Teachers usually, follow a certain order, listening, reading, and then writing, because it is thought to be highly complex and difficult to master even for native speakers. From analysis of Second Year Students' written productions, and from questionnaires with teachers of written expressions at the Department of English, the actual problem that was noticed among these students is that coherence became a common problem in students' compositions. They did not know how to write coherent paragraphs, and their writing contains sometimes no logical organization. The problem is noticed in essays of students who receive guidance on the use of cohesive devices as well as in essays. The guidance of our students seems to help them only become acquainted with the meaning and functions of the most widely used connectors. They seem to have a vague conception of coherence and to know little about the possible strategies that would help them improve this aspect in their production. They are likely to focus on sentence level coherence and to ignore discourse level coherence.

2. Aims of the Study

The reason behind the interest in the topic is the belief that coherence is an important element in writing instruction, and that teachers are able to use specific terms to explain the concept, and to give instructional feedback on students' errors. This study aims at gaining thorough understanding of certain linguistic and semantic resources for text construction, namely the constructs of coherence and cohesion which take the greater emphasis in the last decades. Also, it seeks to use recent research findings to suggest practical strategies that would help students write more coherent texts, and become proficient writers.

3. Research Questions and Hypotheses

Research Questions

- If we apply some strategies in the teaching process, will students' writing skill be better?
- Is mastering coherence will help to enhance the written production of students?
- Is there a way to guide students write more coherent texts with fewer connectors?

Hypotheses

We hypothesize that students writing in EFL classroom context should show their awareness of their communicative goals to the reader and of the writing context. Also, to concentrate on the discourse aspects of coherence, as well as to the grammatical ones using explicit terms.

4. Research methodology

To review the above hypotheses, we carried out an empirical study. In this thesis, we will use the descriptive method that was reached qualitatively through questionnaire that was tended to a sample which was composed of 60 students of second Year University, students of English at El-Tarf University. We also conducted a questionnaire with teachers of written expression at the same department, because the quality of the topic denotes a lack in mastering the writing process in EFL learning and teaching context.

5. Means of Research

In order to check the hypotheses formulated above, we carried out theoretical and empirical studies in which the effectiveness of the method of teaching coherence is tested and studied. According to this method the aspects of coherence are identified in the literature are taught following specific steps of instruction that coherence is described using precise terms. Two groups are involved in the study, teachers and students.

6. Limitations of the study

Our study concerns also a limited population, second year students in one university, and can; therefore, be generalized only if the same results are obtained by other researchers conducted under the same positions and research procedure.

Chapter One

The text 'Chapter One' is rendered in a vibrant, multi-colored font. Each letter is filled with a different color from a rainbow spectrum: 'C' is purple, 'h' is pink, 'a' is red, 'p' is orange, 't' is yellow, 'e' is light green, 'r' is green, 'O' is blue, and 'n' is dark blue. The 'e' at the end is purple. The letters have a slight 3D effect with a thin black outline and a soft, grey shadow cast to the left and slightly forward, giving the impression of the text floating above a surface.

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Introduction

Modern society is more dependent on written text than any former society. Most people have a need to use reading and writing in almost every domain of their lives. Reading and writing are competencies which are closely connected; the competent reader benefits from writing and vice versa. In language as subject, writing abilities are seen as general competences covering a great variety of cultural expressions, creative and useful. However, there is an area of being related between writing in other subjects and language as subject writing, especially in skill areas like descriptions, explanation, argumentation and discussion. Curriculum developers face the challenge of how to find ways of making language as subject writing and writing in other subjects more coherent. And in this chapter, we will provide a general and brief overview about the writing skill. It is clear that academic writing with its vast area is designed for university students who are supposed to write different kinds of writings such as: paragraphs, essays, and other assignments. We speak about the beginning of writing until the present day; we deal also with the types of writing and its importance in addition to its characteristics. In addition, we deal with the strategies of teaching the writing skill.

1. Definition of Writing Skill

Writing skill is a skill that enables an individual to write coherently, or to handwrite clearly with easiness and rapidity. 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. Then, writers need a suitable language to make up these ideas in the form of a coherent discourse. Recently writing is seen as a complex activity, a social act which reflects the writer's lately. Writing is a means of communication that uses graphic symbols; that is, we link letters that represent our sounds when we speak. These letters are linked to form words, and words are also linked to form sentences and so on. The act of forming these symbols: making marks on a smooth surface of some kind. Whereas, Crystal, D. (1987: 57) devoted that: "writing is a way of communicating which uses a system of visual makes made on some kind of surface. It is one kind of graphic expression."

For Crystal: Writing is not language, but simply a way of recording language by means of visible marks." Writing consists of words and these words are put together in a particular order to make sentences; these sentences are then grouped together into paragraphs in a coherent way which means that the relationships between sentences is clear, and the change from one sentence to the other is easy and the reader should follow the thought without difficulty in a text. In short, it should be there an essential logic and a consistency in a text. In order to match coherence, and the easy flow from sentence to sentence the writer should relay on the arrangement of the sentences in a clear order. One way to create this agreement is to be interrelated. Cohesion refers to the well organization of the grammatical features in a text that enable the parts to fit together. Cohesion is concerned with the way in which parts of written texts fit together to make a whole rather than a series of incoherent spots. This is mainly essential when writers write a task and they have to focus on the linking pieces they use.

These plans attack the thoughts in one sentence to the previous and to the following one. They also connect the smaller mechanism of the sentence together, the phrases and clauses. Also, they join items to each other. The connecting devices assist to hold the argument along and provide arrangement to writing. This means that writing clear and informative sentences is as much art as it is the skills used of grammatical rules which convey the proposed meaning and capture the reader's interest. The integration of grammar in the writing process should be emphasized because of the importance it brings to students.

However, some writers generally fail when applying the grammatical basics such as parts of speech, punctuation and punctuation style, sentence and sentence patterns, spelling, and capitalization on one hand, and the use of style consideration like composing and combining sentences such as coherence. Writing is not an easy task, but it is not so difficult. Writing needs desire and vital from the writer, so that he can express his thoughts, feelings or points of view in relationship to a given topic. Moreover, writing is one of the comprehensive skills which need to be learned Writing is not a natural activity as cited in Nunan 1996: 36). This means that, we have to be taught how to write; otherwise, we will never be good writers. In addition, writing needs conscious and mental effort because it is a process where we have to consider different aspects such as: punctuation, structure of sentences and choice of words simultaneously.

2. Process of writing

Writing is known as a compound process that includes numerous stages. Good writers go through certain process, which lead to successful pieces of written work. They start off with in general plan in their heads, they think about what they want to say and whom they are writing for, they draft sections of writing and as they work on them. They are constantly reviewing, revising and editing. Brookes et al (2007) states that covering one by one the

basics which find out what we write down is what process writing is about. All students despite of their levels in writing proficiency are introduced to writing process, in which each phase is crucial and need to be taught clearly, there are many stages, which are fluent and overlapping (Breiten & Scardmalia, 1983; Flower 1980, Murry, 1982). However, researchers and educators have identified the following stages:

2.1. Planning

Planning is the step of the writing process. It is also known as pre-writing stage, in this stage the writer chooses a topic and generates ideas, in other words, in this stage the writer qualifies his focus, explore and evaluate the topic

2.2. Drafting

This stage is regarded as the initial efforts of the student, where the major interest of his first draft is to help students to get their thoughts written down on papers. The writer decides which ideas to take into consideration and what to be neglected. Their major focus will be on the message, and the mechanics of writing. However, if they are not satisfied with their draft; they can go back to the first stage and begin again.

2.3. Revising

This stage is more thoughtful and critical, it allows students to examine and revise their piece of writing effectively. They should also take into account style of their writing including spelling, vocabulary, paragraph, development...and so on and so forth. However, if their pieces of writing need some significant changes, they can produce a second draft or return to earlier stage.

2.4. Editing

By this stage 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 structures and punctuation).

2.5. Publishing

Publishing is a series of strategies designed to present the final version of writing to the purposed audience.

These strategies illustrate the fact that writing is recursive not linear in nature, since it allows the writer to return to earlier stages whenever he feels unsatisfied with his product and enable him to broaden their ideas and make significant changes to improve their writing.

3. Mechanics of Writing

There are three main components of writing which can allocate the reader to judge correctly the writer's objective. The three mechanics are: Handwriting, Spelling and Punctuation and Layout. Those components are included to form well structured texts. Therefore, any foreign learners should know it in order to write a good readable text.

3.1. Handwriting

Any person has a specific handwriting. Some of them are reasonable by all readers but the others are not. Harmer (2001) defines handwriting as " it is a personal issue" (p. 255). It means that anyone in the world has his own style of handwriting even if we teach primary school pupils the same activity of imitating the writing manner, but each one of them writes differently. All in all, handwriting is still the very important in our lives.

3.2. Spelling

According to Harmer's (2001) book 'The Practice of English Language Teaching some spelling may affect on assessing a text by a reader and repeating the use of terrible spelling is considered as missing education or care. Also he claimed that " an issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same

words in the same way'' (p. 256). He added that to support student's spelling, we should advise them to read extensively.

3.3. Punctuation and Layout

Punctuation and layout are considered as the significant components of writing as punctuation provides the text with a clear meaning. In addition, without punctuating a text we cannot understand the precise intention of the writer. The role of using punctuation is to make the text you write clear and easy to read. Harmer (2004) claimed that if the writing basics are not used in the right way, they can come with a negative comprehension and difficulty of trying to understand a text (p. 255).

4. Coherence and Cohesion Definitions :

4.1. Definition of coherence

Coherence and cohesion are two important components of writing skill which become crucial part of writing quality. Besides, coherence and cohesion, as what has been said by Renkema (1993: 34), are two of seven principles for textuality (the property of being a text). In other words, if there is no cohesion and text that should be considered in writing a text. The lack of coherence in the flow of ideas through a composition is one of the major problems encountered by students. Moreover, cohesive devices are often misused or overused by students. For instance, students are still confused when they use certain type of conjunctions in their essays. They tend to use more connectives to maintain surface logically, but actually, there is no logicity in their writing. In addition, the grammar which the students use might be insufficient. When the grammar is not appropriately used, sentences or ideas in a text may interrupt the flow of the text and cause incoherence. When writing lacks coherence, the reader is forced to stop and reread. Occasionally, the readers may just give up

because of frustration. In addition, the poor content of lexical phrases in student's writing causing incoherence of ideas often leads to confusion and misunderstanding.

Therefore, for the writing instruction teachers are required to help students in generating, organizing and ordering the content of the texts that they produce to become cohesive and coherent. In this case, the materials of coherence must be formulated based on the student's need and linguistic proficiency, as what has been said by Reed (1998, 1997), « Effective instruction in language must be closely adjusted to the development, needs, and interests of the pupil ».

Putting a clear definition of coherence is not an easy task because it is a complex phenomenon that takes in large number constituents. The term coherence refers to content aspects. A paper has coherence if it presents its persuading in clear possible and logical order. It avoids unnecessary digressions. According to Halliday (1976; 183), coherence is a characteristic of the text that indicates « the property of hanging together ». Coherence can be viewed as part of top-down planning and organization. If a paper is easy to understand, this is mostly due to a coherent presentation of its content. It follows a clear line in presenting facts and argument and avoids statements which are incomprehensible for the reader. Coherent pieces of writing focus on the important issues and cut out what is irrelevant or incomprehensible for a reader. This requires that their authors:

_ Know their subject well.

_ Have an eye on their audience and shape their writing to what their readers probably know before controlling and are able to understand.

Coherent writing creates an understandable context for the content presented, and presents them in a comprehensible order. Generally, the level to which writing flows is referred to as coherence. Coherence is the result of tying information in your writing together so that links you have made in your own mind are evident to the reader, especially in academic, professional, and technical communication in many international contexts ; coherence specially results from knowing the new given contract that we, as writers, implicitly make with our readers. That is, our readers will tend to expect that we will start with familiar information and then use that information as a basis to lead them to new information. This denotes that we need to make strong assumptions about what our readers already know, since they will frequently expect us to start at the level of their understanding.

In specific terms, coherence is achieved in three ways:

_Through using changed words, or phrases that serve the specific function of representing how a paragraph or sentence relates to the one before it.

_ Through the use of pronouns that not only put in for nouns but also carry the idea and the noun represents through a passage.

_ Through the use of recycled words or through repetition, this connects paragraphs or sentences by making a transition from a given use of a word or phrase to a new use.

In short, then, coherence means creating a sequence. Even if the paragraphs and sentences in our writing appear to be independent of one another, they are not. In a coherent piece of writing, each sentence relates clearly to the topic sentence or controlling idea but, there is more to coherence than this. If a paragraph is coherent, each sentences flows smoothly into the next without clear shifts or jumps. A coherent piece of writing also highlights the ties

between old and new information to make the structure of ideas or arguments clear to the reader. Along with smooth flow of sentences, paragraph's coherence may also be related to its length.

Coherence, or text use, is the combination of semantic configurations, coherence in written text is a complex concept, involving a huge number of readers and text-based features; it means cohesion (i.e. the linking of sentence) and unity. Reader should interact with a text depending on their prior knowledge. Coherence, then, is defined as the organization of discourse with all elements present and appropriate together logically. This denotes that a coherent essay consists of an introduction, a thesis statement, rhetorical support, and a conclusion. Coherence is based more on the logic of the ideas and how they're presented rather than the language that is used to express their ideas.

4.2. Definition of Cohesion

Cohesion features as an element of text structure in writing as product (Grabe & Kaplan, 1996), and also as elements underlying semantic or discourse-related processes. Cohesion forms part of current conceptualizations of communicative language competences, as exemplified by the coherence and cohesion descriptive level of discourse competence in the CEFR (p. 125).

Cohesion in English is a ground-breaking undertaking in which Halliday and Hassan (1976) set out to define, classify, and describe cohesive relations, and demonstrate in analysis how they put into the texture in sample texts. For Halliday and Hassan (1976, p. 4), the construct of cohesion is defined as a semantic relation. Referring to "relations of meaning that exist within the text, and that define it as a text".

Furthermore, cohesion is part of the system of language, and is expressed through its strata organization. The convenience point of the native speaker: “As always in linguistic description, we shall be discussing things that the native speaker of the language ‘knows’ already – but without knowing that he knows them” (p. 1). Halliday and Hassan (1976) clearly differentiate cohesion from discourse structure. While cohesion builds relations in meaning, discourse structure is a structural relation. Syntactic parallelism and rhyme are examples of formal devices outside the field of cohesion. From the perspective of discourse semantics, Martin (1992) reconstructs cohesion to form an included system that relates texts to their contexts of use. Empirical research has also challenged Halliday and Hassan’s (1976) view that cohesion is the necessary and sufficient condition to texture. Analyzing essays by twelfth graders, a cohesion indicator is occasionally unlinked to a text’s coherence. While a plenty of cohesive ties and their patterns characterize texts, a large part of any text is taken up by reference items, conjunctions, and lexical cohesion by definition. Consequently, cohesion as an indication of coherence is of limited use. A careful reading of *Cohesion in English* reveals that for Halliday and Hassan (1976, p. 324) “Texture involves much more than merely cohesion. In the construction of text the establishment of cohesive relations is a necessary component; but it is not the whole story”. Critics limit the model to linguistic sources, but in fact supposed, interpersonal, and textual components interact to create meaning. Meurer (2003) claims to have found strong and moderate positive correlations between reference as well as lexical ties, and coherence rankings of essays and narratives. Additionally, while lexical cohesion remains constant through different modes of writing, reference items characterize narratives more than essays (Meurer, 2003, p. 151). Research has submitted incoherent results, and whether cohesion is a cause or a consequence of coherence remains undecided.

Meurer (2003, p. 153) points out that no general or regular relationship can describe all kinds of discourse.

5. Aspects of Coherence

To produce coherent text, writers establish semantic relations between pairs of ideas organize them in relation to one topic and particular styles of organization, make those semantic relations precise using different linking devices, change their ideas linearly respecting some linguistic and communicative limits, and finally try to make it easy to read their production: make clear the organization of their ideas through giving outlines where acquired or using organizing expressions, and communicate effectively their attitudes. These necessities communicate, in that order, to the four textual aspects of coherence (local coherence, macrostructure, cohesion and information distribution).

5.1. Local Coherence

« Local coherence involves semantic relation between sentences, hence, relations between prepositions expressed by these sentences », (Van Dijk, 1980p:53). These relatives can be explained in semantic useful and practical terms. Semantically, « [...] Two sentences (or propositions) are connected if their respective facts are related » (53). Proposition can be linked by qualified relation, time relations, or form relations. Van Dijk also recognizes semantic relations between smaller segments like predicates, arguments, and individuals and their properties. « [...] the semantic relations of coherence are at the same time conditions for coherent speech acts » (Van Dijk 1977.pp57-60). Hence, local coherence relations are necessary while their open signaling through linguistic means is not always needed. The absence of cohesive devices is sometimes still considered a sign of good writing style (Chiange 2003:480).

5.2. Macrostructure

A coherent text has, in addition to local coherence a more global kind of organization or «macrostructure » a macrostructure is « [...] a theoretical reconstruction of intuitive notions] such as « topic » or « theme » of a discourse. The topic is often made explicit in the discourse's title, its thesis statement, its topic sentence(s), or it's summary. Macrostructure controls the relevant of the discourse's single proposition, their importance and the nature of the relations that link them. This control is achieved through macro-rules which, Van Dijk says, « [...] select, reduce, generalize and reconstruct propositions into fewer, more general or more abstract propositions [...] ('Going to the station' 'Buying a ticket', 'Going to the platform', would thus together result in the macro proposition 'Taking the train to...'). These macro-rules are necessary for the production and the understanding of coherent discourse. They facilitate the storage, the retrieval, and the reproduction of complex discourse because the reader/writer can go through these processes without having to bear in mind all the discourse details. Most studies on macrostructure divide unified discourse into elements according to the relevant functions those elements play in their environments. Almost, then, the 'macro-pattern' of a discourse is the outline of the functions of those elements. Hoey (1985 qtd. In Basturkmen 2002:p.53) propose taxonomy of macro-patterns which, he argues, are repetitive in English texts. For examples, a coherent text may be a succession of the following elements: Situation, Problem, Solution, and Evaluation. This pattern, he preserves, is very common in English expository writing. It is also common to narratives, and is often referred to using the following distances: Setting- Complication-Resolution-Moral (Van Dijk 1977a:p.101). The other macro-patterns Hoey proposes are: Instruments-Achievement, General-Particular, and Preview Detail-Similarly.

5.3. Cohesion

Cohesion as defined before is a set of linguistic procedures which connect ideas making explicit the semantic relations underlying them. The most commonly used typology of cohesive devices is provided by Halliday and Hassan (1996). This typology contains the following five cohesive devices, reference, substitution, ellipsis, conjunction, and lexical cohesion.

Reference is a device that reminds the reader of an element that has been mentioned before in the text. For example,

- It's an old box camera. I never had one of that kind.
- He who doubts is lost.
- I would never have believed it. They accepted the whole scheme.

Substitution is the replacement of an element in the text by one of the following items: one, once, same, do, not, and so forth. For example, these biscuits are stale. Get some fresh once.

Ellipsis is the omitting of an element that has been referred to earlier (and, rarely, an element that will occur after) in the text. For examples,

- Would you hear another verse? I know twelve more.

Conjunction is a device that makes clear the semantic relations that exist in the text. It has four kinds.

1. Additive, example: and all this time he met no one.
2. Adversative, example: yet he was hardly aware of being tired.
3. Causal, example: so by night time the valley was for bellow.
4. Temporal, example: then, as dusk fell, he sat down to rest.

Lexical cohesion: occurs when two elements relate semantically in some way. Types of lexical cohesion are reiteration (including repetition, general word, and synonyms) and collocation.

5.4. Information Distribution

The English clause is structured in a way that characterizes it as 'communicative event' (Halliday 1985:pp. 38-54) it contains two constituents the theme and the rheme, it is proposed that discourse analysts mostly has a revision strategy. The reason is that local consideration in the planning stage is likely to delay the generation of ideas (Van de Koppel 1997). After students have considered the hierarchical organization of their ideas, it is time to think of how best those ideas could be presented linearly.

Thematic structure and information structure are two distinct concepts, practically, they are closely connected. There is 'an unmarked correlation' between the two structures: "[...] a speaker will choose the theme from within what is given and Locate, the best moment of the New, somewhere within the Rheme", says Halliday (1985: 278). Fries (1997) express this correlation using dichotomy Theme-New Rheme. Explains that thematic information gives the reader an idea about how to relate the discourse segment to what preceded it (it functions locally), whereas the New-Rhematic information contributes to expressing the goals of the discourse. Cognitively, the given-New distribution facilitates information dealing out because the given orients the reader by pointing to a former s/he would research in her/his memory to relate it to the New (Vande Koppel 1997; Fries 1997).

6. Pedagogical Practices for Developing Coherence:

To help students develop coherence, pedagogical practices put emphasis on teaching students to achieve coherence through order, through controlled patterns in forms, such as

repetition of words and pronouns, synonyms and substitutions, and transitions, and to become aware of concepts such as unity, organizational structure, audience, purpose, thesis statement, topic sentence, and supporting sentences because these elements of coherence are highly valued in the English cultural world. English writing textbook writers do not realize what students really need, in terms of coherence. For example, most of the current writing textbooks lack the needed size and depth of coherence coverage.

In addition, writing instructors jump around too much when teaching writing, without being aware that they need to repeat the emphasis on coherence in writing, and that students need always to go over and over to reinforce coherence in their writing. Thus, students can hardly identify the logical relationships between sentences, which lead them to misuse transitions. Because today's textbooks fail to provide sufficient introduction to the depth and variety of coherence elements necessary for effective persuasive writing (John, 1986), students often engage in a pattern of repetition without being aware of why. Also, students normally make off-topic claims without realizing that this is not the way to write in the English cultural world. Considering this, pedagogical practices for developing coherence must be enhanced.

Conclusion

Coherence was improved by paying close attention to the way clauses and/or sentences are linked. If for example a language learner uses an inappropriate conjunction the resulting text is likely to delay reader's comprehension.

Chapter Two

Chapter two: Teaching and Assessing Coherence

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Introduction

This one is concerned with the issue of teaching and assessing it. The chapter looks for broad strategies and practical techniques of teaching and assessing coherence that are suggested to help teachers introduce effectively the discourse features.

1. Coherence in Academic Writing

Every writer wishes to make its ideas clear to the readers with pieces of writing that are easy to read and have logical links between the various points made. The essential features of a well written text are the unity and connectedness, making the individual sentences in the text “Hang” together and relate to one another (Celce- murcia and Olshtain, 2000). This textual relationship is somewhat a result of coherent organization of the propositions and ideas presented in writing. In addition, this relationship depends on the efforts taken process the writer goes through in order to create official and grammatical paragraphs and with sentences in each paragraph (Cornbleet and Carter, 2001). So, the writer can reinforce coherence, and create global and local unity by employing various devices.

The overall coherence of a longer text depends on the coherence within each paragraph or section of the text. (Celce- murcia and Olshtain, 2001). In expository writing, coherence is an essential feature that links ideas or information in different parts of the text so that the reader can understand the whole text more easily. Each sentence in this type of writing is related to both previous and subsequent sentences. For example, a text focusing on the latest developments in biology might take a different form depending on whether it is proposed to be included in a popular magazine, a biology text book, or a scientific journal. Each of this text types follows certain writing conventions; that is, while a popular magazine is proposed to convey information to the public in general, a biology text book

and a scientific journal are proposed for students who are being introduced to the subject area and scientists who are specialized in the field. So, coherence can create a logical progression in a text so that the reader can understand the text through the connectedness among propositions presented in the text while relating information in the text to his or her own knowledge of the world.

In Harris's (1990) study on textual coherence, the organizational functions satisfied by opening sentences of paragraph's in scientific writing were investigated. Opening sentences were analyzed and classified into five different groups: sentences which identify the main topic of a text, those that state a fact or define the main topic of a text, those discussing similarities or differences in regard to the main scientific element discussed in the writing, those that identify an important previous event, and finally, those which point out of false supposition or the lack of evidence for understanding some phenomenon. According to Harris (1990), all these opening sentences types play a role in organizing ideas or information in a paragraph. All types of opening sentences help the reader read through an easier and more effective reading process. Showing consideration for the reader, a skilled writer uses such opening sentences for clearer communication.

2. Teaching Coherence through Genre

Textual coherence is a very complex task and has been a problem for linguists and teachers alike for many years. The fact that readers can usually distinguish a text from a non-text, leads us to think that 'text' as a concept exist in readers' minds. If we do not know what formalizes a text, at least we know when it is a text. There are huge numbers of ways which learners can use to identify the issue of text coherence and thus will help them to write in a more coherent way.

Three holds on-coherence:

- Explicit cohesion: improved by paying close attention to the way clauses and/or sentences are linked. If for example a language learner uses the wrong anaphoric pronoun or inappropriate conjunction the resulting text is likely to hinder reader's comprehension (Carter-Thomas 2000).

- Propositional coherence:

It includes, theme structure, one way of obtaining propositional coherence is through theme analysis. Generally speaking the writer/speaker will place at the beginning of the clause what he is speaking about, the theme, which usually contains given elements that the receiver can easily identify. Writers can also mark the presence of an unexpected element in the theme function by means of a correct connecting word. An analysis of theme structure makes it possible however to identify some of the unplanned parts in the information flow-the points where the reader no longer understands the writer's aims and the communication breaks down (Carter-Thomas 2000). And structuring analysis, another useful handle from the propositional level of text organization is provided by structuring analysis.

- Pragmatic coherence:

While structuring analysis and theme analysis provide useful handles for accessing some of the more understood ways coherence can be acted, this process remains however largely dependent on a specific practical setting and on the supportive effort of the text receiver within this setting. It is not a just a simple questions of automatically decoding instructions. The rebuilding of the text (in to discourse) is by nature probabilistic and cannot be established with total certainty. A text will be more likely to appear coherent to the receiver if it corresponds to genre expectations. A genre perspective on coherence can,

in particular, be very usefully modified to the teaching of academic writing skills, where genres expectations are easily identified. In academic writing, genre constraints are exacting. Research articles, for example, are highly codified, and need an enormous degree of agreement to genre and academic discourse norms in order to be considered coherent pieces of writing within their specific discourse communities, research article authors are expected to match not only to language-based norms that also to rather harsh genre constraint.

3. Teaching Writing through Developing Coherence and Cohesion

Students have difficulty in making their writing coherent, they are likely to be more concerned with language matters rather than making meaning. This may be because they do not have a mental representation of their writing. It is the skill of writing paragraphs that develops an idea in a way that the reader understands what the main points are? And why it is important? It is linking your ideas together so that people understand what you want to say. One form of coherence is coherence within a paragraph to achieve this writer needs to learn how to structure a paragraph with a topic sentence and to develop that sentence through the correct use of explanations and examples. The easy way to think about this is about a paragraph is series of sentences all related to the same idea. Another form of coherence is a larger level in the essay itself: this is coherence between paragraphs so that the argument of the essay develops in a logical and ordered manner. To achieve this, writer needs to learn how to structure an essay so that the different paragraphs connect to each other. The easy way to think about this is that an essay is a series of paragraphs/ideas that link together to form one coherent point of view.

3.1. Characteristics of Coherence

Sources from Halliday and Hassan (1976), Bemberg (1983), Mc Culley (1985), Lee (2002) identify the following features as leading overall coherence:

Cohesion which has many facets:

- a) Pronouns of reference are used correctly
- b) Conjunctions are used correctly
- c) Ellipsis and substitution are used when needed
- d) Lexical repetition is used correctly
- e) Synonyms words/phrases when used are used correctly
- f) Transition words are used perfectly to link sentences and/or paragraphs together to convey relationships throughout the essay
- g) Each sentence follows logically the previous one

Coherence also is viewed through the following aspects:

- a) The opening paragraph is effective in introducing the reader to the study or the vital idea that the writer will develop through the essay
- b) All the paragraphs support the essential focus and don't limit
- c) The writer's general point of view is clear
- d) Paragraphs are divided in terms of content importance
- e) Transition is flat between paragraphs
- f) The writer organizes paragraph details according to marked plan(e.g. time, order, addition order, order of importance, order of cause and effect, order of comparison-contrast)that is well-designed with a smooth and logical progression of thoughts ; therefore, the ideas relate to one another

- g) The writer doesn't change topics, and the ideas in each paragraph are all relevant to the topic
- h) Ideas mentioned are expanded
- i) There is no repetition of ideas
- j) The writer fully develops paragraphs, effectively using reasons and specific details and examples from his/her reading and experience to develop ideas
- k) The last paragraph gives the reader an exact sense related with literature review.

3.2. Concepts of Coherence

Halliday and Hassan (1976:23) define coherence as “the way a group of clauses or sentences relate to the context” coherence is not based on surface links. Instead it relies on the links derived from thematic development, organization of information or communicative purpose of a particular text. Martin (1992a) points out, given that we can identify two levels of context (context of culture as realized by genre and context of situation as realized by register), we can recognize two types of coherence: Situational coherence and generic coherence.

According to Eggins (1994), a text is situational coherent when all clauses are relevant to that specific situation in relation to field, sense and form. Similarly, a text is generically coherent if it can be identified “as an example of a particular genre”. In other words, each part in representation structure will release “one element in the unfolding, staged organization of the language event” (p.87).

3.3. Helping Students Develop Coherence in Writing

Coherence is traditionally described as the relationship that links the ideas in a text to create meaning for the readers. While coherence is crucial to effective writing, it is often considered a disruptive concept that is difficult to teach and difficult to learn

(Connor1990: Connor and Johns1990). Research has found that in their writing, English as Foreign Languages' students focus on totally on the word and sentences levels rather than the level of the whole discourse, that is textual coherence(Bamberg1984:Ferris and Hedgecock1998). The majority of EFL's students feel that "their only sense of security comes from what they have learned about grammar" (Leki1996:34).

It is important that students be taught different strategies to improve their writing. A pedagogical focus on coherence can change students' attention from sentence-level, grammar to discourse features such as textual structuring and propositional unity, which are crucial to creating meaning in texts. Indeed, helping students improve the coherence of their writing ought to be a significant aspect of 12 writing instruction. To help students focus on coherence in writing. It is essential that teachers have a detailed understanding of what makes a text coherent. Many composition texts and writing handbooks describe coherence in three ways: 1) connectedness between sentences (Mc Crimmon1980). 2) use of clear cohesive devices at the paragraph level (Bander1983; Dodds2000; Laver et al. 1985) and three use of connective devices such as pronouns, repetitive structures, and transitional markers (Hodges and Whitten1982).

Such conceptions of coherence, however, explain coherence narrowly in terms of sentence-level connectedness and paragraph unity rather than discourse unity. They reflect the major emphasis in EFL writing handbooks and achieve a narrow explanation of coherence (Langan1996; Langosch1999; Oshima and Hogue1999). To help students create coherence in their writing. It is necessary to define and describe coherence in broader sense.

4. Broad Strategies in Teaching Coherence

To help students understand how the element of coherence functions in different types of texts and improve their writing, Icy Lee designed materials on each of the five features describe EFL classes. The materials can be easily modified to suit learners of different proficiency levels and in different learning context. Below Lee describes some of these materials and how they can be employed to teach coherence in writing.

- Introductory activities

Introduce students to the topic and rouse their interest in the role of coherence in writing. In the introduction to macrostructure, for instance, students can take turns retelling a fairytale that is familiar to them all. Or, they can describe an uneasy event. Major aspect of the story structure, such as situation, problem, solution, and evaluation, are then discussed. In presenting information structure, it is helpful to teach students how to become more aware of the sharing of information in text.

- Explicit teaching

Give students clear explanation, first using authentic texts and simple text-analysis tasks. For instance, in teaching macrostructure, students can analyze texts that contain the problem-solution structure and rearrange varied sentences. For the example below, the teacher checks the students' answers and points out the correct-solution structure-statement two is the situation, statement four is the problem (marked by 'however', statement one is the solution, and statement three is the evaluation. Through explicit teaching students can be revealed that when they include the major elements of the macrostructure and order them logically, they're likely to achieve coherence in their writing.

- Awareness-raising tasks

This is an essential stage of teaching in which students engage in a range of text analysis tasks in order to apply the concepts they have learnt. These tasks need reading and some rewriting. For instance, the awareness-raising task below asks students to read a letter of complaint and analyze its macrostructure. Then revise the letter to improve it

- Writing practice

This stage allows students to apply the concepts of coherence to their own writing. Give students a topic, then, tell them to plan their writing by developing an outline based on a macrostructure suitable for the essay. For instance, students can analyze a presented disruptive issue discussed in a newspaper perspective by writing about the advantages and disadvantages of the issue. They can use the outline provided below before drafting their essays.

Outline: macrostructure format

Situation

Three advantages

Three disadvantages

Conclusion

5. Techniques of Evaluating Coherence

Some teachers give unclear definitions of coherence this uncertainty makes the assessment of coherence in students' writing rather a subject of task. Teachers who rely on such unclear definitions of the concept are highly likely to give changeable scores (Todd et al. 2004; 86-7). Though, the growth of researchers' understanding of the concept encouraged some of them to put advanced balance which aim at providing teachers with more objective ways to evaluate the papers of their students. The equally aim at teaching

students easy ways, if possible, to revise their own production. Todd et al (2004,p.p. 128) suggest a strategy for the description of text coherence. They suggest that it should be used both in research as a descriptive tool and in classes as a revision strategy. Teachers have the advantage of obliging students to consider coherence in their papers both locally and globally. They examine the assignment of successive sentence topic and then how these supply to the building of the discourse topic. Todd (2004) applied this strategy in the evaluation of the participants in her study. She noticed that the participants who improved their papers were found to have relied more on order progression. This means that their ideas were more detailed in their revised drafts, thus, more coherent.

Rogers, (2004:p.143) suggests another evaluation techniques based on sentences topics. She found a strong correlation between ‘topic continuity’, ‘sequential progression’ in Rogers (2004:p.145), and writing quality. In other words, the fewer is the number of topic shifts in a discourse, the higher is its quality; however, it is not claimed that topic wait always enhances coherence. Pepin (1998) proposes a more extensive technique of coherence evaluation. It is a typology of coherence mistakes and at helping teachers found their intuitive judgments of the papers of their students. The typology contains the following items:

5.1. Cohesion Mistakes

- Mistakes of semantic equivalence, when subsequent likable concepts are not made in connection with each other
- Mistakes of Resonance; Resonance, according to Pepin, is the use of pronouns and linkers. It is required where there is a sudden change of topic.

5.2. Hierarchy Mistakes

- Mistakes in the order and the coordination of ideas

- Lack of syntactic parallelism (the same kind of parallelism described by Halliday and Hassan above).

5.3. Mistakes of “Uncertain Resolution

- Combination of ideas
- (when ideas change suddenly and their relations to the previous elements of a text are not made clear)
- Information deviation (or digression).

The typology proposed as a guide for teachers who would like to give more reliable scores to their students' papers.

Conclusion

In classroom, the teaching of coherence can obtain some direct benefits for both teachers/learners. Teachers can share the techniques of coherence with students, replacing vague comments like “the essay lacks unity” or “the ideas do not fit together” with specific comments like “unclear reference”. Or “In appropriate conjunction”. Thus, teacher feedback can be made more effective. Coherence is an important concept, indeed, though coherence is difficult to learn, it needs not be an abstract theory that is cut off from practice. It can be a concrete concept that can be described, taught, and learned in classroom.

Chapter Three

The text 'Chapter Three' is rendered in a bold, rounded, sans-serif font. Each letter is filled with a different color from a rainbow spectrum, starting with purple for 'C', transitioning through pink, red, orange, yellow, green, blue, and ending with purple for 'e'. The letters have a slight 3D effect, with a soft, grey shadow cast beneath them to the left, suggesting a light source from the upper right.

Chapter three: Field of Investigation

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Introduction

This chapter is devoted to present the empirical study which has been conducted at the English department at El-Tarf University. We equip a detailed description of the students and teachers feedback about the overall writing skill and coherence principally. We identified the objectives, data gathering means, and the population. We hypothesize in the introduction of this research that student apply certain strategies in the teaching writing in addition to the mastery of coherence, students will be able to realize proficiency level of writing skill. This chapter composed two main sections; the first explains the purpose of the study and the nature of population; the second section is exclusive to the analysis of students' and teachers' questionnaire.

1. Objective of the Questionnaire :

The questionnaire was divided mainly to provide insights into the students' perception and level of the writing skill. Our study aims at analyzing some techniques to teach coherence. We also suggest some approach about teaching the writing skill which will help to solve problems that may be faced by students.

2. Analysis of Students' Questionnaire :

2.1. Participants

Sample population as mentioned before, consists of second year students at the English department of El-Tarf University. The sample represents the whole population of second year students having the same level of educational background. The sample is constituted of 60 students to whom our questionnaire has been distributed. All the students'

native language is Arabic and they are studying English as a foreign language. The written expression course is allowed two sessions (total of three hours) per week.

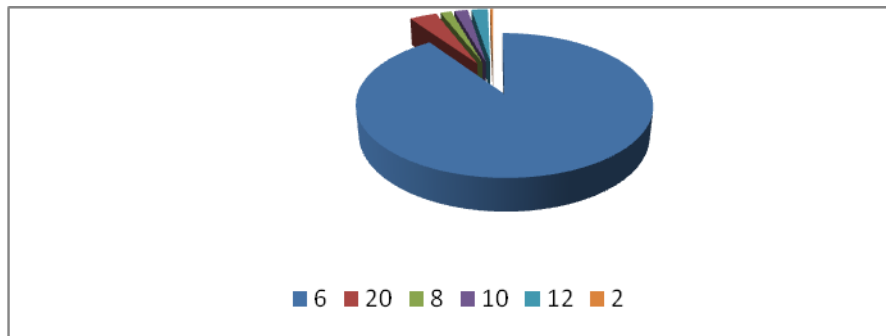
2.2. Description and Analysis of Students' Questionnaire

The questionnaire is divided into four main parts: part one aims at getting information about students' background knowledge, we designed questions (1-4). Part two; is about writing proficiency, questions (5-6). Part three is dealing with self assessment of writing skill, questions (7-15). And the last part; we try to know the most useful and helpful learning strategies also adding some suggestions about how they can improve their writing, we designed questions (16-17).

Part one: students' background information

Question 1: Age

Age	Number	Percentage
19	6	10%
20	20	33,33%
21	8	13,33%
22	10	16,66%
23	12	20%
26	2	3,33%
33	2	3,33%
Total	60	100%

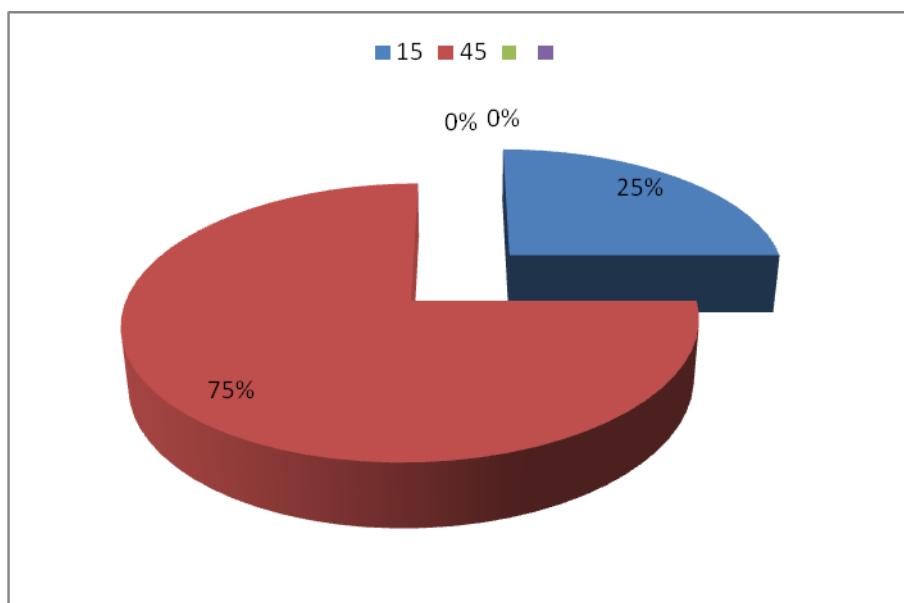
Table 3.1: students' Age**Graph3.1: Students' Age**

Nearly, all the students are between the age 19 and 33. The youngest student is 19 years old and the eldest is 33. The first share is for the age of 20 (33, 35). And the second share is for the age 23 (20%). This attests that their cognitive abilities are abroad at the same level.

Question 2: Gender

Gender	Number	Percentage
Male	15	25
Female	45	75%
Total	60	100%

Table3.2:Students'Gender



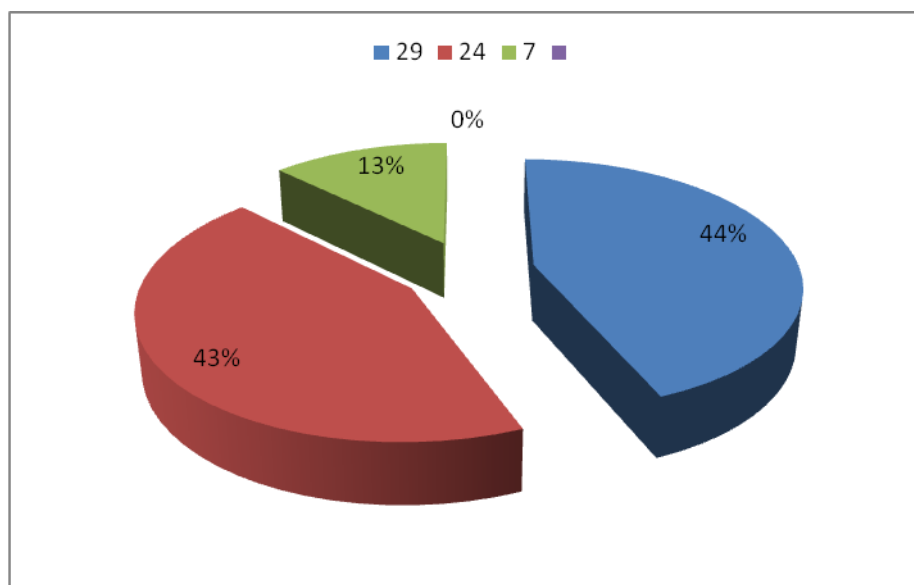
Graph3.2: Students' Gender

Approximately all the students are females which represents (75%) and males illustrates only (15%) of the whole group. Consequently, learning foreign languages is desirable and attractive to female rather than male learners.

Question3: Do you enjoy writing?

Answers	Numbers	Percentage
Yes	29	40,33%
Sometimes	24	40%
No	07	11,67%
Total	60	100%

Table3.3: Enjoying Writing.



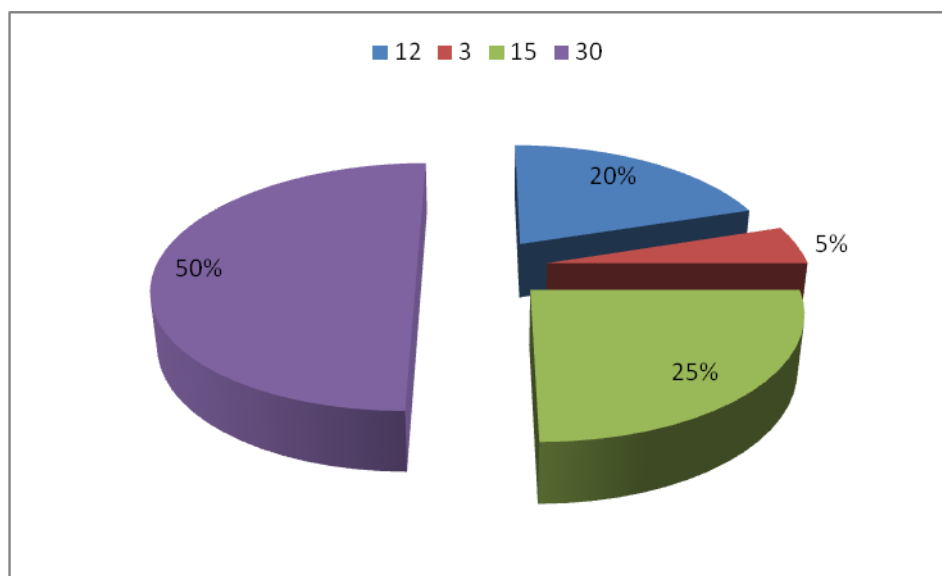
Graph3.3: Enjoying Writing

Most of the students enjoy writing; 48, 33% of them and according to their answers , writing is the best way to talk and express ideas with interrupted and it because like having an enormous wonderfully daydream that they can share with the world. And only small number among them answers with no (11, 67%), since they consider writing as a complex task and find it difficult to move on through its all stages.

Question4: what are the reasons of choosing to learn English?

Options	Number	Percentage
The most commonly spoken language in the world.	12	20%
Knowing English increases our chances of getting a job.	3	5%
It is based on a simple alphabet and it is quick and easy to learn compared with other languages.	15	25%
I like it.	30	50%
Total	60	100%

Table3.4: Reasons of Choosing English.



Graph3.4: Reasons of Choosing English

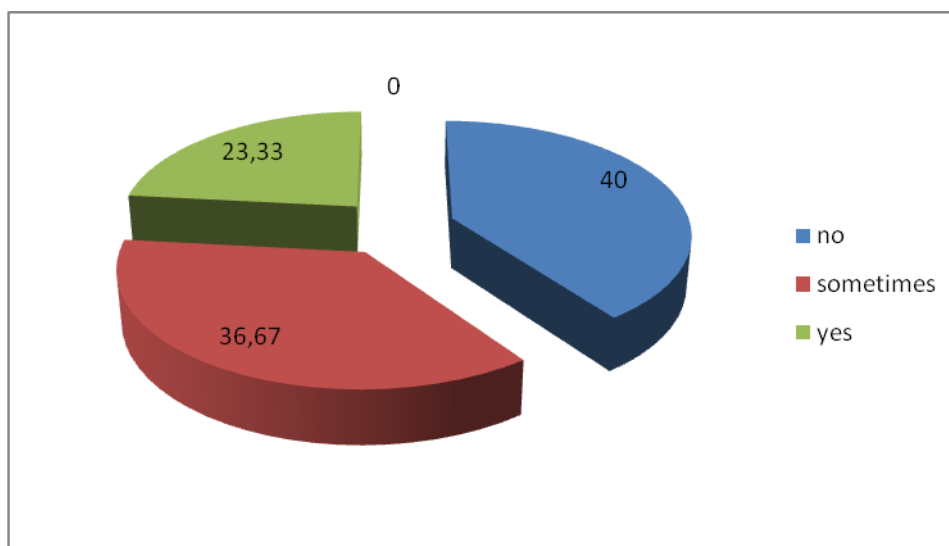
Nearly, all the students study English because they like it (50%). However, others choose it because it is fairly, easy and quick to learn (25%), and the rest of them study it for increasing chances of getting a good job (5%), or they use it as a way of communication in the world.

Part Two: Writing Proficiency

Question5: Can you find new shape in a piece of your writing which you had previously organized

Answers	Number	Percentage
Yes	14	23,33%
Sometimes	22	36,67%
No	24	40%
Total	60	100%

Table3.5: The Ability of Shaping Again a Piece of Writing.



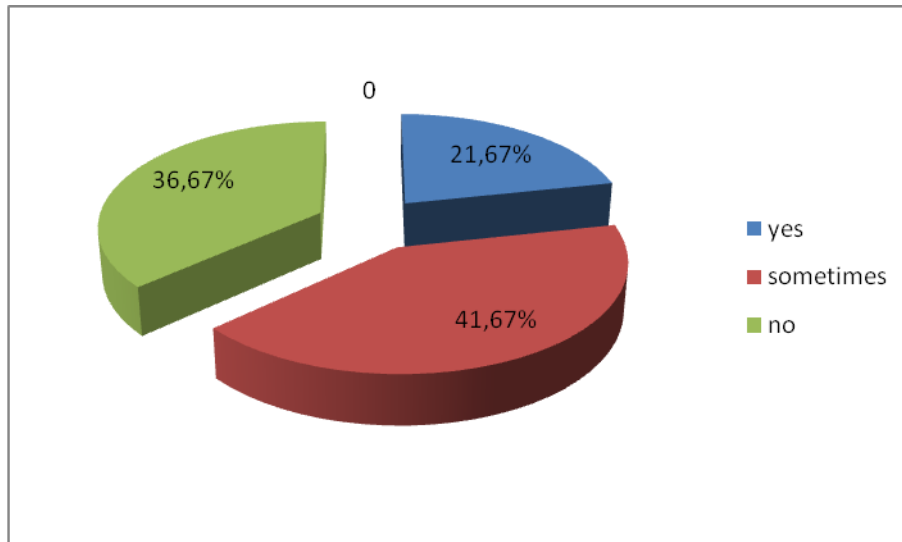
Graph3.5: The Ability of Shaping Again a Piece of Writing.

It is remarked that 40% cannot find new shape of a previously organized piece of writing, whereas, 36,67% of them are positively respond, and only 23,33% enable to shape again but sometimes. As a result we believe that using practical and effective strategies like staging by dividing the task to smaller units will help them to focus on each subtask independently with great concentration.

Question6: Can you make your sentences lively? Can you give them human voice? Why?

Answers	Number	Percentage
Yes	13	21,67%
Sometimes	25	41,67%
No	22	36,67%
Total	60	100%

Table3.6: Can You Make Your Sentences Lively?



Graph3.6: Can You Make Your Sentences Lively?

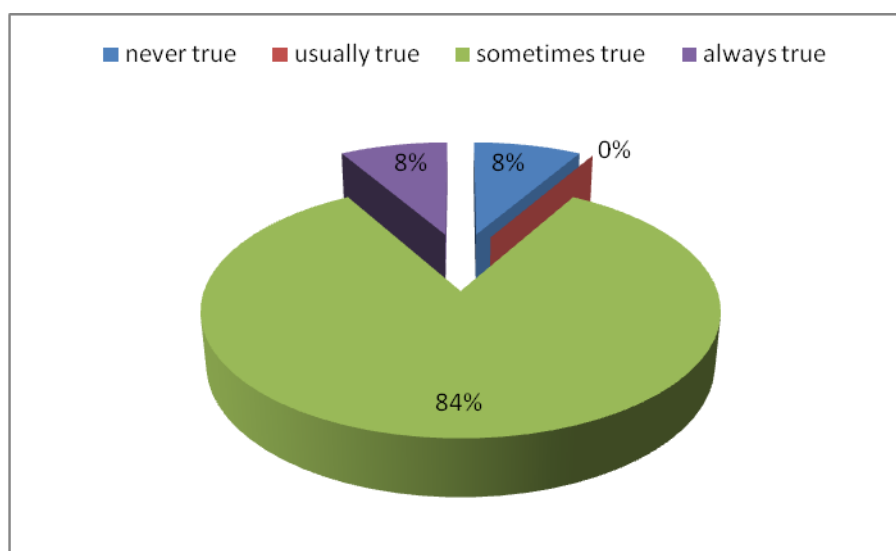
Students who say that they make their sentences lively sometimes are (41, 67%), and this according to the assigned topic, and (36, 67%) of them, they can't most of the time, since their thoughts are limited in front of new topics. However, the rest can, since they use simple words which are meaningful and grammatically correct better than complex ones. Hence, we think that the appropriate ways of making sentences lively are emulating the style of writers they find interesting, write in the active voice, avoid repetitive phrasing and the most important is proofread, in which the students ensure that the grammar is elegance, punctuation is perfect and spelling is flawless.

Part three: Self assessment of writing skills

Question7: Could you write good academic paragraph?

Answers	Number	Percentage
Never true	05	08,33%
Usually true	00	00
Sometimes true	50	83,33%
Always true	05	8,33%
Total	60	100%

Table3.7: Writing an Academic paragraph.



Graph3.7: Writing a Good Academic Writing.

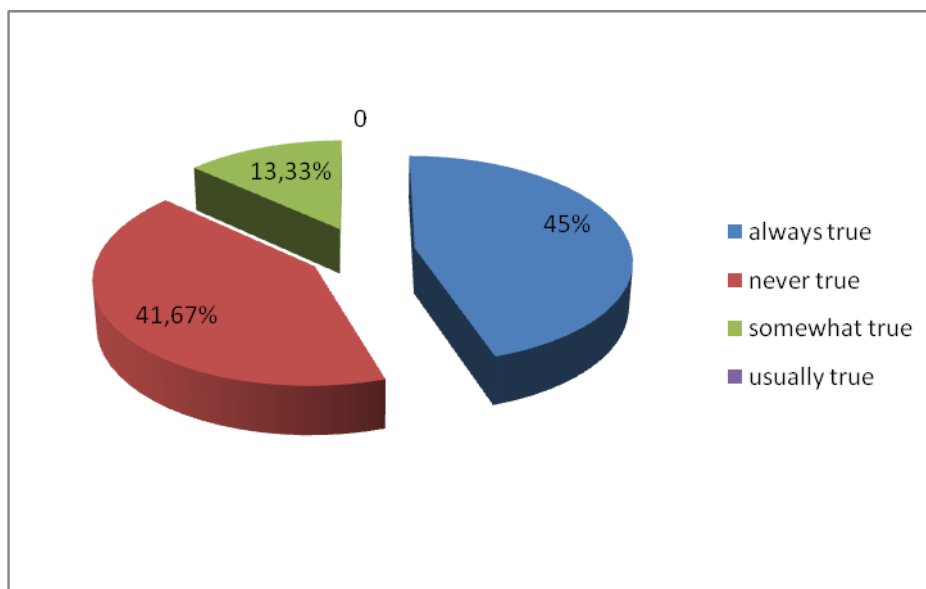
This table shows that 83, 33% of students' abilities to write an academic paragraph is somewhat true, and the rest of them are divided equally between always true and never true(8,33%) for each one. As a result we think that the paragraph is made up of a group of sentences that contribute to developing one main idea, so students have to mention all the essential steps to paragraph writing like, unity, order, coherence and completeness.

Question8: Could you logically organize your ideas?

Answers	Number	Percentage
Never true	25	41,67%
Usually true	00	00
Somewhat true	08	13,33%
Always true	27	45%
Total	60	100%

Table14: Organizing Ideas Logically.

Table3.8: Organizing Ideas Logically.



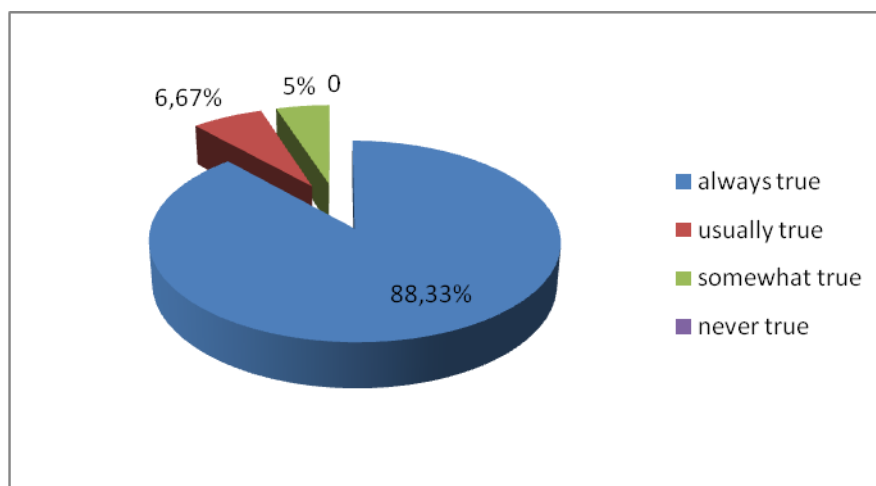
Graph3.8: Organizing Ideas Logically.

The table 8 shows that 45% of students can organize their ideas logically, whereas, 41, 67 claim that it is never true and the rest share is for those who sometimes use logic while organizing their ideas. Consequently, we assume that spending time creating a good plan is a vital step to obtain that goal, also showing the connection between sentences, and using conjunctions and linking words are signs that students using logic.

Question9: Could you effectively brainstorm to gather ideas before writing?

Options	Number	Percentage
Never true	00	00
Usually true	04	06,67%
Somewhat true	03	05%
Always true	53	88,33%
Total	60	100%

Table3.9: Brainstorming to Gather Idea before Writing.



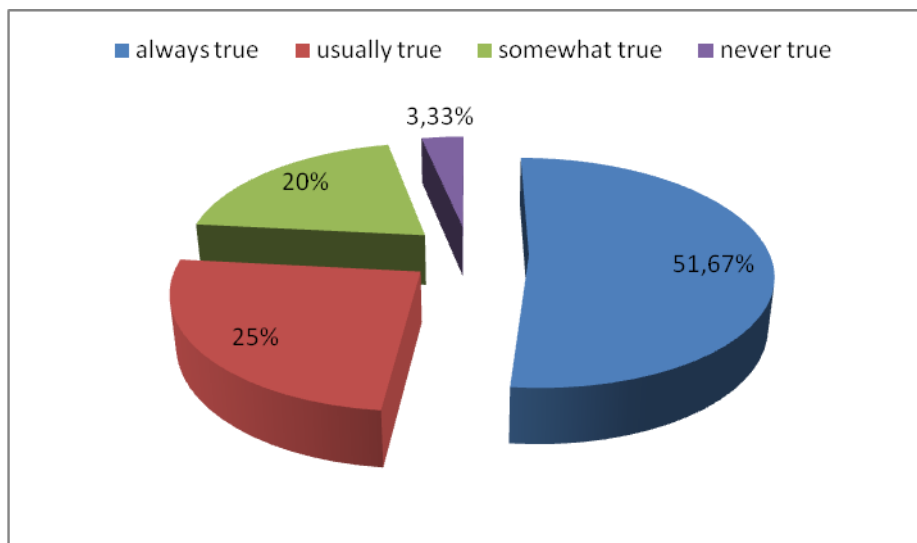
Graph3.9: Brainstorming to Gather Ideas before Writing.

This chart represents that most of students (88,33%) say that brainstorming to gather ideas before writing is always true, and only 6,67% of them answer that it is usually true, whereas the rest (5%) choose somewhat true. We suppose that brainstorming ideas about a topic spend just few minutes, writing down all ideas that may relate, and then students can edit and group them when they're done.

Questio10: Could you revise your own writing to improve your development and organization? How?

Options	Number	Percentage
Never true	02	03,33%
Usually true	15	25%
Somewhat true	12	20%
Always true	31	51,67%
Total	60	100%

Table3.10: Revising Their Own Writing to Improve Their Development and Organization.



Graph3.10: Revising Their Own Writing to Improve Their Development and Organization.

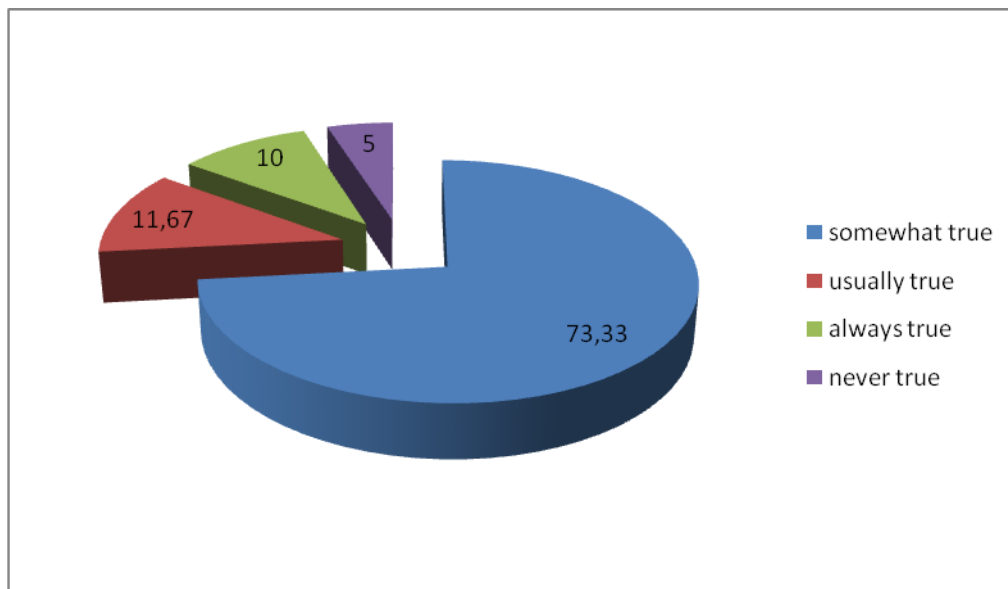
51, 67% of students respond that revising writing helps to improve their development and organization, according to their answers, revision gives them option of moving, deleting or adding sentences in order to ensure that they have strong paragraphs. As appose to 25% of

students reported that it is usually true, since that through revising they can trust that all the parts fit together logically in a sensible and pleasing way, if sentences of paragraph do not move smoothly from one to the next, revise them or add sentences to accomplish that goal, and the rest (20%) is for somewhat true and (3, 33%) for never true.

Question11: Could you effectively write under time constraints? Why?

Options	Number	Percentage
Never true	03	05%
Usually true	07	11,67%
Somewhat true	44	73,33%
Always true	06	10%
Total	60	100%

Table3.11: Writing Effectively Under Time Constraints.



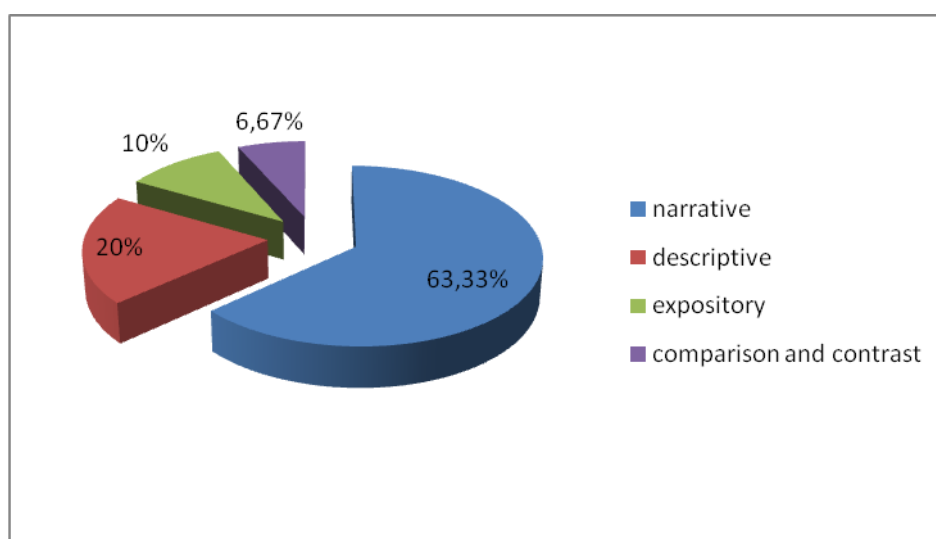
Graph3.11: Writing Effectively Under Time Constraints.

73, 33% of students respond that it somewhat true writing effectively under time constraints, since most of the time the allowed time is not enough to write on such particular topics, however, 11, 67% respond by saying it is usually true, and 10% of them report that it is always true, because this will oblige them to write about specific topic in specific time, and the rest 5% is about never true.

Question12: What type of writing do you find mostly difficult?

Types of writing	Number	Percentage
Narrative	38	63,33%
Descriptive	12	20%
Comparison and contrast	04	06,67%
Expository	06	10%
Total	60	100%

Table3.12: Types of writing.



Graph3.12: Types of Writing.

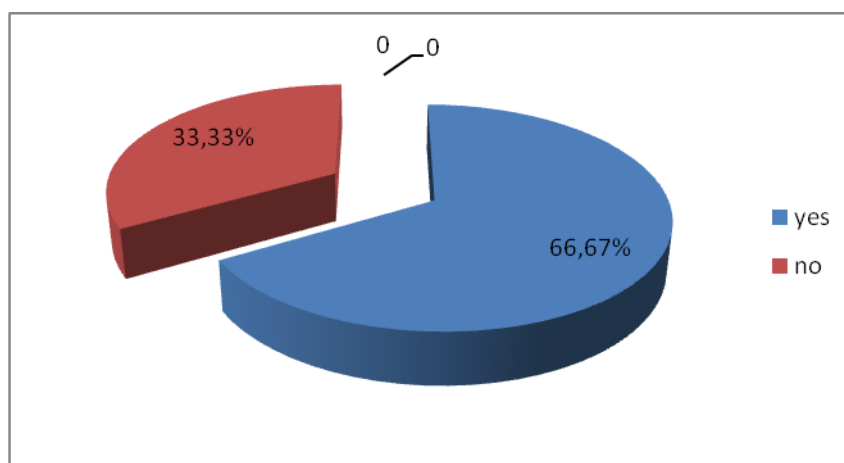
It shows that 63, 33% of students face difficulties concerning the narrative type, followed by descriptive and expository with 20% and 10% respectively. However, few students face challenges with the comparison and contrast (6, 67%). Consequently, we consider that the narrative type of writing is the most challenging kind for students.

Part four: Use of Learning Strategies

Question13: Do you use an English dictionary?

Options	Number	Percentage
Yes	40	66,67%
No	20	33,33%
Total	60	100%

Table3.13: Using an English Dictionary.



Graph3.13: Using an English Dictionary.

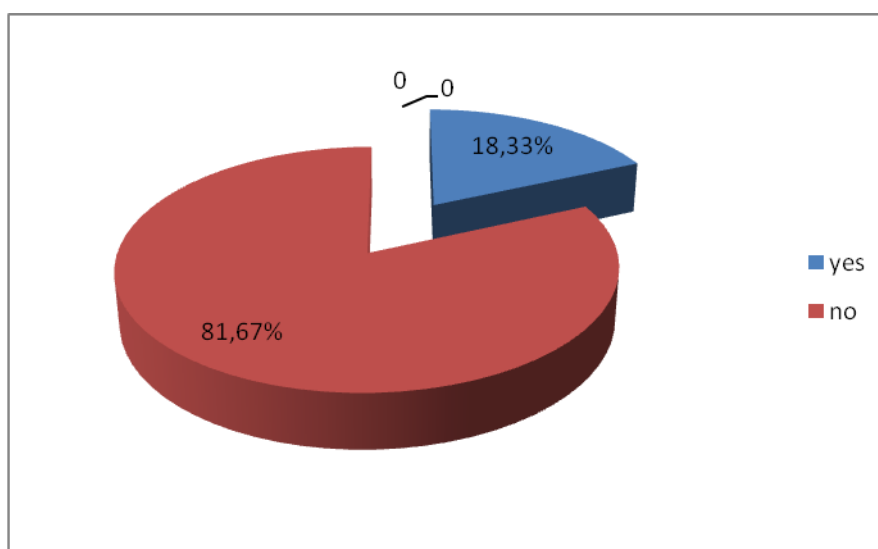
Most of students answered that English dictionary is useful for them (66,67%), since it is available nowadays and easy to use it, and the rest 33,33% did not prefer to use it,

because they expect the information from their teachers as the easiest way to get knowledge and asking them about the unfamiliar words.

Question14: Do you make plans and notes in your native language before writing?

Options	Number	Percentage
Yes	11	18,33%
No	49	81,67%
Total	60	100%

Table3.14: Making Notes in Native Languages before Writing.



Graph3.14: Making Notes in Native Language before Writing.

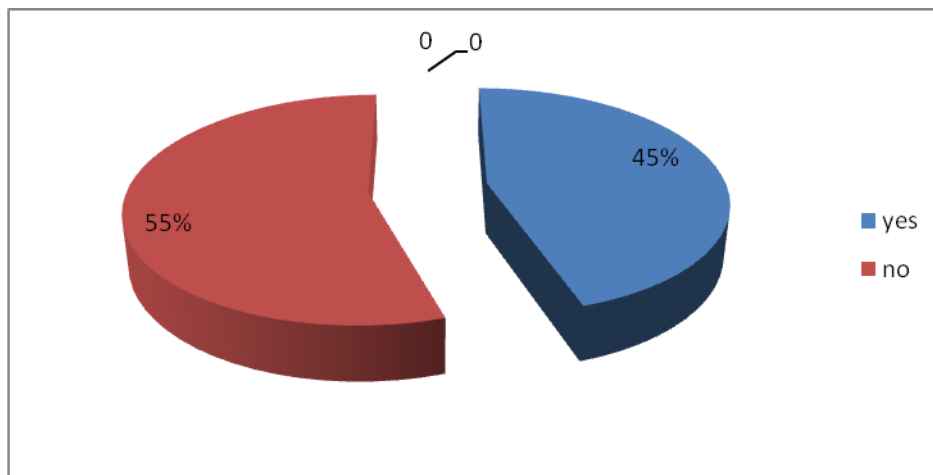
As it is shown in the table above, 81, 67% of students don't make plans and notes in their native language before writing, since it takes long time. However, 18, 33% expect this way. Consequently, we believe that thinking on foreign language is an important step in the long path that is fluency in foreign language. It is not easy but with practice it can be

workable. So, by thinking in foreign language students will not only be jump-starting their skills in that language, but they will be able to make smarter decisions.

Question15: Do you make an outline in English?

Options	Number	Percentage
Yes	27	45%
No	33	55%
Total	60	100%

Table3. 15: Making an Outline in English.



Graph3.15: Making an Outline in English.

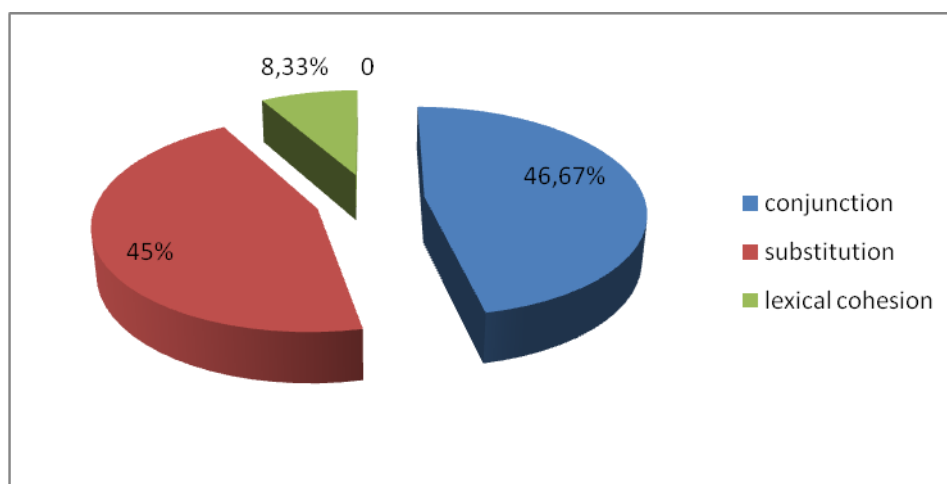
The table shows that most of the students (55%) don't make an outline in English because usually, time allocated is limited, and the other 45% make an outline, as a way to help them to move quickly in their writing task. As a result, we suppose that an outline is a plan that will assist students organize and structure their ideas in a way that effectively communicates them to their readers.

Part four: Students' Background Knowledge of Coherence

Question16: What types of cohesive devices are mostly used?

Options	Number	Percentage
Substitution	27	45%
Lexical cohesion	05	08,33%
Conjunction	28	46,67%
Total	60	100%

Table3.16: Types of Cohesive Devices.



Graph3.16: Types of Cohesive Devices.

The table 16 shows that conjunction is the most useful cohesive devices (46, 67%), while 45% are mostly use substitution, and the rest rank (8, 33%) choose lexical cohesion. Hence, we suppose that the most important is to use them accurately (grammar) and appropriately (meaning), and create relationship between clauses, sentences, and paragraphs.

Question17: If you have suggestions to improve your writing skills feel free to mention them.

Only 33, 33% provided us with suggestions on how they can improve their writing skill which can be summarized as follows:

- Read a lot as much as possible.(2students)
- Write about different topics and ask someone to check your writing. (3students)
- Looking for the meaning and grammatical functions of unfamiliar words in dictionary.(3students)
- Do your home works.(2students)
- Write to your friends by using English language.(4students)
- Improve your vocabulary through reading.(2students)
- Follow teachers instructions and don't be afraid to make mistakes while writing and you have to take your teachers comments into consideration.(4students)

2.3. Discussion of Results

From the results we find that the students are differently aged and of course with different abilities to learn the English language for a long period of time, also the majority of second year students are female, according to their answers, the reasons behind choosing English to be studied, that because they like it and because of its importance as an advanced and useful language in the world.

About evaluation of writing skills, students claimed that they are weak in using purposeful vocabulary, word choices, and sentence fluency, in addition to the length of writing stages under time constraints. Also, they reported that it is important to think about the audience, purpose and content of writing before starting. The most difficult genre as it is mentioned in the results is narrative, which is based on creativity followed by descriptive one,

they think that time allocated sometimes didn't help them to continue the whole stages, also depending on the assigned topic.

Concerning the use of different learning strategies, few of them support the use of dictionary, and the other liked spoon-feed they were waiting the information from their teachers without making any efforts.

About coherence part, they indicate that writing coherently means relating their ideas and examples with the topic and making logical relevance between them, also using transitions and linking words, in addition to the use of well structured sentences in order to make writing flow.

In general, students showed that they feel concerned by what is learned in the classroom and by language teaching. The students' suggestions had represented in order to develop their proficiency in writing they should read as much as possible in order to improve their vocabularies and; most importantly, is practicing the writing skill without making much attention to the making mistakes.

5. Analysis of Teachers' Questionnaire

5.1. Administration of the Questionnaire

A questionnaire was administered to the teachers of the English Department of El-Tarf University to gather data about teaching coherence. The target population has included all the teachers of written expression. We chose only teachers of written expression because they know students level in writing and can allow us particularize the problems of these students concerning coherence and writing. We distributed 4 copies to the teachers. This questionnaire is categorized into three main parts.

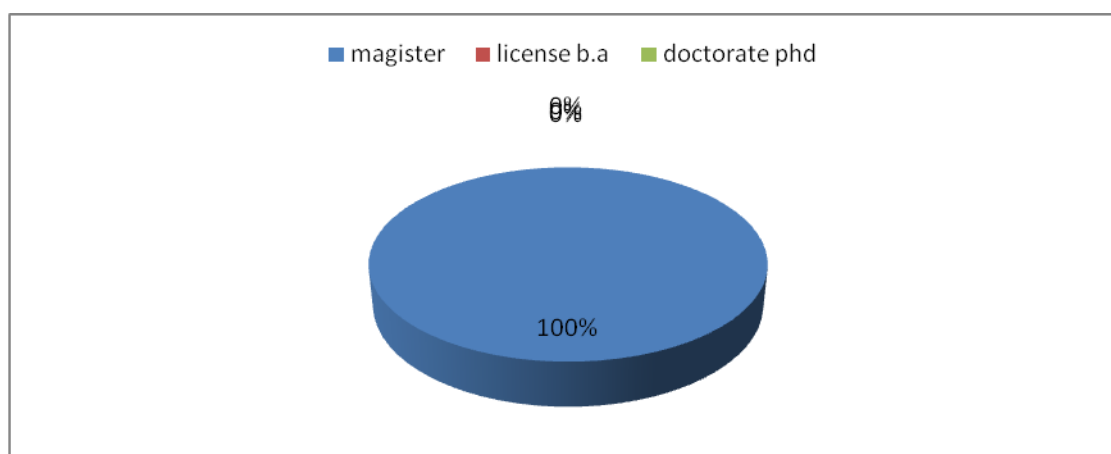
5.2. Description and Analysis of Teachers' Questionnaire

This questionnaire consists of four main parts, the first part is about teachers qualification, questions(1-2), second part is about coherence and writing proficiency, the designed questions(3-17) and the last part is allocated for necessary suggestions related to the investigated study. (Q18).

Question1: Your qualification:

Qualification	Number	Percentage
License B.A	00	00%
Magister	04	100%
Doctorate PhD	00	00%
Total	04	100%

Table3.17: Teacher's Qualification.



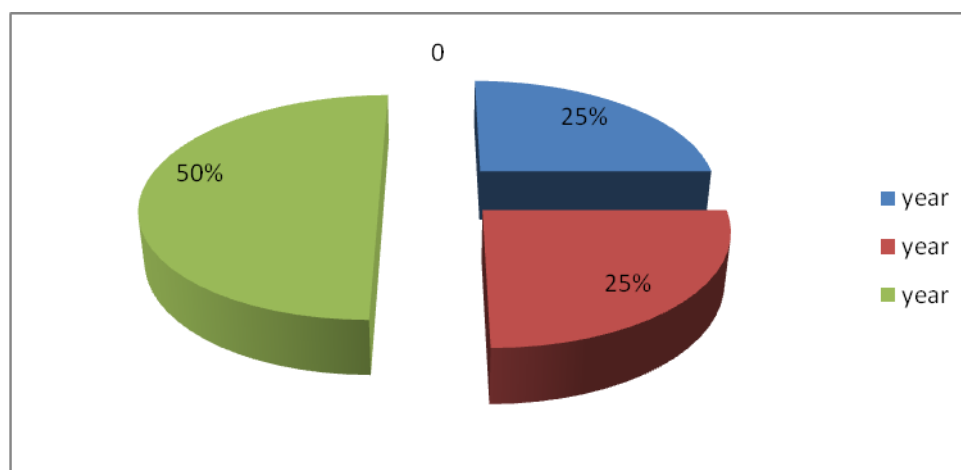
Graph3.17: Teacher's Qualification

To have more information about teachers' level, we have asked them about their degree and qualification. All of teachers have achieved Magister degree.

Question2: How long have you been teaching the written expressions course in the university?

Options	Number	Percentage
1 year	01	25%
3 years	01	25%
7 years	02	50%
Total	04	100%

Table3.18: Number of English Teaching Years.



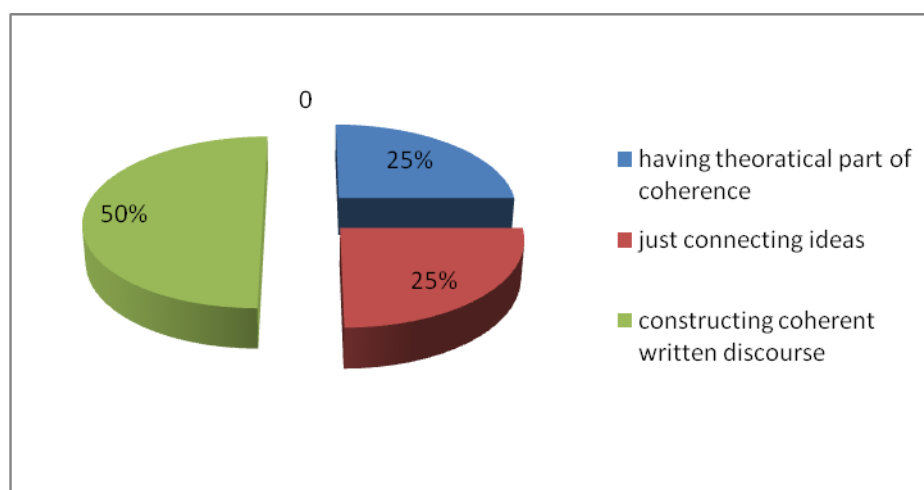
Graph3.18: Number of English Teaching Years.

From the table above, we notice that two teachers have a long experience in teaching English. However, the others who are still apprentice teachers. As a result, we remark that the different levels of students are reversed by teachers' experience.

Question3: What are students' perceptions of coherence in essays?

Options	Number	Percentage
Having the theoretical part of coherence	01	25%
Just connecting information	01	25%
constructing coherent written discourse	02	50%
Total	04	100%

Table3.19: Students Perceptions of Coherence in Writing



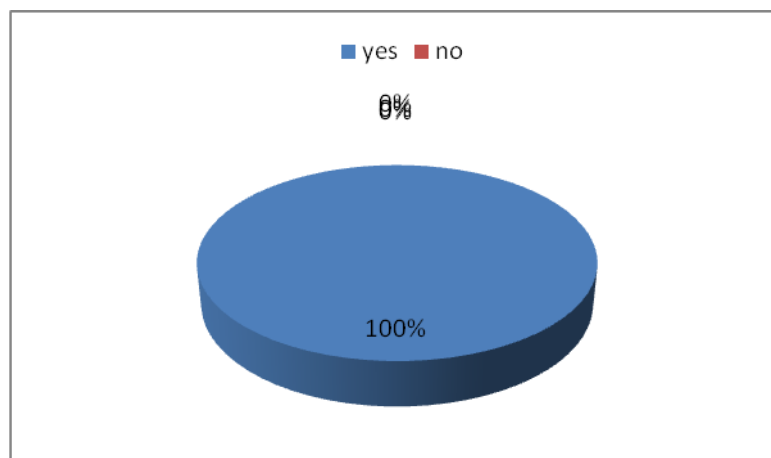
Graph3.19: Students Perceptions of Coherence in Writing.

The reported results include that 50% of teachers claim that students have no experience about constructing coherent written discourse, while 25% of them see that students have the theoretical part of coherence, and the rest 25% behold that they just connecting information. So students still have gaps in coherence.

Question4: Is there a way to guide students writing more coherent text with fewer logical connectors?

Options	Number	percentage
Yes	04	100%
No	00	00%
Total	04	100%

Table3.20: Writing Coherently With Few Connectors.



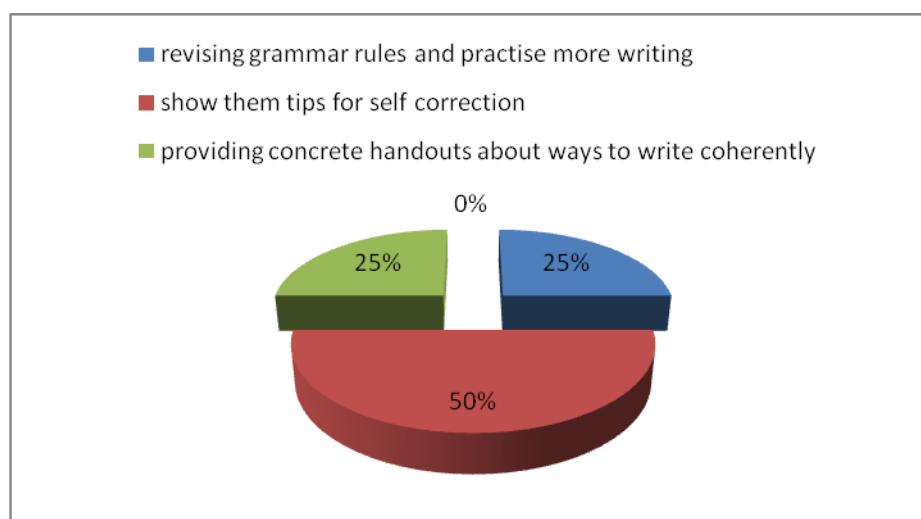
Graph3.20: Writing Coherently with Few Connectors.

The reported results indicate that students can write coherently with few logical connectors. So, it is by applying transitions to link sentence, repetition of key words and pronouns, using advanced grammar, so that the reader feel that sentences are not just individually clear but constitute a cohesive passage focused on a coherent and connected set of ideas and get sense of large grouping of clauses and sentences.

Question5: What do you do with students who have good ideas but write sloppy, spell poorly and uses few conventions?

Options	Number	Percentage
Ask students to revise grammar rules and practice more writing.	01	25%
Show them tips for self correction.	02	50%
Provide them with some concrete and handouts about ways to write coherently to come up.	01	25%
Total	04	100%

Table3.21: How to Deal with Students Who Have Good Ideas but Write Badly?



Graph3.21: How to Deal with Students Who Have Good Ideas but Write Badly?

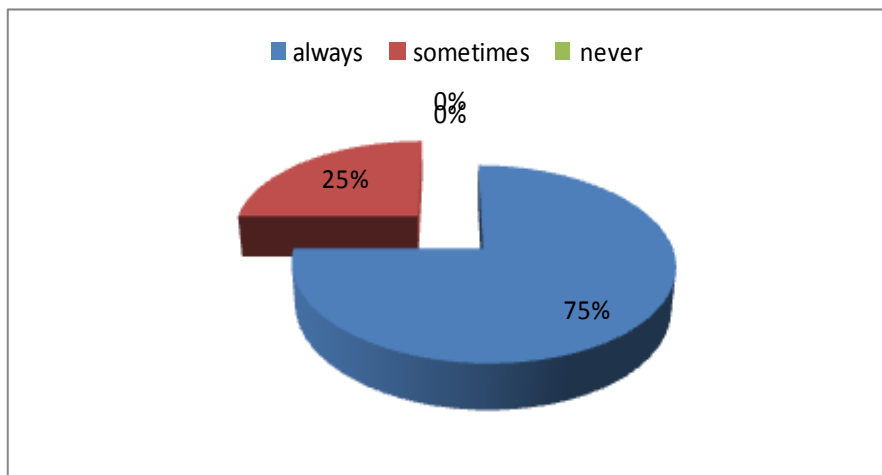
From the table above, we perceive that 50% of teachers, suggest that it is important to try to guide students by showing them tips about self correction that allows them to utilize the appropriate structures of their good ideas; only 25% of them think that it is better for them to revise grammar rules and practice more writing and enrich their vocabulary, and the other

rank is for those who argue that it is appropriate to provide students with some concrete handouts about different ways of writing coherently to make up.

Question6: How often do you discuss writing topic with your students before asking them to write?

Options	Number	Percentage
Always	03	75%
Sometimes	01	25%
Never	00	00%
Total	04	100%

Table3.22: Discussion of the Topic before Starting Writing.



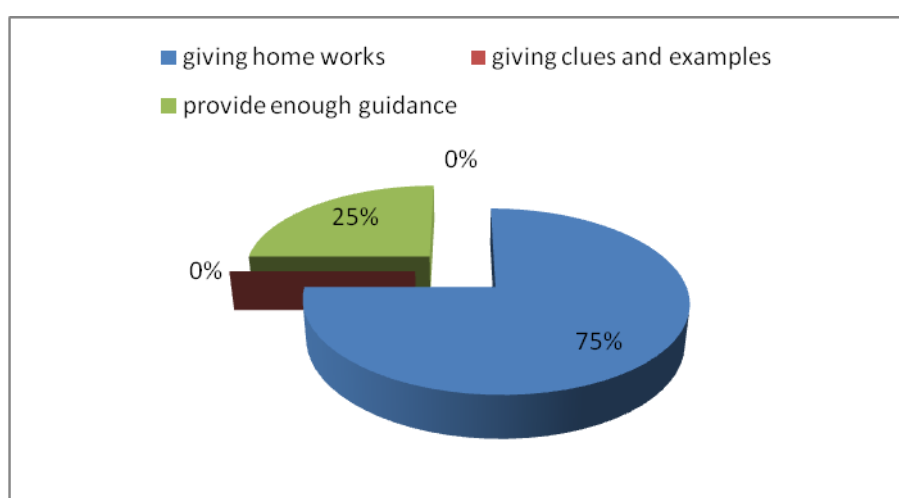
Graph3.22: Discussion of the Topic before Starting Writing.

From the table above, we notice that most of teachers (75%) reported that, each time we provide a model for types of essays, we discuss the rules, analyze the ways of writing then we ask them to write one of their own. So, it is an essential task to activate their knowledge about the topic and to give them a fresh start, motivation and some information.

Question7: How can you support your students writing?

Options	Number	Percentage
Giving home works	03	75%
Giving clues and examples	00	00%
Provide enough guidance	01	25%
Total	04	100%

Table3.23: Supporting Students Writing.



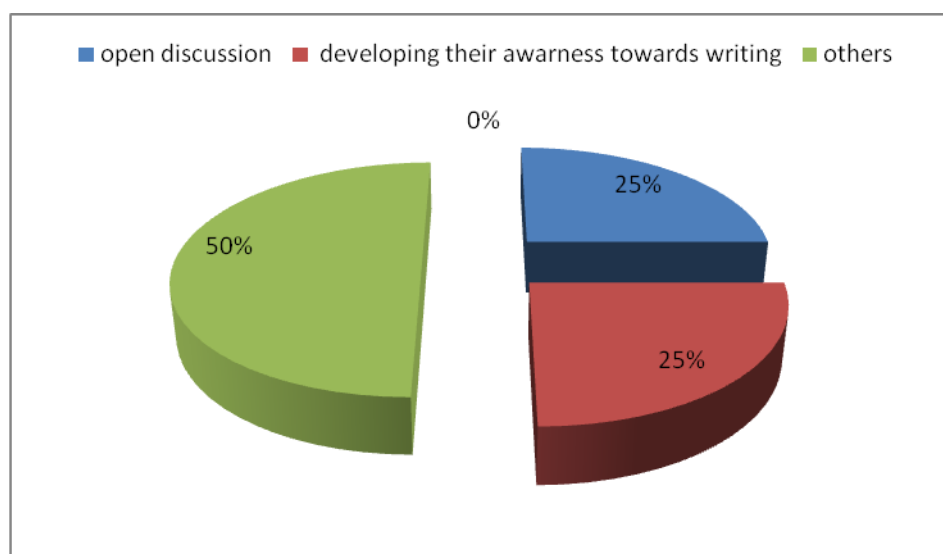
Graph3.23: Supporting Students Writing.

75% of teachers argue that it is necessary to give students home works; different topics to write about to be corrected at the classroom, only 25% of them think that providing enough guidance is an effective way to support students writing. We believe that this will improve students levels in writing in different topics, and the most important here is that students will learn from their mistakes after evaluating their works by teachers and give them feedback.

Question8: What are the different strategies have you used to help students develop their writing skills?

Options	Number	Percentage
Open discussion	01	25%
Developing their awareness towards writing	01	25%
Others	02	50%
Total	04	100%

Table3.24: Strategies to develop writing skills.



Graph3.24: Strategies to Develop Writing Skills.

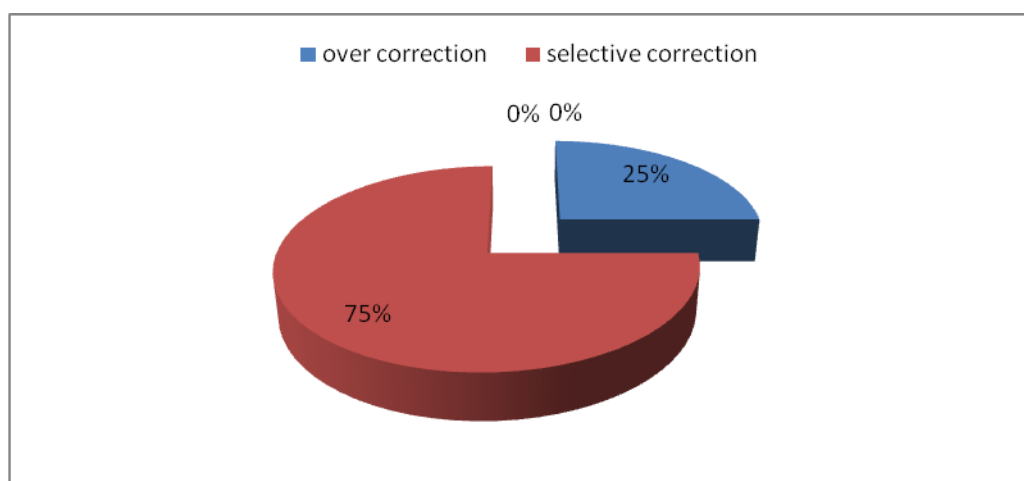
The most effective and fruitful strategy is to let them in an open discussion (25%), while the other 25% give more attention and importance to developing their awareness

towards writing. And 50% of them add other strategies like giving prompts, multiple tasks, and each time revising writing rules.

Question9: How can you engage your students in evaluating their own writing?

Options	Number	percentage
Over-corrections	01	25%
Selective correction	03	75%
Total	04	100%

Table3.25: Engagement of Students in Evaluating Their Writing.



Graph3.25: Engagement of Students in Evaluating Their Writing.

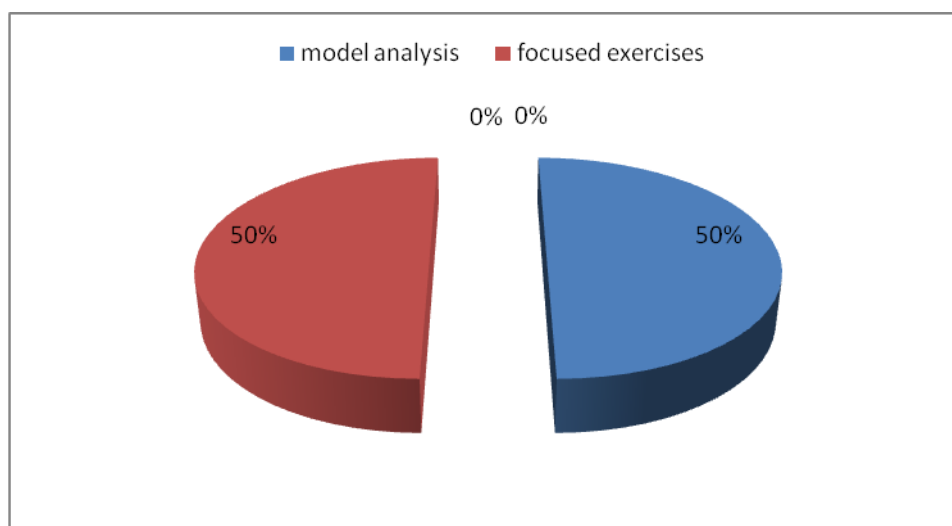
According to the results in the table above, we notice that almost all teachers (75%) argue that selective correction helps students enough to get positive results. However, only 25% of them choose over correction. Hence, we assume that selective correction is a good tool used in order to avoid the overuse of red ink all over the students' writing productions, and the teacher should insist on the aspect to be focus upon in their correction such as punctuation, word order, spelling tenses to be used effectively, teacher also should discuss with their students to make them aware about it, they should use correction symbols,

especially when dealing with paragraphs and essays writing. It encourages students to think about the mistake, to be able to correct it by them.

Question10: What are the practical ways to teach coherence and give some pieces of advice that help students write well?

Options	Number	Percentage
Model analysis	02	50%
Focused exercises	02	50%
Total	04	100%

Table3.26: Practical Ways to Teach Coherence.



Graph3.26: Practical Ways to Teach Coherence.

The reported results represent that 50% of teachers propose model analysis by writing essays and teach them about the rules in model essays. While the other 50% insist to use focused exercises in order to take each tool alone.

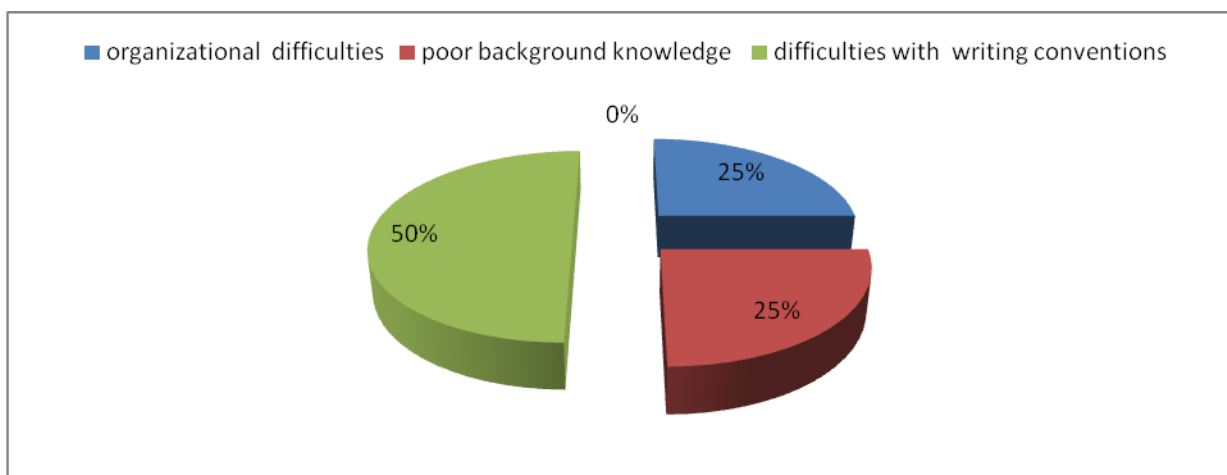
Only one teacher provides us with some pieces of advice to write well:

- Explaining first what is coherence and cohesion.
- Giving examples of coherent and incoherent paragraphs.
- Assigning tasks to make coherent and correct paragraphs and essays.

Question11: What are the problems that you face with the students when teaching written expression?

Options	Number	Percentage
Organizational difficulties	01	25%
Poor background knowledge	01	25%
Difficulties with writing conventions	02	50%
Total	04	100%

Table3.27: Problems in Teaching Written Expression.



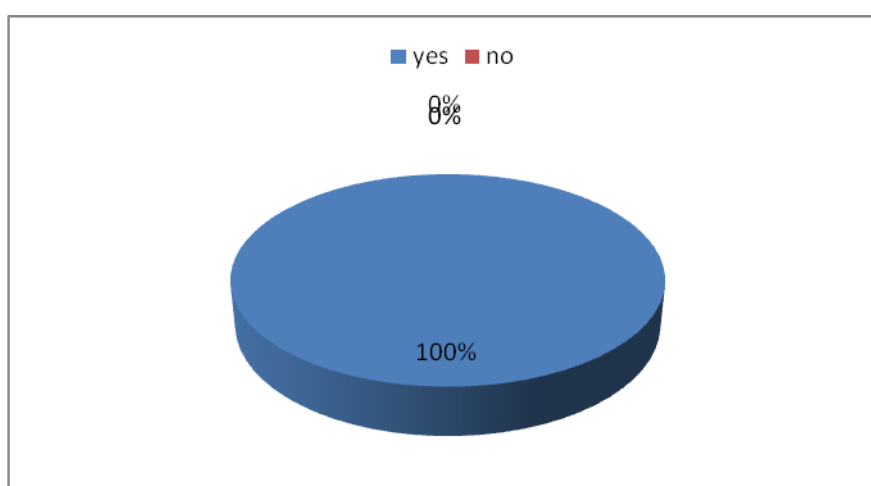
Graph3.27: Problems in Teaching Written Expression.

When teaching written expression 25% of teachers claim that students have organizational difficulties, while other 25% of them remark that students have insufficient backgrounds to write about different topics. However, 50% of them focused on writing conventions difficulties.

Question12: Is teaching written expression during two academic years sufficient to train your students in the writing skill?

Options	Number	Percentage
Yes	00	00%
No	04	100%
Total	04	100%

Table3.28: Number of Years to Train Students in the Writing Skill.



Graph3.28: Number of Years to Train Students in the Writing skill.

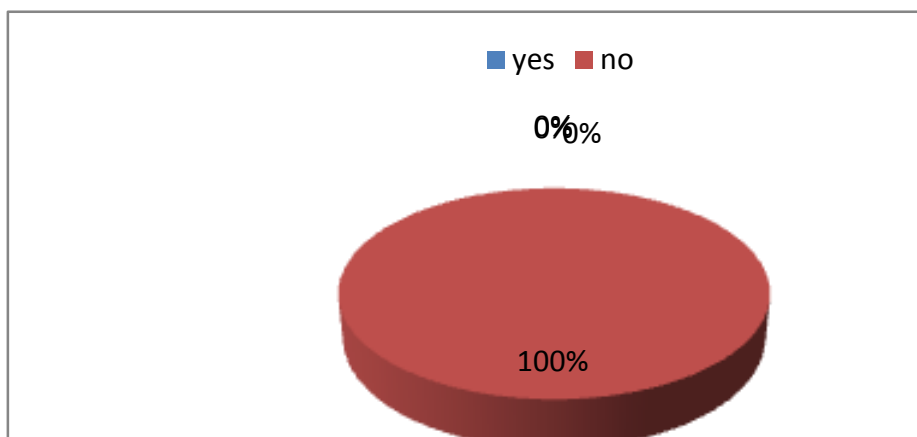
As the table above shows, all teachers argue that two academic years are not enough to train students in teaching written expression. Hence, writing is difficult for beginners because they are expected to create written products that demonstrate mastery of content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics in a new language. In addition writing has been taught for previous years as a product rather than a process,

therefore teachers’ emphasis is on grammar and punctuation rather than decisions about the content and the organization of ideas.

Question 13: Is second year students’ level of writing satisfactory? Why?

Options	Number	Percentage
Yes	00	00%
No	04	100%
Total	04	100%

Table3.29: Satisfaction of second year Students’ Level of Writing.



Graph3.29: Satisfaction of Second Year Students’ Level of Writing.

The answers, we collected reveal that all of the teachers (100%) are not satisfied with second year students’ level of writing; here we can explain this fact by claiming that students are not well prepared in their first year written expression. Hence, if the start is wrong, what comes after will be wrong.

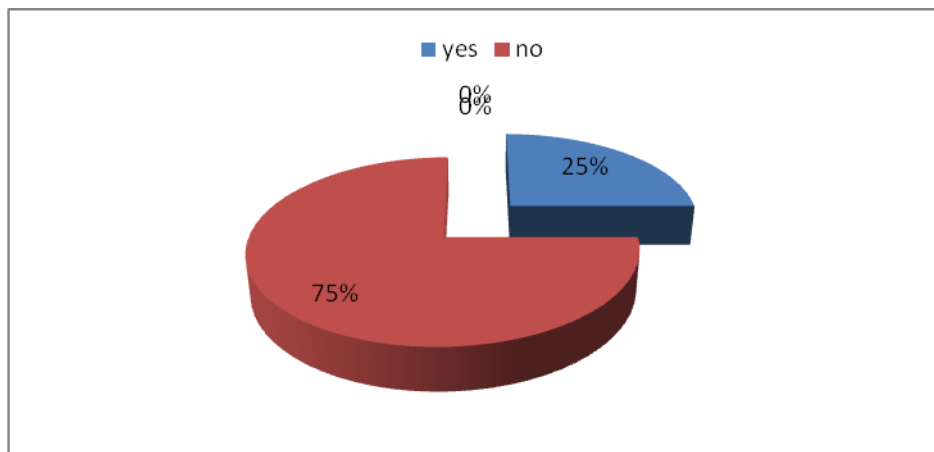
Reasons behind the unsatisfactory of second year students’ levels of writing are reported below:

- Lack of practice and motivation, students don't apply what they learned.
- The number of hours per week is not satisfactory to fulfill the objectives of the program.
- Students don't read enough, don't write well. Therefore, they cannot help to achieve a satisfactory level in writing.

Question14: Is it difficult to master writing skill?

Options	Number	Percentage
Yes	01	25%
No	03	75%
Total	04	100%

Table3.30: Is It Difficult to Master Writing Skill?



Graph3.30: Is It Difficult to Master Writing Skill?

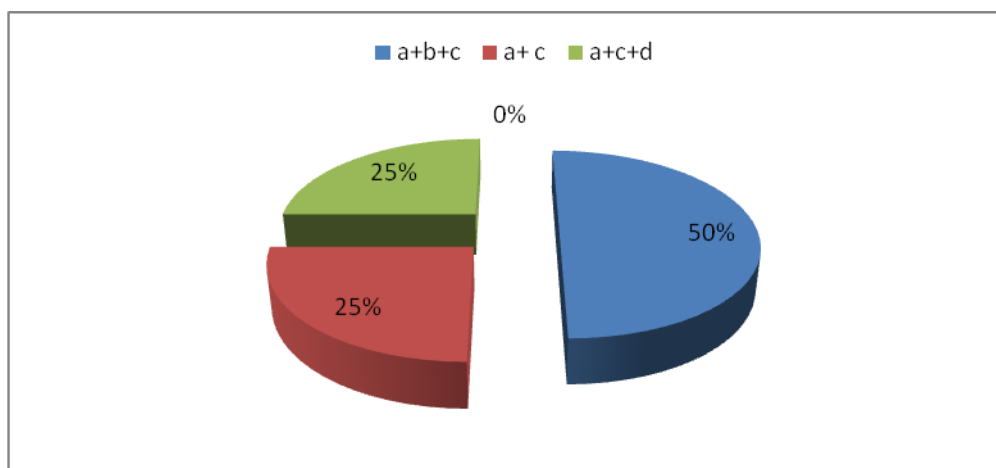
Almost all the respondents (75%) find it too difficult to master writing skill; however the rest opted for the positive answer “yes”. Hence, we assume that writing skills is based on

different stages that should be mastered, and this needs a lot of time with much practice, we don't forget that teachers play the great role in guiding students to enhance their writing.

Question15: What are the main reasons behind writing difficulties?

Options	Number	Percentage
A +b + c	02	50%
A+ c	01	25%
A+ c+ d	01	25%
Total	04	100%

Table3.31: Reasons behind Writing Difficulties



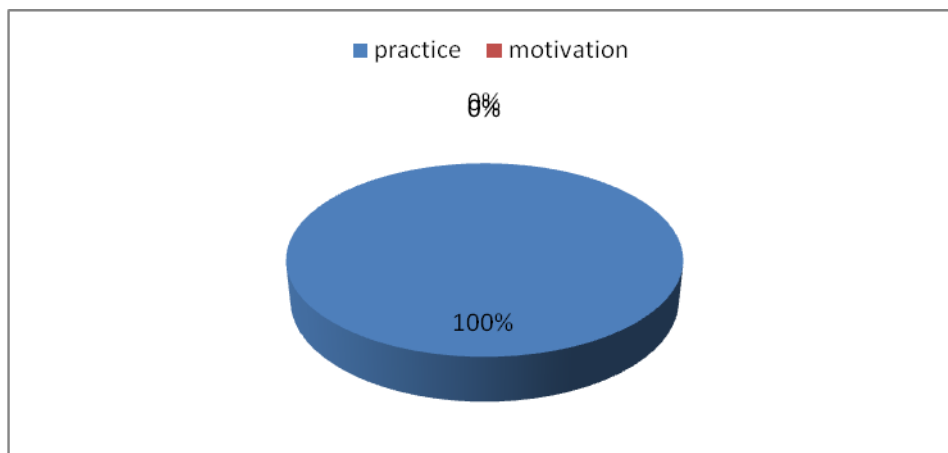
Graph3.31: Reasons behind Writing Difficulties.

From the table above, we notice that teachers' choices are integrative, combining two to three options. Moreover, there is frequent repetition of option(c). Hence, the learner is classified in the first place; then comes (a) which represents teacher. The analysis of our findings reveals the following statistics: the 50% claim that the reasons of students' deficiency in writing are due to the teacher, learner and syllabus.

Question16: How coherence can be taught?

Options	Number	Percentage
Practice	04	100%
Motivation	00	00%
Total	04	100%

Table3.32: How Coherence Can Be Taught?



Graph3.32: How Coherence Can Be Taught?

All teachers said that coherence can be taught through the practice of different tools and techniques of coherence which are the key elements.

Question17: If you have further suggestions that you think are necessary, please feel free to add.

Teachers suggest that:

- Increase students' knowledge about writing.
- Teach them basic writing skills to mastery.

- Take advantages of the technological writing tools.
- Read as much as possible and don't forget that reading should be enjoyable despite the efforts it takes.
- Use assessment to gauge students' progress and needs.
- Encouraging students to read, reading is the appropriate input to improve writing inside, outside the classroom.
- Building the writing habit, i.e. to help unwilling, uncomfortable, and unsecured students to write and get rid of all these negative feelings.

5.3. Discussion of the results

After the analysis of the results pulled from teachers' questionnaire that teachers experience in teaching is very limited, especially in teaching written expression. It can be also remarkable that teaching coherence is the purpose of many teachers to obtain better results concerning students writing. All the teachers claim that, students are still beginners and they didn't introduce by effective techniques of writing. Teachers believe that students have the theoretical part of coherence, they have to apply its rules while writing, to get coherent paragraphs, they think also that students should practice more writing and enrich their vocabulary, concerning the discussion of writing topics, most of teachers claim that providing students with a model is a key element that helps to write coherently on their own.

According to teachers' open discussion and raising their awareness towards writing are strategies that they have found fruitful. However, nearly, all of them insist on selective correction as the best way of evaluation that improves students' level in writing. Regarding, the practical ways, half of them suggest model analysis,

and others emphasis on focused exercises. Concerning the challenges, they face, they minimize the organizational difficulties and the insufficient background knowledge, they also claim that their students have problems with writing conventions (grammar, spelling and so on and so forth). Teachers assume that their students are not motivated to write all the time and it is the role of the teacher to improve the whole process. Moreover, they reported that two years are not sufficient to train students in the writing skills, also they claimed that students face many difficulties due to lack of practice and motivation, students don't apply what they learned and the central reason is that they have wrong start so what comes after will be wrong too.

None of them have stated how to teach coherence; they gave as only some basic instructions about teaching writing in general. As a result, the teachers are aware of the significance of coherence, however, they are not sufficiently experienced in the teaching of written expression.

Conclusion

The analysis of results has revealed that an expressive positive construction exists between students' use of coherence and writing proficiency. According to the questionnaires' results, students cannot master writing skills as they can't write coherently, and teachers do not give them much support or help to attain this proficiency. Therefore, it is supported that coherence should be included in the writing syllabus at the university, so that it could be progressed in order to increase students' communicative abilities. Finally, writing proficiency as well as English proficiency in general would be enhanced.

General Conclusion

and

Recommendations

General Conclusion

Undoubtedly, writing provides a relatively continuing record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our generation, but also with future generations. It empowers people from the near and far distant past to speak to us. Why then, given all of the beauty and benefits of writing, so many students face difficulties to reach an acceptable level of writing, Students very often fail to realize writing as a skill.

Therefore, Students really face many problems in expressing themselves scientifically and logically either in their mother tongue, second language, or foreign language. In this respect, writing well is a process that must be learned and practiced. Learning to write perfectly is something our students, in different academic settings, never manage. They find it very difficult to master and; therefore, fail to produce acceptable texts: paragraphs and essays. After two academic years of training, students are expected, when reaching third and even fourth year at university, to have a good writing level which is unfortunately not the case.

This dissertation was provided to find out the possibility of more practice of the use of coherence to enhance students writing. It includes two main parts: the first part includes two chapters, the first one is a general overview of writing, and the second chapter of the dissertation was elaborated to give preview about teaching coherence in writing. The second part of the dissertation is the field investigation which is divided into two main sections. The first is about the description and analysis of students' questionnaire and the second is about the description and the study of teachers' questionnaire.

The attractive outcomes of the first part are shaped in the useful information we presented on writing. The points that have been analyzed are the definition of writing, process of writing, mechanics of writing and aspects of effective writing. The second chapter shed

light on coherence definitions; also we focused on different techniques of teaching and assessing coherence.

The second part of the dissertation is a field description which is taken from both the students and teachers questionnaires. They were managed to second year EFL students and teachers of written expression at the English Department, Chadli Bendjedid University of El-Tarf. It was divided into two main sections. The first is about the description and analysis of students' questionnaire and the second is about teachers' questionnaire. The obtained results have set to a large extent the hypothesis which stated that if we apply some strategies to teach writing and the mastery of coherence it would certainly improve students writing.

Recommendations

- Teachers should focus on the creative strategies as well as the final product of the students' writings.
- Teachers are required to provide enough time and effort when dealing with coherence.
- Teaching coherence through the treatment of students' mistakes and the wide practice of exercises during the writing session.
- We recommend that teachers encourage their students to write coherently through the satisfaction of psychological support and positive assessment.
- Students should be aware of the importance of coherence in their writing; moreover, they should be conscious that the production of good writing depends on its coherence.
- Encouraging students to read. Reading is the appropriate input to improve writing inside, outside the classroom.
- Teachers of written expression should adapt the appropriate approach and technique that are relevant to students' needs and levels.
- Insisting on accuracy and the simplest ways of composing.
- Focus should be on motivation as an essential aspect of the teaching and learning process (by choosing interesting topics).
- Lastly unifying program of written expression as well as grammar at both levels first and second year, i.e., common and unified program leads to common objectives. Well trained to teach this complex skill.

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Appendices

Appendices

Appendix:1

Students' Questionnaire

This questionnaire is a part of dissertation that aims at investigating achieving proficiency level of writing through teaching coherence. We request your help in answering the following questions.

Part one: Students' Background Information

Question 1: Age

.....

Question2: Gender

.....

Attitudes toward writing

Pick the appropriate an

Question3: Do you enjoy writing

Yes

Sometimes

No

Question4: what are reasons of choosing to learn English?

.....

Part two: Writing Proficiency

Question5: Can you find new shape in a piece of your writing which you had previously organized? If yes how?

Yes

Sometimes

No

Question6: Can you make your sentences lively? Can you give them human voice? Why?

Yes

Sometimes

No

Part three: Self Assessment Of Writing Skills

Select the appropriate one: 1, 2, 3, or 4

1. Never true	2. Usually true	3. Somewhat true	4. Always true
---------------	-----------------	------------------	----------------

Question7: Can you write a good academic paragraph? How?

.....

Question8: Can you logically organize your ideas? How?

.....

Question9: Can you effectively brainstorm to gather ideas before writing?

.....

Question10: Can you revise your own writing to improve your development and organization? How?

.....

Question11: Can you effectively write under time constraints? Why?

.....

Answer the following questions

Question12: What type of writing do you find mostly difficult?

.....

Use of learning strategies

Answer with yes or no:

- **General writing strategies**

Question13: Do you use English dictionary?

- Yes
- No

Question14: Do you make plans and notes in your native language before writing?

- Yes
- No

Question15: Do you make an outline in English?

- Yes
- No

Part four: students' background knowledge of coherence

Question16: what types of cohesive devices are mostly used?

- Yes
- No

Question17: If you have suggestions to improve your writing skills feel free to mention them.

.....
.....

Thank you for your collaboration.

Appendix: 2

Teachers' questionnaires

This questionnaire is a part of our dissertation to express your attitudes towards achieving proficiency level of writing through teaching coherence, and your contribution will be highly valuable in our research, we hope that you will give us your full attention and interest.

Part one: Personnel Information

Question1: Your qualifications

- License B.A
- Magister M.A
- Doctorate ph. D

Question2: How long have you been teaching the written expressions course in the university?

..... years.

Part two: coherence and writing proficiency

Pick the appropriate answer.

Question3: What are students' perceptions of coherence in essays?

- They have theoretical part of coherence
- They just connecting information
- They have issues in constructing coherent written discourse

Question4 : Is there a way to guide students writing more coherent text with fewer logical connectors?

- Yes
- No

Question5: What do you do with the student who has good ideas but write sloppy, spells poorly, and uses few conventions?

- Ask them to revise grammar rules and practice more writing
- Show them tips for self correction and try to guide them
- Provide them with some hand outs about some ways to make up

Question6: How often do you discuss writing topic with your students before asking them to write?

- Never
- Somewhat
- Always

Question7: How can you improve your students writing?

- Giving home works
- Giving clues, examples
- Provide enough guidance

Question8: What are the strategies have you used that help students develop writing skills?

- Open discussion
- Developing their awareness
- Others

Question9: How can you engage your students in evaluating their own writing?

- Over-correction

- Selective correction

Question10: What are some practical ways to teach coherence and give feedback that help students write well?

- Model analysis
- Focused exercises

Question11: What are the problems that you face with the students' when teaching written expression?

- Organizational difficulties
- Poor background knowledge
- Difficulties with writing conventions

Question12: Is teaching written expression during two academic years sufficient to train you in the writing skill?

- Yes
- No

Question13: Is the second year students' level of writing satisfactory? Why?

- Yes
- No

Question14: Is it difficult to master writing skill?

- Yes
- No

Question15: Do your students find difficulties when writing in English?

- Yes

- No

Question16: what are the reasons behind students' poor writing production?

- Teacher
- Syllabus
- Learner
- Others

Question17: How coherence could be taught?

.....

Part three: Further Suggestions

Question18: if you have any further suggestions that you think are necessary, please feel free to add.

.....

Thank you for your collaboration.