Sudan University of Science and Technology

College of Graduate Studies

Investigating the Difficulties Encountered by University Students in Using Cohesive Devices in Writing

(A case study of 4th year students majoring English language, at the College of Languages and translation)

تقصى المشكلات التى تواجه الطلاب الجامعيين فى استخدام ادوات الربط فى الكتابة

A thesis Submitted in Partial Fulfillment of the Requirements for MA in English Language (Applied Linguistics)

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الاستهلال

بسم الله الرحمن الرحيم

قال تعالى:

﴿ قالوا سبحانك لا علم لنا إلا ما علمتنا إنك أنت العليم الحكيم ﴾

سورة البقرة الآية (32)

DEDICATION

This Effort is dedicated to my beloved parents, to my little daughter (Abrar), and my brothers, and sisters.

ACKNOWLEDGMENTS

ABSTRACT

This study aims at investigating the problems encountered by University students in using cohesive device. To achieve this purpose, the research has adopted descriptive analytical method by using a test, the population of the research consisted of 40 students drawn from the college of Languages and Translation, fourth year undergraduate students at Alrebat University the researcher has analyzed the data by using the statistical program (SPSS). The data analysis showed that there is a weakness in the students' performance when they use cohesive device in writing, the students are unfamiliar with the types of cohesive devises for instance substitution and ellipsis, and also misuse of cohesive device affect the coherence of a written text, at the end of the research the researcher presented some recommendations: teachers and syllabus designers should contribute in developing curriculum .Teachers should place more emphasis on teaching cohesive device drilling more activities in their hand out sheet, teachers should provide an extra cohesive device task that help students to avoid misuse of cohesive device.

المستخلص

تهدف هذه الدراسة لتقصى المشكلات التى تواجهالطلاب الجامعيين فى استخدام ادوات الربط فى الكتابة , اتبع الباحث فى هذه الدراسة المنهج الوصفى التحليلى لتحليل البيانات واستخدم الباحث اداة الاختبار لعدد اربعون طالب من كلية اللغات والترجمة السنة الرابعة بجامعة الرباط الوطنى و استخدم الباحث برنامج الحزمة الاحصائية للعلوم الاجتماعية (SPSS) للحصول عن النتائج.و اظهرت نتائج تحليل البيانات ضعف اداء الطلاب فى استخدام ادوات الربط فى الكتابة كما ان الطلاب غير ملمين بانواع ادوات الربط مثل الابدال والحذف و بعض الطلاب لا يستخدمون ادوات الربط مما يؤثر ذلك على رصانة و تماسك النص . و قدم الباحث فى نهاية الدراسة عدد من التوصيات :يجب على الاساتذة و مصممى المناهج الدراسية المساهمة فى تطوير المنهج والتركيز على اعطاء الطلاب مزيدا من التطبيقات و التمارين لتجنب سوء استخدام ادوات الربط.

Tables of contends

List of Tables &Figures

List of Abbreviations and Symbols

CD: cohesive devices

O: Object

S**:** Subject

V: Verb

 E: Ellipsis

S: Substitution

LFT: language foreign teaching

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

1-0 Overview

This research investigates the problems that the undergraduate students are encountered in writing when using cohesive devices. Writing is an important skill and the learners should practice more to enable them to construct accurate sentences,   and paragraphs, It is important for the teachers to know the problems, difficulties and the

needs of their students so that they can help them to be creative in using cohesive devices .

Cohesion refers to the relation of meaning that exists within a text. It's a part system of language which has potential for meaning enhancement in text. Halliday and Hassan (1976) notice that cohesion occurs when the interpretation of some element in discourse is dependent on that of certain words and expressions to establish connection among ideas in a sentence and paragraph. These cohesive devices add unity to our work if its not jointed sentence, the sentence may be grammatically correct, but if we fail to establish the connection between them a great of meaning will be lost.

EFL students may have trouble understanding a text that seems have easy words and concepts because they fail identify the cohesive ties.

Conversely the teacher may fail to understand the ideas or arguments that EFL students try to express because the students have not yet learned how to tie English sentence together clearly and naturally with. For this reason, the researcher becomes aware that it is necessary to conduct a study that what was the reason that there were still so many students form English department could not perform good writing particularly in using cohesive devices.

The student of English department must be able to have a good writing skill in order to teach writing when they have graduated.

This research will provide learners with enough information about Cohesion and Coherence text.

Writing skill in general is considered   as one of the most   important skill language such as, reading, listening and speaking.

A lot of LFT writers, in particular those at university level, lack of English writing abilities because their exposure to western writing is very limited.   Thus, find themselves faced with English   writing

problems at different level such as stating the topic sentences plainly , an expression of the main idea , evidence to support the idea , and so on.

1-1 Statement of the problem

As a teacher of English who has been teaching for a number of years I have noticed that Sudanese students encounter a lot of difficulties when using cohesive devices. This research examines the serious problems encountered by undergraduate students in dealing with writing, most of them are confused of how to write a good essay, but the misuse of cohesive can greatly affect the quality of a written text.

1-2 Objectives of the Research

This research aims at:

1- Highlighting the problems facing EFL undergraduate students in using cohesive devices.
2- Examining whether EFL undergraduate students are unfamiliar with the types of cohesive devices.
3- Exploring whether the misuse of cohesive devices can affect the coherent of a written text.

1-3 Significance of the research

This research is unique in the sense that it focuses on an area likely to be of great importance and interest to undergraduate students who are majoring in English.

Since a greater emphasis has been placed on potential poor performance of EFL learners in most learning setting. The significance of this research centers around the fact that it

attempts to investigate unexplored causes of some Sudanese undergraduate students weaknesses, it also useful for

1-4 Question of the Research :

This research set out to answer for the following questions:

1- To what extent are EFL undergraduate students unable to use cohesive devices correctly?

2- To what extents are EFL undergraduate students unfamiliar with the types of cohesive devisees.

3- To what extent can the misuse of cohesive devices affect the coherence of written text?

1-5 Hypotheses of the Research :

This research sets out to test the following hypotheses:

1- EFL undergraduate students are unable to use cohesive devices correctly.

2- EFL under graduate students are unfamiliar with the types of cohesive devices.

3- EFL undergraduate students misuse of cohesive devices affect the coherence of written text.

1-6 Methodology of the research:

To achieve this research, the researcher has adopted the descriptive analytical method a test has been used as a primary tool for data collection. The data obtained will be analyzed to identify the difficulties that encounter students in using cohesive device. The aim of the test is to diagnose the student's weakness in using cohesive devices.

1-7 Limits of the research

This research is limited to investigate problems encountered by university Students in using cohesive devices in Writing. Undergraduate students, college of languages and translation, of Alrebat University in the fourth year students, and the study will be conducted during the academic year 2017 /2018.

CHAPTER TOW

Literature review and previous studies

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction:

This chapter contains two parts, the first one is about literature related to the research such as, discourse analysis, definition of discourse, text and discourse, spoken and written discourse, discourse and grammar ,

cohesion, types of grammatical cohesion, textulatiy and cohesion, In the second parts the previous studies on cohesion and coherence are reviewed.

2.1 Part one: Literature review

To that, the research topic problem that face students in using cohesion devices is actually related to the domain of discourse analysis as such. In fact any piece of discourse whether written or spoken has given regularities to be followed. Any piece of discourse must stretch in a way that ensures its cohesion. For that, grammatical cohesion used as one way to have a cohesive discourse, indeed, grammatical cohesion whether it is seen as process or product or both is an attempt to give a general view of discourse analysis and its relation to cohesion in general and grammatical cohesion in particular.

2-1-1 Discourse analysis:

For many years, linguists were concerned with the analysis of single sentences where the focus was on morphology and phonology areas. Then, the attention is connived to the sentence level by the advent of Chomsky's transformational generative grammar (1957). However, the analysis was not really adequate because it still focused on the formal properties of language rather than achieving meaning (coulthrad, 1977). Cook (1989) states that linguists have become aware of the use of context and language function this awareness came with Harris's paper published with the title (Discourse Analysis) in 1952. However, Zellig Harrirs was a sentence in combination; i.e. there was sequence to produce coherent stretches of language (rule of use) then, it is important to notice that earlier there was an attempt in discourse analysis where the emergence of others disciplines such as semiotics, sociology, psychology . . . etc. these

disciplines were influenced by the study of language in context and led from 1960s to 1970s to the work of Austin (1962), Hymes (1964), Halliday and Hassan (1962), Cric (1977) Van Dijk (1972) and many others.Mc canthy (1991) State that:

> *Discourse Analysis has grown into a wide ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts and cultural influences which effect language in use.* *(1991: 07)*

Tex grammarians on discourse analysis work mainly with written language where they assume text as language elements hung together to give a relationship with the other parts of text; i.e. to give a linked text with the necessary elements.

2-1.1.1 Definition of discourse analysis:

As it is said in the early section, discourse is related to many disciplines. The principal concern of discourse analysis is to examine how any language produced by 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 hel

> *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.* (Fine: 1988: 01)

Yule (1996) asserts that discourse structure is very important. It focuses on the main elements that can form a well-stretched text. These structural connections between sentences create cohesion. Moreover, the study of discourse is based especially on a pragmatics view where the background knowledge, beliefs and expectations are taken into consideration; what

the speakers or writers have in mind another definition of discourse analysis is quoted from (Allen and Corder 1974:200) "discourse analysis is taken connect sentences together".

2.1.2 Text and Discourse:

It is noteworthy that text exists in both written and spoken language in the former, the writer who produces it whereas in the latter it becomes language in use only if it is recorded, i.e., it will create discourse. Thus , text is a linguistic to its contextual elements as an evidence of linguistic rule "text" is the linguistic content; the stable semantic meaning of words, expressions, and sentences, but not the inferences a available to hearse depending upon the context in which words, expression and sentences are used" (Schiffrin, 1994:363-364).

Include some factors from the context which relevant to its interpretation. A text is not just a sequence of sentence strung together, but a sequence of units, be they sentences or parts of sentences; connected in some contextually appropriate ways.

"A text as whole must exhibit the related, but distinguishable preprints of cohesion and coherence". (Lyons, 1983:198). Thus, cohesion is concerned with formal connectedness. Moreover, Schemas' activation according to Mc carthy (2001) very necessary contribute to forming a text because

> *The text is not a container full of meaning which the reader simply downloads. Howsentences relate to one another and how the units of meaning combines to create a coherent extended text is the results of interaction between the readers world and the text.* *(McCarthy 2001:97).*

Thus text and discourse are used interchangeable focusing on language beyond the sentences. In other words, to take context as part of any utterances or sentences.

Halliday and Hassan (1976) provide the most appropriate definition of the text. They consider a text as written or spoken stretches of the text i.e., a text as stretches of written or spoken language which proposed that language follows a linear sequence where one line of text follows another with each line being linked to the pervious line. This linear progression of text creates a context of meaning.

Contextual meaning at the paragraph level is referred to as coherence while their internal properties of meaning is referred to as "Cohesion" the following definition will determine the main factors that constitute text:

> 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 sometimes 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 that a sentence is related to a clause, a clause to a group and so on: by constituency, the composition of larger units out of smaller ones .But this is misleading .A text is not something that is like a sentence , only bigger; it is something that differs from a sentence in kind ….A text does not consist of sentences ,it is realized by , or encoded in , sentences.* (Halliday and Hassan 1976:1-2).

Thus, the ability of the speaker to stretch a given discourse can be said to constitute a text. Cohesion then is a principle factor in determining texture since it is a means through which can be related our sentences.

2.1.2.1 Texture and Textuality:

According to Halliday and Hassan (1976) a text is a text rather than a mere sequence of sentences. This is due to the linguistic features that cause sentences to stick together, i.e. what make sentences constitute a text depends on "cohesive relationships". Within and between sentences which create "texture". A text has textime and this is what distinguisheshes it from something that is not a text [. . .]. The texture is provided by the cohesive relations (1976:2), what makes any length of text meaningful and coherent has been termed "texture". Texture is the basic unity and semantic interdependence without text, and text without texture would just be a group of isolated sentences with no relation to one another. Moreover, Cohesion related to the "semantic ties" within text where by 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 the "property of being a text" whereby cohesion seems as a major contributor to them. Thus textuality defined by DeBeagrande 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 fulfill the communicative function of any text. These standards are:

2.1.2.2 Cohesion:

it is the first standard of textuality; refers to the surface relations between the sentences that create a text i.e. to 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.

2.1.2.3 Coherence: it refers to the relations held between the 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 texts (concept).

2.1.3 Spoken and Written Discourse:

When the speaker utters a given verbal account, it is most probably not preplanned unless when the speech given is presented in terms of lecture based on a written record. (Brown and Yule,1983).

On the other hand, in the written discourse, the writer has also right to modify some written language where it is necessary, as well as , he has the possibility to check some words in dictionary wherever he need and to cross others too.

Brown and Yule (1983) also emphasize the fact that the written discourse is encountered the reader, the writer would not be able to clarify the intended meaning anymore and not be able to clarify the intended meaning anymore and thus he can be doubtful about what the recover can intend from the message conveyed.

Although the differences found between written and spoken language, Nunan (1993) pointe that, the spoken and written text share the same function of characteristics as to get things done, to provide information and to entertain. However, the difference between them is the context,

i.e., the situation to what, how and when the text is permanent or semi-permanent record is required. Nunan (1993) spoken language differ on the basis of the concept of (genre) where differences can be observed within the sentences at the level of text structure.

Cohesion:

Cohesion is Semantic property of a text sticking together in some way; i.e. a cohesive text tends to link its sentences together semantically. This semantic aspect of cohesion has a relation with the reader who interprets elements in a given co-text depending on the other element within the same co-text- Halliday and Hassan assert that: "Cohesion occurs where the interpretation of some elements in the discourse is dependent that another.

The one presupposes the other in the sense that it cannot be effectively decode except by resources to.

In other words "cohesion refers to the range of possibilities that exist for linking something with what has gone before since this linking is achieved through relations in meaning" (Halliday and Hassan 1976:10).

To illustrate, let us examine the following example: (wash and core six cooking apples. Put them in a fine proof dis).

"Them" in the second sentence refers back to "six cooking apples" in the first. In the second sentence refers back to "six cooking apples" in the first. In this since we cannot understand the second sentence without referring to the first one which gives sing to what "them" stands for. That is to say, "them" is an item to which it facilities the reader's understanding of relation of the boundaries between sentences rather than within sentences. In other words, it is interested in the "intersentence"

which ensures texture. Moreover, although Cohesion exits within the limit of a single sentence it is of less importance because the sentence is naturally cohesive due to its stands out more clearly because they are the only source of texture, whereas within the sentence there are the structural relations as well". (Halliday and Hassan 1976:09).

For instance, "if you happen to see the admiral don't tell him his ship's gone down" in this sentence, "his" and "Him" refer to "admired" in the first of the same sentence. Thus, the realization of cohesion within the sentence is governed by rules of pronominalisation; i.e., the use of given pronoun to be referred to is determined by the sentence structure.

For example a sentence such as "john took john's hat off and hang john's hat on a peg: cannot be accounted as cohesive sentence unless we use some of the pronominal forms be referred to the identity of the pronominal form. Then, let us consider that we are talking about the same "John" and the same "hat".

Meanwhile, we get sentence structured as "john took his hat off and hang it on a peg" in which "his" referred to "john" and it referred to "hat" Halliday and Hassan (1976).

The intersentence Cohesion in the most important aspect in Cohesion. Halliday and Hassan point out that:

> Cohesion relations have in principle nothing to do with sentence boundaries . Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it: but its location in the text is in no 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.
>
> (Halliday and Hassan,1976:08)

It is not worthy that Cohesion within the sentence may focus on the way Cohesion works beyond the sentence. Thus, the use of rules of

pronominalization can explain the function of Cohesion at the intersentence level. But, these rules cannot be always sufficient to ensure intersentence level, because lexical Cohesion is one instance of this. As such then, we will infer that there is more than one types of cohesive devices. Mean while, we need to say few words about and Gram matical Cohesion.

2.1.4 Grammatical Cohesion:

Textuality can be summed up by Mc Carthy as "the feeling that something is a text and not just random collection of sentences" (1991,35) in contrast, to sentence grammar which focuses on construction of only one sentence; text grammar is a discipline which is interested in the way sentences (in a text) are interrelated and combined together .For this reason, text grammar does appeal to discourse analysis which is constantly concerned with how sentences stick together.

Grammatical Cohesion refers to various grammatical devices that can be used to make relations among sentence more explicit. Cohesive devices are used to tie pieces of text together in specific way.

The aim is help the reader understand the items referred to, the one 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 and so" is semantically correct as it is grammatically in that it means what it means though we do not know who is meant by "so" to analyze a sentence, we have to seek in the surrounding environment what "he" and "so" refer to many other examples on the various Cohesive situation are going to be dealt with in the forth coming sections converging types of Cohesive devices.

2.1.4 .1 Types of grammatical cohesion:

Halliday and Hassan (1976) provide us within basic categories of grammatical Cohesion pointing that we can systematize this concept by classifying into a small number of distinct categories, they refer to them as reference, substitution, ellipsis and Conjunction; these categories have a theatrical basis and specific types of grammatical Cohesion, which has also provided a practical means for describing and analyzing text.

2.1.4 .1.1 Reference

One of the options that grammar of English offers creating surface links between sentences is reference .Halliday and Hassan (1976) point out that reference features can not be semantically interpreted without referring to some other features in the text .Pronouns is the most common linguistic element as referring devices in a textual environment. However, there are other linguistic elements used to fulfill the same function such us: articles, demonstratives and comparatives.

Reference can be accounted as "exophoric" or "endophoric" functions. This is because simply when we refer to a given item, we expect the reader to interpret it by either looking forward, backward and outward. Exophoric involves exercises that require the reader to look out of the text in order to interpret the referent. The reader, thus, has to look beyond or out of the text with a shared world between the reader and the writer.

"Exophoric reference directs the receiver 'out of 'the text and into an assumed shared world" (McCarthy, 1991: 41). For example, 'that must have cost a lot of money' in this example we have to look out of the situation to retrieve the meaning of the sentences (Halliday and Hassan,

1976). Endophoric function refers to the text itself in its interpretation. Brown and Yule (1983:192) point that "where their interpretation lies within a text they are called 'endophoric' relations and do form cohesive ties within the text". Endophoric reference is itself two classes:

to start with, anaphoric relations is all kinds of activities which involve looking back in texts to find the referent .For example: "it rained day and night for two weeks, the basement flooded and every thing was under water, It spoilt all our calculations" (McCarthy 1991: 36). Here the first "it" refers to the discourse it self, the second "it" refers to the event of two weeks, or the fact that it rained or flooded; i.e., the whole situation rather than an event in particular, whereas cataphoric relation looks forward for their interpretation, To exemplify the cataphoric reference

"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 displays 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 reader's /the listener's 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. Halliday and Hassan (1976) summarize the types of references in the following diagram:

Diagram: Types of reference
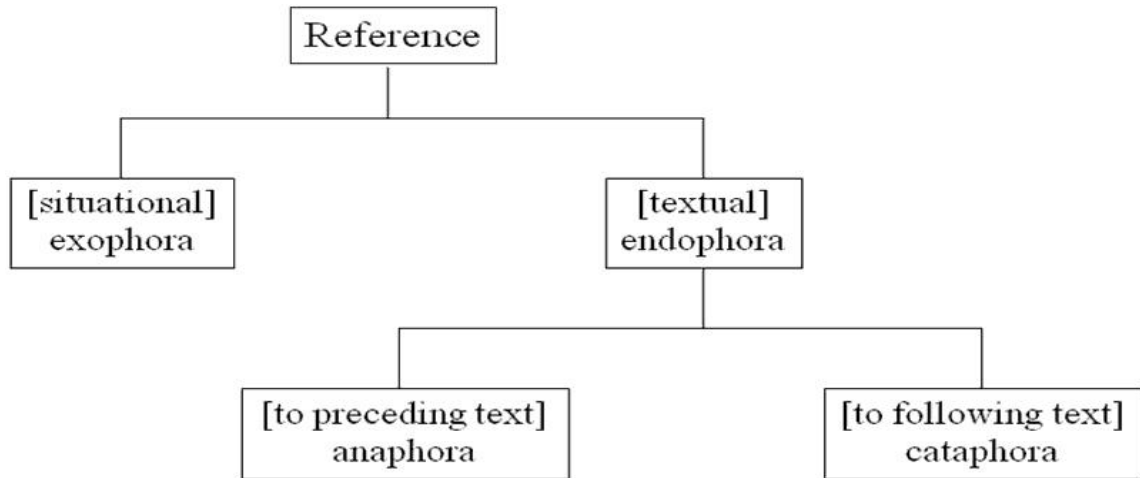
Fig. 1 : Types of Reference (HALLIDAY & HASAN 1994:33)

2.1.4 .1.2 Substitution

Halliday and 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 substitution for "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 .Whereas 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.

> *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.* *(Halliday and Hassan 1976: 89)*

As such, we can substitute nouns; verbs and clauses .Kennedy (2003) points out there are three types of substitution nominal, verbal, and clausal substitution.

a. **Nominal substitution:** where the noun or a nominal group can be replaced by a noun.

"One" / "ones" always operate as a head of…. nominal group. Reference [Textual] endophora [Situational] exophora [To preceding text] Anaphora [To following text] cataphora

e.g.: "there are some new tennis balls in the baf .These ones have lost their bounce". In this example, "tennis balls" is replaced by the item "ones".

b. **Verbal substitution:** the verb or a verbal group can be replaced by another verb which is "do" .This functions as a head of verbal group, and it is usually placed at the end of the group.

e.g. A: Annie says you drink too much.

B: So do you?

Here, "do" substitutes "drink too much".

c. **Clausal substitution:** where a clause can be usually substituted by "so" or "not".

e.g. A: It is going to rain?

B: I think so. In this example, the clause "going to rain" is substituted for "so".

2.1.4 .1.3 Ellipsis

The relation between substitution and ellipsis is very close because it is 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 .Harmer defines it: "(…) words are

deliberately left out of a sentence when the meaning is still clear". (Harmer, 2004:24).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; Carter et al state that "ellipsis occurs in writing where usually functions textually to avoid repetition where structures would otherwise be redundant" (2000:182).

Starkey (2004) points out that on some occasions; ellipsis is used instead of substitution for the sake of conciseness. For example

e.g.1: Everyone who [can] donate time to a charity should do so.

e.g.2: Every one who can donate time to a charity should (0).

In the first example, where substitution was used, the sentence was somehow wordy in comparison to the other sentence (e.g2) which seems quite concise as Starkey explains. Substitution has three types. Kennedy (2003:324) indicates that "ellipsis is the process by which noun phrase, verb phrase, or clauses are deleted or "understood" when they are absent" the three types of ellipsis are nominal, verbal and clausal.

a. Nominal ellipsis: means ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun.

e.g. "My kids practice an awful lot of sport. Both (0) are incredibly energetic". In this example,

the omission concerned with "My kids".

b. Verbal ellipsis: refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group.

e.g.: A: have you been working?

B: Yes, I have (0).

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

c. 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"

2.1.4 .1.4 Conjunction

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. Halliday and Hassan describe it as follows:

> *In describing conjunction as a cohesive device, we are focusing attention not on the semantic relation as such, as realized throughout the grammar of the language, but on one particular aspect of them, namely the function they have of relating to each other linguistic elements that occur in succession but are not related by other, structural means.* (Halliday and Hassan, 1978: 227)

 Williams (1983) summarized the different kinds of conjunctions in a text, based on the work of Halliday and Hassan (1976) in the following table.

Family	External /external relationship	Examples
Additive	Adversative	Adversative "proper"

Adversative	Causal Additive 'proper' Negative Expository Exemplification Similar	Avowal Correction of meaning Dismissal And , in addition, moreover Or, else, alternatively, that is, in other words, i.e. for instance, for example, such as, likewise, similarly, in the same way.
	Adversative "proper" Avowal Correction of meaning Dismissal	
		Yet ,though ,but ,however, nevertheless, whereas In fact ,actually ,as a matter
Temporal	Dismissal Causal general Reversed causal Reason Result Purpose	of part ,contrary In any /either case So ,then ,hence, Consequently ,for, because ,for

	Conditional (direct)	this reason .it follows
	Conditional (reversed polarity)	As a result ,in consequence,
	Respective (direct)	for this purpose ,to this end,
	Respective (reversed polarity)	then , that being the case ,
	Sequential	under the circumstances
	Summarizing	
	Past	Otherwise ,under other circumstances , therefore
	Present	
	Future	In this respect /regard
	Durative	otherwise, in other respects
	Interrupted	
	Simultaneous	
		(at) first ,to start with ,next ,
		finally ,in conclusion
		To sum up , in short ,briefly
		Previously ,before this /that,
		hitherto ,at this point, here
		From now on ,hence forward meanwhile , in the meantime
		Soon, after a time just then,
		at the same time.

Table 01: Different types of conjunctions

2.1.5 Types of lexical cohesion

The recent attempt at studying vocabulary above sentences is Halliday and Hassan's description of lexical cohesion? According to them (1976), lexical cohesion is created for the choice of a given vocabulary and the role played by certain basic semantic relations between words in creating textuality. Thus, Halliday and Hassan divide lexical cohesion into two main categories: reiteration and collocation.

2.1.5.1 Reiteration can be identified through the following classes.

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

e.g.: what we lack in a newspaper is what we should get .In a word, popular newspaper may be the winning ticket. (The lexical item "newspaper" reiterated in the same form).

2.1.5.2 General nouns

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

e.g1: A: Did you try the steamed buns?

B: Yes; I didn't like the things much.

e.g2: What shall I do with all this crockery?

Leave the stuff there, someone'll come and put it any way (stuff is a general noun that refers to 'crockery')

2.1.5.3 Synonymy

Used to express a similar meaning of an item

e.g1: you could try reversing the car up the slope. The incline isn't all that steep

("Slope" refers back to "incline" of which it is a synonym)

E.g. 2: A T6 p.m. I range a taxi, but because of the traffic the cab arrived later and I missed my

flight.

2.1.5.4 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).

2.1.5.5 Collocation

Collocation is the tendency of some words to co-occur together. The Syntactic relations of words in which we have a combination of words by expectation; i.e. we predict the following items of a given combination by looking at the first item. The co-occurrence of certain words from a chain to ensure unity and centrality of the topic of this text. These words in chain form the lexical cohesion of the text. Nunan argued that:

> *Lexical cohesion is, in many ways, the most interesting of all the cohesive categories. The background knowledge of the reader or listener plays a more obvious role in the perception of lexical relationships than in the perception of other types of cohesion. Collocation patterns, for example, will only perceived by someone who knows something about the subject at hand.* **(Nunan, 1993: 30)**

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

-    **Other cohesive devices**

As it is said that cohesion provided when all the supporting sentences stick together

> *There are many ways to help give a paragraph cohesion one way is to use linking words. There are many kinds of linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and transitions. Transitions are a very common type of linking word. They are words or phrases that help to connect sentences to one another.* **(Boardman and Freedenberg, 2002: 36)**

Furthermore, apposition is another kind of cohesive devices which can be mainly included in substitution, and contributes to cohesion. Apposition helps flesh out meaning by repeating a previous stated item in another form.

2.1.6 CONCLUSION

Grammatical cohesion is found to be a multi type concept. From a structural view, it is a number of cohesive devices governing the organization of the text in terms of the devices used from the sentence level to the discourse level. Grammatical cohesion is used to produce a comprehensive discourse concerning both the writer and the reader. In addition, any written discourse is supposed to use the necessary connectors as grammatical cohesion to have a cohesive discourse and to help the reader understand the text as much as possible.

2.2 PART TWO Previous studies

There are many which focused on the relationship between the discourses features of (cohesion and coherence). The results of these studies have shown that there is little or no correlation between the use cohesive ties and coherence of text.

2.2.1 RAHI (2014) conducted a study entitled: a study of cohesion in third-year college students essays the study examines undergraduate third-year college students at the Faculty of Education, Department of English The present study is concerned with the concept of cohesion (or cohesive devices) and connected with the relationship between the number of cohesive devices used by students and the scores of students' essays. There are two main types of cohesive devices; grammatical and lexical ones. Grammatical devices include reference, substitution, ellipsis, and conjunction. Lexical devices include reiteration and collocation. This study hypothesizes that grammatical devices are more frequently used than lexical ones. Also, it is hypothesized that there is a correlation between the number of cohesive devices used by students and scores they attain in essay writing course. The hypothesis is verified through a descriptive work which focuses on the students' essays. The use of cohesive devices are investigated in twenty essays produced by Iraqi undergraduate third-year college students at the Faculty of Education, Department of English, University of Kufa in Najaf governorate during the academic year 2013-2014 to see the problems that face them in using cohesive devices appropriately. The results of the present study indicate that students are able to use a variety of cohesive

devices in their writing, among which grammatical ones are the most recurrent, followed by lexical devices which are relatively neglected by students. Finally, it concludes that scores are highly affected by the number of cohesive devices used.

2.2.2 Abdul Rahman (2013) conducted a study entitled: The Use of Cohesive Devices in Descriptive Writing by Omani Student-Teachers

This study examines college-level Arabic L1 users' command of cohesive devices by exploring the extent to which Omani student-teachers of English and native English speakers differ in their use of cohesive devices in descriptive English writing. Halliday and Hassan's framework of cohesion was used to analyze the essays written by the two groups. A qualitative research methodology was utilized to analyze the writing of the two groups to reveal the points of strengths and weaknesses in their writing. The results of the study indicated that there was a notable difference between the natives' and the students' use of cohesive devices in terms of frequency, variety, and control. While L1 English users' writing displayed a balance between the use and frequency of various types of cohesive devices, the students overused certain types (repetition and reference) while neglecting to use the others, thereby often, rendering their written texts noncohesive.

2.2.3 Ghasemi (2013) also is of the candidates who were An Investigation into the Use of Cohesive Devices in Second Language Writings As far as the communicative nature of writing is concerned, cohesion is regarded as an essential textual component both in creating organized texts and rendering the content comprehensible to the reader .

Many researchers have explored the connection between the use of cohesive devices (CDs) and the quality of the writing. To gain more insight into this area, this study reviewed some studies focusing on the use of CDs and the relationship between the number of CDs and writing quality. The analysis of collected data from different EFL/ESL researchers has shown that the learners were able to use various CDs in their writings .

Additionally, the study highlighted some of the cohesive problems in writing and the possible pedagogical implications for teachers. The purpose of the present study is to investigate CDs used in different genres composed by learners from around the globe and the relationship between the use of CDs and quality of their

essays. The findings also provide insight into the abilities of native and nonnative writers to convey their ideas into written forms. The results of this research will provide us with insights into the general pattern of CDs in EFL/ESL learners' academic and nonacademic writing. This would help to identify students' problems in using CDs, for instance, overuse or underuse of certain categories, and, thereby, modify teaching writing and incorporate a more precise plan for teaching the appropriate use of CDs

2.2.4 Alfaki (2014) conducted a study entitled: University students English writing problems: diagnoses and remedy   The aim of this study is to identify university students' writing problems in English language and to suggest ways of solving those problems. The study was conducted in the Teachers 'College, and the College of Education, Nile Valley University, North Sudan in 2014. The research method used was the descriptive research method. A sample of 20.English language students were selected using a simple random

sampling procedure. They were instructed to write a composition of about 250 -300 words on "A description of my own home town/village". The students 'Compositions were reviewed twice by 10 English language instructors. The aim was to identify the errors and mistakes made by the students. The findings reveal that those university students have various writing problems: language problems at the levels of morphology and syntax; usage errors, and mechanical mistakes, that is, spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graph motor problems. In the light of these findings a number of recommendations have been made: It is always helpful to tell learners to revise their written work aloud. When they speak, they will make natural pauses and this will help them in punctuation. Spelling mistakes can be corrected by using dictionaries or spellcheckers .Usage mistakes and grammar mistakes will eventually disappear, if the students read extensively in English.

2.2.5 Elneil (2015) entitled: The Impact of grammatical Accuracy and discourse features on Quality of EFL M.A student's written performance at Sudan University of Science and Technology. As the main objective is observed in to this impact, the researcher distributed an essay test to the second bath of M.A. students of English at Sudan University of Science and Technology. In 2013 in order to measure their abilities in these grammatical and discoursal features. 50 students were asked to write an essay, and used questionnaire to support the obtained data, 30 copies of questionnaire were administered. Those who teach at the graduate level. The data collected through both tools have been statistically analyzed by using the SPSS. After applying the descriptive analytic method for both tools, the researcher has come up with some conclusions that M.A. students are

very poor in grammar and the discoursal features, according to the overall results has minimized the quality of their written essays. Therefore the researcher recommends exposing students to intensive grammar and writing skills courses that adopt systemic functional linguistics theory; as it covers all aspect of discourse which are essential to texts' writing skills will remain problem.

2.2.6 Amin (2016) An investigation of cohesive devices problems in Sudanese EFL student's written work. This study aims at investigating cohesive devices problems in Sudanese's EFL students written work at Sudan University of Science and Technology the researcher used a descriptive and analytical method to analyze the research. The researcher used an essay for students and the validity and reliability of the essay was confirmed. The sample of the study consists 40 students of college of language Department of English language third level. The researcher Analyzes the data by using statistical program (SPSS) the data analysis showed that there is a weakness in the students in the written work. The students used and overuse some of cohesive device e.g. reference, conjunction, and repetition while unused others like substation, synonyms and antonyms. It also noticed that the students think and prepare

their ideas in their first language and transferred into English, this make their written work tedious and noncohesive.

At the end of the study researcher presented some has recommendations concerning student's instructors and syllabus designer, for instance the students should revise topic written by native speakers. The researcher suggests a topic for further research.

CHPTER THREE

METHDOLOGY OF THE RESEARCH

3-0 Introduction

This chapter concerns, with general methodology of present study and the of steps conducting the research tools, it is designed as analytical and descriptive research. The study is conducted at College of Languages and Translation at Alrebat National University it aims to investigative student's knowledge of cohesive device in their written work.

3-1 Method

This research is analytical descriptive. It's designed to investigate the problems that face EFL undergraduate students in using cohesive device in writing. Qualitative study requires the researcher to review the pervious study. Therefore qualitative study necessarily includes a longitudinal element as subjects of the study are studied over years and emphasis is on the process of how study typically provides details descriptive analytical of the investigate problems. The researcher used an analytical method to collect data.

3-2 Population and Sample of the Research

The researcher discusses the following factors below:

3-2-1 Population

The population of this research is undergraduate, students of English language at College of Languages and Translation, Alrebat National University during academic year 2016/ 2017. The total number of the sample is 40 students, they have been exposed to some writing courses and discourse analysis, they have been taught and practiced cohesive devices, and therefore, those students are the most reliable population for this research.

3-2-2 Sample of the Research

The participants selected for purpose of this are between 21-22 years old, the sample is drawn from forth year students at College of Languages and Translation Department of English Languages at Alrebat National University in academic year 2016/2017 .They were selected randomly.

3-3 Instrument

The tools used in this study is a test which including three parts focusing on using cohesive device, its conducted in order to know whether or not the students had the knowledge of cohesive within . The students were tested in three things: in three parts; parts one chooses correct cohesive devices, part two focuses on distinction between types of cohesive devices and part three of the test is to complete the text with settable cohesive devices.

3-4 Validity of the Research

In order to achieve a good and reliable test, the researcher validated the test by using   face/surface validity. Validity technique is simple way to see the instrument through its face or surface if it is good already, so the instrument is categorized as valid, therefore researcher check the content of the test the asked three academic staff to check the test before distributing them to the students

3.5 Reliability of the research

Reliability refers to the reliability of any test, to obtain the same results if the same measurement is used more than one time under the

same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then its describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the test is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
.790	40

3-6 Procedure of the Data Collection

After the subjects of the study have been determined the researcher got permission from the lecturer of the English language for final year students at Alrebat National University, the head of department of English language at College of Languages together with the supervisor of this research.

3-7 Technique of Analysis data

After data have been gathered by test the analysis were carried out through the computer by using the statistical package for social science.

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSIONS

DISCUSSIONS AND DATA ANALYSIS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the test which was given to 40students both male and female respondents who represent the students' community in Alrebat National University.
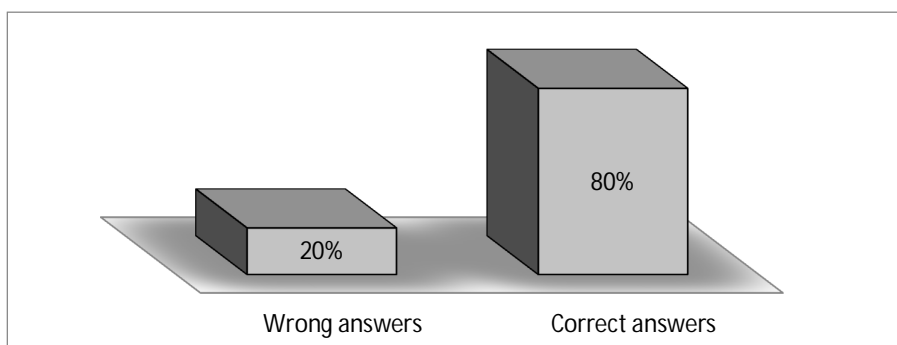
4.1 The First Hypothesis:

EFL undergraduate students are unable to use cohesive devices correctly.

4.1.1 Table No (4.1)

Answers	Percentage	Frequencies
Correct answers	32	80%
Wrong answers	8	20%
Total	40	100%

Figure No (4.1)

The frequency table (4.1) distributions of respondent's answers according to hypothesis.

According to the above table (4.1) and figure (4.1) it's shown that the number of students who have the correct answers is (32) with percentage (80%).And the number of students who have the wrong

answers is (8).with percentage (20%). Therefore, the first hypothesis has not been accepted. It's clear that students have no problem in using cohesive device correctly.
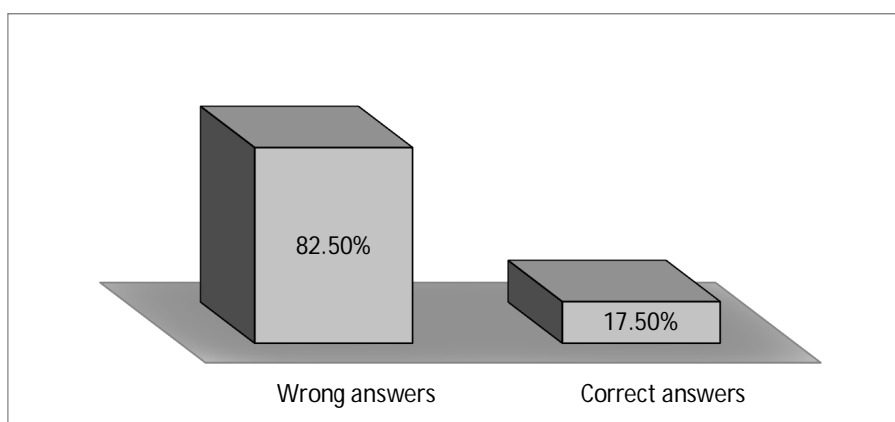
4.2 The Second Hypothesis:

EFL under graduate students are unfamiliar with the types of cohesive devices.

4.2.1 Table No (4.2)

Answers	Percentage	Frequencies
Correct answers	7	17.5%
Wrong answers	33	82.5%
Total	40	100

4.2.1 Figure No (4.2)

The frequency table (4.2) distributions of respondent's answers according to hypothesis.

According to the above table (4.2) and figure (4.2) it's shown that the number of students who have the correct answers are (7) with percentage (17.5%) .And the number of students who have the wrong answers is (33). With percentage (82.5%).
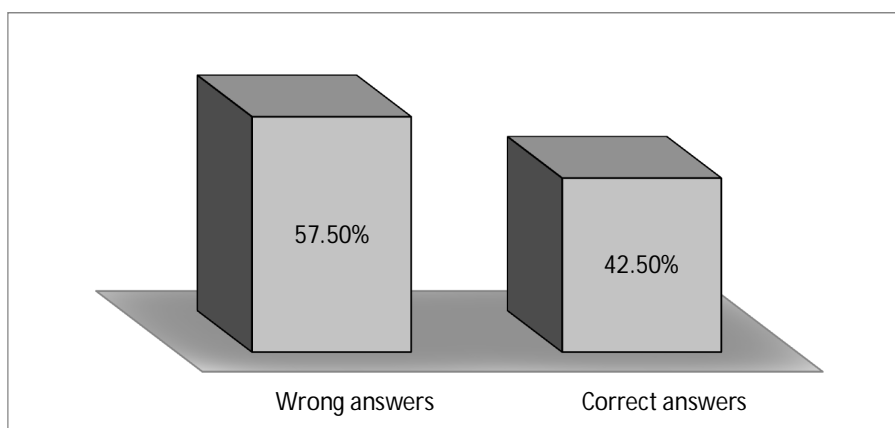
3.4 The Third Hypothesis:

EFL undergraduate students misuse of cohesive device affect the coherence of a written text

4.3.1 Table No (4.3)

Answers	Percentage	Frequencies
Correct answers	17	42.5%
Wrong answers	23	57.5%
Total	40	100

4.3.2 Figure No (4.3)

The frequencytable (4.3) distributions of respondent's answers according to hypothesis.

According to the above table (4.3) and figure (4.3) it's shown that the number of students who have the correct answers is (17) with percentage (42.5%).And the number of students who have the wrong answers is (23). With percentage (57.5%).

4.4.1 Conclusion of the results

4.4.1 Table No (4.1)

hypothesis	Correct a answers	Wrong answers	Most answers	The diction about the hypothesis
1	32	8	Correct	Rejection
2	7	33	Wrong	Acceptance
3	17	23	Wrong	Acceptance

4.4.1 Figure No (4.1)
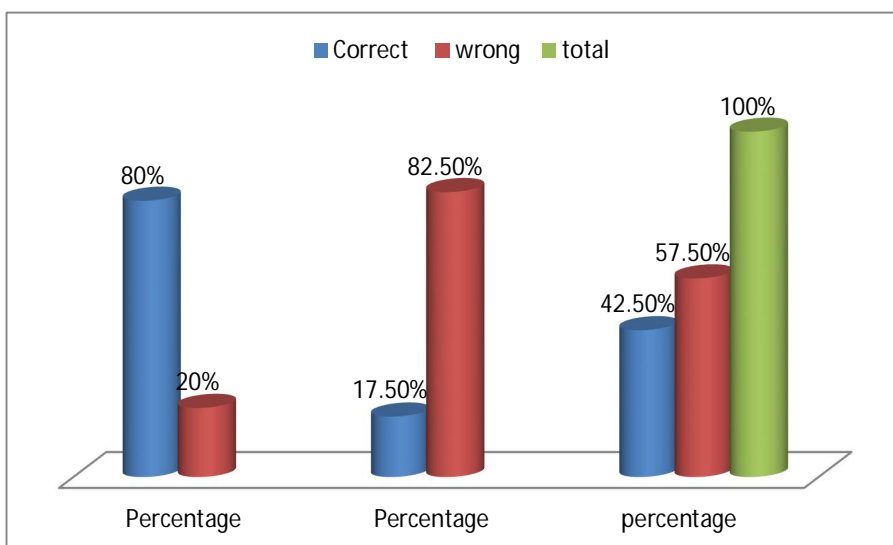
From the table No (4.1) it's clear that the number of the correct answers is (32) which is greater than the number of wrong answers this indicate that the decision about the first hypothesis of our study " EFL undergraduate students are not able to use cohesive correctly " is rejected that means most of the students of undergraduate can use it correctly.

From the table No (4.2)of above table it's clear that the number of the correct answers is (7) which is smaller than the number of wrong answers this indicates that the decision about the second hypothesis of our study "EFL under graduate studies are not familiar with the types of cohesive devices" is accepted .

From the table No (4.3)of above table it's clear that the number of the correct answers is (17) which is smaller than the number of wrong answers this indicate that the decision about the second hypothesis of our study "EFL undergraduate students misuse of cohesive device affect the coherence of written text" is accepted .

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONSAND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This study aims at investigating the problems that face undergraduate EFL students, at Alrebat National University when using cohesive device in their writing. The researcher has attempted to explore crucial aspect of weakness. This work consists of five chapters.

The analysis of the data of this study is focused on the answers of the students in test. The result in chapter four which describe students' performance and competence.

5.1 Summary of the Research

The study attempted to investigate very crucial aspect of learning English as foreign language. Cohesive devices the researcher tackled this topic applying both descriptive and analytical methods. The study comprises of five chapters the subjects of this study are Alrebat University students at College of Languages and Translation at final year. To investigate the problem of the study, the researcher raised questions, These questions are as follows:

1- To what extent EFL undergraduate students are not able to use cohesive devices correctly

2- To what extent EFL undergraduate students are not familiar with the types of cohesive devisees.

3- To what extent EFL undergraduate students misuse of cohesive device affect the coherence of a written text.

Based on these questions, the three hypotheses are put. These hypotheses are as follows:

1- EFL undergraduate students are not able to use cohesive devices correctly.

2- EFL under graduate students are not familiar with the types of cohesive devisees.

3- EFL undergraduate students misuse of cohesive device affect the coherence of written text.

To test this hypotheses, the researcher conducts a test for the students, the analysis revealed the weakness in using cohesive device.

5.2 Findings

Based on the results on chapter four, the study revealed the following results:

1- According to the following results the researcher has found that students had problem in distinguishing types of different cohesive devices as follows the correct

2- From the present study the researcher has found that most of students have real problems in the misuse of cohesive device which affects on the coherence of written text.

3- NB : According to the result the first hypothesis has not been accepted. It's clear that students have no problem in using cohesive device correctly.

5.3   Recommendations

The main objective of this research is to identify the problems that face final year undergraduate students in using cohesive device in their writing and investigate the misuse of cohesive. following recommendations:

For the students improve to their use of cohesive devices to improve their performance in using cohesive to produce a quality writing, the researcher recommends that:

1. Teachers should place more emphasis on teaching cohesive devices through more activities in their hand out sheet.
2. Teachers should provide an extra cohesive devices task that helps students to avoid misuse of cohesive device.
3. Teachers, syllabus designers and decision- makers, should treat student's weakness very seriously.
4. Students should pay more attention to the different types of cohesive device.
5. Students should be exposed to enough practice in using cohesive devices by focusing on grammatical conventions of academic writing.

5-4   Suggestion for Further Studies

Further the research needs to be carried out to examine the effectiveness of various approaches for teaching devices.

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Appendix

Appendix

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

English Language Department, Bach (4)

Name:…………………………………….Gender…………….

Level: ……………

Dear Student

This test is a part of M.A Degree in English language (Applied Linguistics) and designed for research purposes only. This test consists of three parts as follows:

Part One:

Hypotheses One: **EFL undergraduate students don't use cohesive devices correctly**.

Choose the correct cohesive devices in the following sentences:

1. I did not do my best to pass my English exam ……….. I failed.
   a. yet
   b. so
   c. since
2. I will take my car to garage ………….. is something wrong with the brakes.
   a. and
   b. for
   c. thus

3. The suspect went to the airport ………..tried to use a license that had his brother's identification on it …….…….… he got caught.

   a. or / but

   b. and / yet

   c. since/for

4. Nobody expected Ahmed to get the job ….….…….. Idid.

   a. nor

   b. so

   c. still

5. We can go to a Chinese restaurant …………a Mexican, I don't really mind.

   a. and

   b. or

   c. but

6. It was raining heavily ………..we decided to stay at home.

   a. so

   b. and

   c. unlike

7. Everybody was eager to participate the charity walk …………the manager.

   a. but

   b. or

   c. as

8. I got a seat in the front of row …………. I was really interested in the lecture's topic.

   a. yet

   b. for

   c. unless

9. My brother ……….I will retire soon and go sailing around the world.

   a. or

   b. and

   c. then

10. He can speaks English …………. Spanish fluently…. . … French is not so good.

   a. so / and

   b. but / or

   c. neither/ nor

Part Two:

Hypothesis Two: EFL under graduate students are not familiar with the types of cohesive devisees.

Reference: means, as already has been mentioned, to refer back or forward (ex : **Susan** plays the piano . **she** likes music .)

Substitution: A word is not omitted, as in ellipsis, but is substituted for another, more general word, exA: Do you think it'll rain tonight?

B: I hope not **(= it won't rain tonight).**

Ellipsis: The idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear is known as ellipsis. There is nominal, verbal and clausal ellipsis.ExShe came to the meeting but **(she)** didn't say anything.

Then, put the letters **E, S or R** in the following sentences which represent you answer ,**(E)** for Ellipsisor**(S)**for Substitution and **(R)** for reference.

   1. Which ice- cream would you like? I like the pink one ( )

   2. I have five cars, but I like yours. ( )

   3. The man is living alone. His wife left him for 3 years. ( )

4. You could be rich, butI 'amnot ( )

5. They don't care about your problems, and neither do I. ( )

6. I love this t-shirt, but it is short to me. (   )

7. I never met him before, my friend said that he is a kind person. ( )

8. Look at my pictures. Do you like them? ( )

9. This garden house is better than that one( )

10. I liked that movie, and you? ( )

Part Three:

Hypothesis Three: (EFL undergraduate students misuse of cohesive device affect the coherence of written text)

Complete the text with the following cohesive devices to make it more coherence. {**and**, **both** , **that** , **it** , **what**}

Text about: Encompasses knowledge required of learners who will use the second language (L2).

Second language communicative competence involves ………knowledge of linguistic elements ……… the ………is required for appropriate L2 use in different contexts. We have surveyed the integrated roles of linguistic cognitive and social knowledge in the interpretation and expression of meaning wehave looked in more depth at components of language knowledge that must be accounted in academic and interactional competence. We have explored ….…… knowledge accounts for learner's ability to participate in L2 activities and how ………. is acquired.