Chapter One

Introduction

1.1 BackgroundoftheStudy

English language is considered to be the most cosmopolitan means of communication all over the world, so learning English has become a must for the students, researchers and scholars.

Learning English is not an easy task, but one that needs more serious efforts to be done by the students in all its aspects writing, reading, speaking and listening.

One essential element of function words is the class of cohesive devices which represent the necessity for choosing the language. We cannotuse cohesive devices without content words; never the less function or content words will be meaningless.

Cohesive devices as a fundamental part of the system of the language are expressed partly through the grammar and partly through vocabulary.

The research topic which is investigating is actually related to the domain of discourse analysisas such. In fact, any piece of discourse whether written or spoken has given regularities to be followed. Any piece of discourse must be stretched in a way that ensures its cohesion. For that, grammatical cohesion is used as one way to have a cohesive discourse.

Indeed, grammatical cohesion whether it is seen as a process or a product or both is an attempt to give ageneral view of discourse analysis and its relation to cohesion in general and grammatical cohesion in particular.

Halliday & Hassan, (1976) established the basic categories of grammatical cohesion, by classifying them into broad concepts of

references, ellipsis, substitutions and conjunctions which play important role as its pointed out by Mc Carthy, (1991, 35) "*the feeling that something is a text and not just random collection of sentences*".

Moreover, grammar is an important linguistic factor in combining sentence together describing and analyzing text. From his own observation and experiences the researcher sees that the universities students' are in need to master this idea in their performance.

This study is going to concentrate on the grammatical cohesion which includes substitutions and ellipses. These grammatical cohesive relations make texts smooth & keep stick sentences in each other.

1.2   Statement of the Problem:

It has been observed that second-year students at Al-neelain University, English language Department do not use grammatical devices such as substitutions and ellipses efficiently, because these students have many problems in writing effective discourse in general and using cohesive devices in particular.

1.3   Significance of the Study

The significance of this study is attributed to the importance of writing requirements that are needed for making the written language more coherent.

1.4   Objectives of the Study

This study aims to:

1. Check whether students are familiar with the use of grammatical cohesive in writing text or not.

2. Determine the importance of using grammatical devices to create cohesive discourse.

3. Look for various kinds of linguistics ties and their effects on writing as well as students' use of grammatical cohesive devices.

4. Shade more light on the problematic usages of grammatical cohesive and to find solutions to overcome these difficulties which face the students when they use substitutions and ellipses.

1.5 Research Questions

This study attempts to answer the following questions:

1. To what extent do second-year students at Al-neelain University, English Language Department, use sufficientlysubstitution and ellipsis in their written text?

2. In which grammatical devices do these students face more problems?

3. To what extent do Sudanese universities studentsuse grammatical cohesive incorrectly in their written text?

1.6 Hypotheses of the Study

In order to answer the research questions, the research proposes the following hypotheses:

1) Universities students do not use substitutions and ellipsis sufficiently in their written text.

2) University students face more problems in using grammatical devices especially substitutions and ellipses.

3) University students use substitutions and ellipses incorrectly in their written text.

1.7 Research Methodology

The methodology of this study is a descriptive and analytical study, the researcher will use (SPSS) Program for the statistical analysis of data, and then there will be a textual analysis.The materials of this study will be originally written answers for the test which will be used by students.

The subject of the study will be the second-year students' at Al-neelain University.

1.8 Limits of the Study

This study exclusively focuses on grammatical devices, substitutions and ellipsis; it will be conducted at Al-neelain University, Faculty of Arts, English Language Department targeting second-year students.

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter consists of two parts: the first one concentrated on the review of the some literature related to the use of grammatical cohesion particularly substitutions and ellipsis. While the second part deals with some previous studies related to the field of this study. Many researchers have been investigating the use of grammatical cohesion which plays a significant and crucial role in starting, directing and ending discourse.

Halliday & Hassan, (1976) give taxonomy of the types of cohesive relationship which can be formally established within a text. Therefore, the main cohesive devices which bind a text together of two main categories Grammatical and lexical devices. The kinds of grammatical cohesive ties discussed by Halliday, (1978) and Osisanwo, (2005) are reference, substitution, ellipsis and conjunction. This study is going to focus on grammatical cohesion, mainly, substitution and ellipsis.

2.1 Conceptual Framework

2.1.1 History of Discourse Analysis

There is a great argument of the first appear of the study of language beyond sentence level, some of them see discourse analysis as new area of language study. However, Cook, (1989-p.14) considers it as one of the ancient area of language, he states:

> *"It is not accurate to regard discourse analysis as something totally new without any kind of pedigree in the language study in the past. The first known students in the western tradition the scholar of Greece and Rome, were aware of these different*

approaches too, and divided grammar from rhetoric, the former being concerned with language as isolate object, the latter with how words to achieve effect and communicate with people in particular context. Ironically, some school of discourse analysis ...often thought of as the newest discipline of language study… employ the term classic rhetoric, one of the oldest, there have always been throughout history studies of language under various guises."

On the other hand, some linguists consider discourse analysis the new discipline of language analysis, they claim that in the past the focuses were at the area of word formation (morphology) and language sound system (phonetic and phonology). Then, attention is shifted to the sentence level by advent of Chomsky's transformation generative grammar (1957).

Another important point in the history of studying language beyond sentence level, there was a sequence to produce coherent stretches of language (rules of use). Then, it is important to notice that earlier, there was an attempt in discourse analysis where the emergence of other disciplines such as: Semiotics, Sociology, Psychology…etc.These disciplines were influenced by the study of language in context and led from 1960 to 1970 to the work of many linguists.

2.1.2 Definition of Discourse Analysis

There are many definitions of discourse analysis related to many disciplines. The principal concern of discourse analysis is to examine how any language produced by a given participants whether spoken or written is used in communication for a given situation in a given setting. Thus, discourse analysis is concerned with written and spoken forms.

Discourse devices also help to string elements as Fine, (1986:01) states that:

> *"The organization of stretches of language greater than a sentence [It] can focus on conversation,written language, when searching for patterning of the language. Discourse analysis must determine the units of these larger stretches of language, how these units are signaled by specific linguistic markers, and-or the processes involved in producing and comprehending larger stretches of language."*

Another definition of discourse analysis is quoted from Allen and Corder, (1974:200). *"Discourse analysis is taken to be the investigation into the formal devices used to connect sentences together."*

Accordingly, the study of cohesive devices is very important to avoid students' problem in using grammatical cohesions in their written text.

2.1.3 Text and Discourse

The term text exists in both spoken and written, in the spoken one the speaker produces it and later becomes language in use if it is recorded. Schiffrin, (1994: p.363-364) point out that:

> "A *text is the linguistic content, the stable semantic meaning of words, expressions and sentences, but not the inferences available to hearers depending upon the context in which words, expressions and sentences are used.*"

Thus, a text is linguistic product of discourse that can be studied without reference to its contextual elements as evidence of linguistics rules. Moreover, there is essential point is that, text has some factors from the context which are relevant in the text interpretation, e.g. in storytelling, because text is not just a group of unrelated sentences, but it has some properties which distinguish it from something that is not a text. These

properties are known as a texture. According to Halliday & Hassan, (1976: p.2) "*a text has texture and this is what distinguish it from something that is not a text.*" Halliday & Hassan, (1976: p.1-2) also provide the great clarification of concept of the text by stating that:

> "*A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence and it is not defined by its size. A text is something envisaged to be some kind of super sentence, a grammatical unit that is larger than a sentence but is related to a sentence in the same way.*

2.1.4 The Concept of Texture and Textuality

According to Halliday & Hassan, (1976) a text is a text rather a mere sequence of sentences. This is due to the linguistics features that cause sentences to stick together grammatically and semantically; what makes sentences constitutes a text depends on "cohesive relationship" within and between sentences which create "texture." Halliday & Hassan, (1976: p.2) state that:

> "*A text has texture and this is what distinguishes it from something that is not a text. The texture is provided by cohesive relations.*"

These linguistics features help in the interpretation of a text and it is known as a texture. Thus, a texture is what makes any stretches of language coherent and meaningful. Texture is the basis for unity and semantic interdependence without text, texture would just be a group of isolated sentences without any relation to each other. Moreover, cohesion relates to the "semantics ties" within text whereby ties is made when there is some dependent link between items that combine to create meaning. Therefore, texture is created within text when there are properties of coherence and cohesion outside of the apparent grammatical structure of the text. Texture otherwise referred to as textuality denotes

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the "property of being a text" whereby cohesion seems as a major contributor to them. Thus, textuality defined by De Beaugrande and Dressler, (1981) in terms of communicative function, the text is supposed to realize. Textuality is determined by some factors which depend on the participants, the intended message and the setting of occurrence…etc. Beaugrande and Dressler sum up these factors in seven standards of textuality in which they can fulfil the communicative function of any text. These standards are described below:

Cohesion: It refers to the surface relations between the sentences that create connected sentences within a sequence. The formal surface of the text components works according to grammatical forms and conventions. It helps the reader/hearer to sort out the meaning and uses.

Coherence: It refers to the relations held between underlying surface text, which is made of concepts and relations and the amount of their relevance to the central thought of the text. Moreover, the concepts refer to the knowledge which can be activated in the mind whereas relations refer to the connection between the surface text (concept).

Intentionality: Itrefers to the text producer's attitudes that the set of linguistic resources of the text should handle the text in a way that fulfil the procedures intentions and communicates the message to be conveyed in an appropriate and successful way.

Acceptability: Itconcerns with the text receiver's attitudes that the set of linguistics resources of the text should provide the receiver an ability to perceive any relevance of the text in question with the information in the text.

Informativity: It refers to the extent to which the presented information is known or not to the text receiver i.e. it refers to the newness or the givens of the information presented in the text. A text is said to be informative, no matter to its form and content.

Situationality: It refers to the factors that make up 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 which make the use of one text dependent upon the knowledge of one or more. A text, in fact, belongs to a wider receiver is actually able to encounter the intended message.

2.1.5 Spoken Discourse versus Written Discourse

There are clear essential differences between spoken and written discourse in term of regularities governing each of them, written discourse tend to be more formal than spoken one, moreover, there are some exception cases such as in academic lectures and formal presentations, on the other hand there are some informal written discourse such as in formal letter email … Goody and Watt, (1968) point out that is of higher order, more logical, formal and complex than spoken one.

According to Mc Carthy and other, spoken discourse involves some problems which are absent in written discourse because in written discourse, the writer has usually a little time to think about what to say and how to say it. So, the spoken language involves a degree of spontaneity that is absent in the written discourse. For that, in spoken language, the speaker may make false starts or slips of the tongue which can be corrected in the ongoing speech. When the speaker utters a given verbal account, it is most probably no preplanned unless when the speech given is presented in terms of a lecture based on a written record.

Furthermore, the spoken language can be adjusted according to the interlocutorby the use of some international and paralinguistic features available to the speaker. The speaker also can be ensuring comprehensibility by modifying the utterance to communicative situation where the interlocutor shows a sign of comprehension Brown and Yule, (1983).

On the one hand, in the written discourse, the writer has also the right to modify some written language where it is necessary, as well as, he has the possibility to check some words in a dictionary wherever he need and to cross others too. Brown and Yule, (1983) also emphasize the fact that, the written discourse is encountered by the readers, the writer would not be able to clarify the intended meaning anymore and thus he can be doubtful about what the receiver can intend from the message conveyed.

On the other hand, in spoken discourse the speaker can use facial expression, body language and the pitch of the voice to convey the meaning, attitude and emotion, moreover, he/she can make immediate clarification when is needed Wennerstom, (2001).

Cook, (1989: p. 115) expressed very explicitly the differences between the spoken and the written discourse emphasizing on their characteristics:

"Spoken language, as has often been pointed out, happens in time, and must therefore be produced and processed on line. There is no going back and changing or restructuring our words as there is in writing; there is often no time to pause and think, and while we are talking or listening, we cannot stand back and view the discourse in spatial or diagrammatic cterm".

Schiffrin, (1987) pointed out another difference between the spoken and written discourse in use of cohesive devices for instance we use first, second, third and other connectors in academic essay, while in conversation we use expressions such as well, oh, amm, oh no in way of organizational structure.

2.1.6 Discourse Analysis and Grammar

The relationship between the grammatical form of a sentence and the wider context, in which it occurs, lies in the interaction between grammar (syntax) and discourse analysis.

Cook, (1991:p.19) points out *"one of the possibility in English is that the kind of rules which operate in the sentence, operate between them as well: to put it in another way doesn't stop with a full stop but reach over it"*.

Cohesion plays an extended role in the relation between syntax and discourse where the concepts of ***Theme*** and ***Rhyme (***functional sentence perspective***)*** are very important to the progression of any discourse. Theme refers to information that is not new to the reader or listener. Rhyme refers to information that is new. The idea of them and Rhyme is very important in structure of written discourse in which the topic sentence is considered the Theme of the discourse and the rest of the sentence is considered as the Rhyme.

2.1.7 Cohesion

Cohesion is defined by Longman Dictionary of Language Teaching & Applied Linguistics, (2007:P.116) *"the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence"*. Cook, (1991) considers it as fundamental quality of well written discourse. Halliday& Hassan in their ground breaking work on cohesion in text linguistics, define cohesion as a semantic concept which "refers to the relations of meaning that exist within the text, and that define it as a text". For them:

> *"Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other. In the sentence that it cannot be effectively decoded except by recourses to it. When this happens a relation of*

cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text".

To illustrate that, let us examine Halliday & Hassan's example of cohesion between sentences:

*Wash and core **sixcookingapples**. Put **them** into a fireproof dish.*

It is clear that **them** in the second sentence refers back to (is anaphoric to) the **six cooking apples** in the first sentence. This anaphoric function of **them** gives cohesion to the two sentences, so we interpret them as a whole; the two sentences together constitute a text. Or rather, they form part of the sametext; there may be more of it to follow. The texture is provided by the cohesive relation that exists between **them** and **six cooking apples**. So, cohesion focuses on the relations within a sentence and between the sentences but it can be found more clearly between the sentences rather within a sentence. As the case of the above mentioned example cohesion lies between the sentences stand out more clearly, because they are the only source of texture, where within a sentence there are structural relations as well.

To illustrate that let us examine Halliday & Hassan's example of cohesion within a sentence:

*If you happen to meet **the admiral**, don't tell **himhis** ship is gone down.*

It is clear that **him** and **his** in the second half have to be decoded by reference to **theadmiral.** The cohesive relations attract less notice within a sentence, because of the cohesive strength of grammatical structure; since the sentence hangs together already, thecohesion is not needed in order to make it hang together. Thus, the realization of cohesion within a sentence is governed by rules of pronominalization. The use of a given pronoun to be referred to is determined by the sentence structure. Halliday & Hassan, (1976:p.8) point out:

"Cohesive relations have in principle nothing to do with sentence boundaries'. Cohesion is a semantic relation between an element in the text and some of theelement that is crucial to the interpretation of it; but its location in the text is way determined by the grammatical structure. The two elements, the presupposing and the presupposed may be structurally related to each other, or they may not it makes no difference to the meaning of the cohesive relation."

2.1.8   Types of Grammatical Cohesion

Halliday & Hassan, (1976) provide us with the basis categories of grammatical cohesion pointing that we can systematize this concept by classifying it into a small number of distinct categories, they refer to them as: reference, substitution, ellipsis and conjunction; these categories have a theoretical basis and specific types of grammatical cohesion, which has also provide a practical means for describing and analyzing texts.

2.1.8.1 Substitution

Halliday & Hassan, (1976) state that;substitution takes place when one feature (in a text) replaces a previous word or expression, for instance:
"I left my pen at home, do you have one?" in this example "one" is replaced or substituted for "pen".

It is important to mention the difference between substitution and reference in what and where they operate. Substitution is concerned with the relations related with wording whereas reference is concerned with the relation related with meaning. Substitution is a way to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence.

Halliday & Hassan, (1976:p.89) state that: *"In terms of linguistic system, reference is a relation on the semantic level, whereas substitution*

is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form."

According to Kenndey, (2003) there are three types of substitution: nominal, verbal and clausal.

Nominal Substitution:

Occurs when the noun or nominal group is replaced by another noun such as (one, ones) always operate as a head of nominal group. For example:

*There are **good places** in this city let us try**one.***

In this example, the nominal group "good places" is replaced by the word "one".

Verbal Substitution:

Occurs when the verb, verbal group or phrase are substituted by another verb such as "do". This function as a head of verbal group, and it is usually placed at the end of the group. For example:

*We **have a lovely time**, so **do** I.*

In this example, the verbal group "have a lovely time" is substituted by the verb "do".

Clausal Substitution:

Occurs when a clause can be usually substituted by "so" or "not". For example:

*A: It is **going to rain.***

*B: I think **so**.*

In this example, the clause "going to rain" is substituted by "so".

2.1.8.2 Ellipsis

The relation between substitution and ellipsis is very close because it merely that ellipsis is substitution by zero "0" what is essential in ellipsis is that some elements are omitted from the surface text, but they are still understood. Thus, omission of these elements can be recovered by referring to an element in the preceding text. Mc Carthy, (1990:P.4)

defines ellipsis as "omission of some elements that normally required by grammar, which writer assume they are obvious from context and therefore, need not to be raised." In the same way Harmer, (2004:p.24) defines it as "words that are deliberately left out of a sentence when the meaning is still clear."

Halliday & Hassan, classify ellipsis into three types: nominal, phrasal and clausal.

Nominal Ellipsis:

Means ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun. For example:

*Some **schoolkids** like syntax, and __some__ don't.*

In this example, the omitted phrase is "school kids".

Verbal Ellipsis:

Occurs within the verbal group in this case the omitted verb depends on the preceding clause and mutual understanding. For example:

*A: **have you finished** yet?*

*B: yes**, I have**.*

Here, the omission of the verb depends on what is said before and it concerned with "have finished".

Clausal Ellipsis:

Clausal ellipsis functions as verbal ellipsis: where the omission refers to a clause. For example:

*A: Why did you only set three places? **Paul's staying for dinner** isn't.*

B: Is he? He didn't tell him.

In this example, the omission falls on the "Paul's staying for dinner".

2.2 Reviewsof a Related Previous Studies

This section will discuss the studies related to the use of grammatical cohesive devices encounter universities students. These studies investigated the importance of using grammatical cohesive devices in producing well written discourse.

Simwinga,J. (1992), conductedan M.A. studyentitled;**The Relationship betweenCohesive and Coherence,**AnInvestigation on Some Universities Students' in Zambia. His study revealed that most students were unable to produce coherent text.

Mukhtar,M.M.(2010),conducted a Ph.Dstudyentitled;**Cohesion and Coherence on Some Sudanese EFL Students' Written Discourse**. The study conducted on three Sudanese universities, targeting the fourth level. The study indicated that, there was weakness in students' writing, due to their ignorance of using cohesive devices appropriately.

Azzouz,B.(2009), conducted an M.A. study under the title;**Discourse Analysis of Grammatical Cohesion inStudents' Writing at University ofMenouri.** His study aims to check whether students are familiar with the use of grammatical cohesive devices in their written discourse or not. The study revealed that, the use of grammatical cohesive devices in students' written discourse were quite enough. He didn't mention any weakness.

2.3 Comments on the abovementioned Previous Studies

Thefindings of the previous studies which are mentioned above show that, most universities students' are unable to produce coherent text, due to their ignorance of using grammatical cohesive devices appropriately.

2.4 Summary of the Chapter

This chapter reviewed literature on the concept of grammatical cohesive devices, mainly substitution and ellipsis and their role in producing well written discourse in addition to some previous studies.

Chapter Three
Research Methodology

3.0 Introduction

This chapter describes the methodology of the study; it provides full description of the instruments which are employed to collect the required data from the subjects. In relation to the data analysis, the reliability of these instruments is confirmed. The study adopts the descriptive analytical approach in order to answer the research questions.

3.1 The subjects

The subjects under investigation are second-year students at Al-neelain University, Faculty of Arts, English Language Department. The sample of this study consists of thirty students that are chosen from both sexes (males and females), but they are not equivalent in number. The researcher assumes that they are suitable participants to investigate the problem of this study, because students in this level are capable of understanding what can make up a given discourse cohesive in terms of grammatical linguistics ties.

Table (3.1).

The distribution of the subjects

Sex	Number	Percentage %
Male	13	56.6%
Female	17	43.4%
Total	30	100%

3.2 Research Tool

The instruments appear to address the most fundamental point of the research problem in chapter one. This study utilizes only one method of data collection. A test offree writing topic according to the interest of the students. The students' written copies are intended to introduce the frequencies of cohesive devices in each student's topics, the performance of the students in using cohesive devices either correctly-incorrectly and eliciting the over- misuse of cohesive devices in the written texts of the students.

3.2.1 Test Validity

The validity of this test is assigned special attention. The test is carefully designed in a way that its focal objective is to test the subject ability in writing cohesive and coherent text. It is designed by Dr. Manal.

In this study the test includes test of the students' cohesive and coherent writing efficiency and coherent thinking. The validity of the test is measured by using items factor analysis which shows the internal consistency of the text items and indicates that all combined in measuring students' writing performance with reference to cohesion and coherence.

3.2.2 Test Reliability

The test was given to Dr. AbdarahmanAbulgasimSalih, the supervisor of this study, who is a linguist expert. The test was also given to Dr. yousifEltrefi one of the lecturers at (SUST). The reliability was tested by calculating the internal consistency of the test by using Cronbach Alpha. The result showed that the test was reasonably reliable.

3.3 The procedure

About thirty copies of the test "write a full paper about any topic that you are most interested in" were administered to a number of thirty students randomly. The students were aware of the purpose of the test. The test tried to test the students' ability to produce a coherent text. The time that was given to the test was (20 to 30) minutes, so it was reasonably sufficient for the students to write the essay. The data that obtained from students' test were analyzed by using statistical software program called (SPSS).

3.4 Summary of the chapter

This chapter describes the methods and techniques which the researcher follows to achieve this study. Firstly, the chapter states that this study is considered descriptive and analytical study. Secondly, the chapter describes the population and the sample of the study; they were the second-year students at Al-neelain University, English Language Department. Then the chapter is conducted a tool which is a test for students. Finally, the researcher followed some procedures to confirm the validity and reliability of his tool and how the collected data will be analyzed in the next chapter.

Chapter Four
Data Analysis

4.0 Introduction

Through the chapter, the researcher analyzes students' test qualitatively to evaluate their performance in using cohesive devices: substitution and ellipses. The 30 participants are asked towrite about any topic they are interested in and the researcher measures their writing against the cohesive devices.

Table (4.1): Gender

The participants are divided into two halves, males and females as represented in the below table:

Participants	Number	Percentage
Male	17	56.6%
Female	13	43.4%
Total	30	100%

The table represents the sample population which consists of male and female students participate within the test. As it is shown in the table, the number of male students is 17 and its percentage is 56.6% while the number of female students is 13 with percentage of 43.4%.

4.1 Students Writing Analysis against Using Substitution and Ellipses

Paper (1)

In the test paper of the first student, it is noticed that repetition occurs frequently in the text and not much substitution of noun or verb is made. The student does not omit nouns or pronouns in the second of two coordinate clauses.

Out of 5 possible substitutions, students use only one, while two ellipses are made out of possible 6.

Table (4.2)

Cohesive Devices	Possible occurrence	Made	Percentage

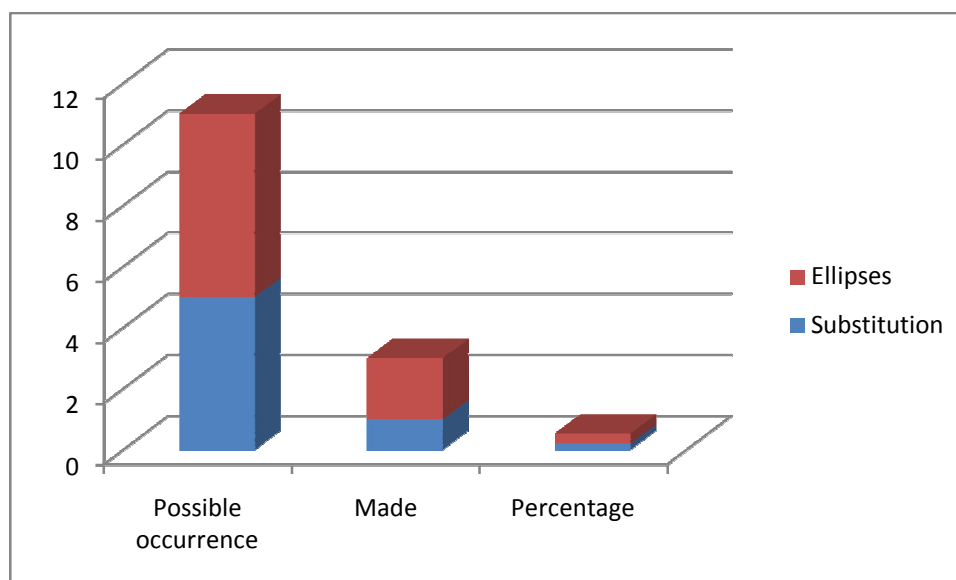|			
Substitution	5	1	20%
Ellipses	6	2	33.3%
Total	11	3	27%

Figure (4.1)

Paper (2) to (6)

Students in their produced text use some substitution of the verb (do) with considerable percentage. Students do not use quantifiers like (all, some, each) instead, they repeat the noun phrase as it is. This thing results in less cohesive produced text compared to those who replace noun or noun phrase with quantifiers.

As recorded from the test, out of 16 possible substitution, students make 7 substitution while they make 13 out of 23 ellipses with percentages 43% and 56% respectively. It is noticed that, students here do good work in using ellipses better than substitution.

Table (4.3)

No	Cohesive Devices	Possible occurrence	Made	Percentage
	Substitution	16	7	43%

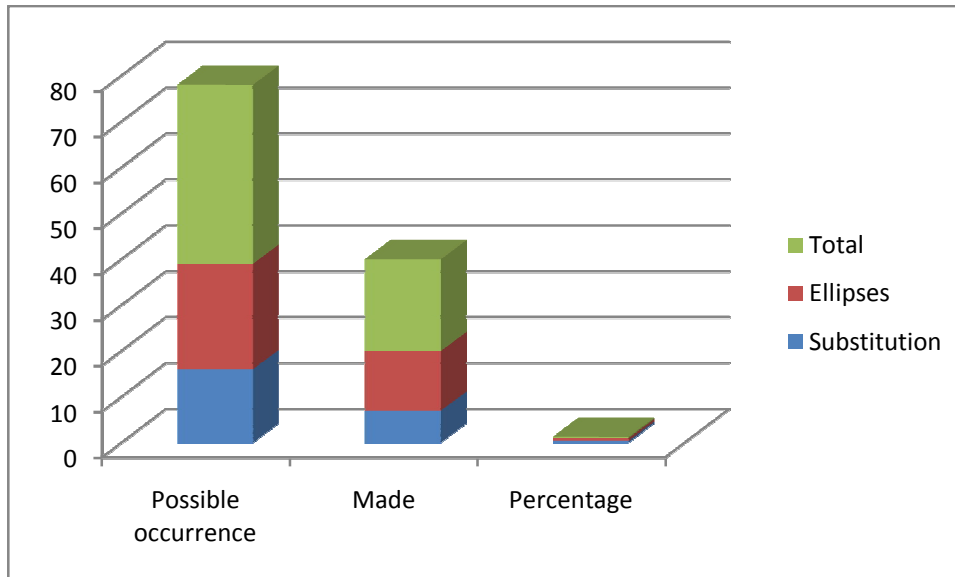| 6	Ellipses	23	13	56%
	Total	39	20	27%

Figure (4.2)

Paper (7) to (12)

Looking at the written text in these papers, the researcher finds that with coordinate clauses where the action is the same in both students do not use formation like the following:

So/neither + auxiliary + subject

We don't see examples like, *My father didn't visit Atbara neither did I.* another noticeable thing is that students do not use (do) as Substitution in comparison.

As shown in the statistical table, out of possible 18 substitution, students make only 6 with percentage 33% while they make 14 out of 31 ellipses in all papers.

Table (4.4)

No	Cohesive Devices	Possible occurrence	Made	Percentage
	Substitution	18	6	33%
5	Ellipses	31	14	45%

24

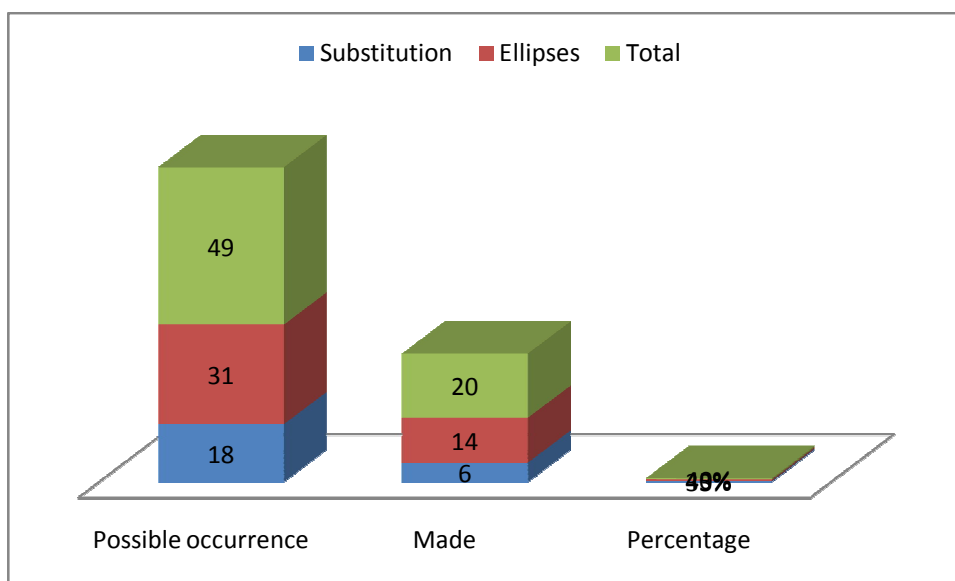|			
Total	49	20	40%

Figure (4.3)

Paper (13) to (20)

The eight papers combined use more substitution than ellipses compared to previous papers. Though students write comprehended texts they still find it difficult to make the written text cohesive. No substitution of clause is made within the eight papers, only using do and so occur 5 times. The researcher also notices that this group of students does not omit nouns or pronouns in coordinate clauses.

Out of 27 possible substitutions, students make 19 with percentage 70% while they use ellipses in 4 times out of 11 with percentage of 36%.

Table (4.5)

No	Cohesive Devices	Possible occurrence	Made	Percentage
8	Substitution	27	19	70%
	Ellipses	11	4	36%
	Total	38	23	60%

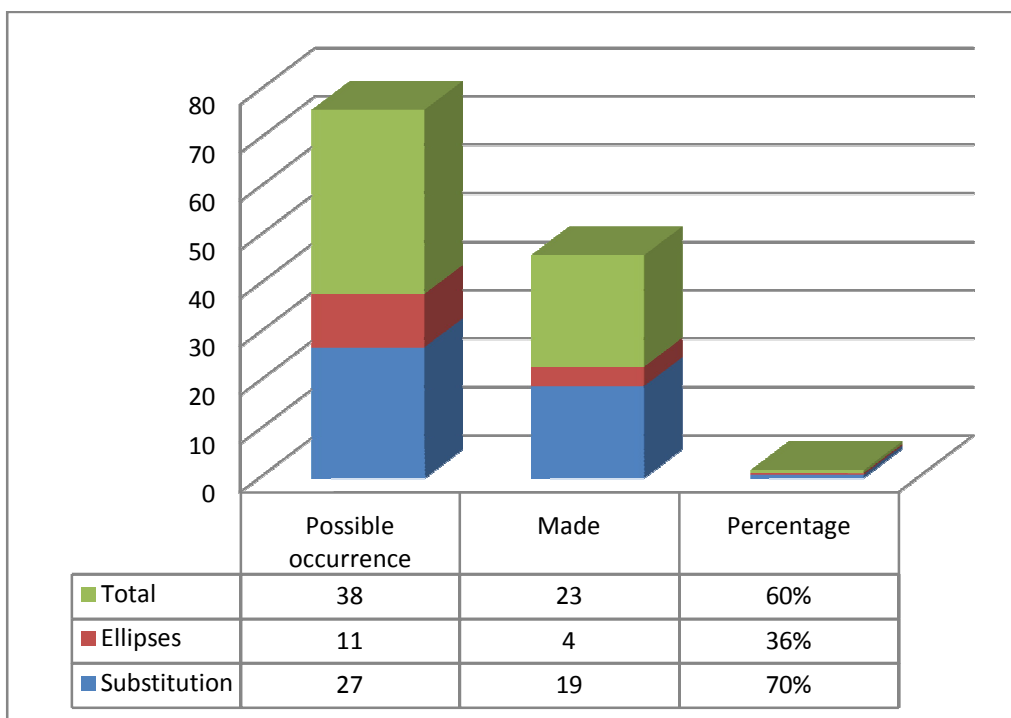|	Possible occurrence	Made	Percentage
■ Total	38	23	60%
■ Ellipses	11	4	36%
■ Substitution	27	19	70%

Figure (4.4)

Paper (21) to (24)

In these papers, students produce the minimum cohesive text compared to the whole test's papers.

On substitution of a noun or noun phrase, students use this type of substitution in only 3 places while no one uses substitution of verb or verb phrase.

On ellipses using, only 5 times students uses ellipses with omitting a noun and a verb.

As it can be seen in the table below, students use substitution in 3 places out of 16 possible ones, while they use ellipses by omitting pronouns and verbs in 5 places out of 18 with percentages 18% and 27% respectively.

Table (4.6)

No	Cohesive Devices	Possible occurrence	Made	Percentage
4	Substitution	16	3	18%
	Ellipses	18	5	27%
	Total	34	8	23%

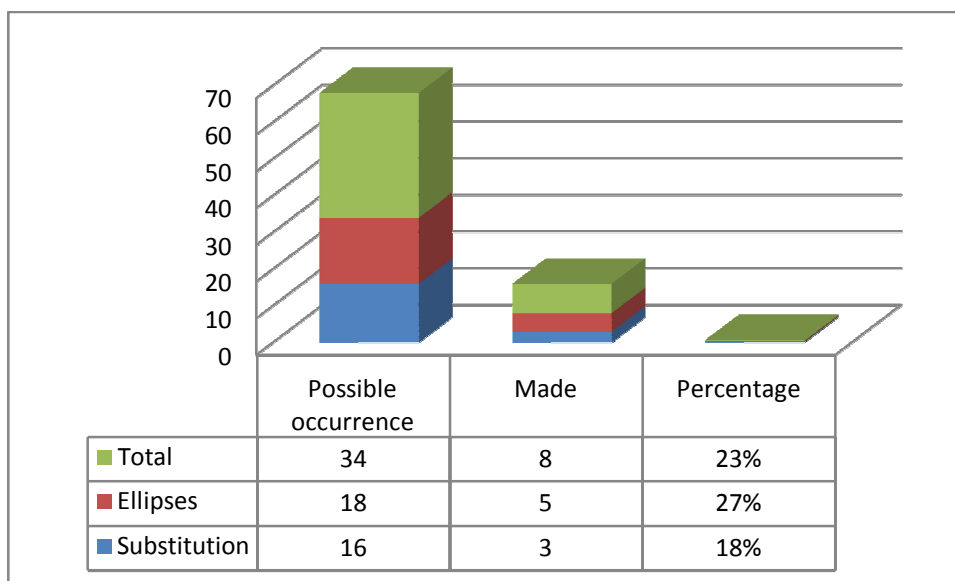|	Possible occurrence	Made	Percentage
Total	34	8	23%
Ellipses	18	5	27%
Substitution	16	3	18%

Figure (4.5)

Paper (25) to (30)

In contrast to the previous papers, students use cohesive devices (substitution and ellipses) in these papers more than their equivalents as they use 18 substitutions out of 22 while they use ellipse in 9 places out of 11 with percentages 81% for each.

Table (4.7)

No	Cohesive Devices	Possible occurrence	Made	Percentage
	Substitution	22	18	81%
6	Ellipses	11	9	81%
	Total	33	27	81.3%

	Possible occurrence	Made	Percentage
Total	33	27	81.30%
Ellipses	11	9	81%
Substitution	22	18	81%
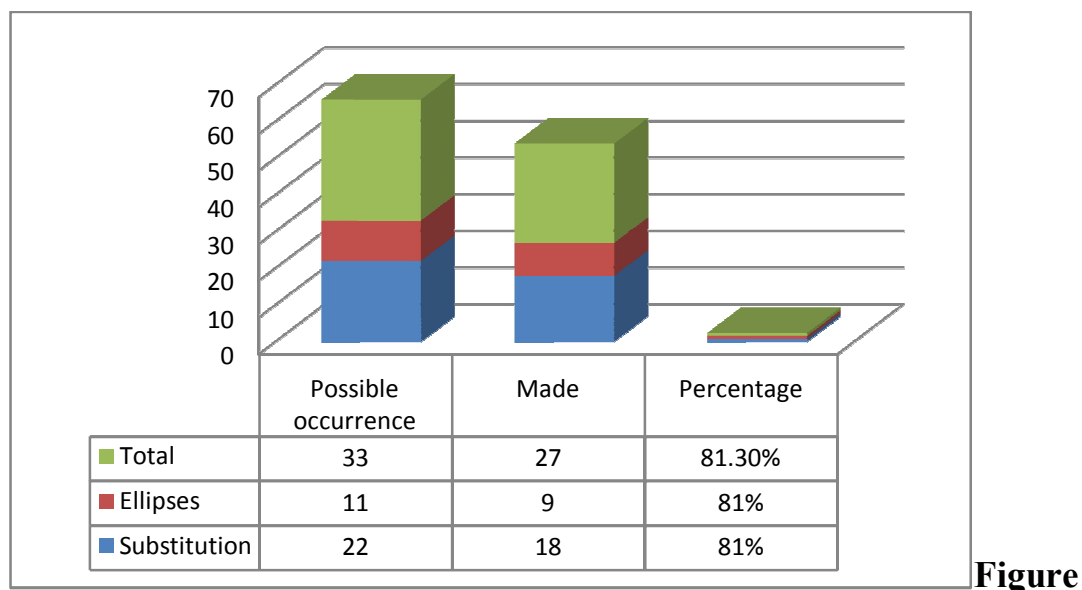
Figure (4.6)

4.2 Overall result and discussion

Looking at the previous table of students' test, the researcher notices that students do not tend to use cohesive devices (substitution and ellipses) in their writing. This is because either they don't know how to use them or they find them unnecessary.

Hypotheses Discussion

Based on the results from test analysis the hypothesis: "University students' do not use substitutions and ellipses sufficiently in their written text" has been confirmed and found valid.

The second hypothesis "University students' face more problems in using grammatical devices especially substitutions and ellipses" is also valid and confirmed. As well as the third hypothesis "University students' use substitutions and ellipses incorrectly in their written text"

4.3 Summary

The researcher has done qualitative analysis on students' test against cohesive devices (substitution and ellipses) and results were obtained. The study hypotheses were confirmed based on the obtained results.

Chapter Five

Conclusions, Findings, Recommendations and Suggestions for   Further Studies

5.0 Introduction

This chapter includes conclusions and recommendations based on the findings and suggestions for further studies.

5.1 Conclusion

This study is carried out to investigate the use of grammatical cohesive devices such as substitution and ellipsis in students' writing effective discourse in general and using cohesive devices in particular. The study is comprised of five chapters. The subjects of this study were second- year students at Al-neelain University, English Language Department. To investigate the problem of the study, the researcher raised three questions. These questions were as follows:

1- To what extent do second-year students at Al-neelain University, English Language Department use sufficiently substitution and ellipsis in their written text?

2- In which grammatical devices do these students face more problems?

3- To what extent do these students use grammatical cohesive devices incorrectly in their written texts?

Based on these questions, three hypotheses were established by the researcher. These hypotheses were as follows:

1- Universities students' do not use substitution and ellipsis sufficiently in their written texts.

2- Universities students' face more problems in using grammatical cohesive devices especially substitution and ellipsis.

3- Universities students' use substitution and ellipsis incorrectly in their written texts.

For the verification of the above mentioned hypotheses, the researcher used a test for the students. The samples of the study were thirty students, which are chosen from both sexes (males and females).

Based on the results from the test analysis, the first hypothesis: "Universities students' do not use substitution and ellipsis sufficiently in their written texts" has been confirmed and found valid.

The second hypothesis: "Universities students' face more problems in using grammatical cohesive devices especially substitution and ellipsis" is also confirmed and valid. As well as the third hypothesis: "Universities students' use substitution and ellipsis incorrectly in their written texts".

5.2 The Findings

The research has reached into the following results:

1. The weakness of the Sudanese Universities Students' written texts can attribute to their ignorance of coherence and cohesion.
2. Sudanese Universities students' do not use cohesive devices correctly.
3. Teachers are aware of the problem that encounters students in using grammatical cohesive devices.

5.3 Recommendations

On the basis of the findings of the study, the researcher recommends the following:

1- Courses of writing at different universities levels should concentrate on analyzing texts as well as enhancing students and motivated them towards writing well-coherent and more cohesive texts.
2- Students should practice and use various types of cohesive devices in their writing texts.
3- Accuracy and fluency should be dealt with equivalence in writing and speaking process.

4- In teaching and learning English, function and content words should be dealt in equivalence and to concentrate on content words and neglect function words.

5.4 Suggestions for Further Studies

Based on the findings of the present study, the researcher suggests that further studies should be carried out in the following areas:

1- The present study concentrates on two kinds of grammatical cohesive devices substitution and ellipsis. Thus, other grammatical cohesive devices such as reference and conjunction should be investigated as well as the lexical cohesive devices to reveal the real subjects' performance in using such kinds of cohesive devices.

2- The study deals with second- year students at Al-neelain University, other students at different levels in different universities should be examined.

3- The study deals with the use of grammatical cohesive devices in the written texts of the students, so the grammatical cohesive devices in the spoken discourse of the students should be examined.

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Sudan University of science and Technology
College of Graduate Studies

A testof Grammatical Cohesive Devices in Student'swritingfor second-year students at Al-neelain University, English Language Department.

Dear student,

This test is a part of M.A study entitled "The Difficulties of Substitution and Ellipsis that Encounter University Students". It aims to attribute to the importance of writing requirements that are needed for making the written language more coherent.

Your answers to the following test will be used confidentially for scientific purposes only.

Thank you in advance for your cooperation,

NuhaKarimeldeenZeinElaabdeen

M.A candidate, College of Graduate Studies at (SUST)

Sudan University of Science & Technology
College of Graduate Studies
Faculty of Languages
English Language Department

Test of Cohesive Devices in Students Writing

Sex:　　　　Male (　　) Female (　　)

Write a full paper about any topic that you are most interested in.

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