



*Sudan University of Sciences and Technology
College of Education
English Language Department*



**Investigating the Difficulties English Language
Faced by Second Year Students in Unviersity in
using Cohesive Devices in Writing**
تقصي صعوبات اللغة الإنجليزية التي تواجه طلاب السنة الثانية في
الجامعة في استخدام أدوات الربط في عملية الكتابة
(A case study of second year studetns at Sudan University of
Scineces & Technology)

A thesis submitted in fulfillment of Requirements of the Degree of BA in ELT

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October . 2017

الآية

قَالَ تَعَالَى:

﴿ اقْتَرَبَ لِلنَّاسِ حِسَابُهُمْ وَهُمْ فِي غَفْلَةٍ مُّعْرِضُونَ ﴿١﴾ مَا يَأْتِيهِمْ مِّنْ ذِكْرٍ
مِّن رَّبِّهِمْ مُّحَدَّثٍ إِلَّا اسْتَمَعُوهُ وَهُمْ يَلْعَبُونَ ﴿٢﴾ لَاهِيَةً قُلُوبُهُمْ وَأَسْرُوا النَّجْوَى
الَّذِينَ ظَلَمُوا هَلْ هَذَا إِلَّا بَشْرٌ مِّثْلُكُمْ أَفَتَأْتُونَ السَّحَرَ وَأَنْتُمْ تَبْصُرُونَ



صدق الله العظيم

سورة الأنبياء: الآيات (١ - ٣)

Dedication

To the soul of my father

To my mother

To my brothers & sisters , teachers , friends

and special thanks go to my honest and faithfull brother and friend

Hafiz Ismail Abdallah

Acknowledgement

First of all praise be to Allah the Almighty for helping me to complete this work. I am particularly grateful to my supervisor: ***Dr. Muntasir Hassan Mubark Alhafian*** for his helpful advice and encouragement. I would also like to thank all those who contributed to this work Sudan University (Research Society). Also, special thanks to my honest and faithful brother Dr. Mohamed Tahir Ismail who support me a lot. Finally I would like to thank everyone, whose names have not been mentioned here, and who was supportive and helpful to me during the completion of this work.

Abstract

This study intends to determine the difficulties face final Sudanese Second Year Students of University when using cohesion Devices and Coherence in their Writing. To achieve this purpose, the study adopted a descriptive analytical method, the population of the study consisted 40 male and female students at Sudan University of science and Technology the tools of data collection which was used in this study was answer sheets for the test. The data was analyzed using the statistical program (SPSS), then there was texted analysis of subjects, written text. The descriptive analysis indicated that the syllabus series did not include adequate practices , which enhances ideal application of the cohesion devices and coherence , students , ignorance of correct usage of it, because there is less competence. The finding were been discussed in the light of the hypotheses. As a solution of this problem the researcher pointed out the following recommendations: Teacher and syllabus designers, should contributed in developing curriculum. The teachers should draw their attention to their students in order to improve their abilities to use cohesion devices. The instructors should provide adequate training for teachers. The syllabus designers should provide books for students with adequate exercise. I think when our students have written text , teachers will consider the features of written texts. However looking through material for teaching writing shows that the result of design of tasks. Awareness of these can inform the ways of writing tasks in the classroom. Students should also pay more attention to these

elements of writing. Teachers should practice their students to use cohesive devices through focusing on both grammatical and semantic convention of academic writing.

ملخص البحث

تهدف هذه الدراسة لتحديد الصعوبات التي تواجه طلاب الصف الثاني بالجامعة في استخدام أدوات الربط. ولتحقيق هذا الغرض فقد اعتمدت الدراسة على المنهج الوصفي التحليلي ، تكون مجتمع الدراسة من 40 طالب وطالبة من جامعة السودان - السنة الثانية ، وق استخدم الباحث إختبار التحليل الوصفي. قامت الدراسة بتحليل البيانات إحصائيات مستخدمة برنامج التحليل الإحصائي (SPSS) كما قامت الدراسة بتحليل نص لمقالات هؤلاء الطلاب. وأشار التحليل الوصفي إلى أن المنهج لم يتضمن التدريبات الكافية بما يعزز التطبيق الأمثل الأدوات التناغم المعنوي والترابط اللغوي وجهل الطلاب بالاستخدام الصحيح لأدوات الربط بسبب قلة المعرفة ، وكانت النتائج نوقشت في ضوء الفرضيات وحل المشكلة أوصى الباحث بالآتي:

على المعلمين وواضعي المناهج الاهتمام بالمساهمة في تطوير المنهج ، على المعلمين لاهتمام بطلابهم من أجل تحسين مستوياتهم في استخدام أدوات الربط ، تدريب المعلمين تدريباً كافياً من قبل إدارات التعليم ، وضع التدريبات الكافية في المنهج ، على المعلمين أن يضعوا في إعتبارهم مميزات الكتابة ومادة الكتابة التي يتم تدريسها وأن الوعي بهذه المميزات يجعل الطالب مطلعاً على طرق الكتابة داخل الفصل ، على الطلاب أن ينتبهوا للعوامل المهمة في الكتابة ، إهتمام المعلمين بتدريس طلابهم على استخدام أدوات الربط بالتركيز على القواعد النحوية في المنهج الدراسي ، أيضاً اقترح الباحث دراسات أخرى في نفس المجال لم يتطرق له الباحث في بحثه الحالي.

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CHAPTER ONE

Introduction

1.0 Back grond :- Accordion (Amel Elfadil) :-

Any person can express his / her attitudes in specific issue of ideas through different means . This expression can be spken or written from , but the most effective mean is writing one . More over , writing can provide arecond of ourthoughts that we may study , and evaluate that conversation . can not be evaluated . In short writing well enables , and opinion (sara 2006) cohesive devices are the most importance than creat cohesion within the text . the important of devices lay in avoiding repetition , consuming time and relecting the writer competence in the writing process . The teachers a foreign teacher , and from his / her experience in teaching English as Fl in several sudanes student schools , he / she noticed that student facing difficulties in writing . The current study attempt to identify these difficulties , the causes behind them and recommendation that theresearcher belived they will help in over coming these difficulties .

1.1 Statement of the problem :-

Since there are many difficulties face the student of the second year of university in using cohesive devices in their written work , there fore this study is an attempt to identify these difficulties .

1.2 Objectives of study :-

This research aimsal :-

1. Identifying the difficllties that face the second year students in university in using the cohesive devies in their writing .
2. Inverstigating the misuse of cohesive devices in student written work .

1.3 The Research Questions :-

1. Are there any difficulties facing the second year students in using cohesive devices in their writing ?
2. To what extent do thesecond year students misuse devices in their writing work?
3. Does the ignorance of correct usage of the cohesive devices leads to misunderstanding or to less quality of the written material.

1.4 The Research Hypotheses :-

1. There many difficulties encunting the sudanes second year in university in their writing .
2. Sudanes second year students are not aware of the importance of cohesive devices in writing material .
3. Miss use of cohesive devices leads to mis understanding of the written material .

1.5 Significance of the Study :-

This study will shed light on one of the most crucial aspects of weakness in english particalarly in writing when using cohesive devices in their writing . This study in helpful to the teachers of english and will help other researchers to find solution for the difficulties facing the second year students when using cohesive devices in their written work .

1.6 Limits of the Study :-

This study limited to the second year students of sudan university of since and tecnology faculty of Education - English languge department .

1.7 Research Methodology :-

The research will be descriptive and analytical method . The study adopts atest as atool in collecting data to observe the difficulties yacing the second year student in sudan university of since and tecnology . writing when using cohesive devices . They hare been chosen radomly from sudan university of since and tecnology – second year student .

CHAPTER TWO

Literatre Review & Previous Studies

2.0 Introduction :-

This chapter contains two parts of the frist one of the concepts concerning writing skill , its definition , importance , purposes , types , nature , process , the importance of teaching , and supporting learners in writing task , while the second part concentrates on difinition of erros and its source , difinition of text cocpet of cohosion cohesive devices , types of cohesive devices ,cohesion in writing , concept of conherence , unity and coherence , problem with coherence , finally the previous studies .

2.1 Definition of writing :-

Acording to byrne (1979) writing is the act of forming symbols . The symbols have to be arranged to from words , and words have to be a particular order and linked to gether in certain ways , they form acoherent text .

According to spence (1967) writinginvolves the encoding of the message that is we translat our thoughts into langauage and langauage into the written marks . writing demands that you produce asequences or series of sentence orranged into certain orders to form aherent text . what enable the writer to communicate sucefully whith reader .

According to william (1996,6) writing as tecnology , as set of skills which must be particular and learned through experience . writing particular the more complex skill valtued in the academy – in volves training , practice , experience and purpose . Most professinal which appeared prior to 1980 contered on techniques for teaching writing rather than of the nature of writing in various conterts william (1996 , 2) .

2.1.1 Writing influences the way we think :-

First, the very act of writing encourages us to be creative as well as organized and logical in our thinking. When we write sentences, paragraphs, and whole essays, we generate ideas and connect these ideas in systematic, for example by combining words into phrases and sentences with conjunctions such as and, but and because, we can create complex, new ideas. By grouping related ideas into paragraphs we develop their similarities and differences and anchor our general ideas in specific facts and concrete examples, writing in explanation of concept, it develops categorical thinking as we connect information to what we and our readers already know.

Those who are learning to compose and arrange their sentences with accuracy and order are learning, at the same time, to think with accuracy and order. (Hugh Blair).

Writing helps us learn by making us active, critical thinkers as when we take notes in class, for example, writing helps us identify and remember what is important. Writing an explanatory essay, for example, helps us better understand the concept or idea we are explaining.

2.1.2 Writing fosters personal development :-

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

2.1.3 Writing Connect us to others :-

We can use writing to keep in touch with friends and family, take part in academic discussion, and participate actively in democratic debate and decision making.

2.1.4 Writing promote success in college and work :-

As students , you are probably most aware of the many ways writing can contribute to your success in school . student who learn to write different readers and purposes do well in courses through out the curriculum . No doubt you have been able use writing to demonstrate your knowledge as well as to add to it . Eventually , you will need to use your writing to advance your career by writing persuasive application letters for jobs or graduate school admission .

2.2 Purposes of teaching writing :-

There are at least four reasons for including writing in the ELF curriculum . Seremy (2004,go) First , writing is an important means of distant communication at the personal and official levels . The students we are teaching to day will be the leaders of society in the future . Many of them may need to write business letters or over faxes in english or sending official letters . Secondly , writing will be required by many students carrying out research studies in english medium university . In this case non – native speakers of english will be required to be as proficient in the writing skill as native speakers . Thirdly , educational reserchers , many language educators consider writing to be an effective way for helping our students learn a language .

Ann Raimes (1988 , P , 3) explain this effect quite vividly :-

There is an additional reason (for teaching writing) and very important . writing help our students learn . How ? First , writing reinforces the grammatical strues , Idioms and vocablurary that we have been teaching our students . Second , students also have achance to be adventurous with the language . Third , when they write , they necessarily become very involved

with new language . The unique way to reinforce learning . The Fourth purpose for teaching writing is logical extension of the third reason , writing can be quite an effective priming phase for conduction roeplay .

2.3 Types of Writing :-

When getting started to write 's hard . That can be trrifying , but writing offers an adrantage over speaking , you can go back and make changes process become much easier .

Types of Writing depend on the reasons our students has for learning English and purpose they have for writing English need to think carefully about the role of writing in the class room and the demands made on students .

Severalwriters have proposed typologies of writing types :-

Davies and Widowson (1982) they made distinction between types of writing , these types are :-

1. Expository Writing is to persuade readers to see things your way or move them to action .
2. Scientific or teachniqual writing , is to discribe an experiment or detailed process or report or laboratry resultes .
3. Personal Writing is to record and express your own experience , observations , ideas and feeling in the humanities , such as accounts .
4. Creative Writing is to create original works of art such as poem , stories , plays or novles .
5. Narrative Writing (story belling) these types of writing frequently overlap .

A good story often includes description or exptanation .

A good argument often uses explanation . A longer writing (D . C > Heath – 76) .

2.4 The Nature of writing :-

According to grade 8 Kaplan (1996 , 10) the need for writing in modern literate societies marked by pervasive print media is much more expensive than is generally realized . It is fair to say that most people , on an atypical day practice some forms of writing . And virtually every task of life completes an enormous number of forms . In addition many people write for reasons unrelated to their work . Letters , notices , messages , shopping lists , budgets , etc , . In fact many functional sources of writing constitute common occurrences these sorts of writing depending on the context , task and audience , may be clarified functionally in numerous ways , including writing to identify , to communicate , to call action , to remember , to satisfy requirements , to introspect , or to create either in terms of recombining of existing information or in terms of aesthetic , one may distinguish writing which involves composing from writing . Which does not , this distinction referred to academically assume combining of structural sentence units into a whole or less unique .

Aspects of writing which implicate composing contain surface features which connect the discourse and an underlying logic of organization which is more than simply the sum of meanings of the individual sentence .

Writing is rather recent invention , historically speaking .

Written language has a documented history of little more than 6000 years . Accepted by linguists that certain aspects of spoken language may be biologically determined , the same can not be said of writing .

While all normally developing people learn to speak a first language, perhaps half of the world's current population do not know how to read or write to a functionally adequate level, and one fifth of the world's population is totally non-literate, this difference is accidental, to the inaccessibility of writing instruments or material to read. Writing abilities are not naturally acquired, they must be culturally (rather than biologically) transmitted in every assisting environment (William & Robert 1996, 23).

2.5 Writing Process :-

Ann (1994 : 3) said that engaging in the writing process means engaging in a variety of activities, identifying your purpose, audience and topic, generating ideas, gathering information, establishing a thesis, organizing ideas, drafting, revising, editing. These activities are often artificially distinguished from one another. The most important features of the writing process are these :-

- The process is not linear :-
- It is a messy adventure, it's not done according to a formula
- Few writers achieve perfection on the first draft.
- Writing is a process of discovery, so it can be exciting.
- Writing process involves a series of tasks
- Thinking
- Planning
- Writing and Editing

Writers go through these processes in different ways.

Some begin with thinking and planning before writing, each writer has a preferred way of working through the process.

At the thinking stage we use a variety of strategies for getting ideas , we think about the topic . We might put ideas on not might even keep them quietly in our hands .

At the planning stage , when we have our ideas , we may move on to the planning stage before planning to write , we can put our ideas in order and arrange them during this stage then we have a plan to follow before planning to write .

At the writing stage . Other of writers may prefer to skip the planning step and more directly to writing to the write ideas which are ready to put them all down on paper .

Before any planning , then we look to what we have written , evaluate the ideas presented and then make a plan.

Many writers asserted that the first step is writing not thinking or planning , they use writing their ideas to help them generate new ideas , their thinking takes place while they write , planning comes later , The researcher in her experiences in sudanese secondary school has noticed that the student in their writing , they have used guide words and phrases are given related to the topic , then generate new ideas to help them , their thinking takes place while they write planning comes later .

At revising stage looking at the content what we have written . We may think that our writing is logical , clear and coherent .

In final stage in the writing process we often think of editing , finding errors in spelling , punctuation , sentence sense ect before handing in our final drafts to the teacher . (Ann , 2004 : 89) .

2.6 The need of learning :

As teacher of english , must be aware of the needs of the our studens
To improre of their writing so that must be come as sensitive as possible
To those need and makout better way of satisfying them.

2.7 Teaching learners to write;

Writing is one of the major skills in language learning the other three major
Skills are listening,speaking and reading the pribciple of teaching writing to
Start from easy to the difficult students must be acquainted with the
qualities of effective writing such as unity and coherence .

2.8 Importance of teaching writing

Why people have adsire to write this question has been asked every where
Everytime [longman]wrote the great are of writing is the art of making
people real to them selves , with words .

Writing helps people to write their own experieice , observations, understand
your self better and share you experience with others , express your
thoughts.

Writing explores learners to more than one mediam and provide variation
lesson.

2.9 Supporting the learners in writing TASK:

Teachers should help and support their student by giving them clear and
simple in structions in writing activity ,so that they should also use
aformative or in formal assessment evaluation , they hare given them
feedback about the correctnee of her/his performance.

How ever ,it is important to point out that many educators emphasize the
role of formative evaluation as atool for bringing about effective teaching
(p.w.airasan, 1991, B.S Bloom 1976).

2.10 Contrastive analysis :

Hessien (1993,42) stated that contrastive analysis is the process of comparing two language to find their similarities and differences .

Contrstive analysis be long to one branch of linguistic , namely synchronic comparative linguistics defined as a sub-discipline of linguistics concerned with the comparison of two or more languages . or subsystem of language in order to determine both the differences and similarities between them .

Contrastive analysis has two types ; theoretical and applied contrastive studies . theoretical contrastive studies are language independence .

They do not investigate how a given category present in language

A - is presented in language.

B – they look for realization of a universal category .

X –in both A and B .

theoretical linguistics do not have a direction from A to B or viceversa (Fisiak, 1985) .

Applied contrastive studies provide a framework for the comparison of language selecting whatever information is necessary for specific purpose; e.g teaching is a major task of applied contrastive studies is the identification of probable areas of difficulty in another language it presents the interferences.

Hierarchy in six categories of Prator (1967) explains grammatical difficulty ,it is applicable to both grammatical and phonological features of language , but the researcher will explain the difficulties of grammatical features as for what he has encountered the difficulties face Sudanese University students in writing when they use cohesion devices , these categories are presented by Brown (1987:157-8) as follows :

Transfer , learner can transfer (positively) lexical item , structure from the native language to the target language.

Coalesced , two items in the native language become coalesce into essentially that learners overlook a distinction they have been accustomed to . for example , the learner of the second language use the time , teach and learn , must overlook the distinction between them .

Split , one item in the native language becomes two or more in the target language . requiring the learner to make a new distinction , split has a similar function to coalescence , the learner of English has to make distinction between " he" and "she" as the equivalent of these two pronouns in his Mt is one single form /u:/

2.11 The Difficulties of writing :-

As Byrne (1979) stated that writing commonly is a difficult activity for the most people , both in mother tongue and in foreign language .

The problems which are caused by writing are under these three heading:-

1-psychological problems:

, speech is natural and normal ways of communication . writing is essentially a solitary activity without the possibility of interaction , or benefit of feedback in it self makes the act of writing difficult .

2- linguistic problems :-

Oral communication is sustained through interaction , all the participants , help to keep it going , writing needs to organizing our sentence structure or connecting our sentence together and sequenced , That the text we produce can be interpreted on it is own .

3- Cognitive problems:-

We speak without much conscious effort or thought , and generally we talk because we want writing is learnt through how writing form of the language and learnt –certain structures and also how to organize our ideas in such away that they can be understood by thereader , - giving reasons and examples .

2.11.1 Importance of writing :-

Writing has wide – ranging implications for the following :-

-Rise B and chanes (122:2001)

- 1- writing influences the way we think .
- 2- writing contributes to the ways we learn .
- 3- writing fosters personal developmen .
- 4- writing conects us to other .
- 5- writing promotes success in college and at work.

2.12 Definition of Errors :-

Errors are important in the learning process as they reflect the areas of Difficulties in ll. In 1994, gasss&linker defined errors as "red hage " that provide evidence of the learners , current problems . The identification of errors helps in reinforcing the teaching strategies so as to over come problema .

2.12.1 Source of Errors :-

Errors produced by second or foreign language learners were identified and classified into various categories in an attempt to deal with practical need of foreign language teaching .

Interlingual and developmental errors play an important role in second language learning ; diffierent imperial studies in the late bos and early 70 s become known with the realization that many kinds of error due to mother to

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

Corder (1975) , distinguishes three types of errors with respect to their source :-

- 1- Interlingual errors which are caused by the first language interference .
- 2- Intra-lingual and developmental errors , caused by the learner's generalization and overgeneralizing of particular grammatical rules .
- 3- Errors caused by faulty teaching techniques .

2.12.2 interlingual Errors .

2.12.2.1 A- Transfer of Morphological Elements :-

The learners of second language do not agree in number with quantifiers resulting in the omission of the plural morpheme "s" to the noun " three students " .

2.12.2.2 B- Transfer of grammatical Elements :-

Learners of English usually confuse the use of habitual present tense and the present progressive and use them interchangeably , e.g.

I am going to university at 8 O'clock every day .

Instead of the learner said I go to university at 8 O'clock every day and this is a habitual action the learner confuses with present progressive.

2.12.2.3-c- Transfer of lexic – semantic Elements :-

Errors in this category refer to two words in the TL for which there is only one word in the learner's MT , as a result the learner may use that single word in two senses in the target language , e.g I can't study in the dormitory because some students open their radios very loud .

The learner uses the word " open" for " turning on" to its ordinary usage .

2.12.2.4 interlingual and developmental errors :-

Intralingual and development errors are caused by the mutual interference of items in the target language .

These errors are divided into the subcategories which are very similar and there might be only subtle differences between them .

a- Over generalization :-

Errors reflect the learners competence at particular stage of the second language development and illustrate some of the general characteristics of language learning , for instance .

He always try to help other people .

The learner Omit the third person singular "s" some to have been caused by the over generalization, of other end less from in English .

b- Ignorance of rule restriction :-

This error due to the learners ignorance of the structure of the target language , the difference between over generalization and ignorance of rule restriction ,In the later one the learner may not be using over generalization. He may simply be ignorant about the rule restriction e.g. There were many fishes in the lake .

c- False Analogy :-

This error is very similar to over generalization and it is a sub-type of it false analogy refers to the use of certain elements in inappropriate context through analogy , for instance .

I think most women should remain home and grown up children .

The learner has produced the expression " grow up children " by analogy with utterance such as " children grow up quickly " .

d- Hyper extension :-

Hyper extension refers to the extension of the rule to areas which are not applicable, for instance; The meat smelled freshly. In this example the learner over extended and uses an adverb "freshly" modifies verb "smelled" In case where an adjective would normally be used in stead of the meat smelled fresh.

e- Faulty Categorization :-

In English verbs categorized in to different class but the learner of target language. Have been miss used the classification of these verbs, verbs followed by infinitives, those followed by gerund, the learners may categorize these verbs into incorrect classes for instance; I enjoy to swim.

The learner has been misused the verb followed by gerund.

2.12.2.5 Transfer of Training :-

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

2.13 Definition of text :-

The word text is used in linguistics to refer to any passage, spoken or written what ever to a unit of language in use. It is not grammatical unit like clause or sentence. and it is not defined by its size. A text is the best regarded as semantic unit not of form but of meaning. This is related to clause or sentence. not by the size but by realization. A text does not consist of sentence.

Text has a texture to distinguish it from fact that it functions as unity with respect to its environment.

A text is not structural, structure is defined an internal unity which ensures that they all express part of a text forming relation. We have suggested, semantic relation and text is a semantic unit for example :-

A- No smoking " used text as one sentence .

B- Then I will come to my mother by and by .

They fool me to the top of beat . I will come by and by cohesive ties between sentence stand up out more clearly because they are the only source of texture. It is a relation to which the sentence or any other form of Grammatical structure is simply Irrelevant .

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

2.14 Concept of cohesion :-

The concept of cohesion is a semantic one ; the relation of meaning that exist within the text and that as a text , Halliday (1976-5) on Hassan

Cohesion related by two elements in the discourse , the pre supposed and pre supposing , cohesion is expressed Through the structure organization of language ; the semantic (meaning) the lexico- grammatical (forms) and the phonological and orthographical (expression) .

Halliday and Hassan Identify five types of cohesion which can refer to grammatical cohesion (reference , substitution , Ellipsis) and lexical cohesion (lexical and conjunction) distinction between grammatical and lexical cohesion is really only one of degree , how ever we do not simply that is a purely formal relation , in which meaning is not involved . Cohesion is semantic relation . These relation or ties organized and to some extent create a text , for instance , by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs Halliday and Hassan identify five main cohesive

devices in English : reference / substitution / ellipsis / conjunction lexical cohesion .

2.14.1- Word repetition :-

When repeat the word in the text that means we add to the text over all cohesiveness. Example:- the problem with the text linguistics is that is not easily understood by most people .

Text linguistics is a relatively new field in linguistics that necessitates a shift in focus whole text level .

As we seen the noun group " text linguistics " appears again in the second sentence which is adding sense of coherence .

2.14.2 Synonyms :-

Synonyms with preceding one e.g Four and twenty blackbirds put in a pie when the pie was open the bird began to sing .

Here where an instance of synonym blackbird – bird the word bird is more general than black bird .

2.14.3 Pronouns :-

Examples :- Martin Luther was born in Atlanta , Georgia on 15 January , 1929 from an early age He was aware that black people were not treated as equal Citizens in America . He would be redundant to have the second sentence begin with Martin Luther .

2.15 Types of Cohesive devices :-

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

2.15.1 Reference :-

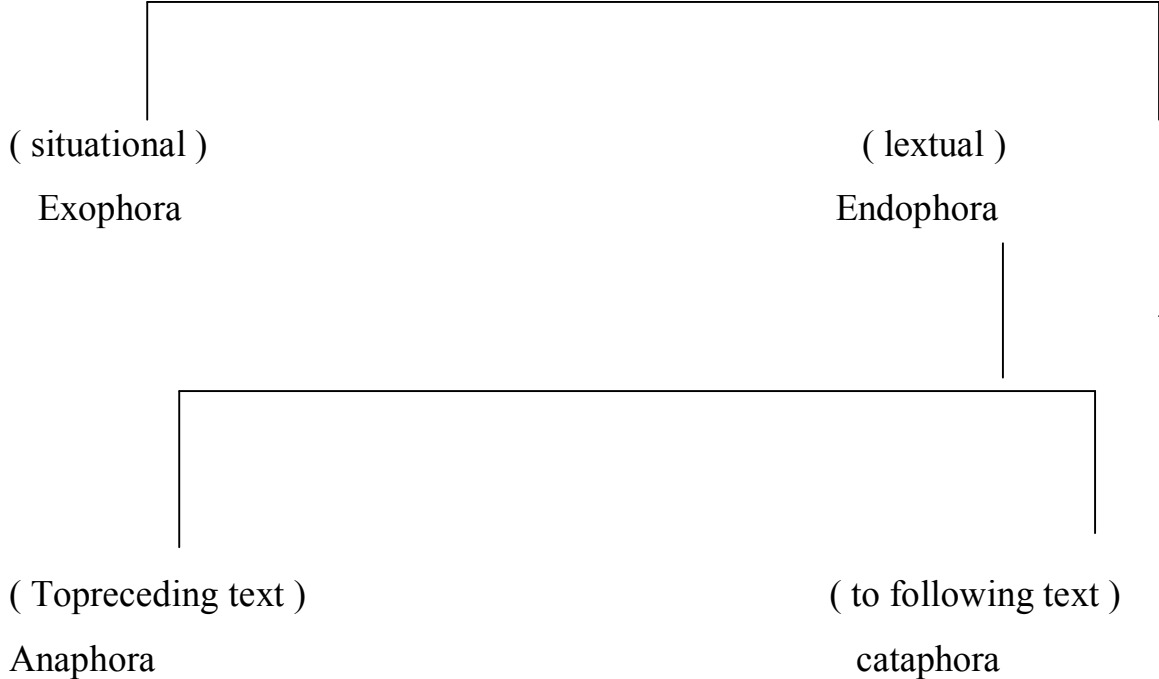
the term references are traditionally used in semantics for the relationship that exists between a word and what it points to in the real world .

The reference "chair" would therefore be a particular chair that is being identified on a particular Occasion . in Halliday and Hassan's model of cohesion , references are used in a similar but more restricted way instead of denoting a direct relationship between world and extra linguistic objectives. Reference is limited to relationship of identify which exists between two linguistic expressions . for example in Mrs Thatcher has resigned . she announced her decision this morning . The pronoun she points to Mrs Thatcher within the textual world itself . Reference . in textual rather than the semantic sense , occurs 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 continuity of reference , where by the same thing enters into the discourse a second time . so reference is a device which allows the reader or hearer to trace participants , entities , events , etc . in a text .

2.15.1.1 Reference Items :-

As a general rule , therefore , reference items may be exophoric or endophoric , and , if endophoric they may be anaphoric or cataphoric . This scheme will allow us to recognize certain distinctions within the class of reference items , according to their different uses Halliday & Hassan (1976:33) .

Reference



2-15-1-1-a- An Exophoric Item :-

Is one which does not name any thing ; it signals that reference must be made to the cotext of situation . Exophoric reference is used to describe generics or abstracts which ever identifying them (in contrast to anaphora and cata phora , which do identify the entity and thus are forms of endophora) e.g

Rathe than introduce aconcept , the wrtier refers to it by generic word such as " every thing " the prefix " exo " means " out side " . and the persons or events referred to in this manner will never be identified by the wrtier

2-15-1-1-b- Anaphora :-

Aprocess where aword or phrase (anaphora) refers back to anther word or :Tomlikes ice – cream but bill can 't eat it the word it refers back to ice-cream .

It is substitute for ice – cream .

2-15-1-1-c- Cataphora :-

The use of a word or phrase , which refers for word to another word or phrase which will be used later in the text or conversation , is called cataphora . sack (55:1985) For example : in the sentence

When I met her . Mary looked ill the word her refers for word , to Mary .

As you see in all these three cohesive devices when we use it in the sentence or conversation , you should avoid repetition , but only when it does not lead to ambiguity . And the function of tense devices reduces the amount of time and effort in both encoding and decoding .

2.15.1.2 Types of Reference :-

There are three types of reference : personal , demonstrative and comparative .

2-15-1-2-A- Personal reference :-

Is reference by nouns of function in the speech situation , through the category of person , personal pronouns use as object .

Personal pronouns as subjects :-

I	We
You	you
She , he ,it	they
Her – him	them

The category of personal the three classes personal pronouns , possessive determiners (usually called possessive adjective) and possessive pronouns , these items are all reference items they refer to something by specifying the function or role in speech situation . this system of reference is known as person where person recognized categories are first person (I , me , my mine , We, us , our , ours) , Second person (you , your , yours) third person (she , her , hers , he , his , it , its , they , them , their , theirs) .

2-15-1-2-b Demonstrative Reference :-

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

Between [near] *this, these* and not near [that, those] between [singular [this, that] and [plural [these, those]] between modifier [this etc, plus noun, e.g. *this tree is*] and head [this, etc without noun e.g. *this is an*] all these distinctions have some relevance to cohesion. in that they partially determine the use of these items in endophoric [textual] reference there are very many expressions containing demonstrative that occur as adjuncts, typically at the beginning of a clause in general they come within the category often known as [discourse adjuncts] examples are *in that case, that being so, after that, at this moment, under these circumstances*

2.15-1-2-c comparative reference;

It is divided into two terms; general comparison that is simply means like ness between things the likeness may take the form identity e.g

It is the same cat as the one we saw yesterday *it is similar cat to the one we saw yesterday* *it is different cat from the one we saw yesterday* all the above

Examples were cataphoric in the structural sense in each case the referent was the one we saw yesterday and the comparative same similar different were pointing for word to it in just the same way the second term of comparative reference is particular comparison which express comparability between things.

In respect of a particular property the property in question may be a matter of quantity or of quality if the comparison is in terms of quantity it is expressed in either of two ways either epithet in the nominal group or adjunct in the clause e.g there were twice as many people there as last time .

He is better man than I am there are more thing in heaven and earth horatio

Than are dreamt of in your philosophy in [a] is comparison of quantity with enumerative as comparative [b] is quality with an epithet as the comparative

In [c] the reference the comparison is again quantitative

2.15.2 Substitution

Is a second major type of cohesive device it is as replacement of one item by another but ellipsis is the omission of an item the two process are the same ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing the distinction between substitution and reference is that substitution is a relation between linguistic items such as words or phrases, whereas reference is relation between meaning Halliday and Hassan [1976:89] reference is a relation on the semantic level whereas substitution is a relation on the lexico grammatical level the level of grammar and vocabulary also substitution is a sort of counter which is used in place of a particular item for example in :

- 1- my axe is too blunt i must get a sharper one.
- 2- you think Joan already know i think every body does

3- has hassan left ?ithink so it is clear that the substitute item has the same structural function as that for which it substitutes halliday hassas [1976;90] substitution may function as anoun as averb or as clause that is there are three types of substitution normal verbal and clausal as in three examples above of the substitute item one does and so are representd the three types of substitution one same are nominal substituteitem do does are verbal substitute item and so not are clausal substitute item this result in three types of substitute it can occur essentially asanaphoric devices (cohesive) or occasionallyeffect of putting words to to gether .

2.15.3 Euipsis :-

Ellipsis and substitution are very similar by each other but Ellipsis is simply substitution by Zero . But reference is arelation between meamings . There are three types of ellipsis nominal , verbal , clausal .

2.15.3.1 Nominal Ellipsis :-

By nominal ellipsis we mean ellipsis within nominal group by the structure is that of ahead with optional modification , modifying element include premodifier precede the head function as deictic , numerative , epithet and others post modifier functions as classifier and qualifier represented in this example : by those two fast electric train with pantograph .

2.15.3.2 Verbal Ellipsis :-

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

1- have you been swimming ? yes I have .

2- what have you been doing ? swimming

The two verbal group have – swimming is an example of verbal ellipsis the full form and ellipical one are both possibale . An ellipical verbal group presup poses one or more words from aprevious verbal group. Technically , it 's defined as berbale group whose structive do not fully express it 's

systematic features , swimming in the example above is positive (as opposed to negative) , finite (as opposed to non finite) , and active (as opposed to passive) as well as those particular tense but none of these selection is showing it 's own structure . They have to be recovered presupposition . A verbal group whose structure fully represents all it 's systematic features is not elliptical . Halliday and Hassan (1967:167) .

2.15.3.3 Clausal Ellipsis :-

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

1- Yes \No ellipsis :-

e.g Is that all ? No ! that is not all .

2- wh- ellipsis :-

It occurs when there is wh- questions be answer .

e.g Who can untie the knot ? I can . (untie this knot) .

3- It is types that occur in asquence of declarative sentence .

e.g I dare say you never spoke to time !perhaps not (perhaps I never even spoke to time) . Halliday and Hassan (19967:322).

2.15.4 Conjunction :-

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

success in time ; two sentences may be linked by a time relation , because cohesion is the relation between sentences in a text .

Conjunctive relation may be relation is succession in time as in the example below :-

A- A snow storm followed the battle .

B – After the battle , there was snow storm .

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

A- He fell sleep , in spite of his great discomfort .

B- although he was very uncomfortable , he fell asleep .

C- He was very uncomfortable Nevertheless he fell asleep .

The semantic relation remains an adversative one throughout . Type of conjunctive expression occur in two more less synonymous forms , one with and the other demonstrative . These are ones which have the same form both as preposition and as adverb , which occur as adjunct , either alone , or followed by a preposition , usually , of plus that (this for example instead of that) as result (of that) . we shall assume that all of them one conjunction ; which take on a cohesive function when expressed on its own) . in general , therefore , conjunctive adjuncts will be of three kinds :-

1- adverb which include simple adverbs (coordinating conjunctions) e.g but , so , then , next compound adverbs in – ly , e.g accordingly , subsequently , actually compound adverbs in there and where . e.g there fore , there upon , where at .

2- Other compound adverb , examples : furthermore , never the less , anyway , Instead , besides . prepositional phrases , e.g : on the contrary as a result addition .

3- prepositional expression with that or other reference item ,

The latter being

(i) optional , e.g : as result of that , instead of that . In addition to that , or (ii) obligatory , e.g : inspite of that because of that . The reference item in third kind is not necessarily admonstrative functioning there may be nominal group . Aconjunctive adjunct normally has first position in the sentence and has its domain the whole of the sentence in which it occurs it following . Acolon or semicolon this is according to the definition of cohesion ; give the relation between sentences . Halliday (1974 -232) so for example in :-

So Alice picked him up very gently , and lifted him across more slowly than she had lifted the queen , that she might not take his breath away , but before she put him on the table , she thought she might as well dust him a little he was so covered in ash .

The simplest form of conjunction is , and this joins linguistic units which are equivalent or of the same rank ; being realized in the form of structural relation , that of coordination , other example of these coordination conjunction are "or " and " but " , the word and is used cohesively , to link one sentence to another semantically into the general category of additive but adversative , consider this example , The eldest son worked in the Islamic bank but the youngest son he is a teacher . The words yet , so and then do not include any component of " and " instead they frequently combine with " and there are four categories of conjunction; additive , adversative , casual and temporal . example for each one :-

- he climbed the hill , looked here and here then he went under the hill , and in all this time he met no one . (additive) .
- Yet he was hardly aware of being tired . (adversative) .
- so by night time the valley was far below . (casual) .
- then as dusk fell he sat down to rest . (temporal) .

Additive, it expresses by these words, and, or, in addition, furthermore, besides, similarly, likewise, by contrast, for instance. We use each of these additive conjunctions to represent different cohesive relations. Additive relation is expressed by "nor" as in "Nor can I".

We use "or" relation, the distinction between elements the basic meaning of the conjunctive "or" is alternative. Also Additive may include related patterns that of semantic similarity to represent the comparison of what is being said with what has gone before. Forms such as similarity, likewise, there may be likeness in the event; the cohesive use of comparison does not exclude the presence of an external component corresponding to similarity is expressed by the opposite forms such as by contrast, as opposed, to this this is a summary of conjunctive relations of additive type, which is given with examples of each :-

- Additive : and, and also, and too
- Negative : nor, and not, not Either, neither.
- Alternative : or, or else.
- Complex additive relation :
 - Additive : further (more) moreover, additionally, besides that, add to this, in - Addition, and another thing.
 - Alternative : alternatively.
 - Comparative relations :
 - Similar : likewise, similar, in the same way, in (just) this way.
 - Dissimilar : on the other hand by contrast, conversely.
 - Appositive relation :
 - Expository : that is mean, in other hand, to put it another way.
 - Exemplificatory : for instance, for example, thus category the second of conjunction relation is adversative which contrary to expectation. The

expectation may be derived from the content of what is being said, or from the communication process, it could be expressed by different words, but, yet, who ever, instead on the hand, never the less at any rate, as a matter of fact. the word whoever cannot occur initially in the sentence, it occurs separate, that is, from what follows where as yet and but are normally spoken as " reduced "

-Adversative relations types :-

-Simple : yet, though, only containing (and) : but Emphatic :however – never the less, despite this all the same contrastive relations (as against that.

Causal relations in simple form is expressed by so, thus, hence, therefore.

The causal relation as it represent in the above – connecting independent clause use as a result the writer has made effective relation between clauses clearer.

Teresa (1993 : 123)

The following table list three types of words used to connect independent clauses for each conjunction, in (column1) you see that there is logical – connector in (column2) with corresponding meaning in (column 3) listed correlatives (paired conjunctions . T.D &J (1993:11)

	1- conjunction	2- logical connection	3- correlatives
Addition	And	Also, in addition, besides	
Contrast concession	But yet	However Never the less Other on other hand.	Not only but also

		still	
Choice or	Or	Other wise	Either or
Alternative	Nor		Neither –nor
Result	So	Therefore Thus As a result accordingly for this Reason . consequently	
A statement		In short In short words In effect	
Cause	For		
Restatement To intensify		In fact as a matter of fact indeed	

2.15.5 Lexical cohesion :-

Lexical cohesion refers to the role played by selection of vocabulary in organizing relation within a text. Lexical items can enter into a cohesive relation with other items in a text. It can be said that lexical cohesion covers any instance in which the base of lexical items recalls the sense of an earlier one. Halliday and Hassan divided lexical cohesion into main categories: reiteration, item synonym, superordinate or general words, for example:

-there is a boy climbing that tree

-the boy is going to fall if he does not take care [repetition]

-the lady is going to fall if she does not take care [synonym]

-the child is going to fall if he does not take care [superordinate]

-the idiot is going to fall if he does not take care [[general word]

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

Collocation as a sub –class of lexical cohesion in Halliday and Hassan model covers any instance which involves a pair of lexical items that are associated with each other in the language in some way Halliday and Hassan offer the following types as association as example but admit that there are other instances where the association between lexical items can not readily be given a name but nevertheless exist various kinds of oppositeness of meaning e.g boy /girl, love/ hate order /obey association between pairs of words from the same ordered series Tuesday /Thursday . August/ December. Dollar /cent

Part whole relation ;

Car –break ,body /arm.bicycle/ wheel

Part –part relation ;

Mouth/chin.verse/course

Co-hyponymy;

Red/green color,chair/table (furniture)lexical cohesion is not a relation between pairs of words as Halliday and Hassan discuss but first referring to the properties of lexical items ,how words go together as these combinations of words are called are not predictable other words collocate more capriciously at surprising combinations,to ride a horse,bicycle elephant –etc but to ride a storm by extension of the storm collocation to ride a crisis/problems/ but obvious of which being that patterns of collocation in one language are often not mirrored in another however closely related

2-16 Cohevence and Writing

Writing is form of lext produuction which can be speech or manuscript for instansce halliday [1984.343]stated that cohevence and cohesion are the factors that cohesion is an important factor in goog writing coxand others (2006)assumed that good writers uesed cohesion to explicate meaning within and across ciuses in text (2006.1)cohesion is uesed in writing to act as(the glue)that gives paragraph unity kola (1994)said that glue is provided by in formation in the sentence that the readder already known liguistic found known –new contrast is an oblidatory step that awriter has to use fuffill expectaions of the reader to keep reader on familiar ground the reader has avery righ to expect each sentence to by connected in some way to say what has gone before .

2-17 Concept of Cohevence.

Cohevence is the first essential in the lext it is created by the writer or speaker also by reader or listener it depends on the context of knowledge (rebecca/peter.2001)the kind of cohevence areader expectc from apiece of writing to some extent upon context however if some readers were topik much higher levels impdiate cohevence so to organize cohevence there are different ways alogically ordered sequence of ideas the classic structure of introduction development and conclasion cohevence in paragraph mean that all the ideas fittogether in logical flow in achevent paragraph the relation ship betweeb ideas is clear and one idea connects logically to the next cohevnce can be achivedby using transition expression logical order pronouns and parallal forms susan (2004;165)transition expressions show one sentence relates to anther and greated logical flow e,g she likes to read novels how ever she does not enjoybiographies this example shows how the

transition contrasting idea . ordering ideas also is one way to achieve coherence to arrange ideas in a logical order use language such as in the beginning , next , then , first , second , or finally first I went to the bank , next . I visited my mother in the hospital .

When arranging ideas in order of importance you can order of importance you can order items from the most important to the least or vice versa . use language such as the most I least important the thing . the next priority most important thing or the third I final priority \ goal . The most important thing for me was to understand the assigned topic before attempting my first draft .

Also are can use pronoun reference to create coherence as the definition of pronoun is a word that can replace a noun. (you , he , she , it , they , that , this , these , those) and some examples of pronouns .

What is revision and why is it necessary ? pronouns can also replace whole phrases or ideas . I do not know how I did that . pronouns must agree in number and gender with the noun they refer to .

I have a young brother . he is a lawyer . in the paragraph below we notice agreement of pronoun number and gender .

On Sunday after noon , my mother , and I went to visit my uncle .

I told my mother that I was looking forward to seeing him again . he was delighted to hear this . Unfortunately , my sister Diana and my father were unable to attend because they had to work that weekend . My mother and I drove to my uncle 's house , when we arrived , my uncle and his wife greeted us at the door .

They were very excited to see us . (Rhonda 2006 : 18)

A parallel form is another strategy to achieve coherence this means that all items have the same grammatical form .

e. g in I like playing tennis , swimming , and dancing , but ; I like playing tennis , swimming and to dance , we notice there is different grammatical form , means that there is no parallel forms .

2-18 Unity and Coherence :-

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

Those who train teachers and tutors of writing should – ideally be both near – and far – sighted . on one hand . to structure a training course they need to look closely at their own institutions to determine the kind of course that are appropriate for that place and that set of future teachers . At the same time , they need to scan the horizon to see from afar what their teachers – and tutors to – be will need to know when they move on and work with the students outside that institutional setting . it is a tricky business at best , as any one who draws up a syllabus for a training course knows . who will these future teachers and tutors teach ? what general theories and practices should they study ?

How will their studies be shaped or defined by institutional need ?

How or do those institutional needs shape the theories of the field ?

This interplay of local and particular with the general and theoretical is a useful lens through which to look at several recent books on teaching and

tutoring in different environment the high school english class room the college composition classroom and the writing center (harris 1997.83-88)

1- use of pronouns and demonstrative .

Pronouns make connection with previously noun and demonstrative relate back to previous reference as we saw in the above paragraph for example they refer back to those who train (anaphoric reference) demonstrative words like this that i. these and those connect later nouns with earlier one

2 –repetition of word and phrases;

The words like teacher tutor, institution , writing etc all concepts that run through a paragraph that runs from one sentence to , sentence .

Notice that there are some cohesion this paragraph that the writer replaced by something like the reference pronoun they , also the writer has chosen repetitive to help establish the parallelism between looking closely and scanning the horizon in the first example and emphasize the institutional need in the second . It also avoid confusion . of the writer had written how do they shape the theories of the field ? we might wonder whether they referred to the institutional needs or studies .

3- parallel structure :-

Those questions which occur in the paragraph

Who will these teach ?

What should they study ?

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

4- Organizational signal :-

We can use introductory phrases such as in the paragraph above to show how two statements are connected : one handthey need at the

sametime .other organizational signals include transitions words and phrases like : but , therefore \ however , never theless , also , as a result and so on .

Other way about establishing coherence for example by mentioning a single metaphor throughout the paragraph . Also we can establish coherence when give \ new structure by paying attention to the way you arrange the presentation of new information in your sentence , this make our writing clear and more coherent. The information in the sentence can be divided according to three patterns Subject/ predicate is a purely structural division , similarly a matter of grammar .

Topic / comment , involves the relationship between pieces of information in the sentence . some of it expresses what the sentence is about the topic and the rest of it is a comment on that topic given / new divides the information according to its status in the readers mind . Is the information something the reader knows , or something the reader is learning from the text .

These three patterns may overlap , they usually do , consider these examples in :

- it rained

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

1- How my keys got there / I will never know .

2- As for me / I wouldn 't put up with that in (1) and (2) the subject is I , but the topic in (1) is the indirect question , how my keys got there , and in

(2) it is simply me , with the topic – Marking opener as for to know the new information can present in sentence . Consider another example in :

- you know that ten dollars / lent you ? well , I need it back now is the speaker 's comment on it . you know is one way of introduction atopic and new information in the above example where the speaker brings some information to the hearer 's attention (you have my ten dollars) so that something can then be said about it (I need it back) .

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

1- A – Only students taking more than five classes need to get special permission from dean to complete their registration .

B – students need to get permission from dean to complete registration if they are taking more than five classes .

Both of these sentences are perfectly correct grammatically , but (1 A) is kinder to the reader , Readers who know that they are not taking more than five classes , know from the start that this rule don 't apply to them , and reader who are taking more than five classes know right away that they need to pay special attention to what follows . Sentence (1-B) by contrast , unhelpfully place the given no clues to the reader about what is going on there are many other techniques for achieving coherence , but learning to pay

attention to the patterns of given and new information your sentences will help in writing text is rich in details about a single subject .

2- 19 Problems with Coherence :-

When reading a text which was written with particular care , you may notice that all the patterns of the sentences , while accurate for most causes , leaves some problems . The researcher will take two of the , ; coherence is not just sentence to sentence ; the patterns of the sentence subject / predicate , topic / comment , and given / new information does not guarantee coherence ; if a writer keeps pulling new topics out of every successive comment , the passage may look incoherent , or may wander off entirely , the following paragraph explains this idea ; the Cardiff Giant was the brainchild of George Hull .

George Hull was a cigar manufacturer from Binghamton , New York . Cigar manufacturing was one way to make a great deal of money in nineteenth century . The nineteenth century was a time of great discoveries in paleontology developed as more and more fossils were found . Fossils are remnants of organisms that lived years ago (Tannen 's book : 37) .

As these sentences in that paragraph are connected semantically they share some words and ideas but the text " meander " not clear without any sense of direction ; no sense of movement , from the first sentence to the last is very difficult to tell what the paragraph is really about .

The second problem with coherence is the patterns of sentence do not always work . in that paragraph (Tannen 's book) the rules , or sense of politeness are not mutually exclusive . we do not choose one and ignore the others . Rather we balance them all appropriately friendly without imposing .

To keep appropriate distance without appearing aloof – (37) Tannen has just been talking about the rules of politeness and so the subject of that sentence , the rules of politeness and so the subject of that sentence , the rules or senses , of politeness , is given information that is in the first sentence . But the second sentence appears at first .

Part Two:

2.20 Previous Studies :-

1- cohesive devices and their use and effect on writing have been a subject of study candidate in different universities in Sudan and out of Sudan. However, Fatima Elbasher Ali is one of them. In her thesis of MA in Language and Literature, (2007) her study dealt with assessing the use of cohesive devices in writing, the study covers the 4th year of art at Omdurman Islamic University enrolled for academic year (2005 – 2006) they are (21 – 30) year old she used descriptive method. The result of her study proved that these students can use only reference (1216 times), addition (402 times) and repetition (204 times) as cohesive devices. Even these types were over used and misused finally students used ellipsis only (66) times, substitution (120) times members used them in a limited range.

By comparison to the researcher's result of her study she found the same result, but the sample the researcher has used was different. Finally Fatima has recommended that more focus ought to be given directly to the cohesive devices in linguistic and writing courses, also attention must be paid to teaching creative writing strategies at school and university. At last it was recommended that English departments should encourage writing outside classes.

2- Hassan Atieh Dawood Hamad also is one of the candidates who were investigated on the difficulties of cohesion and coherence in writing English. In his thesis of PhD he applied linguistics, July (2006) his study dealt with the manifestation of cohesion and coherence in writing English of Palestinian Senior University Students, a textual analytic study. His study adopted a descriptive approach both quantitatively and qualitatively in the analysis of

30 essay written by English major seniors studying at Al Quds University in Palestine. His study which comprises six chapters has revealed the following results.

- 1- There is an astonishing degree of weakness in the student's ability to produce cohesive and coherence text.
- 2- There is a very serious weakness in the students manifestation of rhetorical and linguistic features; cohesion, reference , conjunctions , lexical , ellipsis and substitution , also in coherence, organization and parallelism.
- 3- There are statistically significant differences in the number and the use of cohesive devices in texts written by those students.
- 4- There are no statically significant differences among the students , writing abilities at the performance level and at the cognitive level.

Also in his study he has recommended for this very important aspects weakness should be taken and treated very seriously by school teachers , universities instructors , syllabus – designers and decision makes altogether.

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

CHAPTER THREE

Methodology

3.0 Introduction :

This chapter concern ,the method of the study , the subject the design of the instrument , the procedure used for collecting data , and the technique of the analysis used for analyzing data.

3.1 Method:

The researcher used analytical method to collect data.

3.2 Subjects:

The population of the study were students at Sudan University of Science and Technology, who were enrolled for academic year (2017-2018). They are about (20-25) years old. The studied English for seven years; four years at basic school and three years at secondary school. During these years they studied Spine Series for English Language (Sudan Practical of Integrated National English) the subject were (40) students from the second year at the university who were expected to have better knowledge about writing composition. They were chosen randomly from the target population.

3.3 Instrument:

In this study data were collected by using a test for students.

3.3.1 Test Design:

In the test students were asked to write a composition describing the scene and how the even went or when some of their friends nearly to dream when they were on a voyage when suddenly the weather changed. You heard cries for help; people gather to rescue the students in the test

the students were got guidance words to facilitate their writing composition

3.3.2 Procedure of data collection:

After the subject of the study were determined the researchers got a permission from the head of English department at Sudan University of Science and Technology. The students of first year who were chose randomly to do the test which will be analyzed by using (SPSS).

When data printout of recording was obtained the analysis evaluation, and interpretation of the collected data will be done in chapter four.

3.3.3 Validity and Reliability:

This instrument had already been administered by Doctors and Teachers. The validity of the test , the test is showed to the four doctors , ; Dr. Ala Izz Aldeen , Dr. Alsadig , Dr. Maysa, and then the test is given to students.

3.3.4 Technique of Analysis

After data has been gathered by the writing composition then the analysis were carried out through the computer by using statistical package for social science (SPSS)

CHAPTR FOUR

Data Analysis

4.0 Introduction:

In this chapter, the researcher describes the method and procedures followed in the implementation of this study. This includes a description of the study community and its sample, the method of preparation of its tools, the procedures taken to ascertain its validity and stability, the method followed for its application, the statistical treatments, The course includes a description and description of the study methodology.

4.1 First: Society and sample of the study

The study community is the total group of elements that the researcher seeks to generalize the results related to the problem studied. The original study community consists of Sudan university.

The sample of the study was randomly chosen from the study community. The researcher distributed(40)test to some of students in Sudan university. and (40) individuals responded (100%). Of respondents, who returned the questionnaires after completing all the required information

To obtain the most accurate results possible, the statistical program SPSS was used, which refers to the Statistical Package for Social Sciences.

Table (4.1)

Degrees of the Students

Mean	30.62
Median	30.00
Minimum	5
Maximum	50

Source: Preparation of the researcher from the field study, 2017

It is clear to the researcher from Table (1) that the average grade of students in the exam was (30.62), which means that the average success of the students in this exam was very well.

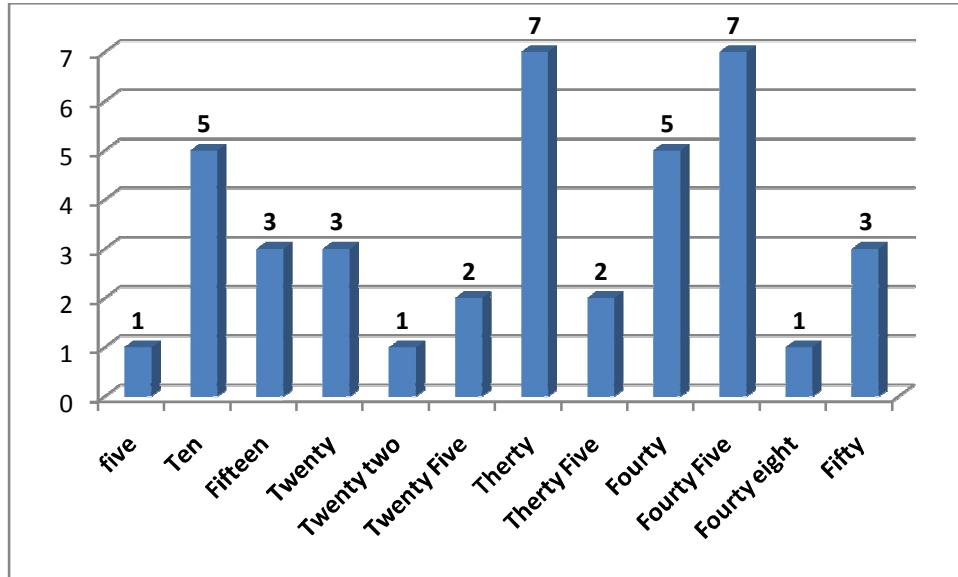
Table (2) and Figure (2) below shows the frequency and percentage of students who took the exam

Table (2)
Frequency and percentage of students who took the exam

Degree	Frequency	Percent
Five	1	2.5%
Ten	5	12.5%
Fifteen	3	7.5%
Twenty	3	7.5%
Twenty two	1	2.5%
Twenty Five	2	5.0%
Therty	7	17.5%
Therty Five	2	5.0%
Fourty	5	12.5%
Fourty Five	7	17.5%
Fourty eight	1	2.5%
Fifty	3	7.5%
Total	40	100.0

Source: Preparation of the researcher from the field study, 2017

Figure(2)
frequency and percentage of students who took the exam



Source: Preparation of the researcher from the field study, Excel, 2017

It is clear to the researcher from Table (2) and Figure (2) that the majority of the sample of the study have scored 30 degrees out of 50 degrees, where they reached (7) individuals by 17.5% (50%), followed by individuals who scored 40 out of a total of 50. The sample also included (3) individuals with a percentage of (50) 7.5% had scored 15 out of 50 degrees, and individuals with 20 degrees of 50 degrees were equal. They scored 50 degrees out of 50 degrees, and two individuals (5.0%) scored 25 (50%). The sample included one person (2.5%) who scored 5 out of 50, and those who scored 22 out of 50 were equal. , And also scored 48 degrees out of 50 degrees.

CHAPTER FIVE

Conclusion, Summary of the research, Recommendations ,And Suggestion for further studies

5.1 Conclusion:

This study has been investigating the difficulties facing student of the second year in Sudan University of Science and Technology when using cohesive devices in their writing .the researcher has attempted to explore crucial aspect of weakness in English particularly in writing. The researcher has taken this topic through applying descriptive method. This work consisted of five chapters.

The analysis of the data of this study has focused on the answer of the students for a test given in writing guidance composition. The result in chapter four which describe the student's performance and competence and competence.

5.2 Summary of the Research:

When the researcher analyzed the written work by students to answer sheet of composition , the researcher has found that the students tend to:

- 1- Misused a lot of cohesive devices.
- 2- Writing ungrammatical sentence.
- 3- Present their ideas in ambiguity ways.
- 4- They have not add new information related to the topic.

5.3 Recommendations:

The major objective of this study is to identify the difficulties that face the second year students at University in using cohesive devices in their writing. The researcher would like to recommend:

- 1- Teachers, syllabus designers and decision –makers, should treat student’s weakness very seriously.
- 2- Teachers should take consideration the features of student’s written text.
- 3- Students should pay more attention to this important elements of writing.
- 4- Teachers should give more emphasis on teaching of cohesive devices through reading and more exercises and activities.
- 5- Teachers should provide extra cohesive devices takes rather than those used in the syllabus , this is done for further practice.
- 6- Students should be exposed to enough practice in using cohesive devices by focusing on both grammatical and semantic conventions of academic writing.

5.4 Suggestion for further studies:

- 1- Investigating the role of extensive reading in acquiring vocabulary.
- 2- Enhancing the production of coherent text through writing composition.

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Appindix (1)

Test for Students

Write about unforgettable day about the journey .

your composition shout between (110-170)words in length -your neighbors boat sank .you heard cries for help .people got to put out from the water and rescue people in the boat.

Write composition describing the scene and how the events went on?

The scene; changing climate ;weather ;trapped people and cries.

Cause of sank : changing climate, heavy wave .

Help : buoy, swimmers, look for, put out, successful save.

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