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College of Graduate Studies

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Difficulties Encountered by Saudi EFL Undergraduates in Using Cohesive Devices in Writing

A thesis Submitted in Fulfillment of the Requirements for Ph.D. in Education

(E L T)

**الصعوبات التي تواجه دارسي اللغة الانجليزية السعوديين لغة أجنبية
في استخدام أدوات الربط في الكتابة**

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Dedication

*I dedicate this thesis to my parents, my husband, my family, my
colleague, and my teachers.*

Acknowledgements

I thank Allah, the Lord of the Universe. The thesis is not a result of the efforts of a single individual, but rather the product of the contributions of several people. It is appropriate at this time to acknowledge these contributors for their invaluable assistance during this work.

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Abstract

This study aimed to identify the writing problems that EFL University students face in writing and tries to find out the causes of these problems and to suggest ways of overcoming them. The study was carried out to find the most feasible techniques for using cohesive items towards improving EFL learners in writing good composition of students of Medicine at *Jazan* University in the Kingdom of Saudi Arabia. It also aimed at providing the instructors and students with more information on the importance of cohesive devices in writing and its characteristic so as to encourage and motivate their students to be more active and creative in EFL classroom interaction which will eventually lead to better language learning. The research adopted the descriptive and analytic methods. The data for this study were collected by means of questionnaire of 20 items distributed to 84 respondents (instructors), of English chosen from all colleges at Jazan University in 2015. The data were analyzed by SPSS program. IN addition to that the (104) of students are given pre-test and post test he results achievements in writing .Obtained indicate cohesive device has a great influences on students achievements in writing .Both instructors and students are active in sharing information, knowledge and responsibility for academic complex problem-solving activities and in achieving the targeted tasks in difficulties of writing. The analysis reveals that cohesive devices prove to be an effective, suitable and interesting technique for both instructors and students .Based on these results of the test and the questionnaires, the recommends the application of cohesive items writing composition in EFL classroom interaction for it will create provide a healthy environment which will provide sample opportunities for students and enabling the instructors and learners to make good relations with each other. The study also recommends that instructors use cohesive items to motivate and encourages EFL students to be more dependent on them.

Arabic Version

مستخلص الدراسة

هدفت الدراسة لتحديد الصعوبات التي تواجه دارسي اللغة الانجليزية في الكتابة ومعرفة اسباب المشاكل التي تواجههم والحلول لها كما هدفت الي توفير أكبر قدر من المعلومات للاستاذة والطلاب عن استخدام ادوات الربط عن كتابة الموضوع ومميزاته من أجل تشجيع الطلاب وتعزيز قدراتهم ليكونوا اكثر تفاعلاً وابداعاً داخل الفصل مما يؤدي للتعلم وكذلك هدفت الدارسة لخلق بيئة صافية صحية لترقية الاداء الاكاديمي للطلاب وتعزيز ثقتهم في استخدام ادوات الربط عند الكتابة.وقد استخدم الباحث المنهج التحليلي في طريقة البحث.وقد جُمعت بيانات هذه الدراسة من خلال أداة الاستبيان الذي يتكون من 20 سؤالاً، وزعت علي 84 مشارك لغة انجليزية بكلّيات جامعه جازان في عام 2015 ايضاً زود الطلاب باختبارات قبلية وبعديّة. كما تم تحليل البيانات باستخدام برنامج SPSS. كما توصلت الدراسة الي نتائج أهمها : أن استخدام ادوات الربط له أثر كبير في تحقيق انجازات الطلاب الاكاديمية حيث جعل الاستاذ وطلابه يشاركون بوعي ومسؤولية في حل المشاكل المعقدة وانجاز الاعمال المستهدفة بطريقة جماعية.فيكون الطلاب أكثر مشاركة في فهم الانشطة الجماعية الصافية.وفي ضوء تلك النتائج أوصت الدراسة بتطبيق نظام ادوات الربط في التفاعل الصافي لخلق بيئة صافية معافاة لطلاب اللغة الانجليزية كلغة اجنبية،مما يتيح فرصة اوسع تمكن من علاقة قوية بين الطلاب واساتذتهم.وتوصي الدراسة بالاهتمام بالأنشطة المصاحبة للمنهج والاستراتيجيات الحيثية كعوامل تحفيز للطلاب الدارسين للغة الانجليزية كلغة اجنبية.

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Chapter One

Chapter One

Introduction

1.0 Background:

Writing is an important skill and the learners should practice more because it is a necessary skill which enables them to construct accurate sentences, paragraphs and easy. It is also very important for the teachers to know the problems, difficulties and the need of his/her students so he/she can help and give them the best method of writing to help them be creative.

This study seeks to analyze and evaluate the academic writing processes of the Saudi Medicine Students at Jazan University. The focus on academic writing processes is because of their importance in writing outcomes. The study will attempt to cover this issue thoroughly trying to find different types of writing and what writing processes should involve. To do this, the study will make use of the relevant literature in the field and various data collection techniques that will be used in this study. Based on the expected results, the study will eventually suggest ways to enhance and promote effective writing processes and suggest remedy for the ineffective ones.

For the most part, a lot of EFL writers, in particular those at university level, lack of English writing abilities because their exposure to western writing tradition is very limited. Thus, they find themselves faced with English writing problems at different levels such as stating the topic sentences plainly, an expression of the main idea, evidence to support the main idea, and so on. The medium of writing can be practiced for a wide variety of purposes, mainly those related to today's writing settings such as writing letters, articles, essays, reports, novels, books, etc.

thus, it has been argued (Kuen, 2001) that the present rapid developments such as information technology, globalization and business transactions have led to an enormous need for writing as a vital tool of communication worldwide. In all parts of the world, the study of EFL/ESL writing has become the focus of attention of most contemporary researchers, language teachers, applied linguists and rhetoricians. As a result, there is a widespread tendency for teaching EFL expository writing in most worlds' higher education institutions (e.g. colleges and universities) in order to meet the urgent needs and growing challenges of the modern world. Kroll (2003:1) for example, argues that taking part in the world community. Especially within interconnected economic, technological and geographical realities, requires a fluency in English that expands beyond the spoken language and includes various uses of the written language too. Generally speaking, L2 writing research had begun in the late 1960s and early 1970s in the USA and some Western countries, including the UK due to the increasing number of overseas students joining tertiary-level institutions (Grabe & Kaplan, 1996:23) More importantly, the Conference on College Composition and Communication (CCCC) put a great emphasis on the importance of second language writing and as a result of that L1 and L2 writing issues were considered as different areas of study. Some researchers such as Martinez (2005), Silva and Matsuda (2001b), and Thorson (2000) point out that L1 writing strategies are different from those of the target language writing. Thus, a great deal of researchers, including Kroll (2003:2) argue that over the past quarter of a century, colleges and research centers around the globe have noticed that teaching English writing skills to tertiary level learners whose mother tongue is not English, has become an important part of the higher

education system. So, the growing focus on L2 writing as an academic discipline has been made evident by the large number of writing courses designed for EFL/ESL learners at various institutions: ranging from community colleges to the most famous graduate institutions. At the same time, the area of EFL writing has witnessed an increase in the number of papers published in books and specialized journals, the number of presentations delivered at regional and international conferences, and the widespread of scholarly journals which deal with the most current issues in second language writing teaching (fujieda,2006:59) it is natural , then, that in many places today, there is a notable increase in the number of specialized ELT forums, and ELT scholarly journals focusing on debatable issues of EFL/ESL writing. Furthermore, several studies were carried out in EFL writing settings. Some of them, for example, have discussed how western writing pedagogies are introduced, negotiated and received in non-English dominant countries, such as China, Turkey, Russia and Thailand (Clacher,2000: Cummings, 2003; Tarnopolsky, 2000;You, cited in You,2006:3). Some studies examined how English is taught in European traditions, whereas others have studied the socio-political processes of English writing in EFL perspectives, such as in China, India and Serilanka (ibid.p:3).

EFL/ESL writing as an educational phenomenon seems to occur in different ways, especially the ones that are related to socio-cultural dimensions. Matsuda (2005) for instance, points out that ESL writing in the USA, as indicated earlier, began in response to the needs of the increasing number of international students in American tertiary institutions. In contrast, Grabe& Kaplan (1996:23), maintain that any concern of L2 learners' writing requirements should be based on the wide

diversity among L2 learners. Thus, it can be said that EFL/ESL writing teachers should bear in mind that L2 writing entails different contexts. For instance, Arabic writing is linguistically and rhetorically different as opposed to German, French, or Chinese writing. Each language leads its speakers to conceptualize the world differently from the speakers of other languages, and so writing can be perceived in the same way.

A distinction can be made between EFL writing and ESL writing. The former pertains to learners who intend to learn English to write in it, particularly scholarly writing and who live in a territory in which English is not dominantly spoken or written as a language of the community. Such situations can be found in countries such as Sudan, Chad, China, Indonesia, France, etc. On the other hand, the latter includes those learners who intend to learn English to write in it and live in territories where English is a language of the community. Examples of this category can be found in countries such as Nigeria, Zimbabwe, India, Ghana, South Africa, etc. However, ESL writing is also taught in English speaking countries such as the USA, the UK, Canada, Australia, New Zealand, etc. It is expected that in an ESL writing context, FL writers can practice their English in real life situations such as shopping and exchanging written documents (e.g. letters, e-mails) with the native speakers. Therefore, they may not face serious problems in improving their English writing in comparison to EFL writers whose writing practice may not go beyond the classroom practices. That is, in most cases, EFL writing is considered as part of the department curriculum.

Grabe and Kaplan (1996:25) argue that L2 writing learners differ disproportionately in terms of the necessity for writing abilities. EFL learners

might need English writing skills that range from a simple paragraph writing to scholarly essays and professional articles. On the other hand, in ESL contexts, they contend that the extent of writing necessity is greatly diverse, despite the fact that the needs here tend to be more academically oriented. Hence, it can be added that due to these variations in learners' writing needs, EFL/ESL writing theme and implementation might turn to be uneasy. The fact that EFL/ESL writing teachers should take into account the different factors involved in L2 writing area. That is besides learners' grammatical and lexical awareness, L1 linguistic influence, Cultural thinking and genre perspectives should be determined too. In this respect, Connors and Glenn (1999:392) point out that teachers' concerns about rhetoric should be related to matters of how to develop and arrange arguments in order to persuade readers, how to select and organize ideas to support arguments, and how to use logical, ethical, and pathetic techniques appropriately to convey the intended message. Apparently, it is important to notice that EFL/ESL writing instruction needs more than one element and that researchers and teachers should take into consideration most of these different elements.

Generally speaking, Writing has not received much attention during the early years of second language studies, probably because of the dominance of the audio-lingual approach in mid twentieth century. This negligence was evident in the USA between the 1940s and 1960s when the concept of language as speech became increasingly dominant under the influence of the attempts made by Leonard Bloomfield and Chales C. fries (Kroll, 2003:17) Nevertheless, L2 writing teaching became a major issue at the annual gathering of the Conference on College Composition and Communication (CCCC). Which was convened in 1949 as the

first specialized forum at which teachers and scholars met to discuss issues related to L2 writing? Consequently, writing issues were grouped into L1 and L2 levels, and the latter's level issues were included in the field of teaching English as a Second language (TESL).

L2 writing as an area of applied linguistics appeared in the early 1980s it received much attention as an essential field of investigation with its own disciplinary infrastructure in the 1990s that is, L2 writing appeared as an interdisciplinary field, incorporating various views rather than a single view. This also made many L2 researchers believe that social, cultural and educational dimensions would influence L2 writing. And as such, it becomes clear that on theory or pedagogical approach that can describe the hidden perspectives of L2 writing (Fujieda, 2006:66). Following the above initiatives, the number of studies exploring EFL/ESL writing has increased tremendously. For example, articles on L2 writing issues have become available in journals such as *College ESL*, *English for Specific purposes (ESP)*, *Language Learning* and *TESOL Quarterly*. Other journals in composition studies such as *College Composition*, *Teaching English in the two-years College*, *WPA: Writing program Administration*, and *Written Communication*, have also appeared to tackle problems of L2 writing. Furthermore, owing to the interest in research on L2 composition, the journal of *Second language Writing* was found in 1992 providing scholarly insights into in the field (Deluca et al. 2002)

Pedagogically speaking, L2 writing instruction takes different ways throughout the world. For example, in some countries' rhetoric, EFL/ESL writing is taught as a scientific subject, and it is analyzed at different stages of the language structure. In

other words, a written text is categorized into exposition, narration, description and argumentation. However some countries' doctrine tends to value a written product over a writing process which is considered as a linear process in writing instruction (You, 2006:2).

To conclude, it has been reported that L2 writing, Whether in English or other languages. Stemmed from composition studies and applied linguistics aspects, Based on this assumption. Various views, such as structural aspects, contrastive rhetoric, error analysis, cohesion and coherence, have substantially contributed to the understanding and expansion of ESL/EFL writing as an area of research study (Wurr, 2004:16).

1.1 Statement of the problems:

The researcher has noticed that, from sheer experience of teaching English as foreign language at university, undergraduates encounter a lot of difficulties in writing English. There are a lot of factors behind these problems, so this research tries to shed light on these writing problems and how they can be surmounted.

More importantly, dealing with EFL undergraduate students and observing some English essays, articles written by some EFL writers, it became quite clear that Saudi students studying medicine suffer typically intricate writing problems. Unless their writing hurdles were removed, these students will not able to fill accurate or precise medical reports as practitioners.

1.2 The objectives of the study:

The study aims to identify the writing problems that EFL university students face in writing assignments with potential threats as practitioners when asked to fill medical reports. The aim is to find solutions to the problem by suggesting ways of

overcoming these hurdles. The study also seeks to shed light on the cohesion and coherence problems in EFL writing context.

1.3 Significance of the Research:

Although there is a growing concern about the studies that dealt with ESL, EFL studies conducted in Saudi Arabia and elsewhere in some Arab countries, there were very limited studies into writing problems resulting from the impact of the cultural background. Basically the study sought to provide solutions to medicine students in the area of academic writing, it still of great relevance to students majoring in English.

On the whole, since a greater emphasis has been devoted to the potential poor performance of EFL learners in most learning setting, the significance of this study centers around the fact that it attempt to investigate unexplored causes of some Saudi under graduate students' weaknesses in achieving communicative competence in written English.

1.4 Research Questions:

In this study, the following research questions are posed:

1. To what extent do EFL undergraduate students face logical organization problems in writing an expository text?
2. Are there any significance of lack cohesion characterize EFL under graduate student's writing performance?
3. To what extent does lack of coherence characterize EFL under graduate students' writing performance?
4. To what extent can extensive EFL reading improve EFL undergraduate students' writing ability?

1.5 Research Hypotheses:

This section of the study is designed to provide some hypotheses which are thought to be relevant answer to the research problem; they include:

1. EFL undergraduate students face logical organization problems in writing an expository text.
2. Lackof cohesion characterize EFL under graduate students' writing performance
3. lack of coherence characterize EFL under graduate students' writing performance
4. Extensive EFL reading improve EFL undergraduate students' writing ability.

1.6 Research Methodology:

As far as the present study is concerned, the descriptive and analytic method will be used. The data will be collected through two instruments: teachers' questionnaire based on likehurt scale and students' English writing test, which will be evaluated by an analytic scoring method. Furthermore, to ensure the validity

and reliability of the instrument used for data gathering, a pilot study will be conducted to a randomly selected sample of the research subjects. The subjects will be consisted of EFL university teachers and Saudi EFL under graduate students.

1.7 Summary of the chapter:

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

Chapter Two

Chapter Two

Literature Review

This chapter reviews relevant literature on the issue in question, namely the academic writing pertaining to Saudi undergraduates studying medicine. Important findings and arguments and theories by different stakeholders will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part one: Theoretical framework:

2.1 Academic Writing:

According to Byrne (1979:1) writing is the act of forming symbols. The symbols have to be arranged to form words, and words have to be in a particular order and linked together in certain ways, to form a coherent text.

According to Spence (1967) "Writing involves the encoding of message that is we translate our thoughts into language and language into written marks. Writing demands that you produce a sequence or a series of sentences merged into certain orders to communicate successfully with the reader".

In this study Characteristics of good and poor writers will be surveyed, as well as some factors that affect writing efficiency. At the end, the chapter provides a review of the relevant literature and to what extent it helped the researcher in the present study.

2.2 The difficulties of writing:

As Byrne (1979) stated that writing commonly is a difficult activity for most people, both in mother tongue and in a foreign language. The following reasons will account for this difficulty:

2.2.1 Psychological problems:

Speaking is the natural and normal way of communication – writing is assembly a solitary activity without the possibility of interactions or benefit of feed-back in itself makes the act of writing difficult.

2.2.2 Linguistic problems:

Oral communication is sustained through interaction all the participant's help to keep it going, writing needs to organize our sentence structure or connecting our sentences together in sequential manner.

2.2.3 Cognitive problems:

We speak without much conscious effort or thought, and generally we talk because we want to. Writing is learnt. The written form of the language and certain structures must be learnt quite accurately also organized in our minds.

2.3 Importance of writing:

Writing has wide-range of implications for the following:

Rise B chances (122:2001)

- Writing influences the way we think.
- Writing contributes to the ways we learn.
- Writing fosters personal development.
- Writing connects us to others.
- Writing promotes success in college and at work.

2.3.1 Writing influences the way we think:

First, the very act of writing encourages us to be creative. Any sentence IS organized in a logical way. When we write sentences, paragraph, and whole essays, we generate ideas and connect those ideas in systematic ways. For

example, by comparing words into phrases and sentences with conjunctions such as, but and because, we can create complex, new ideas.

By grouping related ideas into paragraph, we help their similarity and differences and another general ideas in specific facts and connect examples.

Writing is an explanation of a concepts, it helps categorical thinking, as we connect new information to what we and our, who are learning to campus and arrange their sentences with accuracy and order (Hugh Blair).

2.3.2 Writing contributes to the ways we learn:

Writing help us learn by making us active, critical thinking. When we take notes in class, for example, writing help us Identify and remember what is important. Writing an explanatory essay, for example, helps better understand the concepts or ideas we are explaining.

2.3.3 Writing fosters personal development:

In addition to influencing the ways we think and learn, writing can help us grow as individuals. Writing an evaluation requires that we think about what we value and how our values compare to those of other- writing has been for a long time may major tool for self-instruction and self-development.

2.3.4 Writing connects us to others:

We can use writing to keep in toned with friend and family, take part in academic discussion, and practicable actively in democratic debate and decision making. Writing primate success in collage and Work, as students, you are probably the most of the many ways writing can contributes to your success in school. Students who learn to write different reads and purpose do well in courses throughout the curriculum. No doubt you have been able to use writing to

demonstrate your knowledge as well as to add to. Eventually, you will need to you writing to advance your career by writing persuasive application letter for job or graduate school admission.

2.4 Purposes of teaching writing:

There are at least four reasons for including learning the ELF curriculum. Jerry (2004.90) first, writing is an important means of distant communication at the personal, business and official levels. The students, we are teaching today will be the leads of society in the future. Many of them may need to write business letters or even faxes in English studies in English medium university. In this case non-native speakers of English will be required to be as proficient in the writing skill as native speakers. Thirdly, educational researches, many language, educators consider writing to be an effective way for helping our students learn language.

Ann Ramies (1988, p, 3), explain this effect quite vividly: there is an additional reason for teaching writing and a very important reason – writing helps our student learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that where been teaching our students. Second, students also have a chance to be adventurous with the language. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and constant use of eye, heard and brain is a unique way to reinforce learning. The fourth purpose for teaching writing is a logical extension of the third reason writing can be quite an effective priming phase for conducting role play.

2.5 Types of writing:

When getting started to write is hard. That can be terrifying, but writing offers an advantage over speaking you can go back and make changes, starting the process become much easier. Types of writing depend on the reasons our students have for learning English and the purpose they have for writing English. The teacher needs

to think carefully about the role of writing in the Classroom and the demands made on students.

Several writers have proposed type logics of writing types: Davies and widow son (1974) and Anita Pincas (1982) they made distinction between types of writing, these types are:

- Expository writing is to persuade readers to see thing your way or more them to action.
- Scientific or Technical writing is to describe an experiment or a detailed process or to record and express your own experience observation ideas and feeling in the humanities, such accounts.
- Creative writing is to create original work of art such as poems, stories, plays or novels.

Narrative writing(story telling):

These types of writing frequently overlap.

A good story often includes description or explanation. A good argument often uses explanation. A longer writing (D.C.Heath-76)

2.6 The Nature of writing:

According to Grade& Kaplan (1996:6) the need for writing in modern literate societies marked by pervasive print media is more expensive than is generally realized. It is fair to say that most people, on a typical day practice some of writing and virtually every one talk of life completes an enormous number of forms. In addition many people write for reason unrelated to their work –letters, clarities, messages, shopping lists budges... etc.

In fact many fictional sorts of writing constitute, common occurrences these sorts of writing depending on the context, task and audience, may be clarified functionally in numerous ways, including writing to identify, to communicate, to call to action, to inform, to satisfy requirements, to introspect or to create a new term. Term recombining existing information or in terms of aesthetic one may distinguish writing which involves composing from writing which does not, this distinction referred to academically as writing involves combining of structural sentences units into a more or less unique a piece of writing which implicate composing contains surface features which connect the discourse and an underlying logic of organization which is more than simply the sum of meanings of the individual sentence, writing is rather recent invention, historically speaking. Written language has a documented history of little more than 600 years. Accepted by linguists that certain aspects of spoken language may be biologically determined, the same cannot be said of writing. While all normally developing people learn to speak as first language perhaps half of the world's current populations do not know how to read or write to a functionally adequate level. And one fifth of the world's population is totally non-literate, this difference is accidental, due to the inaccessibility of writing instruments or material to read. Writing abilities are not naturally acquired; they must be culturally rather than biologically transmitted in every assisting environment (William & Robert 1996:23).

2.7 Writing process:

Ann(1994:3) said that engaging in the writing process means engaging in a variety of activities identifying your purposes audience and topic, generating ideas

gathering information, establishing a thesis, organizing ideas, drafting , revising, editing. Those activities are often artificially distinguished from one another.

The most important features of the writing process are those:

- The process is not linear.
- It is a messy adventure, this not done according to a formula.
- Very few writers achieve perfection on the first draft.
- Writing is process of discovery, so it can be exciting.
- Writing process involves a series of task:
 - Thinking
 - Planning
 - Writing and editing

Writing goes through this process in different ways. Some begin with thinking and planning before writing others start right out writing, each writer has a preferred way of working through the process. At the thinking stage we use a variety of strategies for getting ideas, we think about the topic. We might put ideas on note cards or might even just keep them quietly in our hands. At the planning stage before beginning to write. Other of writers may prefer to skip the planning step and move directly to write the ideas which are ready to put them all down on paper before any planning, and then we look to what we have written, evaluate the ideas presented and then make a plan. Many writers asserted that the first step is writing not thinking or planning they use writing their ideas to help them generate new ideas their thinking takes place while they write, planning comes later. The researcher in here experiences in teaching at university(guide words and phrases are given related to the topic, then generate new idea to help them, their thinking

takes place while they write at revising stage, looking at the content of what we have written. We may think that our writing is logical, clear and coherent. In final stage in the writing process we often think of editing, finding errors in spelling, punctuation, sentence sense ...etc,before handing in our final drafts to the teacher. (Ann2004:89).

2.8The Needs of Learning:

As teacher of English, must aware of the needs of our students to improve their writing. So that must become as sensitive as possible to those needs and make out better way of satisfying them.

2.9 Teaching learners to write:

Writing is one of the major skills in language learning the other three major skills are listening, speaking and reading. Students must be acquainted with the qualities of effective writing such as unity and coherence.

2.10 Importance of teaching writing

Why people have a desire to write? This question may be asked every Where, every time , (Longman) wrote the great art of writing is the art of making people real to themselves , with words"

2.11 Supporting the learners in writing task:

Teachers should help and support their students by giving them clear and simple instructions in writing activity, so that they should also use a formative or informal assessment of evaluation, they have given them feedback about the correctness of her/his performance however, it is important to point out that many educators emphasize the role of formative evaluation as a tool for bringing about effective teaching (P.W. Airasian 1991, B.S Bloom. 1976).

2.12 Contrastive Analysis:

Hessien (1993:42) stated that contrastive analysis is the process of comparing two languages to find their similarities and differences. Contrastive analysis belongs to one branch of linguistics, namely sign chronicle comparative linguistics defined as a sub-discipline of linguistics concerned with the comparison of two or more languages in order to determine both the difference and similarities between them contrastive analysis has two types, theoretical and applied contrastive analysis studies.

Partor (1967) explains grammatical hierarchy in six categories of difficulty it is applicable to both grammatical and phonological features of language but the researcher will explain the difficulties of grammatical feature as for what she has encountered the difficulties face EFL learners in writing when they use cohesion devices, these categories are presented by brown (1987:157-8) as follows:

Learner can transfer (positively) lexical item, structure from the native language to the target language. coalescence, to items in the native language become coalesced into essentially that the learners overlook a distinction they have been accustomed to. For example the learner of the Second language use time, teach and learn, must overlook the distinction between them split one item in the native language becomes two or more in the target language, requiring the learner to make a new distinction, split has a similar function to coalescence the learner of English has to make a distinction between " he " and " she " as the equivalent those two pronouns in his MT. is one single form /u:/

2.13 Errors:

Errors are important in the learning process as they reflect the areas of difficulties in LI. in 1994 Gass & Selinker defined errors as "red flags" that provide evidence of the learners language learning materials on the basis of the learners, current problems. The identification of errors helps in reinforcing the teaching strategies so as to overcome problems.

2.14 Source of Errors:

Error produced by second or foreign language learners were identified and classified into various categories in an attempt to deal with practical need of foreign language teaching. Inter lingual and developmental errors play on an

important role in second language learning, different imperial studies in the late 60s and early 70s become known with the realization that many kinds of errors due to mother tongue interference.

Richard (1971) points out that the limitation of certain strategies of role learning gives rise to errors which are not caused by mother tongue interference but by faulty teaching techniques.

Carder (1975) distinguishes as three types of errors with respect to their sources.

1. Inter lingual errors which are cusses by the first language interference.
2. Intralingual and developmental errors, cased, by learners. Generalization and overgeneralization of particular grammatical roles.
3. Errors caused by faulty teaching techniques.

2.14.1 Inter lingual Errors:

A transfer of morphological Elements

The learners of second language do not agree noun in number with quantifies this resulting in the omission of the plural morpheme e.g. there are three clever student in our class the learner doesn't agree a noun with the number by adding morpheme "s" to the noun "three student".

2.14.2 Transfer of grammatical elements

learner of English usually confuse the use of habitual present tense and the present progressive and use them interchangeably ,e.g. lam going to university at 8 o'clock every day. Instead of the learner said I go to university at 8 o'clock every day, and this is a habitual action the learners confuse with the present progressive.

2.14.3 Transfer of Lexico- semantic Elements:

Errors in this category refer to cross association which refers to cases where there are two words in the TL for which there is only one word in the learner's MT as result the learner may use that single word in two senses in the target language, e.g .I can't study in the dormitory because some students open their radios very loud. The learner uses the word "open" for "Turning on" to its ordinary usage.

2.14.3.a Intralingual and developmental errors:

Intralingual and development errors are caused by the mutual interference of items in the target language. Those errors divided into the subcategories which are very similar and there might be only subtle differences between them.

2.14.3.b Overgeneralization:

Errors reflect the learner's competence at particular stage of the second language development and illustratesome of the general characteristic of language learning for instance .He always try to help other people. The learner omits the third person singular's” seems to have been caused by the over generalization of other endless form in English.

2.14.3.cIgnorance of Rule Restriction:

This errors due to the learners ignorance of the structure of the target language the difference between overgeneralization and ignorance of rule restriction, in the later one the learner may not be using overgeneralization he may simply be ignorant about the rule restriction e.g. there were manyfishes in the lake.

2.14.3.d False Analogy:

This error is very similar to overgeneralization and it is a sub-type of it. False analogy refers to the use of certain elements in inappropriate contents through analogy for instance:

I think most women should remain home and grow up children.The learner has produced the expression" grow up children" by analogy with utterance such as "children grow up quickly".

2.14.3.e Hyperextension

Hyperextension refers to the extension of the rule to areas which are not applicable for instance: the meat smelled freshly .In this example the learner overextended and use adverb "freshly" modifies verb" smelled" in case where adjective would normally be used ,instead of the meat smelled fresh.

2.14.3.f Faulty categorization

In English verbs are categories into different classes but the learners of target language have been misused the classification of these verbs. Verb followed by infinitives those followed by gerund, the learners may categorize. These verbs into incorrect classes for instance (I enjoy to swim). The learner has been misused the verb followed by gerund.

2.14.3.g Transfer of training:

These errors are resulted from pedagogical procedures contained in a text or lack of training to the teacher or teaching techniques.

2.15 Definition of text:

The word is used in linguistics to refer to any passage spoken or written whatever to unify whole. It has certain features. Text is a unit of language in use. It is not a grammatical unit like clause or sentence and not defined by its size. A text is the best regarded as semantic unit, unit not of form but of meaning. A text does not consist of sentence. The unity of text is a unity of different kind. Text has a texture to distinguish it from something that is not in text it derives this texture from fact that it function as unity with respect to its environment. A text is not structural, structure is definition an internal unity which ensures that they all express a part of text or use of the term cohesion refers especially to these now structural texts

forming relation. We have suggested semantic relation and text is a semantic unit for example:

a. No smoking “used text as one sentence”.

b. Then I will come to my mother by and by.

They fool me to the top of my beat. I will come by and by. Cohesive ties between sentences stand up out more clearly because they are the only source of texture. It is a relation to which is coherent in the sentence or any other form of grammatical structure is simply irrelevant.

A text is a passage of discourse which is coherent in these two regards it is coherent with respect to the context situation and therefore consistent in register, but fail as text because lack of consistency register that many there is no continuity of meaning in relation on the relation.

2.16 Concept of cohesion:

The concept of cohesion is a semantic one, the relation of meaning that exists within the text and that as a text.

Halliday and Hassan (1976:5): cohesion related by two elements in the discourse the presupposed and presupposing, cohesion is expressed through the structure organization of language, the semantic (meaning) the lexico grammatical (forms) and phonological and orthographical (expressions).

Halliday and Hassan identify five type of cohesion which use refer to grammatical cohesion(Reference, substitution, Ellipsis) and lexical cohesion(lexical and conjunction)distinction between grammatical and lexical cohesion is really only one of degree, however we do not simply that is a purely formal relation in which meaning is not involved cohesion is a semantic relation these relation or ties

organize and to some extent create a text for instance by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs Halliday and Hassan identify five main cohesive devices in English :reference / substitution /ellipsis / conjunction /lexical cohesion.

2.17 Types of cohesion devices:

Cohesion devices are typically single words or phrases that basically make the text hang together. There are three elementary examples of these cohesive devices they are word repetition, synonyms and pronouns. However there are other cohesive devices in texts reference substitution, ellipsis, conjunction, lexical cohesion.

2.17.1 Word repetition:

When repeat the word in the text that means we add to the text over all cohesiveness. Examples the problem with text linguistics is that it is not easily understood by most people. Text linguistics is a relatively new field in linguistics that necessitates a shift in focus whole text level. As we seen the noun group “text linguistics “appears a gain in the second sentence which is adding sense of coherence.

2.17.2 Synonyms:

Synonyms with a preceding one e-g four and twenty black birds put in a pie when the pie was open the bird began tosing. Here where an instance of synonym black bird – bird the word bird is more general than black bird.

2.17.3 Pronouns:

Examples: Martin Luther was born in Atlanta, Georgian on 15 January 1929 from an early age. He was aware that black people were not treated as equal citizens in

America He would be redundant to have the second sentence begin with Marti Luther.

Types of cohesive devices:

Halliday and Rugaiya Hassan identify five general categories of cohesive devices which create coherence in the texts, Reference, Ellipsis, Substitution, Lexical cohesion and conjunction.

2.17.4 Reference:

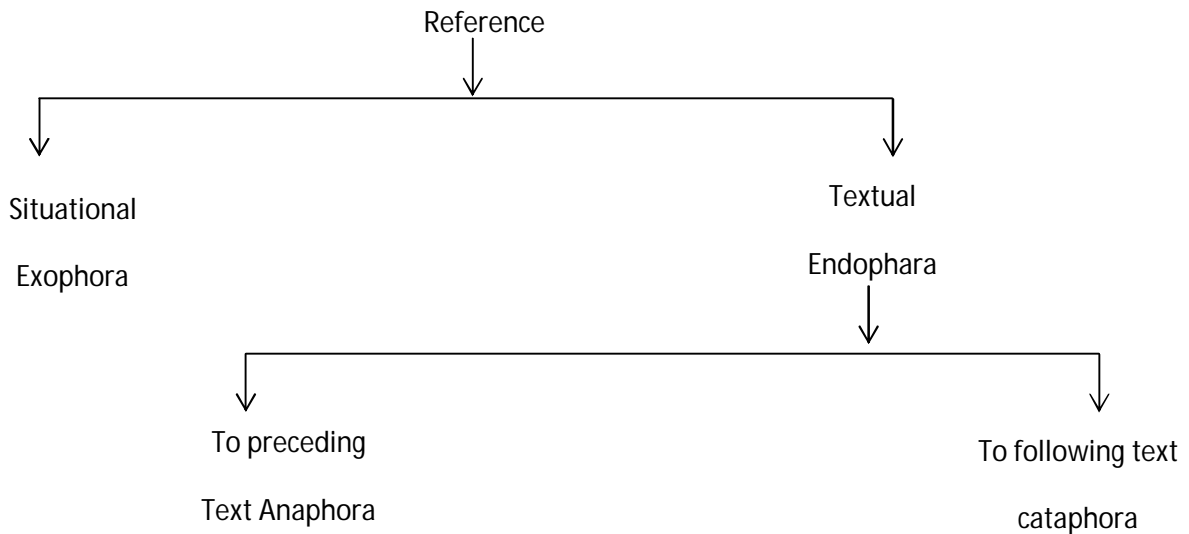
The term references are traditionally used in semantics for the relationship that exists between words what it points to in the real world.

One word “chair” would be a particular chair that is being identified on a particular accession .References are used in a similar but more restricted way instead of denoting a direct relationship between words and extra linguistic objective , reference is limited here to relationship of identify which exists between two linguistic expressions.For example, in Mrs. – Thatcher has resigned. She announced her decision this morning. The pronoun she points to Mrs.Thatcher within the textual world itself,Reference, in textual rather than the semantic sense occurs where the reader has to retrieves the identity of what is being talked about by reference to another expression in the immediate context. The resulting cohesion ties in the continuity of reference where by the same thing enters into the discourse a second time.So reference is a device which allows the reader or hearer to trace participate entities, events,..etc in a text.

2.18 Reference Items:

As general rule therefore reference items may be exophoric or endophoric;

And if endophonic; they may be anaphoric or cataphoric this scheme will allow us to reorganize certain distinctions within the class of reference items according to their different uses Halliday and Hassan (1976:33).



2.18.1 An Exospheric Item:

Is one, which does not name any thing; it signals that reference must be made to the context of situation .Exospheric reference is used to describes generics or abstracts which ever identifying them (in contrast to anaphora and cataphora, which do identity the entity and thus are forms of endophora): e.g. rather than introduce a concept ,the writer refers to it a generic word such as "everything ".The prefix “exo” means “outside” and the person or event referred to in this manner will never be identified by the writer.

2.18.2 Anaphora:

A process where a word or phrase, (anaphora) refers back to another word or phrase, which was used earlier in the text or conversation. For example in Tom

likes ice-cream but bill can't eat it. The word it refers back to ice-cream. It is a substitute for ice-cream.

2.18.3 Cataphora:

The use of a word or phrase which references for word to another word or phrase will be used later in the text or conversation is called cataphora. Jack (55:1985) for example in the sentence: when I met her. Mary looked ill, the word her refers for word, to Mary. As you see in all these three cohesive devices when we use it in the sentences or conversion you should avoid repetition, but only when it does not lead to ambiguity and the function of tense devices reduces the amount of time and effort in both encoding and decoding a void redundancy.

2.19 Types of Reference:

There are three types of reference: Personal, demonstrative and Comparative.

Personal Reference

Is reference by noun of function in the speech situation, through the category of person, personal pronoun as subject?

I we

You you

She – he – it they

Personal pronoun as objects

Me we

You you

Her, him them

The category of personals includes the three classes' personals pronoun, possessive determiners (usually called "possessive adjective" and possessive these items are

all reference items they refer to something by specifying the function or role in the speech situation. This system of reference known as person where person recognized categories are first person (I, me, my, mine, we, us, our (ours), second person (you/your/yours/you) third person (she, her, hers, he, his, it, its, they, them, their, theirs)

2.19.1 Demonstrative Reference:

Is essentially a form of verbal pointing, the speaker identifies the references by locating it on a scale of proximity. The circumstantial (adverbial) demonstrative here, there, now and then refer to the location of a process in space or time , and they normally do so directly, not via the location of some person or object that is participating in the process –the remaining (nominal) demonstrative this , these , that, these refer to the location of something typically some entity person or object that is participating in the process, therefore occur as element within the nominal group- these nominal demonstrative this ,these , that , these occur extensively with anaphoric function in all varieties of English . In principle they embody within themselves three systematic distinctions:

Between near' (this, that) and not near (these – those)\

Between singular (this, that) and, plural (these – those).

Between modifier (this,...etc, plus noun, e.g. this tree is an Oak) and head (this, ...etc, without noun e.g. this is an oak) these distinction have some relevance to cohesion, in that they partially determine the use of these items in endophoric(textual) reference. there are very many expressions containing a demonstrative that occur as adjuncts ,typically at the beginning of a clause ;in general they come within the category of ten known as 'discourse adjuncts,

Examples are in that case that being so, after that, at this moment, under these circumstances.

2.19.2 Comparative Reference:

It divided into two terms; general comparison is mean comparison that is simply in term of likeness between things. The likeness may take the form of idiom tidy- e.g. it is the same cat as the one we saw yesterday.

It is a similar cat to the one we saw yesterday.

It is different cat from the one we saw yesterday.

All the above examples were cataphoric in the structural sense , in each case the referent was the one was saw yesterday and the comparative some, similar and different were pointing forward to it just the same way.

The second term of comparative reference is particular comparisons which express comparability between things in respect of particular property. The property in question may be a matter of quantity or of quality. If the comparison is in terms of quantity, it is expressed in either of two ways epithet element in the nominal group or adjunct in the clause e.g.

a. There were twice as many people there a last time.

b. He's better man than I am

c. There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.

In (a) is comparison of quantity, with enumerative as comparative, (b) is quality by with an epithet as the comparative, in (c) , the reference, the comparison is again quantitative.

2.20 Substitution:

Is a second major type of cohesive device, it's as replacement of one item by another but ellipsis is the omission of an item, the two processes are the same ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing. The distinction between substitution and reference is that substitution is a relation between linguistic items such as words or phrases; whereas reference is relation between meanings. Halliday and Hassan (1970:89) reference is a relation on the semantic level, whereas substitution is relation on lexicogrammatical level, the level of grammar and vocabulary. Also substitution is a sort of counter which is used in place of a particular item. For example: in (1) my axe is too blunt, I must get a sharper one.

(2) You think Joan already know? Think everybody does.

(3) Has Hassan left ? I think so.

It is clear that the substitution item has the same structural function as that for which it substitutes. Halliday and Hassan (1976:90).

Substitution may function as a noun, as a verb or as a clause that is there are three types of substitution normal, verbal and clausal, as in three examples above of the substitution one-ones; some are nominal substitution item, do/does are verbal substitute item and so, not are clausal substitute item.

This result in three types of substitution, it can occur essentially as anaphoric devices (cohesive) or occasionally cataphoric and in rare exaphoric. It tends to give an effect of putting words together.

2.21 Ellipsis:

Ellipsis and substitution are very similar by each other but ellipsis is simply substitution by zero but reference is a relation between meanings – there are three types of ellipsis, nominal, verbal, and clausal.

2.21.1 Nominal Ellipsis:

By nominal ellipsis we mean ellipsis within nominal group by the structure is that of a head with optional modification, modifying elements include pre modifier precede the head function as deictic, enumerative, epithet and other post modifier functions as classifier and qualifier represented others post modifier function as classifier and qualifier represented in this example: by those two fast electric train with pantographs.

2.21.2 Verbal Ellipsis:

By the verbal ellipsis we mean ellipsis within verbal group for example:

1. Have you been swimming? Yes I have.
2. What have you been doing? Swimming.

The two verbal groups have – swimming is example of verbal ellipsis the full form and elliptical one are both possible. An elliptical verbal group presupposes one or more words from a previous verbal group. technically, it is defined as verbal group whose structure do not fully express its systematic features, the swimming in the example a above is positive (as opposed to negative), finite (e.g. opposed to non – finite) and active (as opposed to passive) as well as those particular tense but none of these selection is shown in its structure – they have to be recovered by presupposition features is not elliptical. Halliday and Hassan (1907:167)

2.2.2 Clausal Ellipsis:

The clause is related to mood specifically it is related to the question answer process in dialogue and this determines that are kinds of clausal ellipsis.

- 1) Yes / No ellipsis:

E.g. Is that all? No! That is not all.

2) Wh – ellipsis: it occurs when there is Wh- question be answer.

e.g Who can unite the knot? I can. {unit this knot}

3)It is the type that occurs in sequence of declarative sentence e.g. I dare say you never spoke to time. Perhaps not (perhapsI never even spoke to time)

Halliday and Hassan (1967:322).

2.22 Conjunction:

Is the forth type of cohesive devices it is different from the three types of cohesive devices , reference, ellipsis and substitution, the conjunction expresses certain meaning which presuppose the presence of other components in the discourse it requires certain relation which is called conjunctive. the conjunctive relation themselves are not related to any particular sequence in the expression, if two sentences cohere into a text by virtue of some form of conjunction this does not mean that the relation between them could substitute only if they occur in a particular order such as success in time, two sentences maybe linked by a time relation, because cohesion is the relation between sentences in a text.

Conjunctive relation maybe relation is succession in time as in the example bellow:

- a. A snow storm followed the battle.
- b. After the battle, there was a snow storm.

Other relation of time is the relation of adversity as in the example:

- a. He fell asleep, in spite of his great discomfort.
- b. Although he was very uncomfortable, he fell asleep.
- c. He was very uncomfortable nevertheless he fell asleep.

The semantic relation remains an adversative one throughout. Type of conjunctive expressions occur in two more or less synonymous forms, one with and the other without a demonstrative.

There are the ones which have the same form both as prepositional and as adverb, which occur as adjunct, either alone or followed by a preposition, usually *of*, plus *that* (this: for example instead of that), as *result* (of that). So we shall assume that all of them are conjunction, which take on a cohesive function when expressed on its own) in general, therefore, conjunctive adjunctive will be of three kinds:

1. Adverb which include simple adverbs (coordinating conjunction) e.g. *but*, *so*, *then*, next compound adverbs in *_ly*, e.g. *Accordingly*, *subsequently*, actually compound adverbs in *_there* and *where _* e.g., *therefore*, *thereupon*, *whereat*.
2. Other compound adverbs, e.g. *Furthermore*, *nevertheless*, *anyway*, *instead*, *besides*, prepositional phrases, e.g.: *on the contrary*, *as result*, *addition*.
3. Prepositional expressions with *that* or other reference item, the latter being, e.g. *obligatory*, e.g. *in spite of that*, *because of that* or *optional*, e.g. *As result of that*, *instead of that*, *in addition of that*.

The reference item in third kind is not necessarily administrative function; there may be a nominal group.

A conjunctive adjunct normally has first position in the sentence, and has its domain the whole of the sentence in which it occurs it following.

A colon or semicolon this is according to the definition in of cohesion, e.g. give the relation between sentences. Halliday (1974_232) so for example in :so Alice picked him up very gently, and lifted him across more slowly than she had lifted

the queen ,that she might not take his breath away : but, before she put him on the table , she thought she might as well dust him a little , he was so covered in ashes . The simplest form of conjunction is and this joins linguistic units which are equivalent. Or of the same rank, being realized in the form of structural relation, that of coordination, other examples of these coordination conjunction are "or, and but. The word and is used cohesively, to link one sentence to another semantically into the general category of conjunction. The word but express a relation which is not additive but adversative, consider this example.

The eldest son worked in the Islamic bank but the youngest son he is a teacher – the word yet, so and then they do not include any component of "and" instead they frequently combine with "and" there are four categories of conjunction additive, adversative, causal and temporal.

Example for each one: He climbed the hill looked here and here then he went under the hill. And in all this time he met no one – (additive).

Yet he was hardly aware of being tired – (adversative).

So by night time the valley way was far below – (causal).

Then as dusk fell he sat down to rest – (temporal).

Additive , it expresses by these words , and , or , in addition, furthermore , besides ,similarly , likewise , by contrast , for instance . We used each of these additive conjunction to represent deferent cohesive relations, additive relation is expressed by "nor" as in Nor can I. we use "or" relation, the distinction between elements the basic meaning of the conjunctive "or" is alternative.

Also additive may include a related pattern that of semantic similarly to represent the comparison of what is being said with what has gone before , forms such as

similarly , likewise ,there may be a likeness in the event , the cohesive use of comparison does not exclude the presence of an external component. The corresponding to similarly is expressed by the opposite forms such as by contrast as opposed to this This is a summary of conjunctive relation of additive type, which is given with example of each:

Simple additive relation

Additive: and, and also, andtoo

Negative: nor, and..not, not... either, neither ,

Alternative: or, or else.

Complex additive relations:

Additive: further more – more over additionally, besides that, add to this, in addition, and another thing.

Alternative: alternatively.

Comparative relations:

Similar: likewise, similar' in the same' way, in (just) this way

Dissimilar: on the other hand by contrast, conversely.

Appositive relation:

Expository: that is, mean, in other hand, to put it another way Exemplificatory: for instance, for example, thus category

The second of conjunction relation is adversative which contrary to expectation. The expectation may be derived from the content of what is being said or from the communication process, it could be expressed by different words, but, yet however, instead on the hand, never the less at any rate, as a matter of fact. The

word however cannot occur initially in the sentences, it occur to separate, that is, from what follows where as yet and but are normally spoken are "reduced"

Adversative relation types:

Simple: yet, though, only containing (and) but

Emphatic: however – never the less, despite this, all the same.

Contrastive relation: (as against)

Simple: but, and.

Emphatic: however, on the other hand, at the same time as against that.

Causal relation:

Is simple form is expressed by so, thus, hence, therefore.

2.23 Cohesion and writing:

Writing is a form of text production which can be speech or manuscript. For instance Halliday (1984:343), stated that coherence and cohesions are the factors that create texture in the writing process .It is agreed by linguistic that cohesion is an important factor in good writing. (Cox and others, 2006) as summed that good writers used cohesion to explicate meaning within and across clauses in text. (2006:1) cohesion is used in writing to act as (the glue) that gives paragraph unity .Kola, (1994) said that glue is provided by information in the sentence that the reader already known. linguistic found known – new contrast is an obligators step that a writer has to use fulfill expectations of the reader to keep reader on familiar ground the reader has every right to expect each sentences to be connected in some way to say what has gone before .

Following the attempts made by Halliday and Hassan in 1976. Much attention has been directed toward the study of both cohesion and coherence in discourse

studies. In more broad terms, since the emergence of their efforts, many researchers, including M.A. and PhD candidates used these two concepts as the subjects of their research areas. Being aware of how cohesion functions within a text a text to establish semantic ties could be beneficial to EFL writers in order to elaborate meaning. According to Halliday and Hassan (1976) the concept of cohesion is a semantic one: it stands for relations of meaning that exist within the text, and that illustrate it as a text. They also add that cohesion can be achieved when the interpretation of some elements in the discourse is determined by that of another (p.4) thus, it can be noticed that the central point of their concept lies in the fact that the unity of a text is achieved by the cohesive ties it contains.

Generally speaking, cohesion is partly created through the grammar (grammatical cohesion) and partly through the vocabulary (lexical cohesion). However, it has been argued that when cohesion is perceived as being grammatical or lexical, this does not mean that it is an entirely formal relation, and has nothing to do with meaning. This argument supports the above claim that cohesion is a semantic relation. To put it simply, Halliday and Hassan (p.6) stress that as the case in all elements of the semantic system, cohesion can be achieved through the lexicogrammatical system, and i.e. it shows how meaning is being established based on the semantic relations that are shared between and among the lexical and grammatical aspects in the text. Therefore, these semantic relations would enable a writer to postulate his/her thought accurately so as to enable a reader to grasp a text's main purpose more easily. The above mentioned two types of cohesion will be discussed thoroughly under their respective headlines in the following sections.

2.24 Grammatical Cohesion:

Grammatical cohesion can be attained through reference, Substitution, ellipsis, and conjunctions in general. The concept of reference is traditionally used in semantics refer to the relationship between two linguistic expressions: "items in the text instead of being interpreted semantically in their own right make reference to something else for their interpretation" (p.31) So. In writing context, reference means the way the writer interprets his/her ideas and tends to keep track of them till the end of the text.

There are three forms of referencing: personal (such as pronouns, and possessive determiners), demonstrative, which maintains flow of ideas through location using proximity references (such as this, these, that, etc.) and comparative, which maintains flow of information via indirect references employing adjectives (such as similar, otherwise). It has been argued that these types of referential cohesion can function either endophorically, which stands for information that can be obtained from within the text, exophorically, which stands for a meaning being obtained from context outside the text, and homophorically, which stands for shared information through the context of culture (Holland and Lewis, 2001:57-8) Moreover, it has been reported that the endophoric reference tends to show more explicit textual cohesion as compared to the exophoric one (Halliday and Hassan, 1976:181) and as such, it is endophoric reference which is the main concern of cohesion theory. In fact, endophoric reference is categorized into three levels: anaphoric (points backwards). Cataphoric (points forward) and esphoric (within the same nominal group or phrase). The second type of grammatical cohesion is substitution and ellipsis. As noted above, reference attempts to hang semantic

relationships within the text. However the picture seems to be different in the case of substitution and ellipsis they are said to operate as linguistic links at the lexicogrammatical level. So they might be used when a writer tends to avoid a repetition of a lexical item and focus on one of the grammatical elements of the language to replace the item. Relatively, each one (i.e. substitution and ellipsis) can replace the other; especially ellipsis is considered as zero substitution (Halliday and Hassan, 1976:317; Bloor & Bloor, 1995:96). Both substitution and ellipsis incorporate three subcategories: nominal, verbal and clausal. In nominal substitution, the most frequent substitution words are: "one and ones" and they stand for nouns, e.g.

Can you give me a pen? There is one under the table.

With regard to verbal substitution, the most used substitute is the word 'do" and its different forms such as does, did and done, e.g.

A: Who did break the window?

B: Ithough Ahmed did:

The word "did" is a substitute for the verbal phrase "break the window." As for the clausal substitution, it takes place when a whole clause is substituted. Consider the following example.

Non-paid-fees students will not be allowed to sit for their exams. The University of Khartoum authorities disclosed so. The word "so" is assumed to replace the whole sentence: non-paid-fees students will not be allowed to sit for their exams.

As far as ellipsis (zero substitution) is concerned, the following three examples show instances of nominal, verbal and clausal respectively

1. A:Do you intend to stay another night?

B:Yes, three more

3. A: I read " Ajrass al-Huria' newspaper and Ahmed "Al-Sudan"

B: yes.

3. A: Are you going to attend Mr. Ahmed's wedding party on Friday?

Yet, in some cases, the whole clause may often be left out as in e.g.

A: What sort of music do you want to hear?

B: jazz.

It is worth noting that clausal ellipsis often occurs in dialogue in terms of yes/no questions.

The third way of establishing grammatical cohesion is through conjunction. Unlike the other cohesive relations, conjunction is based on the concept that, first, there are in the linguistic system, types of systematic relationships between sentences. Second, there are certain ways in which the system permits the parts of a text to be related to one another in meaning (Halliday and Hassan, 1976:320) in general, in the history of human thought, there are some basic logical relations existent in ordinary language, and these logical relations are embodied in linguistic structures in terms of coordination, opposition, modification, etc.(ibid).

To be precise, conjunctive relations are more encoded in form of linkages between the elements of a text, rather than in the form of grammatical structure (e.g. as in 2.24) Celce-Murcia and Larsen-freeman (1999:519: cited in Chen, 2006:114), divide Halliday and Hassan's version (1976) of cohesive devices into four main categories:

Emphatic; in addition, additionally, moreover, furthermore, besides, and, also, in fact at the same time, or.

Appositional: that is, that is to say, In other words, rather, yet, though, and for instance/example.

Comparative: likewise, similarly

Adversative

Proper adversative: however nevertheless, nonetheless, despite this, in/by contrast.

Contrastive: conversely, in fact, on the other hand, at the same time, in the meantime, meanwhile, otherwise.

Dismissal: in any case/event, anyhow, at any rate.

Causal

General causal: therefore, consequently, for that reason, thus, as a result, so. For, because, in this respect, hence, thereby, accordingly and in consequence.

Causal conditional: then, in that case, in turn.

Temporal

Sequential: then, in turn, next, second, third, fourth, (fifth.....) after that, until then, first of all, firstly, (secondly....) last, finally, later, initially .

Summarizing: in short, in summary, in brief, in sum, in conclusion, to sum up, to conclude, and to summarize. Relationships among sentences in written English discourse. Thus, any difficulty in using them would result in a loss of the overall coherence of the written text.

2.25 Lexical Cohesion:

Lexical cohesion refers to the role played by selecting of vocabulary in organizing relation with in a text. Any lexical item can enter into cohesive relation with other items in a text. It can be said that lexical cohesion converse any instance in which the Base of lexical item recall the sense of an earlier one. Halliday and Hassan

divided lexical cohesion into main categories: reiteration and collocation, Reiteration item may be repetition of earlier item, a synonym, a super ordinate or general word, for examples.

There is a boy climbing that tree.

The boy is going to fall, if he doesn't take care (repetition)

The lady is going to fall, if she does not take care. (Synonym)

The child is going to fall, if he does not take care (Superordinate).

The idiot is going to fall, if he does not take care (general word).

Reiteration is not the same as reference however, because it does not necessarily involve the same identity.

Collocation, as a subclass of lexical cohesion in Halliday and Hassan model, covers any instance which involves a pair of lexical items that are associated with each other in the language in same way. Halliday and Hassan offer the following types of association as examples, but admit that there are other instances where the association between lexical items cannot readily be given a name but never the less left to exist, various kinds of oppositeness of meaning.

E.g. Boy/ girl; love/I hate; order / obey

Associations between pairs of words from the same order series.E.g.Tuesday /Thursday.

Parts – whole relations: car/ break; body/ arm, bicycle, wheel

Part relation: month / chin/ verse / chorus.

Co-hyponymy red /green color, chair / table (furniture)

Lexical cohesion is not a relation between pairs of word as Halliday and Hassan discussion but firth was referring to the properties of lexical item how words go

together as these combination of words are called, are not predictable other words collocate more capriciously at time in surprising combination to ride a horse, bicycle , elephant ...etc , but to ride a storm ,by extension of the storm collocation to ride crisis/ problem But it made enormous problem for translation , the most obvious of which being that patterns of collocation in one language are often not mirrored in another, however closely related.

As cohesion is achieved by grammatical relationships between the various parts of a text, thus, an adequate selection of words in one's writing is absolutely important, as it helps him/her keeps the sequential flow of the semantic ties. It has been argued that (Crane, 2006:136) lexical cohesion seems to differ from the above discussed cohesive devices of reference, substitution, ellipsis, and conjunction in that it is a non-grammatical function. That is. It is not related to any specific syntactic group of elements, the reason why it is considered as the most open-ended and least properly defined as opposed to the other types. Halliday and Hassan (1976:318) propose two distinct, though related. Elements through which lexical cohesion can be maintained: reiteration and collocation, the first element (reiteration) deals with the repetition of a lexical item. Or application of a synonym additionally, reiteration can occur in the form of repetition of the same lexical item or through the use of a synonymy, metonym, or hyponym (ibid) Castro (2004:218) for example. Points out those two different words are cohesively tied through synonym if they have the same meaning or are considered semantic equivalents, e.g. technology and science. He also adds that two words are cohesively related through antonym if they are semantic opposites, e.g. advantage and disadvantage, whereas two words are regarded to be hyponymous in case the cohesive bond

between them is based on a general semantic relationship. e.g. machine and computer. Furthermore, two lexical items are cohesively linked through metonymy if the semantic relationship between them tends to be based on a part-whole or whole-part connection, e.g. house/door, room / wall,bathroom.

As for the second category (collocation), it differs from the first one in that it does not pertain to a semantic relationship between words. Rather it pertains to the tendency of words to "share the same lexical environment" i.e. some lexical items seem to work in the lexical territory of others (Hassan, 1976:286) To clarify this argument, consider Halliday and Hassan's (p.319) example:

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a very small cake, on which the words "EAT ME" were beautifully marked in currants. Well, I'll eat it, said Alice, 'and if it makes me larger, I can reach the key: and if it makes me smaller, I can creep under the door: so either way I'll get into the garden, and I don't care which happens"

She ate a little bit, and anxiously to herself, which way?

Which way? Holding her hand on the top of her hand to feel which way it was wrong, and she was quite surprised to find that she remained the same size: to be sure, this generally happens when one eats cake, but Alice had got so much into the way of expecting nothing but out of –the –way things to happen, that it seemed quite dull and stupid for life to go on in the common way so she set to work, and very soon finished off the coke.

Having examined the above quotation, one can notice a great deal of repeated words such as "eat" in eat me. And I'll eat' ate in 'she ate a little bit and eats in one eats cake'. There is also an occurrence of the word cake in when one eats cake

(second paragraph), although without reference item, the repetition will create tie. In fact, the main target behind the occurrences of the words in this example is to maintain cohesive effect by the continuity of lexical meaning (Halliday and Hassan, 1976:320)

In 1984, Hassan augmented Halliday and Hassan's (1976) lexical cohesion and suggested three major changes: Additions and deletions to the classification of relations in lexical cohesion.

The separation of lexical chains into two forms: identity chains and similarity chains.

The theory of cohesive harmony in which a "further source of cohesion is laid bare" (Hassan, 1984:212).

Conversely, Martin (1992) introduced some modifications to the analysis of lexical cohesion based on the former work of Halliday and Hassan (1975) and Hassan's (1984) work on the cohesive harmony. His attempts refer to the linkage between the grammatical cohesion and lexical cohesion in the text, and the readers' perception of coherence of the text. For the most part, Martin's view of lexical cohesion is basically highlighted in line with the overall context of "discourse analysis in terms of systemic functional linguistics" as well as the investigation of lexical semantic relations: discourse semantics of lexical relations (p.277).

Despite the role of cohesion in the analysis of written discourse process, the concept has received some criticisms Widdowson (1978:26) for example, argues that although in cohesion one comes across an instance of propositional development, sometimes, sentences that have been used communicatively in discourse, may not in themselves show independent propositions. In other words,

they take on value in relation to other propositions shown in other sentences. Therefore, one may find it difficult to recognize such a relationship, as well as to relate a sentence, or part of it to an appropriate meaning. Widdowson sees that the problem might emerge due to the fact that the type of a sentence may entail an inadequate arrangement of ideas. That is, while making the appropriate arrangement, one might violate the propositional development and then, weaken effective communication. At the same time, redundant repetition of what is already known, or given, may tarnish the communicative purpose, because the new elements of the proposition tend to be undermined by what is already known, to illustrate this viewpoint. Consider the following example of Widdowson:

A: what happen to the crops?

B: the crops were destroyed by the rain

A: When were the crops destroyed by the rain?

B: The crops were destroyed by the rain last week,

In these sentences, each one indicates an independent expression of the proposition. Cohesively speaking they have to be readjusted by getting rid of the redundancies so as the propositional development can flow forward smoothly (p.26) as in the following sentences.

A: What happened to the crops?

B: They were destroyed by the rain.

A: When?

B: Last week.

Carrell (1982) also doubts if Halliday and Hassan's views on cohesion as the foundation of coherence in the view of schema-theoretical assumptions of text

processing. In fact, schema theory illustrates the "interactive process between the text and the prior background knowledge or memory schemata of the listener or reader" (p. 482). The weak point of Halliday and Hassan's idea of cohesion, according to Carrell (ibid.), stems from their failure to consider the contributions of the reader. In other words, owing to the process of comprehension, the reader does not focus only on the surface linguistic characteristics of the text. Rather, the schemata, or the world knowledge, that the reader tends to provide to the text environment has to be considered. Carrell bases his view on the standpoint that cohesion of surface linguistic characteristics is not the cause, but the effect of coherence. That is, the lexical cohesion might be the effect rather than the cause of the text's coherence. Brown and Yule (1983:195) too express doubts about Halliday and Hassan's concept of cohesion and came up with two hypothetical questions:

Is Halliday and Hassan's cohesion important to the identification of a text?

Is such cohesion sufficient to guarantee identification as a text?

It seems that Brown and Yule emphasize the link between cohesion and text, arguing that lexical cohesion is not always a precondition for text to yield semantic relations between the sentences as shown in the example below (Brown and Yule, 1983:136).

There is the doorbell.

I'm in the bath

Obviously, in despite of the fact that these sentences lack lexical cohesion, their sequence could enable the reader to comprehend the text.

This shows that text can take place regardless of lexical cohesion, whereas lexical cohesion cannot be realized without text. As a result, Brown and Yule (1983:197), demonstrate this point by stating:

The reader may indeed use some of the formal expressions of cohesive relationships present in the sentences, but he is more likely to try to build a coherent picture of the series of events being described and fit the events together, rather than work with the verbal connections alone, despite the above critical observations about the significance of cohesion in text.

It is necessary for EFL writers to take into account the importance of cohesive ties in both creating and understanding the importance of cohesive ties text, In this regard. Carter and McCarthy (1988:204) suggest that cohesive bonds should be perceived as a "manifestation of how one is making sense of the message in the text Of course, this means that whatever the arguments and justifications concerning anti-cohesive remarks are, cohesive devices continue to bring the text's semantic function into play.

Having studied the above researchers' (Widdowson, Carrell, Brown and Yule) views, it becomes evident that they all agree with the existence of semantic relations in a text. Their disagreement centers on "explicitness." That is, it has been noticed that Halliday and Hassan tend to be in favor of the explicit expressions of semantic relations, while others (Carrell, Brown and Yule) encourage the theme of "the underlying relations" that can be understood by the reader with the knowledge of language and other sources (Yeh, 2004:246).

2.26 Concept of coherence:

Coherence is the first essential in the text. It is created by the writer or speaker, also by reader or listener. It depends on the context of knowledge. (EBECCA & peters 2001). The kind of coherence a reader expects from a piece of writing to some extent upon context – However, if some readers were to pick up a guide book or an instruction manual they will expect much higher levels immediate coherence so to organize coherence there are different ways that according to text types, coherence always comes from a logically ordered sequence of ideas, the classic structure of introduction, development and conclusion.

Coherence in a paragraph means that all the ideas fit together in logical flow in a coherent paragraph, the relationship between ideas is clear, and one idea cannot logically to the next. Coherence can be achieved by using, transition expression, logical order, pronouns and parallel forms Susan (2004:165). Transition expressions show how one sentence relates to another and create a logical flow.

2.27 Unity and coherence:

When a paragraph includes a sequence of sentences that are all related to the topic sentence, it is unified. A paragraph that has a continuous of thought that passes from sentence to sentence is coherent also there are a number of ways of making connections within a paragraph to achieve coherence. The following paragraph explains how pronouns and demonstrative, repetition of words and phrases, parallel structure, and organization signal work together in a paragraph to achieve coherence.

The following paragraph explains how pronouns and demonstrative, repetition of words and phrases, parallel structures, and organization signals work together in a paragraph to achieve coherence.

Those who train teachers and tutors of writing should – ideally – be both near – and far – sighted – on one hand, to structure a training course they need to look closely at their own institutions to determine the kind of course that are appropriate for that place and that set of future teachers. At the same time, they need to scan the horizon to see from a far what their teachers – and tutor to be will need to know when they move on and work with students outside that institutional setting. It's a tricky business at best, as anyone who draws up a syllabus for a training course knows. Who will these future teachers and tutors teach? What general theories and practices should they study? How will their studies be shaped for defined by institutional needs? How do institutional needs shape the theories of the field? This interplay of the local and particular with the general and theoretical is useful loss through which to look at several recent books on teaching and

tutoring in different environment the high school English classroom, the college composition classroom and the writing center (Harries 1997 :83:88)

1- Use of pronouns and demonstratives

Pronoun make connection with previously nouns , and demonstrative relate back to previous reference as we saw in the above paragraph for example they refer back to those who train Caraphoric reference demonstrative words like this, that, I, these and those connect late nouns with earlier one .

2- Repetition of words and phrases

The words like teacher, tutor, institution, writing etc all concepts that run through a paragraph that runs from sentence to sentence. Notice that there are some cohesion in this paragraph that the writer replaced by something like the reference pronoun they, also the writer have chosen repetitive to help establish the parallelism between looking closely and scanning the horizon in the first example and emphasis the institutional needs in the second. It also avoids confusion .If the writer had written how do they shape the theories of the field? They might wonder whether they referred to the institutional needs or studies.

3- Parallel structures

Those questions which occur in the paragraph

-Who _____ will those teach?

- What _____ should they study?

They note the parallel structure in the local and particular and the general and theoretical in the last sentence

4- Organizational signal

They can use introductory phrases such as in the paragraph above to show how two statements are connected: on one hand _____ they need _____ at the same time.

Other organizational signals include transitions words and phrases like but , therefore , however-less , also , as a result and so on - other way about establishing coherence for example by maintaining a single metaphor throughout the paragraph. Also they can establish coherence when give / new structure by paying attention to the way you arrange the presentation of new information in your sentences, this make our writing clearer and more coherent. The information in the sentence can be divided according to three patterns subject / predicate is a purely structural division, similarly a matter of grammar.

Topic I comment involves the relationship between pieces of information in the sentence. Some of it expresses what the sentence is " about the topic, and the rest of it is a comment on that topic given' new divides the information something in the reader already knows, or something the reader is learning from the text.

These three patterns may overlap; they usually do, consider these –examples in _____ it/rained.

Grammatically, it is the subject and rained is the predicate subject / predicate is a purely structural division as they note in the above examples and the read information in that example is in the word rained. However the structure division, many sentences can be divided according to the relationship between the pieces of information they contain. Also to see how subject, predicate, topic/ comment consider these examples:-

1- How her keys got there / she will never know.

2- As for her, she wouldn't put up with that in (1) and (2) the subject is I, but the topic in (1) is the indirect question, how my keys got there, and in (2) It is simply me, with the topic _ making opener as far to know the new information can present in sentence consider another example in; -- You know that 10 dollars I lent you? Well I need it back now is the speaker's comment on it. You know is one way of introducing a topic and the new information in the above example. Where the speaker brings some information to the hearer's attention (You have my ten dollars) so that something can then be said about it (I need it back).

Series of events in each sentence should build upon subject/ predicate topic/ comment and given / new information that is each sentence provides new information about the topic that was given to the reader. Reader expect most sentences to follow this given – new sequence, beginning with a topic that is familiar to the reader and ending with what is new. Scholars of discourse often refer to this expectation as the given_ new contract. Because it operates as a kind of unspoken agreement between the writer and the reader and this "contract" will help to write sentences that are clear and direct ,and also sensitive to the readers, expectations , to know that follow that example in;

1- An only student taking more than five classes need to forget special permission from a dean to complete their registration.

2- Students need to get special permission from a dean to complete their registration if they are taking major than five classes. Both of these sentences are perfectly correct grammatically, but (1a) is kinder to the reader. Readers who know that they are not taking more than five classes know that they are not taking more than five classes know from the start that this rules don't apply to

them, and readers how are taking more than five classes know right way that they need to pay special attention to what follows. Sentence (1b) by contrast, unhelpfully places the given no clues to the reader about what is going on.

There are techniques for achieving coherence, but learning to pay attention to the patterns of given and new information in your sentence will help in writing text that is rich in details about a single subject.

2.28 Problems with coherence

When reading a text which was written with particular care, you may notice that all the pattern of the sentences, while accurate for most causes, leaves some problems. she will take two of them, coherence is not just sentence to sentence; the patterns of the sentence subject predicate, topic, comment and given new information does not guarantee coherence; if a writer keeps pulling new topics out of every successive comment, the passage may look in export or may wander off entirely. The second problem with coherence is that the patterns of the sentences do not always works. In that paragraph (Tannen's book) The rules , or senses , of politeness are not mutually exclusive. they don't choose one and ignore the others. Rather we balance them all be appropriately friendly without imposing, to keep appropriate distance without appearing aloof (37).

Tannen has just been talking about the rules of politeness and so the subject of that sentence, the rules or sense, of politeness, is given information that is in the first sentence, But the second sentence appears at first glance problematic the subject is we, so, to follow the pattern, we should be told, or given information, to whom does we refer? Whoever we may be, we cannot found in the first sentence. Tannen

has been talking about how we, by which means people in general, including her readers.

2.29 Coherence in EFL Writing:

Writing is thought to be a thinking process. EFL writers also need to bring out their ideas in a more coherent and logical whole, this is because, any pieces of writing which its producer fails to abide by such a style, his/her written work will be perceived as illogical, unfocused, or even, in some cases, boring and so awful.

Research on Sudanese EFL writing coherence, especially at the university level, has lately become one of the central issues among a very few Sudanese educational researchers due to the fact that almost all EFL writers face problems in producing a well-organized meaningful text in English (see, for example, al-Hassan, 2004).

Broadly speaking, concepts such as coherence and cohesion are not widely used or easily understood by ordinary writers as opposed to the concepts of other more frequently used language aspects such as vocabulary, spelling, and grammar and so on. In Grabe and Kaplan (1996:67) words, in recent years, researchers in psychology and linguistics have increasingly attempted to explain the concept of coherence in an effort to know how readers handle language structure philology, sociology. Philosophy and computer sciences have dealt with discourse coherence. Sociologists, for instance discuss the production and understanding of coherent discourse in naturalistic conversations that are concerned with various groups and cultures, whereas computer scientists formulate and examine computer models that tend to produce and test coherent texts (Louwerse and Graesser, 2005:1).

Coherence has been defined I

2.30 Reading and EFL Writing:

Reading-writing relationship has been an issue of a great concern for many researchers since the 1980s (Bereiter&Scardamalia, 1984: Carson 2001) Nevertheless, in 1993- jwith the publication of Joan Carson and IlonaLeki's book of reading in the Composition Classroom: Second Language perspectives. L2 reading-writing studies were made known in a wider perspective (Hirvela, 2004:20) since then, some language teachers started teaching reading and writing as integrated aspects of language, and a great deal of ESL/EFL researchers(Tsal.2006:1) confirm that these two skills are closely related and should be taught together. For example, Hyland (2003:17) points out that research proves that L2 writing skills cannot be learned successfully by involving in writing alone,But should be supported by extensive reading this show that reading. Whether assigned or voluntary, seems to have a positive impact on a learner's composing strategies at numerous levels. At the post-secondary level, Carson and Leki (1993) for example, notice that reading in academic settings can be a solid basis for writing learners' ability to get involved in writing tasks is seemingly dependent on their ability to read and use authors' techniques in their own writing Broadly speaking, before focusing on reading-writing relations in L2 contexts, it would be useful to cast some light on reading-writing interconnections in L1 contexts. It has been noticed that in the 1980s researchers studied correlations between the students' reading and writing abilities. The roles of writer and reader in reading and writing stotsky (1983) for instance, examined L1 correlation studies and concluded that (1) there are correlations between reading ability and writing ability, (2) there are correlations between writing quality and reading experience:

getter writers read more than incompetent writers, and (3) there appear to be correlation between reading ability and measures of syntactic complexity in writing, i.e. better readers seem to produce syntactically acceptable writing compared to incompetent readers. In the 1990s there was also a huge body of research on these disciplines (i.e. reading and writing) in L1 contexts that encouraged researchers to discuss a variety of ways in which reading and writing can be related in writing situations (Grabe, 2001).

In L2 contexts, it was found that the emphasis on reading-writing connections was slow. That is to say, in the 1980s L2 researchers thought that most L1 research findings can be applied to L2 learning contexts including writing, but with some relevant modifications, yet, some L2 scholar (Carson, 1997) add that cultural and language differences among L2 learners can lead to difficulties that cannot be addressed by L2 research, among which are the following.

Differing senses of audience and writer.

Differing preferences for organizing texts.

Differing ways to use texts as learning resources.

Differing cultural socialization and belief systems.

Differing uses for writing:

Obviously, there are several complex ways in which the two skills are interrelated. What writers try to convey usually comes from the knowledge that they have gained from reading. As such, Hirvela (2004) for example, comments that " good writers are good readers" and " good readers are good writers" this proves that exposure to texts via reading will lead to improvement of one's writing quality in

terms of using the rhetorical techniques, cohesive elements and other features that rhetorical and usually use when composing texts.

One of the significant instances of reading-writing connections is obtain ability of information. Indeed, to reinforce their viewpoint of reading-writing relations in academic settings, Carson and Leki (1993) indicate that academic writing normally needs to include materials from the source texts, Such as statistics, ideas, quotations, paraphrases and soon. Learners who are thought to be good at reading will know how to deal effectively with the relevant information in the source texts aimed at transforming to their writing. Moreover, some researchers among them Belcher and Hirvela (2001) see that emphasis on meaning is vital, whether as readers or writers as it helps learners relate their previous knowledge to the current information in the text and thus, can produce more meaningful written texts, Another pro-advocate of a reading-based meaning is flower (1996) who stresses that reading and writing are social phenomena. That is, learners should be motivated to take part genuinely in true understanding of a text if they are to benefit from it they should be familiarized with how to make and arrange their techniques to present the text more meaningful. In addition, they should be acquainted with the necessity of absorbing the information found in the text in order to be used in their own writing. Through such ways, they could integrate their building knowledge (reading) with communicating one (writing).

What can be understood from these arguments is that knowledge (sources of information) is highly crucial. Even in terms of the current study, in the beginning she was very hesitant about how to conceptualize the key ideas of her study. Perhaps that phobia might have derived from a lack of background reading about

the scope of her study. However acting on her supervisor's advice, she was able to overcome this problem by reading a fair amount of books, journals, articles and papers that are related to the area of her study. So, it is important to bear in mind that reading—writing relationship is apparently based on the understanding of relevant information, including information about the understanding of relevant information, including information about the culture of the L2 this, no doubt, will enlighten writers on the rhetorical techniques of a certain linguistic community (Tao, 2006:78) Simply, exposure to various culture-based genres, would aid EFL writers to engage in a variety of writing samples through which similarities and differences that exist between their culture and others could be examined. In other words, EFL writers can evaluate their culture's richness in writing and compare it to that of L2 context knowledge, in this context, Lekiers (1992:62) points out that "such reflection becomes a great basis of resurges for writing" therefore, as noted earlier in cultural information can be used as a background source to broaden the writer's knowledge in L2 writing, And having not considered that, writers may face serious problem in L2 composing, Xin (2007:21) for example. Notices that due to the culture differences and restricted knowledge of L2 system L1 writing features, such as some local sayings and proverbs cannot be transferred directly into L2 writing. Overall, knowing some culturally' embedded information about the topic through a process of reading is very vital and beneficial. This indicates that as Chen et al (2006:18) say, culture is something that can be learned rather than inherited, thus, writers can learn or understand some common values, beliefs and attitudes and use them in their writing.

Reading and writing are said will go hand in hand in terms of familiarization with the major organizational methods and rhetoric devices. Hirvela (p. 2) also thinks that exposure to texts. Through reading will probably lead to the understanding of those characteristics which form writing. These characteristics may include rhetorical techniques, cohesive ties and other means of writing that writers employ to interpret their ideas. Carr (1967) calls for the significance of the organizational aspects of a text that can stem from intensive and analytical reading and states that: The teaching of composition has an affinity with the teaching of reading comprehension. Reading, too, is concerned with ideas and their relationships as expressed by their authors in paragraphs and essays ... for most non-native speakers, these (organizational) patterns are alien, and until they have been taught these patterns, they will have difficulty with both reading comprehension and composition (p.31) thus, it is quite fair to believe that reading can provide EFL writers with necessary rhetorical and structural models that will assist them in their writing. Relatively, it can be argued that Arabic speaking EFL writes while reading L2 texts, they may come across a variety of Western rhetorical features, for example, they will discover that in developing paragraphs, the main idea is often placed in a topic sentence and that this sentence could come at the initial position, middle or end of the paragraph.

On the whole, there are numerous is which EFL writers can benefit from their reading knowledge. For example, exploring how different uses of L2 input stemming from reading influence on writing development, researchers use various terms. These include reading for writing. Reading to write, reading while writer is reading All these terms reveal that, in most cases, reading proceeds writing,

However, to provide a broad framework of the notion reading for writing. Some researchers suggest the following viewpoints, all of which are cited in Hirvela (p.111):

1. The concept of reading for writing can be seen as an instance in which readers will use textual information they have acquired in their writing. Also, reading for writing can be considered as an outcome of what has been understood from the reading process (Carson, 1993-85) .
2. In general, the most of researchers acknowledge that reading plays an important role in learning majoring composing methods (Bereiter&Scardamalia, 1984:163) .
3. Reading helps writers write rather than the other way around (Leki, 1992:468).
4. Writing instruction should begin with teaching reading. This assists student writers to become strategic writers (Kroll, 1993:75)
5. Probably the notion of reading for writing provides a strong foundation for gathering and analyzing information from what readers read (Smith, 1983:560).

Of course, these arguments may lead researchers to the notion of competence performance theory. In this theory, competence is said to refer to the knowledge that can be drawn when L2 learners engaging in reading, whereas performance is referred to the ability to utilize the knowledge obtained incompetence, i.e. reading. Researchers also examine reading-writing connections from three interrelated hypothetical notions which have been described as models (Grabe&Stoller, 2002) the first hypothesis is based on the idea that the reading-writing relationship is directional. In this model, reading and writing share structural elements in the sense that the structure of whatever is learned in one model can be applied in the

other for instance, gaining major rhetorical patterns such as comparison and contrast, or cause and effect in a reading text, would possibly enable the reader to employ these patterns in writing (Eisterhold, 1990) the essence of this model is that the transfer of structural information can take place in only one direction. Thus, it has been claimed that reading influences writing, but writing knowledge is not so essential in reading (ibid.).

According to Hirvela (2004:115), the direct model of reading for writing means learners will actively seek to gain knowledge about writing through reading. That is, they will know some rhetorical or organizational patterns in L2 writing learn linguistic aspects of writing and study lexical and analytical features of writing. To illustrate a little more in this respect, Hirvela uses an analogy (an image of miners digging, out coal or some other valuable resource) for interpreting the process of reading with the aim of learning about writing. In other words, when miners get involved in the process of digging, they operate with a clear and direct aim in mind.

Likewise, learners using reading to obtain knowledge about writing will behave in the same way using their source texts for the input being targeted (ibid.). These remarks support the directional model in the manner that reading and writing are thought to share structural elements that can be (earned in one domain and later can be applied in the other.

The second model is called the non-directional model of reading for writing. In this interactive model, learners are not looking for a direct input which relates to writing. That is, obtaining this input might not be their main objective behind reading, since understanding of the source text(s) is automatically a major concern

(Hirvela, p.129) Moreover in this model. Reading and writing are assumed to come from a single proficiency. That is, they are both part of a cognitive process of constructing meaning in the sense that learners learn to read and write by reading and writing (Cooper. 2003:342) the overall scenario in this model is that reading and writing are both considered as constructive processes, and improvement in one field would lead to improvement in the other. Seemingly, the difference between this model and the previous one is that in this model the transfer occurs in only one path: reading to writing or vice versa. However, in a directional model, it becomes clear that what is transferred from reading to writing or from writing to reading is thought to be a separate system or knowledge base, which is learned in one field and then, transferred to the other in a non-directional model, on the other hand. What is transferred is seen as a single underlying system or shared knowledge base (Leisterhold p.92).

The third model is about the bidirectional model in which reading and writing are considered as interactive as well as interdependent. Therefore, it has been stated that, "what is learned at one stage of the development can be qualitatively different from what is learned at another stage of development" (Shanahan, 1990) this can mean that the two skills as components of general language knowledge proficiency, whatever thing is occurred in one will influence the other. Studies of Shanahan (1990) and Shanahan and Lomax (1986) examine various ideas that appear to provide strong support for the bidirectional model. They, for example, maintain that reading-writing relationship. To add more in this regard, Shanahan (1990) noticed in his research on grade two and five learners found that as students become more proficient, the nature of the reading-writing relationship changes, it

appears that at any given point of development. Reading and writing consist of both dependent and independent abilities (p.475) later, both Shanahan and Lomax (1986) reached to a conclusion that the reading-writing model is superior to the writing-reading model. Arguing that, in most cases, more reading information is needed in writing than vice versa. Again, this point supports the previous standpoints that reading influences writing more the opposite and acquisition of reading ability normally precedes acquisition of writing ability (see Shanahan and Lomax, 1986) pedagogically speaking. Xiaojong and John (2002:5) acknowledge that there are advantages and disadvantages which are related to reading-writing integration in a process-oriented approach. As for the former, they point out that through integration, instructors will teach more effectively by getting involved in reading and writing simultaneously. Likewise, learners will write more sufficiently in a genuine context. In other words, focusing on interesting topics in reading texts, they will be encouraged to write: that is, the writing task will appear to be conceptualized and suitable for real life circumstances based on its relationship with reliable sources, in this manner, instructors and learners alike will perceive writing not only as a way for examining English skills, but also as a tool by which to meet the need for genuine communication. Moreover, through reading comprehension teaching, learners are assumed to widen their capacity to use reading texts and consider them as background information for their writing. Moving from reading to writing, they put a great emphasis not only on meaning, but also on the relationship between form and content by investigating the discourse structure and organization that they may manipulate later in their writing

this indicates that the reading techniques they learned previously in reading will turn to be part of their writing techniques later on.

Luo (2005:67-8) suggests that teaching English writing through reading, there are four advantages. First, it encourages learning in a real-life communicative context. That is, during the reading process, learners are asked to get involved in techniques of drafting, and editing as a result of which they are motivated in techniques of drafting. And editing as a result of which they are motivated to reveal their ideas about the text have read. Secondly, it provides learners with interesting and encouraging issues of the L2 as well as the cultural perspectives. Thirdly, it helps learners participate in active reading and writing. In other words, active reading is thought could lead to the discussion of the information given by the author/writer. Finally, it improves the learners' reading and writing abilities as both skills depend on textual communication in terms of conveying opinions.

As for the disadvantages of reading-writing integration in a process-oriented approach, Xiaojing and John (ibid.) think that one of the leading disadvantages lies in the fact that integrating reading and writing will make teachers devote the bulk of their time and attention to planning to a new method, dealing with reading-writing processes and discussing with Learners, as such, the approach seems to be quite time-consuming and uninspired.

Whatever the pros or cons concerning reading-writing integration, it is fair to argue that each one provides a valuable view on how to deal with reading-writing relations. Therefore, TEFL teachers, especially college level, should integrate reading and writing in order to help EFL writers improve their writing ability this is because, lack of an explicit knowledge about a certain topics well as processes

of presenting information would likely hinder learners to produce a good written text in English. Thus, EFL writers need to be motivated that extensive EFL reading creates good writers in terms of understanding major composing techniques along with other aspects of the language. Overall, a great emphasis should be placed on dealing with reading and writing as interrelated skills. Rather than isolated matters, because that, as noted earlier, would aid EFL writers to compose more accurately and fluently.

2.31 Techniques for correction written work:

With more advanced classes. It is more important for the teacher to correct student's work individually, and even with lower classes this will sometimes be necessary. As with oral work, the teacher's correction should have a positive effect on the student's work rather than a discouraging one.

- Correction work immediately in class means that the teacher can draw student's attention to problems while they are still fresh in their mind.
- Getting students to correct either, their own or each other's work take time in the lesson; but it gives student, useful practice in reading through what they have written and nothing mistakes, it also a good way of keeping the class involved.
- Correction in class work best with fairly controlled writing activities, where they are not too many possible answers.

2.32 Previous Studies:

The purpose of this section is to review and evaluate widely and critically the previous literature on EFL/ESL writing studies. Thus, the section will discuss some researchers' diligent efforts made from across the world to investigate L2 writing pivotal perceptions. In line with this' the section will be divided into subfive

sections; non-culture-specific EFL/ESL writing studies, reading-writing relationship studies, cohesion studies, coherence studies, , and EFL/ESL writing teaching studies.

2. Non-Culture-specific EFL/ESL Writing Studies:

Over the last two decades, there has been considerable literature non-culture-based studies that examines problems EFL/ESL writers encounter in English writing. In fact, it is believed that this type of literature seems to put a premium on basic language skills problems in addition to writing skills problems. To begin with the Sudanese context, Arabi (2004) examined the correlation between lexical competence of some EFL Sudanese university students and their writing quality in English. The research materials were gathered through two instruments; vocabulary test and EFL writing test. Both tests were carried out among the students (second & third year) of the English Department of Education, University of al-fashir. The results of the study showed that although the overall performance of the participants on both tests appeared to be poor, lexically competent students have produced quality texts. The results also indicated that learning only individual words would not lead to the improvement of the students' EFL writing performance. Rather, other aspects of the language should be taken into account if the written work is to be more effective and meaningful.

Commenting on Arabi's (2004) study, it can be argued that as vocabulary knowledge is one of the important factors of reading comprehension, it can also enhance one's writing proficiency. Yet, knowing only a list of words does not always guarantee a production of an effective piece of writing. That is, EFL writers should be aware of the context in which these words can be used. Quality writing,

in many cases, involves a set of parameters such as ability to use words adequately, logical flow of ideas, voice, and style, among others. Moreover, one cannot think of vocabulary as a single entity, on the contrary, there are different genres of vocabularies. For example, history department students may find it difficult to use medical or engineering-based vocabulary in their written communications as they are likely familiar with words of their own field, and the same thing can be said of other disciplines. Shawna (2000) for instance, suggests that writers must be able to spontaneously recall words that are known not only by sight. But that are understood well enough in order to be used correctly in writing. Eased on these observations, it would be interesting if Arabi's (2004) research is limited to a specific type of vocabulary and its impact on EFL learners' writing quality in a particular field. Rather than discussing the matter (i.e. vocabulary) in a more general perspective. Abdalla (2005) set out to evaluate the Sudanese post-graduate research on the EFL writing problems that carried out in the 1990s. The primary aim of his research is to see whether or not those studies have adequately handled the learners' English writing difficulties. In order to elicit data, he selected post-graduate dissertations conducted at the University of Khartoum; five M.A. theses and one a PhD. dissertation. Abdalla's paper showed that most of the Sudanese EFL writing studies conducted in the 1990s seemed to be much concerned with the examination of sentence level aspects, especially grammatical and mechanical ones. The paper also concluded that there were many weaknesses in those studies in the sense that their respective researchers claimed to address students' writing problems in English, which, as he thinks, have nothing to do with the students' written discourse proficiency.

With regard to Abdulla's (2005) viewpoints, it can be argued that in the 1980s, EFL/ESL academic writing research among most Sudanese L2 researchers (perhaps other researchers) was overshadowed by the language aspects, especially sentence level features. Apparently, before shifting to a more holistic perspective of L2 writing issues, these researchers would have thought to deal with grammatical and mechanical errors since they seemed to be the most prevailing stumbling block of the Sudanese EFL learners. Furthermore, it can also be added that there were and still are quite a number of Sudanese EFL learners who could not produce grammatically correct English sentences. It would, therefore, be fair to say that these researchers were not to blame for their overemphasis on a sentence's elements; rather it would have been more acceptable if Abdulla's (2005) paper had attempted to investigate the effectiveness of those studies in terms of overcoming Sudanese EFL learners' writing problems. Likewise, Bataineh (2005) attempted to find out the Jordanian undergraduate EFL students' errors in the use of the definite article in their written compositions. The subjects of his study were all students of English language at Yarmouk University (Irbid, Jordan) in the second semester of the academic year 2003/2004 in other words, a total of two hundred and nine male and female students, the most of them were between eighteen and twenty three years of age, were targeted for the study. According to the findings of the study, nine categories of errors were found. The errors include; (1) deletion of the indefinite article, (2) writing 'a' as part of the noun/adjective following it, (3) substitution of the indefinite for the definite article, (4) substitution of the definite for the indefinite article, (5) substitution of "a" for "an", (6) use of the indefinite article with unmarked plurals, (7) use of the indefinite article with marked plurals,

(8) use of the indefinite article with uncountable nouns, and (9) use of the indefinite article with adjectives the results revealed that all these errors, except (1) were not influenced by the subjects' native language, i.e. Arabic in Bataineh's view, developmental factors and common learning strategies such as simplification and overgeneralization were believed to be the major causes of the target learners' writing errors.

Generally speaking although Bataineh's study suggests a considerable.

Number of important results, the researcher disagrees with him in the exclusion of developmental factors and overgeneralization from being affected by Arabic interference. Thus, as the current research will explore such matters in detail respectively, to the best of the researcher's knowledge, such problems could be attributed to L2 learners' mother tongue background influence.

Shokrpour and fallahzadeh (2007) attempted to investigate the major defects in EFL writing skills of medical students at Shiraz University Iran. The main objective of their study is to identify whether language aspects or writing aspects are the major difficulty areas that fifth year medical students and interns confront in their English writing Based on systematic sampling method, the two researchers examined on hundred and one notes written by the students and interns in pediatric and internal wards of a teaching hospital of the University. The written notes were tested from the point of view of language aspects including spelling, grammar, syntax and vocabulary; and writing aspects including punctuation, cohesive devices, coherence, and organization. However, because of the scope of this section, the writing aspects will be discussed respectively. The results of their study indicated that Iranian medical students seemed to have problems both in

language and writing skills, yet. It was found that grammar and punctuation were assumed to be the most problematic areas, whereas the use of vocabulary was better as opposed to the use of the other elements. The researchers attribute this to the fact that the medical students possess a considerable knowledge of technical terms, Nevertheless, despite this privilege. The students' written work showed that in the use of general vocabulary. They faced more difficulties, Of course. This will lend support to my aforementioned observations about Arabi's (2004) assumption of relating vocabulary knowledge to EFL learners' and vocabulary. Moreover of the problems in each element was much close to each other, interpreting that the subjects of the study faced problems in all elements. With regard to the findings of the interview with the subjects, it was realized that they seemed to have very little time for writing courses, mainly writing in English. This is because, as the interviewees claim, it would be useful not to waste their precious time on English language and EFL writing lectures. In addition, their classes are not carried out in English besides their written tests and assignments are done in the native language. Finally, apart from their awareness of medical vocabulary, they lack sufficient background of general vocabulary which makes them not write adequately, to overcome their subjects' EFL writing problems. The two researchers came up with some suggestions. First, since the language teaching techniques have been shifted toward discourse factors of the language. Writing instructors need to alter their one-way focus. That is. Discourse aspects of writing should be emphasized in their writing lectures. Second. They contend that the bodies of curriculum designers have to plan the medical courses in the sense that the preliminary year university students should be exposed to English language, especially to EFL writing courses

i.e. when they were asked about English courses, they seemed to ignore them due to time constraints. Indeed, this not an excuse to justify their deliberate negligence of the English classes as EFL writing will be linked to their future career as future doctors. In other words, dealing with patients verbally is not enough, Because their medical knowledge needs to be explained in written English in most cases. Therefore, in such situations, before discussing the communicative skills (language & writing skills) their study's subjects need some sort of encouragement to take part in English classes and. As a result, more time may be given to EFL writing issues.

Hsu (2007) studied the use of English lexical collocations and their relation to the online writing of sixty two Taiwanese college English majors and non-English majors at the University of Science and Technology in south Taiwan. Hsu's materials for data collection were written tests. That is. The subjects were asked to write a 45-minute online English writing test examined by the web-based writing programme. Criterion Version 7.1 (Educational Service) to identify the subjects' utilization of lexical collocation (I.E. frequency and variety) in addition. The test was also meant to show writing score of the two student groups. Then Findings were investigated to answer two principal questions for correlation; (a) between the subjects' frequency of lexical collocations and their writing scores and (b) between the subjects' variety of lexical and their writing scores. The findings of the study revealed that :(1) there seems to be a significant correlation between Taiwanese college EFL students' frequency of lexical collocations and their online writing scores: and (2) there also seems to be a significant correlation between the subjects' variety of lexical collocations and their online writing scores. Seemingly, this

research addresses a very important area in EFL/ESL discipline: computer-mediated communication, namely web-based writing programs, in short beside its positive indicators such as rhetorical knowledge, critical thinking, and vocabulary among others. It has some negative aspects such as its overemphasis on product, its ineffectiveness in identifying hidden semantic relations at sentence level. And misleading techniques for fooling the scoring criterion (Warschaur & Ware, 2006) Abdl-Latif (2008) examined the influence of linguistic knowledge. Writing effect and writing quality on three text length-aspects: text quantity, number of sentences written, and words per sentence. The participants of the study were 57 fourth year English department students at the Faculty of Education, al-Azhar University in Egypt. The three text length -aspects found in the participants' essays were compared to their grades on five scales evaluating their grammar and vocabulary awareness, writing apprehension and self-efficacy, and to their analytic writing quality scores. The findings of the correlation analysis revealed that linguistic knowledge and writing proficiency play an important role in text quantity. Further. The results showed that the subjects used various strategies to deal with the text quantity in their essays.

It is obvious that Abdel-Latif's (2008) study attempts to explore the relationship between writing quality and the quantity of the written text Nevertheless, as mentioned earlier. Writing quality is a multidimensional phenomenon which goes beyond number of words or sentences used. Therefore, this would suggest that EFL learners may have length aspects, but still experience a considerable number of problems in the ways of using these aspects, especially the knowledge of correct grammatical rules, proper punctuation, flow of thoughts, spelling and so on. These

factors would lead us to say that not all quantitative essays look to be quality essays: on the contrary, some short essays (or even paragraphs) remain good and meaningful. Thus, it is misleading to believe that, for instance, wordy essays seem to be quality essays.

3. Cohesion and EFL/ESL Writing Studies:

In chapter two, EFL writing concepts have been highlighted in relation to cohesion in English, in particular the role of different categories of cohesive devices in the development of writing. Thus, the following studies will review in what way some researchers did examine the relationship between cohesive ties and overall meaning of a written text. Mojica (2006) using Halliday and Hassan's (1976) notion of repetition and Liu's (2000) idea of reiteration, examined the most preferred types of lexical cohesion used by thirty ESL graduate students of advanced academic writing courses in English. The subjects were from De La Salle University, Manila. Divided into two groups; Group A (the multidisciplinary group) and Group B (the English group). Lius's (2000) list of cohesive lexical devices which have been investigated in this study include; repetition, synonyms, antonyms, super ordinary/hyponyms, related words, and text structure. The results of their study showed that repetition is the most frequently used sort of lexical cohesion by both groups sampled. The subjects also continuously used related words such as situational synonyms, situational antonyms, lexical items with super ordinary/hyponym connections, and text structure words. More specially, it was noticed that about 60% of repeated lexical items had a similar type of occurrence. Further, holistic evaluations indicated that more than 50% of the subjects' papers received an average rating in overall lexical cohesion.

Broadly speaking, the results of Mojica's (2006) study can be considered of a great value in improving both EFL/ESL learners' writing and reading skills. Therefore, English departments should pay much attention to the ways of enabling EFL students to overcome lexical cohesion problems in their English writing.

By the same taken, Olateju (2006) investigated the extent to which ESL (English as a second language) learners can be able to attain cohesion in their written texts through examining the cohesive in their written texts through examining the cohesive devices used by the learners during continuous writing sessions. The data of the study was gathered from seventy final year students of Ooni Girls High School in Osun State, Nigeria. The researcher chose this sample of students because he thinks that as they are final year students, it is assumed that they have been exposed predominately to English syntax for a considerable number of years and thus, he decided to examine cohesion in their written assignments.

The results of the study proved that although the subjects' written tasks indicated some evidence of a perfect application of some cohesive devices given by Halliday and Hassan (1989) some of them found it difficult to use cohesive devices appropriately. Accordingly, the raters spent a lot of time in understanding the subjects' written texts. Olateju attributes the subjects' difficulty in using cohesive devices to Nigerian pidgin influence: of all Nigerian English varieties. Pidgin appears to be the one that negatively influences the acquisition of both perfect spoken and written English in Nigeria. As an addendum to Olateju's argument, on (from my own experience in Nigeria) can add that the peculiarity of the Nigerian English is very obvious, especially in their spoken style, which is influenced by a series of indigenous languages such as Yoruba, Ibo, Hausa, Fulani etc. therefore. It

is reasonable to say that Nigerian ESL learners may use rhetorical styles that tend to be more Nigerian rather than meeting the general rhetorical techniques of English writing.

Chen (2006) also explored the use of conjunctive in the academic papers of advanced taiwanese EFL students. The major hypothesis of his study is that the Taiwanese EFL learners tend to overuse conjunctive adverbials in their essay writing. Upon using quantitative and qualitative analyses, the finding of the study indicated that student writers were found to slightly overuse connectors when the analysis was conducted at the word-level. Additionally, the qualitative analysis also revealed many challenges, for instance, it was found that many students used "besides" as an additive conjunctive adverbial, which is more likely suitable for oral communications. Another important finding is that the students used connectives to link a number of sentences together without having any logicity. Furthermore, some students expressed their conclusions without giving evidence or enough information for the reader to understand the intended goal. Jalilifar (2008) carried out research on the investigation of discourse markers in descriptive essays of ninety Iranian EFL learners (30 junior, 30 senior, and 30 M.A. students) who were chosen from two Iranian universities. The reason behind selecting descriptive essays, according to the researcher, is that the subjects are more familiar with such a type of writing: as a common task in their writing classes. The results of the study indicated that the use of discourse markers (DMs) was clear in enhancing the subjects' writing quality because the subjects in the graduate group outperformed successfully. That is, they were competent in generating various forms of discourse

markers, developing the topic sentences, and supporting the central idea in terms of discourse markers.

Another important result of the study is the statistically significant relationship between the quality of the compositions and number of effectively used DMs in the compositions. Also, it was found that some DMs types seemed to have a profound impact on the quality of the written texts. In particular, it was noticed that there were statistically significant differences between the texts in the use of DMs types in the three groups. For example, elaborative markers were the most frequently used DMs by all the three groups, interpreting the importance of this type of DMs. Moreover, it was observed that there were a wide range of DMs within good texts and repetition of the same markers in the poor texts.

What can be said of this study is that texts that have a considerable number of DMs are labeled as more cohesive. despite the fact that DMs are not the only aspects that make a text looks cohesive What is necessary is how to use these DMs effectively in one's written text, and this leads one to argue that awareness and L2 writing experience are important factors in reaping the proper use of DMs.

Another study in line with the above studies is that of Wok (2009) He attempted to examine cohesive devices and topical structure analysis of editorializing paragraphs in Cambodian newspaper that are written by Cambodian and American writers. The results of topic structure analysis, i.e. coherence, will be discussed in 3.5 below. The materials used for data elicitation were forty paragraphs drawn from twenty newspaper editorials, ten newspapers from the Cambodia Daily and ten newspapers from phnompenh post. Of these paragraphs, twenty were written by American writers and the rest were written by Cambodian writers. To analyze

the data, the researcher read the forty paragraphs and then identified the cohesive devices suggested by Halliday and Hassan (1976), which include reference, substitution, ellipsis, lexical cohesion, and conjunctions.

The results showed that there were not many cohesive devices found in newspaper editorials opposed to many cohesive devices found in academic writings such as textbooks, journals, research papers. This difference can be attributed to variations in registers of writing. The cohesive devices used by the writers are reference, substitution, Conjunction and transition words. The ellipsis and lexical cohesion were not realized in the corpora, as for the reference. It has likely been used more than the other cohesive devices in the forty paragraphs. However, it was found that Cambodian writers used slightly less number and percentage (63.63%) of the reference cohesive devices when compared to the American writers (72.72%) thus, this suggests that there are no significant differences in terms of reference cohesive devices between the two group writers. Nevertheless, some differences were noticed between the texts or articles written by the American and the Cambodian writers, mainly with regard to conjunction, substitution and transition words.

4. Coherence and EFL/ESL Writing Studies:

One of the important issues in the investigation of EFL/ESL writers' problems is the matter of absence of explicit semantic relations in their written communication. Accordingly, there are various arguments and explanations for this problem, and this section will review some of these explanations.

Yashi and Rinnert (2001) investigated discourse level revising skills among three groups of Japanese EFL writers and the relationship between these skills and the two aspects of English competence and writing background. The two researchers

are mainly concerned with EFL writers' ability to deal with coherence problems at three discourse Levels: inter-sentential, paragraph, and any given discourse level. Including cohesion characterized by grammatical/semantic relations (Halliday&Hassan, 1976) the participants (N=53) of their study were categorized according to their educational level and the amount of L2 writing experience. That is, undergraduates with no writing instruction, Undergraduates with one year of English writing instruction and the graduate students. The essays revised by the participants, were modified by the raters to include a certain number of coherence problems. The reason for this,as the two researchers argue, is to enable them to identify specific elements, including topic and types of revision difficulties, and compare the three groups on the basis of their revision equally.

The results of a three-way multifactor of variance (MANOVA) of the participants' final scores revealed significant effects of all three factors: group Level (inter-sentential, paragraph & essay) and component (detection vs. correction). In other words, the results showed that at the essay level, group two outperformed group one, whereas group three outperformed the other groups, especially at the sentential level the results also indicated that despite writing instruction was not a major variable of their study, EFL writers could learn to improve essay level coherence through instruction followed by the experience of writing.

Wang and Sui (2006) conducted research on the investigation of the use of decomposition in Latent Semantic Analysis (LSA) to examine textual coherence. The main objective of this research lost measure the textual coherence by using LSA in seventy Chinese English majors' English writings at Dalian University of technology in China. Sui attributes targeting of English majors to the fact that they

may make fewer grammatical mistakes in their English writing indicating that their major problems in EFL writing may stem from lack of cohesion and coherence. To elicit information for the research, the subjects were asked to write an English composition of 300 words on a given topic from an IELTS written examination. The subjects' written compositions were analyzed both at the micro-level coherence and the macro-level coherence. The results at the former level explained that the way in which the subjects used the words is quite different from the way native speakers normally use. This shows that different thinking patterns and cultural backgrounds seem to be behind this variation. Most importantly, it was found that most of the subjects tend to transfer meaning of their native words to the English language words. For example, they translated their Chinese characteristic "verb+ object" structure into English. In short, although many cohesive elements were usually used in the subjects' compositions, discontinuity of coherence was realized.

On the other hand, at the macro-level coherence, the results revealed that the subjects had experienced difficulty in establishing clarity of thought. And that they were incompetent in organizing the meaning of the sentences logically. Other practical results of Sui's research are that: first. EFL learners should be made aware of employing clear ways of thinking and perfect cohesive ties on which coherence is established. Second. EFL learners' English writing to achieve this, it is recommended to raise learners' awareness of analytical thinking in relation to cultural differences.

Likewise, Almaden (2006) conducted research on the topical progression in paragraphs written by Filipino ESL students in De La Salle University-Manila. The

main objective of the research is to investigate the types of progression that the subjects use in producing a written text on the basis of the topical structure analysis suggested by Lautmatti (1987). The findings of the study indicated that parallel progression was the most adopted one in the paragraphs, extended parallel was the second most used progression, sequential progression was the third most preferred. In addition, extended sequential progression was found to be the least in the paragraphs. According to the researcher, the subjects made more use of the parallel progression compared to the sequential and extended types of progression due to the fact that they prefer to hang ideas close together rather than linking them across paragraphs.

Sattayatham and Ratanapinyowong (2008) discussed the problems in ESL paragraph writing of first-year medical students in four medical schools at Mahidol University, Thailand. For data collection, the subjects were asked to read three medical ethic passages and give their viewpoints on medical ethics in one paragraph. Based on a Chi-square test, the findings revealed that most subjects failed to show a logical connection or relation between ideas in their paragraphs, i.e they did not give much attention tie transitional words to link the ideas together. Also, the subjects did not clearly relate to their main idea, as a result of which the paragraphs seemed to look short and unclear. Furthermore, it became clear that medical students (i.e. the subjects) lack organizational strategies and give little attention to topic sentences, introductions and conclusions. In fact, a conclusion was found to be absent in most subjects' opinion paragraphing writing.

In a more similar study,Dumanig et al. (2009) studied the topical structure of the Philippine and American editorials appeared in the philippine Daily inquirer and

the New York times. The aim of their study is to investigate the differences between the American and Filipino editorials in English in terms of number of words, clauses and sentences in a paragraph: number of words and clauses in a sentence: and number of words in a clause. Moreover, their study also examines the difference in the internal coherence between the American and Filipino editorials in English based on parallel progression, extended parallel progression, and sequential progression. Based on the corpus, the findings indicated that the American and Filipino writers have minor differences in writing. That is. They have nearly the same percentage in the repetition of phrases and clauses. Nevertheless, despite this similarity in writing behavior, it was noticed that the Filipino writers incline to be verbose, whereas their American counterparts are more coherent. The study also revealed that both the American and Filipino writers attain a considerable degree of internal coherence in writing as noticed in the number of the above mentioned progressions in their paragraphs. Thus, the researchers argue that the similarity of writing between the two groups can be referred to the uniqueness of English used by the Philippines which is apparently close to the American English. In short, it can be argued that topical structure analysis constitutes that ESL writers might not face serious problems in achieving coherence as EFL writers might do. That is to say. L1 influence is more evident among EFL learners, e.g. Arabic, French, Swahili, Russian, Etc.

Zergollern-Miletic and Horvth (2009) reported on the investigation of the nature of Zagreb and pecs students' writing in relation to coherence and originality. From each university (i.e. Zagreb & pecs), ten scripts were taken. Upon completion of the scripts' analyses, the results showed that an indication of well-produced paragraph-

level dimension was found in most of the twenty scripts. This suggests that as the participants learned about topic sentences and came across different examples of topic progression, they have been able to use effective coherence in their essays. In addition, voice element was seen in the scripts: the participants conveyed the author's ideas and feelings adequately so that the raters got evoked and found the essays more interesting and inspiring.

Again, from these results it can also be argued that EFL/ESL problems in terms of coherence tend to vary from one language to another or even from one writer to another therefore, in Zergollern-Miletic and Horvth's (2009) study it seems that the subjects have a good command of L2 writing skills, especially with regard to their ability to express their views in a more logical manner, and this makes us predict that the subjects of this study are likely to be English majors of English minors as their writing performance seems to be different from the other disciplines' students whose English writing performance has been discussed above.

5. Reading-Writing Relationship and EFL*FSL Writing Studies:

As noted in chapter two, section 2.30 reading-writing relationships can be observed in various ways. For example, some researchers (Abadiano & Turner, 2002; Falk-Ross, 2002; LEE & Karashen, 2002) contend that reading and writing should be considered as related skills rather than disconnecting skills. However the focus of the current research is to consider this connection in terms of rhetorical strategies. This section will report on some studies related to the relationship between reading and L2 writing proficiency.

Accordingly, Vieira and Taglieber (2003) set out to conduct research on the influence of reading in EFL students' summarizing process. The participants of the study were nineteen students from the College of Letters of Universidad Federal de Santa Catarina, Brazil they were asked to read and summarize two texts on different topics, of different organization styles, and of different lengths. A questionnaire about the familiarity of the participants with the topic of the source texts and how this familiarization occurred was administered. The results of the study provided that the reading of the source texts has influenced participants' writing of their summaries. Apparently, the influence was in terms of main ideas, organizational patterns, text complexity and emotional arousal of the topic of the source text. The topic tends to have some negative impact on participants' summaries. In other words, it directs the path of the writing to a more limited extent.

Eldouma (2005) investigated the relationship between reading and writing based on the performance, perception and strategy use of university EFL learners. The subjects of his study include students of English language from the faculty of

Education at Sudan University of Science and technology, Sudan, to gather data for the study. The subjects carried out two reading tests as well as two writing tests to identify the connection between the two skills. The results of the study showed that there was a seemingly significant degree of correlation between the subjects' reading and writing performance ($r=0.761$; $p=0.000$) the results also indicated that the connection between reading performance and writing performance varied according to the subjects' standard of language competence which lends support to the bidirectional assumption. Again, the subjects' responses to the questionnaire revealed that they make connection between what they have read and their writing performance benefiting from the main ideas of the reading text. Finally, results of the subjects' interviews added that almost all the subjects applied some common techniques when connecting reading and writing: good/poor readers and good/poor writers follow similar strategies for reading.

Shen (2008) examined the influence of a reading-writing connection on the first-year EFL university students who study English as a required subject at the National Formosa University in Taiwan. The purpose of Shen's study is to find out the students' literacy development by investigating their written entries, including reading log entries and their creative writing to see the effect of reading on writing. The data of the study was collected from follow-up interviews. Findings of the study indicated that the students' literacy developed not only in linguistic perspective, but also in critical thinking as in personal perspective. Further the results revealed that reading enhances the students' development of their written communication in terms of stimulus, structure, vocabulary, and prior experience. Finally, the results showed that reading-writing connection had a positive impact

on the university students' reading Meta cognitive awareness, i.e. referring to what they have read, as well as their reflection of individual beliefs and experience transaction.

Magno (2008) also carried out a similar research on the investigation of whether reading strategy, amount of writing, metacognitive metamemory (cognitive factors), and apprehension (affective factors) clearly indicate writing proficiency in English. The sample was of one hundred and fifty nine college students enrolled in an English course. The subjects were asked to write an essay as an assessment of their writing competence: by using the test of written English (TWE) scoring criterion. In addition, multiple regression analysis was also applied to see which predictor is significant. The study revealed that all the variables are significantly related to writing competence; especially the variables are significantly related to writing competence, especially the variable of reading strategy. This finding is consistent with some researchers' (e.g. Lee & Krashen, 2002; Asencions. 2008) research findings in that the relationship between reading and writing seems to be significant in many cases. The uniqueness of Magno's (2008) study lies in the fact that the previous studies used reading as a tool of achievement or performance employing ability test, whereas his study uses reading as a pattern. Accordingly, he provides that as writers use reading patterns such as knowing the aim of the reading material. Understanding relevant background, focusing attention on main ideas, assessment, monitoring and making inferences, the more likely they can produce an effective written text. His findings also lend support to some remarks made by Esmaili (2002) and Koda (2005) that reading improves processes and strategies of one's writing, i.e. it enables him/her to gain the required framework in

developing his/her words, spelling, semantic relations and grammar, all of which lead to a better understanding of written communication.

The final study of reading-writing relationship is of Plakan's (2009) He focused on the role of reading strategies in integrated L2 writing tasks: through think- aloud verbal protocols, interviews, and the resulting written products. The subjects of the study include twelve students from two large U.S. universities, and their majors are varied as well as the diversity of background which indicates insights into a heterogeneous class of ESL writers, Data analysis concluded that checking on source integration and checking on citation strategies appeared to have helped the writers by determining what to do with the source texts, and also confirming that they are doing the task adequately. Relatively, the subjects used comprehension strategies such as skimming to write the gist of the source texts. Another result was that writers mined the texts, then select information and formulate it into integrated paragraphs. Here, one can argue that that reading is an important process in writing process: writers return to source text when composing, because they may need rewriting information or a strategy in order to finish the job. In general, plakan's study discusses various empirical, Theoretical and practical notions. Thus, it contributes more to the scope of the current research in that writers can benefit from the language techniques they learned in their reading, despite the fact that not all EFL writers can make use of what they have read, especially in terms of rhetorical techniques.

6. EFL/ESL Writing Instruction Studies:

In essence, effective writing instruction can be considered useful in improving EFL/ESL learners' writing quality in various ways and at different levels as well.

Thus, teachers could help their students learn some characteristics and procedures of good writing. For example, a teacher who teaches a reading course at the college level (i.e. the learners) to pursue similar ways when giving their own ideas in written communication. To illustrate some studies related to conflicting techniques of EFL writing instruction, let us begin with Archibald's (2001) study which examines the effect of focus teaching on students' writing. Fifty EFL students from twenty one countries and with twelve different first languages were asked to write a 205-word essay at the beginning and the end of their program at the University of Southampton, the U.K. the principal aim of the program is to provide the students with the linguistic demands as well as other discourse genres and the best ways in which thoughts can be structured academically the subjects' written texts were evaluated using a multiple-trait method (Hamp-Lyons. 1991) which includes communicative quality, and linguistic appropriateness. Factors of student writing might influence this overall balance. This shows a made of tendency for British academic writing values and presumably also a better understanding of the objectives of the program which is provided by the university.

Albakri et al. (2003) studied the effectiveness of using e-mail dialogue journals in developing ESL writing skills. His study mainly focuses on four important writing qualities: overall effectiveness, content, language, and vocabulary. In addition, the length of the journal entries has also been examined. The subjects of the study were four UniversityKebangsaan Malaysia Matriculation students (two males two females), categorized as intermediate level English language learners. The study was conducted for seven weeks and about seventy two journals were collected at the end of the seventh week. The results of his study indicated that e-mail dialogue

journal writing has a positive impact on the writing performance of ESL students at the college level. The results also revealed that the students have improved qualitatively in their writing abilities, namely in terms of overall effectiveness, content, language, and vocabulary. The analysis of the journal entries also showed that the students tried to improve the analysis of the journal entries also showed that the students tried to improve their ideas appropriately as they were writing on domains of their interest. Further, they realized that they were able to learn new words from their partners: they were able to improve their writing ability through interaction with their peers. Apart from these results, another important result of his study is that it dealt with the students' improvement in writing quantity: they were able to write longer entries, which indicates that they have gained more confidence in English writing.

Kim (2003) examined how Korean EFL writing instructors give feedback to their students' writing performance and that what influences their feedback. Participants of the study included twelve full-time and part-time Korean EFL writing instructors in four universities teaching freshman English and intermediate EFL writing courses. Various instruments for data gathering were used in the study. These include a formal semi-structured interview with each instructor, a questionnaire on the instructor's writing self-efficacy, and students' writing samples voluntarily submitted. The first lesson from the results of the study is that grammar was still the most frequent matter in giving feedback on students' writing the second lesson appeared from the interview data is that some elements of teacher feedback seemed to be affected by the teachers' beliefs on L2 writing and their experiences in L2 writing teaching. In this respect, most participants mentioned

that they repeated the class activities, teaching techniques, and feedback practices that they received as EFL/ESL students. The final important lesson is that teachers decided how comments can be given on students' writing based on whether they have noticed their feedback success in students learning to write. Overall, the results of Kim's (2003) study show that the instructors' clear awareness of their role in students' learning to write is essential in identifying the strengths and weaknesses of their students' writing performance.

Tran (2007) investigated the issues of motivation and students' identity in an EFL writing classroom in Vietnam from the perspective of the students. The subjects of her study were thirty English-major students in a four-year Bachelor's program. A questionnaire was used as an instrument for data collection. The findings revealed that although the commonly held perception gives much attention to factors of learners' extrinsic motivation, their linguistic need, and social needs in learning EFL writing the subjects were not only concerned with these factors, rather, they were found to be more likely concerned with their intrinsic motivation such as their interest, passion and inspiration, which are related to their personal and cultural needs in writing. Broadly speaking, all types of motivation would help EFL learners express their views in writing. In a similar study, Fung and Hoon (2008) reported on teachers' perception on a collaborative activity in ESL writing class. The objectives of the study are of two-fold: to identify how such tasks are enacted by each individual instructor. Data was collected from a questionnaire and a semi-structured interview with sixteen instructors who teach an academic writing course at University Putra, Malaysia. The results indicated that collaborative tasks in the writing class are useful as they tend to enhance the development of cognitive

activity are due to passive and uncooperative members in addition to time constraints. The results further revealed that collaborative writing can be performed in various ways. That is, Instructors can follow the collaborative styles that suitable for their students' needs, level of competency and writing abilities. Therefore, it can be argued that it is necessary to be aware of students' preference and learning styles for the sake of the students' writing creativity.

Yoon (2008) examined a qualitative research study that investigated the changes in students' writing process linked to corpus use over an extended period of time. The major objective of this research is to examine to what extent corpus technology influences students' development of competence as L2 writers. The data of the research was collected through six main instruments: (1) classroom observation, (2) interviews, (3) recall protocols, (4) corpus search logs, (5) class corpus search assignments and (6) written reflections on corpus the results showed that corpus use did not only have a direct impact on assisting the subjects. But also develop their perceptions of lexico-grammatical features and overall language awareness. Upon linking the corpus method to the writing, Became more self-reliant writers, and their confidence in writing increased-As a matter of fact, it was realized that individual differences and contextual factors seemed to play an evident role in identifying the frequency and extent of corpus use specification of linguistic elements for investigations, the degree of analysis and interpretation, and the proper employment of corpus resources, All in all. The results of this study highlight the importance of teaching L2 writing in an EAP environment, particularly corpus-based integrated teaching.

The final study related to EFL instruction is of al-jarf's (2009) this research is about enhancing freshman students' writing skills with mind-mapping software. A mind map is a graphic organizer which can be used to generate ideas, take notes, develop concepts and ideas, and improve memory (Buzan, 2000: cited in al-jarf, 2009) Two groups of freshman students at the College of Languages and translation (COLT) at king Saud University, Saudi Arabia participated in the study. One group received traditional in-class teaching (control) and the other group received a combinational of in class traditional and mind maps based on software (experimental group). The findings explained that significant differences in writing development were noticed between the two groups indicating that use of the mind mapping software seemed to be an effective instrument for developing students' ability to generate, visualize and organize ideas in writing. In other words, those who relied on this instrument became faster and more competent in generating and organizing ideas for their paragraphs and were capable of having more detailed ideas compared to those who did not use the mind mapping software.

On the whole, the most of the aforementioned EFL writing instruction studies explore how EFL/ESL instructors might go about L2 writing based on the best ways of L2 writing teaching using basic principles as well as concepts of numerous theories. What is evident in these studies is that the researchers strive to focus on the recent strategies of L2 writing teaching such as motivation for L2 writing. Computer assisted writing peer feedback writing, and the like. Again, one of the lessons that can be learned from these EFL instruction studies is that the researchers are interested in deserting the classical aspects of EFL/ESL writing teaching (e.g. grammatical correction, vocabulary) and dealing with more effective

aspects such as the role of cultural variation awareness in L2 writing all of which are believed to empower EFL writers to be aware of different genres of writing as different writing strategies.

7. The Related Literature and its Relevance to the Current Research:

Generally speaking, from the results of the above reviewed literature it can be argued that this literature can contribute much to the present study in many ways. For example, both the present study and the ones discussed above, tend to explore issues related to EFL/ESL writing proficiency from different angles. Furthermore, both the current study and the previous studies reviewed use similar instruments for collecting data such as tests, questionnaires, interviews, And observations. OF these instruments, the present research employs the test and the questionnaire as for the data analysis ,the present research uses similar methods used by some studies reviewed above, in particular analytical assessment pedagogically, the current research also tends to go in line with the aforementioned ones in that writing proficiency does not occur in a vacuum, i.e. language instructors should find better ways of aiding EFL/ESL learners who lack ability and confidence in their English writing to get involved in various writing tasks. On the whole, as stated in chapter one, section 1.4, the uniqueness of the present research as opposed to the above mentioned ones lies in the fact that it tends to investigate unexplored problems of Sudanese EFL graduate students in English, they may find themselves encountering the techniques of two languages.

Cohesive devices and their use and effect on writing have been a subject of study by candidates in different universities in Sudan and out of Sudan. However, Fatima

El basher Ali is one of them. In her thesis of MA in language and literature, (2007) her study deal with assessing use of cohesive devices in writing, the study covers the 4th year of art at Omdurman Islamic university enrolled for academic year (2005-2006) they are (21-30) years, she used descriptive method. The result of her study proved that these students can use only reference (1216 times), addition (402 times) as cohesive devices. Even these types were overused and misused finally students used ellipsis only (66) times, (120. Times) members used them in a limited range

By comparison to the researcher result of her study she find the same result but the sample that researcher have used was different. Finally Fatima has recommended that more focus ought to be given directly to the cohesive devices in linguistics writing strategies at school and university. At last it was recommended that English departments should encourage writing outside classes.

Hassan AtiehDawoodHamad also is of the candidates who were investigated on the difficulties of cohesion and coherence in writing English. In his thesis of PhD in applied linguistics, July (2006) his study deal with manifestation of cohesion and coherence in writing English of Palestinian senior university students, a textual analytic study His study adopting a descriptive approach both quantitatively and qualitatively in the analysis of 30 English major seniors studying at Al-Quads University in palesting. His study which comprises six chapters has revealed the following results.

There is very serious weakness in the student's manifestation of theories and linguistic features: cohesion: reference, Conjunctions, lexical, ellipsis and substitution, Also in coherence, Organization and parallelism.

There are statically significant differences in the number and the use of cohesive devices in texts written by those students.

There are some statistically significant differences among the students, writing abilities at the performance level and at the cognitive level.

Also in his study he has recommend for this very important aspect of weakness should be taken and treated very seriously by school teachers, university, instructors, syllabus-designers and decision makers altogether.

The researcher in this study agreed to Hassan's recommendations.

8. Contrastive Rhetoric and EFL/ESL Writing Studies

CR is generally based on Kaplan's (1966) notion that culture-bound thought-patterns (including socio-cultural aspects) influence one's writing behavior. This section will focus on some perceptions of EFL/ESL writing studies in view of rhetorical differences across two cultures and languages. All of which hinder effective differences across two cultures and languages, all of which hinder effective written communication in L2. In this regard, Petri (2007) reported the writing experiences of students studying at English-medium post-graduate university in a non-English country in Central Europe. The participants of his study were five Master's students who differ in terms of cultural and language backgrounds: two from Poland, one each from Czech Republic, Serbia, and Kazakhstan. Data were drawn from a semi-structured interview with each participant interview items included participants' histories in their L1 and other languages, writing instruction they received in any language, the role of writing in their previous and current studies, the problems they face, And their opinions of the differences between writing academically in English and their L1. The findings

of the study indicated that the participants encountered three types of differences: language and rhetorical differences, differences between the educational systems, and disciplinary differences. As for the first one, the participants emphasized the influence of their L1.

Rhetorical patterns in the fluency and speed of their writing in English. Thus, it seems that their previous writing background does not only make their English writing insufficient, but also affect their ability to convey their writing objectives. As for the second, it was found that the participants relate their writing problems to the differences between the educational systems their previous and current universities used to adopt. Interestingly, although the participants come from different linguistic backgrounds, a common agreement is that at the universities in their countries of origin, less attention is devoted to written assignments, writing instruction. And feedback practices, finally, the findings also revealed that disciplinary differences affect participants' writing proficiency. Especially when moving from a hard science background to a different discipline or embarking on interdisciplinary studies (Perti, 2007).

Chien (2007) conducted research on the role of Taiwanese EFL learners' rhetorical strategy use in relation to their achievement in English writing the subjects of the study were chosen randomly from ten universities in Taiwan. They were second and third year students (n=116 in total) majoring in English composition. Therefore, the data collection was based on the analysis of English expository texts written by forty high-and low-achieving students, In this study. The term high-achieving students in EFL writing stands for the average two students based on multiple scores in English writing scored by university instructors who deal with

the English composition courses. On the other hand, the term low-achieving students pertain to the average bottom two students. To analyze the English discourse organization, Chien applied Kaplan's (1966) idea of location of the opinion-strategy sentence: whether the participants chose to write their Essays in a direct or in an indirect way furthermore macro-level rhetorical techniques (deduction & induction) as well as the presence of a conclusion at the end of the essay were taken into account the findings showed that of the forty written samples evaluated, irrespective of whether they were high-achieving or low-achieving students, most of them used the deductive rhetorical pattern. In other words, they stated the thesis statement at the beginning rather than the middle or final position, apart from two high-achieving students who placed it in the middle and final positions.

Upon examining the overall organizational patterns, it was seen that thirty three students (82.5% - 15 high-achievers and 18 low-achievers) adopted comparison-based deduction, explanation-based deduction and comparison-based induction. Generally, It was noticed that most participants (95%) of the study stated their positions in the beginning and used the deductive pattern in English writing thus, this study's findings do not tend to be congruent with the perception that Chinese writers prefer the inductive pattern (Connor, 1966) Moreover, with regard to the distinction between the high-achievers and low-achievers, the findings also revealed that the inductive style may not necessarily fall to comply with the rhetorical patterns as contended by Kaplan (1988), that native English speakers (NES) tend to put their theme at the beginning of their writing Chien attributes his participants' initial location of central ideas to the fact that they were probably

influenced by the western writing strategy. In addition, their interviews indicated that they employed their learned knowledge appropriately by placing the main ideas initially. Therefore, it can be argued that Taiwanese EFL writer may not encounter serious problems in using deductive pattern, especially when they are acquainted with English writing techniques as well as different L2 writing models. Prescott (2007) carried out a small scale exploratory study aimed at finding out the organizational strategies in the writing of entry-level university students at EotvosLorand University in Budapest. The subjects of the study were nine females and three males. Who had graduated from Hungarian secondary schools in 2004 and had secured admission to be enrolled in the English Department on the basis of a written entrance test. Accordingly, they were asked to write a set of twelve short essays which were done in the class in the third week of semester prior to any formal instruction had commenced. In Prescott's view, such a step is necessary as it shows that the participants' essays can be understood as an indication of their pre-university proficiency, applying a descriptive method of data analysis evaluation, the results.

Indicated some interesting differences in the manner Hungarian preliminary year university students organize their writing in English. The most importantly, problems in the area of paragraphing were evident, particularly missing topic sentences as well as inappropriate logical sequence. In addition, they appeared to find it difficult to produce meaningful introductions and conclusions when they are asked to write more advanced academic paper. One of the results is that most of the participants seemed to be unfamiliar with the writing techniques of

comparison, contrast and argumentative .and argumentative structures, as a result of which they could not organize their English writing in a more coherent way.

Prescott's a small-scale study although looks to have yielded some interesting findings of EFL text organization problems, its scope is very limited that is to say, a 12-student case study as if represents first year Hungarian university learners. Relatively, such a study, regardless of its significance, the authenticity of its results will be questioned, mainly in terms of validity and reliability. Most importantly, Prescott's the Hungarian writing and English writing justify that in what way the form of influences the latter.

By contrast, yang (2008) reported on the rhetorical organization of Chinese and American students expository essays. That is to what extent Chinese university students' writing differs from that of their American counterparts. Data were gathered from a total of two hundred expository essays written by fifty American university students in English, fifty Chinese university students in Chinese and one hundred beginning and advanced English learners in English. Accordingly, All the participants (i.e. Americans & Chinese) were asked to write an essay on the same topic entitled "the impact of individualism on society' each essay was analyzed in terms of the placement of the thesis statementand the use of topic sentences,to maintain objectivity. Two independent coders took part to establish inter. Code reliability which was about (91%) in the topic sentences, and about (95%) in terms of the judgments. The results of the study concluded that Chinese students like their American counterparts, incline toward directness in text and paragraph organization, but they are significantly less direct as opposed to the American students. In this study,It seems clear that the gap between the American students'

writing strategies and of their Chinese counterparts is not so wide. i.e. the latter group has benefited well from the importance of being aware of differences between L1 and L2 writing systems. To add more, Yang (2008) contends that although Kaplan suggests that essays written in "Oriental Languages" (Chinese, Korean) are characterized by indirect organization, but deductive and linear rhetorical styles were found in the expository texts written by ancient Chinese rhetoricians. Thus, Yang's study leads us to say that despite the fact that rhetorical techniques across cultures and languages tend to be different, sometimes the possibility of rhetorical similarities might be thought as shown in this study. Another interpretation that can be added in this respect is that contemporary Chinese rhetoricians might have realized the effectiveness of English rhetorical strategies, and then tend to encourage Westernization of their writing system (even in L1) for the sake of apparently a meaningful mode of English/American writing rather than their beating around the bush, i.e. Chinese circular pattern of writing.

In a similar attempt, Wang (2008) explored the thesis writing experiences of a small group of overseas post-graduate research students at the University of Canberra in Australia. The purpose of his study is to find out the problems these learners face in their theses writing styles, which can be attributed to variations in cultural backgrounds and academic values they bring. The subjects of study include eight PhD. students, two professional Doctorate students and one Master by research student. They are also from six countries: Thailand, China, Malaysia, India, Maldives and Bahrain. Data for this study was collected from a 40-60 minute semi-structured face-to-face interview, which is mainly based on similarities and differences between L1 and L2 writing systems the study revealed

a number of findings. For example, despite all the subjects were eligible for English language standards for entering the university, they exhibited a sense of inappropriateness in terms of writing a thesis in English as a foreign language. That is, they lack confidence in using English to convey their ideas clearly and accurately. However, the study indicated those students who use English as a second language in their home countries (Malaysia and India) or received their undergraduate degrees with English as a medium of instruction, showed more confidence in English writing than other subjects: EFL learners.

Another important result is that all the subjects have complained about the impact of their cultural backgrounds on the thesis writing process. For instance, the Thai students argue that they were asked by their supervisors to 'put the conclusion first and then give reasons after that' which is absolutely against English writing style, As for the Bahraini student. For instance, he/she contends that a linear rhetorical structure in English writing in which one's central idea being placed straightforwardly appears to be less necessary in the Arabic culture.

On the whole, Wang's (2008) study highlights the importance of being familiar with writing strategies, especially when the matter has to do with a thesis writing in English. Despite its importance. It looks to be rather limited research including only eleven subjects at one university. Thus, since the subject matter is concerned with the challenges that international research students face in English writing due to L1 background influence, a larger scale analysis of written texts is needed, because it is difficult to draw a conclusion of EFL writing problems from such a small study. In another study, Bennui (2008) analyzed and described elements of L1 on paragraph writing by twenty eight third-year English-minor students.

Who registered in the basic writing course in the 2006 semester 1 at thaksin University in Thailand. The subjects aged twenty to twenty two. And all had learned English as a foreign language for more than ten years. To elicit information for his study, the researcher used two main instruments: the researcher's profile of the basic writing course and samples of the twenty eight students' paragraph writing. The samples were analyzed according to three factors: first, the impact of L1 syntactic interference on the basis of thai grammatical aspects at word, phrase, clause and sentence levels affecting the learners' English sentences. Second, the influence of L1 lexical interference, which undermines the learners' English words choice. Last, the analysis of L1 discourse interference in the sense of thai stylistic and rhetorical features of paragraph writing affecting the learners' English paragraph.

More precisely, Bennui's research data analysis is based on the L1 interference concept in relation to four major approaches: Contrastive Rhetoric (CA), Error Analysis (EA), and Interlanguage Analysis (IA) the findings from the data analysis indicated that in terms of CR, the relevance on thai writing behavior, namely incomplete rhetorical styles and redundancy cases, indicated the subjects' tendency for using their L1 writing techniques to produce their English writing As far as CA is concerned, there was a literal translation of vocabulary use in the thai students' written English because of their mishandling of semantic systems of thai and English words. In fact, it was found that the students tend to directly translate thai words into English without knowing the different systems of word component and usage Moreover, the presence of word order of thai structure in the students' English sentences is due to a limited knowledge of similarities and differences

between the two languages" English sentences were characterized by overgeneralization errors Moreover, simplification errors were found in the subjects' sentences: because they had used, for instance, Thai prepositions such as in "I stay with home" and in "I smiled with my new friends" In the case of IA, their written English witnessed some relevance to features of interlanguage patterns. That is to say, the subjects tried to borrow some Thai words (e.g. tuk-tuk) when writing in English, which can be seen as a violation of English writing conventions.

Suarez Tejerin and Moreno (2008) set out to research on an English-Spanish cross-linguistic study of the rhetorical structure of book reviews (BRs) twenty BRs of literature in each language. Simply, their research attempts to examine the nature of literary academic book reviews. In order to identify the rhetorical styles of textual organization used by English and Spanish academic book review writers, all the book reviews in the two corpora were analyzed on the basis of moves, sub function and options. In their research, the moves are attained by inferring the rhetorical function specified by the different parts in the whole text in relation to the overall purpose of the text. On the other hand, in terms of sub functions and options, Moreno (2004) suggests that the former is regarded as non-exclusive, whereas the latter is regarded as exclusive.

The results of their research revealed that, in despite of sharing overall patterns of organization, the Spanish book reviewers were more likely to allow the descriptive moves of the book review. Further, the

Statistical analysis of the findings indicated that Spanish book review writers appeared to be more sympathetic in their assessment as opposed to English writers.

According to the two researchers, these differences can be referred to the rhetorical preferences of the two communities' cultures in terms of this register.

In their study, Zare-EE and farvardin (2009) focused on the linguistic and rhetorical patterns of L1 and L2 writing samples of Iranian EFL students. A total of thirty students majoring in English Translation at the University of kashan, Iran took part in this study. They were nine males and twenty one females, aged from nineteen to twenty two years old, in terms of data collection procedures, the subjects were asked to write English compositions. In the second part, those who had written in Persian in the first part wrote in English and those who had written in English in the first part wrote in Persian on the same topic. The researchers attribute the use of the same topic for L1 and L2 to the fact that different topics could affect writing quality. The ESL Composition profile (Jacobs, et al. 1981) was used to evaluate students' both L1 and L2 writing performance based on five parameters: content, organization, sentence construction, voice, and mechanics. The results concluded that (a) there was a minor positive correlation between Persian and English writing total scores, (b) compositions written in Persian seemed to be significantly longer than those written in English, (c) Persian writing compositions were more complex than English writing ones on the basis of T-units in compositions written in Persian exceeded those written in English, and (e) the number of spelling errors in English writing samples found to be higher than those of Persian writing samples.

In general, their study indicates that apart from rhetorical differences, there are some similarities between L1 and L2 writing processes. It seems that the two researchers share views with those (e.g Hirose, 2003 Kamimura, 2001) who think

there is a significant positive rhetorical relationship between L1 and L2 writing. Overall, in despite of the fact that L1/L2 writing issues look to be controversial due to numerous approaches to L1/L2 writing, one would tend to favor strongly a view that suggested by some researchers (e.g. Hinkel, 2004; McCarthy et al, 2005; Silva, 1993) that L1 writing techniques appear to be greatly different from those of L2 writing techniques. Therefore, in many cases, L2 writers may not be able to meet the required standards of proper English writing.

3.33 Summary:

This chapter explains the theoretical framework of the study in terms of presenting the key concepts of the study. Primarily, the chapter reviews the nature of EFL writing, types of writing and errors. The second part of the chapter investigates the concept of contrastive rhetoric. The third part, examines both cohesion and coherence aspects in relation to EFL writing. The final part of the chapter expresses the relationship between reading and EFL writing in terms of rhetorical techniques improvement. This chapter has reviewed and evaluated the relationship between the present research and the previous related literature on EFL/ESL studies. This review has paved the way for a better understanding of how the present research adds to the studies already conducted as well as awareness of some theories and methodologies relevant at the present research. The issues which have been discussed EFL/ESL writing studies, cohesion studies, coherence studies, reading-writing relationship studies, and EFL/ESL writing teaching studies

Chapter Three

Chapter Three

Research Methodology

3.0 Introduction:

This chapter will provide a full description of the research methodology adopted as well as the research instruments employed. Moreover, the validity and reliability of these instruments will be confirmed.

3.1 The Study Paradigm:

The researcher adopts analytical and descriptive methods to analyze the data collected from participants in order to find the correlation between variables being studied.

3.2 Study Population and Sample

The target populations for this research are the members of staff teaching English language in Saudi Arabia at Jazan University.

3.2.1 The sample of the Study:

The participants are different from many countries. There are even native speakers amongst them while the others ESL learners and EFL lecturers. Their academic degrees varies between, M.A, PhD and Assist professor, specialized in different fields concerning the English language such as ELT, applied linguistics, English literature, EFL and translation. They share the same backgrounds about English language and have been working in the English language Teaching field. Therefore, they are considered as effective participants as they share the same experience and knowledge; the total number of participants is 138. The lecturers are Master While the others are PhD holders. The participants work in different

colleges. They have the same backgrounds about English Language. Also, they have the same linguistics backgrounds that enable the researcher to find the real results.

3.3 Data Collection Instrument:

The instrument used for data collection is the test and questionnaire. They are designed to elicit information that obtained from written responses of the participants. The information obtained is all related to The Difficulties Facing English as Foreign Language learners in Using Cohesive Devices In writing. Data was collected with the aid of test and questionnaire to evaluate the participants' views of Difficulties facing English as foreign language and at the same time the views of learners towards the problems facing learner in writing.

3.4 Test:

The test is composed of two main parts: a guide composition, while the other part is a free composition. Students were given 60 minutes to answer the questions.

3.4.1 Aims:

The ultimate aim of designing this test is to assess the abilities of EFL learners in writing and in learning English language in general in Saudi Arabia (Jazan University/ Preparatory Year).

The researcher followed the experimental method. Two tests pre-test and post-test were designed the two groups control group and experimental one who have the same language level. The researcher gave the experimental group five lectures about how to write instructions like key strategies in teaching writings such as definitions, , spelling, grammar, punctuation, relative idea and, parts of words, illustrative sentences, and how to write paragraph properly .

3.4.2The Results:

The results have shown statistical significant differences in performance in writing composition between the two groups.

3.4.3 Teaching Writing:

The theme of the study is The Difficulties facing English language learner in using cohesive devices in writing. The researcher aim to prove that that writing is very important to be taught especially for teachers and will help them to find solutions for difficulties facing students. Moreover, the study tries to shed light on one of the most crucial aspects of weakness in English particularly in writing when using cohesive device in their writing.

b- The appropriateness of learning:

The following is an attempt to group the kind of difficulties responsible for writing hurdles:

1. Psychological problems
2. Linguistic Problems
3. Cognitive Problem

Also different ways of strategies in teaching English lessons in Saudi Arabia (Jazan University Preparatory Year), and if so which is the best way to teach writing and what techniques are used for correction written work.

1. Correction work immediately in the class means that the teacher can draw student's attention to problems while they are still fresh in their mind.
2. Getting students to correct their own, it is also a good way of keeping the class involved.
3. Correction in class works best with fairly controlled writing activities, where are these not too many possible answers.

The key strategies in teaching writing are free writing brain-storming, clustering and gathering information.

3.5 Questionnaire:

3.5.1 Teachers' Questionnaire:

3.5.2 Aims:

The aim of the questionnaire is to know the opinion of lecturers and PhD holders and their experience in using cohesive devices in writing. The questionnaire consists of 20 statements according to the hypothesis of the study. This questionnaire which was designed by the researcher and there are many lecturers and PhD holders refereed the questionnaire.

3.5.3 Designing of Questionnaires:

Another questionnaire was designed for the students. It was designed in such a way to generate answers reflecting their grasp of the problem of writing.

3.6 Ethics:

The questionnaire procedures were also carried out according to generate a knowledge ethical principles. As teachers' questionnaire, people who filled the questionnaire have been previously informed about the research topic about so that, their answers will be used for the research purposes. Each person has received a full explanation about the aim of the study and the questionnaire procedures.

3.6.1 Procedures:

The questionnaire has been distributed during the month of March 2015. All the copies of questionnaire were distributed at Jazan University Preparatory Year Campus. The questionnaire was explained to respondents.

In total, 84 copies of the questionnaire were distributed, and the respondents manage to provide the data, and making a satisfactory respondent rate of 100% as require sample size.

The tests 104 of copies are distributed between students as pre-test and post one.

3.6.2 Validity

Validity of the research instrument usually evaluated for force content and constructs validity. The content validity of the questionnaire used in the study by judgments promoters who were consulted by researcher to guarantee the correction of the content and its relevance. Therefore, the researcher consulted a number of experts for administrating the questionnaire before piloting. The questionnaire judgment committee recommended changes and amendments about the items.

3.6.3 Reliability:

Hunger & Poit (1999: 317) define reliability as the degree of consistency with which an instrument measures the attributes it is designed to measure. Berg (1989:83) explains that, as the use of a consistent and systematic line of questions for even unanticipated areas is particularly important for reliability and for possible replication of a study.

3.7 Reliability and Validity of the Questionnaire:

The study used the statistical package for social sciences to (SPSS) analyze the data collected. The researcher used Pearson's Correlation and the results obtained as follows:

3.7.1 Reliable and Validity of instructors' questionnaire:

Using the Statistical Package for Social Sciences (SPSS, version 17) enables the researcher to explore sample data-reliability coefficient of knowledge in a way Spearman & Brown, and Alpha Cronbach respectively for the final image questionnaire instructors.

Table: (3.1)

Reliable and Validity of the questionnaire :

	Cronbach's Alpha	Spearman&Brown
Reliable	.832	.909
Validity= $\sqrt{\text{Reliable}}$	0.912	0.953

It clearly demonstrates high value on the enjoyment of the final image of the questionnaire of a high degree of consistency in the current study is a community.

Table :(3.2)

Reliable and Validity of the test

	Cronbach's Alpha	Spearman&Brown
Reliable	.767	.622
Validity=$\sqrt{\text{Reliable}}$	0.8758	0.789

To ensure parity between the experimental and control groups in the achievement level of the materials have been monitoring individuals degrees experimental and control groups where it was before the implementation of this exam experiment consisting of 20 student respondents. The following table shows the extent of the homogeneity of the two groups.

Table (3.3):

Result of the test for two groups:

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
	Experimental	8.2500	2.33678	-1.161	102	.253	Function

	Controlled	9.5000	4.21151				
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Seen from the above table even though that the value of (t) calculated (1.161) and value (t) probability (0253) is a functional which means the homogeneity of the two groups. Which shows that the lack of statistical differences in the achievement of performance rate in the students' pre-test.

3.8 Statistical equations:

- a. Cronbach's Alpha
- b. Spearman& Brown
- c. One-Sample Test
- d. Independent Test

3.9Summary:

This chapter focuses on the research design and methodology hat used to accomplish the study. Firstly, the structure of the research methods employed in this study have been discussed, the considerations taken into account in adopting the research methodology are presented. Secondly, detailed descriptions of the population of the study, data collection instrument, and the main survey procedures are given. Finally, an analysis and interpretation of the empirical data collected through these methods will be presented in the next chapter.

Chapter Four

Chapter Four

Description of Data Analysis and Results

4.0 Introduction:

This chapter presents the analysis of data obtained from experiment, teachers' questionnaire, pupils' questionnaire.

The analysis of the obtained data showed significant results. The descriptive features were as follows:

1. Students from second year, Saudis and non-Saudis.
2. 84 instructors from India, Pakistan, Sudan, Bangladesh, Egypt, Canada, America, England and Senegal. They are males and females.
3. 104 students Saudis and non-Saudis that took the test those students distributed into control and experimental groups.

The four hypotheses of this study are tested by SPSS Program in a descriptive method by using frequencies, percentages and means. This test is used to examine the effects of number of factors and attitudes towards The Effectiveness of using device items towards Enriching EFL learners in writing to answer and interprets the hypotheses of the study.

The T- test is a parametric comparison of the average or mean level for each group, and is based on the assumption that the individual scores are normally distributed about the mean (Baber, 1988: 55).The four hypotheses of this study are tested for significance using T- test and they yield the following results:

4.1 Results and Analysis of Teachers Questionnaires:

4.1.1 The first Hypothesis:

EFL undergraduate face logical organizational problems in writing"

Table No (4.1)

Sample	Q N	S A	A	S D	D	N
Instructors	4	20.7%	58.5%	1.2%	14.6%	4.9%
instructors	5	14.6%	65.9%	2.4%	13.4%	3.7%
instructors	20	11%	53.7%	6.1%	20.7%	8.5%
General Mean	22.0545				functional	B value

The above table indicates that:

This hypothesis is tested by using the data generated to statement No 4,5,20 for instructors' questionnaire.

The general mean of the sample is (22.0545) this mean the majority of instructors are agree with the first hypothesis which says "EFL under graduate face logical origination problems in writing"..

These figures encouraged the other researchers to continue on this way, and help their students to fulfill and know the value of writing in logical and organized. And this is the main goal of the researcher to help the students to understand the problems of writing and to solve the difficulties encounter them.

The details of each statement of this questionnaire will be discussed and explained later in this chapter. These statistical figures in some ways near the figures of the previous studies in the same field and in some situations give the higher figures and reality than the old ones. Like, the study of it is obvious that Abdel-Latif's (2008) study attempts to explore the relationship between writing quality and the quantity of the written text Nevertheless, as mentioned earlier. Writing quality is a multidimensional phenomenon which goes beyond number of words or sentences used. Therefore, this would suggest that EFL learners may have length aspects, but still experience a considerable number of problems in the ways of using these aspects, especially the knowledge of correct grammatical rules, proper punctuation,

flow of thoughts, spelling and so on. These factors would lead us to say that not all quantitative essays look to be quality essays: on the contrary, some short essays (or even paragraphs) remain good and meaningful. Thus, it is misleading to believe that, for instance, wordy essays seem to be quality essays.

In addition to that students need to solve their problems. And the teachers try their efforts to help them. The researcher tries to tackle this problem by the recommended that the researcher will do later in this research. And the finding of this study light a shadow of this problem and try to solve this problem.

4.1.2 Second Hypothesis:

Lack of cohesion characterizes EFL undergraduate students' expository writing performance

Table No (4.2)

Sample	Q N	S A	A	S D	D	N
Instructors	2	26.8%	59.8%	00.0%	1.2%	12.2%
instructors	3	35,4%	52.4%	00.0%	3.7%	8.5%
instructors	6	40.2%	39%	1.2%	8.5%	11%
instructors	7	12.2%	40.2%	6.1%	18.3%	23.2%
instructors	10	29.3%	52.4%	1.2%	12.2%	4.9%
instructors	12	18.3%	16%	0%	7.3%	22%
instructors	13	20.7%	52.4%	0%	8.5%	18.3%
instructors	14	17.1%	52.4%	1.2%	7.3%	22%
instructors	16	19.5%	53,7%	0%	3.7%	23.2%
instructors	17	25.6	59.8	0	3.7	11
instructors	18	7.3	63.4	0	8.5	20.7
General Mean	19.3636				Functional	B value

If you look to the above table, you will find that most of teachers are agreed with the second hypothesis, which said that "Lack of cohesion characterizes EFL undergraduate students' expository writing performance"

Most of their answers are agreed with the questionnaire statements and serve the research purposes. From the above table the instructors with percentage of more than (63%) agreed with this hypothesis. That means this hypothesis is tested and functional.

The general mean of the sample is (19.3636) this hypothesis is tested and functional with " B" value. So still the percentage of teacher is higher. This reveals that the high validity and the reality of this research statements, because teachers are knew more value and benefit of using cohesive devices in writing performance. In addition to that, the researcher hopes that, other researchers continue searching more in this field.

Most of instructors have low percentage of strong disagree and disagree. Sometimes they have percentage between 0% and 18.3% that means most of instructors are strong agree or agree with the statements that lead to knowing of logical organization lead to better English writing. They also, against the idea that said" the Lack of cohesion characterizes EFL undergraduate students' expository writing performance

". It indicates that this hypothesis is tested and functional with "B" value.

4.1.3Third Hypothesis:

Lack of coherence characterizes EFL undergraduate students' expository writing performance

Table No (4.3)

Sample	Q N	S A	A	S D	D	N
Instructors	1	35.4%	59.8%	0%	1.2.9%	3.7%
instructors	8	19,5%	35.4%	9.8%	15.9%	19.5%
instructors	9	20.7%	41.5%	1.2%	22%	14.6%
General Mean	20.0545				Functional	B value

The figures in the above table indicates that the instructors are agree with this hypothesis with percentage of near 60% with this hypothesis that said "TheLack of coherence characterizes EFL undergraduate students' expository writing performance"

The general mean is (20.0545) that indicate most of teachers are agreed with this hypothesis that said "theLack of coherence characterizes EFL undergraduate students' expository writing performance ". The figures of the previous studies also, insures the strong relation between them cohesive item and writing composition, that the researcher mentioned above and under in this research, In addition to that this hypothesis is tested and functional with" B" value.

"Still there is a high percentage between strong agree and agree (35.4and59.8)for most instructors. As the researcher mentioned before because, of the high knowledge of teachers and also teachers are aware of the role of cohesive item in writing composition. On one hand, most of instructors are agree with this hypothesis. On the other hand, between 0% and 22% are disagreeing or strong disagree with this hypothesis.

4.1.4The fourth Hypothesis:

Extensive EFL reading improves EFL undergraduate students' writing ability in terms of rhetorical techniques.

Table No (4.4)

Sample	Q N	S A	A	S D	D	N
Instructors	11	15.9%	59.8%	2.4%	8.5%	13.4%
instructors	15	39%	48.8%	3.7%	3.7%	4.9%
instructors	19	14.6%	61%	2.4%	7.3%	14.6%
General Mean	18.2545				Functional	C value

The above table indicates that:

This hypothesis is tested by using the data generated to statement No11, 15, and 19 for instructors' questionnaire

These reveal the following information:

The majority of teachers with percentage above (50%) they are agreed that Extensive EFL reading improves EFL undergraduate students' writing ability in terms of rhetorical techniques. While about (8.5%) are disagree to that item.

The general mean of the sample is (18.2545) this means the majority of both instructors are agreed with the first hypothesis which says "EFL under graduate face logical origination problems in writing"

It is clear from the above figures that teachers were knew the value of reading improve students' performance in writing composition

These figures encouraged the other researchers to continue on this way, and help their students to fulfill and know the value of using cohesive devices in writing.

And this is the main goal of the researcher to help the students to understand the problem of writing and to solve the difficulties encounter them.

These statistical figures in some ways near the figures of the previous studies in the same field and in some situations give the higher figures and reality than the old ones. Like, the study of Eldouma (2005) investigated the relationship between reading and writing based on the performance, perception and strategy use of university EFL learners. The subjects of his study include students of English language from the faculty of Education at Sudan University of Science and technology, Sudan, to gather data for the study. The subjects carried out two reading tests as well as two writing tests to identify the connection between the two skills. The results of the study showed that there was a seemingly significant degree of correlation between the subjects' reading and writing performance ($t=0.761$; $p=000$) the results also indicated that the connection between reading performance and writing performance varied according to the subjects' standard of language competence which lends support to the bidirectional assumption. Again, the subjects' responses to the questionnaire revealed that they make connection between what they have read and their writing performance benefiting from the main ideas of the reading text. Finally, results of the subjects' interviews added that almost all the subjects applied some common techniques when connecting reading and writing: good/poor readers and good/poor writers follow similar strategies for reading.

Shen (2008) examined the influence of a reading-writing connection on the first-year EFL university students who study English as a required subject at the National Formosa University in Taiwan. The purpose of Shen's study is to find out

the students' literacy development by investigating their written entries, including reading log entries and their creative writing to see the effect of reading on writing. The data of the study was collected from follow-up interviews. Findings of the study indicated that the students' literacy developed not only in linguistic perspective, But, also in critical thinking as in personal perspective. Further the results revealed that reading enhances the students' development of their written communication in terms of stimulus, structure, vocabulary, and prior experience. Finally, the results showed that reading-writing connection had a positive impact on the university students' reading Meta cognitive awareness, i.e. referring to what they have read, as well as their reflection of individual beliefs and experience transaction.

In addition to that students need to solve their problems. And the teachers try their efforts to help them. The researcher tries to tackle this problem by sharing teachers and students in the problem and try to solve it. The researcher lights a shadow on the findings and the recommendation that the researcher will do later in this research. And the finding of this study light a shadow of this problem.

These statistical figures in some ways near the figures of the previous studies in the same field and in some situations give the higher figures and reality than the old ones. Like, the study of Abdel MagidAwad El-Karim that entitled under "Understanding Discourse the Schemata theory and its Implication for EFL Reading ". In University of Khartoum, Faculty of Education 1995. And the study of Ibrahim Mohammed Alsabateen is entitled "The effect of Lexical, Grammatical and Cultural background on Reading Comprehension" In Sudan university of Science and technology, college of Graduate Studies 2008". And other studies at

same field, the researcher look to most of these studies and find that all teachers and students are suffering a lot. Because of reading comprehension and all of them mentioned that this problem should be solved. In addition to that students need to solve their problems. And the teachers try their efforts to help them. The researcher tries to tackle this problem by light the shadow on the problem and try to solve this it,the findings and recommendation that the researcher will do later in this research.

4.2 First:Presents the results of a questionnaire and Test:

1. Present the results of a questionnaire of instructors:

A-Showingthe results ofthe first hypothesis:

EFL under graduate face logical origination problems in writing.

1.Present the results of a questionnaire instructor:

(A)Showingthe result ofthe first hypothesis

			Test Value =3				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
4	3.8293	.96615	7.772	81	.001	Function	agree
5	4.3780	5.73626	2.175	81	.033	Function	Strongly agree
20	3.4268	1.12250	3.443	81	.001	Function	Strongly agree

Showing of the results of the phrase No (4) which reads (EFL learners usually find it difficult to write a meaningful topic sentence) That seen from the above table, the value of (T. test) calculated is (7.772), the degree of freedom is (81) and the

value of the probability (001) which means that there is statistical significance of the statistical reality conclusion of the term that says that EFL learners find it difficult to write a meaningful topics sentence. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). The first hypothesis and first statement is tested and functional.

It is clear that the results of the phrase No (5) which reads (when writing in English, the most of EFL writers concentrate on mechanics and grammar rather than on writing as a process of different stages of words). That seen from the above table, the value of (T. test) calculated is (2,175), the degree of freedom is (81) and the value of the probability (.033), which means that there is statistical significance of the statistical reality conclusion of the term that says that the meaning of words can be picked through reading several different texts. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). It is clear that the second statement is tested and functional.

It proves that the results of the phrase No (20) which reads (A lot of EFL writers find difficult to make a clear conclusion context is one of the best). That seen from the above table, the value of (T. test) calculated is (3.43), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that Guessing the meaning of words in context is one of the best ways to learn vocabulary. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means this hypothesis is tested and functions. And also, the third statement is tested and functional.

B-Showing the results of the Second hypothesis:

EFL Lack of cohesion characterizes EFL undergraduate students' expository writing performance

Showing the result of the Second hypothesis

Test Value =3							
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
2	4.1220	.65528	15.504	81	.001	Function	agree
3	4.1951	.74435	14.539	81	.001	Function	agree
6	4.0854	.98384	9.990	81	.001	Function	agree
7	3.3415	1.10240	2.805	81	.006	Function	No opinion
10	3.9634	.97430	8.954	81	.001	Function	agree
12	3.9024	.77952	10.483	81	.001	Function	agree
13	3.8537	.84797	9.116	81	.001	Function	agree
14	3.7683	.86494	8.044	81	.001	Function	agree
16	3.8902	.75369	10.696	81	.001	Function	agree
17	4.0732	.71631	13.567	81	.001	Function	agree
18	3.6951	.73180	8.602	81	.001	Function	agree

The figures that from the results of the phrase No (2) which reads (EFL learners sentences often link due to the absence of subordination and coordination). That seen from the above table, the value of (T. test) calculated is (15.504), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says sentences lack of coherences lead to the absence of subordination and

coordination.. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It points that the results of the phrase No (3) which reads (Most of EFL learners are unaware of transitional words and phrases in English writing). That seen from the above table, the value of (T. test) calculated is (14.539), the degree of freedom is (81) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says self-study helps EFL learners to realize difficult new words. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It guides that the results of the phrase No (6) which reads (Most EFL writers tend to translate when writing in English) words in That seen from the above table, the value of (T. test) calculated is (9.990), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says writers tend to translate when writing English. It is clear from the reality of statistical inference approval subject of this phrase, moderately at the significance level of (0.05).

From these figures it is clear that this statement is tested and functional.

It shows that the results of the phrase No (7) which reads (Many EFL learners overuse English connectors when writing English). That seen from the above table, the value of (T. test) calculated is (2.805), the degree of freedom is (81) and the value of the probability (006), which means that there is statistical significance of

the statistical reality conclusion of the term that says students can follow the system of prediction and give the correct answer. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It gives a particular of quality that the results of the phrase No (10) which reads (Cohesion is very difficult task for most EFL writers). That seen from the above table, the value of (T. test) calculated is (8.954), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says cohesion is not easy for EFL writers.

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It points that the results of the phrase No (12) which reads (Many EFL learners find it difficult in using reference when writing in English). That seen from the above table, the value of (T. test) calculated is (10.483), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says learners find it difficult in using reference in writing. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It shows that the results of the phrase No (13) which reads (Usually find it difficult to realize instances of substitution and ellipsis in English writing.). That seen from

the above table , the value of (T. test) calculated is (9.116) the degree of freedom is (81) and the value of the probability 006), which means that there is statistical significance of the statistical reality conclusion of the term that says students find difficulties to realize instance of ellipsis and substitution in writing English. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It guides that the results of the phrase No (14) which reads (EFL learners feel confused with the usage of English connectors) words in That seen from the above table, the value of (T. test) calculated is (8.044), the degree of freedom is (81) and the value of the probability (0.01), which means that there is statistical significance of the statistical reality conclusion of the term that says learners find difficult in using English connectors. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It gives a particular of quality that the results of the phrase No (16) which reads (When writing in English, a considerable number of EFL writers experience problems in using collections). That seen from the above table, the value of (T. test) calculated is (10.696), the degree of freedom is (81) and the value of the probability (0.01), which means that there is statistical significance of the statistical reality conclusion of the term that says EFL writers have problems in using collections.

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It points that the results of the phrase No (12) which reads (Many EFL learners find it difficult in using reference when writing in English). That seen from the above table, the value of (T. test) calculated is (10.483), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says learners find it difficult in using reference in writing..It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It shows that the results of the phrase No (17) which reads (Most of EFL learners do not use lexical cohesion aspect such as repetition, synonymy, antonym and hyponymy). That seen from the above table, the value of (T. test) calculated is (13.567) the degree of freedom is (81) and the value of the probability(001), which means that there is statistical significance of the statistical reality conclusion of the term that says Most EFL do not use lexical cohesion in writing. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It guides that the results of the phrase No (18) which reads (General –specific and part- whole relations tend to be absent in most English writing) words in That seen from the above table, the value of (T. test) calculated is (8.602), the degree of freedom is (81) and the value of the probability (001), which means that there is

statistical significance of the statistical reality conclusion of the term that says General-specific and part- whole absent in most English writing. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

C- Showing the results of the third hypothesis:

EFL Lack of coherence characterizes EFL undergraduate students' expository writing performance

Test Value =3							
instructors	Mean	Std. Deviation	t	df	Sig	reality Of	Value
1	4.2927	.59810	19.572	81	.001	Function	agree
8	3.3902	1.24480	2.839	81	.006	Function	opinion
9	3.5854	1.08811	4.871	81	.001	Function	Agree

It goes to show that the results of the phrase No (1) which reads (EFL learners writing usually lack of tenses and pronouns agreement)

That seen from the above table , the value of (T. test) calculated is (19.572), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says EFL learners writing lack of tenses and pronoun agreement.

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It shows that the results of the phrase No (8) which reads (Most EFL learners have not been taught functions of coherence in English writing)

That seen from the above table , the value of (T. test) calculated is (2.839), the degree of freedom is (81) and the value of the probability (.006), which means that there is statistical significance of the statistical reality conclusion of the term that says students don't learn function of coherence in English writing..

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these figures it is clear that this statement is tested and functional.

It is guide that the results of the phrase No (9) which reads (EFL learners' written work as a whole often fails to make a sense of completeness). That seen from the above table, the value of (T. test) calculated is (4.871), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says learners' written work fail to make sense of completeness. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these statistical figures, it is clear that this statement is tested and functional.

D- Showing the results of the fourth hypothesis:

Extensive EFL reading improves EFL undergraduate students' writing ability in terms of rhetorical techniques

Test Value =3							
instructors	Mean	Std. Deviation	t	df	Sig	reality Of Value	
11	3.7805	.90300	7.827	81	.001	Function	agree
15	4.1585	.94894	11.056	81	.001	Function	agree
19	3.7805	.87523	8.075	81	.001	Function	agree

It has a value that the results of the phrase No (11) which reads (In teaching EFL reading, you often concentrate on the aspect of coherence and cohesion). That seen

from the above table , the value of (T. test) calculated is (7.827), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says When teaching reading for my students concentrate on cohesion and coherence.. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From this information it is clear that this statement is not tested and also functionless.

It proves that the results of the phrase No (15) which reads (EFL reading helps EFL learner to express and develop the main idea when writing in English). That seen from the above table, the value of (T. test) calculated is (11.056), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says I have my students' previous knowledge related to the topic. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From this information it is clear that this statement is tested and functional.

It makes clear that the results of the phrase No (19) which reads (EFL writers usually find it difficult to realize how English writers keep track of cohesion in their writing). That seen from the above table , the value of (T. test) calculated is (8.075), the degree of freedom is (81) and the value of the probability (001), which means that there is statistical significance of the statistical reality conclusion of the term that says EFL writers find it difficult when writers track of cohesion in writing. It is clear from the reality of statistical inference approval subjects of this phrase

moderately at the significance level of (0.05). From this information it is clear that this statement is tested and functional.

Display the result of the first hypothesis:

Test Value =9							
instructors	Mean	Std. Deviation	t	df	Sig	reality Of	Value
First hypothesis	11.6341	5.88052	4.056	81	.001	0.05	Function agree

Showing results hypothesis No (1) which reads (EFL under graduate students face Logical organization problems in writing expository text) Seen from the table above, the value of (T. test) calculated (4.056) degree of freedom (81) and the value of the probability (001), which means that there statistical significance of the statistical reality conclusion of the term that says that EFL learners face difficult in logical organization in writing. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. It is clear from this statement that the instructors and their answers are supported this hypothesis.

A-Display the results of the Second hypothesis:

Test Value =33							
instructors	Mean	Std. Deviation	t	df	Sig	reality Of	Value
Second hypothesis	42.8902	4.83303	18.531	81	.001	0.05	Function agree

Showing results hypothesis No (2) lack of cohesion characterize EFL under graduate students' expository writing performance) Seen from the table above, the value of (T. test) calculated (18.531) degree of freedom (81) and the value of the probability (001), which means that there statistical significance of the statistical reality conclusion of the term that says that using cohesive leads to better writingcomposition of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means this hypothesis for instructors is functional and tested of the total statements of this hypothesis. It is clear from this statement that the instructors and their answers are supported this hypothesis.

B-Display the results of the third hypothesis:

instructors	Mean	Std. Deviation	t	df	Sig	reality Of	Value
Third hypothesis	11.2683	2.09673	9.796	81	.001	Function	agree

Showing results hypothesis No (3) which reads (lack of coherence characterize EFL under graduate students' expository writing performance., the value of (T. test) calculated (9.796) degree of freedom (81) and the value of the probability (001), which means that there statistical significance of the statistical reality conclusion of the term that says that EFL learnerslack of coherence leads to worse writing performance. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means this hypothesis for instructors is functional and tested of the total statements of this

hypothesis. It is clear from this statements that the instructors and their answers are supported this hypothesis.

C-Display the results of thefourth hypothesis:

		Test Value =9					
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
fourth hypotheses	11.7195	1.66499	14.791	81	.001	Function	agree

Showing results hypothesis No (4) which reads (Extensive EFL reading improves EFL under graduate students' writing abilities in term of rhetoricaltechnique). Seen from the table above, the value of (T. test) calculated (14.791) degree of freedom (81) and the value of the probability (.001), which means that there statistical significance of the statistical reality conclusion of the term that says that reading improve EFL learners' writing skill. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. It is clear from this statements that the instructors and their answers are supported this hypothesis.

4.2.Present the results of Test:

4.2.1 Guided composition:

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
Writing to the point	experimental group	1.87	.345	.968	102	.335	Non-mark
	control group	1.79	.457				
Spelling	experimental group	.46	.576	-.181	102	.857	Non-mark

	control group	.48	.505				
Grammar	experimental group	1.19	.398	4.343	102	.000	mark
	control group	.85	.415				
Conjunction	experimental group	.94	.502	3.056	102	.003	mark
	control group	.63	.525				
Clarity	experimental group	1.44	.608	4.118	102	.000	mark
	control group	.90	.721				
Suitable introduction	experimental group	.52	.610	-1.626	102	.107	Non-mark
	control group	.69	.466				
Relevant	experimental group	.38	.599	-1.202	102	.232	Non-mark
	control group	.52	.542				
Punctuation	experimental group	.21	.412	-2.851	102	.005	mark
	control group	.48	.542				
Preposition	experimental group	.46	.576	-.702	102	.484	Non-mark
	control group	.54	.541				
Word limit (100 – 200)	experimental group	1.13	.397	5.925	102	.000	mark
	control group	.62	.491				

4.2.2 Free composition

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
Writing to the point	experimental group	1.77	.469	2.729	102	.007	mark
	control group	1.44	.725				

Spelling	experimental group	1.50	.642	5.450	102	.000	mark
	control group	.83	.617				
Grammar	experimental group	1.19	.561	5.390	102	.000	mark
	control group	.62	.530				
Conjunction	experimental group	.96	.522	4.391	102	.000	mark
	control group	.52	.505				
Clarity	experimental group	1.23	.757	4.503	102	.000	mark
	control group	.62	.631				
Suitable introduction	experimental group	1.46	.503	4.022	102	.000	mark
	control group	1.00	.657				
Relevant	experimental group	1.19	.398	4.343	102	.000	mark
	control group	.85	.415				
Punctuation	experimental group	.25	.437	-2.084	102	.040	mark
	control group	.44	.502				

Preposition	experimental group	.38	.599	-3.322	102	.001	mark
	control group	.77	.581				
Word limit (100 – 200)	experimental group	1.12	.427	4.731	102	.000	mark

Discussion of the Result

The researcher made a test for two groups 52 students for each group, the question of test were divided into two parts: Guided composition and free composition. Each question has an aim, the guided and free composition for example aimed at checking students' ability in writing to the point, spelling, grammar, conjunction, clarity, suitable introduction and conclusion, word limit 100-200, relevant vocabulary, punctuation and preposition.

Now, the researcher will comment on result of the students test. As for guided composition, however, there are common mistakes between two groups, the experimental group performance was better than control group .The majority of the sample write the point about (1, 77) only few of them didn't write to the point .Regarding to grammar, they misuse the tenses, also mother tongue interferences was common among both groups especially when using an adjective and noun, example say a girl beautiful instead of a beautiful girl. As for conjunction, they didn't use them appropriately sometimes they skip them range between (.21-.48) ,as for clarity , some of them write clear understandable language and their hand d writing were clear but, majority didn't use clear understand language and bad hand writing. According to suitable introduction and conclusion most of them skip introduction and conclusion and started directly writing about the topic. Regarding

the preposition some of them misuse punctuation as a result of either mother tongue interference or lack of training. Regarding to word limits most of the students didn't convey the word limit, both groups they have limited vocabulary and those who have rich vocabulary, but all the sample study didn't convey the specified word limit.

The main reasons for these errors, from the researcher's point of view are mother tongue interference, lack of training, over generalization of rules, incomplete application of the rules. Most of them also lack the vocabulary to express themselves with the suitable English word which enforce them to translate it into their own mother tongue in a hope that their message will be sent.

The teacher performance also could be one of these obstacles, the teachers don't concentrate on the part which encourages students to speak or write. They rather concentrate only reading and listening which are receptive skills; they ignore the productive skills and students need.

It's clear that from above tables (A&B) students have problem in the spelling. One of these reasons obviously is that English language has disagreement between its letters and its some which let students committee many spelling mistakes. Also, students are not aware of how to write paragraph .It's clear that students have some mistakes which will hinder them from writing a well formed paragraph. Those mistakes are grammatically, semantically and lexical.

Students' sentences are not correctly connected. The above data analysis of the conjunction items shows that there is a big range between two groups' answers in the test, regarding part of conjunctions, and they didn't do much practice in this part.

Students don't have enough knowledge of writing sentences structures. Both of them merely lack of knowledge of sentences structure. The main reason for that is mother tongue interference. In Arabic the sentences start with verb followed by subject while in English the sentence started in subject followed the verb. Another example is the location of the adjective and noun, in Arabic we have the noun followed by adjective, but in English its contrast.

Table (4.3.1)

A-Display the result of thefirst hypothesis:

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
Guided composition	experimental group	9.5192	3.27492	1.948	102	.054	Non-mark
	control group	8.2308	3.46758				

Table (4.3.1):

It shows the result oft-testto the averagetwo independent groups controlled and experimental oneto seesignificantdifferences betweenstudentsinthe achieve test that the researcher done to make the differences between the two groups. The test consists of two main parts and other sub questions. But if you look to the first part of the test you can see clearly that it reveals the upcoming results:

It can be seen fromthe above tablethat the value of(t) calculated(1.948) the degreeof freedom is(102)and the value ofthe probability(.54), which means the existence of differences between thestudents in control group and the experimental one, and students of experimental group infirst part of the exam, if take a look to the mean of the two groups, you will find the difference between them. The mean

of experimental group is (9.5192) and the mean of the control group is (8.2308) that means the experimental group score the high degrees than the controlled one. That means the first part of exam is functional and tested. Above it indicates that the high validity and reliability of the test. On the one hand, it shows that the five lectures that the researcher given to the experimental group has have a big impact to that group. On the other hand, the controlled group hasn't any five lectures and the results are clear in this group that they score low degree than the experimental one.

If you look to the marks of the two groups, you will find that the experimental group marks are higher than the controlled one. The five lectures concentrate on the instructions of using cohesive device in enriching the writing composition. The researcher explains details of these five lectures and instructions in chapter three.

The stander deviation for the first part of exam of the experimental group is (3.27492) and stander deviation of the controlled group is (3.46758). That means the experimental group is done better in exam than the controlled ones. That means if the stander deviation is low that the group is done better that the group which scores the high degree in stander deviation. Again it indicates that this part of the test has a high degree of reality and validity. It also shows that this part is tested and functional.

Table (4.3.2)

B-Display the result of thesecond hypothesis:

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of
							0.05

Free writing composition	experimental group	9.4231	3.88232	3.806	102	.001	mark
	control group	6.4231	4.15081				

Table (4.3.2):

It shows the result of t-test to the average two independent groups controlled and experimental one to see significant differences between students in the achieve test that the researcher done to make the differences between the two groups. The test consists of two main parts and other sub questions. But if you look to the first part of the test you can see clearly that it reveals the upcoming results:

It can be seen from the above table that the value of (t) calculated (3.806) the degree of freedom is (102) and the value of the probability (.001), which means the existence of differences between the students in control group and the experimental one, and students of experimental group in first part of the exam, if take a look to the mean of the two groups, you will find the difference between them. The mean of experimental group is (9.4231) and the mean of the control group is (6.4231) that means the experimental group score the high degrees than the controlled one. That means the first part of exam is functional and tested. Above it indicates that the high validity and reliability of the test. On the one hand, it shows that the five lectures that the researcher given to the experimental group has have a big impact to that group. On the other hand, the controlled group hasn't any five lectures and the results are clear in this group that they score low degree than the experimental one.

If you look to the marks of the two groups, you will find that the experimental group marks are higher than the controlled one. The five lectures concentrate on the instructions of using cohesive device in enriching writing composition. The researcher explains details of these five lectures and instructions in chapter three.

The above figures showed and read these results:

The stander deviation for the first part of exam of the experimental group is (3.88232) and stander deviation of the controlled group is (4.15081). That means the experimental group is done better in exam than the controlled ones. That means if the stander deviation is low that the group is done better that the group which scores the high degree in stander deviation. Again it indicates that this part of the test has a high degree of reality and validity. It also shows that this part is tested and functional.

Table (4.3.3)

C.Display the result of the third hypothesis

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
Total degrees	experimental group	18.9423	6.21956	3.372	102	.001	mark
	control group	14.6538	6.73849				

Table (4.3.3):

It shows the result oft-testto the averagetwo independent groups controlled and experimental oneto seesignificantdifferences betweenstudentsinthe achieve test that the researcher done to make the differences between the two groups. The test

consists of two main parts and other sub questions. But if you look to the first part of the test you can see clearly that it reveals the upcoming results:

It can be seen from the above table that the value of t calculated (3.372) the degree of freedom is (102) and the value of the probability (.001), which means the existence of differences between the students in control group and the experimental one, and students of experimental group in first part of the exam, if take a look to the mean of the two groups, you will find the difference between them. The mean of experimental group is (18.9423) and the mean of the control group is (14.6538) that means the experimental group score the high degrees than the controlled one. That means the first part of exam is functional and tested. Above it indicates that the high validity and reliability of the test. On the one hand, it shows that the five lectures that the researcher given to the experimental group has have a big impact to that group. On the other hand, the controlled group hasn't any five lectures and the results are clear in this group that they score low degree than the experimental one.

If you look to the marks of the two groups, you will find that the experimental group marks are higher than the controlled one. The five lectures concentrate on the instructions of using cohesive devices in enriching writing composition. The researcher explains details of these five lectures and instructions in chapter three.

The above figures showed and read these results:

The stander deviation for the first part of exam of the experimental group is (6.21956) and stander deviation of the controlled group is (6.73849). That means the experimental group is done better in exam than the controlled ones. That means if the stander deviation is low that the group is done better that the group which

scores the high degree in stander deviation. Again it indicates that this part of the test has a high degree of reality and validity. It also shows that this part is tested and functional.

4.4 Summary:

To sum up this chapter, it can be started that this chapter sheds lights on the actual situation of Acquiring cohesive items Towards Enriching EFL Writing composition and their achievements. This actual situation is investigating a questionnaire of "20" items for "84" teachers and Test for "104" students as a participants.

The analysis obtained data through hypotheses revealed significant and very important result.

Chapter Five

Chapter Five

Conclusion and Recommendation of Results

5.0 Introduction:

This chapter is the summary of the results, recommendations, suggestions for further research and conclusion. The results of this study support the hypotheses which were about the difficulties involved in the use of cohesive devices in writing, namely the writing of medical students.

The major objective of this study is to enhance EFL learners through the difficulties of writing. Moreover the study investigated whether there is any difference in academic achievement between students who learn through writing instructions and those who don't take any writing instructions.

The study also attempted to find if there is any significance difference in students' skill in using cohesive device in writing without these skills. The investigation has been carried out through five chapters.

Chapter One is an introduction to the study that highlighted the statement of the problem, the objective, as well as the hypotheses of the study and the significance of the study, in addition to the instruments of the study, the methodology, the sample and limits of the study.

Chapter Two concentrated on the literature review by focusing on the difficulties facing EFL in using cohesive devices in writing. It highlighted the meaning, definition, types and importance of writing. It also included the nature, characteristic, goals benefits and problems of writing in using cohesive device and its effective methods, strategies and activities affect the students' performance and

achievement. The chapter covered many aspects concerned with errors, cohesion and coherence, and problems of coherence and cohesion. Moreover, the chapter discussed the previous studies and its contributions that supported this study.

Chapter Three highlighted the methodology of the research. It focused on the research design and methodology used to accomplish the study. It gave a detailed description of samples of this study.

Chapter Four stated the description of data analysis and discussion. This chapter revealed the results, summary, findings, recommendations, suggestions and conclusion.

The survey of literature revealed a significant relationship between participation in these experiences and deeper learning as well as the development of writing skill. Further, appear to increase of the sense and understanding of using cohesive device in writing. Which has been shown to be closely linked to student's enhancement, motivation, encouragement, satisfaction and retention? It was also found the effective teaching and learning a language needs innovative and effective learning methods, strategies and techniques through teaching writing. Also, it is found that the understanding of using cohesive devices in writing create a healthy classroom environment that providing sample opportunities which enable instructors to make good relation with their students who are motivated to help and related to one another, and therefore can do more work in a short time.

The review of literature indicated that the students will more like each other, help one another and small- group work creates a positive classroom climate. It is expected that the results of this study will be of some value for those who are concerned with healthy classroom and student's motivation as well as those who

are interested in foreign language teaching and understanding of texts, And teaching strategies in particular.

This study will provide first-hand information about the difficulties of using cohesive devices in writing in Saudi Arabian students' achievement and the students' attitudes towards such strategies and activities, their motivation, enhancement, interests, feelings and emotions for language acquisition and better outcomes. It is hoped that the findings of this study would help in the suggestions of teaching strategies, techniques that lead to more positive attitudes towards teaching and learning English language.

In the light of the findings of this study, the researcher concluded that:

1. Cohesive devices are more effective as teaching / learning items than other items in writing skill.
2. Cohesive devices are good for all students.
3. Learning types of cohesion devices can improve student's participation and their understanding of texts and performance.
4. Cohesive device can promote student comfort and confidence within classroom and increase participation.
5. The above research findings can answer the research questions.

5.1 The most Important Findings are:

1. There is a significant statistical difference between the performance of the subjects who were taught cohesive items and those who were deprived of that.
2. Cohesive device increases students' motivation, participation, understanding and positive attitude towards learning.

3. It is viewed from data analysis; that cohesive device learning is more effective, interaction and suitable techniques than other techniques which were not used cohesive items in educational process. Although the majority of instructors agree that 'cohesive device' is effective and important for students to understand the texts.
4. Cohesive device learning is an easy and perfect teaching technique for EFL instructors by developing skills.
5. It is assumed that students in cohesive device learning activities and complex learners in Medical College problem-solved will feel more like by their classmates because of the increased opportunities to interact with one another and relate to each other.
6. Cohesive device learning creates opportunities, allowing shared knowledge, ideas, information, understanding, experiences, and authority among students and instructors.
7. Cohesive device learning is the best option for most students because it demonstrates more positive student outcomes in academic achievements and understanding of writing skill.
8. Cohesive device learning implies the sense of belonging to community in which students feel more comfortable and more confident than others who don't use this technique.

5.2 The Sub Findings:

Research has shown that cohesive device learning techniques:

1. Promotes higher achievement and class attendance.
2. Promotes innovation in teaching and classroom techniques.

3. Promotes students- faculty interaction and familiarity.
4. Enhance communicative when students understand the text.
5. Both faculty and students can get more done in short time.

5.3 Recommendation:

The research findings in cohesive device learning convince that using cohesive devices can help students improve their academic achievements and understanding of all texts and writing well.

The results of this investigation highlighted some of the factors that influence using cohesive device learning work in Jazan University. Bearing in mind these outcomes;

Here are some recommendations to improve the standard of English language understanding among (EFL) learners can be suggested:

1. The study recommends the application of cohesive device in EFL classroom interaction for creating a healthy environment which will provide learners with more exercises and activities in using cohesive items they need and enable them to write well.
2. The study also recommends that instructors use cohesive items in learning for motivating and encouraging EFL learners to be more effective and self-reliance to practice and analysis the written texts.
3. Students enhance their communicative competence in more negotiation, creative thinking for meaning and solving complex difficulties in writing and often understanding the vocabulary items.
4. Instructors who are described as 'agents of change' need to be aware of the potential problems arising between the learners and new techniques and strategies they would be well- prepared to face the problems of the students inside the classroom.

5. It is recommended that colleges pay attention to the extra-curricular activities. Especially that concerned with cohesive items to enrich writing good paragraph and encourage the faculty members to take their role in this field.
6. Faculty members and authorities should equip the libraries with all materials that needed for this field to help the learners to achieve and master their English in using cohesive device

5.4 Suggestions for Further Studies:

The researcher suggests that more studies have to be done in this field of Writing. There is also a need to further research that would describe the conditions under the effects of using cohesive device in enriching English writing composition learning activities. These activities improve the achievement and promote gains in the domain of EFL teaching.

The suggestion blew can help researchers set up cohesive device item learning groups and study teams help them to achieve and understanding those items:

1. Investigating the effectiveness of using cohesive device to develop reading, writing, speaking and listening skills. That helps the English majors at the Faculties of Educations.
2. Exploring the effects of using cohesive device to enhance students' attitude toward English as a foreign language.
3. Finding out other items of cohesive device learning as a model that has been found to encourage among students.
4. Investigating the impact of using cohesive device learning work on EFL learner's outcomes in other universities and institutes in other countries.

5. Discovering the effect/effects of cohesive items learning on the colleges and teaching inside a classroom.

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Appendix

Appendices (A)

Teacher's Questionnaire

Dear Teachers,

The researcher is very glad to your participation in this questionnaire for a study entitled. Your information will be kept confidentially and used only for research purposes. Please tick (√) where appropriate. Scale:

A: Strongly agree, B: Agree, C: Disagree, D: Strongly disagree E: Undecided

Name (Optional)..... Participant's Degree: MA () PhD ()

No.	Item	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1	EFL learners writing usually lack of tenses and pronouns agreement.					
2	EFL learners sentences often lack of a coherent link due to the absence of subordination and coordination					
3	Most of EFL learners are unaware of transitional words and phrases in English writing					
4	. EFL learners usually find it difficult to write a meaningful topic sentence					
5	When writing in English, most of EFL writers concentrate on mechanics and grammar rather than on writing as a process of different stages.					

6	Most of the EFL writers tend to translate when writing in English					
7	Many EFL learners overuse English connectors when writing in English					
8	Most of the EFL learners have not been taught functions of coherence in English writing.					
9	EFL learners' written work as a whole often fails to make a sense of completeness.					
10	Cohesion is very difficult task for most EFL writers					
11	In teaching EFL reading, you often concentrate on the aspect of coherence and cohesion.					
12	Many EFL learners find it difficult in using referents when writing in English.					
13	Usually finds it difficult to realize instances of substitution and ellipsis in English writing.					
14	The of EFL learners feel confused with					

	the usage of English connectors.					
15	Reading skill helps EFL learner to express and develop the main idea when writing in English					
16	When writing in English, a considerable number of EFL writers experience problems in using collections.					
17	Most of EFL learners do not use lexical cohesion aspects such as repetition, synonymy, antonym and hyponymy.					
18	General-specific and part-whole relations tend to be absent in most EFL learners English writing.					
19	EFL writers usually find it difficult to realize how English writers keep track of cohesion in their writing.					
20	A lot of EFL writers find difficult to make a clear conclusion.					

Dear participate your comment is consider_____

Appendix (B)

Students' Pre Test

A. Guided Composition:

Write about last Vacation you can use the following question and word to help you.

The question:

1. When did you go to journey last holiday?
2. How did you go there?
3. Why did you go there?
4. How long did the journey take?
5. Did you visit any interesting places?
6. Where did you stay?
7. How long did you stay there?

Words can help you:

Hotel-plane- car-train-handbag-China -Malaysia

Rubric	Assigned Marks	Awarded Marks
1.writing to the point	2	
2.spelling	2	
3.Grammar	2	
4.Conjunction	2	
5.clarity	2	
6.suitable Introduction	2	
7.Relevant Vocabulary	2	
8.Punctuation	2	
9.Preposition	2	
10.Word limit (100-200)	2	

Appendix(C)
Students 'Post Test

A. Guided Composition:

Write about last holiday you can use the following question and word to help you.

The question:

1. When did you go to journey last holiday?
2. How did you go there?
3. Why did you go there?
4. How long did the journey take?
5. Did you visit any interesting places?
6. Where did you stay?
7. How long did you stay there?

Words can help you:

Hotel-plane- car-train-handbag- London-Paris -Dubai

Rubric	Assigned Marks	Awarded Marks
1.writing to the point	2	
2.spelling	2	
3.Grammar	2	
4.Conjunction	2	
5.clarity	2	
6.suitable Introduction	2	
7.Relevant Vocabulary	2	
8.Punctuation	2	
9.Preposition	2	
10.Word limit (100-200)	2	