



Sudan University of Science and Technology
College of Graduate Studies
College of Languages



**Investigating the Role of Cohesive Devices in
Improving Writing Skill Among Students of College
of Languages**

تقصي دور أدوات الربط في تحسين مهارة الكتابة لدى طلاب كلية اللغات

**A Thesis Submitted in Partial Fulfillment of the
Requirements of M.A in English Language (Applied
Linguistics)**

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DEDICATION

I dedicate this work to my beloved parents. To my husband and my family members.

Acknowledgements

No work of importance could be achieved without the help and mercy of Allah, thanks and greatest gratitude to Him.

My sincere gratitude is extended to my supervisor Dr. Hillary Marino Pitia for his patience, valuable guidance and thoughtful comments.

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Abstract

This study aimed at investigating the role of cohesive devices in improving writing skill among students of College of Languages at Sudan University of Science and Technology. In the study, the importance of cohesive devices to students is identified and highlighted. The researcher used the descriptive analytical method and adopted a test as a tool for data collection. The study sample is represented in the fourth year students at Sudan University of Science and Technology, College of Languages. The number of the population was thirty "30" students selected randomly. The findings showed that students of College of Languages at Sudan University of Science and Technology were not able to identify different types of cohesive devices. It also revealed that the students of College of Languages were not able to use the correct cohesive devices. Based on the above results, the researcher recommended that: Teachers should prioritize effective activities or exercises related to different types of cohesion devices in writing. These activities also need to be complemented with reading materials since reading is closely connected with writing.

المستخلص

هدفت هذه الدراسة الي تقصي دور أدوات الربط في تحسين مهارة الكتابة لدي طلاب كلية اللغات بجامعة السودان للعلوم والتكنولوجيا. في هذه الدراسة تم التعرف بأدوات الربط وابرار دورها وذلك لأهميتها القصوي لدي الطلاب في الكتابة. وقد استخدم الباحث المنهج الوصفي التحليلي وأستخدم الاختبار كأداة لجمع بيانات البحث.تمثلت عينة البحث للاثون طالبا أُختيروا عشوائيا. وأظهرت نتائج الدراسة : أن طلاب كلية اللغات بجامعة السودان للعلوم والتكنولوجيا غير قادرين علي التعرف علي أنواع أدوات الربط المختلفة من خلال الاختبار, كما أظهرت النتائج عدم قدرة طلاب كلية اللغات علي استخدام أدوات الربط بطريقة صحيحة. وقد أوصي الباحث بأنه: يجب علي أساتذة اللغة الانجليزية إعطاء الاولوية للأنشطة التي لها علاقة بأدوات الربط في الكتابة. ويجب الحاق هذه الانشطة بالقراءة وذلك لأن القراءة جزء لا يتجزأ من الكتابة.

Table of Contents

No.	Topic	Page No.
	Dedications	I
	Acknowledgements	II
	Abstract (English Version)	III
	Abstract (Arabic Version)	IV
	Table of Contents	V
	List of Table and Figures	VII
	CHAPTER ONE INTRODUCTION	
1.0	Overview	1
1.1	Statement of the Study Problem	2
1.2	Questions of the Study	2
1.3	Hypotheses of the Study	2
1.4	Methodology of the Study	3
1.5	Objectives of the Study	3
1.6	Significance of the Study	3
1.7	Limits of the Study	4
	CHAPTER TWO LITERATURE REVIEW AND PREVIOUS STUDIES	
2.0	Introduction	5
2.1	Theoretical Background	5
2.2	Concept of Cohesion	7
2.3	Cohesion in Written Discourse	9
2.4	The Relationship between the Use of CDs and the Quality of L2 Writing	10
2.5	What are Cohesive Devices?	12
2.6	Types of Cohesive Devices	12
2.7	Previous Studies	29
2.8	Summary of the Chapter	31
	CHAPTER THREE METHODOLOGY OF THE STUDY	
3.0	Introduction	32
3.1	Population and Sample of the Study	32

3.2	Instruments	32
3.3	Procedures	32
3.4	Techniques of Analysis Data	33
3.5	Reliability and Validity	33
3.6	Conclusion	33
	CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSIONS	
4.0	Introduction	34
4.1	The Results of Data Collection	34
4.2	Conclusion	38
	CHAPTER FIVE CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES	
5.0	Introduction	39
5.1	Conclusion of the Study	39
5.2	Recommendations	40
5.3	Suggestion for Further Studies	40
	References	41
	Appendix	44

List of Tables and Figures

Topic	Pages
Figure No 2.1	13
Table No 2.1	15
Table No 2.2	16
Table No 2.3	17
Table No 2.4	22
Table No 2.5	23
Table No 2.6	24
Table No 2.7	25
Table No 4.1	34
Figure No 4.1	35
Table No 4.2	36
Figure No 4.2	36
Table No 4.3	37

CHAPTER ONE

INTRODUCTION

1.0 Overview

Cohesive devices are typically single words or phrases that basically make the text hang together. The concept of cohesion in writing is related to semantic (meanings) the study of how meaning in language is created by the use and inter-relations of words. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another, Halliday & Hasan (1976). They show the logical relationships between the various parts of an essay as well as between sentences and paragraphs. Cohesion is the term for the quality of a text such as that it appears as a single unit, not as a random sequence of thoughts or sentences. Cohesive devices signal to the reader what the relationships are between the different clauses, sentences and paragraphs.

Undoubtedly, writing as one of the second language skills is really arduous. According to Richards (2002:187) the difficulty emanates both from generating and organizing ideas and translating these ideas into readable text. This is attained by using various types of cohesive devices.

Cohesion, based on Halliday and Hasan's (1976) cohesion theory as the major characteristic of coherence considering linguistic properties of the language, gives a sequence of sentences a coherent texture. The present study helps the readers to find out the importance of using cohesive devices correctly, and guide them through their writings.

As a teacher of English language, the researcher thinks that cohesive devices are very important for the students in their writings, because cohesive devices make the sentences or the texts the students write hang together. Writers should always keep in their mind that readers would not

be able to trace the ideas in any written text unless they signal the interconnections of the preceding and following pieces of message through contextual clues.

1.1 Statement of the Study Problem

Cohesive devices help writers understand and comprehend when listening or reading a text. In writing as well as in speech using certain words and expressions to establish connections among ideas in a sentence and paragraph. Sentences should be grammatically correct; otherwise the text will not be cohesive or coherent. Most of the students do not know how to use the correct cohesive devices in their writing or even identify them.

1.2 Questions of the Study

This study tries to provide an answer to the following questions

- (1) To what extent can students of College of Languages name different types of cohesive devices?
- (2) To what extent are students of College of Language use the correct cohesive devices in a written text?
- (3) What are the most problematic cohesive devices, lexical or grammatical cohesion?

1.3 Hypotheses of the Study

This study has the following as its hypotheses:

- 1- Students of College of Languages are not able to name different types of cohesive devices.
- 2- Students of College of Languages are not able to use the correct cohesive devices.

3- The most difficult cohesive devices used by the students are both lexical and grammatical cohesion.

1.4 Methodology of the Study

The research adopts the descriptive analytical method; test is administered to fourth year students, College of Languages, at Sudan University of Science and Technology.

1.5 Objectives of the Study

The present study aims to:

- (1) Explain the importance of cohesive devices in writing
- (2) Explain how cohesive devices link the sentences among the text.
- (3) Find out whether students can identify and name different types of cohesive devices.

1.6 Significance of the Study

The study helps the writers to take into account that reader would not be able to trace the ideas in any text unless they signal the interconnections of the preceding and following pieces of message through contextual clues. A text is considered not to be a unit of syntax but a unit of semantics.

The fact that lexical devices are the most broadly used may affect cohesion in language users' writing. As mentioned earlier, English language writers must be able to apply a variety of conjunctive devices to bridge the previous and following sentence(s) both to make their writing more clear, orderly, and logically and to make their writings semantically, pragmatically, and grammatically well formed.

1.7 Limits of the Study

This study is limited to investigating the role of cohesive devices in improving writing skill among students of College of Languages at Sudan University of Science and Technology. The study is carried out in the academic year 2016/2017.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction:

This chapter consists of two parts. Part one focuses on the review of the literature relevant to the research topic such as definition of cohesive devices and types of cohesive devices, differences between cohesion and coherence and the relationship between the use of cohesive devices and the quality of L2 writing. While part two discusses the previous studies which include theses and scientific papers relevant to the study.

2.1 Theoretical Background

2.1.1 Cohesion

Halliday and Hassan (1976) opine that texts achieve their status and communicative events through the use of cohesive devices. According to them, “the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences, which create texture”. These authors explain that cohesive relationships within a text are set up where the interpretation of some element in the discourse is dependent on the other. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it Brown G. and Yule G. (1989). Bex (1996) views cohesion as residing in the semantic and grammatical properties of the language. In the opinion of Olatunde (2002:317), cohesion is interested in relating the internal organization of language to the functions of language, and to the social situation of language.

2.1.2 Differences between Cohesion and Coherence

Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed. Halliday & Hassan (1976).

In Halliday's book "An Introduction to Functional Grammar". Halliday gave up the original classification of conjunction; he regarded substitution and ellipsis as "Variants of the same type of cohesive relation". (1994).

Hassan (1984, 1985) enlarges the concept of cohesion and divides into structural and nonstructural cohesion. There are grammatical devices (Reference, substitution, Ellipsis) lexical (general and intestinal relation). Coherence, on the other hand, according to McCagg (1990) refers to the logical relationship of ideas. Further, it refers to a semantic property of textuality.

However, what is important is that the text can only include some factors from the context which can be relevant to its interpretation. A text is not just a sequence of sentences strung together, connected in some contextually appropriate ways. "A text as a whole must exhibit the related, but distinguishable properties of cohesion and coherence" (Lyons, 1983:198). Thus, cohesion is concerned with formal connectedness. Moreover, schemas' activation according to McCarthy (2001) is very necessary to contribute to forming a text because

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

2.2 Concept of Cohesion

2.2.1 Text and Discourse

In linguistics, any spoken or written discourse that forms a unified whole is referred to as a text. A text is not a grammatical unit, but rather a semantic unit of language, i.e. a unit of meaning, not of form. Texture is what provides the text with unity and distinguishes it from a non-text. Therefore, it is the cohesive relation that exists between units of a text.

All texts (either written or spoken) are based on cohesion during their formation. The text becomes a structural unit when its elements are connected with each other. This means that the cohesion of the text relies on a system of relations that 'support' cohesion.

Halliday (1978) notes that we cannot discuss cohesion without mentioning "text", "texture" and "tie". Brown G. and Yule G. (1989) define „text as the verbal record of a communicative event. Scholars such as Van Dijk (1972), Gutwinski (1976), de Beaugrande and Dressler (1981) claim that "text" has to do with the principles of connectivity which bind a discourse (spoken or written text) together and force co-interpretation. The word "text" is used generally in linguistics to refer to any passage spoken or written of whatever length, that forms a unified whole as opposed to collection of unrelated sentences. This distinction goes to show that there are certain features which are characteristics of texts. A text has texture, and this is what distinguishes it from something that is not a text. For example, wash and cut six cooking apples. Put them into a fire proof dish (Halliday, 1976:2). "**Them**" in the second sentence refers back to the "six cooking apples" in the first sentence. That is, anaphoric to the "six cooking apples". This anaphoric (relations that look back into the text for their interpretation) function of "them" gives cohesion to the two sentences as indicated above.

Therefore, the two sentences can be interpreted as a whole. Both sentences together constitute a text. Cohesive Devices exists between "them" and the "six cooking apples". The two items are identical in reference or co-referential. "A tie" on the other hand is a single instance of cohesion, or an occurrence of a pair of cohesively related items. For instance, the relation between "them" and "six cooking apples" in the example above constitutes a "tie".

The concept of "tie" makes it possible to analyze a text in terms of its cohesive properties and gives a systematic account of its patterns of texture. "Tie" can further show the relationship between cohesion and the organization of written texts into sentences and paragraphs (Olatunde, 2002).

The term text exists in both written and spoken. It is a linguistics product of discourse that can be studied without reference to its contextual elements as evidence of linguistics rules. Moreover there is essential point is that, text has some factors from the context which are relevant in the text interpretation, e.g. in storytelling, because text is not just a group of unrelated sentences, but it has some properties which distinguish it from something that is not a text. These properties are known as texture. According to Halliday and Hasan, (1976) " a text has texture and this is what distinguish it from something that is not a text." Halliday and Hasan (1976:p.1.2) also provide the great clarification of concept of the text by stating that:

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

2.2.2 Cohesion

Cohesion in this study is defined as the linguistic features which help to make sequence of sentence of text to give its texture, Halliday and Hasan (1976).

However, the notion of cohesion is not just a syntactic but also a semantic one; it is semantic relation between an element that is crucial to interpretation of it, Halliday and Hasan (1976).

Cohesion relations are both within and between sentences. Scholars assume that a sentence is structured grammatically. This grammatical condition presupposed that all the individual parts of the sentence are linked together and thus they contribute to construction of a text. Cohesion relations established by various ties across sentence of a text help readers to perceive the meaning of individual sentences presented as a single entity. Textual meaning, what makes it possible for reader to understand textual meaning is continuity of semantic relationship that is described as necessary element in the interpretation of a text. Halliday and Hasan (1976).

As far as the communicative nature of writing is concerned, cohesion is regarded as an essential textual component both in creating organized texts and rendering the content comprehensible to the reader.

2.3 Cohesion in Written Discourse

A text is considered to not be a unit of syntax but a unit of semantics. According to Halliday and Hasan (1976), the concept of texture displays the feature of being a text. It is obvious that all languages have texts and so do certain linguistic features that create texture. Therefore, it can be concluded that any texture is made up of two different levels: the sentential and textual. Also, it should be reminded that the fundamental

building blocks from which all texts are constructed are four independent components on the two aforementioned levels. The sentential level, on the one hand, is grammatical features of syntax at surface level representing semantics at deep structure.

On the sentential level are syntax and semantics. Syntactic component involves types of phrasing, types of clause constructions, and types of passive structures, clausal combinations, and word order within a sentence. Semantic component involves the senses and mappings from word meanings to sentential meanings.

Cohesion is one of the central concepts in discourse analysis that has been developed to discover substitutable items in any stretch of written or spoken language that is felt as complete in itself. Hoey(1983).

Halliday and Hasan (1994), introduces the main idea of cohesion saying that we need to established relationships between sentences and clauses in order to construct discourse. The number of grammatical items of in a sentence determines by its length.

In terms of cohesion what can be observed across sentences in written discourse are not structures but links that have particular features that re to be interpreted on the part of the reader.

2.4 The Relationship between the Use of cohesion devices and the Quality of L2 Writing:

Zhang (2000) investigated the relative importance of various grammatical and discourse features in the evaluation of second language writing samples and found that raters heavily depended upon cohesion in evaluating the overall quality of the essays. This also pointed to the idea of considering CDs as an important element in judging the quality of essays.

The research found that lexical devices were used most frequently, conjunctions and reference devices are used less and that certain CDs included ambiguity in reference, overuse and misuse of conjunctions, and restricted use of lexical cohesion. Lee (2002) did a research with 16 ESL students to reveal whether explicit teaching of coherence creating devices may contribute to the coherence in writing and found a positive relation between the pedagogical materials based on promoting the CDs and the improvement of the student writing. Zhang (2000) investigated the application of CDs in 50 argumentative compositions written by Chinese undergraduate non-English majors and found that among a variety of CDs the lexical CDs were the most frequently employed, followed by references and conjunctives. And the number of lexical CDs was significantly related to the quality of writing. However, it was identified that there were some problems in applying reference and lexical devices. One other research by Olateju (2006) investigated to what extent ESL learners achieve cohesion in written texts by examining students at different writing sessions. The study revealed that the students lacked competence in their use of CDs. In the study on cohesion on oral English, Wu (2006) found that substitution and ellipsis are neglected and less used forms of CDs. It was also clarified that foreign language learners probably use such devices less even in their oral performance, which is in contrast to what is commonly thought. Field and Yip (1992) in Hong Kong examined the use of three types of CDs, say, reference, conjunction, and lexis in essays of 150 foreign language learners referring to their narrative and descriptive essays. They found that the three easiest writing devices were remote CDs, immediate CDs, and mediate CDs and the three hardest writing devices were temporal conjunctions, causal conjunctions, and adversative conjunctions. Several studies have

indicated the problems that L2 writers have while writing (Crewe, 1990; Kanno, 1989; Wu, 2006).

2.5 What are Cohesive Devices?

Cohesive devices are words and expressions that indicate relationships between parts of text, such as cause and effect, time, addition, or comparison and contrast.

Cohesive devices not only reduce repetition but also supply valuable additional information in a few words, and create connections at multiple levels in the text.

Cohesive sentences are connected one another. Furthermore, it has been constraints for many students because it is problematic. Based on Halliday and Hasan (1976) cited in Courtyard (1974) cohesive sentences are constructed based on ties. These ties are *reference, substitution, ellipsis, conjunction and lexical cohesion*.

2.6 Types of Cohesive Devices

According to Halliday and Hasan (1976), cohesion is how words and expressions of a text are connected via use of devices such as: reference, substitution, ellipsis, conjunction and lexical cohesion.

2.6.1 Reference

2.6.1.1 Types of Reference

Reference

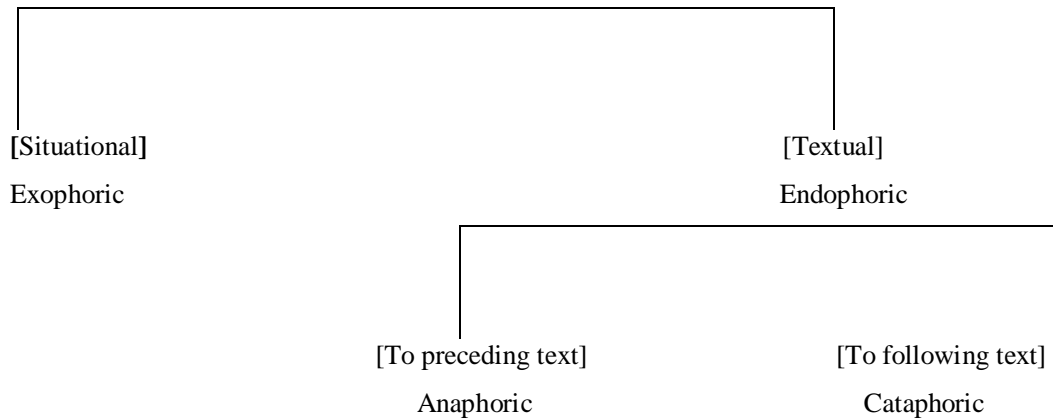


Figure 2.1: Types of reference.

Reference can be identified as the situation in which one element cannot be semantically interpreted unless it is referred to another element in the text. Pronouns, articles, demonstratives, and comparatives are used as referring devices to refer to items in linguistic or situational texts. Reference may either be *exophoric* or *endophoric* (M.Bloor & T. Bloor, 2013).

Exophoric reference requires the reader to infer the interpreted referent by looking beyond the text in the immediate environment shared by the reader and writer. For example in the sentence:

- That is a wonderful idea!

To retrieve the meaning of *that*, the reader must look outside the situation.

On the other hand, endophoric reference lies within the text itself. It is classified into two classes: *anaphoric* and *cataphoric*. According to Paltridge (2012), “Anaphoric reference is where a word or phrase refers

back to another word or phrase used earlier in the text” (p. 115). In the previous example:

- Amy went to the party. She sat with Sara.

She refers back to *Amy*; therefore, *she* is an anaphoric reference.

Cataphoric reference looks forward to another word or phrase mentioned later in the text. For instance in the following sentence, *he* is a cataphoric reference that looks forward to *Mike*.

- As soon as he arrived, Mike visited his parents.

So reference, in the textual rather than the semantic sense, occurs when the reader has to retrieve the identity of what is being talked about by referring to another expression in the immediate context. The resulting cohesion lies in the community of reference whereby the same thing enters into the discourse a second time. Hence reference is a device which allows the reader or hearer to trace participants, entities, events, etc. in a text.

Halliday and Hasan (1976) identify three sub types of referential cohesion:

(a) Personal Reference:

Halliday and Hasan (1976:37) define personal reference as “reference by means of function in the speech situation, through the category of “person”. There are three classes of personal reference: personal pronouns, possessive adjectives (possessive determiners), and possessive pronouns. Table 1.1 shows three classes of personal reference found in English.

Table 2.1: Personal reference in English (Halliday and Hasan 1976:38)

Semantic category	Existential	possessive	
Grammatical function	Head		Modifier
Class	Noun (Pronoun)	Determiner	
Person: speaker (only)	1, me	Mine	My
addressee(s), with/without	You	Yours	Your
other person(s) speaker and other person(s)	We, us	Ours	Our
other person, male	He, him	His	His
other person, female	She, her	Hers	Her
other person; objects	They, them	Theirs	Their
object; passage of text	It	[its]	Its
generalized person	One		One`s

(b) Demonstrative Reference: (*that/this, these/those*).

This type is essentially a form of verbal pointing. It is expressed through determiners and adverbs. This type of reference is achieved by means of location on a scale of proximity what is understood by proximity nearness in place and time occurrence or relation

Demonstrative reference items can represent a single or phrase and they can range across several paragraphs.

- We went to opera last night, that was our first outing for months.
("that" refers anaphorically to last night).

The definite article "The" is classified together with demonstratives and possessive. Table 2.2 shows the system of demonstrative reference found in English.

Table 2.2: Demonstrative reference in English (Halliday and Hasan 1976:38)

Semantic category	Selective		Non-selective
Grammatical function	Modifier/ head	adjunct	modifier
Class	Determiner	adverb	determiner
Proximity: Near Far Neutral	This – these That- those	Here [now] There - then	The

(c)Comparative Reference: (*same, equal, similarly, little, etc...*).

This type of referential cohesion expressed through adjectives and adverbs and serves to compare items within a text in terms of identity or similarity. Nunan(1993). Table 2.3 gives Halliday and Hasan’s system of comparative reference in English.

Table 2.3: Comparative reference in English (Halliday and Hasan 1976:39)

Grammatical function	Modifier: Deictic/epithet (see below)	Submodifier/ adjunct
Class	Adjective	adverb
General comparison: Identity general similarity	Same identical equal similar additional	Identically Similarly, likewise So, such
difference (i.e. non-identity or similarity)	Other different else	Differently ,otherwise
Particular comparison:	Better, more etc [comparative adjectives and quantifiers]	So, more, less, equally

Comparative reference is categorized into two groups including general comparison and particular comparison.

(a) General comparison

General comparison is a “comparison that is simply in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different ... [and it] is expressed by a certain class of adjectives and adverbs” (Halliday and Hasan 1976:77).

The kinds of general comparison:

- Identity: same, equal, identical, identically
- Similarity: such, similar, so, similarly, likewise
- Deference: other, different, else, differently, otherwise.

Examples:

a. We have received exactly the **same** report as was submitted two months ago.

b. There are **other** qualities than conviviality needed for his job.

c. Find a number **equal** to the square of the sum of its digits. (20).

(Halliday and Hasan, 1976:78)

All the examples in (20) consist of general comparison reference. In (a) same means, the report is like the report that was submitted two months ago. Same is identity general comparison. In (b) other is the comparative reference in a form of difference. It means there are additional qualities needed for this job. In (c) equal is identity general comparison, which means the number that, same to the square of square of the sum of its digits.

(b) Particular comparison

Particular comparison, on the other hand, is a “comparison that is in respect of quantity or quality which is also expressed by means of adjectives or adverbs; not of a special class, but ordinary adjectives and adverbs in some comparative form”.

Examples:

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

b. he’s a **better** man than I am

c. there are more things in heaven and earth, Horatio, than are dreamt of in your philosophy. (Halliday & Hasan, 1976:82)

As in (a) is the enumerative comparative reference. It refers to the people who were there last time. In (b), better is particular comparison which better is an epithet. (c) is enumerative comparison reference which more refers to (the things) that are dreamt of in your philosophy.

2.6.2 Substitution

A substitution is the replacement of a word (group) or sentences segment by a “dummy” word. The reader can fill in the correct element based on the preceding sentences (Rankema, 1993: 37). In substitution, an item is replaced by another item. The sentence, " Did you come yesterday? Yes, I did." Is a good example of substitution. The word "did" is a substitute for "came yesterday." Item commonly used in substitution in English include "do", "one" and "the same" (Halliday and Hasan, 1976). There are three types of substitution: *nominal, verbal and clausal substitution.*

(a) Nominal Substitution

Nominal substitution is substituting a noun or a nominal group with another noun. Elements of this type are *one, ones, and same.* In the following example, *one* substitutes *car*.

- This car is old. I will buy a new one.

(b) Verbal substitution

Verbal substitution is the second type of substitution. According to Halliday and Hasan (1976:112), the verbal substitute in English is *do* and it operates as the head of a verbal group, in the place that is occupied by the lexical verb; and its position is always final in the group. Verbal substitution may either function within the same sentence scope or extend across sentence boundaries.

This type of substitution involves substituting a verb or a verbal group with another verb. Verbal substitution is realized through an auxiliary verbs (do, be ,have). For example:

- I challenge you to win the game before I do!

Here, *do* is the substitution for *win the game.*

(c) Clausal substitution

The third type of substitution is clausal substitution, a “further type of substitution in which what is presupposed is not an element within the clause but an entire clause. The words used as substitutes are *so* and *not*” (Halliday and Hasan 1976:130). This is illustrated by the following:

- A: Do you think the teacher is going to be absent tomorrow?
B: No. I don't think so.

In this example, *so* substitutes the clause *going to be absent*.

2.6.3 Ellipsis

Ellipsis is the process of omitting an unnecessary item. In ellipsis, an item is replaced by nothing. A good example of an ellipsis is for example, "Noor ordered a cup of tea, and her mom a bowl of soup." The word "ordered" in the second clause is omitted. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text (Nunan, 1993: 25). According to Halliday and Hasan (1976: 144) ellipses occur when something that is structurally necessary is left unsaid, there is a sense of incompleteness associated with it.

Many scholars base their dissertation of ellipsis in the study of ellipsis of Halliday and Hasan (1976) who define it as substitution by zero.

- Whose is this hat?
It is mine.

In the above example a deictic element **mine** presupposes an item expressing thing.

Ellipsis also consists of *nominal, verbal and clausal ellipsis*.

(a) Nominal ellipsis

In nominal ellipsis the noun is omitted. This is exemplified by:

- My brothers like sports. In fact, both [0] love football.
[0: My brothers]

In the second sentence, the nominal my brothers is omitted.

(b) Verbal ellipsis

This type of ellipsis involves the omission of the verb. In the following example, the verb been studying is left out in B.

- A: Have you been studying?
B: Yes, I have [0]. [0: been studying]

(c) Clausal ellipsis

It occurs when the clause is omitted. According to Halliday and Hasan (1976:197), a clause in English, either in a monologue or dialogue, can be deleted if the clause is still communicative. Since a clause in English has two elements, the modal element and the propositional element, either of them can be omitted in clausal ellipsis. Clausal ellipsis, therefore, includes the ellipsis of either element. In the example mentioned below, the clause writing on the board is excluded in B.

- A: Who is writing on the board?
B: Alice is [0]. [0: writing on the board]

2.6.4 Conjunction

Conjunction is a part in a sentence which combines sentences (Rankema, 1994: 38). The role of conjunctions is to provide the listener/reader with information for interpretation of the utterance; that is why some linguists prefer to describe them as discourse markers.

Conjunction acts as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them, though conjunctive relations are tied to any particular sequence in the expression. It mostly occurs in the beginning of the sentence. Unlike reference, substitution and ellipsis, the use of conjunction does not guide the reader to supply missing information by looking for it elsewhere in the text. Instead, conjunction signals the way the writer wants the reader to relate what is about to be said to what has already been said. The combined markers of conjunction can be additive, adversative, temporal, casual, etc., as seen in the following. Baker (1992: 191).

(a) Additive conjunctions:

This type of conjunction act to structurally coordinate or link by adding to the presupposed item, and are signaled through (and, or, also, in addition, furthermore, besides). Additive conjunctions may also act to negate the presupposed item and are signaled by (nor, and....not, either, neither, etc.).The classification of additive relation can be seen in the table below:

Table 2.4: The classifications of additive conjunction

	External/ Internal	Internal(unless otherwise specified)		
Additive	Additive,si mple: Additive: and,and also Negative: nor,	Complex, emphatic: Additive: furthermore, in addition, besides Alternative:	Apposition: Expository: this is, I mean, in other word Exemplification: for instance,	Comparison: Similar: likewise, similarity, in the same way Dissimilar: on the other

	and not. Alternative: or, or else.	alternatively Complex, de emphatic: Afterthought: incidentally, by the way	thus.	hand, by contrast
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(Halliday & Hasan, 1976:243)

(b)Adversative conjunctions

Adversative conjunctions are used to express contrasting results or opinions. The adversative conjunction is a relation used as “contrary to expectation” (Halliday and Hasan 1976:250). Since the expectation may be derived from the content of what is being said, or communication process, cohesion can be found as being either external or internal adversative relation.

Adversative relation is expressed by using of word *but, however, on the other hand, nevertheless*. It can be seen on the table below:

Table 2.5: The classifications of adversative conjunction

	External/ internal	Internal (unless otherwise specified)		
Adversative	Adversative Adversative 'proper': Simple: yet, though, only. Containing 'and': but Emphatic: however, nevertheless,	Contrastive: Avowal: in fact, actually, as a matter of fact Contrastive (external): Simple: but, and Emphatic: however,	Correction Of meaning: instead, rather, on the contrary Of wording: at least, rather, I mean	Dismissal: Closed: in any case, in either case, which ever way it is Openended: In any case. anyhow,

	despite of.	on the other hand, at the same time		at any rate, however it is.
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(Halliday & Hasan, 1976:243)

(c) Temporal conjunctions

Temporal conjunction is simply a relation of sequence in time. It relates two sentences in terms of their sequence in time: the one is subsequent to the other. The conjunctive relations of the temporal conjunction can be simple or complex. The simple temporal conjunctions in English include the words ‘then’, ‘next’, ‘after that’, ‘at the same time’, ‘previously’, etc. The complex temporal conjunctions in English can be as specific as the expressions ‘next day’, ‘five minutes later’, or ‘five minutes earlier’

The classification of temporal conjunction can be seen on the table below:

Table 2.6: The classifications of temporal conjunction

	External/ internal	Internal (unless otherwise specified)		
Temporal	Temporal, simple (external only): Sequential: Then, next, after that Simultaneous: Just then, at the same time Preceding: previously, before that Conclusive	Complex (external only): Immediate: At once, thereupon Interrupted: soon, after a time Repetitive: Next time, on another occasion	Internal temporal: Sequential: Then, next, secondly Conclusive: Finally, in conclusion Correlative forms: Sequential: First.....next Conclusive.... Finally	‘Here and now’: Past: Up to now, hitherto Present: At this point, here Future: From now on, hence forward, Summary: Summarizing:

	forms: Sequential: first....then Conclusive: At the first.....in the en	Specific: Next day, an hour later Durative: Meanwhile Terminal: Until then Punctiliar: At this moment.		To sum up, in short briefly Resumptive : to resume, to return to the point
--	--	---	--	---

(Halliday & Hasan, 1976:243)

(d) Causal conjunctions

Introduce results, reasons, or purposes. They are characterized by the use of items such as, *so, thus, therefore, because*, etc.

The classification of causal conjunction can be seen on the table below:

Table 2.7: The classifications of causal conjunction

	External/ Internal	Internal (unless otherwise specified)		
Causal	Causal, general: Simple: So, then, hence therefore Emphatic: Consequently, because of this Causal, specific: Reason: For this reason, on account of this Result:	Reversed causal: Simple: For, because Causal, specific: Reason: It follows, on this basis Result: Raising out of this Purpose: To this end	Conditional (also external) Simple: Then Emphatic: In that case, in such an event, that being so Generalized: Under the circumstance Reversed polarity: Otherwise, under other	Respective : Direct: In this respect, in this regard, with reference to this Reversed polarity: Otherwise, in other respects, aside from this.

	As a result, in consequence Purpose: For this purpose with this mind		circumstances	
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(Halliday & Hasan, 1976:243)

2.6.5 Lexical Cohesion

Lexical cohesive devices refer to the role played by the selection of vocabulary in organizing relation within a text (Baker, 1992: 202). It does not deal with grammatical and semantic connection but with the connection based on the words used. Meanwhile, Nunan (1993: 28) says that lexical cohesion occurs when two words in a text are semantically related in some way. Halliday and Hassan (1976) argue that lexical cohesion is established through the structure of lexis or vocabulary. Lexical cohesion encompasses reiteration and collocation. Also, it involves using the characteristics and features of words as well as the group relationship among them to achieve cohesion. We have words used repeatedly, words used as umbrella terms under which some other words co-exist. Lexical cohesion identified by Halliday and Hasan (1976) which involves either the reiteration of an item, repetition of an item, or the use of a synonym or superordinate term. Lexical cohesion could also be used in reference to lexical collocation. Collocation involves the association lexical items that regularly co-occur, for instance, (climbs-ascend), (order- obey), (laugh- joke) (garden- dig). There are two kinds of lexical cohesion, *reiteration and collocation with their parts repetition, synonym, hyponym, metonym and antonym.*

(1) Reiteration:

This implies saying or doing something several times. As a lexical device for achieving cohesion, it manifests in three ways. Repetition, Superordinate/Hyponym and Synonyms or Near Synonyms.

Halliday and Hasan (1976:278) state,

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym, near-synonym, or superordinate.

❖ Types of Reiteration

(a) Repetition:

Repetition is the act of repeating exactly the same word as has been mentioned before and it often involves reference in second occurrence by matching definite articles. Repetition is just the simple repetition of a word, within a sentence or a poetical line, with no particular placement of the words.

e.g: I met some young **ladies** at the conference. The **ladies** were good looking.

(b) Superordinate/Hyponym:

The use of a general word to refer back to a lexical item is known as hyponymy. Finegar, 2004:189 in Swastami, N., 2014 defines hyponymy as a subordinate, a specific term whose referent is included in the referent of a superordinate term.

e.g: I bought plenty of fruits yesterday at the market. These fruits are oranges, pineapples and pawpaw.

(c) Synonym:

Synonymy is two or more words with very closely related meaning or same meanings which are often intersubstitutable in sentences.

Crystal (1995) states that synonymy is lexeme which has the same meaning—a definition which sounds straight forward enough.

e.g: I was served with a good meal yesterday at the party. The food was delicious.

(d) Metonymy (Part vs. whole):

Metonymy is relation between word which has a part and whole meaning.

e.g: At its six-month checkup, the **brakes** had to be repaired. In general, however, the **car** was in good condition.

The first sentence the plural nouns “brakes” is a part of the noun “car” which exists in the second sentence.

(e)Antonymy

Antonym is word which is in the some sense opposite in meaning. (Bloomsbury, 1999:77)

e.g: The old movies just don't do it anymore. The new ones are more appealing.

(2)Collocations:

This is achieved through the association of lexical items that regularly occur. It also involves pairs of words drawn from the same order series. Examples are North..., South, Car... brake, Father... mother, doctors... patients, spoken language etc. Collocation is a combination of vocabulary items that co-occur together. It includes combinations of *adjectives and nouns* such as, ‘fast food’, *verbs and nouns* such as, ‘run out of money’, and other items such as, ‘men’ and ‘women’ (Platridge, 2012).

2.7 Previous Studies:

Several researches related to this study have been conducted in different universities in Sudan and abroad.

Study One

Riyan (2015) conducted a qualitative research on the cohesion used in the expository essay of English literature students. Study program of English, University of Brawijaya. He analyzed 7 expository essays written by third semester students of English Literature with the purpose of study to find out the types of cohesive device, and the dominant types of cohesive devices used by the students. The result of his analysis revealed that third semester students of English literature could employ all the four types of grammatical cohesion to build cohesion in their expository essays: reference (personal, demonstrative, comparative), substitution (nominal), ellipsis (nominal, verbal, clausal), conjunction (additive, adversative, causal and temporal).

In regard to grammatical cohesion, the most commonly used type is reference (66%), while in lexical cohesion, the most frequently used type is repetition (59%).

Study Two

Ayub, (2013) analyzed cohesion and coherence in of 30 students' English writings at the second grade of SMAN 1 Labuapi West Lombok. They wanted to know the types of cohesive devices, the types of topical progressions, the problems of coherence used by the students. The data were analyzed qualitatively. The finding reveals that the students used the five types of cohesive devices to build cohesion in their English writings: reference (personal, demonstrative, comparative), substitution (nominal, clausal), ellipsis (nominal, verbal,), conjunction (additive, adversative, causal, temporal),

and lexical cohesion (repetition, synonym, superordinate, general word, and collocation). In the use of reference, personal reference was dominantly used. In substitution, verbal substitution was not found. In ellipsis, clausal ellipsis was not used. While, in lexical cohesion, repetition is used most frequently. From the frequency and the percentage of each subcategory, it is concluded that most students knew how to utilize the various cohesive devices in their writing although they were in different frequency and percentage. It also shows that the dominant types of cohesive devices used by the students were reference (40.84%), followed by lexical cohesion (37.99%), conjunction (19.60%), ellipsis (1.35%), and the least substitution (0.29%). Some problems in coherence of students' writings were reference, conjunction, lexical cohesion, tenses, auxiliary 'to be', passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure.

In Sudan University of Science and Technology many researchers conducted research related to this study

Study Three

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

Study Four

Ayman Hamad (2015), Ph.D thesis entitled " **The Impact of Grammatical Accuracy and Discoursal Features on the Quality of EFL M.A Students Written Performance**" at Sudan University of Science and Technology. This study reveals that:

-Reference and lexical error yield the high percentage, substitution, ellipsis present third problematic area followed by conjunctions.

Study Five

In Sudia Arabia – Aljarf (2001), **Investigated the Use of cohesive by 59 EFL Students from King Saud University**. Substitution was deemed to be the most problematic form of cohesion followed by reference and ellipsis cohesion anomalies were caused by poor linguistic competence.

Study Six

Hasan Dawood (2006)| thesis of Ph.D. in applied linguistics, his study deals with "**Manifestation of Cohesion and Coherence in Writing English of Palestinian Senior University Student**". This study adopting a descriptive approach both quantities and qualities in analysis of 30 essays written by 30 English major seniors study at Al-Quds University in Palestine. His study compresses six chapters which have revealed the following results:

- There is a very serious weakness in student manifestation or rhetorical and linguistic features cohesion reference, conjunction, lexical ellipsis and substitution also in coherent organization and parallelism.
- There is a very astonishing degree of weakness in the student ability to produce cohesive and coherent text.

In his study he has recommend for this serious weakness should be taken and treated very seriously by school-teacher university instructors syllabus designer and decision maker altogether.

2.8 Summary of the Chapter

This chapter reviewed literature on the concept of cohesion and grammatical cohesive devices and their role in improving writing skill in a written text and some previous studies.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

In order to answer the research questions and achieve the objectives of the research, research method should be constructed thoroughly. The research method consists of research design, population of the research, samples of the study, data collecting techniques, steps in collecting the data, validity and reliability, and conclusion of this chapter. The study was conducted at Sudan University of Science and Technology, at College of Languages. It targeted fourth year students.

3.1 Population and Sample of the Study

3.1.1 The Population of the Study

The population of this study was the fourth year students of English Language at College of Languages at Sudan University of Science and Technology. The number of the population was 30 students. They were selected randomly.

3.2 Instrument

This research adopted the analytical descriptive method. The test for this study is done in two parts to investigate and evaluate the students understanding of the use of the cohesive devices in their writing.

3.3 Procedures

As for the procedures followed for this study, the test was given to 30 students who were selected randomly in one day. The test took about 45 minutes. The students were aware about what the test was.

3.4 Technique of Analysis Data

After data have been collected, the researcher took the papers to be analyzed through the computer by using the statistical package for social sciences (SPSS).

3.5 Reliability and Validity

Reliability and validity are very closely related terms which are used to assess the researcher work. In order to achieve a good and reliable test, the researcher consulted the supervisor, and the test was verified by three teaching staff who have long experience in this field so as to make sure of the reliability and validity of this study, also the researcher analyzed the whole number of the samples and got the same results.

3.6 Conclusions

This chapter outlined the research design and analytical framework for the study. The general research procedures involved in analyzing the data and testing for grammatical and lexical cohesion were then outlined. Lastly, samples of the methods of analysis were given.

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSIONS

4.0 Introduction

This chapter presents the statistical procedures followed and details the results of each hypothesis. Then the results are interpreted and related to the aims of the study with the intention of determining whether the aims have been realized .the results are summarized below in Table (1),(2) and (3). The data were processed by the computer using the statistical package for social sciences (SPSS) program.

4.1 The Results of Data Collection

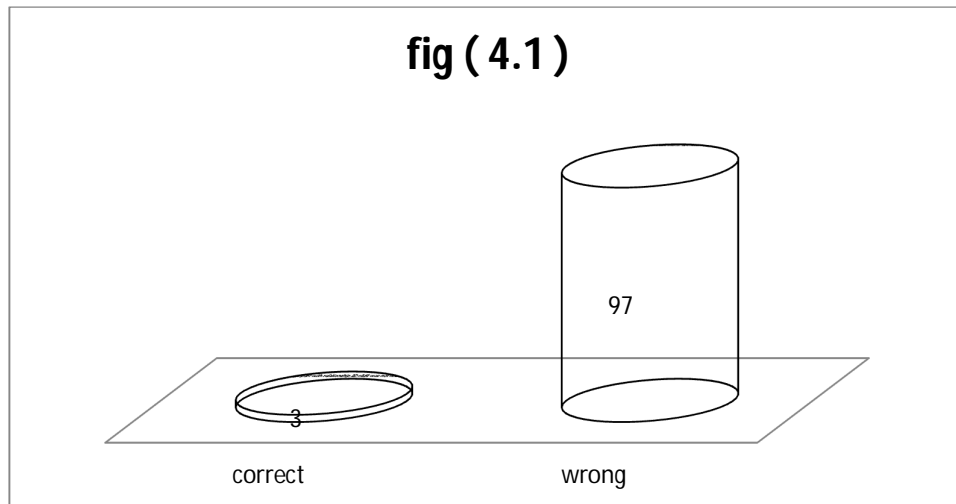
4.1.1 Grammatical Cohesive Devices

Students at the College of Languages faced problems in identifying the grammatical cohesive devices. Most of the students couldn't put the correct grammatical cohesive devices in their correct spaces. Only 1 student with percentage (3%) had identified the grammatical cohesion devices.

4.1.2 The table below represents the types of grammatical cohesion:

Table No (4.1) The Frequency Distribution for the Respondent's Answers of questions in part (1)

Part one	Frequency	Percentage
Mean of correct answers	1	3
Mean of wrong answers	29	97
Total	30	100



From the above table No (4.1) and figure No (4.1) it Is shown that there are only (1) student in the study's sample with percentage (3%) have passed the test and have the correct answer ,There are (29) persons with percentage (97 %) have the wrong answer.

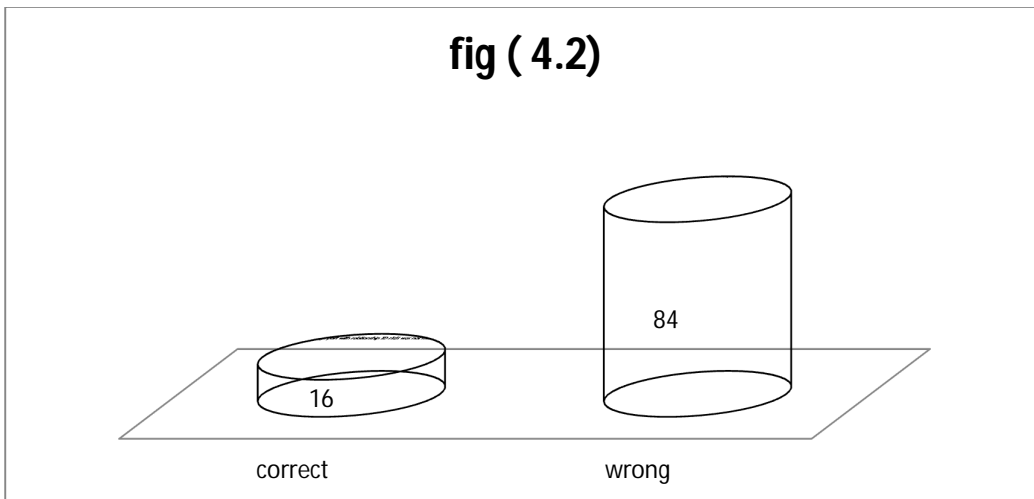
4.1.3 Lexical Cohesion Devices

As for lexical cohesion devices, most students at the College of Languages couldn't identify the lexical cohesion devices. Only 5 students with percentage (16%) had known where to insert the right lexical cohesive devices.

4.1.4 The table below represents the types of lexical cohesion:

Table No (4.2) The Frequency Distribution for the Respondent's Answers of questions in part (2)

Part tow	frequency	percentage
Mean of correct answers	5	16
Mean of wrong answers	25	84
total	30	100



From the above table No.(4.2) and figure No (4.2) its shown that there are only (5) students in the study's sample with percentage (15%) have passed the test and have the correct answer ,There are (16) participants with percentage (84 %) have the wrong answer

Table (4.3) one sample T-TEST for the questions of the study

Question	N	mean	SD	t-value	DF	p-value
1	30	3.6	15.5	12.0	29	0.00
2	30	2.7	21.8	7.8	29	0.00
For all	30	6.33	18.0	15.50	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 (12.0) 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 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 students of the College of Languages do not know how to name different types of cohesive

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1) was (12.0) 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 students of the College of Languages are not able use the correct cohesive devises.

As for hypothesis three which states that: the most difficult cohesive devices used by the students are both lexical and grammatical cohesion. From the above results, it is very obvious that most of students were not able to identify the grammatical cohesive with percentage of (97%) failed and also they were not able to insert the correct lexical cohesive devices with percentage of (84%) failed. Therefore, hypothesis three is accepted.

4.2 Conclusion

This chapter discussed analysis of data, result findings and conclusion. The first conclusion that can draw from all these results is that there is a clear weakness in the students` awareness of cohesive devices. They are not able to use either grammatical or lexical cohesion devices correctly. Also the results state that all the three hypotheses are true.

CHAPTER FIVE

CONCLUSION, RECOMMENDATION and SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter comprises of a summary of the study, conclusion, recommendations and suggestions for further studies.

The purpose of the study is to investigate the role of cohesion devices in improving writing skill among the fourth year students (2016/ 2017) at Sudan University of Science and Technology.

5.1. Conclusions of the Study

Cohesion is an important element of the text. It is precisely due to the fact that cohesion provides a means for initiating comprehension and it unifies different parts of text together. In order to achieve a unified text it could be achieved through the use of grammatical and lexical devices. The aim is to help the reader understand the items referred to.

The research was conducted to highlight the students' use of cohesive devices in order to improve their writing skill. In this study the students were asked to identify both grammatical and lexical cohesion.

The researcher has arrived to the following conclusions:

Related to the first hypothesis, which states that students of College of Languages are not able to name different types of cohesive devices. The results showed that this hypothesis is true according to the scores of the students.

The second hypothesis states that students at College of Languages are not able to use the correct cohesive devices. Which is very true according to the scores of the students also.

As for the third hypothesis which states that the most difficult cohesive devices used by the students are both grammatical and lexical cohesion. The students couldn't differentiate between lexical and grammatical cohesion devices.

As we have seen in the theoretical part, in order to improve writing skill students should have full awareness of the correct use of cohesion devices.

5.2 Recommendations

Based on the above results, the researcher suggested the following recommendations:

- 1- Grammatical and lexical cohesion should be given much attention in the syllabus at the university.
- 2- Writing is the most important skill for the students at the universities, so the students must be aware of all types of cohesive devices.

5.3 Suggestions for Further Studies

Referring to the findings of this study, the researcher would like to provide some suggestions addressed for the future researchers, teachers and students.

This study attempts to investigate the role of cohesive devices in improving writing skill. The researcher suggests that it would be better for future researchers to conduct a study on this topic by adding research instruments such as interview and questionnaire.

For the teachers, they should have paying attention to the cohesion of students' writing. Moreover, it would be interesting if the teachers introduce or teach explicitly about cohesive devices to the students so that they could understand and apply them in their writings.

Finally, for the students this study would give information for the improvement of their writings in the future.

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Sudan University of Science and Technology
College of Graduate Studies

Answer all the Questions:

Name: (Optional)

Respondent`s University: Male () Female ()

Class:

Time: 40 mins.

Question one

Read the sentences below carefully, underline each cohesive device and identify each type of cohesive devices then classify them in the table below:

**Clausal ellipsis - verbal substitution - nominal substitution -
cataphoric reference - causal conjunction - exophoric
reference - anaphoric reference - verbal ellipsis -
comparative reference - additive conjunction**

- 1) Dialogue between two girlfriends.
A: I saw her at the supermarket yesterday.
B: oh, did you? Was she beautiful?
- (2) She broke the glass. This is what Sara did.
- (3) I bought two red bags. I like the small one
- (4) I dare you to jump before I do.
- (5) Dialogue between a teacher and her students
Teacher: did you do the homework?
Students: yes, we did.
- (6) It was my birthday but he didn't send me a card.
- (7) We couldn't contact him because we didn't have his number.
- (8) Tom likes ice cream but Bill doesn't like it.
- (9) A: Will anyone be waiting?
B: I will.
- (10) She has a similarly furnished room to mine.

Number of the sentences	Types of cohesive devices
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Question two

Complete the passages below using each of the following appropriate cohesive devices:

(a)(**although – therefore – moreover – but – and**)

My friend is a singer. She is intelligent Hardworking. she is creative.she has never received any award in India, he won a prize in a competition in America last year. he has decided to leave India and settle down in America.

(b) (**however – but – such as – then – in this way**)

I am called the Safety Equipment Officer. It may sound like an impressive title,it`s not very accurate description of what I do. My main job is to provide protective clothing, overall, helmets and so on. I estimate what the different departments will need and I ordered it from the suppliers. I make sure that the various departments have everything they want. stationary is also my responsibility.