



**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Dr MOLAY TAHAR- Said**  
**Faculty of Letters, Languages and Arts**  
**Department of English**



***Grammatical Cohesive Devices: A Means to  
Enhance Students' Writing.  
Case Study: First Year University***

**A Dissertation Submitted to the Department of English in Partial  
Fulfillment of the Master Degree**

**Prepared by:**

**Miss. Fatima Zohra Belhadi**

**Supervised by:**

**Mrs. M. SEKKAL**

**Academic Year: 2015/2016**

# Dedication

*I would like to dedicate this work to the light of my eyes my parents. Also to my beloved brothers and my lonely sister "Naima". My great feeling go to my soul mate, my best friend who stands with me in hard and happy moments with her advice and courage "Aicha".*

# Acknowledgment

*I would like to express my gratitude and sincere thanks to my supervisor Mrs. "Sekkal Meriem" for her guidance, valuable advice and precious help.*

*My grateful thanks are also extended to all teachers of the English Department of Dr Moulay Tahar University. Special thanks go to the respondents who took time to fill in the questionnaire and test.*

*Without forgetting all the students of master students 2015/2016 and all the people who helped me directly or indirectly to accomplish this dissertation.*

## **Abstract**

The present study attempts to examine the effect of teaching the grammatical cohesive devices to foreign language learners on writing. Grammatical cohesive devices are connectors work to make text coherence and cohesion. In the recent years, students have faced deficiencies in writing or presenting grammatically, systematically a well-organized paper. The study aims at showing the major reasons behind students' deficiencies in writing a discourse. It has been a crucial issue for foreign language students, especially for university level where students require writing and reading more than they can imagine. Students should take into consideration that writing is more than being a matter of putting ideas together, but the information should be presented to the audience in an organized format. Furthermore, grammatical cohesive devices lead to cohesion in discourse, which create continuity in text and producing effective writing.

## **Table of Contents**

Dedication.....	I
Acknowledgment.....	II
Abstract.....	III
Table of Contents.....	IV
List of Tables .....	V
List of Abbreviation.....	IX
List of Pie Chart .....	X
List of Daigrams.....	XI
General Introduction.....	1

### **Chapter one: Cohesion and Coherence in Writing**

<b>1- Introduction.....</b>	<b>3</b>
1-What is Grammar.....	3
3- Text and Texture.....	5
4- Cohesion in Writing.....	6
5-Cohesive Devices.....	8
5-1- Grammatical Cohesion.....	8
5-1-1 References.....	9
5-1-2 Substitution.....	10
5-1-3 Ellipses.....	11
5-1-4 Conjunction.....	11

5-2- Lexical Cohesion.....	12
6- Writing Process.....	13
7- Coherence in Writing.....	14
8- The Role of Cohesion in Prepositional Development.....	15
9- Aspects of Writing Process.....	17
10- Producing a Piece of Writing.....	19
11- Conclusion.....	21

## **Chapter Two: Description of Learning and Teaching Situation**

<b>1-Introduction.....</b>	<b>22</b>
2- English Language Status in Algeria.....	22
2-1 Communicative Approach.....	23
2-2 Competency Based Approach.....	24
3-Teachers' Profile.....	28
4- Learners' Profile.....	28
5- LMD Reform.....	29
6- Teaching Writing at the Department of English University of Moulay Tahar.....	30
7- Data Collection Method.....	31
8- Research Instrument and Research Design in First Year University Students.....	31
8-1 Students' Questionnaire.....	32
8-2 Students' Test.....	33
8-3 Classroom Observation .....	33
9- Conclusion.....	34

## **Chapter Three : Data Analysis and Interpretation of the Results**

## **A- Part One: Analysis of Results**

<b>1-Introduction.....</b>	<b>36</b>
2- Analysis of Students Questionnaire .....	36
3- Discussion of the Results.....	43
4- Analysis of Students Test .....	45
5- Discussion of the Results.....	51
6- Analysis of Classroom Observation.....	51
7- Conclusion.....	52

## **B- Part Two: Suggestions and Recommendations**

<b>1-Introduction.....</b>	<b>54</b>
2-Increase Learning Motivation.....	54
3- Teaching Cohesion and Coherence.....	55
4- Teaching Portfolio.....	56
5- Pedagogical Recommendations.....	57
5-1 Group Work.....	57
5-2 Dictation .....	57
5-3 Dictogloss.....	58
6-Organization of Ideas.....	58
7- Feedback and Assessment in Writing.....	59
7-1 Feedback .....	59
7-1-1 Using Correcting Symbols.....	60
7-2 Assessment.....	61
8- Writing Checklist.....	62
9-Conclusion.....	63

## **List of Tables**

<b>Table 1-</b> General Concept of Lexical Cohesion.....	12
<b>Table 2-</b> The Time Table of First Year University LMD students.....	29
<b>Table3-</b> The Distribution of Sample According the Difficult Skill to be Learned.....	36
<b>Table 4-</b> The Distribution of Sample if they Face any Difficulties in Writing a Paragraph.....	37
<b>Table 5-</b> The Distribution of Sample According to the kind of Difficulties that Students Face.....	38
<b>Table 6-</b> The Distribution of Sample According to the Reasons Behind the Students Weaknesses in Writing.....	39
<b>Table 7-</b> The Distribution of Sample about the problems of students' writing.....	40
<b>Table 8-</b> The Distribution of Sample According to Students' Opinion on the Time teaching written expression module to Be learned.....	41
<b>Table 9-</b> The Distribution of Sample about the Types of Connectors that Students Use in their Writing.....	42
<b>Table 10-</b> The Distribution of Sample about the Importance of Written Expression Module in other Situations.....	43
<b>Table 11-</b> Learners' Use of Demonstrative References.....	45
<b>Table 12-</b> Learners' Use of Personal References.....	46
<b>Table 13-</b> Learners' Use of Conjunctions.....	46
<b>Table 14-</b> Learners' Use of Additive Cohesive Devices.....	47
<b>Table 15-</b> Learners' Use of Adversative Cohesive Devices.....	47
<b>Table 16-</b> Learners' Use of Causal Cohesive Devices.....	48

<b>Table 17-</b> Learners' Use of Temporal Cohesive Devices.....	49
<b>Table 18-</b> Learners' Use of Nominal Substitution.....	49
<b>Table 19-</b> Learners' Use of Verbal Substitution.....	50
<b>Table 20-</b> Learners' Use of Nominal Ellipsis.....	50
<b>Table 21-</b> Learners' Use of Verbal Ellipsis.....	50
<b>Table 22-</b> Transitional Words and Phrases.....	59
<b>Table 23-</b> Correction Symbols.....	61

### **List of Abbreviations**

GCD= Grammatical Cohesive Devices

LMD= License, Master, Doctorate

GMT= Grammar Translation Method

CBA = Competency Based Approach

EFL = English Foreign Language

### **List of Pie Charts**

<b>Pie Chare 1:</b> The Skill that Seems Difficult to Learn from Students.....	36
<b>Pie Chart 2:</b> Students' Deficiencies in Writing a Paragraph.....	37
<b>Pie Chart 3:</b> The Difficulties of Students when they Write.....	38
<b>Pie Chart 4:</b> The Reasons behind Students' Obstacles in Writing Process.....	39
<b>Pie Chart 5:</b> Students' Opinion on the Difficult Aspect of Writing .....	40
<b>Pie Chart 6:</b> The Time Available of Teaching Written Expression Module.....	41
<b>Pie Chart 7:</b> Types of Connectors that Students' Know.....	42
<b>Pie Chart 8:</b> The Effective of Written Skill in other Skills for Students.....	43

### **List of Diagrams**

<b>Diagram 1-</b> Aspects of Hanging a Text Together.....	7
<b>Diagram 2-</b> Types of Reference.....	10
<b>Diagram 3-</b> Aspects of Writing Process .....	18
<b>Diagram 4-</b> Producing a Piece of Writing.....	20
<b>Diagram 5-</b> The Components of CBA.....	26

# *General Introduction*

## **General Introduction**

Grammar teaching has always been one of the most debated and controversial aspect of language teaching/learning among grammarians, educators, and teachers. This sub-section will be devoted to some practical and theoretical issues about how grammar is taught here and throughout the world. At university, grammar is a means to achieve some communicative objectives. In English Language Teaching, grammatical Cohesive Devices are necessary elements in writing skill since they link different clauses, sentences and paragraphs to make the thread of meaning the writer is trying to communicate obvious to the reader.

There is as the slightest doubt that any piece of writing of any type or length requires a minimum of cohesion so as the reader(s) may get its meanings and a piece of writing makes sense and owes its textual validity to these cohesive devices.

Nowadays, it is claimed that the students of first year university have deficiencies in writing in a well-structured way. Therefore, the research questions of this study are about:

- 1- Are the grammatical cohesive devices having an impact on student's writing discourse?
- 2- What are the main reasons behind the student's weaknesses in writing?

In order to answer these research questions, we have set the following hypothesis:

- 1- The grammatical cohesive devices play a great role to enhance student writing
- 2- The main reasons behind student's deficiencies in writing discourse are that:
  - They give much importance to content rather than coherence
  - There is either a lack of awareness or a failure of using the appropriate learning strategies by the learner to acquire and practice the studied grammatical structures to achieve particular writing purposes.

As we mentioned before the grammatical cohesive devices are very important in sense of a piece of writing be it semantically, grammatically and lexically correct. In order to answer the study's questions and to test the hypotheses we have proposed a questionnaire with open and close-ended questions and a test, in addition to classroom observation i.e to obtain qualitative and quantitative data analysis to university students. The sample consists of 60 first year students; they are both male and female at Dr. Moulay Tahar University Saida.

It should be mentioned also that we have faced a number of limitations during conducting this research like lack of references in our university, which make us look for them at other universities. Non-collaboration from the students is another limitation which leads us to search for other students that they are not from the class we attend and make our studies.

This study is divided into three distinctive chapters. The first chapter attempts to explain how Grammatical Cohesive Devices are viewed in the field of foreign language teaching and the crucial role that it plays in students writing skill to make it coherent and cohesion. The second one tackled the description of learning and teaching situation also carried out through various analytic tools: class observation and learners' questionnaire and a test. The third chapter consists of two parts, the first part deals with the analyses of data collected from students' questionnaire, test and classroom observation and the interpretation of results. The second part deals with proposing some suggestions and recommendations for both teachers and learners to deal with such category of grammar (grammatical cohesive devices) and how learners can use them in their writing.

***Chapter One:***  
***Cohesion and Coherence in Writing***

**1- Introduction:**

Writing is one of the most important skills students need to master while learning a foreign language. It is a complex skill that requires from students to exert a considerable effort and frequent practice to different types of texts. It is a way of communication between reader and writer i.e. through writing the writer can express his ideas. This chapter sheds light on the definition of the writing skill. It also includes a definition of Cohesive Devices and its functions, it provides us also with information about cohesion and its role in developing writing process besides to coherence and its aspects; with a section about how to produce a piece of writing.

**2- What is Grammar?**

Grammar, as an essential component of language has never been absent from any teaching, learning syllabus/ curriculum in all over the world including Algeria. The term grammar denotes the set of rules that decides how words are formed, organized and used orally or written in a logical and conventional way. It is central to the teaching and learning of any language; it is also one of the most difficult aspects of language to teach. In this sense, Radford (1997:1) said:

Grammar is seen as the study of the syntax and morphology of sentences. Syntax is the system of rules that cover the order words in a sentence. It describes how rules are arranged in terms of their position and distribution. Morphology on the other hand is the system of rules that cover the formation of words

Moreover, the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in a given language as Musumeci (1996:02) defines it “Language does not exist without grammar, because all languages are characterized by these components”. Grammar represents the learning language’s bases that make students more alert to the flexibility and creativity of using these components to form a good language.

As the majority of the world countries indulged in the teaching of foreign languages, grammar was taught under the scope of the famous Grammar Translation Method (GTM) where the whole focus of the method consisted of translating selected texts from English to a given native/second language or vice versa (case of Algeria where French dominates

Arabic language). The method focused also on the intensive use of grammar rules. Learners were supposed to master almost all grammatical and structural aspects of the foreign language that is English. This method and others such as the Audio-lingual, the Direct Method started from the 1950s (at least for Algeria) and went up to the 1970s. The grammar could be learnt through direct instruction and methodology that made much use of repetitive practice; the approach that was used at that time was the deductive one that the rule is presented and the language is produced based on that rule.

This tendency lasted until the appearance of the CLT- the communicative Language Teaching Approach (1970's to early 1990's). This came as a reaction to traditional language teaching approaches. It began and soon spread around the world while older method such as Audio-lingualism and Direct Method became old-fashioned. It was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, which are used in different purposes such as writing, speaking...etc.

Furthermore, to have a successful communication we have to structure our discourse in a way that our listeners or readers will understand it. In speech, it involves a conversational patterns and the use of lexical phrases but a fewer formulaic phrases are found in writing than in speech, and this is why writing in particular has to be both coherent and cohesive. Biber et al (1999:42) claimed that "coherent writing makes a sense because you can follow the sequence of ideas and points while cohesion is a more technical matter since it is concentrates on the various linguistics ways of connecting ideas across phrases and sentences"

Algerian students find tremendous problems to produce a piece of writing meant to exhibit their previous language acquisition. It is assumed that learners fail to produce a given piece of writing simply because the receptive skills including all those grammatical, lexical and semantic aspects that any writing process demand.

For many researchers, grammatical cohesive devices are necessary in order to produce a meaningful and coherent piece of writing or speech as Halliday and Hasan (1976:10) refer to them as "the ranges of possibilities that exist for linking one sentence and among other things with the other that has gone before or previously mentioned". For these researchers, a cohesive tie by means of which cohesion is achieved "is a semantic

relation between an element in a text and some other element that is crucial to the interpretation of it" (ibid:8).

### 3-Text and Texture:

A text is made of sentences, but there exist separate principles of text-construction, beyond the rules for making sentences. Texts have particular structure that gives them an overall rhetorical purpose, a non-text consists of random sequences of linguistic units such as sentences, paragraphs, or sections in any temporal and/or spatial extension. The feature that makes texts stand as whole is called textuality or texture.

The concept of TEXTURE is entirely appropriate to express the "property of being a text". A text has a texture, and this is what distinguishes it from something it is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment. (Halliday & Hasan ibid, 02)

Therefore, through this feature of texture or text forming we can recognize where texts start, where they end and how to perceive a text as a unity. Within the textual component, cohesion plays a special role in the creation of text. Cohesive ties within and between sentences realize texture. Those ties show the continuity between one part of the text and another, and make a relationship between them. Indeed this process leads to the creation of meanings. According to Crane (2000: 55) "what makes any length of text meaningful and coherent has been termed texture". Texture is the basis for unity and semantic interdependence within text and a text without texture would be just a group of isolated sentences with no relation to one another.

Texture, otherwise referred to as textuality, means the feature of being a text, and stands as a whole. Thus, De Beaugrande & Dressler (1981) in their well-known introduction to text linguistics define textuality in terms of communicative function that the text is supported to realize. They state seven standards of textuality which meet in order to fulfill the communicative function of any text. These standards referred to as the constitutive principles of textual communication. They are as follow:

**Cohesion:** is the first standard which concerns the way in which the concepts of the surface text are mutually connected within a sequence. The surface components depend upon each other according to grammatical forms and conventions.

**Coherence:** the component or the order of statements relates one another by a sense. cohesion and coherence are text-centered notions.

**Intentionality:** it is concerned with the text producer's attitude that a text should accomplish the procedures intentions, and successfully conveys the meaning.

**Informativity:** is the fifth standard, which concerns the extent to which the occurrences of the presented text are known or unknown .i.e. it refers to the newness or the givenness of the information presented in the text to the reader. A text is said to be informative, no matter to its form and context.

**Acceptability:** related to the text receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some relevance for the receiver.

**Situationality:** concerns the factors which make a text relevant to a situation of occurrence, i.e. it is crucial for cohesion where it can determine what is said, by whom, why, when, and where.

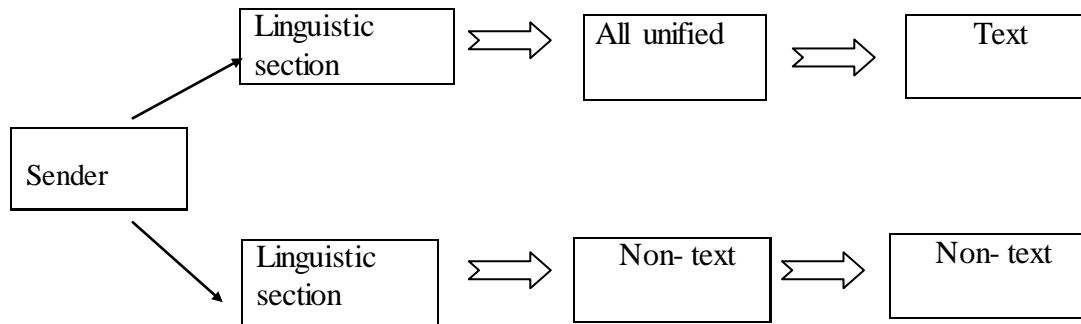
**Intertextuality:** it concerns the factors that make the use of one text dependent upon knowledge of one or more. A text, in fact, belongs to a wider receiver is actually able to encounter the intended message.

#### **4- Cohesion in Writing:**

Many researchers as Hatch (1992), Mc Carthy & carter (1988) and Johns (2002), see that Halliday & Hasan(1976) are the first researchers who describe the notion of cohesion in their book "Cohesion in English". Celce-Marcia et al (2000:20) demonstrate that "cohesion is realized through cohesive ties which are considered as the most obvious structural features of such connected discourse".

Cohesion is the network of lexical, grammatical and other relations, which link various parts of a text. These relations or ties organize, and to some extent, create a text. Cohesion according to Halliday and Hasan (ibid) refers to "the ranges of possibilities that exist for linking one sentence and among other things with the other that has gone before or previously mentioned".

Cohesion is a surface relation and it connects together the actual words and expressions that we can see or hear as Prodromon (1985:5) states that it is “the way a text hangs together on the surface” like it is shown in diagram below by Halliday and Hasan (ibid):



**Diagram 1: Aspects of hanging a text together**

According to this diagram cohesion is an important condition to determine what is a text from a non-text. If a text contained linguistic section, the whole text is unified but if they miss out these items as it is shown above it will be random sentences.

Additionally, according to Halliday and Hasan (ibid) “cohesion refers to the linking relationships that are explicitly expressed in surface of the text”. So, cohesion is the means available in the surface of the text that shows the relationships that exist between sentences and clauses to compose a well connected text. As it is suggested by Brown and Yule (1983:195) “The concept of cohesion account for the essential semantic relations where by any of speech or writing is unable to function as a text”.

Cohesion which is the linking of ideas at the level of sentences, as an important academic writing’ aspects affects directly the writing. It also refers to the way a speaker or writer uses the built-in relationships between words, phrases and sentences to create a sense of shape and “connectedness”.

**5- Cohesive Devices:**

Cohesive Devices are single words or phrases that make the text hang together. In communication, cohesive devices are needed in order to enable the speaker and/ or the listener to understand the relationship between different sentences and parts of speech. As Carter & Mc Carthy (1988:204) claimed that “cohesive devices have to be considered as a “manifestation of how we are making sense of the message in the text”.

Moreover, in order to have a coherent text it should incorporate a minimum of cohesive devices that would link the sentences together. In this sense, Salkie (1995:1) argues that: “Cohesive devices are only one factor in making a text coherent”. Thanks to these linking words, a text will have cohesion and coherence; cohesion has sometimes been applied to smaller units of language in the text while coherence to some general overall interrelatedness in the text. Other researcher like Lowerse and Graesser (2005:25) also describe the two features, as “the first is the continuity in word and structure i.e. the linking of ideas at the level of sentences and the second as continuity in meaning and context”.

In other words, cohesion describes the way in which a text is tied together and this is due to the use of linguistic devices; it is referred to the logical flow and connection in a written text. Moreover, it is achieved through the use of devices to link sentences together so that there is a logical flow between ideas from one sentence to the next. Coherence refers to the unity or togetherness of the text as a whole and is achieved through the effective grouping and arrangement of ideas in a logical order.

Thus, in order to achieve coherence and cohesion, Halliday and Hasan (ibid:12) had identified five types of cohesive devices, which are grammatical cohesion (references, substitution, ellipsis, conjunction) and lexical cohesion(reiteration, collocation) of course, each device has its own function, own domain and own form that cohesion encompasses.

**5-1 Grammatical Cohesion:**

Grammatical cohesion is one kind of cohesion that is proposed by halliday and Hasan (ibid). According to Mc Carthly (1991:34) it is “the surface making of semantic links between clauses and sentences in written discourse and between utterances and turns in speech” So, this kind of cohesion plays a particular role in creating cohesiveness between the sentences through grammatical means.

**5-1-1 Reference:**

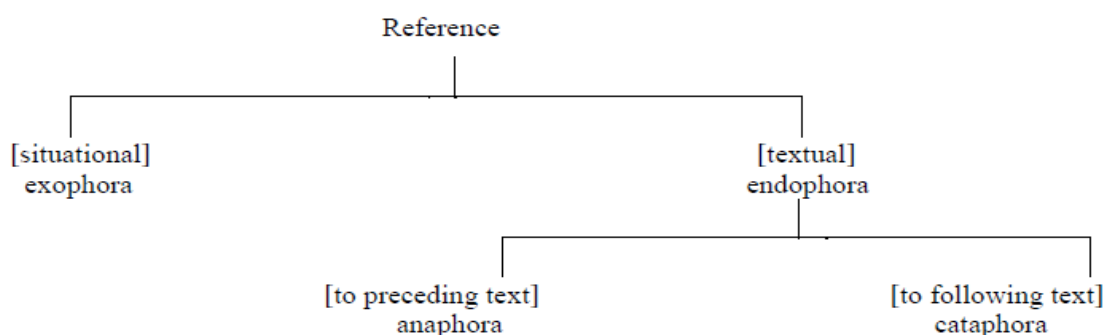
It refers to two linguistic elements related in what they refer to; in other words, it is the act of using certain features to interpret something. We have four main categories of reference that are the demonstrative adjectives (this, that, these, those) possessive adjectives (my, your, his, our...) possessive pronoun (mine, her, ours, theirs...) and comparative pronouns (similarly, such, like...). These adjectives and pronouns are very necessary to avoid repetition.

According to Halliday and Hasan (ibid:32) since reference is considered as a semantic relationship, the reference item is not constrained to match the grammatical class but the semantic properties.

Moreover, reference can be accounted as “exophoric” or “endophoric” functions. This is because we expect the reader to interpret it by either looking forward, backward and outward. Exophoric involves exercises that require the reader to look out of the text in order to interpret the referent i.e. we have to look out of the situation to retrieve the meaning of the sentences. Endophoric function refers to the text itself in its interpretation; Brown and Yule (1983:192) point that: “where their interpretation lies within a text they are called “endophoric” relations and do form cohesive ties within the text”.

In this context, endophoric relations mean all kinds of activities which involve looking back in text to find the referent. As in the example given by Mc Carthy (ibid) “It rained day and night for two weeks, the basement flooded and everything was under water, it spoilt all our calculations”. First ‘It’ refers to the discourse itself, the second ‘It’ refers to the event of two weeks, or the fact that it rained or flooded the whole situation rather than an event in particular; while cataphoric relation looks forward for their interpretation.

.Halliday and Hasan (ibid) summarize the types of references in the following diagram:



**Diagram 2: Types of Reference Halliday and Hasan (1976:33)**

### **5-1-2 Substitution:**

It is important to mention that substitution and reference are different in what and where they operate, thus; substitution is concerned with relation linked with wording. Whereas, reference is concerned with relation linked with meaning i.e. substitution is linked grammatical rather than semantic relationships. Halliday and Hasan (ibid: 89) shed light on this point by claiming, “In the terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexico-grammatical level, the level of grammar and vocabulary or linguistic form”.

In substitution, a linguistic item is replaced by another item, it means replacement of one word/ phrase with another word or phrase, generally it is replaced by these items: one, ones, same, do, not, so, but the substitute item should have the same grammatical function as the substituted one. We have a verbal substitution and Nominal substitution like:

**1- Verbal substitution:** the verb or a verbal group can be replaced by another verbal which is “do”, this functions as the head of verbal group, and it is usually replaced at the end of the sentence. For example:

A - Do you like movies?

B - Yes, I Do

**2- Nominal Substitution:** where the noun or a nominal group can be replaced by a noun “one, ones” and they always operate as a head of nominal group. Like in this example:

I forgot my pen; can you please lend me one.

### 5-1-3 Ellipsis:

The relation between substitution and ellipsis is very close because it merely means that ellipsis is “substitution by zero”. What is important in ellipsis, that it involves the omission of an item. In other words, in ellipses, we do not replace an item by another but we omit all a word from a sentence by keeping of the same meaning. In addition, this is what Zaher (1994:60) states when saying, “This term refers to the omission of a word or words, with the resulting abbreviation from understood by reference to a full form which occurs elsewhere in the text”. i.e. we omit some element from sentence which the writer finds it obvious or referred to it before. For instance:

A- Who was playing with a boll?

B- Bill.

Here we omit the sentence ‘Was playing with a boll’ in second sentence because it seems unnecessary but we keep the same meaning.

### 5-1-4 Conjunction:

The conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Unlike reference, substitution and ellipsis the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots. Conjunction is used to signal the relationship between the different sections of the text and make it intelligible to the reader. Halliday and Hasan (ibid) divided conjunctions into four categories:

**5-1-4-1 Additive:** and or also, in addition, furthermore, besides, similarly, likewise, by contrast, for instance.

**5-1-4-2 Adversative:** but, however, instead, on the other hand, nevertheless, at any rate, as a matter of fact.

**5-1-4-3 Causal:** so, consequently, it follows, for, because, under the circumstances, for this reason.

**5-1-4-4 Continuative:** now, of course, well, any way, surely, after all.

## 6- Lexical Cohesion:

Lexical cohesion is a type of cohesion that is used to achieve cohesive relations between the parts of a text by using particular vocabulary items. Halliday and Hasan (ibid) divide it into two main categories: reiteration and collocation. The description of this type summarize in the following:

Type of lexical cohesion	Referential relation
1- reiteration	
a- same word (repetition)	Same referent
b- synonymy or near synonymy	Inclusive
c- super ordinate	Exclusive
d- general word	Unrelated
2- collocation	

**Table 1: General Concept of Lexical Cohesion (Halliday and Hasan( ibid:288) )**

This lexical cohesion refers to the role played by the selection of vocabulary in organizing relations within a text. It can be said that lexical cohesion covers any instance in which the use of a lexical item recalls the sense of an earlier one. We explained it with more details as follow:

- **Repetition:** it is the restating of the same lexical item in a later part of discourse
- **Synonymy:** it is used to express the sameness of meaning
- **Super-ordinate:** this kind involves the use of general class words, that is to say, the meaning of one form is included in the meaning of another.
- **General Noun:** these words are like person, people, man, woman for human noun; things, object for inanimate; place for location, they are used to refer back to a lexical item. Like shown in these examples:

- 1- There is a boy climbing that tree.
- 2- The boy is going to fall if he does not take care. (Repetition)
- 3- The lad is going to fall if he does not take care. (Synonymy)
- 4- The child is going to fall if he does not take care. (Super-ordinate)
- 5- The idiot is going to fall if he does not take care. (General word)

Reiteration is not the same as reference, however, because it does not necessarily involve the same identity. While, collocation as a subclass of lexical cohesion covers any instance which involves a pair of lexical items that is associated with each other in the language in some way. Halliday and Hasan provide an example to explain more:

Why does this little **boy** wriggle all the time? **Girls** do not wriggle.

### 7- Writing Process:

Writing is considered as the most important skill to master in both first language and second language, students can find it challenging to find ideas to include in their writing. Writing is a tool of communication that enables its user to translate his thoughts into ideas. In this respect Smith (2004:28) “writing consists of words and these words are put together in a particular order to make sentences”. Among its features, we have cohesion and coherence; the first, which is the way in which words hang together, and the second is the way texts hang together.

Writing has always been a challenging task for EFL learners as it requires them not only to be aware of English structure but also to get more information about the properties of English text; it is an important means of communication especially in academic communities where students keep written records of lectures, homework...etc. Besides, writing is sometimes defined as a way of communicating knowledge and experiences whether between a person to another person or a culture to another...etc in this sense Zaher (1994:17) the act of writing is itself “A rout to new knowledge”. In this context, White and Arndt (1991:17) say that:

Writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort and time.

The writing skill plays a great and eminent role concerning learning a language. It is a very important step in learning a foreign language. In this sense Waters (1987:17) argues, “the last and perhaps the most difficult skill students learn if they ever do”. All that has been said so far, one can say that writing is the representation of language in a textual medium using a set of signs or symbols known as writing systems. In addition, it is referred to the arrangement of thoughts and information in a consistent way. Writing can also be defined as a way of informing, entertaining, persuading, and describing various things.

### **8- Coherence in Writing:**

Coherence is a central feature for any text and helps in making a text meaningful and unified .i.e. It refers to the overall semantic structure unity of a text as stated by Louis et al (1985:47) “Coherence is the semantic and programmatic integrity discovered by readers in textual meanings”. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Thus, coherence in writing can be achieved with words, but also through context in this sense, Louis et al (ibid:68) offers the following advice:

Coherence is a product of many different factors which combine to make every paragraph, every sentence and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no non-verbal clues to inform if their message is clear or not...

Johns (1986) divides coherence into two types: Text-based and Reader- based. Text-based coherence refers to an inherent feature of the text, which involves cohesion and unity; this type of coherence involves how sentences are linked and how text is unified. This type based on the writer’s saying it means what he means by his saying stated on the text. The selection of cohesive items and other features of the information structure drive the text.

Reader-based coherence requires successful interaction between the reader and the text. In this type, coherence is based on the degree of compatibility between the reader's expectations and the intended meaning through the underlying structure of a text. In this sense Reboul (1997:12) states that "coherence is not intrinsic to the text; it is the product of the text interpretation". It means that the degree to which the reader grasps the intended meaning from the text depends on the reader's perceptions previous knowledge and expectation i.e. if it is consistent with the text as it is illustrated by Van Dijk (1997:419,420) as:

Meaning coherence is not inscribed in the text but arise from readers ' effort to construct meaning and to integrate the details in the text a coherent whole. Although readers are guided by textual cues they also draw on their own knowledge and expectations to bridge gaps and to fill in assumed information.

Cohesion is then the lexical and grammatical elements in the text that create connections between parts of it coherence can be regarded as a connection between sentences with discourse structure, meaning and action being combined. Schiffrrin (1987:16) in his views states that "cohesion is available in various types of discourse and can be identified as a tool of communication completed by interaction between the speaker and the hearer".

In general, coherence is considered as text based by using the appropriate cohesive ties and reader based where reader establish a process by his previous knowledge as it is mentioned by the two scholars Witte and Faigley (1981:20) "in addition to cohesive unity written texts must have a programmatic unity of a text and world of the reader"

### **9- The Role of Cohesion in Propositional Development:**

To formulate a cohesion and coherence features in your written discourse you need to associate them by the use of logical and recognizable links between sentences which are not chosen randomly into a text because they must be contextually appropriate. Widdowson (1978:25) states "sentences are contextually appropriate when they express propositions in such way as to fit into the propositional development of discourse as a whole". Thus, it is necessary to indicate what is needed to be known, and to organize the information in a way to fit the appropriate context to satisfy what is unknown. Widdowson (ibid) illustrates this statement by the following dialogue:

C: well, did you take to her?

B: yes, I did (take to her).

C: when did she say the parcel would be returned?

B: (she said that the parcel would be returned) tomorrow.

C: good, I will meet her at the shop.

B: she said that her husband would return it.

As it might be noted, it is necessary for C's question to show what is needed to be known and to organize the information by B's answer in a way to fit the appropriate context to satisfy C's need. Therefore, the continuous propositional development is due to the link between C and B, and thus, if they are contextually appropriate they will answer the "cohesive" exchange. .

To contribute a cohesive discourse, writer must take into account the other elements expressed in other sentences. If we follow the rules of grammatical structure in sentences and use them in an appropriate way, then we recognize a cohesive discourse. Moreover, the difficulty found in presenting appropriate sentences from the unnecessary repetition to what is already known may reduce the meaning we want to convey to give a natural aspect to the flow of discourse. Widdowson (1978: 26) illustrates this piece:

A: what happened to the crops?

B: the crops were destroyed by the train.

A: when where the crops destroyed?

B: the crops were destroyed by the train last week.

These sentences are not normal in language use. The propositions in this piece of discourse are expressed independently in complete unites of thought in a way which does not relate them easily to the other propositions. For that, it is necessary to remove any redundancies that might be found. Thus, a cohesive discourse can be created when a normal organization of the propositional development made of this same piece, and it would be as the following:

A: what happened to the crops?

B: the crops were destroyed by the train.

A: when?

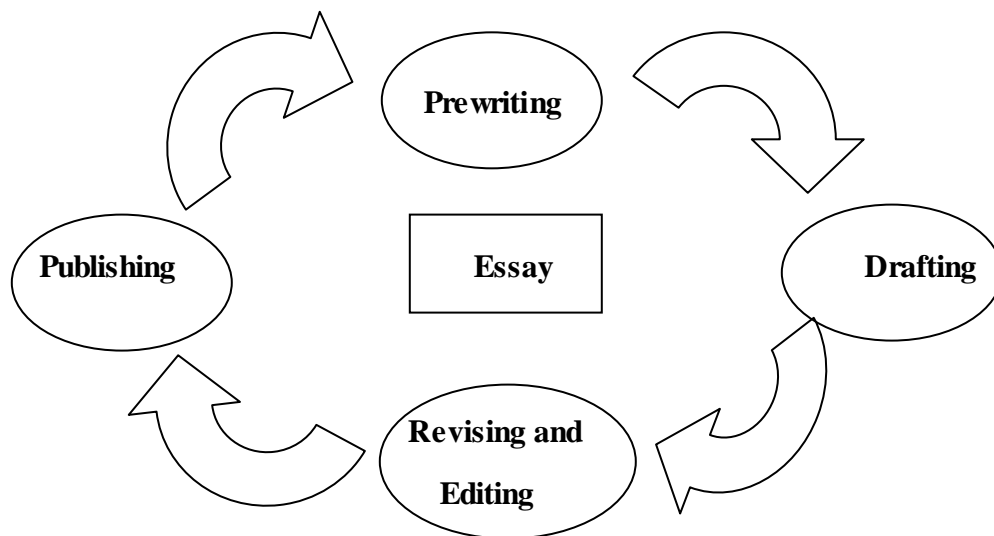
B: last week.

### **10- Aspects of Writing Process:**

Writing is the best way to communicate through which we can express our thought and ideas. Therefore, learners and teachers should increase attention to writing as process, because it is the only way to provide a good and perfect writing product. In the Process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration.

Through the writing process, learners need to use the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor.

The process approach treats all writing as a creative act that requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product. The writing process is the stages that writers go through in order to produce a correct and an accurate written form, these stages are given by Roberts (2004: 209) as:



**Daigram 3: Aspects of writing process**

**Pre-writing:** the key to a great paper is in the planning. Before you sit down to write something, you need to figure out what you are going to write about any topic. Simply, it is the process of thinking and formulating exactly what you want to write.

**Drafting:** Once you have planned your ideas, the next step is to start drafting or writing. As you write, keep referring back to your notes and the plan that you determine in stage 1 during the drafting stage, you should concentrate on getting your ideas on a paper, organizing your information logically, and developing your topic with enough details for your audience and purpose.

**Revising and Editing:** in this stage it will be better for the writer to look at his writing with the reader's eye in order to know his point of deficiencies and weaknesses that his written proposition needs because the writer cannot be able to see his mistakes. In fact, to revise means to relook at your writing because most of us once they have finished and they produced a solid piece written it's time to look over it again; this is where grammar and spelling skills come to play.

**Publishing:** writing is a way of communication, if you have written something you have to publish it for the audience to read it. As student here, the teacher should read the written discourse to give a feedback and his opinion about it.

**11- Producing a Piece of Writing:**

Writing is a medium of communication that represents language and emotion through the inscription or recording of signs and symbols. It is very important and it is determined as a difficult task for the learners to master quickly and for teachers to be taught. The reasons for students' deficiencies in producing a good writing may be attributed to the student's non awareness of how to write; some students when they write they just want to finish writing they do not give much interest to the essay or the paragraph structure.

Additionally, to write perfectly the writer should create coordination in his writing; in order to achieve a coherent and cohesion besides to the essay to be semantically and grammatically meaningful. In this sense, Raimes (1983:6) provides these steps to produce a clear, fluent and effective communication of ideas. It is illustrated and shown clearly in the diagram below:

**The writer's process:** learners are taught to produce ideas for writing, think about purpose and audience and make a plan in order to present written products on which to communicate their own ideas. Teachers here should help learners to discover ideas, plan, draft, revise and edit in order to produce meaningful passages.

**Purpose:** they should be aware about the purpose; what they presume to achieve through their writing. It can influence the type of writing and even language that they use.

**Audience:** After choosing the topic and the purpose of your writing, you should identify your audience to whom you want to write. Your audience is not read by whoever reads the essay; instead, the audience is the group of people you want to educate or persuade.

**Organizational:** students should pay attention to the organization of their papers' writing and focused on the cohesion and coherence of the text i.e. they should make a text semantically meaningful and coherent. Besides to the use of cohesive ties to indicate whether a text is well-connected or merely a group of unrelated sentences.

**Grammar:** vast writing is generally connected with improvement of grammar; if grammar is weak, the structure of the idea will collapse. The use of grammar is very important in writing to make the sentences order and to follow the rules.

**Mechanics:** correct spelling helps readers grasp easily the accurate meaning for example learners may not distinguish between homophones as “threw, through”. Writing has signs and symbols called punctuation marks that help the students’ writing to be more mechanic and fluent and make the product more understandable and unambiguous.

**Content:** the content is very necessary in writing the learner should focus on; it should be logic and relevant to the reader. The choice of the topic should be known by others and contains clear information to help readers to understand.

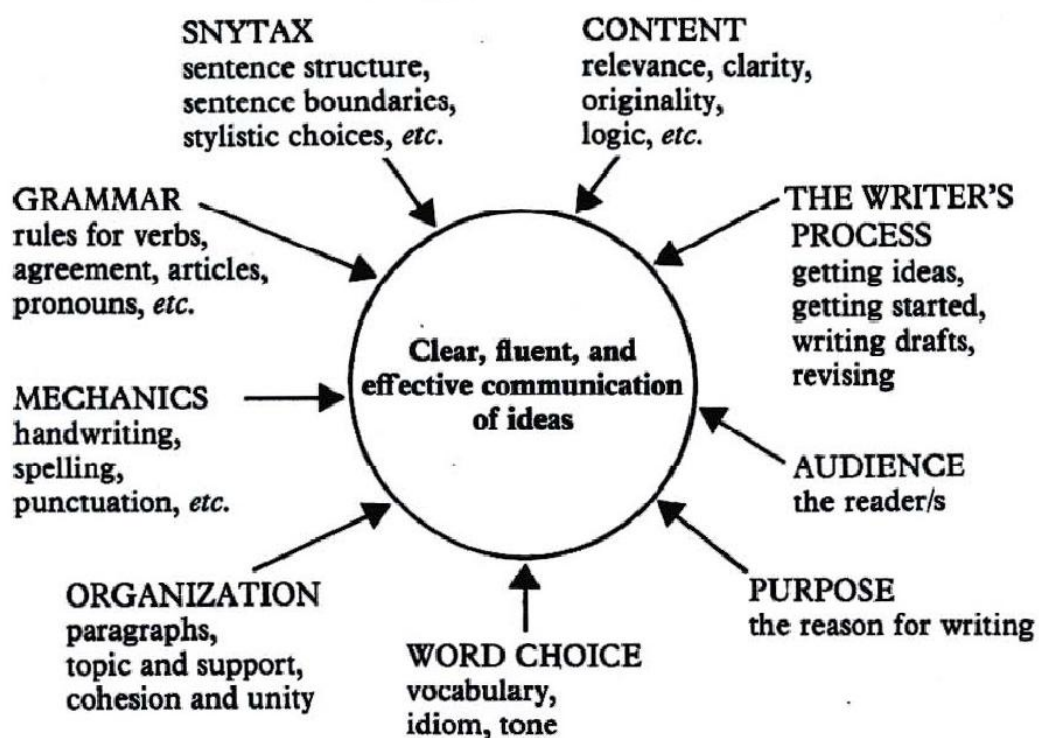


Diagram 4: producing a piece of writing (adopted from Raimes1983:6)

**12- Conclusion:**

As a conclusion, cohesion and coherence have been considered as essential elements that writing process is based on. We have gone through an overview of the grammatical cohesive devices that constitute a core feature in our study. Therefore, cohesive devices according to the researchers are governing the organization of the text in terms of the devices used from sentence level to the discourse level. This grammatical cohesion is used to produce a comprehensive discourse concerning both the writer and the reader. In addition, the use of such devices help to unify the text and give it not only the necessary cohesion but also the coherent aspects that text usually displays.

***Chapter Two:***  
***Description of Learning and Teaching***  
***Situation***

**1-Introduction:**

The present chapter deals with the pedagogical situation of our investigation. It attempts to provide a systematic description of the educational content in which the teaching/learning of the grammatical cohesion takes place. In this chapter, we shed light on the teaching situation at the department of English language at Moulay Tahar University; the use of the new LMD system in our educational system. It also targets the variables that influence the learners' and teachers' attitudes their motivation and their learning/teaching strategies. In fact, we have focused on two strategies namely communicative approach and competency-based approach that are used in our educational system.

**2-English Language Status in Algeria:**

Technically speaking English is apprehending as a second foreign language in Algeria with the aim to improve the structure of the educational system. Its teaching is in competition with the French language since the year 2000 at the first level grade in middle school. However, "At universities, 95% of undergraduate and postgraduate courses in sciences or in medicine are taught in French" (Miliani2000:20).

In the shade of globalization, the English language has an indisputable status as the first language all over the world as noticed by Baker (2003:2) "English has become firmly established as the international language of the present time".

The desire to promote English language in Algeria is due to a high cooperation with the USA and Canada who are committed to support this educational reform policy in Algeria. This aid concerns the making of textbooks, the training of teachers of English and the introduction of new technologies. Teaching English in Algeria begins in the first year of middle school with (four years) after a primary school, and it is carried out until the end of secondary school. While in higher education, students are asked about their studying English either as a speciality and their answers often vary between "because I like it, it is the language of the world, it was not my choice but this was the only thing I could do with my marks". Alternatively, as an additional and compulsory subject in other specialties such as: Political or Economic Sciences, technology, Biology...etc.

In speaking about the teaching of English, many approaches have been adopted by educationalists. In the case of Algeria, two approaches have been adopted since its inception. The first one is the communicative approach to language where curriculum

designers agreed that language is first communication. The second approach adopted from the first one was the competency-based approach, helping the learners acquire a communicative competence by centralizing on the learners as the target of the learning process. For Valdes (1986:56) “The focus, in this approach, was on the meaning conveyed by the context rather than the grammatical forms used in it”.

### **3-2 Communicative Approach:**

The Communicative Approach adduces that language mastery is not concerned and measured only by the how well the learner knows about the language, but by how well s/he can use it to communicate as well.

The communicative approach plays an important role in directing its adopters to the analyses of how things are done (the process used). As far as writing is concerned Brooks and Grundy (1998:88) advance that “the prevalent acceptance of communicative language teaching stands as one of the main motives behind the recognition of the real significance of teaching writing as a skill”. Under the communicative approach, writing is communicative; what one writes is not just a vehicle for language practice, or a string of linguistic items that reinforce speech, but an act that presupposes a writer to write about a particular topic, with a purpose and an audience in perspective. Raimes (1983:55) views that “some feel that writers do their best when writing is truly a communicative act with a writer writing for a real reader”.

Moreover, Raimes (ibid:36) beholds that “writing in its communicative dimension can be grouped under three main concepts”. The first one involves communicative skills; in which writing is functionalized i.e. it fulfills a specific purpose and suits a specific subject matter. The second one involves organization skills, where it is a question of coordinating ideas, building paragraphs and employing linking words. The third and last one relates to stylistic skills in which the four main styles have to be handled: narrative, descriptive, expository and argumentative besides the right level of formality and the appropriate tone.

The communicative approach emphasizes on developing the communicative competence, Brumfit & Johnson (1983:45) viewed it as “the overall underlying knowledge and ability for use which the speaker, listener possesses”. In the same context, Littwood (1981:65) claims that through this approach, “the communicative teachers and learners are encouraged to consider language not only in terms of its structures (grammar and

vocabulary), but also in terms of the communicative functions that it performs”. By giving opportunities to use the language for real communicative purposes, the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform.

### **3-3 Competency Based Approach:**

CBA came in an attempt to fill the gap between school life and real life, by relating school learning to varied and pertinent contexts of use inside as well outside school. CBA was first applied in USA military field. It has been extended to the professional training domain where it provides its worth.

The CBA refers also to an outcome approach. This approach entails the putting together of all the knowledge, knowhow and attitudes required for the solution of real life problems or situations. Using all the grammar, vocabulary, punctuation and pronunciation to communicate effectively in outside schools as Richards & Rodregers (2001:16) hold that “the CBA focuses on the outcomes of learning, it consist on what the learners are expected to do rather than on what they are expected to learn about”.

In addition, the CBA as its name refers to establish competences in learners so as they can put in practice what has been acquired in school, it is an approach that revolves around three main concepts that are competence, problem-situation and transfer of knowledge.

**Competence:** competence is defined in Oxford advanced learners’ dictionary as “the ability to do something well” (page:246). It refers to the skill that one needs in a particular job or for a particular task. Competence is a notion borrowed from the language of markets, investment, and product; competence as the faculty of mobilizing a set of cognitive resources such as knowledge, capacities and information to face with efficacy and problems.

Concerning competence, teachers should create the conditions that lead to its establishment in learners. These latters have to face problem-situations which require the confronted to an enigma to elucidate a problem to solve, a decision to take or a project to conceive. When we talk about competence, we should mention the four key elements: knowledge, skill, capacity and attitude.

**Problem-situation:** as its name suggests, a problem-situation alludes to an obstacles to surmount, or a problem to solve. In this respect, advocates of the CBA urge teachers to place learners in front of problems to reflect on, instead of requiring them to regurgitate information presented by the teacher. In front of problem-situations, learners capitalize on their previously acquired knowledge to find a solution, and this will result in the construction of new knowledge. Problem-situation is centered on an obstacle to overcome through hypothesis generation, the obstacle to overcome needs to be challenging but not insurmountable.

**Transfer of knowledge:** transfer for Ingram ( 1975:246) “has to do with the effect of past learning on present learning and with the effect of intervening learning on the recall of past learning”. The application of knowledge acquired in one situation to new situations is one of the main objectives of the CBA. However, this transfer of knowledge from one situation to another or to real life situations should not be taken for granted; because students do well on tests that their teacher can ensure that they can transfer to real life contexts what they have learned. Slavin (2003:241) beholds that “students must receive specific instruction on how to use their skills and information to solve problems and encounter a variety of problems-solving experiences if they are to be able to apply much of what they learned in school”.

Slavin (ibid) also mentioned that transfer can take place when two factors are taken into consideration; first, how well the skills or information were learned in the initial situation, and second how similar is this initial situation to the situation to which this information is to be applied.

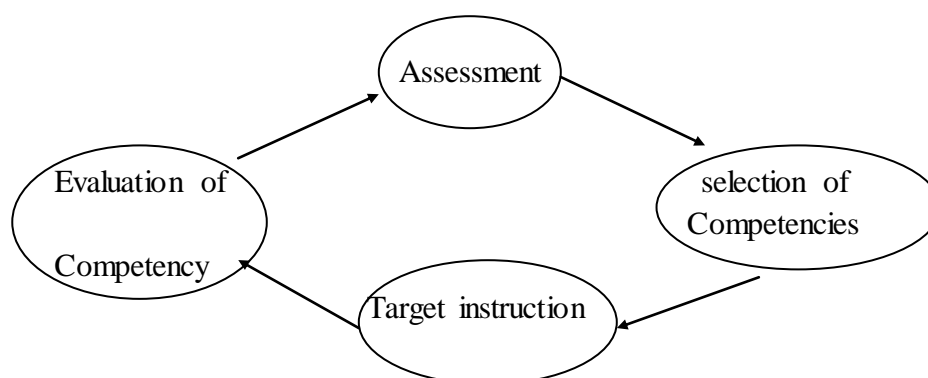
Moreover in this approach, learners study English within situations and contexts that are varied and relevant. In other words, the language is introduced and practiced in different situations that are similar to situations that could occur in real life; the aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in and out of school. Therefore, learners will see learning English as useful to their studies life and future.

In the CBA to teaching English, the competencies are linked to learners’ needs in and out of school. They learn to speak, read, listen and write, and to re-use language in new situations. Teachers teach these skills in an integrated way, not separately, since that is how they are used outside the classrooms. It is important that teachers help learners to

practice English in varied contexts or situations if they are going to be able to remember and use what they have learned when they need it. It takes a lot of practice using English in different contexts for learners to be able to use English in real-life situations.

Weddel (2006:22) outlines the components of Competency Based Approach and says that the approach consists of the following:

1. An assessment of the learners' needs.
2. The selection of the competencies.
3. The target instruction.
4. An evaluation of the competency attainment.



**Diagram5: The Components of Competency Based Approach(Weddel 2006:22)**

According to Weddel (ibid:149), The Competency Based Approach is characterized by the following concepts:

**1- It is Action-Oriented:** it adjusts language learning to the acquisition of know-how embedded in functions and skills, these will help learners to become an effective competent in real life situations.

**2- It is Problem-Solving Approach:** learners are put in a problem-solving situation in order to make them use all their capacities to overcome these obstacles and problems. Learners learn by thinking because they are trained to use their thoughts to solve the problem in a simulated solution.

**3- It is Social Constructivist:** learning is seen as occurring through social interaction with other people in real life situations outside the classroom. Learning is not just a transmission of predetermined knowledge and know-how to be just within the classroom situation, but as a creative use of the newly-learned knowledge outside the classroom through the process of social interaction with other learners.

**4- It is Cognitive Approach:** The learner should achieve lower order objective before he can achieve higher ones: knowledge (as lower order objective), comprehension, application, analysis, synthesis and evaluation (as higher ones). Furthermore, in the competency-based approach the teachers play the role of facilitators in order to make students more alert with their difficulties and to be able to face all their difficulties. Meanwhile, learners are considered as leaders of this approach as it is illustrated below with more details:

#### **4- Teachers' Role in Competency Based Approach:**

The teacher's role under the CBA has to parallel the demands of the new method. The teacher is no more just a transmitter of knowledge whose unique duty is to fill in empty mind information, but rather is assigned the role of facilitator who engages learners in tasks, and helps them develop learning strategies for an effective learning. S/he is a counselor in that s/he exemplifies as Richards & Rodgers (2001:128) state that "an effective communication seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation and feedback".

#### **5- Learners' Role in the Competency Based Approach:**

The CBA is a learner-centered approach, the learners are no more passive receivers of knowledge, they play an active rather than a reactive role in the learning process, and they are required to construct and mobilize their resources to face with efficacy any problem situation. Hence, learners have to develop strategies that enable them to overcome such obstacles, acquire problem-solving skills, and increase their intellectual potential. Learners act upon what they are learning, and thus assimilate better what they are learning. Additionally, they are required to collaborate and negotiate information. The CBA initiates learners into self-assessment, in an attempt to render learners more responsible for their learning and to help them evaluate their acquisitions.

**6- Teachers' Profile:**

As far as dr. Moulay Tahar University is concerned, the written expression module is taught only in first and second year. The teaching team constitutes of three teachers in first year and three in second year they differ in terms of age, and teaching experiences. One of these teachers has been chosen randomly assigned to be observed during a number of sessions, which can constitute the basis for the data collected during the class observation sessions.

This teachers' attitude vis-a-vis the teaching of writing process is almost negative because they did not achieve yet the goal of making the learners more competent in writing. The teachers are required to adapt the programme of CEE (comprehension et expression écrite) which is the written expression module with the needs of students. The teacher that has been observed is making his best to facilitate the lesson to the students and lead them to understand better what he saying, besides he assists his lesson by providing them with examples but he faces a lack of motivation and concentration among the students.

**7- Learners' Profile:**

The students are considered as the center of any teaching/learning situation. Their contribution in the investigative study is paramount in this context Allwright & Bailey (1996) state that "learners' collaboration is one way of ensuring a variety of perspectives on the situation being investigated". Thus, to achieve such target, a class of first year LMD students has been chosen. The subject of the study are sixty-(60) students consists of (girls and boys), from Dr. Moulay Tahar university in Saida. Almost all the subjects belong to the same age group (19-20) years old. They also study (10) subject matters with different coefficient and different in time load for each subject matter as it is shown below:

Subjects matters	coefficient
CEO	3
CEE	3
Civilization	3
Translation	1
Grammar	3
Phonetics	3

Linguistics	1
Methodology	3
Foreign Language	3
Literature	2

**Table 2: The Time Table of First Year University LMD Students**

As a researcher, we choose the first year university students as a sample to study because they have been studying the English language since middle school. So, they are familiar with the use of grammar and linking words. Another reason is that the time available in teaching the written expression is only in first and second year which makes students not competent enough in the writing skill.

It should be noted that, although these learners have the same grade in learning (baccalaureate) they differ in many areas. They vary in their language proficiency level that ranges from low to high intermediate and consequently are said to differ in their language abilities into the bargain.

#### **8- LMD Reform in Algeria:**

By the mid of the year 2000, Algeria has started a series of changes with the aim to improve the structure of the educational system. Since the introduction of the English language into schools, it has become an important part of the curriculum and has recorded a great demand in all levels of education. LMD in this case, is regarded as a system whose main components are integrated together for the sake of reaching a well-defined objective that is the better professionalization of prospective Algerian workers, teachers, scientists... etc to meet the needs and the requirements of the working life and educational process.

Since 2004/2005 a new university system is developing called the LMD, initially this system designed in the anglo-saxon countries, it is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies too; it reduces the degree from four to three years.

The application of the LMD system in Algeria is considered as a step towards globalization; because this Anglo-Saxon programme has proved its success and it has

more or less, been adopted by majority not only European countries. Of course, because of the newness of this system in the Algerian educational system, it seems relevant to represent some of its key components to help the reader be more included in the Algerian openness towards development. We shall first introduce the three constituent elements of the system. It is made of the License with 6 semesters (three years of study and the equivalence of the BA .i.e. Bachelor degree), a Master degree of two years (4 semesters) is the second phase whereas the last period is the Doctorate studies of four years of research (6 semesters).

### **9- Teaching Writing at the Department of English University of Moulay Tahar:**

Written expression module is one of the productive skills. It considers as a basic system, and a method of representing a correct language. Therefore, it is a challenging task for students although good writers have faced difficulties when they write like what happens in the exams they considered writing as mystery for that we find teachers complaining about a level of students' writing. The main problems that students in general have with their writing are the lack of knowledge about the goal of writing and its steps, a difficulty in planning, organizing and revising which unfortunately means they are unconscious about the process and steps of writing. That's why teachers of written expression should give more importance to the writing skill, and help students to get involved in the area to promote independent application ability in the students' writing.

Written expression module in our department of English (Moulay Tahar) is taught only in the first year and second year level as TD sessions. The students are divided into groups unfortunately large ones: including more than 54 students most of times; they have been studying written expression for (4 hours and a half) in first semester; and (3 hours) in second semester. Over about 7 months, it means that the learners learn written expression for (135) hours in the whole year with probably different teachers. The first year students have their own teacher, whereas the second years have their own teacher too. Each teacher has his own strategy and style of teaching "written expression" module.

In Moulay Tahar University, teachers stand on programmes to help learners to achieve their goals and master the writing skill. The ability to deal with the curriculum is an essential device for the teachers who should master the task of a good writing competence. This curriculum should develop writing skills, which work all the way through the educational system. It should list the main types of writing that allow the students to master

writing by the end of their education and offer guidelines to teachers of achieving success in their work.

The first year written expression programme that is being used in English department includes the mechanics of writing a paragraph (how to develop an idea by using a topic sentence, punctuation and capitalization) with the end of second semester the teacher start to teach students how to develop this paragraph into an essay. The second year written expression programme includes essay development. The syllabi content of the two years are only not enough to have successful results. The teacher has to contribute and play a great role in teaching written expression module in order to achieve the students' and teachers' objectives.

#### **10-Data Collection Method:**

For the sake of testing the hypothesis and answering the research questions about our topic, which concerns the role of cohesive devices to enhance students' writing and showing the reasons behind the students' weaknesses. The researcher has used several data collection tools, precisely a classroom observation, questionnaire and a test administered to learners to collect systematic results as Seliger & Shohamy (2000:122) declare, "To compile a more complete picture of the activity or event being described". The data collection of this study concerns the learner motivation, lack of using grammatical connectors and their attitude toward learning situation.

#### **11- Research Instrument and Research Design:**

In order to collect data about our work and achieve its objectives effectively, the most convenient research methodology seems to be the triangulation for its value in this respect Allwright & Bailey (1996:73) claimed that "the value of multiple perspectives in data collection and analysis". In essence, using more than one research tools has been proved to be more advantageous to gear the needs of the investigative study as Cohen (1988:65) states that it is "...considering a panoply of assessment measures and possibly adopting more than one in any given study would allow for greater rigor than if only one approach is used".

So in order to achieve the studies aims and testing the hypotheses, we choose three important tools in this study which are classroom observation a questionnaire and a test distributed to a first year LMD students at Moulay Tahar university Saida. Such variation

in research instrument tools is meant to investigate the many variables surrounding the teaching learning of grammatical cohesive devices.

### **11-1- Students' Questionnaire:**

A questionnaire is one of the main tools that any researcher can rely on to collect data about any subject or phenomenon. It is defined as a set of printed questions for gathering statistical information or opinions from specific people. Seliger and Shohami (2000:87) define it as "printed forms for data collection which includes questions to which the subject is expected to respond often anonymously".

In addition, the use of questionnaire in our investigation constitutes a great source of information and can be both time and effort saving especially if the questions are usually set in a very systematic way in this respect Wallace (1998:88) asserts, "The questionnaire permits the analysis of a large sample of information in a relatively short period of time". Accordingly, the rationale behind using questionnaires is to elicit self-report that is why the questionnaires deserve a priority in this work at first place which is used to tap into the knowledge, opinions, ideas and experience of learners, teachers or whatever. The main concern of this research instrument; As mentioned by Seliger and shahamy (ibid:172)

...collect data on phenomenon which are not easily observed, such as attitudes, motivation, and self-concepts. They are also used to collect data on the processes involved in using language and to obtain background information about the research subjects, such as age, previous background in language learning,...and years of studying the language.

The students are supposed to answer on eight questions about their writing and the use of grammatical connectors in their writing composition. In addition, the questions that are given to the students consist of the two types of questions open-ended questions and close-ended questions. The latter gives the respondents the opportunity to answer and express their opinions in their own words as Wallace (ibid:127) states "Open-ended questions allow the respondents to express an opinion without being influenced by the researcher". While close-ended questions give the respondents a choice to answer to select according to Wallace (ibid) "Close-ended questions limit the respondents to the set of alternatives being offered".

**11-2 Students' Test:**

Test is considered as a tool of research that provide information about learners' writing abilities and deficiencies in this respect Hughes (1989:75) asserts that "the best way to test people's writing abilities is to get them to write". Besides, it is refer to a group of mental tasks to obtain quantitative data in order to measure the learners' writing performance.

In this research a test was given to collect the data about the students' use of grammatical cohesion devices. The test given to the students' was a paragraph-writing task in which the students were supposed to write a paragraph about any topic. The paragraphs were supposed to have cohesion ensured by the use of several grammatical cohesive devices types.

In the test's instruction, students are required to write the paragraph in half an hour. Moreover, an organized scheme imposed on the data in which 40 paragraphs are described in terms of the grammatical cohesive devices used. The aim of this research tool is to find out the learners use of grammatical cohesive devices in their writing and the students' inappropriate use of every type. The topic that we have chosen is a free topic in order not to restrict the students and let them express and talk about whatever they want and in what they find themselves able to write in. They were asked to write a short coherent paragraph since they have not learnt yet how to write an essay and which the steps they follow. However, in order to finish our research at time we cannot wait until they study the essay's steps.

**11-3 Classroom Observation:**

Classroom observation has always been considered as a major data collection tool in qualitative research. It is also potentially the most useful and practical means to study classroom phenomena. In this respect Seliger & shohamy (2000:162) claims that:

Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom and to study teachers' and students' behaviour.

Thus, the purpose of the class observation is to identify how the procedures are going on in the field itself, as it allows the observer to record information about the lessons' content, the teaching materials involved in such lesson and the different steps constituting that lesson. Because it seems necessary for the investigator to take account of a number of considerations in planning the observational phase, such research instrument would enable the researcher to establish fixed ideas about the teaching/learning situation being investigated through the direct contact with the class.

As far as our research is concerned the number of informants under investigation was (60) during the two weeks of experiment during this observation. To collect the necessary data, we had recourse to note taking by sitting at the end of the class and taking notes about the following criteria: learners' interest and motivation, teacher's methodology and used materials.

## **12- Conclusion:**

In conclusion, the Algerian educational system knows changes since its independence. That is to say, different methods are used in our educational system. In this respect the teaching of English in Algeria focuses on two approaches that have been used respectively namely the competency based approach and the communicative approach, both of them focus on making the students able to face difficulties and problems solution outside the classroom. In addition, we describe the learning situation at Dr. Moulay Tahar University and the research tools that we have used to collect in order to answer our study's questions and to test the hypotheses.

***Chapter Three:***  
***Data Analysis and Interpretation***  
***of the Results***

## A- Part one: Analysis of the Results.

### 1- Introduction:

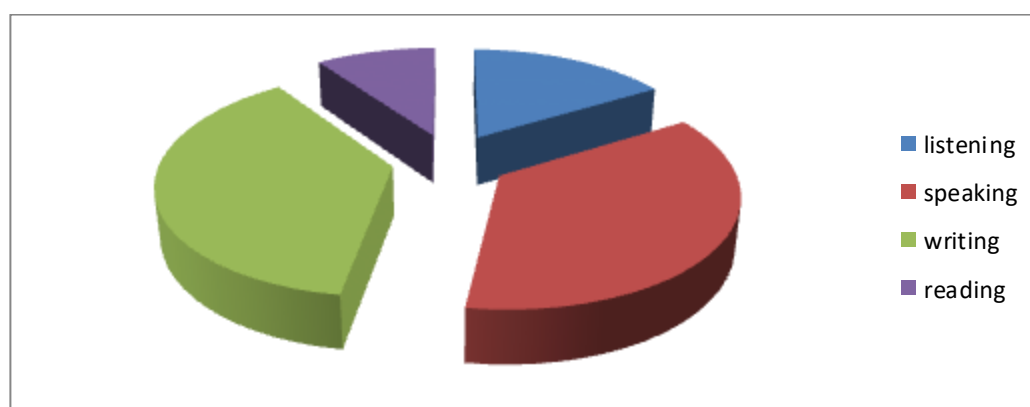
This chapter focuses on the practical side of this research in order to answer the study's questions and to test the previously mentioned hypotheses. In this context, we have prepared a test and questionnaire with the help of classroom observation to first year English LMD students at Dr, Moulay Tahar University. This chapter will show the role of cohesive devices in students writing; moreover, the chapter will present the apparent reasons behind students' deficiencies in using the grammatical cohesive devices in their writing.

### 2- Analyses of the Students' Questionnaire:

**Question 1:** which skill do you find it difficult to learn?

Listening	Speaking	Writing	reading
10	22	23	6
17%	37%	38%	10%

**Table 3: The Distribution of the Sample According to the Difficult Skill to Be Learned.**



**Pie Chart 1: The Skill That Seems Difficult to Learn from Students**

With regard to the table and pie chart above, the results show that the majority of respondents (75%) admire that the productive skills are considered as the difficult skills to

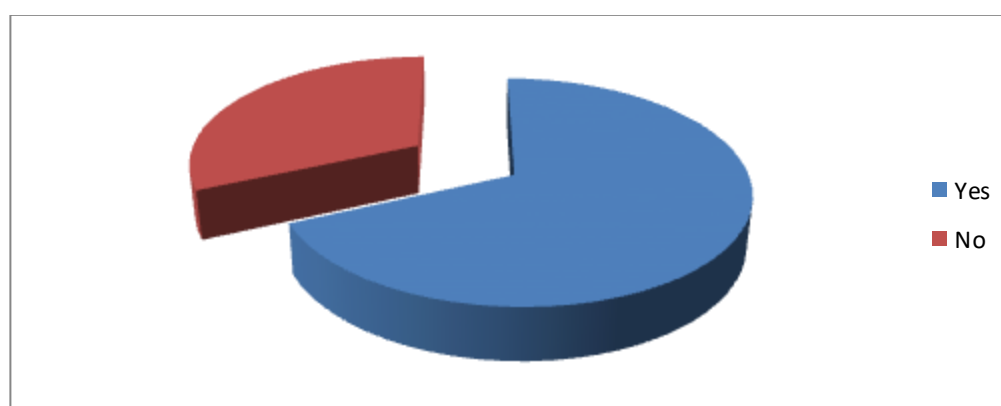
be learned but the writing skill with higher percentage (38%). While, (37%) from students find difficulties in learning the listening skill they justify their answer as they find difficulties in understanding and mastering the words when listening, while writing they can think and take time to use words. Only (10%) find reading skill as difficult one because of when they read the spell of the words are difficult to pronounce.

In order to discuss the reported answers of the target respondents to question 2 (See Appendix A); table 4 is set below (See also pie chart2).

**Question 2:** Do you face any difficulties in writing a paragraph?

Yes			No
87%			
Always	sometimes	never	08
28	13	0	
47 %	22%	0	13%

**Table 4: The Distribution of the Sample if Students Face Any Difficulties in Writing a Paragraph.**



**Pie Chart 2: Students' Deficiencies in Writing a Paragraph.**

According to the results obtained in the table and pie chart above, more than half of the respondents (87%) state that they face difficulties when they want to write a paragraph; (47%) from them claim that they always face such situation of obstacles. While, (23%) of

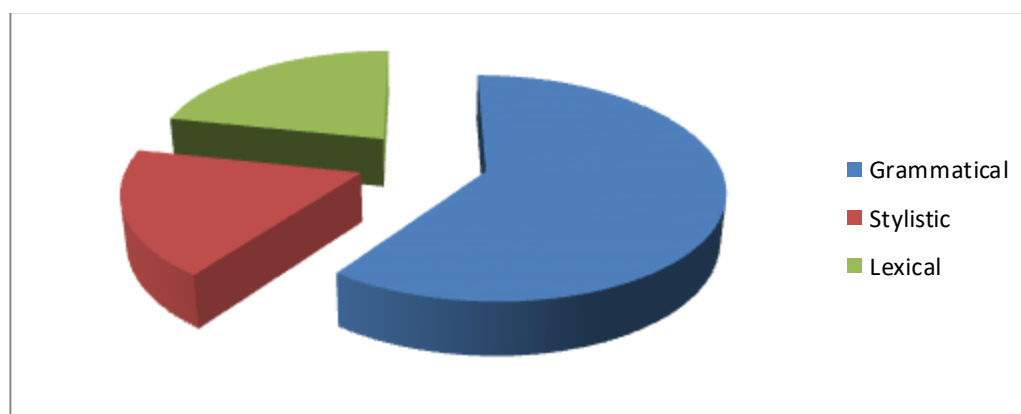
students sometimes find difficulties in their writing but no answer was given to “never” choice which means that our students still face barriers in their writing, they did not grasp all aspects of writing skill. Only (13%) of the respondents can write a paragraph without any difficulties.

In order to discuss the reported answers of the target respondents to question 3 (See Appendix A); table 5 is set below (See also pie chart3).

**Question 3:** what kind of difficulties do you face?

lexical	grammatical	Stylistic
13	36	11
22%	60%	18%,

**Table 5: The Distribution of the Sample According to the Kind of Difficulties That Students Face.**



**Pie Chart 3: The Deficiencies of Students When They Write.**

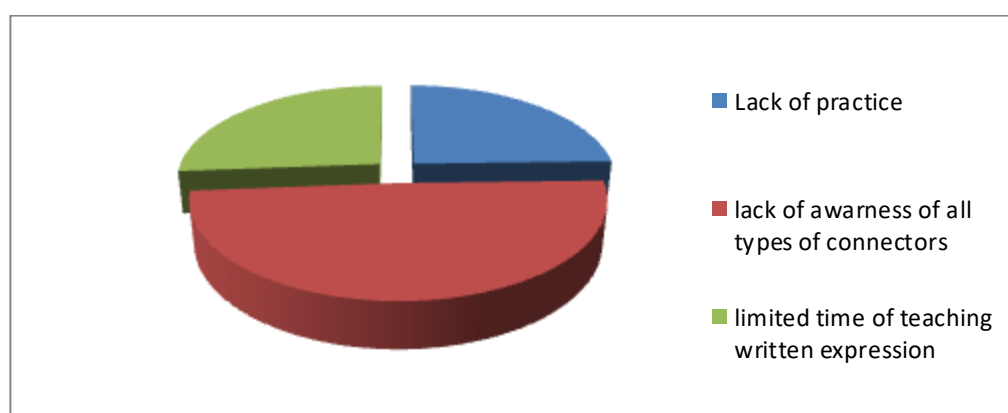
The table above shows that most of students with (60%) attribute their deficiencies in writing mostly with grammatical one; while, other students find lexis as an obstacle when they write with (22%). In addition, (18%) of students state that their difficulties have relation with style.

In order to discuss the reported answers of the target respondents to question 4 (See Appendix A); table 6 is set below (See also pie chart4).

**Question 4:** do you think that these difficulties are due to:

Lack of practice	Lack of awareness of all types of connectors	Limited time of teaching written expression
15	30	16
25%	50%	27%

**Table 6: The Distribution of Sample According to the Reasons Behind the Students' Weaknesses in Writing.**



**Pie Chart 4: The Reasons Behind Students' Obstacles in Writing Process.**

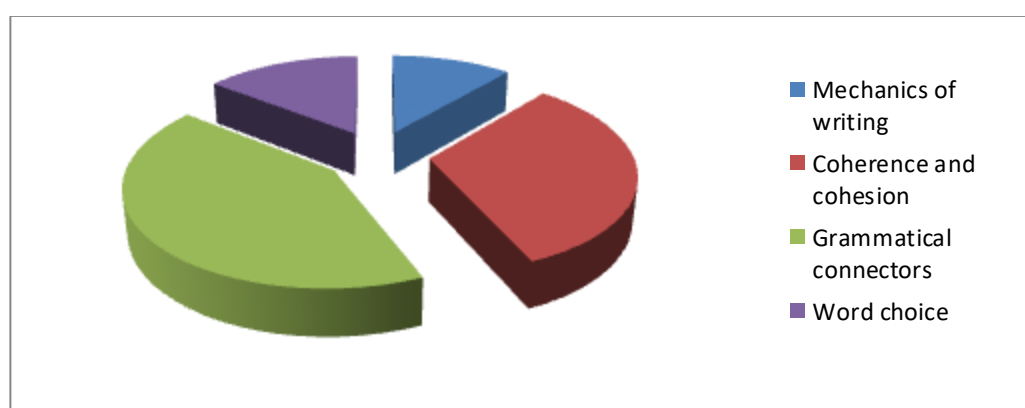
With regard to the answers of the respondents in the table and pie chart above, (25%) of students state that the reasons behind their deficiencies in writing are due to the lack of practicing of the writing skill either at home or at school. Moreover, half of the respondents (50%) relate their deficiencies with the lack of awareness of types of connectors to use when they write. Others (27%) declare that their difficulties are due to the limited time of teaching the written expression module in a week i.e. they cannot grasp all lessons in the module, they need extra time for learning writing skill.

In order to discuss the reported answers of the target respondents to question 5 (See Appendix A); table 7 is set below (See also pie chart 5).

**Question 5:** what are your writing problems?

Mechanics of writing	Coherence (unified ideas) and cohesion(connectors	Grammatical connectors	Word choice
7	20	26	9
12 %	33 %	43%	15%

**Table 7: The Distribution of Question about the Problems of Students' Writing.**



**Pie Chart 5: Students' Opinion on the Difficult Aspect of Writing.**

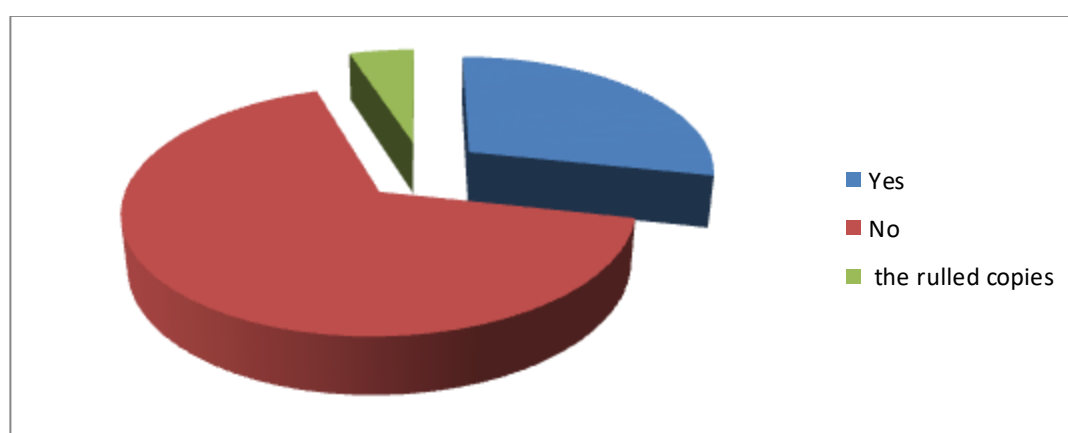
As noted in the above table and pie chart, nearly half of the respondents (43%) say that the problem of their writing has relation with the use of grammatical connectors to unify sentences, while, (33%) the problem of their writing concerned with the achieveness of coherence and cohesion in writing. In addition, (15%) refer to the word choice and (12%) to the mechanics of writing as problem.

In order to discuss the reported answers of the target respondents to question 6 (See Appendix A); table 6 is set below (See also pie chart 5).

**Question 6:** do you think that the time available of teaching the written expression module is enough for you to be an effective writer? And why?

yes	No	The rolled out copies
17	40	03
28 %	67%	05%

**Table 8: The Distribution of the Sample According to the Students' Opinion on the time Available in Teaching Written Expression Module.**



**Pie Chart 6: The Time Available of Teaching Written Expression Module.**

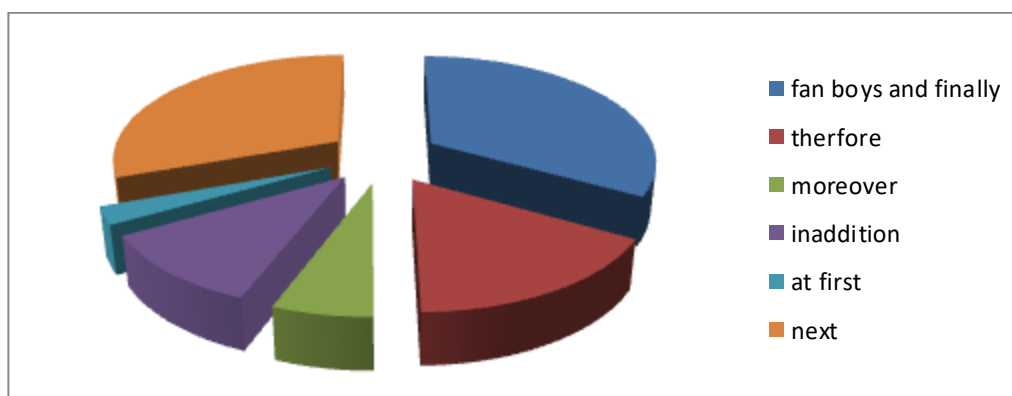
According to the obtained results, more than half of the respondents (67%) find that the time of teaching written expression module is not enough; and cannot help to grasp all rules. As reported by students taking sometimes three hours studying written expression module it is so boring and they grasp only in the first hour, besides it should be better to separate between hours; they emphasize that time is the crucial obstacle. While, (28%) find it enough for them to study written expression module since the content is very suitable to learn.

It is noted while processing data that about three copies contain no answer, so they have been rolled out from analysis. In order to discuss the reported answers of the target respondents to question 7( See Appendix A); table 7 is set below (See also pie chart 7).

**Question item 7:** what kind of connectors do you usually use or know in your writing?

Types of connectors	number	%
Fan boys	60	100%
Next	55	92%
Finally	60	100%
Therefore	30	50%
Moreover	11	18%
In addition	20	33%
At first	5	8%

**Table 9: The Distribution of Sample about the Types of Connectors that Students Use in Their Writing.**



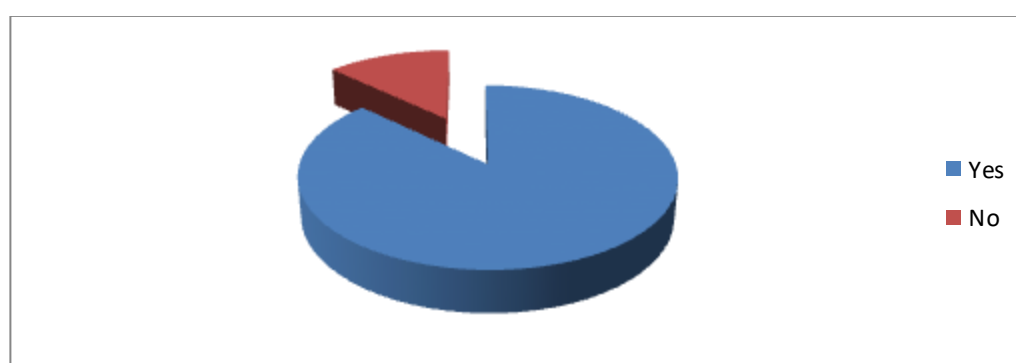
**Pie Chart 7: Types of Connectors that Students' Know.**

According to the results above, all students are familiar with the use of “FAN BOYS” and “finally” with (100%). While, “next” with (91,66%) and “therefore” (50%). From students’ test we notice that some devices are little bit used such as “moreover, in addition, at first...etc” in contrast some devices are not used at all.

**Question item 8:** do you think that the written expression module is an essential step that helps to ameliorate your level in other module?

yes	No
53	8
88%	13%

**Table 10: The Distribution of the Sample about the Importance of Written Expression Module in Other Situations.**



**Pie Chart 8: The Effective of Written Skill in Other Skills for Students.**

As it is shown in the table and pie chart above, the results show that the majority of students (88%) find the written expression module very important step to ameliorate their level in other modules because it involves modules like in listening they listen than summarize, so they should know the steps of writing. The writing skill comprises all other skills so it is very important to master it. Only (13%) disagree with them, they find that each skill should be learnt alone.

### **3-Discussion of the Results:**

As it is shown in tables and pie charts above, we can say that the majority of students attribute that the writing skill is difficult for them to be learned. It should be mentioned also that the difficulties that they face according to their answers have relation with vocabulary, the link between ideas and sentence structure. These difficulties that students face when they write always stand as a barrier in order to accomplish any piece of writing.

According to the respondents, most of them have deficiencies in using the grammatical connectors in writing a paragraph while others with style and lexical. Moreover, the deficiencies that students face are due to the lack of awareness of all types of connectors, according to the respondents they know only the most useful and knowledgeable connectors by all people. In addition, the rest of choices are nearly similar to each other that is the students' difficulties are due to lack of practice and limited time of teaching written expression module.

The respondents admire that they have problems with making their writing effective due to the inappropriate use of grammatical connectors. In contrast, other respondents find problems with coherence and cohesion they do not know how to make their ideas unified with each other. While, minority of them claim that their problems have relation with mechanics of writing and word choice.

Concerning whether the time is available in teaching this skill, the majority of students advocate that studying three hours per week is not enough to enhance their writing. Moreover, it will be a boring task and they cannot be attentive during the course. While others find it enough for them, we can say that this depends on students' abilities.

It can be clearly understood from the results above that students ignore all types of connectors since their respondents come in general with knowing all the "fan boys" and "finally and few other connectors like "in addition, therefore, next..." for that they did not success in linking their ideas

Finally, according to answers of the last question of the questionnaire the majority of students claim that the written expression module is an essential step that helps to ameliorate students' level in other modules because we use written module in other modules and skills.

#### 4- Analysis of Students' Test:

We devote this step to show which number of cohesive devices are used from students and which are not. We started with the analysis by considering the total use of each device in grammatical cohesive devices; after that we gave a general discussion about our findings. We find the following results:

##### 4-1 Learners' use of demonstrative references:

The following table shows the number of the whole demonstrative used according to the total number of demonstrative references:

total	Demonstrative devices use	number	%
264	The	111	42%
	That	93	35%
	These	4	1%
	This	55	21%
	Those	1	0,37%

**Table 11: Learners' Use of Demonstrative References.**

According to the results, the predominant device in using demonstrative references is the use of "the" (42%), and we can notice also the use of "that" (35%) and "this" (21%). But, it seems a problem for students in using a plural demonstratives where the results show a little use of "these" (1%), "those" (0,37%). Through our analysis of the test we have seen that the students did not know when they use the plural form. So, instead of using "these" they use "this".

##### 4-2 Learners Use of Personal References:

The total number of students' use of personal references and the corresponding number of all personal devices used are shown in the table below:

total	Personal references use	number	%
61	It	25	41%
	Its	8	13%
	He	5	8%
	She	5	8%
	Her	4	6%
	They	25	41%
	Their	0	0%
	Them	8	13%

**Table 12: Learners' Use of Personal References.**

According to the results above, it is remarked from students paragraphs the widely use of the personal cohesive devices “it” and “they” with (41%). While, the use of other personal pronoun is few such as “its, them” (13%). Moreover, the students tend to use the repetition of the words instead of referring to them with their pronouns for that we find the use of “he, she” only (8%), “her” (6%) while they neglect the use of “their”.

#### **4-3 Learners' Use of Conjunctions:**

The total number of grammatical cohesive devices used by the subjects and the corresponding number of conjunctions used are shown in the table below:

Total	Conjunctions use	
755	N	%
	365	48%

**Table 13: Learners' Use of Conjunctions.**

The results show a high frequency of using the conjunctions from the students (48%). So, they seem familiar with this type of cohesive device.

**4-5 Learners' Use of Additive Conjunctions:**

The table below reveals the number of all additive cohesive devices used by students:

<b>Total</b>	<b>Additive conjunction use</b>	<b>number</b>	<b>%</b>
<b>147</b>	<b>And</b>	<b>110</b>	<b>63%</b>
	<b>Also</b>	<b>10</b>	<b>7%</b>
	<b>Moreover</b>	<b>5</b>	<b>3%</b>
	<b>Such as</b>	<b>10</b>	<b>7%</b>
	<b>Then</b>	<b>5</b>	<b>3%</b>
	<b>In addition</b>	<b>5</b>	<b>3%</b>
	<b>Furthermore</b>	<b>2</b>	<b>1%</b>

**Table 14: Learners' Use of Additive Cohesive Devices.**

These results reveal the high frequency of using the additive conjunction “and” (63 %) in students writing. Thus, even if there are various devices to express addition, we see the students go always to use “and” and ignore other devices. This is clear in our analysis only (3%) for “in addition, then, moreover”. Additionally, we notice also the use of “also, such as” with (7%) because they might know them and use them from their previous writing.

**4-6 Learners' Use of Adversative Conjunctions.**

The total number of adversative cohesive devices used and the number of every device used reveal in the following table:

<b>Total</b>	<b>Adversative conjunction use</b>	<b>number</b>	<b>%</b>
<b>111</b>	<b>But</b>	<b>50</b>	<b>45%</b>
	<b>However</b>	<b>19</b>	<b>17%</b>
	<b>Whereas</b>	<b>5</b>	<b>4,50%</b>
	<b>Else</b>	<b>1</b>	<b>1%</b>
	<b>Thus</b>	<b>10</b>	<b>9%</b>

**Table 15: Learners' Use of Adversative Cohesive Devices.**

The table above shows that the use of “but” (45%) to express contrast is the predominant one in students’ paragraphs; they might use it a lot because it seems easy for them to write it without searching for other device which have the same function. Only the device “however” with (17%) shows in their writing as a second type of contrastive device. Furthermore, “else” is used from one students while “whereas” (4,50%) and “thus” (9%) only.

#### 4-7 Learners Use of Causal Cohesive Devices:

The table below shows the analysis of the learners’ causal cohesive devices by using the total number of every causal device used.

<b>Total</b>	<b>Causal devices used</b>	<b>number</b>	<b>%</b>
<b>86</b>	<b>Because</b>	<b>45</b>	<b>52%</b>
	<b>So</b>	<b>7</b>	<b>8%</b>
	<b>In order to</b>	<b>19</b>	<b>22%</b>
	<b>Then</b>	<b>15</b>	<b>17%</b>

**Table 16: Learners’ Use of Causal Devices.**

The results show the extended use of “because” (52%) and “in order to” (22%). It seems that students master adequately the use of one device which is “because” to express causality and the use of “in order” to express the results. Other causal cohesive devices are little bit used or known from some students such as “then” (17%) and “so” with (8%).

#### 4-8 Learners’ Use of Temporal Cohesive Devices:

The table below represents the number of every temporal devices used and the total number of temporal cohesive devices used by the learners.

Total	Temporal cohesive devices used	Number	%
36	At first	10	28%
	Secondly	2	5%
	Finally	5	14%
	Next	0	0
	To sum up	10	28%
	At the end	9	25%

**Table 17: Learners' Use of Temporal Cohesive Devices.**

According to the analysis of the results of students' use of temporal cohesive devices, it shows that the use of conclusive devices is larger than the use of other temporal cohesive: "to sum up" with (28%), "at the end" with (22%), "finally" with (14%). Furthermore, the use of temporal device "at first" (28%) to link the paragraph; however students rarely use devices that should follow it such as: "secondly" (5%), and neglect totally others "next, later...".

#### **4-9 Learners Use of Nominal Substitution:**

The total numbers of substitution used by the corresponding number of nominal substitution are shown in the table below:

Nominal substitution	number	%	Total
	19	73%	26

**Table 18: Learners' Use of Nominal Substitution.**

#### **4-10 Learners Use of Verbal Substitution**

The total number of substitution used and the number of verbal substitution are shown in the following table:

Verbal substitution	number	%	Total
	7	27%	26

**Table 19: Learners' Use of Verbal Substitution.**

The tables above show the students use of substitution in writing. the results reveal that the students have high frequency in using nominal substitution (73%) concerning verbal substitution (27%).

#### **4-11 Learners Use of Nominal Ellipsis:**

The table below shows the total number of substitutions used by the students and the corresponding number of nominal substitution are shown in the table below:

Nominal ellipsis	number	%	Total
	19	63%	30

**Table 20: Learners' Use of Nominal Substitution.**

#### **4-12 Learners Use of Verbal Ellipsis:**

The following table reveals the total number of verbal ellipsis used by the learners.

Verbal ellipsis	number	%	Total
	11	36,6%	30

**Table 21: Learners' Use of Verbal Ellipsis.**

**5- Discussion of the Results:**

According to the results shown in the above tables, it is noticed that in every type of grammatical cohesive devices used, there is a predominance of a specific device at different times. The students' use of grammatical cohesive devices is characterized by the high frequency of using conjunction with 48% (see table 13). As it is shown above the use of demonstrative references is characterized by the high frequency of using "the, that, this" while the low frequency in using plural form such as "those, these" (see table 11) this can be due to students who not yet have mastered the use of plural demonstrative references.

While, in personal references all students attend to repeat words instead of referring to them which is clear in their low performance in using "he, she, her, their", but we notice the majority of them use "it, they, its, them" in their writing.

The results obtained also show that the use of conjunctions is the most dominant type among students (see table 13). Moreover, in this type we notice the use of additive conjunctions more than the other types (see tables 14-15). In contrast, students use some conjunctions devices rarely such as "furthermore, next, so..." while others are absent.

In addition, according to the tables (18-19-20-21) students are not familiar with the use of ellipsis and substitution concerning the use of other grammatical cohesive devices and this is clear from the test. Thus, students usually avoid using ellipsis and substitution because they might fear about their appropriateness. Moreover, it is noted that the students' use of both nominal ellipsis and nominal substitution is larger than verbal ones; this difference in the use may be due to the learners' awareness about nouns which could be omitted or substituted.

Finally, we have found that students are not familiar with all types of grammatical cohesive devices. In each type, we find a high frequency of use and a low frequency of use while other types are totally absent from their writing.

**6-Analysis of Classroom Observation:**

During our attendance with the first year university students, we have taken some notes about the learners' motivation, teacher methodology and the material used. The lecture was about coordination, correlation and subordination, it is a continuous of the previous lesson, and they have already dealt with the first two types. The lesson started at one o'clock but some of students came late. Which make the teacher angry and gave them a warning.

Moreover, the lesson lasts three hours, generally, each lesson stands one hour and half in this case both of hours are TDs session. So, the teacher prepared her lesson as she gave a small revision about the previous lesson since it has relation with the new one but she did not give them any idea about that day's course in order to involve them and make them pretend by themselves.

The teacher methodology is to motivate his class so she follows three steps. The first one is to give a brief definition then she uses the table to explain the lesson (she did not use a computer or data show) while she was explaining she asks the students about the next step, the aim of the teacher is to increase motivation between students. The teacher that we have been observing the entire lesson prefers to use table by herself as a material of explanation. After explaining the lesson to the students, she dictated the elements of lesson to her learners and did not give only handouts because a written expression module is practical in addition to make them familiar with writing skill and not making his class boring.

Furthermore, during the first hour and half and after explaining each conjunction and its use with examples to reach better understanding she makes the second hour and half to provide them with exercises to practice what they have learnt. The kind of exercises the teacher uses are to complete sentences with their own ideas by using an appropriate type of conjunction and the second one is opposite of the first one and others like that.

When we were taking note during our research, we focused also on the students' motivation. The students seem attentive with their teacher you feel that they are very familiar with each other. When the teacher asks any question they answer and if they find any difficulty they use dictionary to understand better but not all the class was motivated a group of boys and girls and others were listening only although the girls were more motivated than boys. In the second TD session, the learners start to make some noise may be due to the long hours they study but the teacher controlled directly his class.

## **7-Conclusion**

In conclusion, according to the result obtained from the research the students' questionnaire and test besides to the classroom observation show that the cohesive devices are very important element in enhancing any piece of writing and give it cohesion and coherence to be clear and unified. Moreover, the students have deficiencies to achieve the use of these elements are due to their ignorance of some types and do not use them in their writing they tend to repeat the words instead of using the synonyms, or other types.

***Part Two:***  
***Suggestions and Recommendations***

**B- Part Two: Suggestions and Recommendations.****1-Introduction:**

Writing as a productive skill is very important for students, as we have seen in previous chapter. Students face difficulties in writing coherent paragraphs and using the grammatical cohesive devices to connect their sentences; we devote this chapter to bring around some pedagogical suggestions and recommendations to the learning of the grammatical cohesive devices in first year university students. We suggest some strategies that teacher can use in teaching his class.

**2-Increasing Learners' Motivation:**

It may be difficult to argue that without motivation, it is impossible to attain a certain competence in learning. The teacher has in effect a crucial role in the learning process as a whole and in motivating his learners in particular. He is actually the best motivator for the success of any language learning. Many language specialists have pointed to the necessity of having a passion for teaching, because the teachers' self-motivation can directly stimulate his learners' own motivation. This can be achieved by findings out what most learners like through interactive activities that should not lack the elements of fun and language liveliness.

The teacher then builds up profiles for his learners' performances to make his class unique for that particular class. Furthermore, for learners they feel that class was typically prepared for them, they will without doubt manage to increase their interest and their efforts to be engaged in their own learning process. He should perfectly know that the most important aspect of teaching grammar is engagement; this cannot be achieved without raising learners' interest.

Students learn when they are interested and involved in the subject matter. To increase learners' motivation about grammatical connectors, teacher should try to find convenient means to introduce the different grammatical points in a very objective and clear way. Finally, the teacher should perfectly know that the way he speaks, explains, exploits content develops his learners' skill are very high motivation factors.

**3-Teaching Cohesion and Coherence:**

Cohesion and coherence are important elements to produce any piece of writing as we have seen in previous chapters. To achieve those two elements Zamel (1983) suggests some writing activities in order to help students reach and understand the use of semantic and grammatical cohesive devices. These activities are dealt with the combining and completion exercises, organization of sentences, or the addition of any different cohesive devices.

Both coherence and cohesion are one of the criteria that make your writing be assessed. Coherence is the flow of your writing, the idea should be logically organized and appropriately sequenced in paragraph to easily understand and follow. Cohesion is linking words help in connecting ideas to show the relationship between paragraphs, sentences, or part of sentences. These two criteria help to writing in organized and to link information and ideas, in order to have an effective essay we propose this task as an example to follow:

If we want to write an essay about nuclear technology, we follow this possible structure to plane your essay before you start writing:

- **Introduction:** paraphrase question and include your opinion.
- **Body paragraphs:** give arguments for nuclear technology.
- **Body paragraphs:** give arguments against nuclear technology.
- **Conclusion:** paraphrase your opinion.

It is important to use paragraphs this keeps structure to the piece of writing. Since you are using them to explain your arguments or stages to express one idea or a set of ideas in each paragraph; a good way to start a paragraph is to use a short simple sentence to introduce your topic and this is called a topic sentence. Besides, in remain of the paragraph provide explanation, examples or personal experience to build on extend idea.

Usually to show the connecting in you essays we use a wide range of linking words or phrases appropriately. Additionally, to write any essay students should follow these steps to make coherence and cohesion:

- 1- Introducing ideas.
- 2- Adding similar and contrasting ideas.
- 3- Giving examples or evidence.

- 4- Explaining results and Sequencing.
- 5- Providing explanation.
- 6- Sharing experience.
- 7- Introducing your opinion and drawing conclusions.

Linking can be done in variety of ways, for instance through referencing by using pronouns, substitution...or other cohesive devices that had been mentioned in previous chapters. Write your linking words in another paper than think how to produce these words; don't over use linking words or phrases however this become irritating for readers. The key in using linking word is appropriacy. So, learners need to learn how to use the different types of cohesive ties in order to employ them in a clear way, and ensure the coherence of their writing essays at the same time.

#### **4- Teaching Portfolio:**

Portfolio is the use of records of a students' work over time and in a variety of modes to show the development of the students' abilities. It is also considered as a purposeful and systematic collection of students' work that reflects accomplishment relative to specific goals or objectives. In addition, portfolios show a students' work from the beginning of the year until the end they provide both the teacher and students a chance to evaluate the progress of students' writing.

According to oxford advanced learner's dictionary portfolio is "a thin flat case used for carrying documents drawings etc" (page 981). The portfolio is a folder learners use to insert their works in; hence, portfolios can be used as an alternative assessment procedure that can provide feedback to learners on their strengths and weaknesses, or simply enclose learners' best work. Still, and in other cases, portfolios can be used to record the learning process in that they can be used as a learning tool to help teachers stand on learners' achievement, in order to take decision about what has been accomplished so far, and what remains to be done. Some teachers as one way of enhancing learners' cognitive abilities also use portfolios, Nunes ( 2004:327) States that:

For some teachers, the portfolio is part of an alternative assessment programme and it can either a record of students' achievements or simply document their best work. For other teachers, the portfolio documents the students' learning process...etc

Moreover, portfolio assessment deals with the progress of students during the learning process, and encourages them to be responsible for their own learning. Besides it increases the level of students' motivation and provide them a sense autonomous learning. Teachers should encourage all students to participate in the writing activities. Teachers can also use portfolios to documents the objectives of the course they are teaching, the method they are implementing, the instructional materials they use to support what they are presenting and the activities they are using.

## **5- Pedagogical Recommendations:**

### **5-1-Group work:**

Group work is very important techniques in language teaching and learning. To increase the opportunity for students to practice the language; group work activities will encourage their self-confidence in writing. In addition to that, Vandrick (2003) states that "learners will be familiar with how sentences and paragraphs can put together" students can share ideas and correct to each other and be more comfortable to learn rather than with the teacher.

### **5-2 Dictation:**

The use of dictation in teaching the writing skill is very beneficial for students and teachers. As students, dictation help them to evaluate their writing and practice in using some language forms, grammar use and vocabulary and be familiar with how a sentence is structured instead of giving them handouts. In addition, it is also beneficial for teachers to see whether their students arrive to discriminate between sounds, mechanics in writing. Frodesen (1991:268) writes that dictation can be:

An effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English.... Dictation can help students to diagnose and correct these kinds of errors as well as others.

Furthermore, the goal of dictation is to provide practice in understanding semantically unified speech. At the high-beginning level, dictations should be elementary statements that students have already studied, in simple, unified paragraphs. At the intermediate level, dictations should also come from material the students have already read, in longer, more developed paragraphs. At both of these levels, dictations help to reinforce basic sentence structures and vocabulary.

**5-3 Dictogloss:**

Dictogloss is basically a writing activity in which learners attempt to reconstruct a short piece of text which they have heard. The aim of the activity is to develop writing skills in a meaningful context. In particular, it aims to improve a learner's grammar and ability to use language appropriately in various writing situations.

In other words, dictogloss is a technique that is used to teach grammatical structures, in which students form small groups and summarize a target-language text. For example, the teacher prepares a text that contains examples of the grammatical form to be studied. The teacher reads the text to the students at normal speed while they take notes. Students then work in small groups to prepare a summary of their work using the correct grammatical structures, and finally each group presents their work to the rest of the class.

Dictogloss activities have several advantages. They integrate the four language skills of listening, reading, speaking, and writing. They also give students opportunities to talk about both content and the language itself. Furthermore, dictogloss activities are a useful way of presenting new information to students and encourage them to listen for key points. They give support to less confident students, as they are encouraged to participate in their groups as part of the structure of the activity.

**6- Organization of Ideas:**

Organization of ideas means the logical flow of sentences and paragraphs to be coherent and clear to the reader. Before starting writing, learner should set the idea of his topic in the topic sentence, to inform the reader what a paragraph is about. In addition, he should support his information with more examples and details and make sure to the unity of his ideas to make the reader move from one idea to another.

In order to achieve the above instructions learners should include in their writing the use of transitions to ensure the relationship between the parts of the writing and the arrangement of thought. By doing so they will guaranty that the piece of his writing will be coherent and cohesive; the table bellow shows the different transitional words and phrases that will help learners in their writing:

Organizing principles	Transitional words or phrases
Order of importance	First, second, third, in addition, moreover, furthermore, more importantly.
chronological	Then, before, as, since, later, during, when, until, while, first, second, third, next, after.
spatial	Besides, around, beyond, under, next to, above, behind, near, along, below.
Cause and Effect	Therefore, so, consequently, because, as a result.
Comparison	Likewise, similarly, just as, like.
Contrast	On the other hand, unlike, rather, however, but, on the contrary.
Introduce an example	For example, in other words, in fact, for instance, that is, specifically.
Show addition	And, again, in addition, moreover, also, furthermore.
Show emphasis	Indeed, in fact, certainly.
Acknowledge another point of view	Though, despite, although.

**Table 22: Transitional Words and Phrases (Weigle 2002:43).**

## **7- Feedback and Assessment in Writing:**

Assessment and feedback are closely related to each other. Teachers' response to students' written form; such responses are very appropriate and effective because they evaluate students' progress and development in writing skill.

### **7-1 Feedback:**

Feedback is considered as the information that the teacher give to the students about their performance on tasks to improve this performance. The effective feedback should inform students clearly what they did well and what needs modification. Through feedback teachers help students to see the topic from different perspectives as well as engaging them in a communicative task. Coffin et al (2003) identify the purposes of feedback in the following points:

- Support the students work as well as motivating them.
- Focus students' attention to specific aspects.
- Raise students' awareness of the academic writing conventions.
- Make an explanation of mark.
- Show areas of strengths and weaknesses.
- Suggest ideas that are more appropriate.

Moreover, when teacher gives feedback to students, they concentrate on the correctness of form; the use of language in terms of grammatical accuracy, lexical appropriateness, patterns of organization and fluent discourse. For Harmer (2007) one of the demotivating things during providing feedback is giving students their piece of writing colored with red ink, with lots of crosses and question marks; and this may lead them to lose their desire to write. It is obvious that some students' piece of writing seems like a draft but teachers should avoid over-correction taking into consideration the sensitive nature of students and their role as motivator. According to Harmer (ibid) there are different techniques that can be used for correcting students' final work rather than over-correction. One of them is

#### **7-1-1Using Correcting Symbols:**

In order to avoid the over-use of red ink teachers can use the technique of codes in order to correct students' writing assignments, they use these codes in the body of the writing itself. Using such codes make the correction much neater and more helpful than random marks and comments. The symbols that are usually used refer to word order, spelling, verb tense...etc. As a result, by using this technique teachers encourage students to make self-correction.

Harmer (2004:120) suggests the following figure to illustrate the most frequently symbols that teachers often use while correcting written works. In addition, students should have to memorize this list in order to understand the correction easily:

Symbole	Meaning	Example error
S	A spelling error	The <u>answer</u> is <u>abevious</u> .
WO	A mistake in word order	I <u>like very much</u> it.
G	A grammar mistake	I am going to buy somefurnitures.
T	Wrong verb tense	I <u>have seen</u> him yesterday.
C	Concord mistake (e.g. subject and verb agreement)	People <u>is</u> angry.
⌊	Something has been left out	He told ⌊that he was sorry.
WW	Wrong word	I am interested <u>on</u> jazz music.
⌊ } }	Something is not necessary	He was not ⌊too }strong enough.
?M	The meaning is unclear	That is <u>very excited photograph</u> .
P	A punctuation mistake	Do you like London.
F/I	Too formal or informal	Hi Mr Franklin, Thank you for your letter...

Table 23: Correction Symbols (Harmer 2004:120).

**7-2 Assessment:**

Assessment is a process that teachers follow to gather data about students' learning and aim also at promoting the quality of students learning. Assessment is divided into two (2) types: formative and summative assessment. The goal of formative assessment is to monitor students' learning to provide feedback during the instructional process; it helps students identifying their strength and weaknesses. Moreover, formative assessment is adoptive to check students' progress at each stage of the learning process such as using: writing assignment, homework, tests or asking direct question...etc.

While summative assessment, tacks place at the end of learning process it is more product oriented (the final product), it provides learners and teachers with information about the attainment of knowledge. Summative assessment evaluates students at the end of the instructional unit. It can be achieved through final project paper, exams...etc.

**8-Writing Checklist:**

Writing for students is an important part for their study; because, they will write assignments that may be one paragraph or several of paragraphs, answers for tests and exams that may be a few sentences, a paragraph or complete essays. So, After giving any piece of writing as final product, students should ask themselves a number of questions in order to reach their goal and verify the piece of writing to be clear, cohesion and coherence. The following checklist is adapted from Harmer (ibid:210) help students in their writing:

- Did you achieve the stated purpose?
- Is the main idea stated clearly?
- Is there enough evidence or proof?
- Does paragraphs relate to the main idea of the essay?
- Do sentences and paragraphs build upon one another?
- Are transitions from one idea to the next effective?
- Are there any irrelevant sentences that do not support the topic sentence?
- Are there changes needed in word choice, grammar, sentence structure...etc?
- Is there a control over spelling, capitalization, punctuation?

In teaching the grammatical cohesive devices, teacher should make his students at the end of his lesson reach the objectives and aims that he/s set at the beginning? Some of these objectives are:

- 1- Be aware of the importance and role of the cohesive devices in joining sentences or parts of paragraphs.
- 2- Discriminate between the grammatical and lexical cohesive devices.
- 3- Identify and use the various types of GCD appropriately.
- 4- Infer meanings through appropriate usage of the cohesive devices.

**9- Conclusion:**

At the end, and according to the results we have obtained, motivation is very important for learners to develop and increase their learning to the writing skill. Furthermore, as we have seen the use of collaborative learning in class such as group work has an effect on students' proficiencies in writing. Thus, the teacher should teach students how to organize their ideas on the paper with the use of grammatical cohesive devices as a key to a coherent piece of writing. Additionally, since the writing skill is a hard task for students we propose some techniques that teacher and students should take in teaching and learning process; like using portfolios to collect data and be aware of the progress of students. Providing also a positive feedback and using assessment in class to increase student motivation.

**General Conclusion:**

According to the previous chapters, we can say that grammatical cohesive devices are important keys that help students in order to improve their abilities of producing effective writing. EFL learners face deficiencies in dealing with these cohesive devices to produce cohesion and coherence in a piece of writing.

Since writing skill is an important skill to learn foreign language we provide more detailed definitions of this skill and the role of cohesion and coherence in producing any piece of writing to make a reader aware about that; besides to a description of the teaching and learning situation at in university particularly in first year grade.

Actually, the results that are obtained from the study show that the grammatical cohesive devices play a great role in enhancing students writing and we had seen that from the students' test where their pieces of writing that they were asked to write lack of cohesion and coherence. These two elements make the ideas unified and clear to the reader. Unfortunately, the majority of the students are ignoring that. Therefore, the low performance of students as the results show is due to the lack of awareness of all types of connectors and their functions. Another reason is that, learners give much importance to the content and how long their essays will be rather than producing a coherent passage with unified ideas.

These results have led to some pedagogical implication where it is believed that through formal instructions from teacher, students can acquire the writing skill and its steps. Moreover, for that we provide some techniques that teacher may use to ameliorate the quality of students writing. In addition to some instructions to learners to organize their ideas and thought in a logical and systematic way.

The conclusion of this study is that grammatical cohesive devices are one of the major factors that have an effect on students writing while majority of students do not give it much importance at all. On the one hand, teachers should make more efforts and follow strategies that lead to positive results. Students on the other side should be more attentive in their writing and using the writing steps to be not done in random way.

***BIBLIOGRAPHY***

- Allwright, D. & Baiiely. Society and the Language Classroom. Hywel Coleman. Cambridge University Press. 1996.
- Baker, W. An Investigation into the Relationship Between Cultural Awaeness and Second Language Acquisition. Leicester University. 2003.
- Biber et al. Longmane Grammar of Spoken and Written English. Pearson Educational LTD. 1999.
- Brown, G. and Yule, G. Discourse Analysis.Cambridge: CUP (1983).
- Brumfit, C.& Johnson, K. The Communicative Approch to language Teaching. Oxford University Press.1983.
- Byrne, D. teaching writing skill. Pearson Education. (1988).
- Crane,P. A. "Texture in Text: A discourse Analysis of a news article using Halliday and Hassan". (2000).
- Carter, R.P. and McCarthy, M. Vocabulary and Lnguage teaching. London, Longman.(1988).
- Celce-Marcia,M.,and Olshtain, E.Discourse and Context in Language Teaching: A guide for Language teachers. NY: Cambridge University Press. (2000).
- Cohen, Andrew D. Strategies in Learning and Using a Second Language Acquisition. Pearson Education Limited. 1988.
- Coffin, C., Curry,M, J. Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. Teaching Academic Writing. New York: Routledge. 2003.
- De Beaugrande ,R, & Dessler,W. Introduction to Text Linguistics. London : longman. 1981.
- Frodesen, J. Grammar in Teaching: In teaching English as a Second Or Foreign Language. Boston: Heinle Publishers. 1991.
- Grundy, P. Doing Pragmatics. 2 ed. 1998.
- Halliday, M.A.K. and Hassan,R. Cohesion in English. London: longman. (1976).

- Hatch, E. Discourse and Language Education. UK: Cambridge University Press. 1992.
- Harmer, J. How to Teach Writing. Essex: Pearson Education Limited, (2004).
- Harmer, J. How to Teach English (6<sup>th</sup> ed). Harlow, England: Longman. 2007.
- Hughes, Arthur. Testing for Language Teachers. Cambridge: CUP, (1989).
- Ingram, Elizabeth. "*Psychology and Language Learning*". The Edinburgh Course in Applied Linguistics. Vol. 2. Eds. J.P.B. Corder. Oxford. PP 218-289. 1975
- Johns, A.M. coherence and academic writing: some definitions and suggestions for teaching. TESOL Quarterly. (1986).
- Littwood, W. Communication Language Teaching: An Introduction. Cambridge: Cambridge university press. 1981.
- Lowerre, M.M. and Graesser, A.C. Coherence in discourse. Chicago, Fitzroy Dearborn. (2005).
- Lewis, M. Wray, D. An Approach to factual Writing. 1985.
- McCarthy, M.J. Discourse analysis for language teachers. Cambridge: CUP. (1991).
- Miliani, M. "*teaching English in a multilingual context: the Algerian case*". Mediterranean journal of educational studies, pp.13-29. (2000).
- Musumeci, D. The Role of Grammar in Communication Language Teaching: A Historical perspective. A Doctorate at the University of Illinois, Urbana- Champaign. 1996.
- Nunes, A. "*portfolio in the EFL Classroom: Disclosing an Informed Practice*". ELT Journal. Vol 58-4. PP. 327-35. 2004.
- Oxford Advanced Learners' Dictionary. Oxford: OUP. 2000.
- Prodromou, L. "*All Coherence Gone*". Journal of Literature and EFL. 1985.
- Radford, A. Syntax: A Minimalist Introduction. Cambridge University Press. 1997.
- Raimes, A. Techniques in Teaching Writing. Oxford: Oxford University Press. 1983.
- Reboul, A. Reductionism and Contextualism in Pragmatics and Discourse Analysis. 1997.

- Roberts, A. Prewriting Graphic Organizers and Planning Sheets. New York: Scholastic. 2004.
- Richard, J. & Rodregers, T. Approaches and Methods in Language Teaching. New York; Cambridge University Press. 2001.
- Salkie, R. Text and Discourse Analysis. New York: Routeledge. (1995).
- Seliger, H. and Shohami, E. Second Language Research Methods. Oxford: OUP. 2000.
- Shifferin, D. Discourse Markers. London: Cambridge University Press. (1987).
- Slavin, Robert E. Educational Psychology: Theory and Practice. Pearson Education. 2003.
- Smith, F. Understanding Reading : A Psycholinguistic Analysis of Reading and Learning to Read. New York: Holt, Reinhart and Winston. 2004.
- Van Dijk, T.A. Discourse as Structure and Process. London: SAGE Publication LTD. 1997.
- Vandrick, S. Literature in the Teaching of Second Language Composition. Exploring the Dynamic of Second Language Writing. Cambridge: Cambridge University Press. 2003.
- Wallace, M.J. Culture Bound: Bridging the Cultural Gap in Language Teaching. Cambridge University Press. 1986.
- Waters, A. "*Participatory Course Evaluation In ESP*". Journal of English for Specific Purposes. 6,pp.3-12. 1987.
- Wallace, Michael,J. Action Research for Language Teachers. Cambridge: CUP, 1998.
- Weddle, K, S. Integrating Competencies and Content Standards: Mapping Competencies Resource. 2006.
- Weigle,S.C. Assessing Writing. Cambridge: Cambridge University Press. 2002.
- Widdowson, H.G. Teaching Language as Communication. Oxford: OUP. 1978.
- White, R.V. and Arndt,V. Process Writing. Longman: Longman Press LTD. 1991.
- Witte, S.P and Faigley, L. "*Coherence, Cohesion and Writing Quality*". College composition and Communication, Vol. 32/2,pp.189-204. (1981).

Zaher, V. "*The Composing Process of Advanced ESL Students*". Journal of TESOL,17,PP.165-187. 1994.

Zamel,V. "*Teaching those Missing Links in Writing*". ELT Journal, Vol.37(1),pp. 22-9. (1983).

**Websites:**

Aissat Idir. English Language Teaching in Algeria. [www. Langsols. Com/alg](http://www.Langsols.Com/alg).

Cissy Lai. Steps in Using Dictogloss. [http:// en. Wikipedia.org/ wiki/ dictogloss](http://en.Wikipedia.org/wiki/dictogloss).

Nadia Idri. Algeria and Educational Development. [www. Lmdsysteminalgerai. Com/ alg](http://www.Lmdsysteminalgerai.Com/alg).

Task Achievement, Lexical Resources and Grammatical Range and Accuracy. [http:// takeiells. Britishcouncil. Org](http://takeiells.Britishcouncil.Org).

Using Dictation to Improve Spelling. [http:// blog.allaboutlearningpress.com](http://blog.allaboutlearningpress.com).

# Appendices



# Appendix A

## Questionnaire

Dear students, you are asked kindly to answer these questions by putting a cross in the appropriate box in order to collect data about our research work which concerns The grammatical cohesive devices: A means to enhance students writing.

**Gender:**Male ☐Female ☐**1-** Which skill do you find it difficult to learn?a- Listening ☐b- speaking ☐c- Writing ☐d- reading ☐**2-** Do you face any difficulties in writing an essay?a- Yes ☐b- No ☐

comment:.....  
.....

**2-1- If yes, how often?**a- Always ☐b- Sometimes ☐c- Never ☐**3-** What kind of difficulties do you face in your writing?a- Lexical ☐b- Grammatical ☐c- Stylistic ☐**4-** Do you think that these difficulties are due to?a- Lack of practice ☐b- Lack of awareness of all types of connectors ☐

c- Limited time of teaching written expression

**5-** What are your writing problems?

a- Mechanics of writing

b- Coherence (unified ideas) and cohesion (linking words)

c- Grammatical connectors

d- Word choice

**6-** Do you think that, the time available of learning the written expression module is enough for you to be an effective writer? And why?

a- Yes

b- No

comment:.....  
.....  
.....

**7-** What kind of connectors do you usually use or know in your writing?

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

**8-** Do you think that written expression module is an essential step that helps to ameliorate your level in other modules?

a- Yes

b- No

comment:.....  
.....  
.....

# Appendix B

Dear students, you are requested to write an essay about any topic you want with the use of grammatical connectors you know and this will be helpful for the completion of a piece of research.

[illegible]