

Sudan University of Science and Technology

College of graduate studies

College of Languages

English Language Department

**Investigating Difficulties Encountering Sudanese
University Students When Using Cohesive Devices
in Written Discourse**

تقصي الصعوبات التي تواجه طلاب الجامعات السودانية في استخدام
الروابط اللغوية في النصوص المكتوبة

(A case study of the fourth year students of Omdurman Islamic
University, Faculty of Education, Department of English)

**A thesis submitted in partial fulfillment for the requirement of
M.A Degree in English language (Applied Linguistic)**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى: (وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ)

سورة ابراهيم الاية (7)

Dedication

I dedicate this study:

To my supervisor Dr. Yusuf Altiraifi Ahmed.

To my dearest parents.

To my wife.

To my sisters and brothers.

And to everyone who contributed to the completion of this effort.

Acknowledgements

All praise and thanks are due to Allah, who helped me to complete this study. I am indebted to my supervisor Dr. Yusuf Altiraifi for his patience, guidance and insightful comments. Also I am indebted to everyone in my family; my teachers, colleagues and everyone encouraged me and gave me advices to complete this study.

Abstract

This study aimed to investigate whether cohesive devices are not given enough consideration by university students. This study was intended to find out how far the lacks of cohesive devices have influence on university students' performance in writing texts. The descriptive method was adopted. The test and questionnaire were used for data collection. Then, it was distributed randomly among thirty university students of fourth year at the department of English Language, faculty of education, Omdurman Islamic University. The data collected was analyzed by using (SPSS). The most important findings of the study are that the majority of EFL learners do not give enough consideration to cohesive device on their writing; also they find difficulty in writing well- cohesive written discourse. The major recommendations of the study are that cohesive devices should be taught effectively, using proper materials in English syllabuses at university education and university teachers should be aware of the occurrence of cohesive devices in university student's written discourse; university students should be aware of the concept of cohesive devices and use them in their written texts.

ملخص الدراسة

هدفت هذه الدراسة للبحث عن تأثير عدم اهتمام الطلاب في ادائهم الكتابي بتماسك وترابط النصوص، تم اتباع المنهج الوصفي في الدراسة، وقد استخدم الاختبار التشخيصي والاستبيان ادوات لجمع البيانات بعد التأكد من صدقها وثباتها وتم توزيعها على عينة الدراسة المكونة عشوائيا من 30 طالب وطالبة بقسم اللغة الانجليزية، كلية التربية، جامعة أمدرمان الاسلامية. تم تحليل البيانات بواسطة الحزم الاحصائية للعلوم الاجتماعية (SPSS).

وقد توصلت الدراسة الى النتائج التالية: ان معظم الطلاب لا يعطون اهتماما كافيا بتماسك وترابط النصوص عند الكتابة ولهذا يجدون صعوبة في تكوين نصوص متماسكة ومترابطة وكذلك وجد أن الطلاب يحتاجون لتدريب مكثف لتحسين مستواهم في الكتابة. وتوصي الدراسة بضرورة تدريس الطلاب كيفية تماسك وترابط النصوص بفاعلية وضرورة اهتمام أعضاء هيئة التدريس بالاداء الكتابي للطلاب. وكذلك ضرورة اهتمام الطلاب بتماسك وترابط النصوص في ادائهم الكتابي.

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CHAPTER ONE

Introduction

Chapter One:

Introduction

1.0 Background

Cohesion is very essential elements in English language written discourse. It ultimately gives EFL university learners written discourse unity and clarity, therefore, the lack of using cohesive devices affects EFL learners, performance in producing meaningful written discourse.

1.1 Statement of the Problem:

It is noticeable that some EFL learners are poor in writing clear English language text, this problem arising from their lack of knowledge about cohesion device. Thus, this study investigates the factors that affect EFL learners' performance in writing texts.

1.2 Objectives of the Study

This study aims to

- 1- Investigate where cohesive devices is given enough consideration by EFL learners.
- 2- Find out how far the lack of cohesive devices has influence on EFL learners performance in writing texts.
- 3- Investigate the difficulties encountered by EFL learners in writing well cohesive written discourse.

4- Suggest some practical solutions that might help learners overcome these difficulties.

1.3 Questions of the Study:

1-To what extent cohesive devices have been given enough consideration by EFL learners?

2- How far does the lack of cohesive devices influence EFL learners in written text?

3- How far are cohesive devices essential for EFL learners' written discourse?

4- To what extent do EFL learners unable to produce well cohesivel texts?

1.4 Hypotheses of the Study:

1-Cohesive devices in written work are not given enough attention by EFL learners.

2- Lack of cohesive devices influence the performance of EFL learners' written work.

3- Cohesive devices give EFL learners written discourse unity and logical sequence.

4- Most of university students encounter difficulties while using the correct cohesive devices.

1.5 Significance of the Study:

This study investigates the problems that face EFL learners in writing well-cohesive texts.

This study has a great value to those who are involved in teaching and learning English as a foreign language such as teachers and syllabus designers, it would also add to their information as an attempt to give insights into the field of applied linguistics.

1.6 Methodology of the Study:

The researcher will adopt the descriptive analytical method. The sample consists of 30 students selected randomly from Omdurman Islamic university, College of Education-department of English, fourth year. A diagnostic test will be given to the subject on English cohesive devices.

Random sampling will be used to ensure that the results obtained are reliable without any bias.

The data collected will be fed into computer, and analyzed by program statistical package for social science (SPSS). Percentages, graphs and tables will be used for convey statistical information.

1.7 Limits of the Study:

The study will be limited to the final year, English language students, Omdurman Islamic university, thirty (30) EFL learners will be chosen from the last year students randomly. The investigation of the topic will be restricted to English cohesive devices and their influence on students' performance in writing.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0 Introduction:

This chapter is wholly devoted to the theoretical part of the study and the previous studies related to the topic of the research. It surveys the definition and the key concept of cohesion in one hand and the importance of cohesion in the written text on the other hand.

2.1 Concept of cohesion:

Cohesion is defined in the oxford advanced learner's dictionary (1992:239) as "A close relationship based on grammar or meaning between two parts of a sentence or a larger piece of writing".

(Wikipedia)"Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning"

According to Halliday and Hassan (1976:5) state that:" Cohesion is expressed partly through the grammar and partly through the vocabulary". In the last definition there is no division between vocabulary and grammar; the guiding principle in language is that the more general meaning are expressed through grammar, and the more specific meaning through

vocabulary. Cohesion is expressed partly through the grammar and partly through vocabulary.

Another definition of cohesion by Martin (1992:101) "Cohesion is a part of a text forming component in the linguistic system. It links together the elements that are structurally unrelated through dependence on the other for its interpretation, without cohesion the semantic system cannot be effective at all".

2.2 Concept of Cohesive Devices

www.slideshare.com/cohesion and coherence-presentation. Cohesive devices are devices which hold different parts of a thing together.

In terms of communication, cohesive devices are typically single words or phrases that hold and hang different part of the text. These are basically tools of cohesion. The major function of cohesion is text formation.

Cohesive devices help in achieving unity of text as a semantic whole. A text must be meaningful; a text that is not cohesive is never meaningful. Also cohesive devices show the logical relationship between sentences and paragraphs. They help expand the context, such as;

- a)-Whether information is completely new.
- b)-Related to information in other sentences.
- c)- Or is a reference to "old" information from a previous

sentences

Cohesive devices may take a number of forms. E.g. pronouns, nouns and conjunctions.....etc.

2.3 The Importance of Cohesive Devices in a Text:

They improves reading and comprehension skills, without them the semantic system cannot be effectively activated at all, also they link together structurally unrelated elements through the dependence of one on the other for its interpretation. E.g. Osman (proper noun) is an intelligent boy. He (pronoun) always stands first in the class. (he is holding two sentences together).

2.4 Types of cohesion

There are two types of cohesion:

Grammatical cohesion, which is based on structural content and **Lexical cohesion**, which is based on lexical content and background knowledge.

2.4.1 Grammatical cohesion:

Grammatical cohesion refers to various grammatical devices that can be used to make relation among sentences more explicit. Cohesive devices are used to tie pieces of text together in a specific way. The aim is to help the reader understand the

item referred to, the ones replaced and even the items omitted (Harmer 2004).

Furthermore the combinations of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items.

A sentence such as "**he said so**" is semantically correct as its grammatically, we don't want to know who is meant by "he" and what is meant by "so". To analyze this sentence, we have to seek in the surrounding environment what "he" and "so" refer to. Many other examples on the various cohesive situations are going to be dealt with in the coming sections covering types of cohesive devices.

Types of Grammatical Cohesion:

Halliday and Hassan (1976) provide us with the basic categories of grammatical cohesion pointing that we can systemize 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 text.

2.4.1.1 Reference:

Reference is one of cohesive devices types; it's used as an expression which makes to the other words in the text for their interpretation.

According to Halliday and Hassan (1976:308) "reference is a relation between an element of the text and something else by reference to its interpretation in the given instance".

Reference is used to describe the different ways which things, people and events are referred to within text. Reference item in English include pronouns items, (he, she, it, him, they,.....etc.) , demonstrative items,(this, that, those, there,.....etc) and comparative items (similar, differently, additional,.....etc).

For example:

Yesterday Ahmed and Ali went to the zoo, **they** watched **there** different kinds of animals.

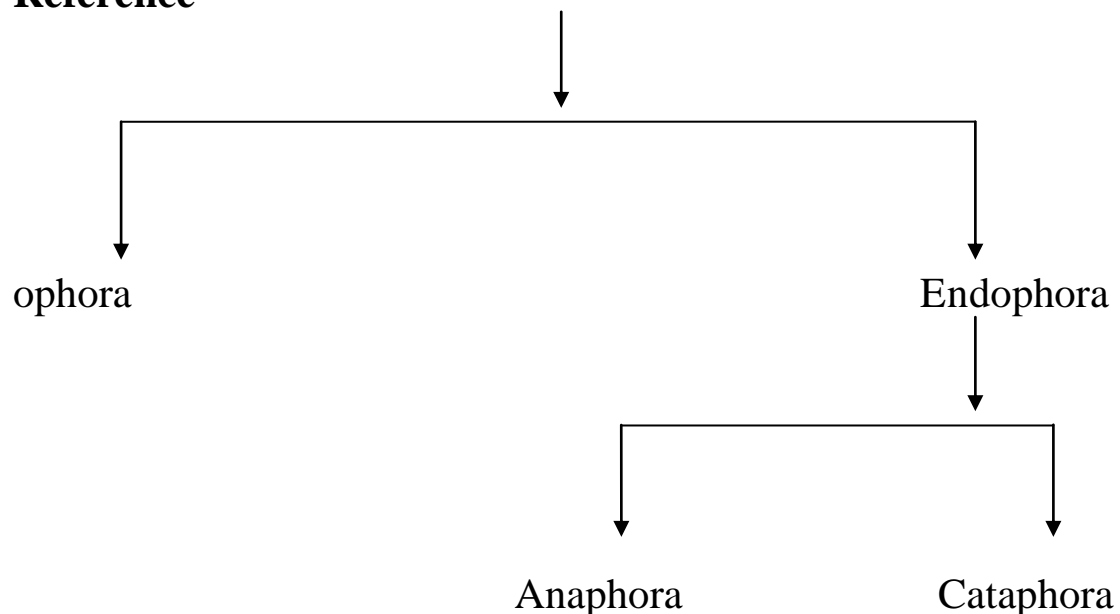
In this example "**they**" refer to Ahmed and Ali, "**there**" refers to the zoo, "**they**" and "**there**" show that information about them is retrieved elsewhere within the text. It characterizes a particular type of cohesion which is called reference.

According to Brown and Yule (1988:204) "The traditional semantic view of reference is one in which the relationship of

reference is taken to hold between expressions in a text and entities in the world, and that of co-reference between expression in different part of a text".

Reference is sub-categorized by Halliday and Hassan (1976:33) as follows:

Reference



2.4.1.1.1 Exophoric reference:

Exophoric reference points to something outside the language of the text, which is understood in the context.

E.g. look at **this**

Here, "**this**" refers to something that the speaker and listener can see and understand, but it has no meaning outside the context, we don't know what "**this**" is.

McCarthy (1991:41) "Exophoric reference direct the receiver "out of" the text and into an assumed shared world".

E.g. "that must have cost a lot of money" in this example we have to look out of the text to retrieve the meaning of the sentences.

2.4.1.1.2 Endophoric Reference:

It is a grammatical term used to describe forms of reference made within any given text to other elements within the text.

e.g. "She gave the books to John. He left the room"

"**He**" is an example of endophoric reference, referring to John.

Brown and Yule (1988:192) point that "where their interpretation lies within a text they are called "endophoric" relations and do form cohesive ties within the text"

Endophora consists of anaphora and cataphora. Anaphora refers to presupposition of something that has gone before, while cataphora refers to the presupposed element.

Endophoric relations are categorized either as:

*Anaphoric (reference back)

Cataphoric (reference forward)

Anaphoric reference:

It's a grammatical term used to describe a linguistic feature, which refers to a previously mentioned element in any given text.

For example:

"The water system is failing because of old pipes and shortage of qualified technicians to repair them these are the reasons why change is necessary"

"**These**" has an anaphoric function, referring back to the reasons given in the preceding part of the text.

Anaphoric relations are all kinds of activities which involve looking back in text to find the referent.

For example: McCarthy (1991:36) "It rained day and night for two weeks, the basement flooded and everything was under water, it spoilt all our calculations". Here the first "**it**" refers to the discourse itself, the second "it" refers to the events of two weeks, or the fact that it rained or flooded; i.e., the whole situation rather than an event in particular.

Cataphoric reference:

Grammatical terms used to describe a linguistic feature which refers forward to another element in any given text.

E.g.

Child: why does that one go?

Father: that what?

Child: that one.

Father: that one what?

Child: that parrot, that you kept in the cage.

Cataphoric relation looks forward for their interpretation, to exemplify the cataphoric reference.

Another example:

The man is living alone. **His** wife left **him** for 9 years.

Another example:

"She was terribly afraid. All kinds of black memories of her childhood came up to her mind. She could not fight against them as had been her custom because simply Mary Brown was dying at that moment"

This short text contains a number of cataphoric reference items which involve looking forward for determining what they refer to. In this example all the pronouns (she/her) refer to Mary Brown. In this cataphoric reference, the referent has been withheld to the last sentence in order to engage the readers'/ the listeners' attention.

Thus, Brown and Yule (1983) state that exophoric and endophoric co-reference need a processor based on mental representation. On the one hand we refer to the world and on the other hand we refer to the world created by the discourse.

2.4.1.2 Substitution:

Substitution is another type of cohesive devices. It is a replacement of one linguistic item by another or something that you use instead of the thing you would usually use.

e.g. Do you think Ahmed already knows?
I think everybody **does**.

Cook (1989:20) states that "Substitution is a replacement of a word like 'do' for a word or a group of words"

Halliday and Hassan (1976) state that substitution takes place when 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 the word "**one**" is replaced or substitution for the word "**pen**".

It is important to mention that substitution and reference are different in what and where they operate. Thus, substitution is concerned with relations related with wording, where as reference is concerned with relations 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 and Hassan (1976:89) "In 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"

Types of substitution:

There are three types of substitution; these are nominal, verbal and clausal substitution.

2.4.1.2.1 Nominal Substitution:

Nominal substitution is a process of replacement of nouns with "**one**" and "**ones**"

Examples:

My axe is too blunt. I must get a sharper **one**.

There are some **new tennis balls** in the bat; these **ones** have lost their bounce.

In the last example "**tennis balls**" is replaced by the item "**ones**"

In the above examples the words "**axe**" and "**tennis balls**" are replaced by items "**one**" and "**ones**".

2.4.1.2.2 Verbal Substitution:

The verbal substitution in English is "do".

This operates as ahead of verbal group, in the place that occupied by the lexical verbal.

It is position is always final in group .

Examples:

a)-Does Jane sing? - No, but Mary does. (Halliday and Hassan1979)

b) - I don't know the meaning of half those long words, and what's more, I don't believe you do either. (Hallidy and Hassan 1979).

In the first example "does" substitute sing and in the second one "do" substitutes know the meaning of half those long words.

The substitution "do" is almost always anaphoric; it may presuppose an element within the same sentence as it self, so that there is already structural relation linking the presupposed to the presupposing clause; but it frequently substitute an element in a preceding sentence, and therefore it is a primary source of cohesion within a text. only occasionally, it is cataphoric which is within the sentence and does not make contribution to cohesion.

2.4.1.2.3 Clausal substitution:

The words used as substitution are "**so**" and "**not**". There are three environments in which clausal substitution take place: report, condition and modality in each of these environments it may take either of two forms, positive or negative; the positive is expressed by "**so**" the negative expressed by "**not**".

Example:

A: It is **going to rain**? B: I think **so**.

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

2.4.1.3 Ellipsis:

It is another type of cohesive devices.

(Merriam-webster.com/dictionary/ellipsis)

a)-The omission of one or more words that are obviously understood but that must be supplied to make a construction grammatically complete.

b)- A sudden leap from one topic to another.

Simple definition of ellipsis: The act of leaving out one or more words that is not necessary for a phrase to be understood.

The relation between ellipsis and substitution is very close because it is merely that ellipsis is `1substitution by"0". What 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 preceding text.

Harmer (2004:24) defines it " (.....) words are deliberately left out of a sentence when the meaning is still clear". On considering the following example:

"Penny was introduced to a famous author; but even before, she had recognized him". It appeared that the structure of the second clause indicates that there is something left out. "Introduced to a famous author". The omission of this feature kept the meaning still clear and there is no need of repetition.

There are three types of ellipsis:

2.4.1.3.1 Nominal Ellipsis:

It means ellipsis within the nominal group, where the omission of nominal group is served a common noun, pronoun or person.

e.g. "My kids practice an awful lot of sport. Both (0) are incredibly energetic" in this example the omission concerned "with my kids".

2.4.1.3.2 Verbal ellipsis:

Verbal ellipsis means the ellipsis within the verbal group.

Example:

A: Have you been swimming? B: Yes I have (0)

A: what you have been doing? B: (0) swimming.

Here the omission of the verbal group depends on what is said before and it is concerned with "been swimming".

2.4.1.3.3 Clausal ellipsis:

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

e.g. A: Why did you only set three places? Paul's, staying for dinner, isn't he?

B: Is he? He didn't tell him (0)

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

2.4.1.4 Conjunction:

It is the fourth type of cohesive devices which is mean a word which joins words, phrases or clauses together, such as but, and, when, so that, nevertheless, or, that and unless...etc.

Conjunction is achieved to have grammatical cohesion in texts which show the relationship between sentences. They are different from other cohesive, ties that they reach the meaning by using other features in the discourse. Because as Nunan (1993) points out, they use features to refer to the other parts of

the text in order to make relationship between sentences extremely understood.

Conjunctions divided into four categories:

- | | |
|------------|----------------|
| 1-Additive | 2- Adversative |
| 3- Causal | 4- Temporal. |

2.4.1.4.1 Additive Conjunction

The additive is a kind of conjunction relation which is closer to coordination.

Additive words are such as (and, also, nor, or else, moreover, in addition, besides, by the way, that is, likewise, similarly, conversely, thus, for instance....etc.)

e.g. My client says he does not know his witness. Further he denies ever having seen her.

Another example:

Perhaps she missed her train. Or else she's changed her mind and isn't coming.

2.4.1.4.2 Adversative Conjunction

The basic meaning of adversative relation is "Contrary to expectation" adversative words are such as: (yet, but, however, despite, this, on the other hand, in fact, instead, either way, anyhow, nevertheless, rather.....etc).

2.4.1.4.3 Causal Conjunction

Causal relation involves primarily reason, result and purpose relations between the sentences.

Casual words are such as; (so, thus, hence, therefore, arising out, of this, in that case, otherwise, because, as a result, on this bases, accordingly).

Example:

You are not leaving, are you? Because I have got something to say to you.

Another example:

I was not informed. Otherwise I should have taken some action.

2.4.1.4.4 Temporal Conjunction

The relation between two successive sentences.

Conjunction in this type are such as; (then, next, afterward, previously, finally, at last, mean while, next day, first, from now on, to sum up, in short, hence forward, hitherto, up to now, this time.....etc.

e.g.

The weather cleared just as the party approached the summit.

Until then they had been nothing of the panorama around them.

Another example:

At last, he finished the rehearsal of his role.

2.4.2 Lexical Cohesion:

Lexical cohesion is the type of cohesive devices, according to Halliday and Hassan (1976:318) "lexical cohesion is 'phoric' cohesion that is established through the structure of the lexis, or vocabulary and hence (like substitution) at the lexico grammatical level".

This definition differentiates lexical cohesion from other types of cohesive devices, while reference, substitution, ellipsis and conjunction are established through the grammatical level: they tend to link clauses which are near each other in the text lexical cohesion is established through the lexico-grammatical level, it tends to link much larger parts of the text.

Types of lexical cohesion:

Halliday and Hassan (1976:275) classify lexical cohesion into two types "reiteration" and "collocation".

2.4.2.1 Reiteration

A form of lexical cohesion which involves: (repetition, synonymy, super-ordinate, general word).

2.4.2.1.1 Repetition:

Restate the same lexical item in a later part of the discourse.

e.g. **Pollution** of our environment has occurred for centuries, but it has become a significant **health problem** only within the last century. Atmospheric **pollution** contributes to respiratory disease and to lung cancer in particular. Other **health problems** directly related to air pollutants include heart disease, eye irritation and so on.

The lexical items "pollution" and "health problems" reiterated in the same form.

2.4.2.1.2 General nouns:

They are used to refer back to a lexical item such as; human nouns: (person, people, man, woman). Things, object for inanimate concrete countable nouns; stuff for inanimate concrete uncountable; place for location....etc.

e.g. I turned to **the ascent** of the peak. **The thing** is perfectly is easy.

(Thing is a general noun that refer to ascent).

2.4.2.1.3 Synonymy:

According to the oxford advance learning dictionary, synonymy "the fact of two or more words or expressions having the same meaning"

Example

I heard a **sound** , but I couldn't figure out where that **noise** came from.

Noise refers back to sound. Both terms have the same level of generality and are therefore synonyms in the narrower sense.

Another example:

Seven **black birds** began to sing in the morning. These **birds** were singing beautifully.

Birds refer back to black birds but have a higher level of generality and are therefore a super ordinate term.

Finally we can say; synonymy is used to express a similar meaning of an item.

Last example:

At 6 p.m. I range a taxi, but because of the traffic the cab arrived later and I missed my flight.

2.4.2.1.4 Super ordinations:

It involves the use of general class words.

e.g. This car is the best vehicle for a family of six.

(Vehicle is a super ordinate of car)

2.4.2.2 Collocation:

Certain words are typically used with other words. For example we say "a tall tree" but "a high mountain" these words are called collocations.

Idioms like "take a break" structures like "if I had the chance, I would.....etc" and word combinations like "get on a bus/get in a car" are all considered collocations.

(Kennedy 2003) assert that collocates can be words used in the same context or it can be words that contribute to the same area of meaning.

For example, a text dealing with the chemical treatment of food contains lexical chains such as; fruit, skin, citrus, lemon, orange, chemicals, products, laboratory.....etc. these words can be said to belong to the same register and contribute to the same topic.

2.5 Previous studies:

"Cohesion in Written Discourse" University of Gezira, by Marya Mohammed EL-Bashir EL-Husein, September 2006.

This study is to intend to investigate cohesion in written discourse at university level. The study focuses on investigating student's writing performance in terms of cohesion and its properties. The main objectives of this study are to find out the actual problem of cohesion, try to identify the causes of the problem and help the students to improve their writing skills.

The main findings of the study are that the third year student's writing do not follow a coherent and cohesive logical order, student also have the problem of mishandling of coherence properties as they produced, illogical sequence and misleading paragraphs, and the studies have encountered difficulties in using cohesive devices such as reference, conjunction and lexis; which affect their writing of the text.

The main recommendations are that, the students should be aware of cohesion concept and the use of cohesive devices. The teacher should help students to improve their writing by showing them models of different writing topics, and the students should have a good amount of vocabulary and they should be show them how to use this in different situations of writing.

Chapter Three

Design and Methodology of the Study

Chapter Three

Methodology of the Study

3.0 Introduction:

This chapter includes the procedures adopted in conducting the study, sampling, tools of data collection and the techniques used for data analysis.

3.1 Samples:

The sample involved in the study consists of 30 EFL learners of fourth year at the department of English, faculty of education-Omdurman Islamic University.

The subjects of the study were chosen randomly from the study population of students. The subjects are female learners who had studied English for seven years before they joined University of Omdurman Islamic.

3.2 Tools of Data Collection:

The researcher adopts a descriptive analytical method to conduct the study. Two tools of data collection are employed which are:

- a) The test
- b) Questionnaire

Both tools for university students.

3.2.1 The Test and Questionnaire:

The test and questionnaire purpose is to investigate whether cohesive devices are given enough consideration by university students, also to investigate the difficulties encountered by EFL learners in using the correct cohesive devices.

3.2.1.1 The Test and Questionnaire Validity:

The test and questionnaire have been read and checked by two members of the staff in the department of English, faculty of education, at university of Omdurman Islamic, and also one Dr. from Sudan University for science and Technology, also by one member from Sudan Open University and two teachers of English Language at secondary level.

3.2.1.2 Reliability of the Test and Questionnaire:

The test and questionnaire was randomly distributed for 30 students who study at university level. The (SPSS) program was used to analyze the data collected.

3.2.1.3 The Contents of the Test and Questionnaire:

(A) The Test:

The diagnostic test consist of two sections, in section one tasees were asked to join two sentences together by using the suitable words, in section two testees were asked to complete

the eleven sentences by using words given, the aim of the test is to investigate whether cohesive devices are given enough consideration by university students.

(B) The Questionnaire:

The questionnaire consist of eight item present for the students at Omdurman Islamic University, the researcher gave them three options agree, to some extent or disagree.

3.3 Tools of Data Analysis:

The data collected through the test and questionnaire was analyzed by the using of (SPSS) program. Tables and figures were used to show the results of the study. Percentages are used to summarize the results of the test and questionnaire.

The following chapter is devoted to data presentation analysis and discussion.

Chapter Four

Data analysis and Discussion of the Results

Chapter Four:

Data analysis, Results and Discussion

4.0 Introduction:

This chapter includes the analysis and discussion of the data collected from the test and questionnaire. As it mentioned before in chapter three the tools are administered to thirty EFL learners were chosen randomly from University of Omdurman Islamic University, Faculty of Education, Department of English, fourth year.

This study has two tools test and questionnaire, also the test consists of two sections each tool and section was analyzed and displayed by means of tabulation and bar chart.

4.1 Results of the test:

The results of the test are divided into two sections

4.1.1 Analysis of the Test (section one)

In section one testees were asked to join two sentences together by using a suitable word (but, because, so and or). The results are summarized in the following tables:

Table (4.1.1.1) usage the cohesive device "but"
(I like people, I don't like smoke)

Options	Frequency	Percent
Right answer	25	83.3
Wrong answer	5	16.7
Total	30	100.0

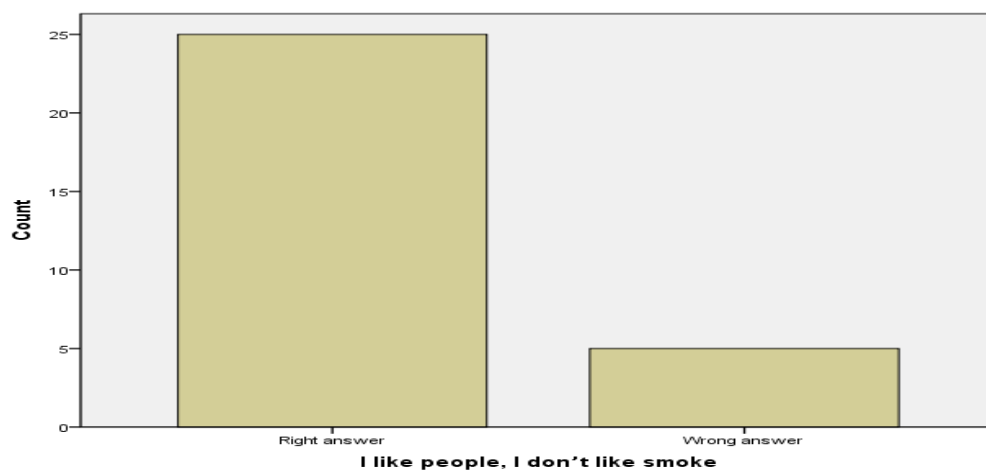


Figure (4.1.1.1) usage of "but"

Table (4.1.1.1) and figure (4.1.1.1) show the performance of the students in using the word "but". It relates to conjunction as cohesive device. (83.3%) of the students wrote the right sentence, (16.7%) of them choose the wrong choice. This result indicates that (16.7%) of the students are not aware of cohesive devices regarding additive conjunction

Table (4.1.1.2) usage of "because"

I could not go out last night, I was too busy

Options	Frequency	Percent
Right answer	23	76.7
Wrong answer	7	23.3
Total	30	100.0



Figure (4.1.1.2) usage of "because"

Table (4.1.1.2) and figure (4.1.1.2) show the performance of the students in using the word "because" as temporal conjunction. (76.7%) of the students choose the right choice, (23.3%) of them choose the wrong choice.

Table (4.1.1.3) usage of "so"

I could not go out with my friend, he went without me

Options	Frequency	Percent
Right answer	15	50.0
Wrong answer	15	50.0
Total	30	100.0

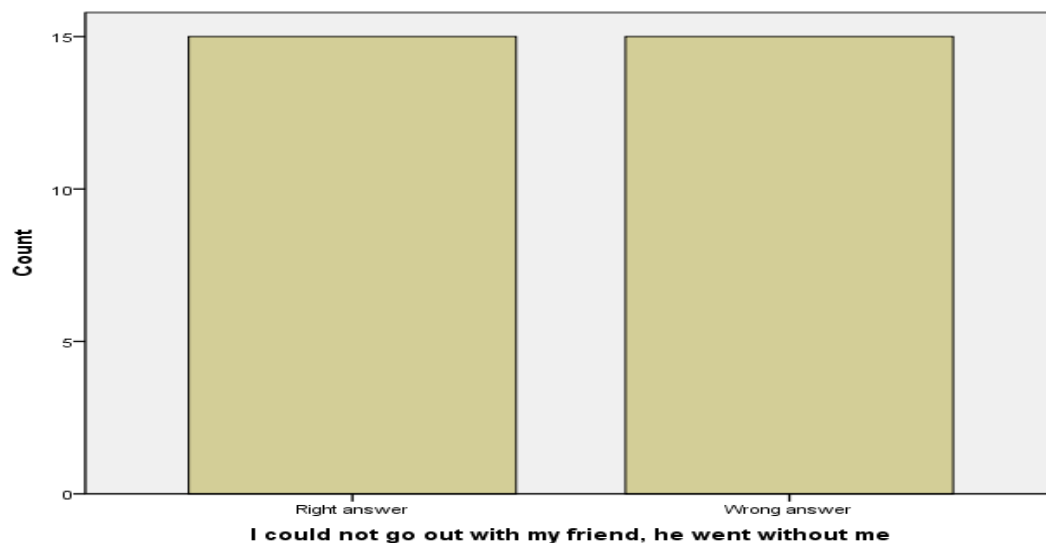


Figure (4.1.1.3) usage of "so"

Table (4.1.1.3) and figure (4.1.1.3) show the performance of the students in using the word "so" relates to the conjunction as a cohesive device. (50%) of the students choose the right option whether the others (50%) choose the wrong option.

Table (4.1.1.4) usage of "and"

The cinema was full of people, they were all smoking

Options	Frequency	Percent
Right answer	18	60.0
Wrong answer	12	40.0
Total	30	100.0

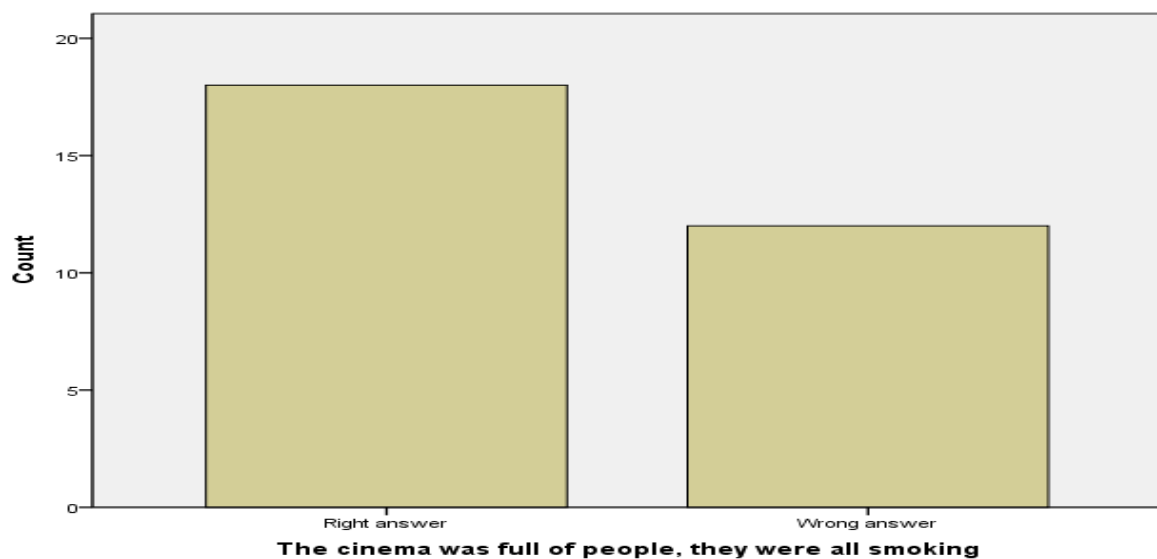


Figure (4.1.1.4) usage of "and"

Table (4.1.1.4) and figure (4.1.1.4) show the performance of the students in using the word "and" as conjunction (60%) of the students choose the right option, (40%) choose the wrong option.

4.1.2 Analysis the Test (section two):

In this section the students were asked (eleven questions) to complete the sentences by using the words given in the box above the sentences, those words relates to various types of

cohesive devices. The result will be summarized and discussed in the following tables and graphs.

4.1.2.1 Table of using "therefore" in a sentence (I think I never met him before....., didn't reply for his call)

I think I never met him before., I didn't reply for his call

Options	Frequency	Percent
Right answer	3	10.0
Wrong answer	27	90.0
Total	30	100.0

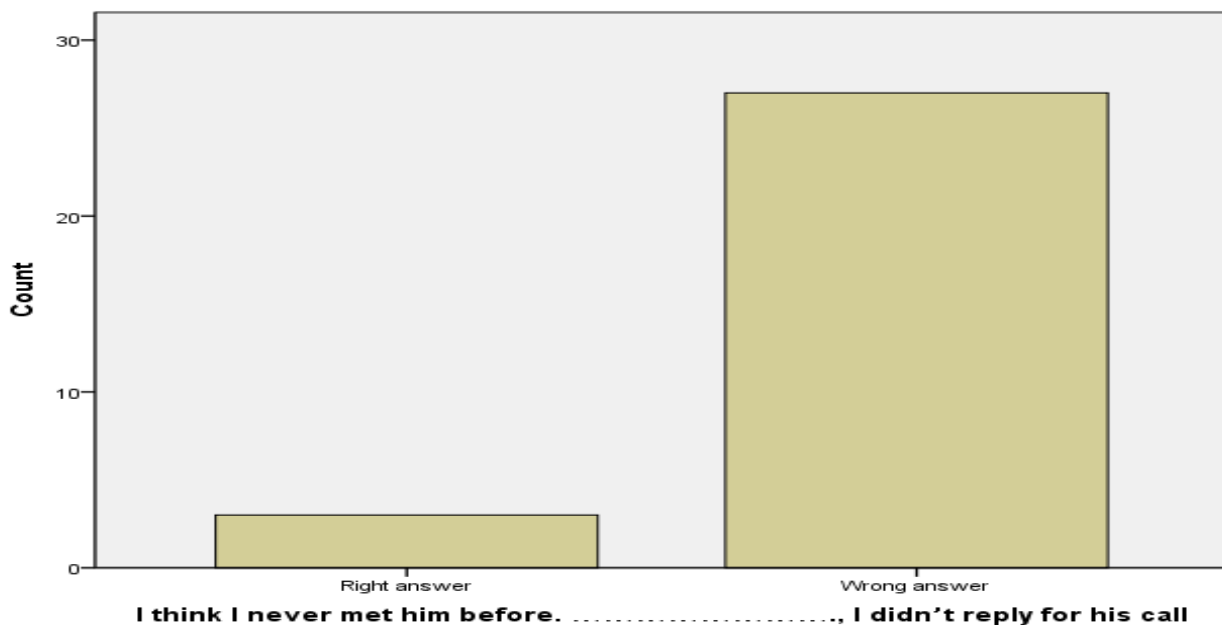


Figure 4.1.2.1 Using "therefore" in a sentence

The table and figure (4.1.2.1) show the performance of the students in writing when using the word "therefore". It relates to the temporal conjunction. Only 3 of them (10%) choose the right option whether 27 of them (90%) choose the wrong option.

Table 4.1.2.2 Using "and" in a sentence

(For the whole day, he climbed up the steep mountain side, almost without stopping..... In all this time he met no one).

Options	Frequency	Percent
Wrong answer	30	100.0

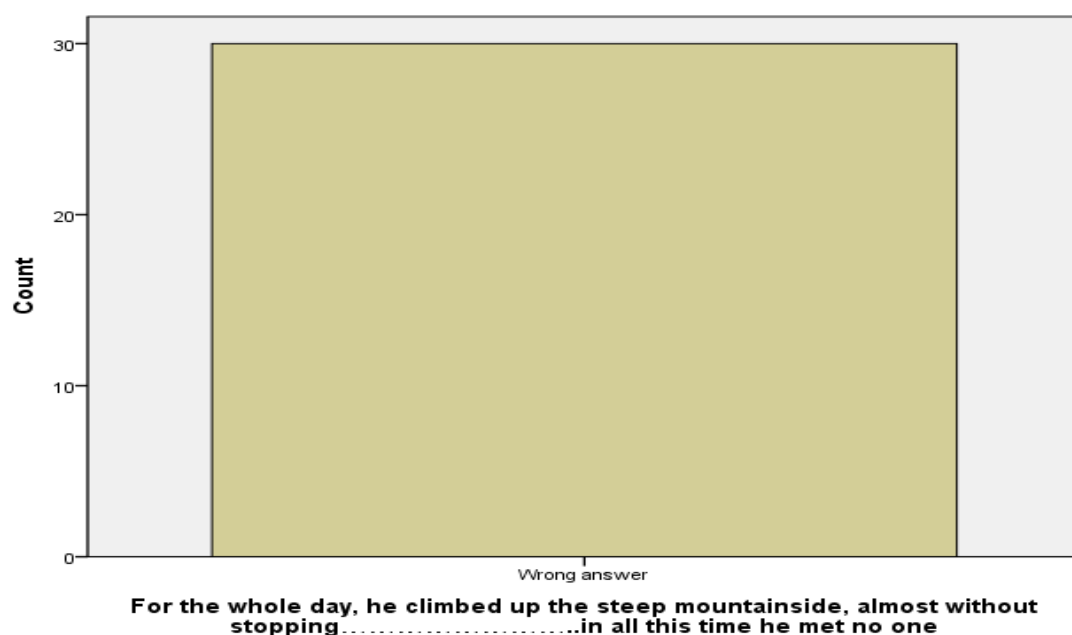


Figure 4.1.2.2 Using "and" in a sentence

No one from the students of was able to answer this question, so all of them 30 students (100%) choose the wrong answer. This question relates to conjunction (additive conjunction) one of the type of cohesive device.

Table 4.1.2.3 usage of "next"

I have never been to London, but I hope to go there.....year

Options	Frequency	Percent
Right answer	25	83.3
Wrong answer	5	16.7
Total	30	100.0



Figure (4.1.2.3) usage of "next"

It is clear in table and figure (4.1.2.3) that most of the students 25 (83.3%) chose the right choice, and some of them 5 (16.7%) have chosen the wrong choice. This word "next" relates to temporal conjunction and we use it as cohesive device when we talking about time sequences.

Table (4.1.2.4) usage of "nevertheless"

Working women are very busy.....they never neglected their traditional tasks.

Options	Frequency	Percent
Right answer	7	23.3
Wrong answer	23	76.7
Total	30	100.0

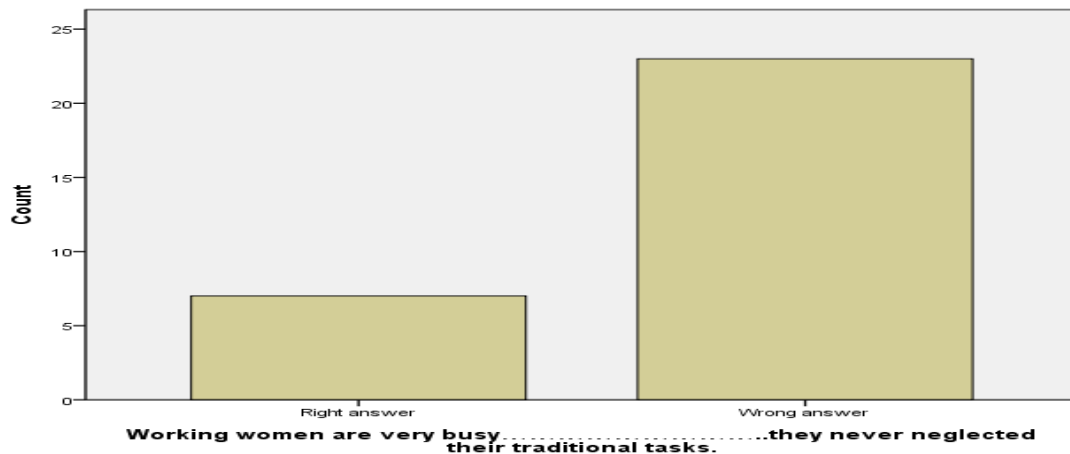


Figure (4.1.2.4) usage of "nevertheless"

The results of table and figure (4.1.2.4) illustrate that the majority of the students 23 (76.7%) chose the wrong answer while the others 7 of them (23.3%) chose the right option. This word "nevertheless" relates to additive conjunction as cohesive device.

Table (4.1.2.5) usage of "their"

The prisoners became desperate in.....attempts to escape

Options	Frequency	Percent
Right answer	7	23.3
Wrong answer	23	76.7
Total	30	100.0

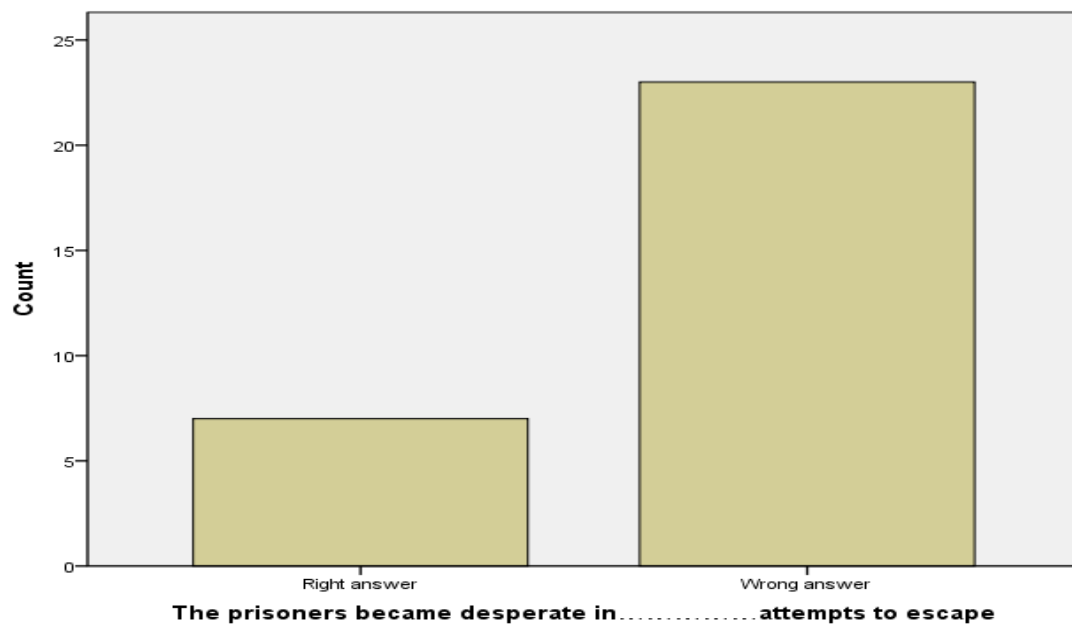


Figure (4.1.2.5) usage of "their"

It is quite obvious that in table and figure (4.1.2.5) most of the students 23 (76.7%) wrote wrong answers while the rest of them 7 (23.3%) chose the right option. This word "their" relates to reference as cohesive device.

Table (4.1.2.6) usage of "his"

The man was out of work and dependent upon.....son's earnings

Options	Frequency	Percent
Right answer	22	73.3
Wrong answer	8	26.7
Total	30	100.0

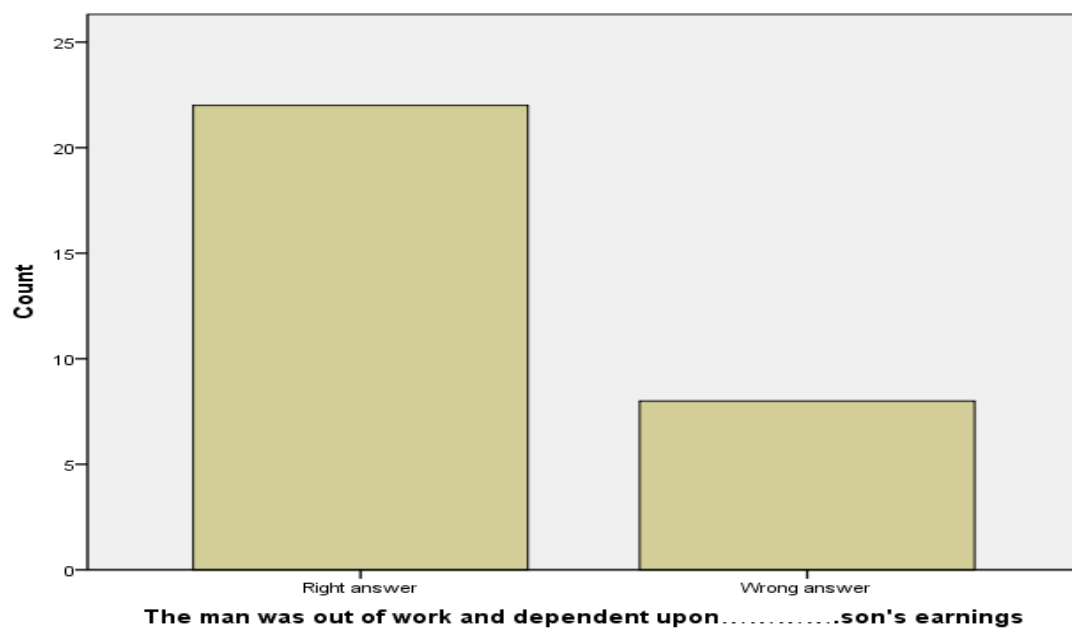


Figure (4.1.2.6) usage of "his"

Table and figure (4.1.2.6) reveals that most of the students 22 (73.3%) chose the right choice while a few of them 8 (26.7%) chose the wrong option. This word "his" relates to reference as cohesive device.

Table (4.1.2.7) usage of "both"

My kids practice an awful lot of sport.are incredibly energetic

Options	Frequency	Percent
Right answer	6	20.0
Wrong answer	24	80.0
Total	30	100.0

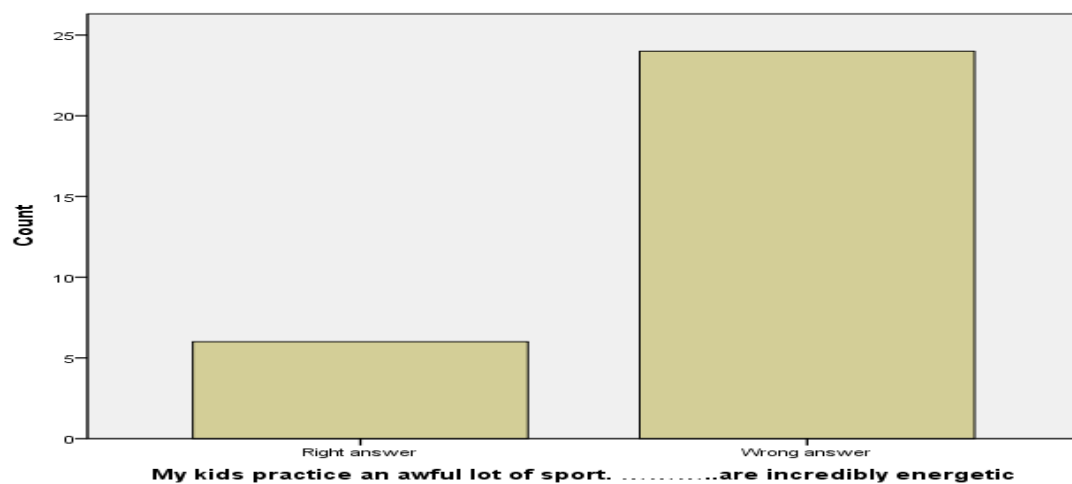


Figure (4.1.2.7) usage of "both"

It is clear in table and figure (4.1.2.7) that only 6 students (20%) chose the right answer, and 24 of them (80%) chose the wrong choice, this item "both" relates to ellipsis (nominal ellipsis) as cohesive device.

Table (4.1.2.8) usage of synonymy "cab-taxi"

At 6 p.m I range a taxi, but because of the traffic the.....arrived later and I missed my flight.

Options	Frequency	Percent
Right answer	7	23.3
Wrong answer	23	76.7
Total	30	100.0

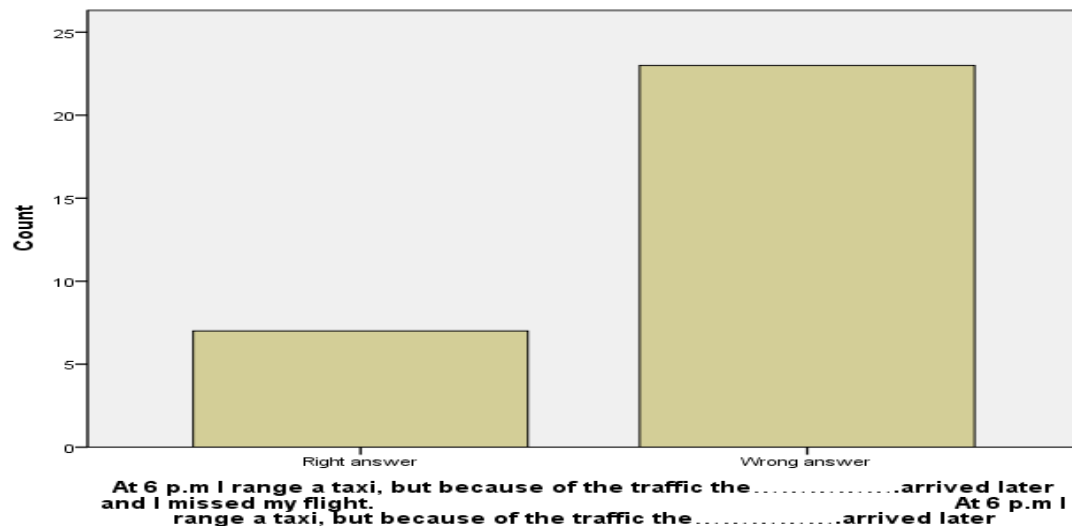


Figure (4.1.2.8) usage of synonymy "cab-taxi"

Table and figure (4.1.2.8) show that only 7 students (23.3%) chose the right option while the most of them 23 students (76.7%) chose the wrong option, they are facing difficulties in understanding synonymies and use them in their written work. Synonymy relates to lexical cohesion family, reiteration.

Table (4.1.2.9) usage of conjunction "otherwise"

You must get some more petrol., we will not have enough to get us to the next town.

Options	Frequency	Percent
Right answer	6	20.0
Wrong answer	24	80.0
Total	30	100.0

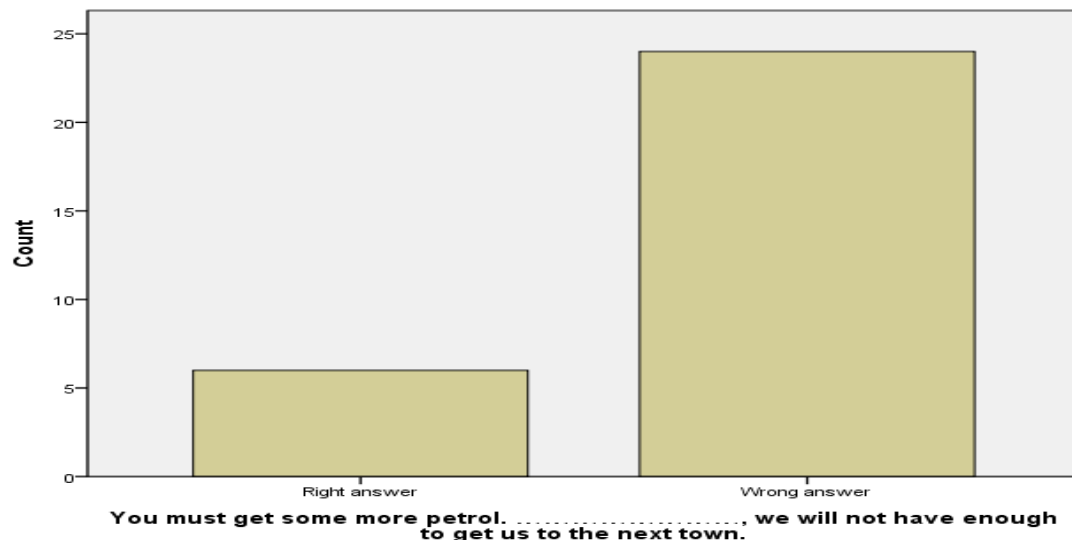


Figure (4.1.2.9) usage of conjunction "otherwise"

From the table and figure (4.1.2.9) we note that the students are poor in using conjunction as cohesive device, item "otherwise". Only 6 of the random sample of the study (20%) chose the correct choice while the others 24 students (80%) picked the wrong gherkins.

Table (4.1.2.10) usage of substitution "one"

Ali bought a new car. It costs a lot of money, but it goes a lot better than his old.....

Options	Frequency	Percent
Right answer	8	26.7
Wrong answer	22	73.3
Total	30	100.0



Figure (4.1.2.10) usage of substitution "one"

Table and figure (4.1.2.10) show that most of the students 22 (73.3%) chose the wrong option when they used the item "one" relates to substitution (nominal substitution) in the question which has given by the researcher, and the others 8 (23.7%) chose the right option.

Table (4.1.2.11) usage of super ordination "vehicle-car)

Large cars and Lorries are not advised to use this route. The.....should take the other road

Options	Frequency	Percent
Right answer	10	33.3
Wrong answer	20	66.7
Total	30	100.0



Figure (4.1.2.11) usage of super ordination "vehicle- car"

Table and figure (4.1.2.11) show that 10 of the students (33.3%) chose the right option when they asked to use the word "vehicle-car) as cohesive device relates to lexical cohesive, reiteration by super ordination, while 20 of them (66.7%) choose the wrong option.

4.2 The Result of the Questionnaire:

In this section the researcher will analyze the questionnaire by using tables and graphs to show and discuss the result.

Table 4.2.1 Students have no interesting on writing English text.

Options	Frequency	Percent
Agree	15	50.0
to some extent	7	23.3
Disagree	8	26.7
Total	30	100.0

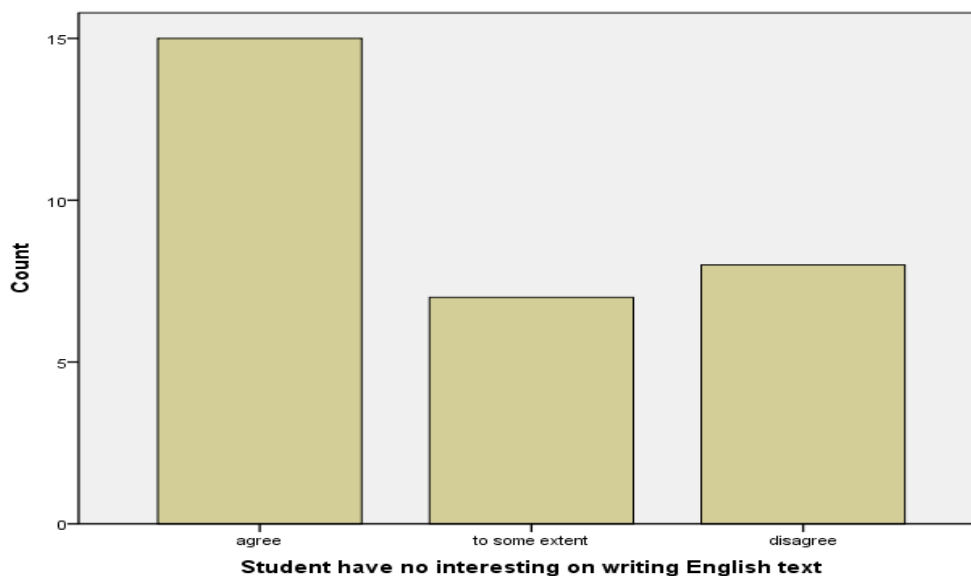


Figure 4.2.1 Students have no interesting on writing English text.

From the table and figure (4.2.1.) we note that the answer of the most students is (agree) by frequency (15) and percentage (50%) followed by (to some extent) by frequency (7) and percentage (23.3%) while the total number of the students who are chosen

(disagree) are 8 students and percentage (26.7%) that is mean most of the students at university level are not interesting on writing English text.

Table 4.2.2 cohesive devices are not given enough attention by EFL learners

Options	Frequency	Percent
Agree	17	56.7
to some extent	9	30.0
Disagree	4	13.3
Total	30	100.0

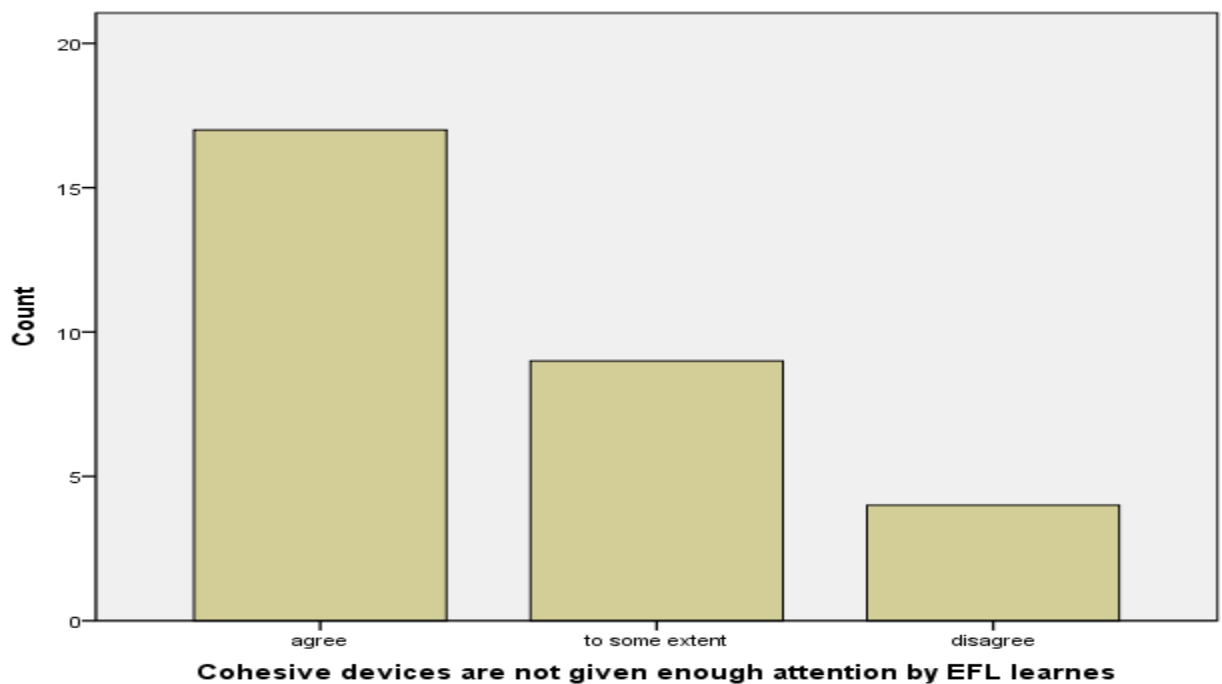


Figure 4.2.2 cohesive devices are not given enough attention by EFL learners.

From the table and figure (4.2.2) we note that the answers are 17 students (56.7%) (Agree), followed by who choose (to some extent) they are 9 students (30%) and only four students (13.3%)

choose disagree. This means really students are not given attention to cohesive devices when they are writing texts.

Table 4.2.3 Lack of cohesive devices influence the performance of EFL written text.

Options	Frequency	Percent
Agree	18	60.0
to some extent	9	30.0
Disagree	3	10.0
Total	30	100.0

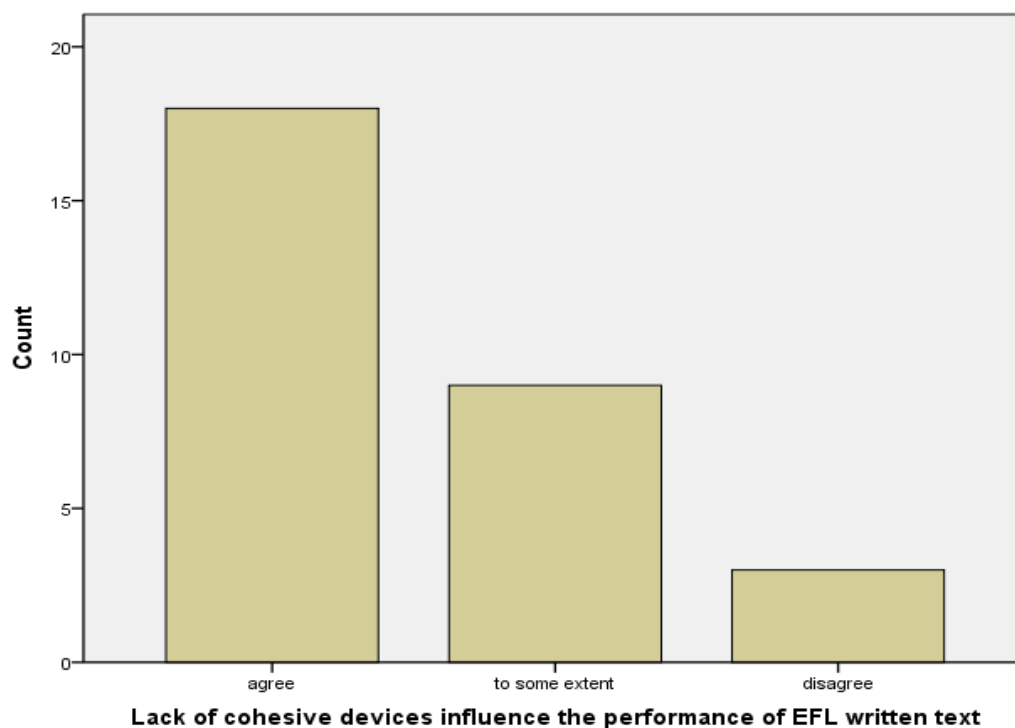


Figure 4.2.3 Lack of cohesive devices influence the performance of EFL written text.

In the table and figure (4.2.3) 18 of the students (60%) choose (Agree) and 9 of them (30%) choose (to some extent) then

finally only 3 students (10%) of them choose disagree. this make the opinion of the researcher about influence of cohesive devices in the performance of students written work correct.

Table 4.2.4 Lack of cohesive devices makes text untidy and un understood

Options	Frequency	Percent
Agree	18	60.0
to some extent	3	10.0
Disagree	9	30.0
Total	30	100.0

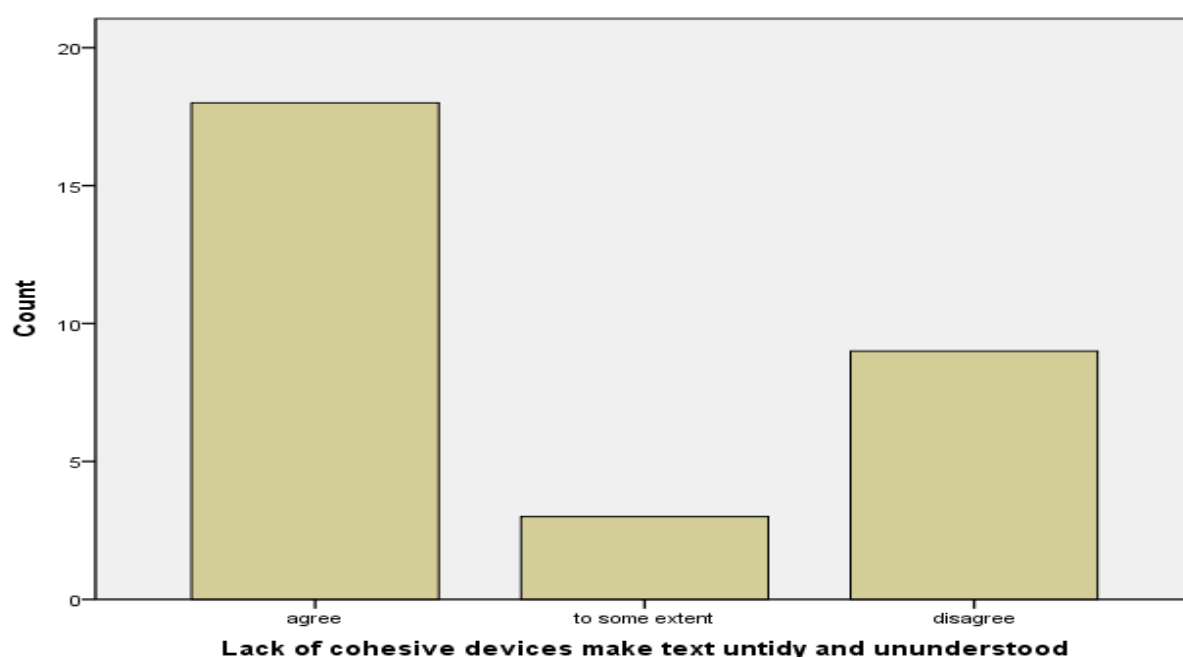


Figure 4.2.4 Lack of cohesive devices makes text untidy and un understood

From the table and figure (4.2.4) we note that the answer of the most students is (Agree) by frequency they are 18 students (60%), then 3 of them(10%) choose the second option it is (to

some extent) while the rest 9 students (30%) choose the last choice which is (disagree) that means most of them sure that lack of cohesive devices makes text untidy and un understood.

Table 4.2.5 There is insufficient lessons and exercises on cohesive devices in the universities syllabus.

Options	Frequency	Percent
Agree	13	43.3
to some extent	3	10.0
Disagree	14	46.7
Total	30	100.0

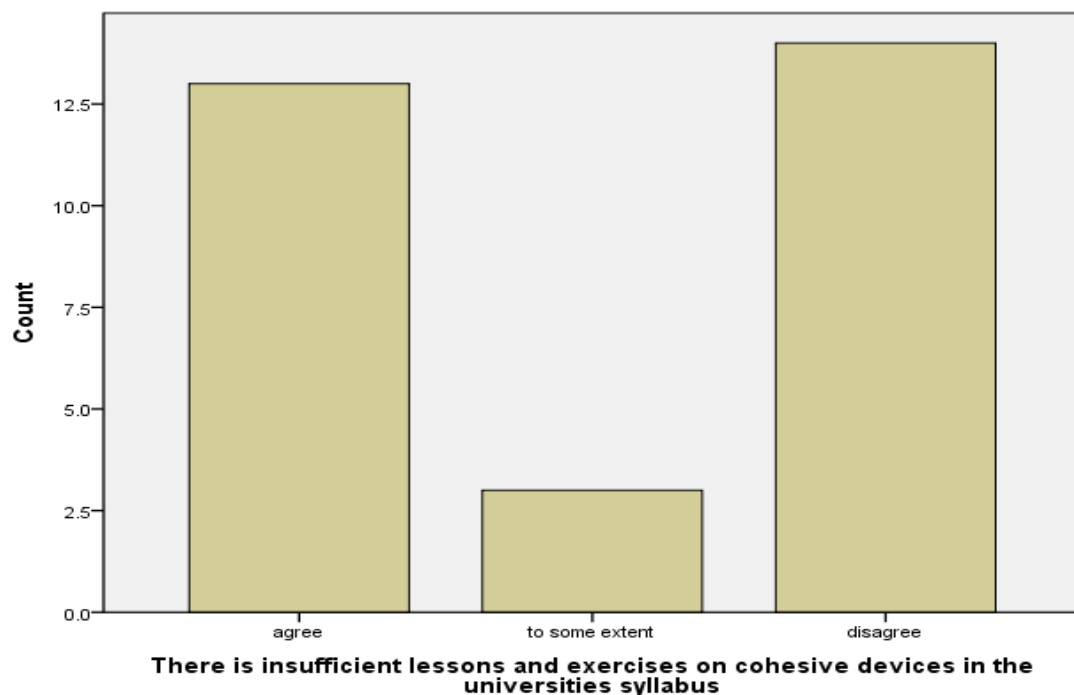


Figure4.2.5 There is insufficient lessons and exercises on cohesive devices in the universities syllabus.

From the table and figure (4.2.5) we note that 13 of students (43.3%) choose (Agree), 3 of them (10%) choose the second

choice (to some extent), the rest amount 14 students (46.7%) choose the last option (disagree). that means there is much lessons and exercises on cohesive devices in the universities syllabus, just the students need to practice them and use them in their written work.

Table 4.2.6 Students are not encouraged to use cohesive devices in their written work

Options	Frequency	Percent
Agree	17	56.7
to some extent	8	26.7
Disagree	5	16.7
Total	30	100.0

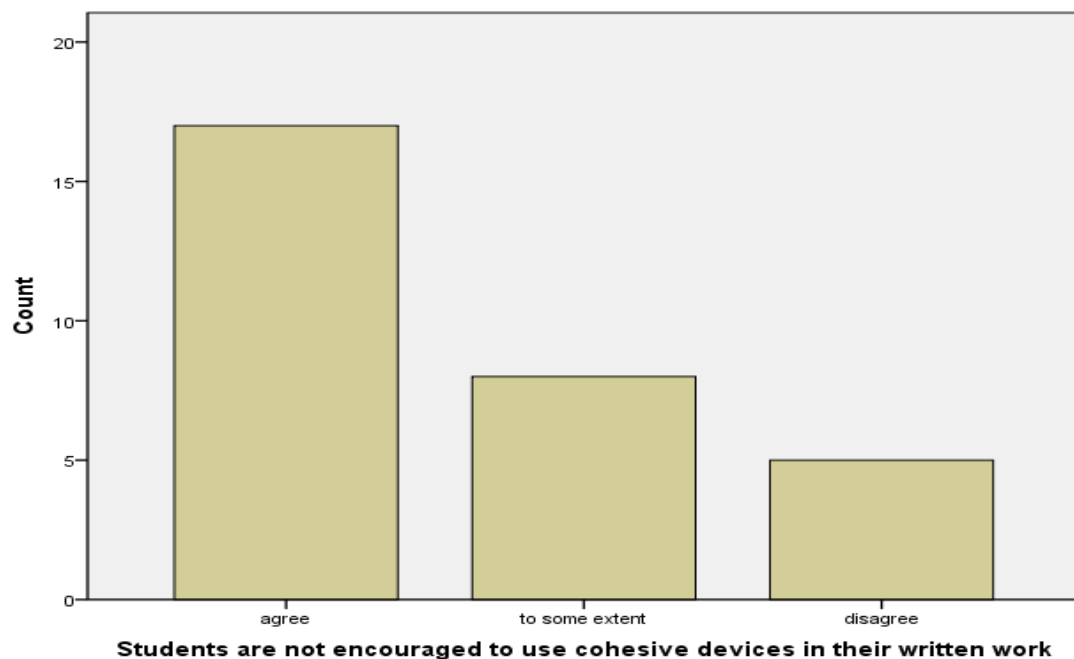


Figure 4.2.6 Students are not encouraged to use cohesive devices in their written work

From the table and the figure(4.2.6) most of the students choose the first option 17 of them (56.7%) choose (Agree), 8 of them (26.7%) choose the second option (to some extent) while the others 5 students (16.7%) choose the last option which is (disagree) that means students need encouragement from their teachers to practice cohesive devices.

Table 4.2.7 Motivation and encouragement can improve the student's ability to understand and use the language cohesive devices.

Options	Frequency	Percent
Agree	27	90.0
to some extent	2	6.7
Disagree	1	3.3
Total	30	100.0

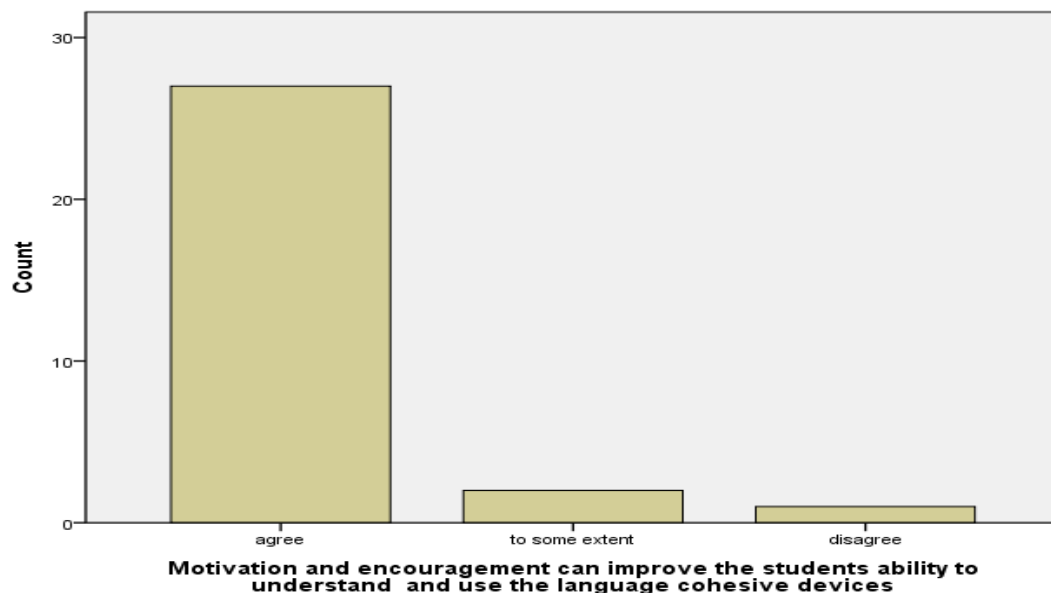


Figure 4.2.7 Motivation and encouragement can improve the student's ability to understand and use the language cohesive devices.

From the table and figure (4.2.7) most of the students 27 (90%) choose the first choice (Agree), 2 of them (6.7%) choose the second option (to some extent) while one of them (3.3%) choose (disagree). according to this results students need encouragement from their teachers to use the language cohesive devices.

Table 4.2.8 Cohesive devices are important in the text. It makes text clear and gives it logical sequence

Options	Frequency	Percent
Agree	18	60.0
to some extent	11	36.7
Disagree	1	3.3
Total	30	100.0

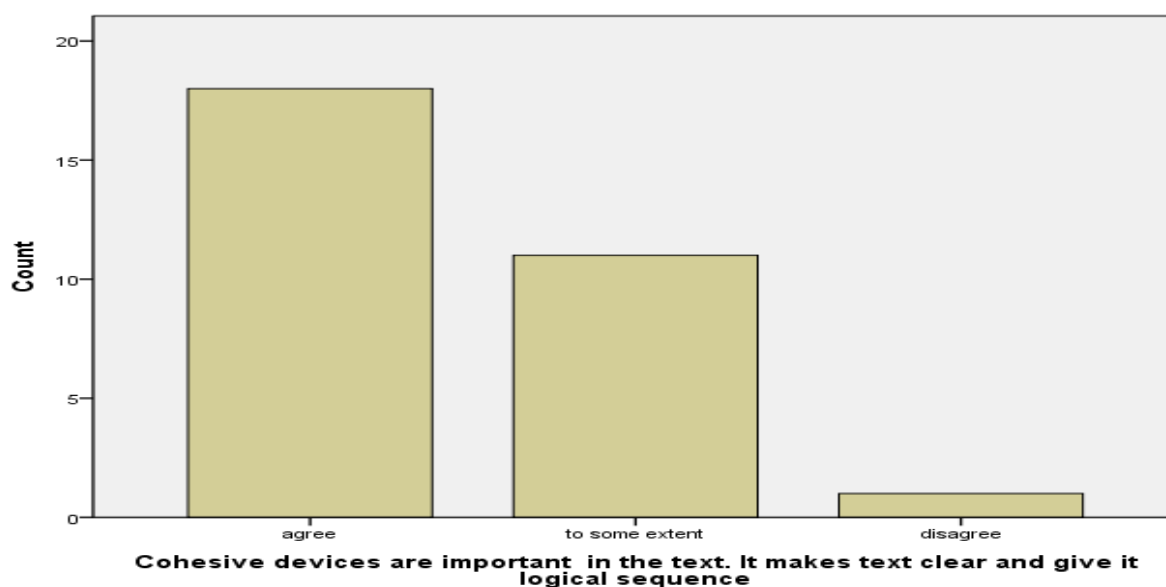


Figure 4.2.8 Cohesive devices are important in the text. It makes text clear and gives it logical sequence.

From the table and figure (4.2.8) we note that 18 of the students (60%) are choose (Agree), and 11 of them choose the second

choice (to some extent), finally only one of them (3.3%) choose the last option (disagree). from this result cohesive devices are very important if you want to write about any topic it can help you to write clear text, and it will give your text logical sequence.

4.3 Conclusion

In this chapter (chapter four) the researcher presents the tools of data collection (test and questionnaire). And analyze them by using SPSS.

The results and analysis show that the students who are studying in Omdurman Islamic University, Faculty of education, Department of English are very poor in using cohesive devices in their written work.

Most of the students agree that cohesive devices are very important in the text it makes the text clear and understood and give it logical sequence, also the lack of them make text untidy and understood. They agree also that they do not give any attention to cohesive devices when they want to write any sentence, paragraph or text, this because the teachers do not motivate them to use cohesive devices in their writing. The researcher presents some recommendations after he gives the results and finding of this study these recommendations will be for syllabus designers, teachers and students at universities level in the next paragraph.

Chapter Five

Conclusion Findings and Recommendation

Chapter Five

Conclusion Findings and Recommendation

5.0 Conclusion

This study investigates the area of difficulties encounter students at university level when using cohesive devices in written discourse .The researcher administered a diagnostic test and questionnaire to thirty EFL students From Omdurman Islamic University chosen randomly from fourth year at faculty of education, Department of English. The results of the test and questionnaire show that the EFL learners at university level are not aware and give attention to cohesive devices when they write a text.

5.1 Findings

On the bases of data analysis the following findings have been reached:

- 1-The researcher found that the majority of EFL learners do not enough consideration with respect of cohesive devices in actual writing.
- 2- The majority of EFL learners find difficulty in writing well-cohesive written discourse see the analysis of the test, section B, chapter four.

3- The majority of EFL learners chose inappropriate cohesive devices which means they are not aware of cohesive devices.

4- The majority of EFL learners have difficulties in linking sentences to create meaningful written text.(analysis of the test, sections A and B).

5- The researcher found out that EFL learners need intensive practice on written discourse to improve their performance in this particular area .

5.2 Recommendations:

According to the findings of the study, the researcher recommends the following:

1-Cohesive devices should be taught effectively, using proper materials in English syllabuses at university education.

2- University teachers should be aware of the occurrence of cohesive devices in EFL learner's written discourse

3- Teachers should exert great efforts to provide extra exercises and remedial lessons to treat students' weaknesses when employing cohesive devices in written discourse.

4- Activities that help EFL learners be responsible for their learning on developing their written texts should be started.

5- EFL learners should be aware of the concept of cohesive devices and use them in their written texts.

6- Teachers should encourage the EFL learners to read about different subjects to increase their vocabulary and know more about language structure

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Appendixes

(1)

Sudan University of Science and Technology

College of graduate studies

English Language Department

Diagnostic Test

Name:

.....

Dear student:

I am an MA student at the Sudan University of Science and Technology. I am producing a study about the difficulties that fourth year students of university level make when they use cohesive devices in written discourse. This test will constitute a very important part of my study. So, I would be very grateful to you if you respond to this test.

The purpose of the test is to collect data about the difficulties encounter by EFL learners in writing well cohesive written discourse.

Data collected will be used only for the purpose of the research and will be confidently kept.

Part One:

Join the two sentences to make one sentence, using BUT, BECAUSE, SO, or AND.

1)-I like people. I don't like smoke.

2)- I could not go out last night, I was too busy.

.....

3)- I could not go out with my friend, he went without me.
.....

4)- The cinema was full of people, they were all smoking.
.....

Part Two:

Complete the following sentences by using the words given in the

One, cab, and, nevertheless, next, their, both, therefore, his, vehicles, otherwise

1)-I think I never met him before., I didn't reply for his call
2) - For the whole day, he climbed up the steep mountainside, almost without stopping.....in all this time he met no one.

3) - I have never been to London, but I hope to go there.....year.

4)- Working women are very busy.....they never neglected their traditional tasks.

5) - The prisoners became desperate in.....attempts to escape.

6) - The man was out of work and dependent upon.....son's earnings.

7) - My kids practice an awful lot of sport.are incredibly energetic.

8) - At 6 p.m I rang a taxi, but because of the traffic the.....arrived later and I missed my flight.

9) - You must get some more petrol., we will not have enough to get us to the next town.

10) - Ali bought a new car. It costs a lot of money, but it goes a lot better than his old.....

11) - Large cars and Lorries are not advised to use this route. Theseshould take the other road.

Thanks for your collaboration

(2)

Questionnaire

Dear Students

I would be grateful to receive your answers for the following questions which are intended to collect data for the study under the title: (Investigating the Difficulties Encounters Sudanese Universities Students When Using Cohesive Devices in Written Discourse).

Question	Agree	To some extent	Disagree
1. Students have no interesting on writing English text.			
2. Cohesive devices are not given enough attention by EFL learners			
3. Lack of cohesive devices influence the performance of EFL written text.			
4. Lacks of cohesive devices make text untidy and un understood.			
5. There is incompleteness of teaching cohesive devices at university level.			
6. Students are not encouraged to use cohesive devices in their written work.			
7. Motivation and encouragement can improve the students' ability to understand and use the language cohesive devices.			
8. Cohesive device are important in the text. It makes text clear and gives it logical sequence.			