



بسم الله الرحمن الرحيم

Sudan University of Science and Technology
College Of Graduate Studies



Investigating Student's Awareness of Linguistic Cohesion in Written Texts

تقصي إدراك الطلاب للرابط اللغوي في النصوص المكتوبة

(A Case Study of Umbada Secondary School)

(Two Boys and Girls' Schools)

*A Partial Research Submitted to Department of English Language in
Fulfillment of Requirements for Master Degree in English Language*

(Applied Linguistics)

Submitted By:

AbdallahGadim OsmanElsaid

Supervised By:

Dr. Hillary Marino Pitia

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DEDICATION

This study is dedicated to my dear parents, to my wife, to my sisters, to my brothers, and to my uncle Ali Koko.

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All praise is due to Allah the Almighty for the enormous graces He bestowed me to achieve this research. My sincere gratitude is extended to all those who supported me especially to my Supervisor Dr. Hillary Marino Pitia for the remarkable guidance, advice and patience. I am also greatly indebted to the staff of College of Languages who were very cooperative with me. Finally, thanks are also extended to the typist Miss/ Rayan for typing this thesis.

ABSTRACT

This study aimed at investigating the secondary school students' awareness of the linguistic cohesion in written texts. The researcher used descriptive analytical method quantitatively and qualitatively in its design. The researcher used teachers' questionnaire and a test to collect the data. The sample of the study consisted of (30) teachers and (30) students, at secondary schools in Umbada Locality. The data were analyzed by using the statistical package for social sciences program (SPSS). The analysis of the data showed that there was weakness in using some grammatical devices and in understanding their relevant meaning. At the end of the study the researcher presented some recommendations. These recommendations focused on paying more attention to the use of cohesive devices in designing syllabuses. Moreover, students at secondary level should receive more practice on the use of grammatical devices.

المخلص

تهدف هذه الدراسة لبحث الربط اللغوى فى النصوص المكتوبة لطلاب المرحلة الثانوية . قد تبنى الباحث المنهج التحليلى الوصفى كماً وكيفاً . حيث استخدم الباحث الإستبانة للمعلمين والاختبار للطلاب بالتركيز على النصوص المكتوبة. تكونت عينة الدراسة من ثلاثين طالباً وثلاثين معلماً بمدارس المرحلة الثانوية بمحلية أمبدة .لتحليل بيانات الدراسة استخدم الباحث برنامج التحليل الحزم الإحصائية للعلوم الاجتماعية(SPSS) أظهر تحليل البيانات أن هنالك ضعفاً فى استخدام وفهم معاني أدوات الربط اللغوى. فى الختام، وعلى ضوء النتائج المتحصل عليها، أوصى الباحث بمزيد من الاهتمام لأدوات الترابط اللغوى عند تصميم المناهج وتدريسها كماً أوصى بمزيد من التطبيق والتدريب لطلاب المرحلة الثانوية.

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DEFINITION/S OF TERMS

Cohesion: is the first standard of textuality, it refer to the surface relation between sentences that create a text .

Coherence:It refers to the relation that holds between underline surface text, which is made of concept relations and the amount of their relevance to the central thought of the text.

EFL:It stands for English as foreign language.

Text :It refer to the stretch of written or spoken language which proposes that language flows a linear sequence where aline of text follows another with each line being linked to the previous line.

Texture:It refers to properties that make text and distinguish it from something is not text.

Hyponymy: is the lexical relation between words.

Meronymy: is the relation between a concept and its parts.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Linguistic cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. Halliday and Hassan (1976).

Halliday and Hassan, describe three broad kinds of linguistic devices that are used to realize connectedness in texts. One of these types depends on grammar (which they call grammatical cohesion realized through "reference, substitution and ellipsis") and the other type depends more on the meanings of words (which they call lexical cohesion realized through repetition, synonymy, antonym... etc.). As for conjunction device, it's between both, Halliday and Hassan (1976).

Mc Cathy (1991, 35) states *"the feeling that something is a text and not just a random collection of sentences"* moreover, grammatical devices are an important factors in combing sentences together. According to Ali (2007), *"Students in Sudanese universities do not use grammatical cohesion sufficiently"*.

Therefore, this study will investigate the difficulties that face secondary school students in using grammatical devices to realize linguistic cohesion in their writing. In addition, the study examines to what extent the students are able to comprehend text cohesion in their reading comprehension.

1.1 Statement of the Study Problem/s

It has been observed that most of the students in secondary school are unable to use grammatical devices sufficiently in their writing works such as exams, homework, etc. and they cannot understand the appropriate function of these devices because they lack knowledge of text cohesion.

The present study is going to investigate grammatical cohesion and its role in sentence combination. Moreover, it is running behind why most of students at secondary level do not appropriately use grammatical devices in their writing.

Thus, it is still important to investigate this area because education system of teaching English has been changed from what had been followed in the past.

1.2 Significance of the Study

This study is significant because it helps students, teachers as well as course designers to overcome the problem of understanding and writing text cohesively. Above all, it is significant because it approaches writing and reading from cohesion and coherence point of view.

1.3 Objectives of the Study

This study aims at

- 1- Examining how students use cohesive devices appropriately in paragraph writing.
- 2- Highlighting the students' weakness of understanding text cohesion.

1.4 Research Questions

In order to tackle the research problem, this study is going to answer the following questions:

1. To what extent do 3rd year secondary school students use cohesive devices appropriately?
2. To what extent can 3rd year secondary school students understand cohesive devices in written text?
3. To what extent do teachers of English language use the appropriate techniques for teaching cohesive devices?

1.5 Hypotheses of the Study

1. Third year secondary school students are not able to use cohesive devices appropriately.
2. Third year secondary school students find it difficult to understand cohesive devices in a written text.
3. Teachers of English language do not use appropriate techniques for teaching cohesive devices.

1.6 Limits of the Study

This study will be limited to investigation into students' awareness of understanding text cohesion, at Umbada secondary school (Two schools both boys and girls) in the academic year 2017.

1.7 Methodology of the Study

In this study the researcher is going to use descriptive analytical method. The instrument of data collection is going to be a test and a teachers' questionnaire.

1.8 Summary of the Study

This chapter gives the outlines of the whole study. It includes the introduction, statement of the problem, significant of the study, objectives of the study, the study questions as well as the hypotheses of this study.

1.9 Structure of the Study

The study is made up of five chapters. Chapter one gives full description to the introduction of the study. The statement of the problem, the research questions, hypothesizes the objectives of the study, limits of the study, and the methodology of the study.

The second chapter reviews the literature that is related to the study. Moreover, the previous studies in the area will be concerned.

The third chapter of the study describes the methodology, the population of the study, and the instrument of data collection.

The fourth chapter gives full description to the analysis of the data and the results. The last and fifth chapter of the study is the conclusion, summary, findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW (THEORETICAL FRAMEWORK AND PREVIOUS STUDIES)

2.0 Introduction

This chapter presents the theoretical base of the study chapter. Firstly, it discusses the concept of text and texture, then the researcher explains cohesion concept.

This is followed by the review of the related literature. In addition, the researcher will summarize briefly some previous studies related to the research topic.

2.1 The Concept of Text and Texture

2.1.1 Text

The word text is used to refer in linguistics to any passage spoken or written of whatever length, that makes a unity in a whole writing. It may be anything from a single proverb to whole play, from a current cry for help to all-day talks on committee. (Halliday and Hassan).

A text is best regarded as Halliday and Hassan said in (1976:2) as a semantic unit, a unit not of form but meaning, this related to a clause or sentence not by size but size relation, the coding of one symbolic system in another. A text doesn't consist of sentences; it is realized by or encoded in sentences. So we can say that a text is not grammatical unit like clause or sentences.

If we have a group of sentences following each other, they might form a unified whole or they might be unrelated to each other.

According to Halliday and Hassan (1976) "a text may be spoken or written, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play, from a momentary cry for help to an all-day discussion on a committee".

In other words, any speaker of English who reads or hears a passage which is more than one sentence in length, is able to understand whether it forms a unified whole or whether it's just a collection of unrelated sentences.

Lyon (1977:262) argues:

“One answer that is often given is that a text is a sequence of sentences. This definition is clearly unsatisfactory. It is true that there are some texts that would satisfy the definition notably text of a major formal character, but the vast majority of everyday colloquial text is made up of sentences. Colloquial text is made up of sentences. However, this defect in the definition is only one aspect of more serious deficiency. It is failure to make explicit the fact that the units of which a text is composed, whether there are sentences or not, are not simply strung together in sequence, but must be connected in some contextually appropriate way. The text must exhibit the related properties of coherence and cohesion” Lyons (1977:262), some others defined text as “the verbal record of communicative event”. A number of authors have been concerned to provide a tighter, more formal account of how speakers of English come identify a text and how to form a text. These authors are concerned with the principles of connectivity which bind a text together and force co-interpretation. Brown and Yule (1996:189).

2.1.2 Texture

“Texture is what distinguishes a text from something that is not a text” field (1994:45) continues to say that it is a set of sentences that has not texture cannot constitute a text.

The texture is created by cohesive devices between the sentences; let us start with a simple example.

Consider the following text

Example: "wash and core six cooking apples. Put them into a fireproof dish".

It is clear that them in the second sentence refers back to six cooking apples in the first sentence. (H. &H.76),so, the texture is provided by the cohesive relation between them and six cooking apples. In this way, we interpret the two sentences as a whole; the two sentences together constitute a text.

Texture is the property of being a text.

So, the texture is realized by the cohesive between them and six cooking apples. In this way, we consider and interpret the two sentences as a whole; the two sentences together constitute a text.

Any text must have texture. What are the linguistic characteristics that give a text its texture?

According to (Halliday and Hassan 76), cohesive devices give texts texture which according to him realize coherence. So, cohesion is an index of coherence. However, this has been criticized by other discourse analysts. Texture is the basis for unity and semantic interdependence

within text. Any text that lacks texture would simply be a bunch of isolated sentences that have no relationship to each other. (Crane: 1994). A feature of texture is “sequential implicativeness”. This refers to the property of language such that each line in a text is linked from or linked to the previous line. As such, language contains a linear sequence and this linear progression of text creates a context of meaning. This contextual meaning, at the paragraph level is referred to as “coherence”, while the internal properties of meaning are referred to as “cohesion”.

2.2 Cohesion

It is a lexico-grammatical link among the “componential” parts of a text (Halliday, 1976, 1985). It is divided into: cohesion by: reference, substitution, ellipsis, conjunction, lexical cohesion. (Cohesion simply is how text components stick together).

Halliday and Hassan, describe three main types of linguistic devices that are used to realize connectedness in texts. One of these types depends on grammar (which they call grammatical cohesion realized through "reference, substitution and ellipsis") and the other type depends more on the meanings of words (which they call lexical cohesion realized through repetition, synonymy, antonym..etc). As for conjunction device, it is between both.

Halliday and Hassan (1976) state that:" Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively explained except by referring to it". (kamal was dismissed. His behavior was rejected). When this happens, a relation of cohesion is set up, and two elements, the presupposing and presupposed, are thereby at least unified into a text.

According to Grimes (1975), cohesion provides a relationship between what is being said at the moment to what has already been said. It is the way in which the new information is introduced, and it still keeps track of the old information.

According to El-Araki, (2015):

cohesion relations principally have nothing to do with "sentence boundaries", cohesion is a semantic relation between elements those are very important to the interpretation of it, but its location in the text is no way determined by the grammatical structure the two elements, the presupposing and the presupposed, maybe structurally related to each other or they may not.

2.2.1 Cohesion by Reference

Halliday and Hassan (1976) explained that reference is commonly achieved through the use of certain grammatical items, namely, the personal pronouns, demonstratives and comparatives and the definite article "the". These items direct the reader of a written discourse to regain information from other sentences elsewhere in the text and this is technically known as "endophora" or from a situation outside the text and this is known as

'exophora'.

The most common overhoped reference items are:

- i) Definite article "the".
- ii) Demonstrative pronouns: This, that, these, those.
- iii) Pronouns: he, she, it etc. (Martin and Rose, 2003: 34).

In other words referential relations are realized through the use of the above mentioned words.

There are basically three kinds of reference:

1) Anaphoric reference:

Using words that point back to a word used before:

- Look at the bus. It's coming.
- Osman is a polite boy. His father is happy with him.
- Those boys are naughty. They are chasing a dog.
- Kamal went to kosti. He met his friend there.
- The definite article (the) can also play the role of anaphoric reference as it helps the reader to refer back to an earlier mentioned noun.

Example:

Asma is driving a car. The car belongs to her father.

Table (2.1)

Personal reference

Semantic category	Existential		possessive
Grammatical function	Head		Media
Class	Non pronoun	Deter miner	
Person: Speaker (only)	I: me	Mine	My
Addressee with/without	You	Your	Your
Other persons	He him	His	His

Other person female	she her	Hers	Her
Other person male female	they them	Theirs	Their
Other persons objective	It	(Its)	Its
Object	One		Ones
Passage of text			

McCartney and R. Carter (1994, 25)

2) Cataphoric reference: Using words that point forward to a word that has not been mentioned yet.

- When he was met by the enemies, Omer fought bravely.
- It's is shining brightly, the sun.
- The look – out told him to leave. So John left quickly.

3. Exospheric reference

- Using words that point to something outside the text creates exospheric reference
 - If you want to know more about this issue, you can read the comments.
- Modern discourse analysts like Eggins (2004) and Martin and Rose (2003) have come up with more classifications concerning cohesive devices particularly, cohesion by reference.

When the writer uses supposed reference item, the reader actually tries to retrieve the identity of that item in order to follow the text. If the reader becomes unable to retrieve the referent, the interaction between the reader and the writer will run into problems (Martin and Rose, 2003). Those

analysts go on to say that the identity of a presuming reference item may be retrievable from a number of different contexts, which are:

General context of a shared culture (Knowledge), this is known as homophoric reference. Eggins (2004) assumes that both the reader and the writer share similar culture (or knowledge).

4) Comparative reference:

It happens when the writer compares what is going to be mentioned with what has earlier been mentioned. Comparative reference is accomplished through the use of words like: the same, similar to, the best...etc. example (Nyala experiences health challenges such as water pollution, the same challenges are experienced in Alfashir).

5) Location reference:

It includes the use of transition words like: here and there, as well as, firstly, secondly, thirdly....finally. These words anaphorically refer back to what has been mentioned earlier (Martin & Rose, 2003).

(There are many educational challenges encountered in Sudan. Firstly ...secondly....thirdly)

Nadir has been in kaudugli for 3 years. He went there again last week.

6) Bridging reference:

It happens when the reference item refers back to an earlier mentioned item from which it can inferentially be derived.

e.g. in “Animal Farm Book” the narrator can talk in one paragraph about how the situation in the farm is unaffordable. Then in any following paragraph mentions that many small animals were missed.

Inferentially, we understand that this unaffordable situation forces the small animals to leave the farm.

Consider the following examples:

1- A: Look at that! (Pointing at a bird).

B: I can't see it.

Table (2.2)

Demonstrative Reference

Semantic category	Selective		Noun selective
Grammatical function	Modifier /head	Adjunct	Modifier
Class proximity	determiner	Adverb	determiner
Near	This these	here	
Far	That those	There those	
Neutral			The

McCarthy and R. Carter (1994, 26)

2.2.2 Substitution

Substitution is the replacement of one item by another. The structure of the substituted item is the same as the item being substituted because it replaces the same kind of the linguistic element. It is classified into:

1. Nominal Substitution:

- It is the substitution of a noun or noun group. The words used as substitutions of a noun or noun group are: one, ones and the same.
- Camels are used for long journeys, but donkeys are used for short ones.

- Kamal gave his son some cakes and a toy. He gave the same to his brother.

2. Verbal Substitution:

- It is the substitution of a verb or a verbal group. The substitutions of a verb or a verbal group are: do, does, did, doing and done.

- Eastern people take this issue seriously, at least some of them do (Hatch, 1992).

3. Clausal Substitution:

- It is a kind of substitution in which the entire clause is substituted by words such as: 'so' or 'not'. So is the positive form of substitution, while the negative form of Clausal substitution is realized through not.

- Is there going to be an earthquake? - It says so.

- So (Clausal positive substitution) substitutes for the clause: there's going to be an earthquake. Halliday and Hassan, 1976: 130).

2.3 ELLIPSIS

Ellipsis: (The omission of an item): Ellipsis is explained in the same way as substitution, but an elliptical element is replaced by nothing. Thus, ellipsis can be considered as substitution by zero (Halliday & Hassan, 1985). McCarthy (1991: 43) states that writers use ellipsis when they assume that it is obvious enough within the specific context. Accordingly, it is classified into nominal, verbal and lexical ellipsis

2.3.1 Nominal Ellipsis

- It is the omission of a noun in which the noun modifier is improved to the status of a noun.

- e.g. do you have a red pen? -> Sorry, I have a blue.

2.3.2 Verbal Ellipsis

- It is the omission of the verb from the verbal group.
- Is he complaining? He may be (1); I don't care. (Halliday and Hassan, 1976:171)
- Who pushed the car? - The boys.

2.3.3 Clausal Ellipsis

- It is a process in which the clause is omitted as in the case of direct responses (e.g. yes/no and wh-questions).
- Is there any problem?
- Yes. (Elliptical clause: there is a problem)

2.4 Difference between Substitution and Ellipsis

The difference between ellipsis and substitution can be noted in the answers of the following example. ([O:] indicates what has been omitted):

Is anyone here a general secretary?

Answer with Ellipsis: I am. [O: linguistics major]

Answer with Substitution: I am one. (Where one substitutes for a general Secretary)

As mentioned earlier, Ellipsis and substitution work on three levels:

the clause, the verbal group, and the nominal group.

The clause:

When the entire clause or a large part of it is elided or substituted.

This is typically done with "yes/no responses (as well as if so and if not) or Wh- question words".

e.g. Are you alright? -> Yes. [O: I am alright]

e.g. I need them. -> Whom [did you need].

e.g. Are you coming from the town? - If so, tell me about the new governor.

e.g. Who is coming? - I don't know.

2.5 Cohesion and Writing

Writing is a form of text production which can be speech or handwriting ,for instance, Halliday, (1984: 342).

stated that coherence and cohesion are that factors that create texture in the writing process.

It is agreed upon linguists that cohesion is an important factor in good writing. Cox and other, (2006) assumed that good writes use cohesion to explaine meaning within and across clauses in text.

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 knows. Linguists found known- new context is an obligatory step that writer has to use to satisfy expectations of the reader to keep reader on familiar ground. The reader has every right to export each sentence to be linked in some way to the way to what has gone before then Kola put the following question to be discussed how can the principle of cohesion help you as a writer? When you are revising, and by the way revision goes on all the time, the question of the reader expectation is one you will want to keep in mind. Kolla (1994: 349).

2.6 Lexical Cohesion

It is another type of cohesive linkage which has to do with repeated occurrences of the same or related lexical items. It seems that the complement of grammatical cohesion involve a system of open lexical items (Halliday & Hassan, 1976).

Lexical cohesion is the use of lexis or vocabulary that is semantically related in meaning to another lexis or vocabulary in an earlier part “of the text. Lexical cohesion provides cohesive effect which is realized by the selection of vocabulary. The categorization of lexical relations include: reiteration or repetition, synonymy, antonymy, hyponymy and meronymy and collocation. This categorization of lexical cohesion is described respectively.

2.6.1 Repetition /Reiteration

- Repetition is the use of the same word in a discourse.
- A conference will be held on national environmental policy. At this conference the issue of salination will play an important role.
- Conference: lexical cohesion by repetition) Halliday (1985).

2.6.2 Synonymy

- Synonymy is the use of two or more words having the same or similar meaning.
- The meeting commenced at six thirty. But from the moment it began, it was clear that all was not well. The meaning of commence and begin are similar. (McCarthy, 1991: 65).

2.6.3 Antonymy

1. Antonymy is a relation between lexical items which is established through the meanings of oppositeness. Thornbury, (2005).

2. Asma found anew ring, and she lost it easily.
3. Found and Lost are opposite in meaning Thornbury, S.(2005)

2.6.4 Hyponymy

1. Hyponymy is also a lexical relationship between words. The meaning of one word includes the meaning of another (Halliday, 1985)
2. In other words, in Hyponymy: one word represents "a class of a thing and the second represents a super-class or a sub-class.

e.g. tree - oak, pineapple! Strawberry

We were in town today shopping for furniture. We saw a lovely table.
Table is in hyponymy relationship with furniture (Halliday, 1985).

2.6.5 Meronymy

- Meronymy is a relation between a concept and its parts. Two words have a relationship of meronymy if A is an inseparable part of B.
 - In other words, Meronymy: words that refer to parts of a whole.
- e.g. tree- trunk, branch, leaf
- It was a bird. The beak was injured.
 - The beak is a part of a bird.

2.6.6 Collocation:

Refers to the use of words that co-occur together,for example, when one sees the noun pipe in a sentence, it is more probable that" the verb to smoke will also appear in the sentence. In another example, the noun bicycle could more likely occur with the verb to ride.

- a. Drink water

b. Sip coffee/tea

c. Smoke cigarette

Conjunctions and the organization of the discourse

2.7 Conjunctions

Conjunctions are the fourth type of cohesive devices. Megarthy (1991) draws a clear distinction between conjunctions and the previously mentioned cohesive devices by saying that a conjunction doesn't set off a search of meaning, backward or forward for its referent. In other words, conjunctions play the role of linking and organizing the relationships among the sentences of a text, (or discourse). Cook (1989) confirms that conjunctions are the most apparent type of cohesive devices of formal relations between sentences within a text. He adds that conjunctions contribute to the cohesiveness of the text as they connect one clause or a sentence to another and they can generally be classified as follows:

1- Words or phrases which add more information to what has already been said (e.g. and, further, moreover, add to that....etc.....).

This group of conjunctions is known as additives.

2- Words or phrases which may elaborate or exemplify the information already given (e.g. for instance, for example, in other words....etc.....).

This group of conjunctions is known as exemplifiers.

3- Words or phrases which may contrast new information with old information or put another side to the argument (e.g., on the other hand, but, however.....etc.....). This group is known as adversatives.

4- Words or phrases which may relate new information to what has already been said in terms of causes (e.g. consequently, because, for this reason....etc...). This group is known as Causal.

5- Words or phrases which may indicate a new departure or a summary (e.g. well, anyway, to conclude, to sum up.....etc.....).

Halliday and Hassan (2004) add what is known as conjunctive cohesion which refers to how the writer creates and expresses logical relations between the parts of a text using conjunctions. Martin and Rose (2003) say that conjunctions create inter- connections within a text through the processes of adding, comparing, sequencing or explaining. This connection creates the semantic unity.

Different conjunctions serve different purposes within a text such as:

1- Connecting arguments: Conjunctions are used to connect arguments and to organize discourse. Conjunctions such as: "also" and "further" show that there is more to say to support the argument. On the other hand, the conjunction "thus" tells the reader that what follows is a conclusion. To put clearly, additive conjunctions: "also, and, further" add arguments to support a thesis and the consequential conjunction "thus" is used to draw a conclusion. These conjunctions link logical steps within a text. They are also used to organize the stages of a text (Martin and Rose, 2003).

2- Comparing arguments:

Conjunctions that are used to exemplify are used to compare general statements with specific instances. These conjunctions are: for example

and for instance. To convince their readers, the writers should give real examples (ibid).

3- Ordering arguments:

There are also conjunctions that tell the reader that a new stage is beginning. These conjunctions play a significant role in organizing the whole discourse. Therefore they are called global discourse markers. They include; Firstly, secondly, thirdly.....finally (ibid).

Eggins (2004) says that conjunctions play three significant roles in ordering and organizing a discourse. These roles are explained as follows:

1- Elaboration: Elaboration is a relationship of restatement by which one sentence represents the previous one. The conjunctions-that are used to realize this function are: in other words, for example, that is to say...etc. (Eggins, 2004).

2- Extension: Extension is a relationship of either addition or variation. A sentence may add or change the meaning of the previously mentioned sentences. This is done through the use of conjunctions such as: “and, also, moreover, in addition” and "*but, yet, on the contrary*" (ibid).

3- Enhancement: Enhancement refers to the ways by which one sentence develops on the meaning of another one in terms of dimensions such as: comparison, cause and effect. Comparative conjunctions include: likewise, similarly...etc. Causal conjunctions include: therefore, because, as a result (ibid).

2.8 Review of Previous Studies

Study 1: El-Araki (2015), conducted a study entitled An Investigation into Linguistic Cohesion in University English Language Student Written

Text. The researcher used descriptive analytical method quantitatively and qualitatively in its design. The researcher used two instruments to collect the data, a test and questionnaire. The data were analyzed using the statistical program (SPSS). The analysis of the data showed that there was a weakness in using some grammatical devices in student written discourse, due to their ignorance of grammatical cohesion. At the end of the study the researcher presented some recommendations, focused on paying more attention to the use of grammatical cohesion in designing syllabus and in teaching language. Moreover, student at Sudanese universities should receive more practice in using grammatical devices.

Study 2: Mohammed (2017) conducted a study entitled (Investigation Coherence and Cohesion in Sudanese EFL Learners Writing). The researcher used the descriptive and analytical method the researcher used two texts, an objective test and essay written test. The population of the study consisted of Sudanese student in university of the holly Quran and Islamic sciences, faculty of education. The data were analyzed by using the statistical program (SPSS), and then the data analyzed showed that, there is a weakness in Sudanese student written work due to their ignorance of coherence and cohesion. Moreover, university students do not use cohesive devices appropriately.

Study 3: Ali (2007) conducted a study entitled (Assessing use of cohesive device in writing). This study raises two hypothesis, first student of English at fourth level do not make much use of cohesive devices. Secondly, most fourth year students of English make use of only logical connectors as cohesive devices. The sample of the study was selected randomly. The instrument adopted for the experiment data collection was student answer sheets in final English department examination. The result of this study reveals that these students use only reference, addition and

repetition as cohesive devices. By reviewing the above studies the researcher find out that these studies have investigated an area which is closely relevant to this study. The first researcher used "a test" and questionnaire to collect the data. The second study which is closer "coherence and cohesion" the researcher used objective "test", and essay written test. Therefore the researcher is going to use an objective test and teachers' questionnaire.

2.9 Summary of the Chapter

This chapter has reviewed literature on the idea and concept of linguistic cohesion and its crucial role in forming a well coherent text. Also some previous studies have been reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter describes the methodology that has been used in this research. It provides full description of the instruments which were employed to collect data that were needed, and the reliability of these instruments.

3.1 The Study Methodology

This chapter described and explained the procedure of the research which was used during data collection; it also described the design of the study, sampling techniques, data collection. The study methodology was descriptive and analytical. It adopted quantitative numerical data.

3.2 Population

This study examines linguistic cohesion through quantitative and qualitative analysis of a test which includes an understanding question and an objective question. These questions were answered by 3rd year secondary students at Umbada province “two schools were involved. The sample of the study composed of thirty students. All of them were Sudanese girls and boys. Also thirty teachers were selected to answer the teachers' questionnaire.

3.3 Research Tools

In this study the researcher used teachers' questionnaire which consisted of two hypotheses concerning teachers techniques for teaching cohesive devices and students ability to understand linguistic cohesion. The other

tool which is conducted to collect data was students' test. The test contained of two questions, in question one students were asked to fill in gaps using cohesive devices, while the other question is for understanding where students were asked to choose the relevant meaning. The questions were suitable and some changes were made to cope with students' level. The use of this test will lead to more valid and reliable results. Thus the overall aim of this question was to check the subject's cognitive ability to deal with the context of cohesion as one textual genre. The last third question was answered by the teachers' questionnaire.

3.4 Statistical Reliability and Validity

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

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

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

$$\text{Validity} = \sqrt{\text{Reliability}}$$

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

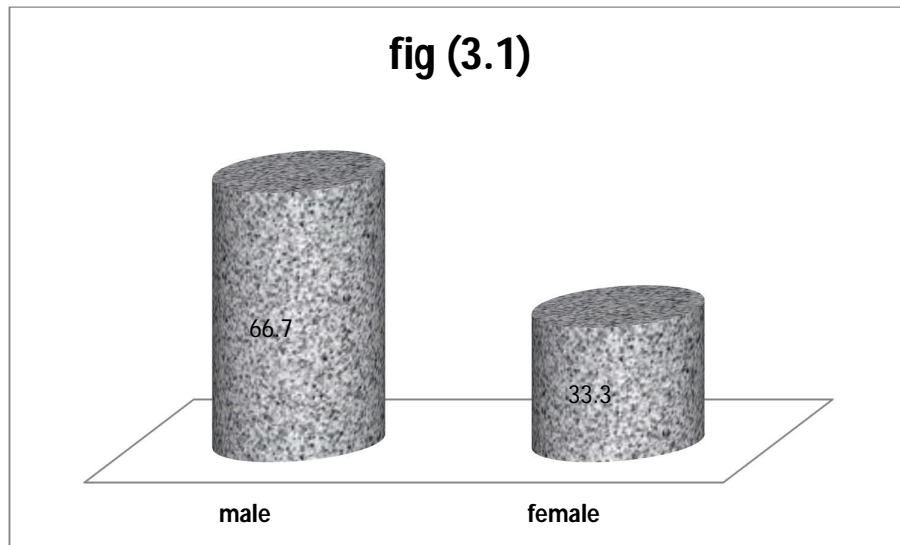
For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Cronbach's Alpha	N of Items
.75	10

The Sex

Table No.(3.1): The Frequency Distribution for the Study Respondents According to Sex:

	Frequency	Percent	Valid Percent	Cumulative Percent
male	20	66.7	66.7	66.7
Valid female	10	33.3	33.3	100.0
Total	30	100.0	100.0	

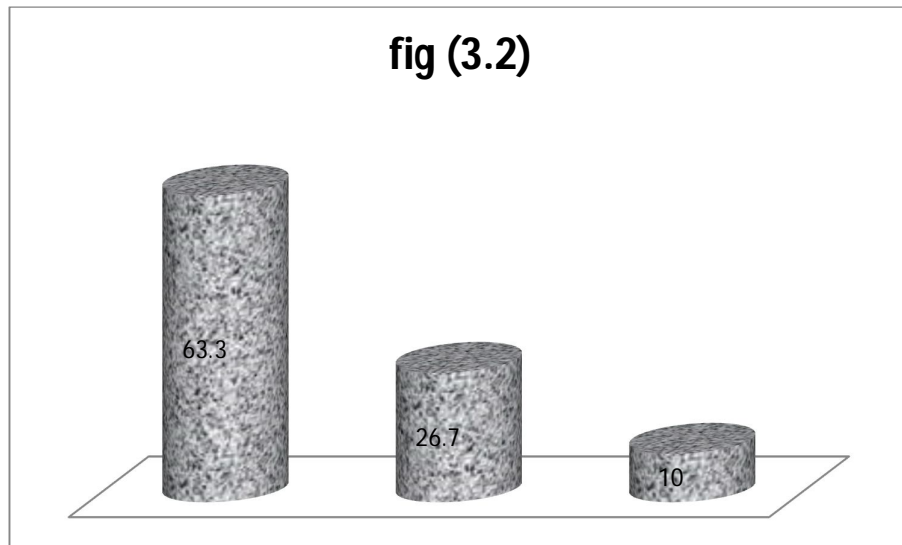


From the above table No.(3.1) and figure No.(3.1), it is shown that most of the study's respondents are males, the number of those was (20) persons with percentage(66.7%) The female respondents number was (10) persons with (33.3%).

Age

Table No.(3.2): The Frequency Distribution for the Study Respondents According to their Years of experience:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
From 18 to 29	19	63.3	63.3	63.3
from 30 TO 39	8	26.7	26.7	90.0
More than 40	3	10.0	10.0	100.0
Total	30	100.0	100.0	



It is noticed from the above table No.(3.2) and the figure No.(3.2) that, most of the sample's respondents have Age between (18) and (29) years, their number was (19) persons with percentage (63.3%). The number of sample's respondents who have Age between (30) and (39) years was (8) persons with percentage (26.7%). The number of sample's respondents who have experience more than (40) was (3) percentage (10.0%).

Table (3.3) shows the distribution of subjects of the test.

Table (3-3) the distribution of the subjects of the test:

Umbada	Population		Selected sample	
	Male	Female	Male	Female
Secondary level school	17	13	17	13

3.4.1 Test Validity

Validity refers to the factor that data collection should measure what it is supposed to measure Best & Kahan , (1986) for example , Halliday and Hassan's cohesion taxonomy was used by many researchers .

The validity of the tests was proved. The objective of the question was to test the subject's ability in understanding cohesive text – it was checked by Dr.Hillary Marino.

3.4.2 Test Reliability

The concept of the term reliability is defined by Lado (1962:160) as (the stability of the source to the same sample that means a test is reliable if the testers get nearly the same source in the same test on different occasions. The researcher chose the students test answers as s source for data.

Reliability is expressed as “reliability coefficient “according to Gay Mills and Airasian the standard coefficient of the test is 1.00 and the high reliability should be closed to 1.00.

3.5 Procedures

According to the procedures adopted the researcher used a questionnaire which was answered by 30 teachers at Umbada Locality.Also a test was given to the students in 2017 Umbada 3rd secondary level. The students were not aware of the purpose of the test. The test tried to test students' ability to produce a coherent text.Thereis also some objective questions which provided the students with different options to choose the correct answer. The time given to the test was reasonably sufficient for the students to fill in the gaps and to choose the appropriate answer for the

objective questions. After collecting the students' answers the researcher scored choices according to the measures in the following section.

3.5.1 The Scoring of the Test

In this section the researcher will explore the ways used in scoring the test.

3.5.2 Cohesion Measure

Here, the attention was directed towards surface structure devices that were used to establish relationship between ideas in sentences, using the scoring code. The researcher based the text to the five cohesive categories. The five categories were: lexical cohesion, conjunctive, reference, substitution and ellipsis. These categories were initiated by Halliday & Hassan (1976) Taxonomy to examine the number and type of cohesive devices in the texts. Then the researcher counted and classified all the cohesive devices used within each question according to these five categories. Each one of the categories was assigned five scores ranged from 0 to 5 and the sum was to be divided by five in order for the whole text to be out of thirty. Having finished now, the description of the research methodology, it is time to proceed to chapter four for the data analysis and conclusion.

3.7 Summary of the Study

In this chapter the researcher explained the methodology of the study. The tools and the procedures used for conducting the study. The chapter provides full description of the population and the sample selected. Moreover, it provides full description of the discussion of the validity and reliability of the study tools and procedures which were employed for conducting the research.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese secondary schools, in addition to analysis of the students' written work then, the chapter will test the hypotheses of the study, finally, the general comment of the results.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.1.1 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

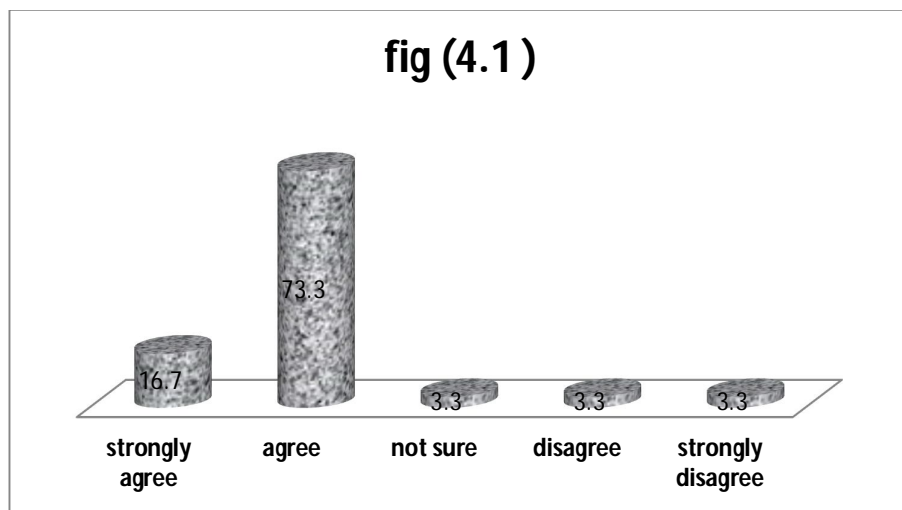
Hypothesis One:

Third year secondary school students find it difficult to understand and observe devices in written text.

Statement No.(1): secondary school students are unable to identify different types of cohesive devices such as (references- ellipsis, substitution)

Table No (4.1):The Frequency Distribution for the Respondents' answers of statement No.(1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
Agree	22	73.3	73.3	90.0
not sure	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	



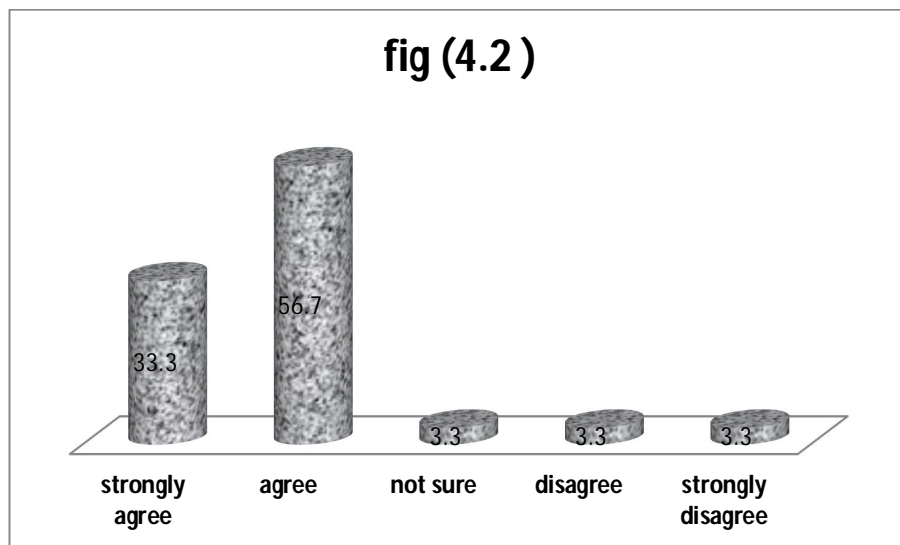
It is clear from the above table No.(4.1) and figure No (4.1) that there are (5) persons in the study's sample with percentage (16.7%) strongly agreed with " students should read as much as they can to improve their oral skill ". There are (22) persons with percentage (73.3%) agreed with

that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (1) persons with 3.3% are strongly disagree

Statement No.(2): secondary school students are not familiar with the function of cohesive devises in written text

Table No (4.2): The Frequency Distribution for the Respondents' answers of statement No.(2)

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	17	56.7	56.7	90.0
not sure	1	3.3	3.3	93.3
disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	



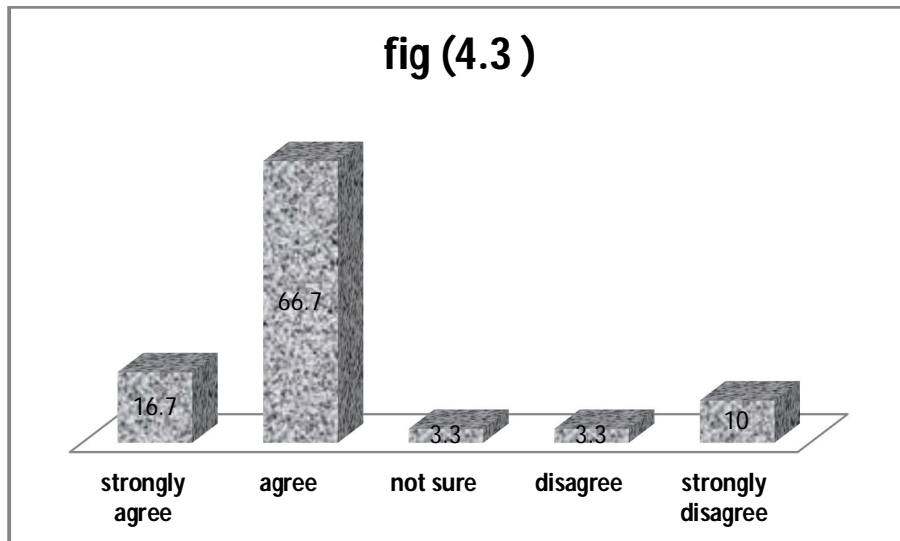
It is clear from the above table No.(4.2) and figure No (4.2) that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with " to improve their communications skill student most involve in conversations ". There are (17) persons with percentage (56.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure

that, and (1) persons with percentage (3.3%) disagreed. And (1) persons with 3.3% are strongly disagree

Statement No.(3): secondary school students tend to overuse cohesive devices in written texts

Table No (4.3) :The Frequency Distribution for the Respondents' answers of statement No.(3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
agree	20	66.7	66.7	83.3
not sure	1	3.3	3.3	86.7
disagree	1	3.3	3.3	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	



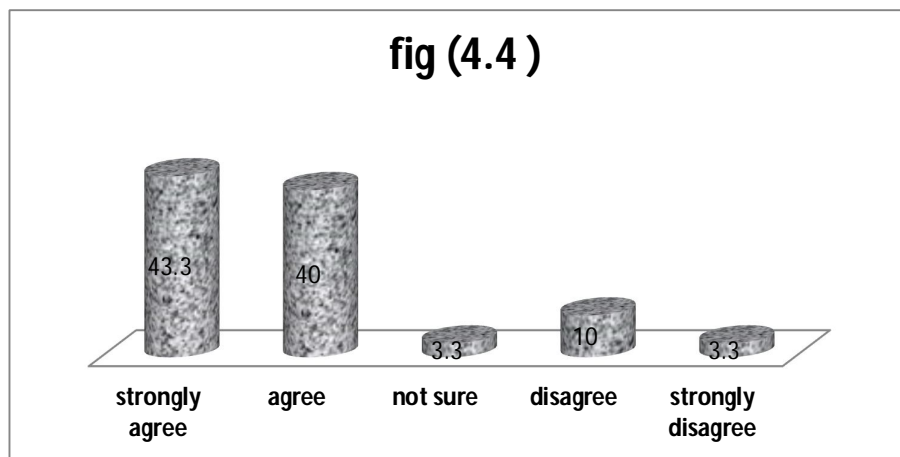
It is clear from the above table No.(4.3) and figure No (4.3) that there are (5) persons in the study's sample with percentage (16.7%) strongly agreed with "to be effective in communications students must overcome the psychological factors (shyness and fear)". There are (20) persons with percentage (66.7%) agreed with that, and (1) persons with

percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (3) persons with 10.0% are strongly disagree

Statement No.(4) : secondary school students are not able to use grammatical markers

Table No (4.4) : The Frequency Distribution for the Respondents' answers of statement No.(4)

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	43.3	43.3	43.3
agree	12	40.0	40.0	83.3
not sure	1	3.3	3.3	86.7
disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

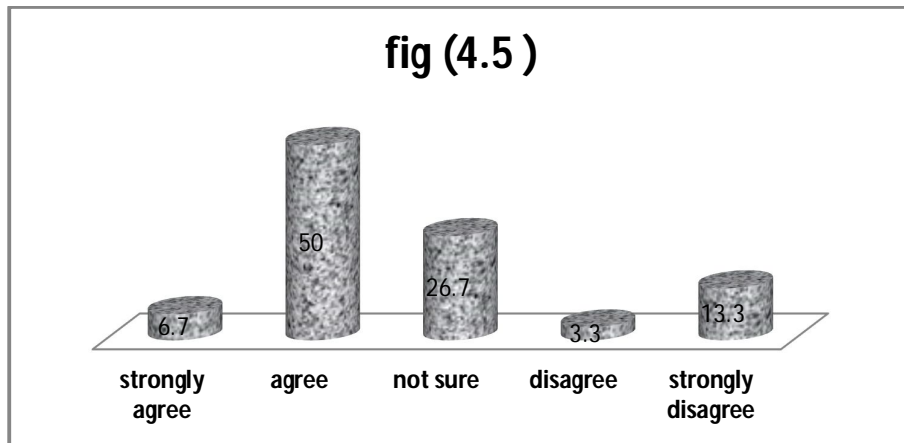


It is clear from the above table No.(4.4) and figure No (4.4) that there are (13) persons in the study's sample with percentage (43.3%) strongly agreed with " communicative technique can include listen to the learn". There are (12) persons with percentage (40.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (1) persons with 10.0% are strongly disagree

Statement No.(5): secondary school students tend to ignore the rule of cohesive devices due to lack of knowledge

Table No (4.5) : The Frequency Distribution for the Respondents' answers of statement No.(5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
agree	15	50.0	50.0	56.7
not sure	8	26.7	26.7	83.3
disagree	1	3.3	3.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	



It is clear from the above table No.(4.5) and figure No (4.5) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with " Curriculum provide students with enough practice in oral communications ". There are (15) persons with percentage (50.0%) agreed with that, and (8) persons with percentage (26.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (4) persons with 13.3% are strongly disagree

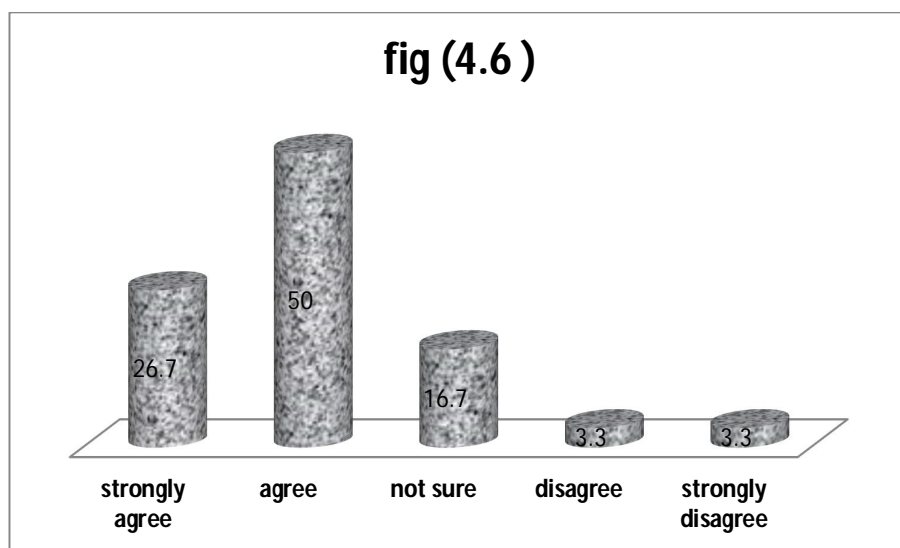
Hypothesis Two:

Teachers of English languages do not use appropriate techniques for teaching cohesive devices

Statement No.(6):teachers of English languages adopt traditional techniques in teaching cohesive devises

Table No (4.6): The Frequency Distribution for the Respondents' answers of statement No.(6)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	26.7	26.7
	agree	15	50.0	76.7
	not sure	5	16.7	93.3
	disagree	1	3.3	96.7
	strongly disagree	1	3.3	100.0
Total	30	100.0	100.0	



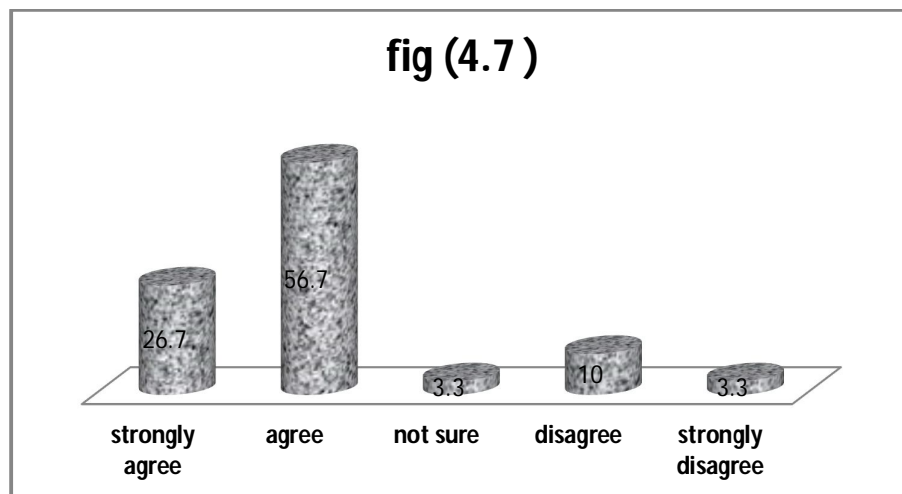
It is clear from the above table No.(4.6) and figure No (4.6) that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with " oral activities in Curriculum are not equivalent to the

learners ". There are (15) persons with percentage (50.0%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (1) persons with 3.3% are strongly disagree

Statement No.(7): secondary school syllabus does not prescribe the right technique for teaching cohesive devises

Table No (4.7) : The Frequency Distribution for the Respondents' answers of statement No.(7)

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	17	56.7	56.7	83.3
not sure	1	3.3	3.3	86.7
disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	



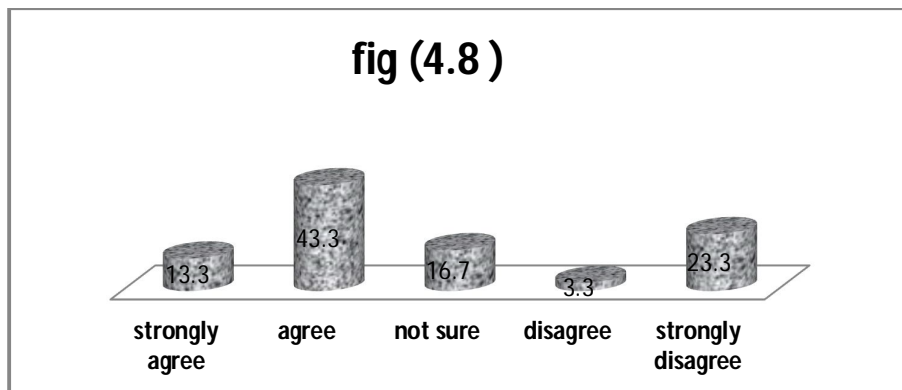
It is clear from the above table No.(4.7) and figure No (4.7) that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with " some teachers are unable to effectively use oral communications technique ". There are (17) persons with percentage (56.7%) agreed with that, and (1) persons with percentage (3.3%) were

not sure that, and (3) persons with percentage (10.0%) disagreed. And (1) persons with 3.3% are strongly disagree

Statement No.(8) : teachers of English languages do not encourage students to write coherent texts.

Table No (4.8) : The Frequency Distribution for the Respondents' answers of statement No.(4.8)

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	13.3	13.3	13.3
agree	13	43.3	43.3	56.7
not sure	5	16.7	16.7	73.3
disagree	1	3.3	3.3	76.7
strongly disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

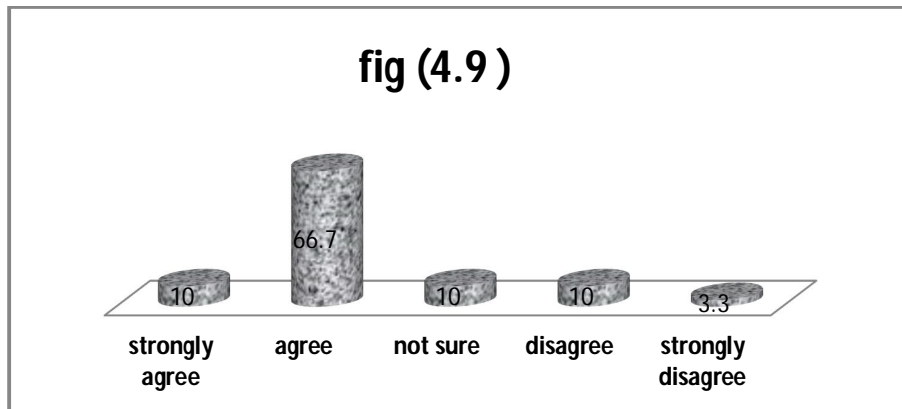


It is clear from the above table No.(4.8) and figure No (4.8) that there are (4) persons in the study's sample with percentage (13.3%) strongly agreed with " curriculum designers should integrate communication technique such as using dictionaries to learn how to use new words ". There are (13) persons with percentage (43.3%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (7) persons with 23.3% are strongly disagree

Statement No.(9):teachers of English languages depend on traditional techniques in teaching cohesive devises

Table No (4.9):The Frequency Distribution for the Respondents' answers of statement No.(9)

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	10.0	10.0	10.0
agree	20	66.7	66.7	76.7
not sure	3	10.0	10.0	86.7
disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

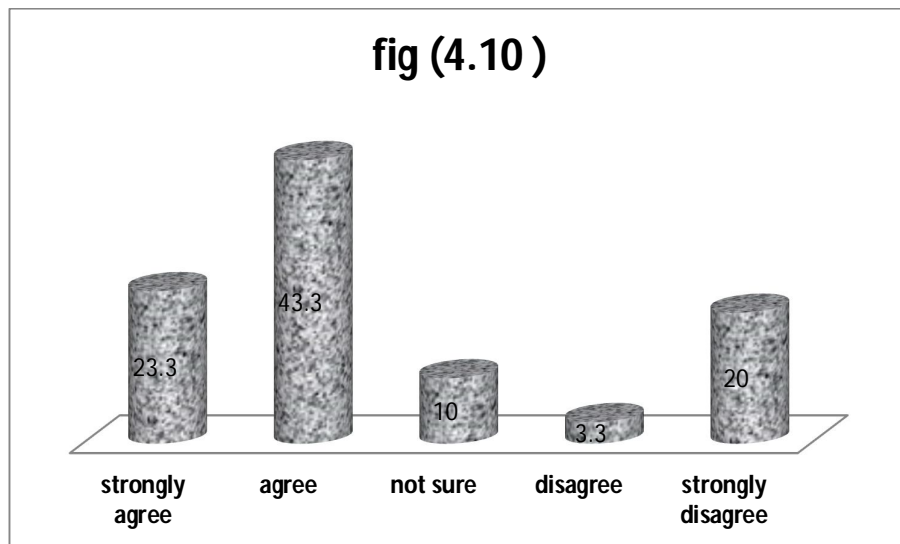


It is clear from the above table No.(4.9) and figure No (4.9) that there are (3) persons in the study's sample with percentage (10.0%) strongly agreed with " teachers do encourage students to practice speaking inside the class ". There are (20) persons with percentage (66.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (1) persons with 3.3% are strongly disagree

Statement No.(10): teachers of English languages do not emphasize teaching of cohesive devises because of overcrowded class

Table No (4.10):The Frequency Distribution for the Respondents' answers of statement No. (10)

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	13	43.3	43.3	66.7
not sure	3	10.0	10.0	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	



It is clear from the above table No.(4.10) and figure No (4.10) that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with " teachers do not help students to read out loudly class ". There are (13) persons with percentage (43.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (6) persons with 20.0% are strongly disagree.

Hypothesis One

Third year secondary school students find it difficult to understand and observe devices in written text

Table No.(4.11): Chi-Square Test Results for Respondents' answers of the Questions of the

Nom	Statement	mean	SD	Chi square	p-value
1	secondary school students are unable to identify different types of cohesive devices such as (references- ellipsis, substitution)	2.7	0.8	23	0.00
2	secondary school students are not familiar with the function of cohesive devices in written text	2.5	0.6	25	0.00
3	secondary school students tend to cohesive devices in written texts	2.4	0.8	26	0.001
4	secondary school students are not able to use grammatical markers	2.3	0.7	21	0.008
5	secondary school students tend to ignore the rule of cohesive devices due to lack of knowledge	2.7	1.8	23	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "secondary school students are unable to identify

different types of cohesive devices such as (references- ellipsis, substitution).

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "secondary school students are not familiar with the function of cohesive devices in written text.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "secondary school students tend to cohesive devices in written texts

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "secondary school students are not able to use grammatical markers.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "secondary school students are not able to use grammatical markers.

Hypothesis Two

According to the previous result we can say that thesecond hypothesis of our study is accepted

Teachers of English languages do not use appropriate techniques for teaching cohesive devises

Table No.(4.12): Chi-Square Test Results for Respondents' answers of the Questions of the

Nom.	Statement	mean	SD	Chi square	p-value
1	Teacher of English languages adopt traditional techniques in teaching cohesive devises.	2.9	0.8	24	0.00
2	Secondary school syllabus does not prescribe the right technique for teaching cohesive devises.	2.0	1.7	22	0.00
3	Teachers of English languages do not encourage students to write coherent text.	2.6	1.6	24	0.00
4	Teachers of English languages depend on recollecting techniques in teaching cohesive devises.	2.5	0.4	26	0.00
5	Teachers of English languages do not emphasize teaching of cohesive devise because of overcrowded class.	2.3	0.7	21	0.008

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teacher of English languages adopt traditional techniques in teaching cohesive devises.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "secondary school syllabus does not prescribe the right technique for teaching cohesive devises.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teachers of English languages do not encourage students to write coherent text.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26.8) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at

the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “teachers of English languages depend on recollecting techniques in teaching cohesive devises.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (14.2). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “teachers of English languages do not emphasize teaching of cohesive devise because of overcrowded class.

According to the previous result we can say that the third hypothesis of our study is accepted.

4.2 Analysis of the Students' Test

Hypothesis One

1- Third year secondary school students are unable to use cohesive devices appropriately

Table No (4.13): The frequency distribution for the respondent's answers of question (1)

Answers	Frequencies	Percentage
Correct	9	30
Wrong	21	70
Total	30	100

From the above table no. (4.13) it is shown that there are (32) students in the study's sample with percentage (80%) have the correct answer to the question there are (8) participants with percentage (20%) have the wrong answer.

Hypothesis Two

Third year secondary school students do not understand the relevant meaning of cohesive devices

Table No (4.14): The frequency Distribution for the Respondent's answers of question number (2)

Answers	Frequencies	Percentage
Correct	13	43.3
Wrong	17	56.7
Total	30	100

From the above table No. (4.14) it is shown that there are (12) students in the study's sample with percentage (20%) have the correct answer to the question, there are (28) persons with percentage (70%) have the wrong answer.

Table (4.15):The frequency distribution and decisions for the respondents' answers all questions

Questions	Correct		Wrong		Decision
	Frequency	Percentage	Frequency	Percentage	
Question (1)	9	30	21	43.3	Accept
Question (2)	13	70	17	56.7	Accept

This table (No. 4.15) shows the summary of the results. For the question 1 it is clear that the number of students who scored the correct answers is

greater than the number of wrong answers with percent (80%), so we reject the first hypothesis of the study.

For the Question 2 it is clear that the number of students who having the wrong answers is greater than the number of students who having the correct answers with percent (70%) so the second hypothesis of the study is accepted.

Table (4.16): one sample T-TEST for the questions of the study

Questions	No.	Mean	SD	T-Value	DF	P-Value
1	30	3.4	2.2	12.7	29	0.00
2	30	2.5	1.81	7.75	29	0.00
For All	30	11.33	6.00	15.51	29	0.00

The calculated Value of T-TEST for the significance of the differences for the respondent's answers in the question No (1) was (12.7) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). this indicates that, there is no statistically significant differences at the level (0.05%) among the answers of the respondents. This means that our first hypothesis is accepted. And it is true that third year secondary school students are unable to use cohesive devices appropriately.

The calculated value of T-TEST for the significance of the differences for the respondent's answers in the question No (1) was (7.75) which is greater than the tabulated value of T-TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). this indicates that, there are statistically significant differences at the level (0.05%) among the answers of the respondents. This means that our second

hypothesis is accepted and it is true that third year secondary school students do not understand the relevant meaning of cohesive devices.

4.3 Summary of the Chapter

This chapter discussed the analysis of the data, the results, findings and conclusion. Above all, it provides verification of the hypotheses.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter provides a summary for the whole study, in addition to the conclusion for the results and findings of the study. Moreover some recommendations will be made out of the findings. Finally suggestions for further studies will be provided.

5.1 Summary of the Study

This study attempted to investigate a very crucial aspect of learning English as a foreign language that is the writing skill. Special attention has been given to the use of linguistic cohesion in a written text and the role of cohesive devices in coining well coherent text.

The study contained five chapters. The subject of the study were 3rd year secondary level. They were from two Sudanese secondary schools in Umbada area. “Albyan secondary school and Al Khoja secondary school”

To investigate the problem of the study the researcher used three hypotheses which are

- 1- Third year secondary school students are unable to use cohesive devices appropriately.
- 2- Third year secondary school students do not understand the relevant meaning of cohesive devices.
- 3- Teachers of English language do not use appropriate techniques for teaching cohesive devices.

Corresponding to the study's hypotheses, two questions were used as follows:

1. To what extent do third year secondary school students use cohesive devices appropriately?
2. To what extent third year secondary school students understand cohesive devices in written text?
3. To what extent do teachers use the appropriate techniques for teaching cohesive devices?

To test these hypotheses the researcher used two instruments which are a test for the students and teachers' questionnaire.

The analysis of the data of the study focused on the use of grammatical devices as well as the whole text cohesion, Halliday and Hassan (1976).

The study dealt with the main cohesion categories (Reference, conjunctions, Ellipsis and substitutions). The results presented in chapter four, described the students use of grammatical devices in their test answers and showed real weakness of using cohesive devices.

5.2 Conclusions

According to the results of data analysis, the study reveals the following: As related to the first hypothesis which states that the 3rd year secondary school students do not use appropriately grammatical devices in their writing texts, this hypothesis was confirmed and showed low percentage of using them, the second hypothesis: this hypothesis was confirmed the results show students weakness in understanding the relevant meaning of cohesive devices in some texts. And the last hypothesis emphasized the weakness of the techniques used by teachers for teaching cohesive devices.

The main findings of the study are:

1. Students in secondary levels do not use cohesive devices sufficiently.
2. Students are unable to understand the relevant meaning of cohesive devices in the different texts in cases such as reference, ellipsis and conjunction.
3. Teachers of English language do not use appropriate techniques for teaching cohesive devices.

To sum up according to the students' answers at secondary school, students do not use grammatical devices as well as they do not understand the relevant meaning of these devices.

5.3 Recommendations

Based on the findings of the study, the following recommendations are presented:

1. Since the study results showed that the students at secondary level failed to achieve an acceptable level of proficiency in using cohesion, more focus should be paid to cohesive devices in writing at early stages in schools.
2. More attention should be paid to teaching techniques used for teaching cohesive devices.
3. Students in secondary level should be made fully aware of using cohesive devices and further remedial work should be given on cohesion.
4. More practice should be given to writing since most of the students are unable to understand the relevant meaning of cohesive devices.
5. Teachers of English should use appropriate techniques in teaching cohesive devices.

6. Teachers of English language should encourage writing outside classes. For example, they can establish creative writing club, societies and hold competitions.

5.4 Suggestions for Further Studies

1. Investigation into cohesion and coherence in students spoken texts.
2. Investigating difficulties of teaching grammatical cohesion.
3. Investigating conjunctions difficulties in the student's written work.
4. Assessing use of cohesive devices in writing.

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APPENDICES

Appendix (1)

Questionnaire

Dear Teacher,

I will be grateful if you read and respond to the following questionnaire, this questionnaire has been designed to collect honest data about teachers' opinion about "**Investigating Students' Awareness of Linguistic Cohesion in the Written Text**".

General Information:

Gender: Male () Female ()

Age: ()

Hypothesis 2:

Third year secondary school students find it difficult to understand cohesive devices in written text.

Items	Strongly agree	agree	Neutral	Strongly disagree	disagree
1- Secondary school students are unable to identify different types of cohesive devices such as (reference, ellipsis, substitution).					
2- Secondary school students are not familiar with the function of cohesive devices in written texts.					
3- Secondary school students tend to overuse one type of cohesive devices e.g. (reference).					
4- Secondary school students are not able to use grammatical markers.					
5- Secondary school students tend to ignore the rules of cohesive devices due to lack of knowledge.					

Hypothesis 3:

Teachers of English language do not use appropriate techniques for teaching cohesive devices.

Items	Strongly agree	agree	Neutral	Strongly disagree	disagree
1-Teachers of English language adopt traditional techniques in teaching cohesive devices					
2- Secondary school syllabus does not prescribe the right techniques for teaching cohesive devices.					
3- Teachers of English language do not encourage students to write coherent texts.					
4- Teachers of English language depend on inculcating technique in teaching cohesive devices.					
5-Teachers of English language do not emphasize teaching of cohesive devices because of overcrowded classes.					

APPENDIX (2)

Answer all questions

Question one

time: 30 minutes

Use the list of words in the box below to fill in the spaces:

Because – but – and – or – secondly – such as – ones – have – him
There – also – they – for instance – after that – so – did – do

AdamOmer are friends .Omer is a polite boy . Adam sawfirst at the schoolthey met at the youth palace . Adam is not good at football.....his leg is badly injured . Omer prefers gameschess. Dominos and cards. Adam often like long journey but Omer prefers shortthe two friends go regularly to the youth place. They spend an evening hourto watch either a wrestling gamethey take something to drinklove each other very much . Have you got a friend? Yes.....

Question two

Read the following sentences then choose the correct from answers:

[a, B, C or D]

1- Kamal speaks Arabic in addition to English

The word in addition to means:

A. but B- and C, OR C, none of

2- Salma plays games such as chess cards and dominos.

The underlined such as means:

A –but B- also C, for example D, all above

3- Camels are used for along journeys but donkeys are used for short ones.

The underlined word ones substitutes for.....

A, donkeys B, journeys C. Short D none of

4 – Adam took his friends to his father shop.

the underlined word his refers to:

A - A dam B- friends C, father D, SHOP

5 – Look at the sun. It is going down quickly

The underlined word it refers to:

A. LOOK B. Down C, sun D. None of

6 - The child created a good toy, but later he destroyed it .

The verb created is opposite to:

A, child B. A toy C, destroyed D, all of

7 – My father went to kosti , he met my uncle there

A, kosti B, Father C, uncle D, none of

8 – Have you got blue pen? Yes I have

The omitted phrase is

A. Have B. A blue pen C, open D, got

9 – We say: a group of people, butof cows

A, some B, herd C, school D, flock

10 - A branch, a leaf and flowers are part of

A, a plant B, a soil C, a tree D, none