Sudan University of Science and Technology
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Investigating Difficulties Facing Sudanese EFL University Students in Using Grammatical Cohesion Devices in

Sudanese Universities

تقصي الصعوبات التي تواجه الطلاب السودانيين الجامعيين الدارسين للغة الانجليزية لغة أجنبية في إستخدام أدوات الربط النحوية في الجامعات السودانية

A Thesis Submitted in Fulfillment of The Requirements for PhD. Degree in English(Applied Linguistics)

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Dedication

I dedicate this work to,

my parents,

my sisters and brothers,

my wife and

my friends

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Firstly, I would like to express my gratitude to the Almighty God whose mercy enabled me to complete this thesis successfully.

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Abstract

This study investigates an important area of English language teaching and learning. It examines the present situation of teaching and learning grammatical cohesion devices, the problems students encounter during writing English texts and the learners' proficiency level of writing skills when they are in the final year at university level in Sudan (Khartoum State). It also, examines the writing syllabus and writing materials used at university level. Thus, this study focuses on the problems facing the students in writing English texts properly using grammatical cohesion devices appropriately at university level. It is firstly hypothesized that Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices. Secondly, Sudanese EFL university students do not use grammatical cohesion devices appropriately. Thirdly, there is an apparent weakness in Sudanese University students' written work due to their inability to apply grammatical cohesive devices adequately. Finally, Sudanese EFL University students differ to a large degree in achieving grammatical cohesive devices in their texts. To confirm or reject the hypotheses of the study the researcher used two tools; a test for final year students and a questionnaire for teachers. The sample of the study was consisted of 100 students. The data collected from these participants were statistically analyzed and the results were critically discussed. The results of the study prove that some of the students lack the ability to write appropriately and accurately and some of them don't know the correct use of grammatical cohesion devices so as to write cohesive texts. It also proves that some teachers don't raise the awareness of students towards the importance of using cohesive devices to have a unified text when it comes to writing. Moreover, the findings of the study confirm that, after using the ways of writing, having background knowledge about cohesive devices, attention, guiding the students towards using grammatical cohesion devices appropriately while practicing writing, the students receive higher test scores than before.

Abstract
(Arabic version)

تتقصي هذه الدراسة قضية مهمة في تدريس وتعلم اللغة الإنجليزية. وهى توضح الوضع الحالي لتدريس وتعلم أدوات الربط النحوية، المشاكل التي تواجه الطلاب عند كتابة النصوص الإنجليزية ومستوي كفاءة المتعلمين في مهارة الكتابة عند وصولهم السنة الأخيرة في الجامعات السودانية (الموجودة بولاية الخرطوم). وهي أيضاً تتقصي مقررات الكتابة التي تُدرس بالجامعات. لذا ركزت هذه الدراسة علي المشاكل التي تواجه الطلاب الجامعيين عند كتابة النصوص الإنجليزية كتابة جيده مستخدماً أدوات الربط النحوية بطريقة ملائمة وفعالة. تناولت هذه الدراسة أربع فرضيات. الفرضية الأولي تقول: الطلاب السودانيون الجامعيون الدارسون للغة الإنجليزية كلغة أجنبية لديهم مشاكل عديدة في الكتابة (أكثر وضوحاً في تناول أدوات الربط النحوية).الفرضية الثانية تقول: الطلاب السودانيون الجامعيون الدارسون للغة الإنجليزية كلغة أجنبية لا يستخدمون أدوات الربط النحوية بطريقة مناسبة. الفرضية الثالثة تقول: هنالك ضعف واضح في كتابة الطلاب السودانيين الجامعيين نسبةً لعدم قدرتهم علي تطبيق أدوات الربط النحوية بطريقة متقنة. الفرضية الرابعة تقول: الطلاب السودانيون الجامعيون الدارسون للغة الإنجليزية كلغة أجنبية يختلفون عن بعضهم البعض بدرجة كبيرة جداً عند تناول أدوات الربط النحوية في كتاباتهم. لتأكيد أو رفض الدراسة؛ أستخدم الباحث أداتين: اختبار لطلاب السنة الأخيرة واستبيان للأساتذة. تكونت عينة الدراسة من (١٠٠) طالب. وقد تم تحليل البيانات التي جمعت من هذه العينة بطريقة إحصائية ونوقشت النتائج بوضوح. أثبتت نتائج الدراسة أن بعض الطلاب ليس لديهم القدرة الكافية لكتابة النصوص كتابة صحيحة و مناسبة و البعض الآخرلا يعرفالاستخدام الصحيح لأدوات الربط النحوية. أيضاً أوضحت الدراسة أن البعض من الأساتذة لا يلفتوناانتباه طلابهم نحو أهمية استخدامأدوات الربط للحصول علي نص مترابط عند الكتابة. بالإضافة لذلك؛ أكدت نتائج الدراسة التالي: نتيجةلاستخدام طرائق الكتابة، الإلمام التام بأدوات الربط النحوية، الاعتناء التام، توجيه الطلاب نحو استخدام أدوات الربط بطريقة مناسبة عند الكتابة وقد احرز الطلاب نتائج أفضل مما سبق.

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Chapter One

Introduction

1.1 Context of the Study Problem:

Grammatical cohesion plays a vital role in writing texts. Its role in writing texts can be compared to the role of running in the game of football or ice - skating in the game of ice hockey. One cannot play football if one cannot run, and one cannot play ice hockey if one cannot skate. One cannot write a cohesive text in a language unless he / she knows that particular grammatical cohesion. If a student's knowledge and awareness of cohesive devices are poor, then his/ her writing will also be poor, and naturally also his/her writing texts.

If there were only one aspect of language that learners could study (or that educators could teach), it would invariably be grammatical cohesion. A beloved cohesive device is a friend to nearly every teacher of language.

English is now being offered in large amount, not only at basic school level, but also in many secondary schools and even at universities across the world. Interest in English language learning has increased dramatically in recent years for many reasons. It's the language of modern science and technology, a means of study in some countries and a job requirement. English without acquisition is the most wide spread language in the world. That is why it is taught in Sudan and other Arab countries.

Grammatical cohesion is an essential process in learning writing, because where there is little awareness and knowledge of cohesive devices, the texts will be less cohesive. In addition, cohesive devices, mainly grammatical

cohesion devices are a highly effective means of extending the command of language.

Cohesion is considered as one of the most challenging aspects of writing, as any language has its own unique manners in which it employs cohesive devices in the creation of a cohesive text.

Each language has its own patterns to convey the interrelationships between persons and events; these patterns may not be ignored in a language if the readers understand what the writer wants to convey. The topic of cohesion has always appeared as the most useful constituent of discourse analysis that is applied to writing. English and Arabic have different grammar and vocabulary structure, and it is only natural that they pose great difficulties and challenges for a writer to deal with, especially in the field of literature.

It can be argued that the basic aim of TEFL programs is to improve learner's awareness and performance of English language skills. Awareness and performance of these skills, namely listening, speaking, reading and writing would enable learners to use English for various purposes.

Generally, language skills are classified into two main categories. The classification puts listening and reading together as receptive skills, while speaking and writing as productive skills.

Writing skill is a major skill but it has been given little attention in the mid-sixties, writing for EFL learners is a complex skill that is learnt rather than acquired. Hayes and Flower (1981:55) in their analysis of the complexity of the writing process and its impact on the cognitive level state,

"Writing is no longer considered a linear evaluation of successive drafts, but recursive articulated development that triggers the process of understanding and creates meanings"

Thus writing is not an easy task for both EFL learners and even native speakers. EFL learners find it more difficult to write in a language which is not their mother tongue and they do not fully master.

Composition writing particularly in a foreign language context, is one of the formidable tasks that poses challenge even to advanced learners of English. Mohdy (2003:70-71) confirms,

"Being learners of English as a foreign language, Sudanese students are poor writers in English".

In the same sense, he clarifies that arranging words, phrases and sentences in the right order to create a unified texts is a considerable problem for the students. Most of our students leave their answer books blank in writing tests, and those who try to write, their texts will be loaded with many mistakes. In short, the learner must know what to write and be able to organize his/her ideas coherently and logically by the use of correct structure, appropriate vocabulary and proper punctuation.

EFL Sudanese university students are usually asked to write acceptable texts. These texts vary. They may be notes, compositions, essays, articles or even research papers. The academic success of these students is often evaluated by what they write in papers and texts. Therefore, students who want to study English at university need to write as effectively as possible.

Although these students are aware of the rules of grammar and are capable of producing well – formed sentences, they are often unable to produce unified and connected texts. Harris (1964: 35) states,

"Language does not occur in stray words or sentences but in connected discourse"

Accordingly, to write effectively and appropriately, EFL Sudanese university students are required to be able to relate and organize thoughts in unified and coherent texts. Thus the effectiveness of the texts lies in both coherence and cohesion.

Cohesion system was mainly introduced by Halliday and Hasan (1976). They argued that cohesion has a semantic concept, which refers to relations of meaning that exist within the text and define it as a text. Halliday (1989) confirms that cohesion occurs where the interpretation of some elements in discourse is dependent on that of another. Cohesive devices or 'cohesive ties' might be grammatical or lexical and consist of words, phrases or clauses that link the discourse items together. More precisely, the cohesive relations are made by the ways two or more items are semantically jointed to each other in a text. Based on Morris &Hirst (1991), cohesion is the textual quality that makes the text sentences hang together.

After the publication of Halliday&Hasan's (1976) work about cohesion concept, many scholars attempted to explain different aspects of this feature in speech, among which are Dooley &Levinsohn's (2001) view which is taken primarily from Halliday&Hasan (1976) and Brown &yule's (1983) framework.

Halliday&Hasan (1976) make a detailed classification of the cohesive devices in English. These authors distinguish between grammatical and lexical

cohesion .According to them, grammatical cohesion embraces four different devices. These devices are: reference, substitution, ellipsis and conjunction.

Having said so, the present study will focus on grammatical cohesion devices with regard to the concept cohesion.

1.2 Statement of the Research Problem:

Through observation in the period of teaching at universities the researcher observed that, the students have problems in using grammatical cohesion devices at university level in Sudan. EFL learners have specific problems in cohesion. The students cannot write cohesive texts which are given by lecturers and that may refer to teachers in qualification or the students are careless to learn the grammatical cohesion devices.

Among many difficulties that are faced by Sudanese university students in English language is cohesion, mainly, grammatical cohesion. Grammatical cohesion is one of the most significant areas that suggested by language scholars in the field of writing. It is regrettable that Sudanese university learners are weak at using grammatical cohesion devices; i.e. writing cohesive texts that are exposed to in written tests. To what extent can they improve their use of grammatical cohesion devices by using different ways of writing?

Receiving in cohesive papers from learners continues to be a very frustrating experience for many teachers and it is equally frustrating not to be able to understand why learners are unable to produce cohesive texts or to see why their papers are in cohesive. The students cannot see

any problem with the use of grammatical cohesion in their written work. What is more, many written text books do not provide useful methods to teaching and learning of this concept. Therefore, neither the textbooks nor the instructions in classes seem to the researcher's observation as a teacher to be successful in dealing with the use of grammatical cohesion devices related problems.

This study will investigate the ability of using grammatical cohesion devices by Sudanese EFL university learners who are preparing to graduate with a bachelor's degree in English. These Students are exposed to a variety of courses in writing skills in addition to a number of other linguistic courses.

1.3 Research Questions:

The following questions are the basic questions upon which the research will be conducted:

1. What kind of problems do Sudanese EFL university students of the study encounter in writing?

2. To what extent do Sudanese EFL university Students of the study use grammatical cohesion devices appropriately?

3. To what extent can the weakness of the written work of university students be attributed to the lack of awareness of grammatical cohesion devices?

4. To what degree do Sudanese EFL university students differ in achieving grammatical cohesion devices in their texts?

1.4 Research Hypotheses:

In order to answer the research questions, the researcher proposes the following hypotheses:

1- Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices.

2- Sudanese EFL university students do not use grammatical cohesion devices appropriately.

3- There is an apparent weakness in Sudanese University students' written work due to their inability to apply grammatical cohesive devices adequately.

4- Sudanese EFL University students differ to a large degree in achieving grammatical cohesion devices in their texts.

1.5 Research Objectives:

The general objectives of this research are as follows:

1. To know the causes of problems of students in using grammatical cohesion devices.

2. To suggest the relevant solutions and come up with reliable recommendations to the students as well as teachers.

3. To study the techniques applied in using grammatical cohesion devices and their effect on helping the learners to improve their writing.

4. To know the basics and principles of using grammatical cohesion devices so as to evaluate their writing methods and develop ways to enrich their writing.

5. To shed some light on the most challenging problems which face all the students in writing cohesive texts.

6. To investigate the weakness in using cohesive devices by university students who are specialized in English at different universities in Sudan.

7. To investigate the lack of cohesion devices in university Student's written texts.

8. Ultimately, the research aims at forwarding some useful guide lines and insights for enhancing using grammatical cohesive devices and producing cohesive texts. Also the research will suggest some strategies to overcome these problems.

1.6 Significance of the Research:

The researcher suggests that this research will be very significant because it will attempt to discover the causes behind deterioration of students in writing cohesive texts in order to come up with reliable solutions which will enhance learners' writing.

The research will be of great value to the readers and everyone who is interested in writing texts. Moreover, the research is pedagogically significant because it will provide some recommendations with regard to the use of grammatical cohesion devices.

Also the study is significant because it will show the learners and teachers of English as a foreign language, that learning to write is not learning just a single skill. It is learning many skills that work together and build on one another. As learner's awareness and use of cohesive devices improve they will be able to write cohesive texts, understand and analyze their writing.

Moreover this research will provide the EFL learners and teachers with enough materials about what to do before they write, what to do while they write, what to do after they write (Reasons and purpose for using grammatical cohesion devices).

1.7 Limits of the Research:

This research is limited to an investigation into the use of grammatical cohesion devices in Sudanese University students' writing, analyzing and describing the current state of students at (Sudan University of science and technology, Omdurman Islamic university and Aljazeera University) for the academic year 2014 – 2015.

1.8 Research Methodology:

The method selected to be applied in this research is a descriptive analytic one. It will include surveys and facts finding requires to describe the state of the students in using grammatical cohesion devices as it exists at present. This method depends on the collection of data and information which will be analyzed and interpreted so as to arrive at acceptable solutions.

The researcher will use this method to define, describe and recognize the problems facing the students in using cohesive devices appropriately at university level. Validity and reliability will be shown and confirmed.

The subjects of the study will include some teachers who teach at three different Sudanese universities and students from three different universities in Sudan.

The researcher will make use of two tools to conduct this study. Firstly, a questionnaire will be distributed to the teachers of English language in order to know their different views regarding the deterioration of students in writing cohesive texts. Secondly, tests will be given to the students in order to assess their performance and describe the current state of the students and teachers in the process of learning and teaching writing.

No doubt, the researcher cannot contact everyone in the population. So he will solve this problem by choosing a small and manageable number of people (sampling). So he will use simple random sample from the population of students and teachers which will represent the entire population.

1.9 Definition of Terms:

Cohesion:

It refers to the semantic relations that exist within the text and that qualify it as a text. It is manifested in the links that exist between presupposed and presupposing items. It includes five categories: conjunctions, reference, lexical, ellipsis and substitutions (Halliday and Hasan 1976:4)

Text:

In this study the text refer to any written text of whatever length, that does form a unified whole (Halliday and Hasan 1976: 1)

Cohesive Devices:

"cohesive devices are crucial in writing for they turn separate clauses, sentences and paragraphs into connected prose, signaling the relationships between ideas , and making obvious the thread of meaning the writer is trying to communicate " (Zamel 1983:22)

Grammatical Cohesion:

Refers to the various grammatical devices that can be used to make relations among sentences more explicit.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Discourse Analysis:

Despite the fact that error gravity studies have taken into consideration the communicative aspect of language in their judgments of writing errors, they have focused their attention primarily on sentence-level errors. Apparently, the focus on isolated sentences is not representative of actual communication (Chiang, 1999). Writing assessment needs to go beyond sentence boundaries towards intersentential connections and discourse features in the evaluation of writing quality. This realization gave way to discourse analysis movement in early 1970s.

Discourse analysis is the study of "continuous stretches of language longer than a single sentence" (Crystal, 1992: 106). It also studies the relationship between language and the context in which the language is used (McCarthy, 1991). It was influenced by various disciplines including linguistics, Semantics, psychology, and sociology. Discourse analysis is not only concerned with the analysis of spoken language but also written language. Discourse analysts are interested in studying language in use: spoken interaction as well as written texts. In terms of written language, the work of text grammarians such as De Beaugrande (1980), Halliday& Hassan (1976), VanDijk (1972) contributed a great deal to the analysis of written discourse. Text grammarians take the view that texts are "language elements strung together in relationships with one another that can be defined" (McCarthy, 1991: 6). Their interest in the links between grammar and discourse and the structuring of information in discourse

has made a significant impact in the field of discourse analysis. With written discourse, discourse analysts focus their attention on the description and analysis of language beyond the sentence level and the context which affect Language in use. They are concerned with "the principles of connectivity which bind a text together and force co-interpretation" (Brown & Yule, 1983: 190). In this light, a distinction between the concept of cohesion and coherence needs to be drawn. According to Halliday&Hasan (1976), whether a set of sentence constitutes a text depends on cohesive relationships within and between the sentences. Cohesion, then, is the surface links between sentences of a text that holds the text together. Basically, links between sentences are displayed in terms of cohesive devices such as pronominalization, reference, substitution and ellipsis, conjunction, and lexical relationships. It is easy to find texts displaying cohesive devices such as the following:

Mona and Ahmed traveled to Sudan. When they arrived, they checked in at a hotel in Khartoum. Then, they went shopping at the mall near the hotel.

Cohesion, however, will not necessarily guarantee the identification of a string of sentences as a text nor will it guarantee textual coherence (Brown & Yule, 1983; Carrell, 1982). Van Dijk (1977:93) defined coherence as "semantic property of discourses based on the interpretation of each individual sentence relative to the interpretation of other sentences". According to McCarthy (1991:26), coherence is "the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences". A string of sentences that displays surface cohesive features may not be coherent if it does not make sense together such as the following:

My father bought me a car. The cat that was hit

by a car yesterday is Fatima's. Julia Roberts is my

favorite movie star. The stars were very beautiful

last night. Every other night I call my friend, and

she likes my cat.

Coherence, therefore, is a significant feature of a text. While cohesion is the surface "mechanisms that bind a text together" (Witte &Faigley, 1981: 202), coherence is the underlying relations between assertions and how they contribute to the text theme (Grabe, 1985). It is what the reader creates while reading a text and involves the reader's effort to arrive at the writer's intended meaning in producing a discourse (Brown & Yule, 1983). In addition, it is "governed by the writer's purpose, the audience's knowledge and expectations, and the information to be conveyed" (Witte &Faigley, 1981:202).

2.2 The Concept of Cohesion:

The notion of cohesion is the semantic relationships that exist within the text and which qualifies it as a text. It includes five categories: Conjunctions, reference, lexical, ellipsis and substitution (Halliday and Hasan 1976: 4).

Accordingly, cohesion is the network of lexical and grammatical relation that organizes and creates a text. This relation is considered to be a surface relation which connect words or expressions that we see or hear.

In another attempt to explain the concept of cohesion Widdowson (1987: 26) stated,

"The notion of cohesion, then refers to the way sentences and parts of sentences combine so as to ensure that there is a prepositional development"

This definition explains that cohesion is a achieved by certain tools which we can refer to as cohesive devices. Moreover, Mathews etal (1990) defined cohesion as "the overt relation of one sentence to another through the use of reference devices and logical connectors".

According to them, student may, for instance, produce a composition in which all the sentences are grammatically correct, but which lack coherence. So that in a piece of writing the ideas should move in a smooth line through the ordering of ideas in the paragraph and linking the sentences with transitional devices.

In other words, cohesion is the connectivity on the surface or sentential level and coherence is the connectivity in terms of content and organization and on a broader level such as paragraph or discourse level. In(1998: 2).

On the other hand, there may be no use of cohesive ties in a text but it may be still coherent. It seems that cohesion is controversial concept in writing. There is a dispute on the role cohesion plays in textual coherence.

Generally, there are two types of cohesion: sentence cohesion and discourse cohesion. Where the former category is concerned, Crystal (1997) points out that cohesion is a property of words that constitute a unit, within a sentence or individually into which no other word can be inserted. This can be illustrated by the case of superlative form " the most intelligent " where no

word is permitted between " the " and" most" or between "most" and "intelligent" without violating the well formedness of the phrase. Another kind of cohesion that takes place within the sentence is reported by Halliday and Hasan (1976: 7-8). They point out that in a sentence such as:

*If *you happened to meet the admiral, don't tell him his ship's gone down.*

The cohesion effect given rise by the pronoun ' him' and ' his' attracts less notice within a sentence because of cohesive strength of grammatical structure. Thus since the sentence hangs together already, the cohesion is not needed in order to make it hangs together.

Many linguists have discussed the issue of cohesion, but their opinions on this linguistic phenomenon vary. Some (such as Crystal 1987: 119) argue that the cohesion is achieved between its meaning and its superior forms, and to call a series of sentences a text means to assert that the sentences show a certain kind of mutual dependence. Others (such as leech etal 2001: 82) refer to cohesion as a way of combining ideas into arrays using clauses and phrases in order to form the text.

Concerning the concept of cohesion, a review of theoretical resources reveals that it has significantly been one of the most productive areas in the examination of texts (Thompson 2006). Stemming from Halliday and Hasan's (1976) cohesion theory, cohesion is regarded as a semantic relation; it refers to the relations of meaning which exist within a text. It "…. Occurs where the interpretation of some elements in the discourse is dependent on that of another" (Halliday&Hasan 1976: 4). For readers to be able to understand the semantic relations within and across sentences in a text, and decode some elements, such as nouns, pronouns and demonstrative adjectives, they have to

examine all the other surrounding elements included in that text. Furthermore, the theory explains that cohesion denotes the continuity which is created between parts of the text through employing some specific elements which can be lexical or grammatical. In this respect, Mahlberg (2009) in her explanation of cohesion has presented the notion of the property of connectedness. Indicating the flow of information within a text, such connectedness is reflected by the choice of vocabulary items and grammatical linking words that contribute to textual relations.

Most researchers assert that cohesion has a significant impact on the comprehensibility of texts, and highlight the role which should be played by readers to use text features in order to recognize the information presented in these texts. For example, Hoey (1991) asserts that readers are required to look at the surrounding sentences to interpret the cohesive devices included in a text. Correspondingly, Stoddard(1991), by defining cohesion as a mental construct, believes that readers are expected to exert mental effort to interpret cohesive devices used within texts.

Ultimately, the term 'cohesion' is sometimes confused with 'coherence' which has to do with sense. Osisanwo (2005: 43) clarifies that cohesion differs from coherence. He illustrates **with these sentences:**

{He phoned the police } coherent but not cohesive

{The midnight guests had come}

{He phoned the police because the midnight guests had come}

Cohesive and coherent.

The cohesive device used in the above text is ' because'; it gives the reason why the police was phoned. Thus, this makes a complete text. The parts are well connected and it's meaningful.

2.3Types of Cohesion:

According to Halliday and Hasan(1976:29), cohesion is classified into two broad types: grammatical and lexical. While the grammatical type is realized by various grammatical devices used to make relations among sentences more explicit, the lexical one is established through the structure of vocabulary; by relating words in terms of their meaning. Both types of cohesion and their divisions are presented in table 1, based on (Halliday&Hasan 1976 in Hussein 2014: 17). Since the main focus of the current study is on examining the use of grammatical cohesive devices by Sudanese university learners of English as a foreign language, an elaborate explanation of grammatical cohesion only will be presented.

Cohesion				
Grammatical			Lexical	
Reference	Exophoric (situational)		Reiteration	Repetition
	Endophoric(textual)			Synonyms
	Anaphoric(to preceding text)	Cataphoric(to following text)		Super ordinate
				General word
Substitution				
Ellipsis			collocation	
conjunction				

Table 1 : Types of cohesion based on Halliday and Hasan (1976). Taken from (Hussein 2014: 17).

2.3.1 Grammatical cohesion:

Assuming that any sentence in a text is grammatically structured , researchers presuppose that all individual sentences in a text are linked together in a way which contributes to the construction of the whole text. Thus, denoting the linguistic structure established in a text as whole, grammatical cohesion can be achieved by using GCDs to fix pieces of text together in a particular way, so that the reader can perceive the items referred to, replaced or omitted (Harmer

2006). Table 2 illustrates these GCDs according to Halliday and Hasan(1976: 31), who classify them into four categories: reference, substitution, ellipsis and conjunction. These categories have a theoretical basis which provides researchers with practical means to describe and analyze texts in terms of grammatical cohesion.

Grammatical Cohesion				
Reference		Substitution	Ellipsis	Conjunction
Existential	Possessive	Nominal	Nominal	Additive
I / me, you, we/us, he / him, she / her, it, they / them, one	My / mine Your / yours, our / ours, his, her / hers, its, their / theirs, one's	One / ones, same		And, and also, nor, or, or else, furthermore, by the way, in other words, likewise, for example, on the other hand and thus.
Demonstratives		Verbal	Adversative	
This / that, these / those, here / there and definite article: the		Do	Yet, though, only, but, however, at last, in fact, rather, on the contrary, I mean and in any case	
		Clausal	Clausal	

		So, not	So, then, therefore, because, otherwise, apart from this.
Comparatives			Temporal
Some, identical, similar(ly), such, different, other, else More, so many, better			Then, next, before that, first … then, first, formerly …finally, at once, soon, to sum up, in conclusion

Table 2: Types of Grammatical cohesion based on Halliday and Hasan (1976).(Adapted from Tsareva 2010: 13).

2.3.1.1 Reference:

Reference is one of the options used to create surface links between sentences. According to Halliday and Hasan(1976: 37), the features of reference cannot be semantically interpreted without checking some other features in the text. Similarly, Nunan(1993) confirms that referential cohesion plays a significant role in constructing cohesive ties between the elements which can be difficult, or even impossible to interpret if a single sentence is isolated from context. While pronominalisation is the most common referring device, there are other linguistic elements used to fulfill the same function, such as demonstratives and comparatives.

As illustrated in table 2, reference can serve exopheric and endophoric functions. Regarding the first one, the reader is required to look out of the text so as to interpret the referent. In other words, through exophoric reference, the reader is directed out of the text towards an assumed world shared between him/ her and the writer (McCarthy 1991: 35) in order to retrieve the meaning of the sentences (Halliday and Hasan 1976: 33). An example of exophoric reference presented by Flower dew (2013: 34), is "… that picture is beautiful" in which that may refer to a picture hanging on the wall. The picture in this example is part of the context of situation, even if it does not appear in the text anywhere else. Although it interacts with the cohesion system and contributes to text coherence (Flower dew 2013), exophoric reference is not incorporated as a component of cohesion since it does not connect two elements together in a text (Halliday and Hasan 1976).

Pertaining to endophoric reference, it exists when readers refer to elements within the text itself to recognize it (Brown and Yule 1983). It is categorized by Halliday and Hasan (1976:33) into two types: anaphoric and cataphoric. In the first type, readers review previous sentences to discover the referent, such as in the example: "look at the sun. It is going down quickly"(Brown and Yule 1983: 193), where" it" indicates the previously mentioned noun; the sun. In contrast, readers in the second type examine the following sentences to realize the referent, as in the example: "it's going down quickly, the sun" (Brown and Yule 1983: 193), where "it" refers to the subsequently - mentioned noun; the sun.

As illustrated in Table 2, referential cohesion is classified by Halliday and Hasan (1976:37) into three sub-categories: personal, demonstrative and comparative. They enable writers to make several references to people and

things within a text. Employed to identify people, objects or other things that are mentioned somewhere in the text. Personal reference items include: personal pronouns, possessive determiners and possessive pronouns. In the example: "*wash and core six cooking apples. Put them into a fireproof dish*" (Halliday and Hasan 1976: 2),'them' expresses an anaphoric reference which creates grammatical cohesion between the two sentences and can be interpreted only when readers refer back to the previous text.

Classified as the second type of reference, "demonstrative" is regarded as "…a form of verbal pointing ". It is expressed through determiners and adverbs and it is realized by means of location (Halliday and Hasan 1976: 57); i.e. nearness in time, place, occurrence or relation. In the text: "*I like the lions, and I like the polar bears. These are my favorites"* (ibid), these is a demonstrative reference element acting as a grammatical cohesive device, i.e. linking the two sentences and expressing proximity to the speaker by referring to the animals mentioned in the first sentence. As for the definite article "the", which is included in the class of demonstrative reference, it cannot specify anything on its own because it has no content. Though it does not contain information in itself; as it depends on something else in the text, "the" signals definiteness by creating a cohesive link between the sentence it occurs in and the link it refers to (Halliday and Hasan 1976:57).

Regarding comparative, the third type of referential cohesion, Nunan (1993) elucidates that, it is expressed by using adverbs and adjectives in order to compare and contrast items within a text. Including examples, Table 3 shows that comparative reference is categorized by Halliday and Hasan (1976:76) into two sub- categories: general and particular. While the general subcategory expresses resemblance between things with regard to identity, similarity or

difference. The particular one demonstrates comparability between things in terms of quantity or quality.

Comparative Reference			
General		Particular	
Identity	We have received exactly the <u>same</u> report as was submitted two months ago	Quantity / numerative	There twice <u>as many</u> people there <u>as</u> last time.
Similarity	The candidates gave three <u>similar</u> answers	Quality/ epithet	There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy
Difference	A: would you like these <u>seats</u>? B: NO, I'd like the<u>other seats</u>		

Table 3: Types of comparative reference based on Halliday and Hasan (1976:76).

2.3.1.2 Ellipsis:

Cohesive relation of ellipsis is a relation within the text and in almost every case, what is left unsaid is present in the text. In other words, if

something is ellipsis, then there is a presupposition in a sentence that something must be understood or reconstructed.

In spoken and written English, ellipsis and substitution are used as linguistic mechanisms which help specific linguistic structures to be expressed more economically, at the same time maintaining their clarity and comprehensiveness. These mechanisms include mainly those linguistic structures that enable the avoidance of repetition, either by choosing alternative (usually shorter) words, phrases or by complete omission of words, phrases or clauses. These two cohesive relations will be defined and their overlapping will be limited here, since they are closely related (Vera M. 2010: 407).

The relation between substitution and ellipsis is very close because it is merely that ellipsis is "substitution" by zero. What is essential in ellipsis is that some elements are omitted from the surface text, but they are still understood. Thus, omission of these elements can be recovered by referring to an element in the preceding text. (Harmer 2004: 24) defines it: "(…) words are deliberately left out of a sentence when the meaning is still clear". On considering the following example: *" penny was introduced to a famous author, but even before, she had recognized him"* It appeared that the structure of the second clause indicates that there is something left out" introduced to a famous author ", the omission of this feature kept the meaning still clear and there is no need of repetition. Carter etal (2000: 182), state that " ellipsis occurs in writing where usually functions textually to avoid repetition where structures would otherwise be redundant".

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

For example:

e.g.1- Everyone who (can) donate time to a charity should do so.

e.g.2- Everyone who can donate time to a charity should (0).

In the first example, where substitution was used, the sentence was somehow wordy in comparison to the other sentence (e.g.2) which seems quite concise as Starkey explains.

According to Halliday and Hasan (1976: 142), ellipsis can be categorized into three categories, as illustrated below.

2.3.1.2.1 Nominal ellipsis:

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

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

2.3.1.2.2 Verbal ellipsis:

Refers to ellipsis within the verbal group, where the elliptical verb depends on a preceding verbal group.

E.g. A: have you been working?

B: yes, I have (0).

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

2.3.1.2.3 Clausal ellipsis:

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

E.g. A: why did you only set three places? Paul is staying for dinner, isn't he?

B: Is he? He didn't tell him (0).

In this example the omission falls on the "Paul is staying for dinner".

2.3.1.3 Substitution:

This is the replacement of one item by another. It is a relation in the wording rather than in the meaning. This implies that as a general rule, the substitute item has some structural functions as that for which it substitutes.

Substitution occurs anaphorically in a text when a feature replaces a previous word, phrase or clause, such as in the example: "my axe is too blunt. Do you have a sharper one?" , where 'one' replaces 'axe' . Halliday and Hasan (1976: 89) expound that substitution holds a text together through avoiding repetition and creating cohesive grammatical relations, not in the meaning but in the wording, between words, clause and phrase.

It is important to mention that substitution and reference are different in what and where they operate, thus substitution is concerned with relations related with wording. Whereas reference is concerned with relations related with meaning. Substitution is away to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence.

Halliday and Hassan (1976: 89), confirm:

In terms of the linguistic system, reference

is a relation on the semantic level, whereas

Substitution is a relation on the lexicogrammatical

Level, the level of grammar and vocabulary or

Linguistic form.

Kennedy (2003) points out there are three types of substitution. These are: nominal, verbal and clausal substitution. Let us analyze and support this statement with the following classification and explanations.

2.3.1.3.1 Nominal substitution:

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

"One"/ "ones" always operate as a head of nominal group.

Example:

"There are some new tennis balls in the bat. These ones have lost their bounce". In this example, "tennis balls" is replaced by the item "ones".

2.3.1.3.2 Verbal substitution:

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

Example:

A: Annie says you drink too much.

B: So do you?

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

2. 3.1.3.3 clausal substitution:

Clausal substitution takes place where a clause can be usually substituted by "so" or " not".

Example:

A: It is going to rain.

B: I think so.

In this example, the clause "going to rain" is substituted by" so".

2.3.1.4 Conjunctions:

Most researchers concur that conjunctions are words that bind a variety of language units together, though they define them a little differently. Crismore, Markkanen and Steffensen (1993) consider them as textual markers which facilitate the organization of discourse, whereas Hyland (2005), identifies them as frame markers, such as first, second and next, which are used to sequence information within a discourse. Likewise, kopple (1985) believes that conjunctions are called text connectives, which are used to link units of a text. Showing relationships between sentences in a text, conjunctive ties are

significant devices that make text comprehension proceed more efficiently (Donnelly 1994: 96).

Conjunction, according to Halliday and Hasan (1976: 226), is the fourth grammatical cohesion type which differs from reference, substitution and ellipsis in that it does not express anaphoric relations within a text. Still, denoting indirect cohesive relations through certain meanings, conjunctions presuppose the presence of other elements in the discourse.

Conjunction is achieved to have grammatical cohesion in texts which show the relationship between sentences. They are different from other cohesive ties that they reach the meaning by using other features in the discourse. Because as Nunan(1993) points out, they use features to refer to the other parts of the text in order to make relationship between sentences extremely understood.

Halliday and Hassan(1976:226), describe conjunction as follows:

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

The following table represent Halliday and Hasan,s (1976: 230) classification of conjunctions:

Type of conjunction	Function	Example
Additive	To add more information to what is already there in the sentence.	And, also, furthermore, in addition, besides, that is, in other words, more over. To indicate comparison: likewise, similarly, in the same way. To indicate dissimilarity: on the other hand, in contrast, alternatively.
Adversative	To indicate contrast between information in each clause	But, however, although, yet, though, only, nevertheless, despite this, on the other hand, instead, on the contrary, anyhow, at any rate.
Causal	To indicate causality	So, hence, then, therefore, consequently, because, for this reason, it follows, on this basis, to this end.

Temporal	To indicate time	Then, next, before, after, during, when, at the same time, previously, Finally, at last, soon, next day, an hour later, meanwhile, at this moment, first, second, third, in conclusion, up to now.

Table 4: Types of conjunctions based on Halliday and Hasan (1976: 230).Adapted from Almasi& Fullerton (2012: 132).

As illustrated in Table 4, conjunctions are classified into four types. And, in addition, moreover, in other words, and on the other hand are examples of the first type additive, which is used to present further information to what has been mentioned. The second type adversative includes conjunctions which indicate contrast between different positions or situations. Examples of this type include but, though, however and never the less. Causal conjunctions, the third type, incorporate words and phrases which are used to introduce causes and results, such as so, because, then and therefore. First, next, then, in conclusion and finally are examples of the fourth type, temporal, which is used to express relations in time.

2.3.2 Lexical Cohesion:

The recent attempt at studying vocabulary above sentences is Halliday and Hasan's description of lexical cohesion. According to them (1976:274), lexical cohesion is created for the choice of a given vocabulary and the role played by certain basic semantic relations between words in creating textuality. Thus,

Halliday and Hasan divide lexical cohesion into two main categories: reiteration and collocation. Reiteration can be identified through: repetition, general nouns, synonymy and superordination.

According to Halliday (1985: 642) lexical cohesion comes about through the selection of items that are related in some way to those that have gone before. This as Halliday states, may take the form of word repetition; or choice of a word related in some way to previous one- either semantically in case of the relation of synonymous sense, or collocation ally when the relation is based on a particular association known as co-occurrence tendency. Nevertheless, cohesive devices do their job within intesentential, intrasentential relation, as well as between paragraphs as paragraphs connectors not sentence connectors, Hoey(1985) and Bander (1985).

In taking lexical cohesion into consideration, Nunan(1993:30) argued that:

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

Lexical cohesion is the final type of cohesion dealt with in Halliday and Hasan (1976: 274). Unlike reference, ellipsis, substitution and conjunction, lexical cohesion is not associated with any special syntactic class of elements. It is therefore the most open-ended and least adequately defined of the five

kinds. In lexical patterning, successive sentences can be expected to exhibit some relationships through their vocabulary.

For example:

1. Through repetition of a word or a phrase.

   e.g. Ali went to the beach with some friends of him. The beach was really a nice place to go. The lexical item "beach" reiterated in the same form.

2. Synonymy: words of almost the same meaning e.g. commonly/ popularly. e.g. Accordingly I took leave and turned to the ascent of the peak. The climb was perfectly easy.

   In this example "climb" refers back to "ascent" of which it is synonym.

3. Antonym (the relation of semantic contrast, e.g. high / low).

4. Hyponymy (the semantic relation between a more general expression and related specific relations).

   e.g. Henry has bought himself a new Jaguar. He practically lives in the car.

   Here, car refers back to Jaguar, and car is superordinate of car.

5. Collocation (words which tend to occur with one another in certain contents, e.g. education, classroom, class and so on.

2.4 Criticism against Cohesion Theory:

Challenging the cohesive theory proposed by Halliday and Hasan (1976), many researchers believe that connectedness in text is not exclusively attributed

to the choice of lexical or grammatical linking devices. Moreover, the cohesive theory proposed by Halliday and Hasan (1976) was challenged by Carrell(1982) and Johns (1986) who argued for the importance of readers' background knowledge. Based on schema theory, Carrell (1982:482) contended that "processing a text is an interactive process between the text and the prior background knowledge or memory schemata of the listener or reader". In other words, both the structure and content of the text and the readers' operation on the text should be taken into consideration. To support his criticism of the cohesive view of coherence, Carrel (1982:482) meticulously conducted a discourse analyses on three empirical studies and claimed that there is no meaningful relationship between the number of cohesive devices and textual coherence. In addition, Mahlberg(2009) believes that genre conventions impact the cohesive devices which are used to link parts of a text.

2.5 Spoken Versus Written Discourse

Although spoken and written texts share the same purpose of characteristics in order to achieve specific goals; inform, and entertain (Nunan1993), researchers have drawn a clear distinction between spoken and written discourse. According to Brown and Yule (1983), the spoken language is intended to be transitory and it has an interactional function; to establish relationship with people. On the other hand, the written language is planned to be permanent, and it reflects a transactional purpose; to transfer information. Therefore, the difference between spoken and written language, as summarized by Stubbs (1996), is that the former is the type of communication which is mostly performed informally, spontaneously, privately, and directly, whereas the latter is carried out formally, deliberately, publicly, and indirectly. Also,

written discourse almost involves using standard language and editing procedures, but it holds no interaction with the audience (Stubbs 1996).

Discourse analysts have made a clear distinction between written and spoken discourse, and gradually they have become aware of the need to study each separately. Thus, there are differences between written and spoken discourse in terms of the regularities governing each of them. Spoken language involves some problems which are absent in written discourse because in written discourse, the writer has usually a little time to think about what to say and how to say it. So, the spoken language involves a degree of spontaneity that is absent in the written language. For that, in spoken language, the speaker may make false starts or slips of the tongue which can be corrected in the ongoing speech.

When the speaker utters a given verbal account, it is most probably not preplanned unless when the speech given is presented in terms of a lecture based on a written record. Furthermore, the spoken language can be adjusted according to the interlocutor by the use of some international and paralinguistic features available to the speaker. The speaker also can ensure comprehensibility by modifying the utterances then to communicative situation, wherever the interlocutor shows a sign of comprehension (Brown and Yule, 1983).

On the other hand, in the written discourse, the writer has also the right to modify some written language where it is necessary, as well as, he has the possibility to check some words in a dictionary wherever he needs and to cross others too. Brown and Yule (1983) also emphasize the fact that the written discourse is encountered by the reader, the writer would not be able to clarify the intended meaning anymore and thus he can be doubtful about what the receiver can intend from the message conveyed.

Cook expressed very explicitly the differences between the spoken and the written discourse emphasizing on their characteristics.

> *Spoken language, as has often been pointed out, happens in time, and must therefore be produced and processed on line. There is no going back and changing or restructuring our words as there is in writing; there is often no time to pause and think, and while we are talking or listening, we cannot stand back and view the discourse in spatial or diagrammatic terms ...*

(Cook, 1989:115)

Although the differences found between written and spoken language, Nunan (1993) pointed that ,the spoken and written text share the same function of characteristics as to get things done , to provide information and to entertain. However, the difference between them is the context; i.e., The situation to what, how and when the text is performed .The written text for example is needed to communicate with people who are not at the same setting, or for those occasions on which a permanent or semi-permanent record is required. Nunan (1993) emphasizes that the characteristic of written and spoken language differ on the basis of the concept of "genre", where these differences can be observed within the sentences at the level of text structure.

Unlike Nunan, Brown and Yule (1983) pointed that there are some differences between speech and writing in terms of language function whereas, spoken language is designed to establish relationship with people, so it has

initially an "interactional" function; written language is designed for the transference of information and so has a "transactional" function.

The distinction between written and spoken language highlights some regularities governing both of them. Text linguists are concerned with "What norms or rules do people adhere to when creating texts? Are texts structured according to recurring principles, is there a hierarchy of units comparable to acts, moves and exchanges, and are there conventional ways of opening and closing texts?"(McCarthy, 1991: 25). The answers to these questions bring out insights about the well formedness of a written text which can be raised in the grammatical regularities, where grammatical cohesion may display cohesive texts.

We shall consider some grammatical regularities observable in well-formed written texts, and how the structuring of sentences has implications for units such as paragraphs, and for the progression of whole texts. We shall also look at how the grammar of English offers a limited set of options for creating surface links between the clauses and sentences of a text, otherwise known as cohesion. Basically, most text display links from sentence to sentence in terms of grammatical features such as pronominalisation ,ellipsis (the omission of otherwise expected elements because they are retrievable from the previous text or context) and conjunction of various kinds . The resources available for grammatical cohesion can be listed finitely and compared across language for translatability and distribution in real texts.(McCarthy, 1991:25).

2.6 Text:

Halliday,(1978:593) confirms that we cannot discuss cohesion without mentioning 'text', 'texture' and 'tie'. Brown and Yule (1989), define text as the verbal record of a communicative event. That is to say, 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 does form a unified whole as opposed to a 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 instance, *wash and core six cooking apples. Put them into a fire proof dish,*Halliday and Hasan (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. Having these sentences together constitute a text. The texture is provided by the cohesive relation that 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 example, 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). However, cohesion occurs in texts where the interpretation of some elements in the discourse is dependent on that of another.

The following definition will determine the main factors that constitute a text:

> *"A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is sometimes envisaged to be some kind of super-sentence , a grammatical unit that is larger than a sentence but is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on: by constituency, the composition of larger units out of smaller ones .But this is misleading .A text is not something that is like a sentence , only bigger; it is something that differs from a sentence in kind. A text does not consist of sentences; it is realized by , or encoded in, sentences".*

(Halliday and Hassan 1976:1-2).

Thus, the ability of the writer or speaker to stretch a given discourse can be said to constitute a text. Then, cohesion is a principle factor in determining

texture since it is a means through which we can relate our utterances or sentences.

2.7 Texture and Textuality:

According to Halliday and Hassan (1976:2) a text is a text rather than a mere sequence of sentences. This is due to the linguistic features that cause sentences to stick together; i.e. what makes sentences constitute a text depends on "cohesive relationships" within and between sentences which create "texture". A text has texture and this is what distinguishes it from something that is not a text and texture is provided by the cohesive relations that exist within and between sentences. Furthermore, what makes any length of text meaningful and coherent has been termed "texture".

Texture is the basis for unity and semantic interdependence without text, and text without texture would just be a group of isolated sentences with no relation to one another. Moreover, cohesion relates to the "semantic ties" within text whereby a tie is made when there is some dependent link between items that combine to create meaning. Therefore, texture is created within text when there are properties of coherence and cohesion outside of the apparent grammatical structure of the text(ibid).

Texture otherwise referred to as textuality denotes the "property of being a text", Whereby cohesion seems as a major contributor to them. Textuality is determined by some factors which depend on the participants, the intended message and the setting of occurrence …etc. Beaugrande and Dressler(1981), sum up these factors into seven standards of textuality in which they can fulfill the communicative function of any text. These standards are:

-Cohesion: it is the first standard of textuality; it refers to the surface relations between the sentences that create a text .i.e. to create connected sentences within a sequence. The formal surface of the text component works according to grammatical forms and conventions. It helps the reader /hearer to sort out the meaning and uses.

-Coherence: it refers to the relations held between the underlying surface text, which is made of concepts and relations and the amount of their relevance to the central thought of the text. Moreover, the concepts refer to the knowledge which can be activated in the mind whereas relations refer to the connection between the surface texts.

-Intentionality: it refers to the text producer's attitudes that the set of linguistic resources of the text should handle the text in a way that fulfill the procedures intentions and communicate the message to be conveyed in an appropriate and successful way.

-Acceptability: it concerns with the text receivers' attitude that the set of linguistic resources in the text should provide the receiver with an ability to perceive any relevance of the text in question.

- Informativity: it refers to the extent to which the presented information is known or not to the text receiver; i.e., it refers to the newness or the giveness of the information presented in the text. A text is said to be informative, no matter to its form and content.

- Situationality: it refers to the factors that make up a text relevant to a situation of occurrence; i.e., it is crucial for cohesion where it can determine what is said, by whom, why, when and where.

- Intertextuality: it concerns with the factors which make the use of one text dependent upon knowledge of one or more. A text, in fact, belongs to a wider receivers is actually able to encounter the intended message.

2.8 Writing Assessment Methods:

The two most prominent methods of assessing students' written work are holistic and analytic assessment. The holistic approach sees things as complete units, as wholes (White, 1985). Holistic assessment of writing is based on the view that there is inherent overall quality of writing which is greater than the sum of constituent parts (Hamp-Lyons, 1990), and thus, writing should be evaluated as a whole. Holistic ratings may be assigned on the basis of general impression scoring or may be based on a scoring guide, which consists of specific linguistic and rhetoric features that need to be taken into account while marking a piece of writing (Charney, 1984). A well-known holistic scoring system for ESL writing was developed by Educational Testing Service (ETS) in 1986 for scoring the Test of Written English (TWE). It uses a six-point scale based on a criterion- referenced scoring guide developed to ensure consistency in scoring and high inter rater reliability. For example, an essay in the highest category, according to the revised version of TWE scoring guide, demonstrates clear competence in writing; that is, the essay

- effectively addresses the writing task

- is well organized and well developed

- uses clearly appropriate details to support a thesis or illustrate ideas

- displays consistent facility in the use of language

-   demonstrates syntactic variety and appropriate word choice

According to the TWE scoring guide, the essay is scored independently by two readers and the final score is derived by averaging the two ratings. In the case of extreme discrepancy between the two readers, the third reader is employed to adjudicate the score. However, to date, discrepancy rates for the TWE scoring have been extremely low, ranging from 1 to 2 percent per reading (The TOEFL Test of Written English Guide, 1996).

Despite the widespread use of holistic scoring, the validity and reliability of holistic scoring is still controversial. The question as to whether holistic scoring assesses the true writing ability has often been raised (Charney, 1984). Research suggests that holistic rating may be influenced by superficial features of writing such as the quality of handwriting (e.g., McColly, 1970), and word choice (e.g., Neilson &Piche, 1981; Grobe, 1981). Charney (1984) asserts that it is not enough for either a researcher or an ESL instructor to evaluate students' compositions using only holistic method of assessment. Information about linguistic and rhetoric features that have impact on the overall quality is also needed. To this end, the development of an analytic system to assess student writing is called for.

Contrary to the holistic approach, the analytic approach considers things to be made up of various parts, and the knowledge of each constituent part will lead to understanding of the whole. The analytic writing assessment is, thus, based on the assumption that each feature of writing should be scored separately and the final score is made up of the sum of separate scores (White, 1985).

One of the most frequently used models of analytic assessment was developed by Stephen E. Toulmin in 1958 to evaluate argumentative writing. Based on logic and reasoning, Toulmin's model of argument consists of three major elements for judging the writing quality: claim, data, and warrants. Claims are defined as "assertions put forward publicly for general acceptance" (Toulmin, Rieke, &Janik, 1979: 29). It is an "assertion, a thesis statement" (Conner & Lauer, 1988). The criteria for evaluating claim include relevancy to the task, explicitly stated problem, consistent point of view, well-developed sub claims. Data are "support for the claim in the form of experience, facts, statistics, or occurrences" (Conner & Lauer, 1988: 144). To evaluate data, one considers whether data are connected to the major claim and based on specific facts. Warrants are principles or hypothetical statements which act as bridges linking claim and data (Toulmin, 1958). Warrants are rated according to their explicitness, soundness, and relevance to the case (Conner & Lauer, 1988). The assessment of student writing using Toulmin's model of argument has been used and found successful in the teaching and evaluating argumentative writing (e.g., Karbach, 1987; Stygall, 1987; Toulmin, Rieke, &Janik, 1979). In addition, Conner (1991) found the relationship between the Toulmin measure and holistic ratings using the TWE scoring. In her study, 22 ESL students' essays were scored holistically using the TWE scoring guidelines and were later analyzed using the Toulmin measure. From the findings, the highest correlation was found between the claim and holistic scores (r = .72). Data and warrant were also found correlated with holistic scores (r = .68). These findings suggest that rhetorical features significantly contribute to overall quality of writing.

2.9 Previous Studies:

Many researchers examined GCDs within expository essays written by EFL learners and native speakers. They investigated the extent to which learners were familiar with the use of these devices in creating cohesive written extended texts. Besides, they explored the most and least frequent cohesive ties employed by learners, and the problems they encountered in using them. The researchers provided suggestions for helping the learners generate more cohesive written discourse. This section reviews some of these studies and presents summaries of their findings.

In a study conducted by Meisuo (2000), the use of cohesive feature in expository compositions written by Chinese EFL undergraduates was investigated. Adopting Halliday and Hasan's (1976) taxonomy of cohesive devices and their framework for analysis, the researcher examined one hundred and seven essays. In these texts, the learners successfully employed a variety of GCDs, with some categories of links used more frequently than others. Conjunction was the most used, followed by reference. However, the study yielded that learners misused some conjunctions, and there was ambiguity in some referential devices in the texts.

In a similar descriptive study conducted in an Algerian university, Azzouz (2009) examined second-year EFL undergraduates' familiarity with using GCDs in writing essays. Attributed by the researcher to the learners' awareness of it, conjunction was the most predominant category employed in the forty analyzed essays. Also, there was a predominant device within each sub-type. *And*, *but*, *because* and *in conclusion* were the most frequent within the *additive, adversative, causal,* and *temporal* types respectively.

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Nevertheless,many conjunctionswereusedinappropriately. According totheresearcher, learners'avoidanceofusingsomecohesivefeatures,suchas*ellipsis*,wastraceableto theirunfamiliarity withthem,asthey didnotknowwhen,how,orwheretousesuch devices.TheresearcherconcludedthatthemoreGCDswereemployedbythelearners , the moreinappropriateoccurrenceweredetected.

Researching EgyptianEFLlearners'cohesionproblemsinessay writing,Ahmed(2010) concludedthatmany factorscausedtheirtextstobenon-cohesive.Thesefactorsinclude learners'lowproficiency inEnglish,writing anxiety,andlackofbothmotivationandself-confidence.Addedtothat,because of theconsiderabledifferencesbetweenArabicand English,especiallyinlexico-grammaticalandstructuralaspects,theresearcherargued thatL1interferenceinlearners' writtentextscontributednegativelytothenon-cohesivenessoftheirwritten discourse.Theresearcher offers somepedagogical implicationsto helplearnersgeneratemore cohesive extendedtexts.Hesuggeststhatthe teaching materialshouldcovercohesionandcoherenceskills,andlearnersshouldreceive bothoralandwrittenfeedbackregarding theirwrittenproduction.Afurthersuggestion madebythe researceristhatwriting teachersshouldbeengagedinconductingresearch, so as to explorelearners'weaknessareas and findout how to overcome them.

In herstudyconductedtoexaminecohesivedeviceswithinwrittenexpositionscreated by USAlearnersofEnglish,Abadiano(1995)concludedthatreferenceandconjunction werethemostfrequently useddeviceswithinthegrammatical

type,whileellipsisand substitutionwerehardly everemployed.Thesix-grade nativelearnersofEnglishrelied frequently ontheconjunctiveadditives*and*and*or*,followedby temporalconjunctions, thenthecausalones.Sheattributedthehighfrequency oftheconjunctivecausal*because* tothenatureoftheexpositorywriting whichrequiredthelearnerstoreasonorexplain.In general,thelearnersemployedawiderangeofGCDsintheirexpositions,thoughsome ofthemlimitedtheirchoicetoveryfewtypes.According totheresearcher,somelearners demonstratedlittleknowledgeoftheuseofappropriatecohesivetiesbecausethey were stillnotawareoftheexpositorytexttype,andtheylackedthenecessaryinformationto use in theirtexts.

Manahil. M (2010) conducted a study entitled "An investigation into coherence and cohesion in Sudanese EFL learners' writing". Her study was descriptive and an analytical one. She used two tests: an objective test and an essay written. The sample of her study consisted of hundred Sudanese students in three different Sudanese universities. All the subjects were majoring in English at the third and fourth year level. Her data analysis showed that, there was a weakness in Sudanese students' written work due to their ignorance of cohesion and coherence. Moreover, university students did not use cohesive devices appropriately. Also, her study revealed that there was no significant difference in the achievement of the students of the three universities of the study.

Besma.A (2009) in her study "A Discourse Analysis of Grammatical Cohesion in Students' Writing" confirmed that the purpose of her research

was to check whether students were familiar with the use of grammatical cohesive devices in writing essays or not. It also aimed at finding the importance of using cohesive devices to create cohesive discourse. Thus, her study hypothesized that the use of grammatical cohesive devices would strength students' writing.

Her hypotheses were evaluated by a descriptive study inferred from the results of the students' test. They showed that the use of grammatical cohesive devices by second year students of English at the department of foreign languages, university of Mentouri , Constantine, was quite enough. However, some inappropriate uses of grammatical cohesive devices were easily noticed with regard to the total use of those devices. In addition, some grammatical cohesive devices were widely used but inappropriately and some of them were less used but appropriately. Moreover, students' use of grammatical cohesive devices mainly appeared with the use of conjunctions because they were most probably known by learners; however, most of the conjunction devices were used inappropriately. Also, it was remarked that in each type of grammatical cohesive devices used there was always a predominant device.

Ana Moreno (2003), conducted a study at university of Murcia entitled "The Role of Cohesive Devices as Textual Constraints on Relevance: A Discourse-as –Process view". She used descriptive analytical method in her study. Her research main purpose was to show how and which cohesive features play an important role in helping the reader perceive relevance and coherence when a text is approached in the process of reading. With that aim, a comment article from Guardian Unlimited consisting of 60 coherence units was analyzed by a group of 25 subjects. The study sought to capture the coherence pattern perceived by a discourse community rather than by an individual researcher.

Two groups of learners were used in the study. The first group was made up of seven doctoral students taking a course in cohesion in English, which was used as part of the pilot study on which the final study was designed. The final study was carried out with a second group of 25 undergraduate students taking a course in contemporary descriptive models of English (taught in the fourth year of English philosophy). Both groups had been provided with a short course about cohesive devices based on Halliday and Hassan's (1976), cohesion in English. The results showed that in most cases the cohesive resources that contribute to the perception of the discourse relevance and coherence of this text at each juncture dealt only with discourse meaning derived from whole sentences, larger fragments of text, or occasionally, certain simple clauses linked practically, and they did much more than affect a tenuous connection between isolated constituents of sentences.

2.10 CONCLUSION:

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

What we have done up to know is that we have sought to present a systematic knowledge about cohesive devices. While doing this, we have stated how important cohesive devices are for an efficient communication. We have

attempted to draw the attention of writers to the importance of using all of these devices.

As a matter of fact, we always use these devices both in speaking and writing. Therefore, what must be done is to supply the readers with a clear and satisfactory understanding of those devices to understand written texts better.

In short, we can say that it is the writer's job to be sure that he/she conveys both the signification and value of every utterance in the text, and he/she needs to be actively aware of his/her responsibility for the meaning he/she conveys within and out of the text.

Chapter Three

Research Methodology

Chapter Three

Research Methodology

3.1 Introduction:

This chapter attempts to provide full description of the study methodology. It concentrates mainly on the research tools, subjects, validity and reliability, the sample and the procedures for data collection.

This study is basically descriptive and analytical. Hence, it describes and analyzes the current state of the students' written work at some universities in Sudan.

A number of analytic and descriptive statistical techniques were used to arrive at the results.

3.2 Research Subjects:

The participants of this study are one hundred fourth-year EFL major of final semester 2016-2017 at different universities, 60 females and 40 males. Their ages ranged between twenty-one and twenty-three years old. They all come from different states in Sudan. All of them have learned English for over seven years at basic and secondary school and four years at university. None of them has experienced living or studying in an English speaking country.

The students have between 160-180 hours in total of roughly 6 writing courses (one course per- semester) in the undergraduate program and have been trained to write paragraphs and essays, such as narrative, descriptive, expository including analysis, cause/effect and compare/contrast essay. The assumed level of their English proficiency was upper-intermediate at the

research time. The study was conducted at the beginning of their eighth semester of the undergraduate program, which is the end of the last semester in their writing course series at university. They were expected to be able to write several kinds of essays applying or using different types of grammatical cohesive devices appropriately and smoothly.

Since, the subjects of this study involved male and female students of fourth year tertiary level in Sudan, for the academic year 2016-2017. The following table shows the students' sample.

Table No. (3.1)Sample Distribution According to the Students' sex:

Sex	Frequency	Percentage
Males	40	40%
Females	60	60%
Total	100	100%

3.3Research Tools:

The researcher adopted two tools to conduct this study. The tools used were a test for fourth year university students and a questionnaire for teachers working at different universities across Sudan.

The test used was similar to the students tests practiced on their course books and to the universities' final exams. The test was consisted of two parts. The first part was dedicated to students' personal information, whereas the second part was concerned with the writing section. The writing part was consisted of two favorable topics to be written on one of them. Such topics are good means to assess students' writing performance because they don't require

specific information; they only require production and local and global coherence.

The test consisted of two topics suggested by the researcher in consultation with the supervisor and some very experienced teachers. It was administered to a sample of (100) of fourth year EFL learners from different Sudanese universities. The rationale for selecting fourth years' students as a sample for the test was that the fourth year at university is the year in which the final and advanced writing courses are taught. The questions were eventually followed by some writing guidelines in form of words and phrases which were useful in that they were appreciated for testing a wide range of skills and that the marking was completely subjective, but the marker was not permitted to give personal judgment when marking the students' answers. They were two questions which were meant to cover different techniques of writing. They were as follows:

- Speed: it was measured by the time they spent in writing.

- The ability of applying different grammatical cohesive devices; this would be measured by the correct answer they would write.

- The ability of using cohesive devices appropriately and smoothly; this would be measured by the correct use of cohesive devices according to their needs.

- General understanding of cohesive devices was measured by the marks students obtained.

The purpose of the test was to measure the students' ability of applying different grammatical cohesive devices when it comes to academic writing.

The questionnaire (which provided data for some research questions) in this study contained two main sections. The first was comprised of some questions regarding the participants' personal information such as their gender, ages and universities. The second section included 15 items with likert scale and boxes to be checked. The items were categorized into one cluster. All of the items were ranged from "strongly agree, agree, neutral, disagree and strongly disagree" basing on a five-point likert scale with "strongly agree" assigned a weight of five points and "strongly disagree" one point.

The purpose of the questionnaire was to figure out, to what extent do EFL teachers pay attention to teaching specific types of cohesive devices (e.g. reference, conjunction, ellipsis and substitution) to help learners achieve cohesion in essay writing?

3.4 Validity and Reliability of the Test:

The test is believed to have content validity as it aims at assessing the students' achievement in using grammatical cohesive devices adequately and appropriately when it comes to writing.

The tasks required in the test were comparable to those covered in the learners' course books and practiced in class. In addition, the test instructions were written clearly in English, and the examinee's task required was defined. Furthermore, the test was validated by a group of experts who suggested some valuable remarks about the test and the researcher responded to that. For the test of reliability, the researcher used the test –retest method: the test – retest method of estimating a test's reliability involves administering the test to the same group of learners or matched learners at least twice. Then the first set of scores is correlated with the second set of scores. The results were as follows:

- The pre-test participants were 100 students.

- The pre-test items were 2.

- The internal consistency in the pre-test was 65 %.

- The internal consistency in the post- test was 68 %.

This indicates that there is a consistency in the test.

3.5 Procedures:

The researcher obtained permission from the head departments of English at some universities in Sudan to conduct this study. The students' test was distributed to them in their classes and every item was clarified to them by the researcher and the students were given enough time for answering the test questions.

The researcher selected 100 students from the population that was targeted by the study and obtained the method of random sample to represent the entire population.

3.6 Ethical Considerations:

As clarified by Creswell (2003), ethical issues should be addressed throughout the different phases of qualitative, quantitative and mixed method research. Therefore, right from the introduction of the current research, its significance and rationale were highlighted. It was necessary to inform the deans of the schools, the head departments of English language and grade four EFL learners and teachers about the significance of the research problem, purpose and questions. They were shown how the study would benefit the learners being studied and the EFL teachers as well. Official permissions from

the faculties were obtained to use continuous assessment samples and the learners' written expositions in order to know how appropriately EFL learners use grammatical cohesive devices. Besides, prior consent was taken from the students after guaranteeing full anonymity of their written expository articles, by replacing their names on the papers with numerical codes or deleting them entirely.

3.7 Summary of the Chapter:

In this chapter, the researcher has described the instruments and the procedures used in conducting the research.

The target population and the selected sample were fully described. The research tools which are a students' test and the teachers' questionnaire were clearly described.

Steps taken to assure validity and reliability of the research test, as well as the procedures used for conducting the study were also clarified.

Finally, the evaluation of the research tools was carried out through qualitative and quantative data in the form of test and questionnaire.

The following chapter will be on data analysis, results and discussion.

Chapter Four

Data Analysis, Results & Discussion

Chapter Four

## Data Analysis, Results & Discussion

4.1 Introduction:

An elaborate examination of grammatical cohesive devices used in the learners' expository essays and the awareness of teachers towards addressing these GCDs to the students constitute the main body of this chapter. It illustrates how these elements operate as links for several independent clauses and sentences, and in what way they establish connectedness and organize these clauses and sentences into one whole text. Firstly, some tables and charts will show the occurrence and frequency of each cohesive device type used. After that, each type and sub-type of these cohesive elements will be presented, analyzed and described separately, following Halliday and Hasan's (1976) concept of grammatical cohesion. Then a general discussion of the problems that the learners face in using these devices appropriately will be followed.

4.2 Analysis of the results obtained by the means of questionnaire:

4.2.1 Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices.

Responses	Frequency	Percentage
Strongly agree	20	40%
Agree	30	60%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.1 Frequency and percentage of Sudanese EFL university learners' problems in writing
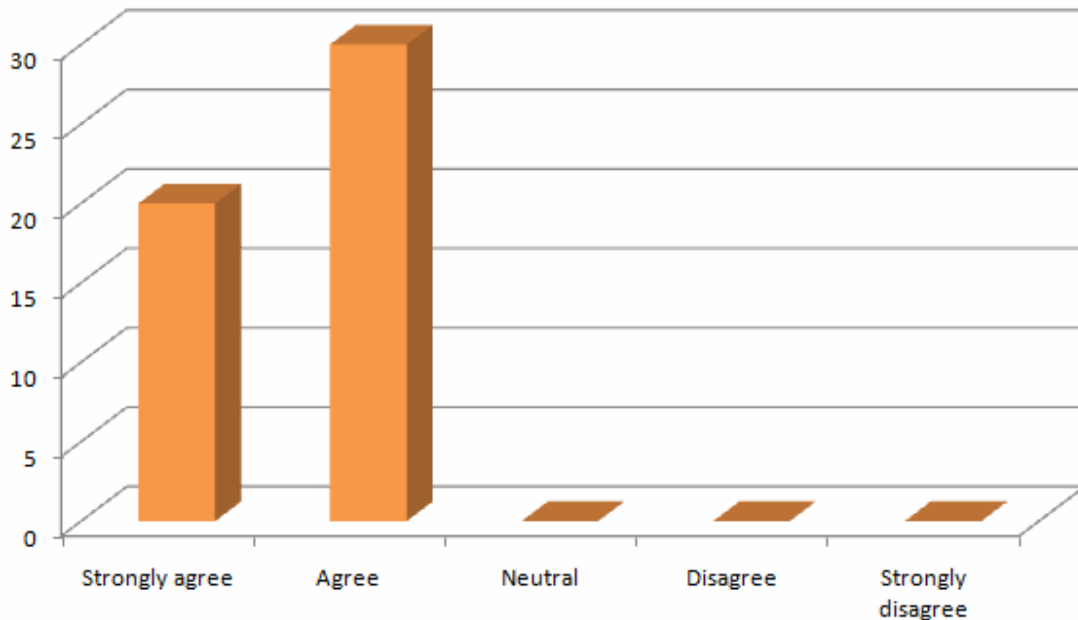
All of the teachers who took part in this study agree that Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices. It could be understood that teachers are aware of these devices, whereas, students aren't aware of them. In addition, none of these teachers is neither disagree nor neutral about the statement above. Accordingly, the research null hypothesis which indicates that "Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices" will be approved. So, it can be concluded that knowing the students' weakness can help teachers bridge the learners' gap in writing cohesive essays.

4.2.2 Sudanese EFL university learners do not use grammatical cohesion devices appropriately.

Responses	Frequency	Percentage
Strongly agree	2o	40%
Agree	28	56%
Neutral	0	0%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.2 Frequency and percentage of not using cohesive devices appropriately
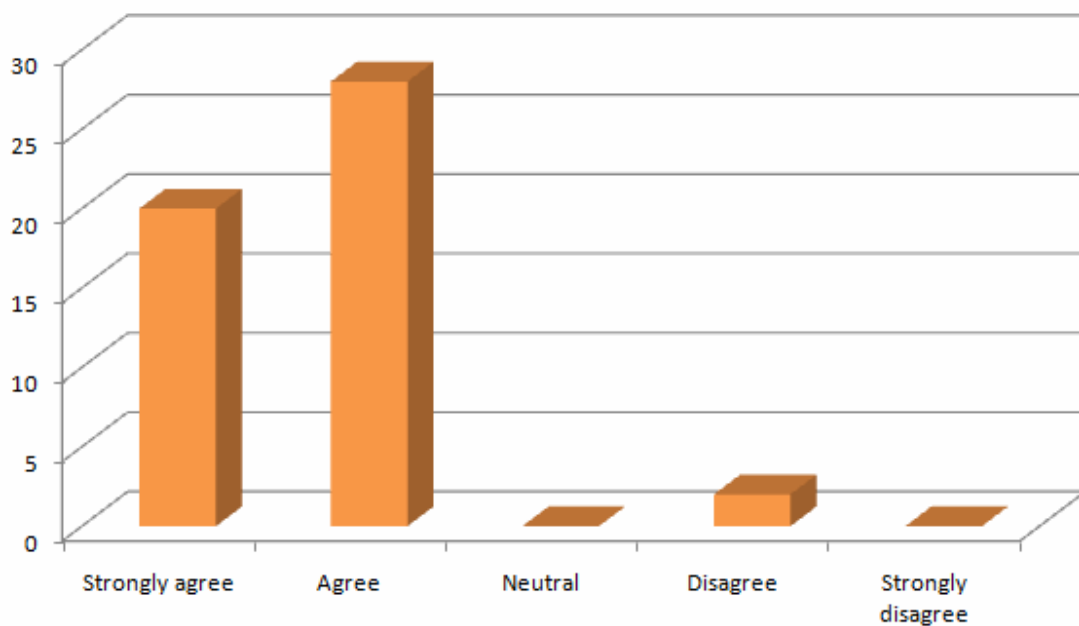
As shown in the above table and diagram, all of the teachers except two agree that Sudanese EFL university learners do not use grammatical cohesion

devices appropriately. So, this is a statistically significant result and leads us to the conclusion that there are differences in the use of cohesive ties in the research data. Accordingly, teachers confirm that Sudanese students use cohesive ties in an inappropriate way when it comes to writing, mainly writing essays. Thus, the research null hypothesis that is related to this point will be confirmed.

4.2.3There is an apparent weakness in Sudanese University students' written work due to their inability to apply grammatical cohesive devices adequately.

Responses	Frequency	Percentage
Strongly agree	18	36%
Agree	28	56%
Neutral	2	4%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.3 Frequency and percentage of the weaknesses in Sudanese university students' written work
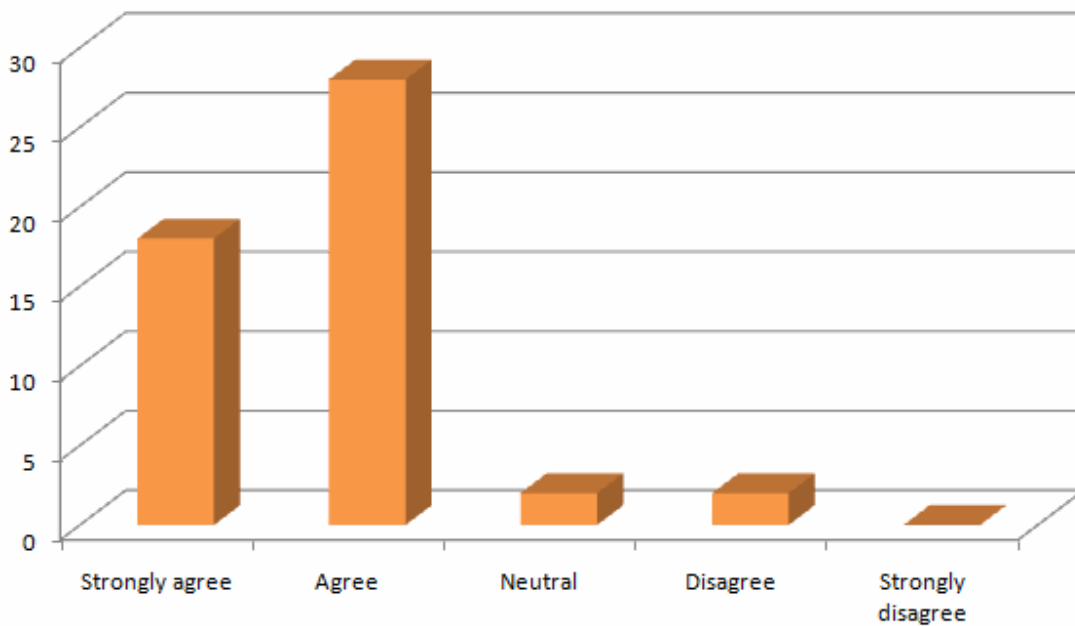
Based on the results shown in the table above, 92% from the entire population of this study agree that there is an apparent weakness in Sudanese university students' written work due to their inability to apply grammatical cohesive devices adequately. Whereas, 4% of them disagree relying on their personal experiences which show proper use of cohesive devices by a few EFL Sudanese students. Moreover, 4% of the teachers are still hesitant and they haven't decided yet. This may happen due to their poor (experiences) contribution regarding teaching writing courses. Therefore, the research null hypothesis which states the above statement will be approved.

4.2.4 Undergraduates at Sudanese universities differ to a large degree in paying attention to grammatical cohesion devices in their texts.

Responses	Frequency	Percentage
Strongly agree	6	12%
Agree	32	64%
Neutral	8	16%
Disagree	4	8%
Strongly disagree	0	0%
Total	50	100%

Table 4.4 Frequency and percentage of applying cohesive devices differently
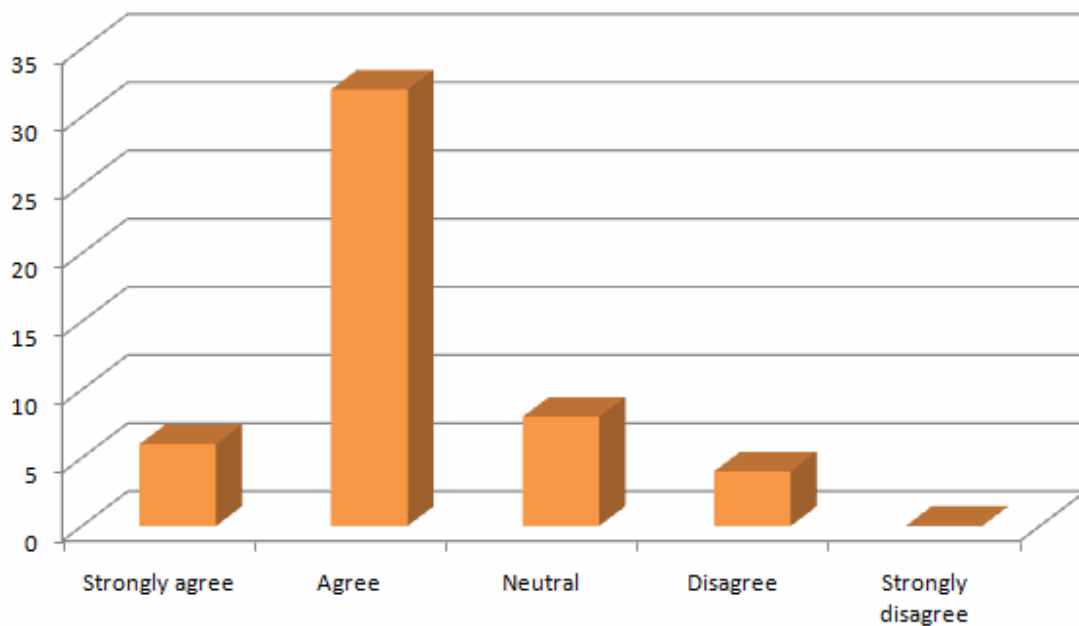
According to the table and diagram above, the results show that the majority of the teachers agree that undergraduates at Sudanese universities differ to a large degree in paying attention to grammatical cohesion devices in

their texts. Whereas, 8% of them disagree depending on their personal experiences which show proper use of cohesive ties by few learners. In addition, 16 % of the teachers haven't decided yet. Because they may think that students differ in achieving grammatical cohesive devices in their essays but not to a large extent, they may differ to a minor extent. As a result, the research null hypothesis which suggests that ''Sudanese EFL university students differ to a large degree in achieving grammatical cohesion devices in their texts'' can be approved with some restrictions.

4.2.5 Grammatical cohesive devices signal relations, join ideas and enhance connectedness of the elements in sentences, between sentences in a paragraph and a cross paragraphs in an essay.

Responses	Frequency	Percentage
Strongly agree	20	40%
Agree	26	52%
Neutral	4	8%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.5 Frequency and percentage of connecting sentences using cohesive ties
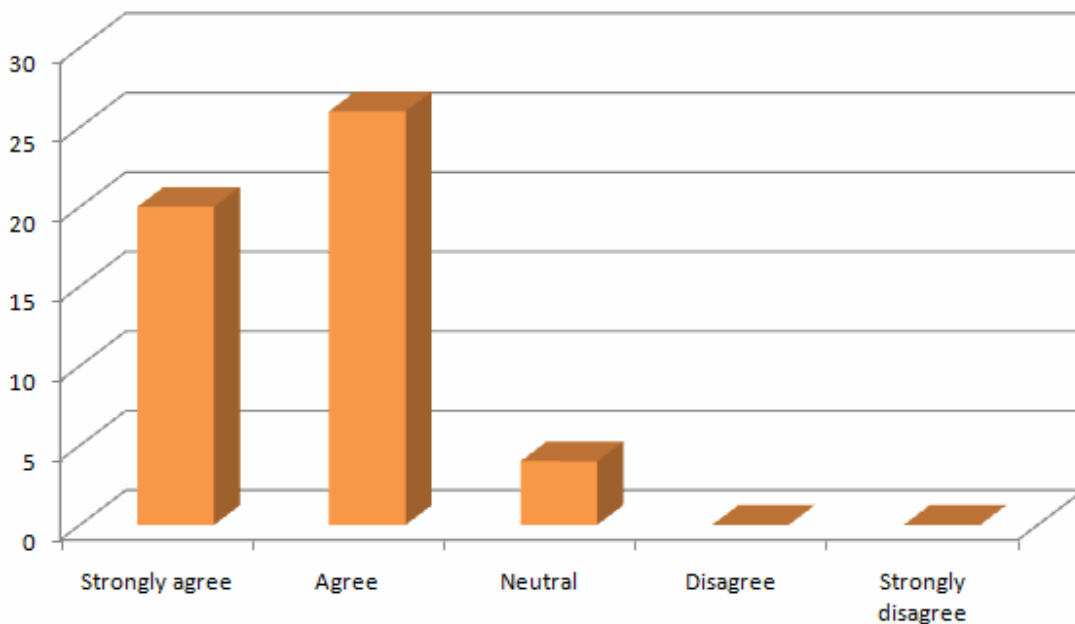
As shown in the table and diagram above, 40% from the entire population of teachers strongly agree, and 52% agree that grammatical cohesive devices signal relations, join ideas and enhance connectedness of the elements in sentences, between sentences in a paragraph and a cross paragraphs in an essay, whereas, 8% of them are not certain about such matter. Moreover, none of the teachers disagree with the above mentioned statement. This may be attributed to the teachers' familiarity with the importance of the role played by grammatical cohesive devices in writing essays.

4.2.6 Cohesive devices function like glue which sticks all elements and ideas to make a text.

Responses	Frequency	Percentage
Strongly agree	32	64%
Agree	18	36%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.6 Frequency and percentage of the function of cohesive devices
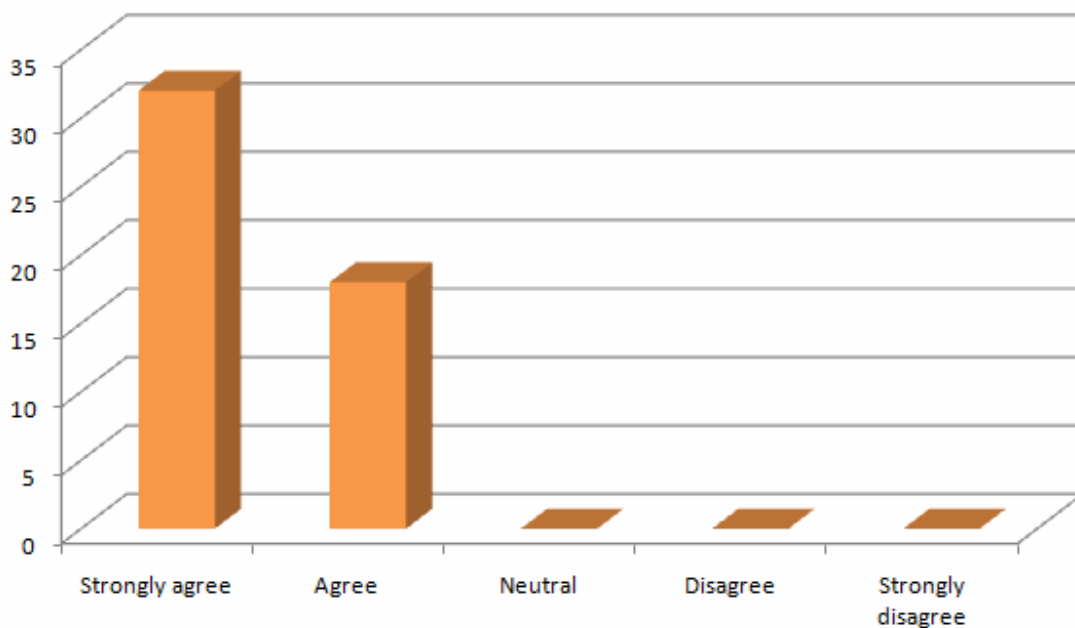
The results illustrated in the table above indicate that all of the teachers agree that cohesive devices function like glue which sticks all elements and ideas to make a text. This may show the teachers' preferences for paying attention towards teaching cohesive ties to their students in an effective way in

order to write appropriately and cohesively. Moreover, they can establish good writing ideas in the mind of their students so as to know how to establish cohesive connections with any other sentence in the text. In addition, all of the teachers confirm that the necessity of cohesive devices in writing is like the role played by the glue when two broken parts of glasses need to be reunited. Interestingly, it is sometimes challenging to know whether the brilliant ideas that are in the minds of teachers can be transferred to the students or not.

4.2.7 The connectedness of sentences/ideas makes an essay unified and meaningful.

Responses	Frequency	Percentage
Strongly agree	30	60%
Agree	18	36%
Neutral	2	4%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.7 Frequency and percentage of the connectedness of sentences
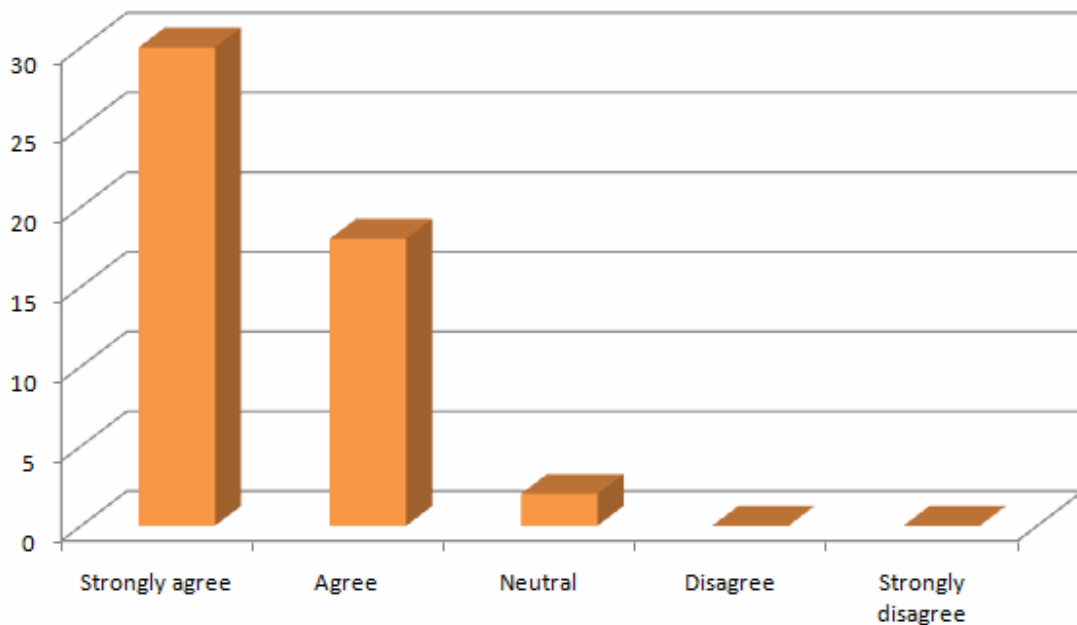
96% from the entire population of teachers who took part in this study strongly agree that the connectedness of sentences/ideas makes an essay unified and meaningful, whereas, 4% of the teachers are neutral and they haven't decided yet. This may lead to their poor contribution towards teaching writing skill. Moreover, none of the teachers disagrees with the above mentioned statement. That is to say, most of the teachers ensure that the connectedness of sentences or ideas in paragraphs makes unity and gives meaning to an essay. Furthermore, the existence of meaning required by an essay to be conveyed to the readers and the arrangements of ideas in a logical order in any given paragraph are highly advisable or recommended by most of the EFL teachers.

4.2.8 If an essay is not cohesive, it is a group of unrelated individual sentences.

| Responses	Frequency	Percentage
Strongly agree	20	40%
Agree	28	56%
Neutral	0	0%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.8 Frequency and percentage of the necessity of making the essay cohesive
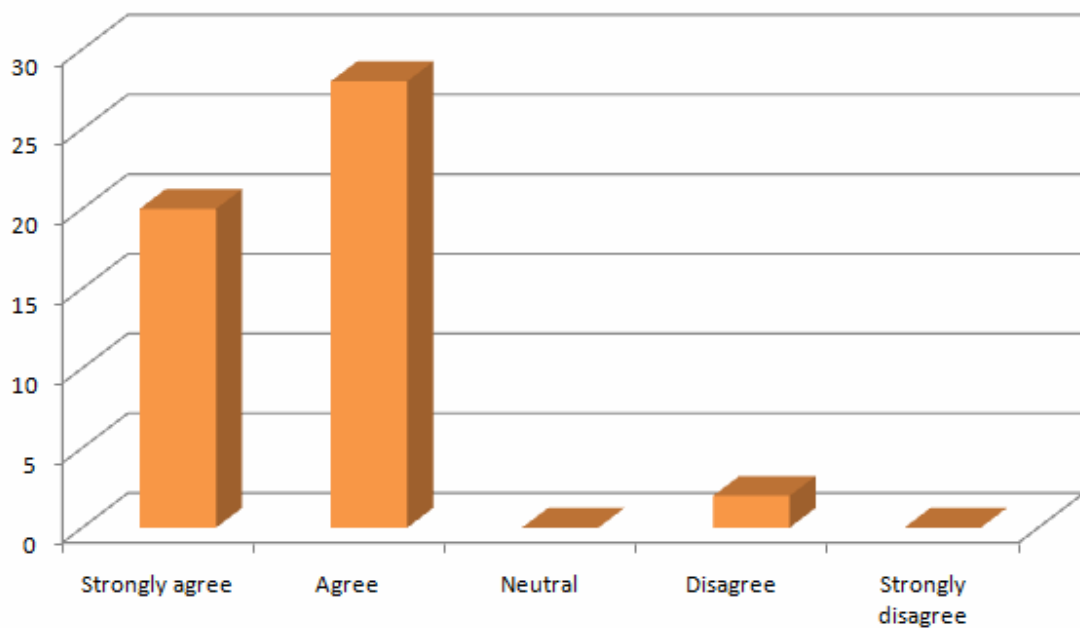
According to the statistics shown in the above table and diagram, all of the teachers except two agree that "If an essay is not cohesive, it is a group of unrelated individual sentences". Therefore, having a cohesive essay depends on

how much the learners are aware of the grammatical cohesive devices and their usage. So, this is a statistically significant result and leads us to the conclusion that what makes an essay not essay but a random collections of sentences is the lack of cohesive devices with in that text. In addition, as far as the necessity of grammatical cohesive devices to create a well connected text is concerned, teachers need to attract the students' attention towards the importance of using these cohesive ties appropriately. Thus, those who disagree with the above stated statement may also need to resort to cohesive ties in order to guarantee that their learners can write cohesively.

4.2.9 Grammatical cohesion devices make essay ideas presented clearly, comprehensively and smoothly.

Responses	Frequency	Percentage
Strongly agree	34	68%
Agree	16	32%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.9 Frequency and percentage of presenting the ideas clearly using cohesive devises
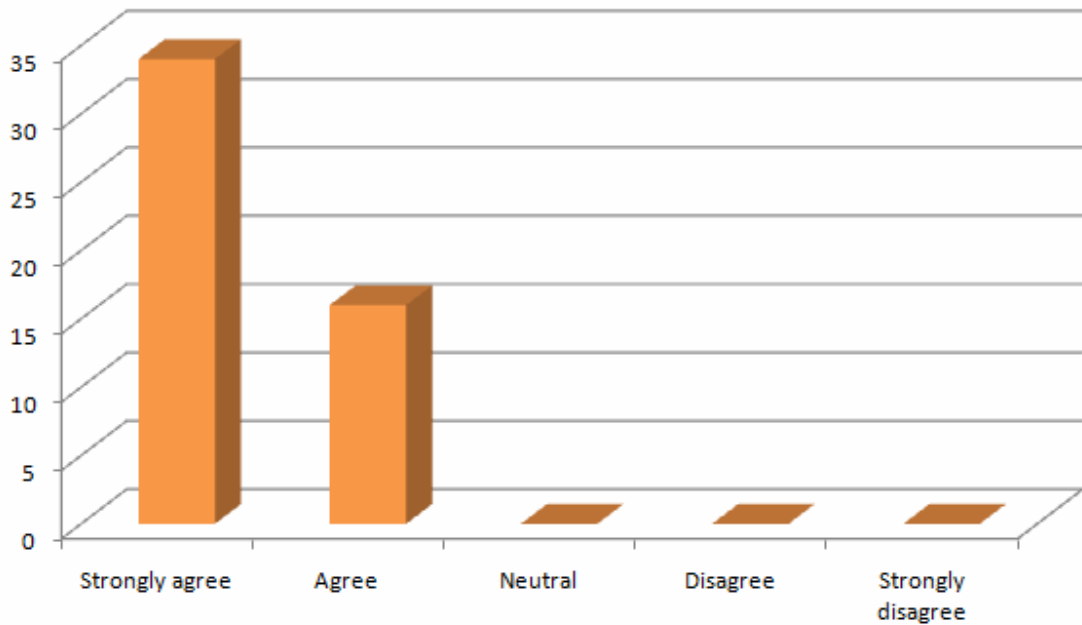
Based on the results presented in the above table and diagram, all of the teachers who took part in this study agree that grammatical cohesion devices make essay ideas presented clearly, comprehensively and smoothly. Furthermore, none of them is neither disagree nor neutral. So, this is a statistically significant result and leads us to the point that all of the teachers do care a lot about the importance of using cohesive ties in writing essays so as to make essay ideas presented clearly, comprehensively and smoothly.

4.2.10 Cohesion is achieved by appropriate use of words, linking adverbs, conjunctions and phrases to express the connectedness of the elements/ideas in a sentence, between sentences and paragraphs in an essay.

Responses	Frequency	Percentage
Strongly agree	30	60%
Agree	18	36%
Neutral	2	4%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.10 Frequency and percentage of using appropriate words to create cohesive text
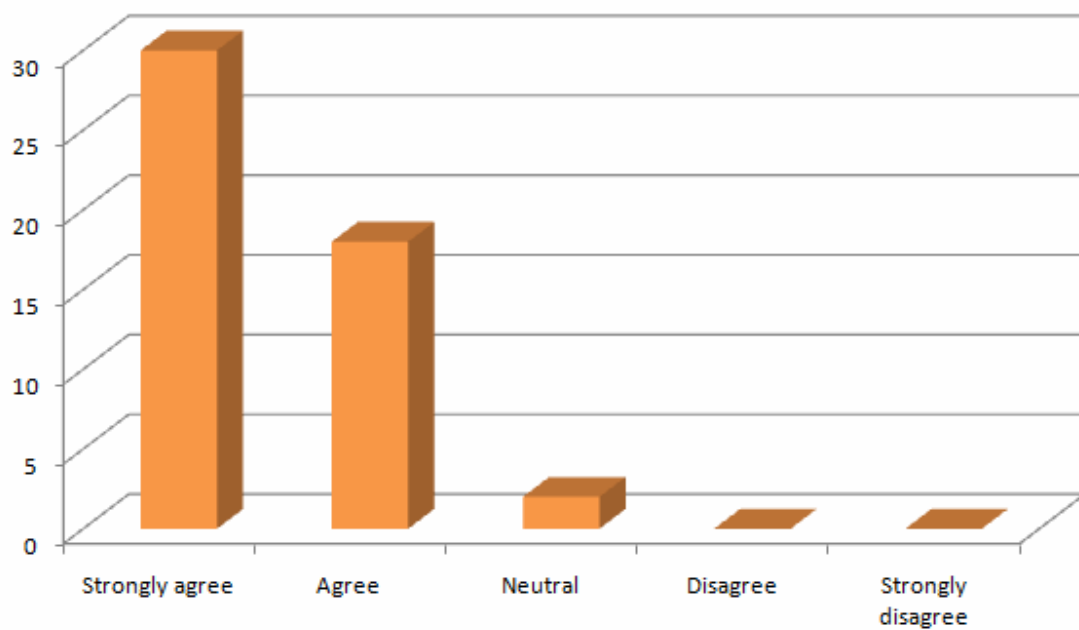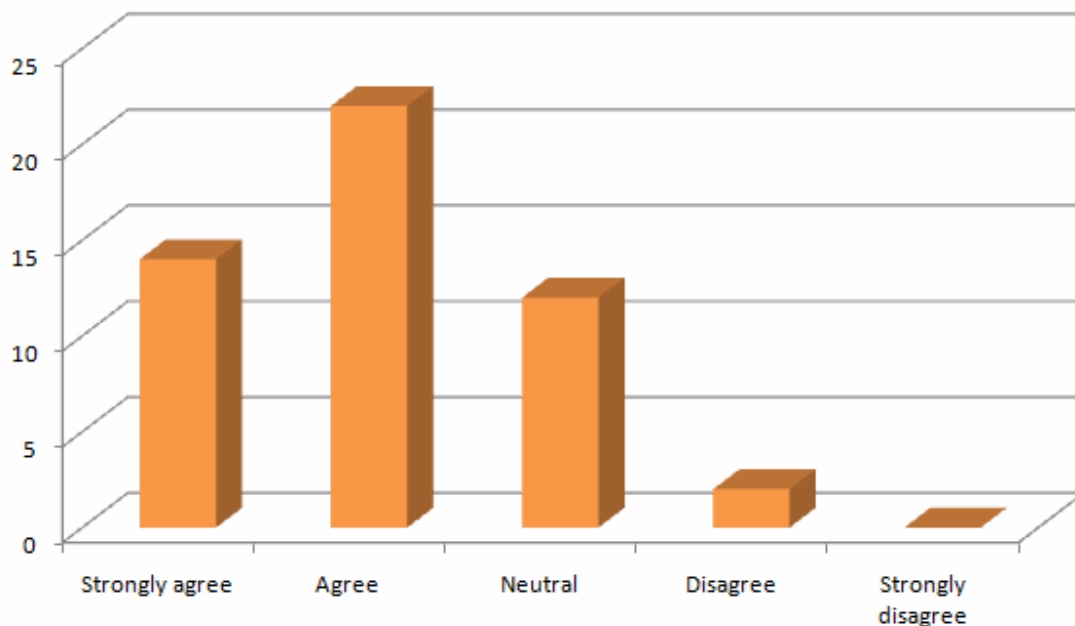
The above table indicates that 96% from the entire population of teachers who participated in this study agree that "cohesion is achieved by appropriate use of words, linking adverbs, conjunctions and phrases to express the connectedness of the elements/ideas in a sentence, between sentences and paragraphs in an essay". This might be attributed to the teachers' familiarity with these elements which are taught in early stages. Probably, they are considered as very simple cohesive elements which are often excessively taught by EFL teachers. Furthermore, 4% of the teachers are still undecided, but none of them disagree with the fact mentioned above. Thus, cohesion can exist in any given text by achieving the above mentioned elements.

4.2.11Being learners of English as a foreign language, Sudanese students are poor writers in English.

Responses	Frequency	Percentage
Strongly agree	14	28%
Agree	22	44%
Neutral	12	24%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.11 Frequency and percentage of Sudanese learners as poor writers in English

The results displayed in the above table indicate that 72% from the entire population of teachers who took part in this study strongly agree that "Being learners of English as a foreign language, Sudanese students are poor writers in English", whereas, 4% of them disagree. In addition, 24% of the teachers are still hesitant and they haven't decided yet. This may lead to their poor contribution towards teaching writing courses regularly, or they lack the techniques of knowing learners' actual level through teaching. Therefore, the research null hypothesis which states that "There is an apparent weakness in Sudanese university students' written work due to their inability to apply grammatical cohesive devices adequately" will be confirmed.

4.2.12 Students' errors in writing are greatly attributed to their inadequate knowledge of the writing techniques.

Responses	Frequency	Percentage
Strongly agree	20	40%
Agree	28	56%
Neutral	0	0%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.12 Frequency and percentage of using writing techniques
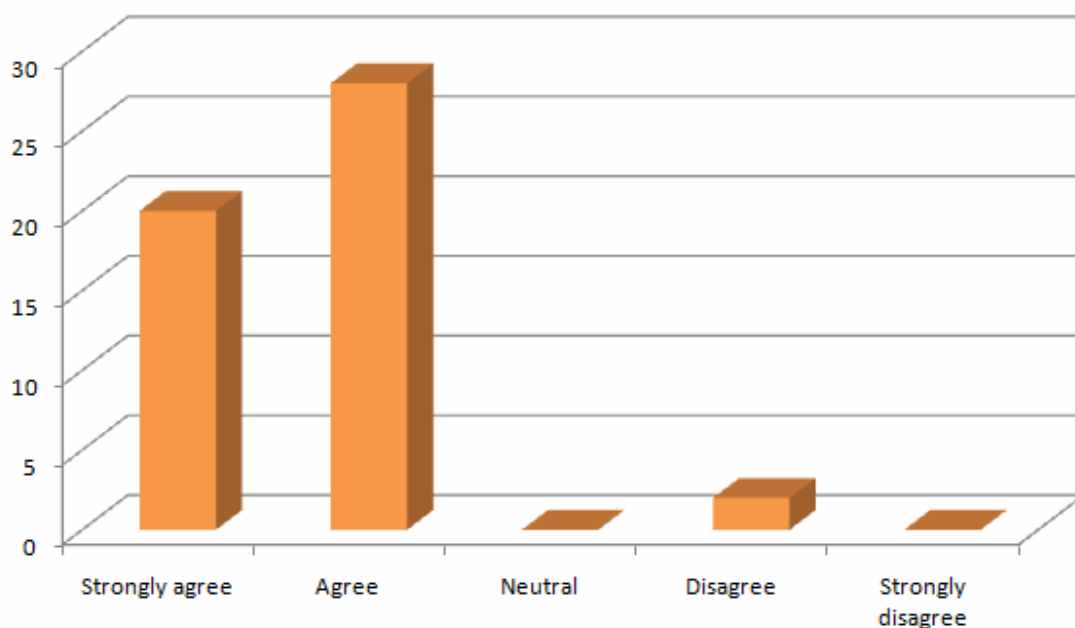

According to the results shown in the above table and diagram, 96% of the teachers confirm that students' errors in writing are greatly attributed to their inadequate knowledge of the writing techniques, while, 4% of them reject this

statement. Moreover, none of the teachers is neutral. This may lead us to the point that most of the teachers know their students' writing performance and weaknesses and they admit that their learners' knowledge of writing is restricted due to their ignorance in taking academic issues into consideration when it comes to writing, mainly, writing essays. As a result, the research null hypothesis which suggests that "Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices" will be approved.

4.2.13 As a result of not being aware of cohesive devices and their usage, EFL learners sometimes get confused when it comes to writing.

Responses	Frequency	Percentage
Strongly agree	18	36%
Agree	28	56%
Neutral	2	4%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.13 Frequency and percentage of not being aware of cohesive ties
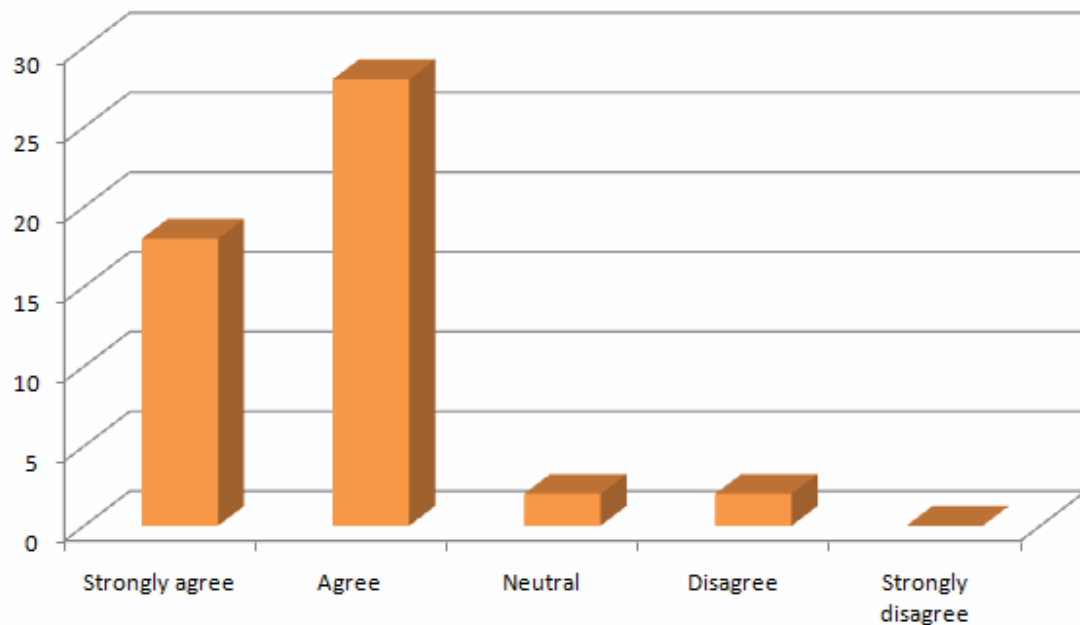
The results displayed in the above table demonstrate that 92% from the entire population of teachers agree that as a result of not being aware of cohesive devices and their usage, EFL learners sometimes get confused when it comes to writing, whereas, 4% of them disagree. Those who disagree depend heavily on their poor teaching experience. Furthermore, 4% of the teachers are still undecided. So, this is a statistically significant result and leads us to the conclusion that Sudanese EFL learners write poorly as a result of not being aware of cohesive ties and their usage. Accordingly, the research null hypothesis which says that "There is an apparent weakness in Sudanese university students' written work due to their inability to apply grammatical cohesive devices adequately" will be confirmed.

4.2.14 Unity of a paragraph happens when all the supporting sentences support one main idea.

Responses	Frequency	Percentage
Strongly agree	32	64%
Agree	16	32%
Neutral	0	0%
Disagree	2	4%
Strongly disagree	0	0%
Total	50	100%

Table 4.14 Frequency and percentage of unity of a paragraph
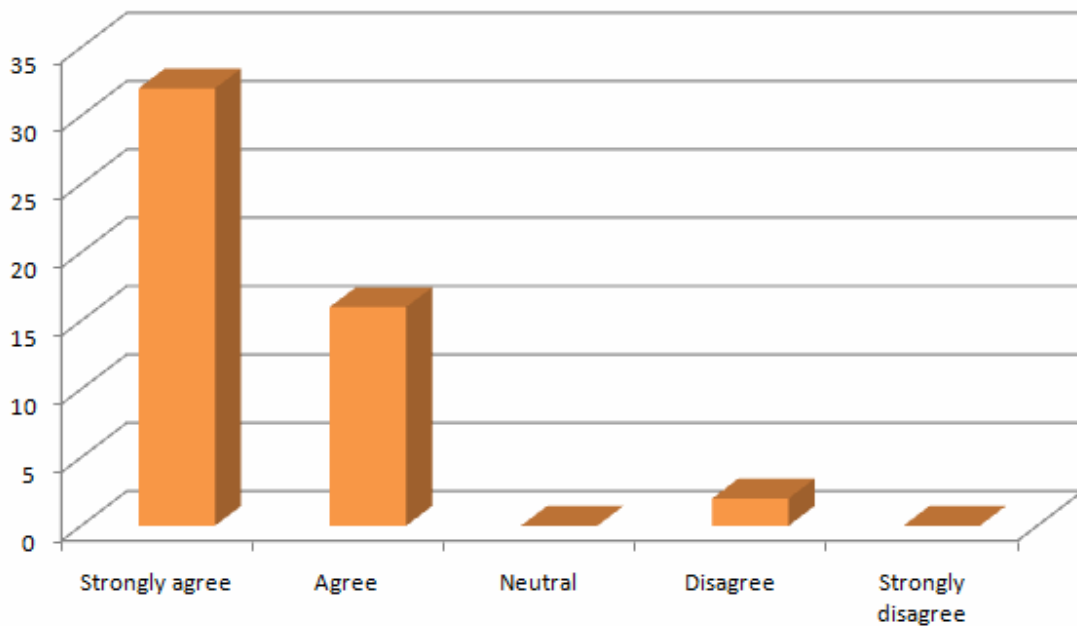
96% from the entire population of teachers who took part in this study assert that unity of a paragraph happens when all the supporting sentences

support one main idea. However, 4% of them completely disagree. It seems that those who disagree depend heavily on their poor working experience regarding writing a well organized, coherent and cohesive paragraph. Furthermore, none of the teachers is uncertain about the above mentioned statement. So, this is a statistically significant result and leads us to the point that if not all, most of the teachers are aware of the importance of cohesive ties in creating paragraphs' unity.

4.2.15 Paying attention to the semantic connectedness within a sentence, between sentences in a paragraph and across paragraphs in an essay to achieve cohesion is advisable.

Responses	Frequency	Percentage
Strongly agree	20	40%
Agree	26	52%
Neutral	4	8%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.15 Frequency and percentage of semantic connectedness
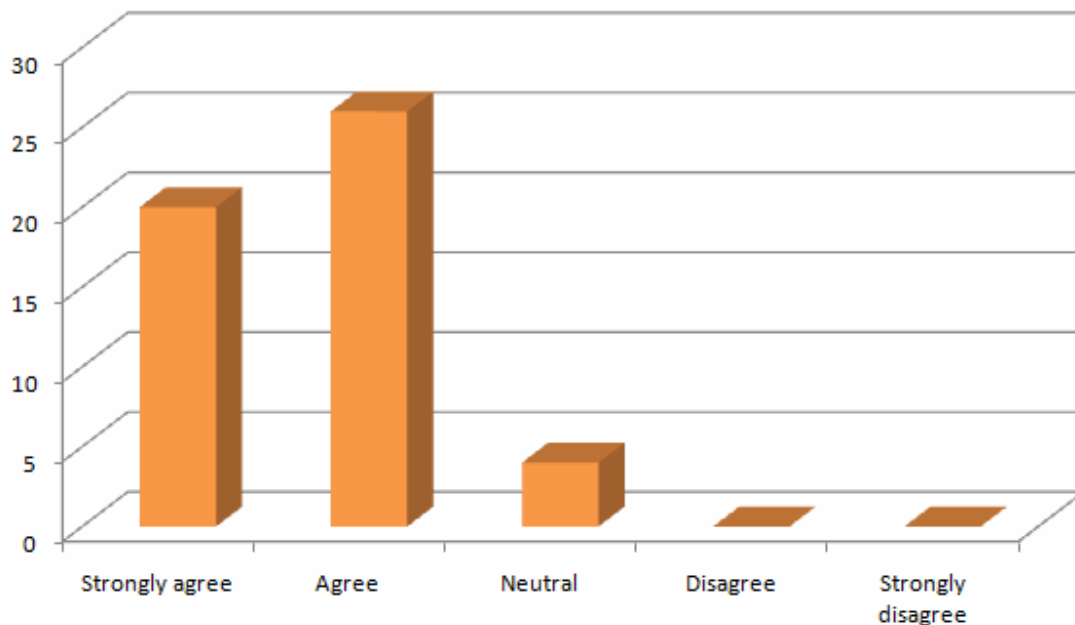
Based on the results displayed in the above table, 92% of the teachers agree that paying attention to the semantic connectedness within a sentence, between sentences in a paragraph and across paragraphs in an essay to achieve cohesion is advisable. Moreover, 8% of the teachers are neutral and they haven't decided yet. But none of them disagree with the above stated statement. Consequently, learners write inappropriately due to the use of formally or semantically incorrect connectors.

4.3 Analysis and discussion of the results obtained by the means of test:

4.3.1 Exophoric Reference:

Users	Number of Users	Percentage
Correct users	10	10%
Incorrect users	90	90%
Total	100	100%

Table 4.16 Correct versus incorrect use of exophoric reference.
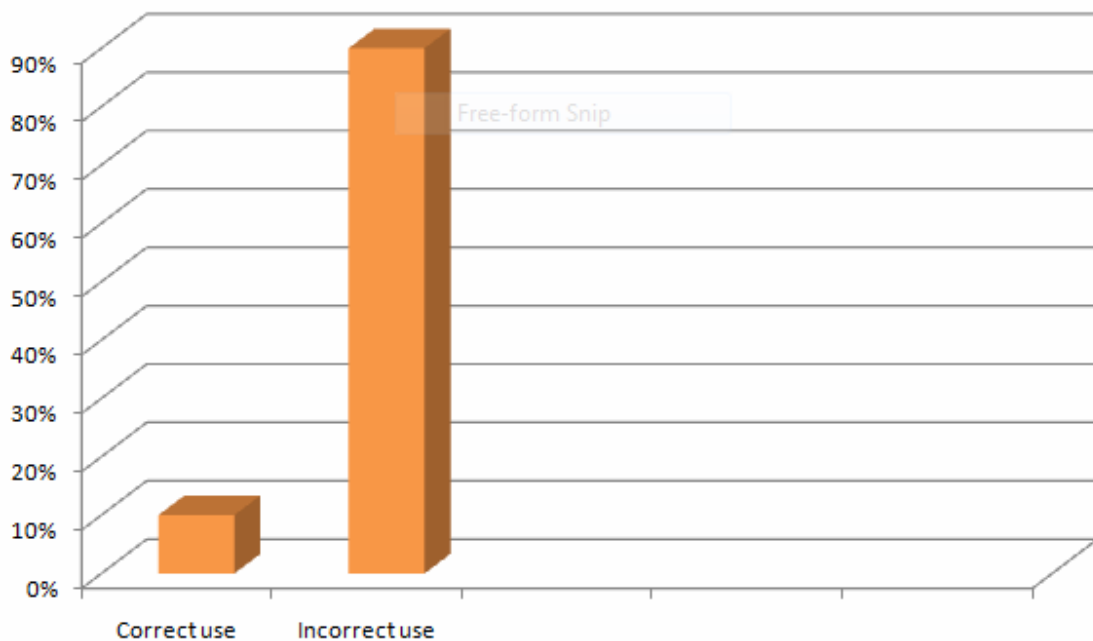
According to the results shown in the above table, only 10% from the entire population of the students who participated in this study use exophoric reference correctly, whereas, 90% of them use it incorrectly. This may lead us to the point that through exophoric reference, the reader is directed out of the text towards an assumed world shared between him/her and the writer in order to retrieve the meaning of the sentences. That is why they are not familiar with such kind of reference as they are less experienced and poor learners when it comes to writing.

4.3.2 Endophoric Reference (anaphora):

Users	Number of Users	Percentage
Correct users	52	52%
Incorrect users	48	48%
Total	100	100%

Table 4.17 correct versus incorrect use of endophoric reference (anaphora).
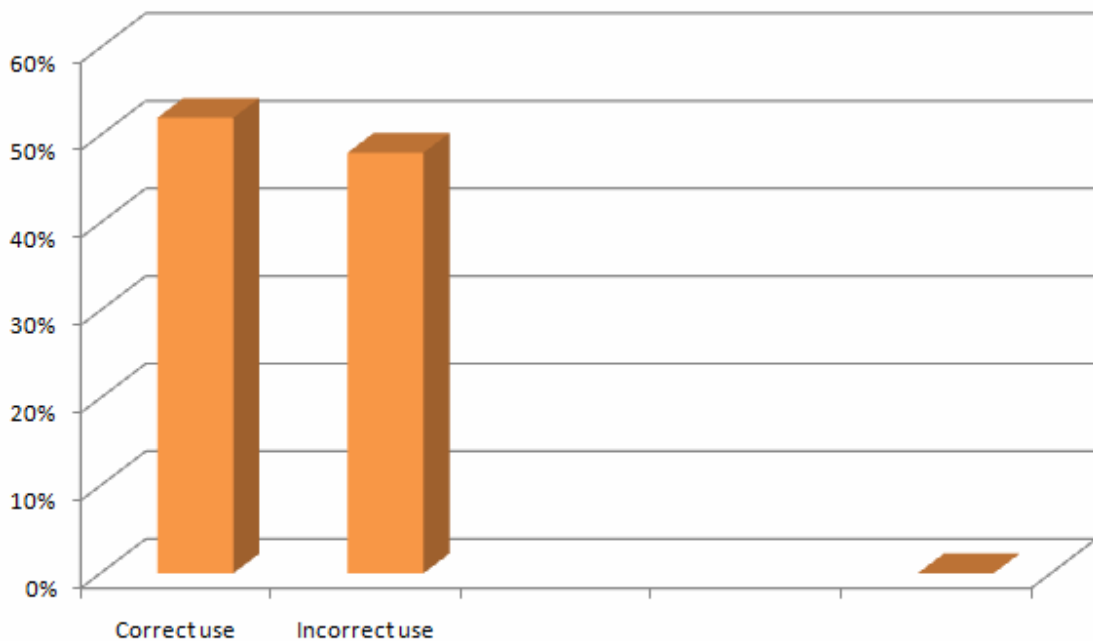

As shown in the above table and diagram, only 52% from the entire population of the students who took part in this study use anaphoric reference correctly, while, 48% of them either use it incorrectly or overuse it. The large number of correctly used anaphoric reference (52%) could be due to systematic form-focused instruction, revision, practice and feedback on cohesion in one of the courses throughout their study. In other words, this might be attributed to the learners' familiarity with this sub-type of reference which is taught in early stages.

4.3.3 Endophoric Reference (cataphora):

Users	Number of Users	Percentage
Correct users	38	38%
Incorrect users	62	62%
Total	100	100%

Table 4.18 Correct versus incorrect use of endophoric reference (cataphora)
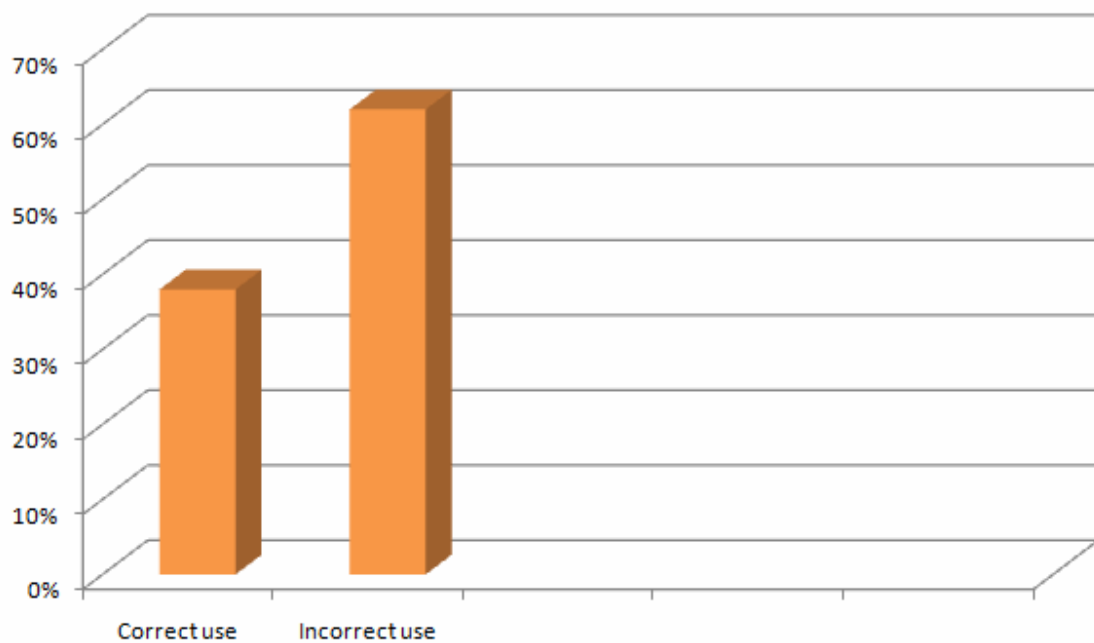
According to the results displayed in the above table, it is clear that only less than half of the students use endophoric reference (cataphora) correctly when it comes to writing, whereas, 62% of them use it incorrectly. This may lead us to the fact that cataphoric elements can be interpreted only by looking forward in the text for their interpretation (cataphoric relations). Moreover, as a result of misunderstanding cataphoric relations, learners make a lot of errors when using them.

4.3.4 Nominal Ellipsis:

Users	Number of Users	Percentage
Correct users	17	17%
Incorrect users	83	83%
Total	100	100%

Table 4.19 Correct versus incorrect use of nominal ellipsis.
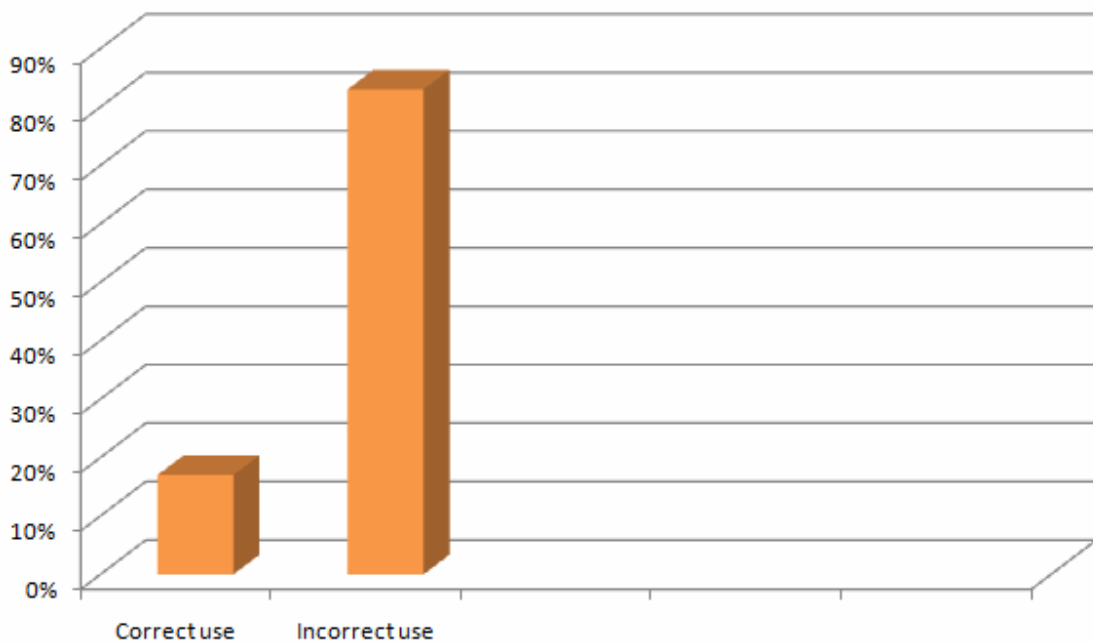
Based on the results illustrated in the above table and diagram, only 17% from the entire population of the students who took part in this study know how to use nominal ellipsis correctly, whereas, 83% of them do not use it correctly. This could be partially attributed to the lack of proper teaching of nominal ellipsis and getting enough practice in the form of classroom exercises. As nominal ellipsis is concerned with the omission of a noun or nominal group within the same text, students are not aware of such technique of writing as it

poses a great difficulty for them, particularly when dealing with academic writing.

4.3.5 Verbal Ellipsis:

Users	Number of Users	Percentage
Correct users	13	13%
Incorrect users	87	87%
Total	100	100%

Table 4.20 Correct versus incorrect use of verbal ellipsis.
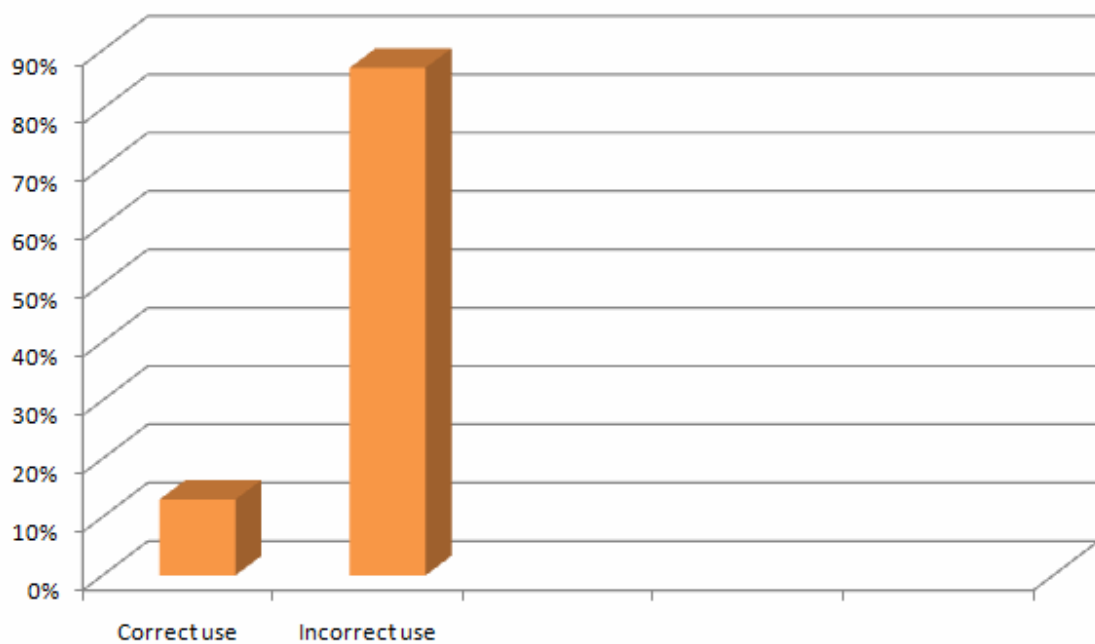

The above table shows that only a small minority of the students which represents (13%) use verbal ellipsis correctly as they are well trained by their teachers, while, the large majority of the students which represents (87%) use it in an inappropriate way that changes the intended massage or the ideas

conveyed by the texts. That is to say learners lack the ability to omit the unnecessary words with concentration on the meaning delivered by the text.

4.3.6 Clausal Ellipsis:

Users	Number of Users	Percentage
Correct users	27	27%
Incorrect users	73	73%
Total	100	100%

Table 4.21 Correct versus incorrect use of clausal ellipsis.
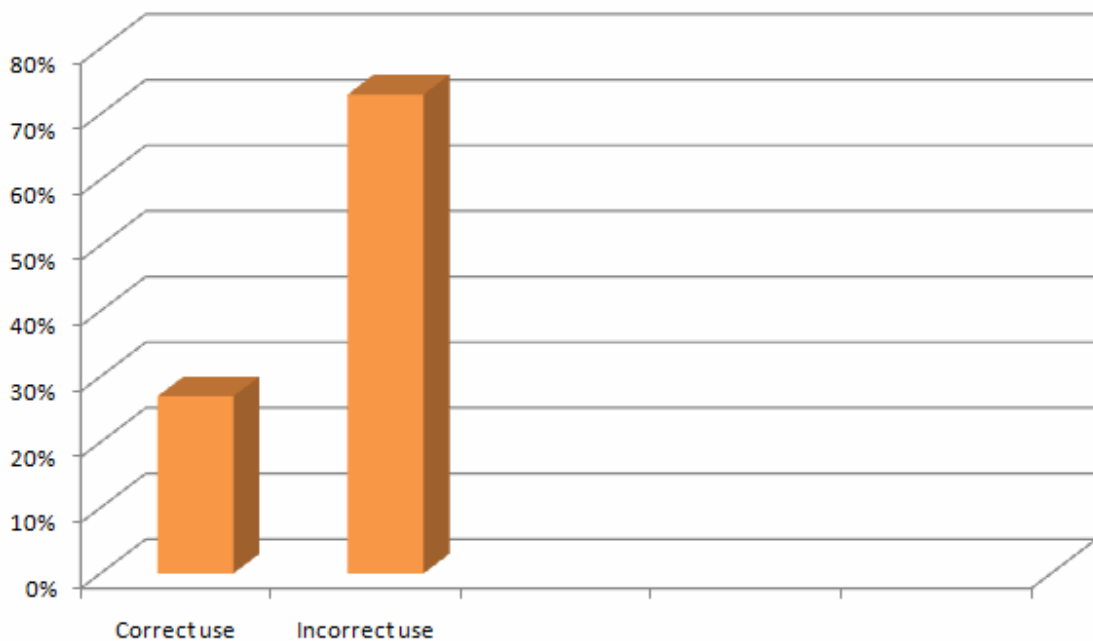

As clausal ellipsis refers to the omission of a clause within the same text for the sake of conciseness, it is obvious that only 27% from the entire population of the students who participated in this study use clausal ellipsis appropriately and accurately, while, 73% of them do not use it correctly or they misuse it to the extent that makes the meaning unclear and creates new texts

which convey different ideas to the readers. This is due to the lack of having enough practice and being aware of clausal ellipsis when dealing with writing courses.

4.3.7 Nominal Substitution:

Users	Number of Users	Percentage
Correct users	30	30%
Incorrect users	70	70%
Total	100	100%

Table 4.22 Correct versus incorrect use of nominal substitutions
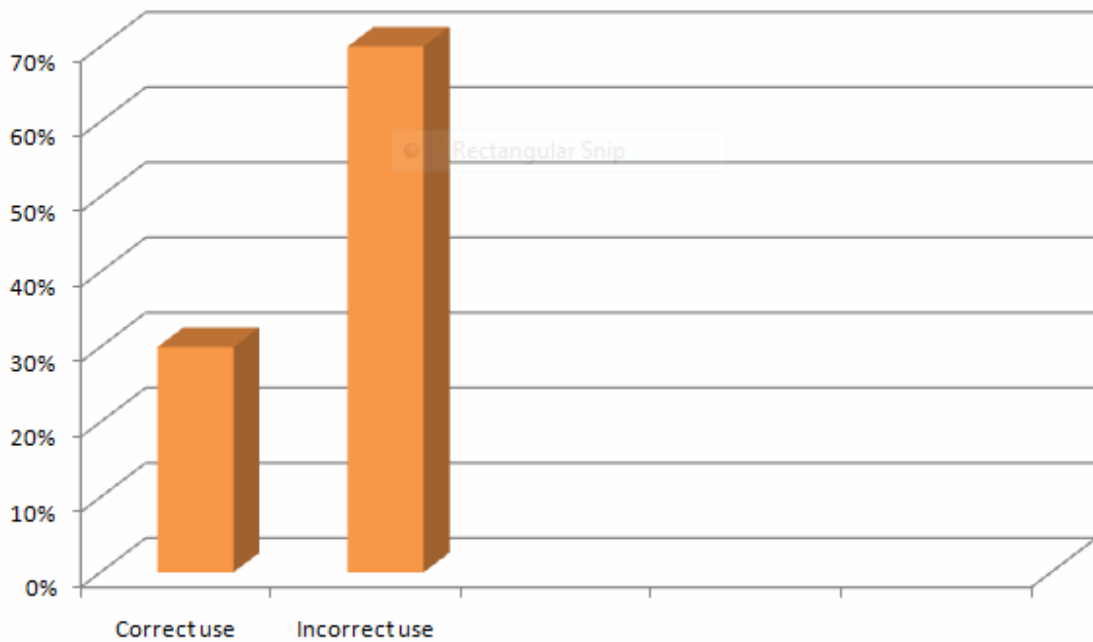
As shown in the above table and diagram, only a small minority of the students which represents 30% know how to use nominal substitution appropriately in their writing, whereas, the large majority of them (approximately 70%) use it in an inappropriate way. That is to say most of the

students misuse nominal substitution as a result of not taking it into consideration while writing their own texts outside the classroom as well as inside.

4.3.8 Verbal Substitution:

Users	Number of Users	Percentage
Correct users	27	27%
Incorrect users	73	73%
Total	100	100%

Table 4.23 Correct versus incorrect use of verbal substitutions
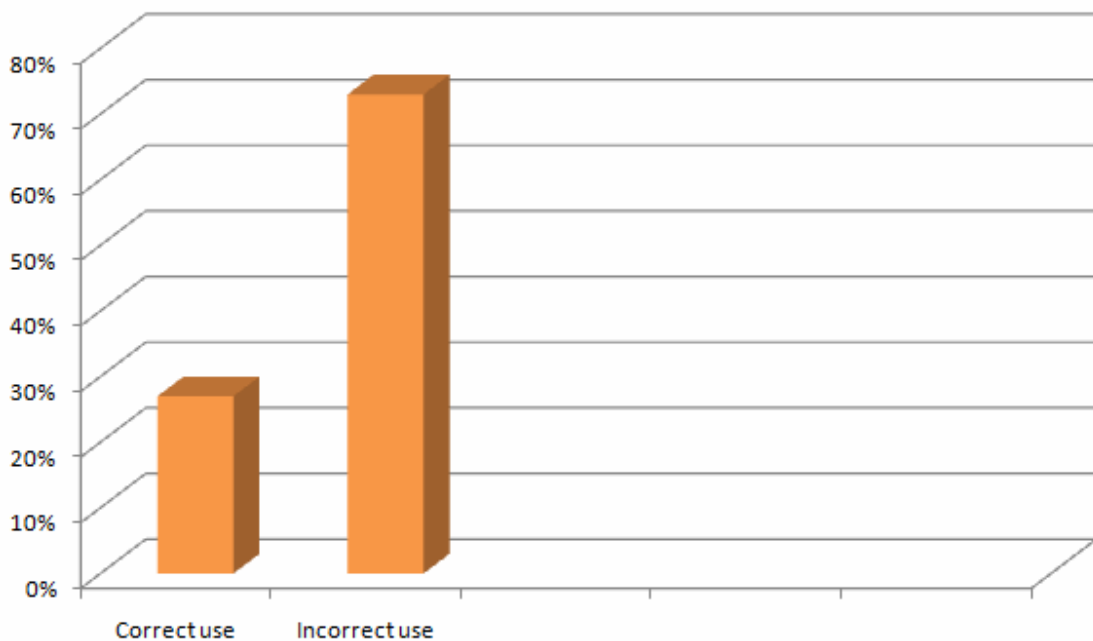
The above table shows that the students did not use a remarkable number of verbal substitutions among other cohesive devices to achieve cohesion. The correctly used number of verbal substitution (27%) were far less than the incorrectly used ones (73%). This finding leads us to the process of making

sweeping generalizations about the difficulty of using cohesive ties in EFL writing. That is to say most of the students do have problems in using verbal substitution appropriately as a result of not being aware of and having background knowledge about it.

4.3.9 Clausal Substitution:

Users	Number of Users	Percentage
Correct users	23	23%
Incorrect users	77	77%
Total	100	100%

Table 4.24 Correct versus incorrect use of clausal substitutions
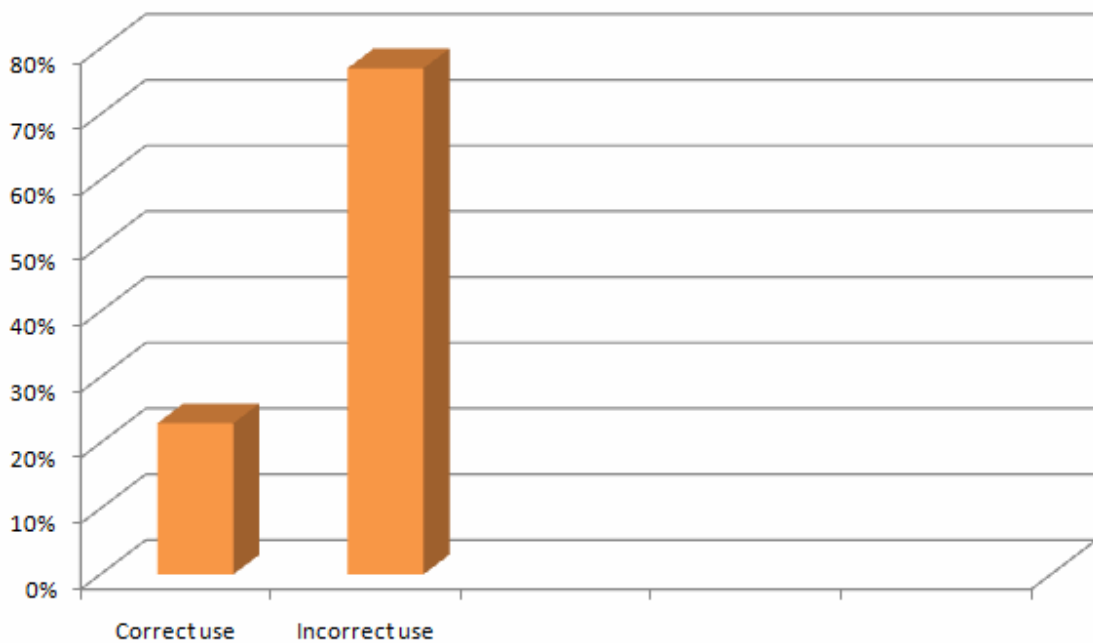
According to the results displayed in the above table and diagram, only 23% from the entire population of the students who took part in this study use clausal substitution accurately, whereas, 77% of them either misuse it or do not

use it at all. So, this is a statistically significant result and leads us to the point that most of the students are not familiar with such type of substitution in the same way that they are familiar with others. And this may happen as a result of not giving clausal substitution the same weight as others when teaching and practicing cohesive ties.

4.3.10 Additive Conjunctions:

Users	Number of Users	Percentage
Correct users	89	89%
Incorrect users	11	11%
Total	100	100%

Table 4.25 Correct versus incorrect use of additive conjunctions
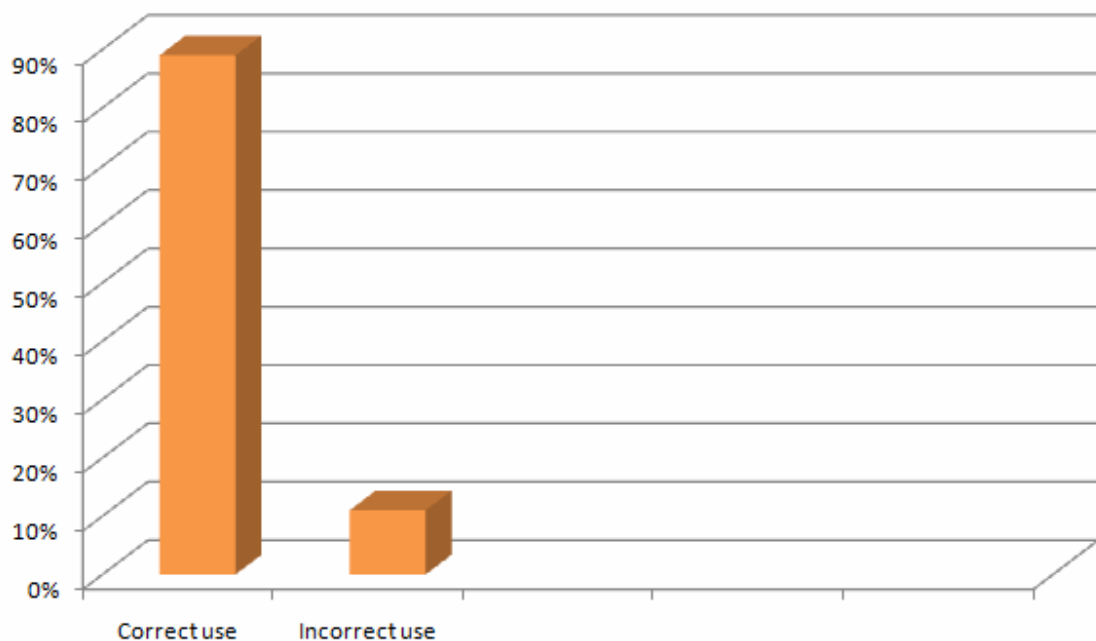
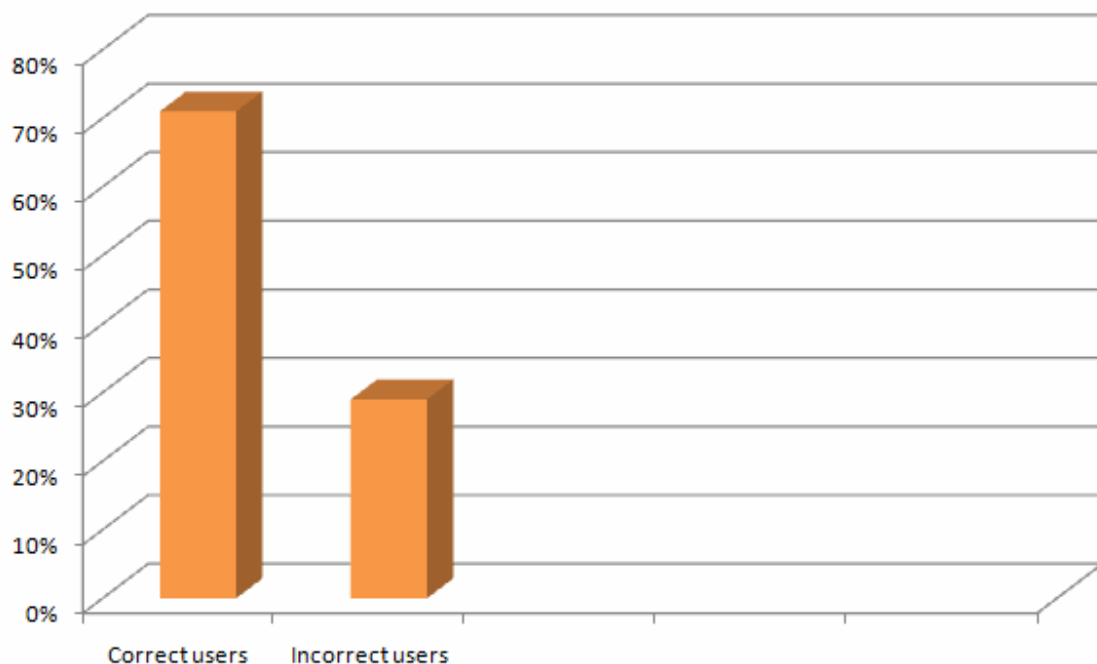According to the results displayed in the above table, it is clear that the majority of the students who took part in this study use additive conjunctions

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properly and accurately when it comes to writing academic papers, whereas, a small minority of the students which represents 11% do not use them correctly. These data illustrate that additives have a significant relation in their utilization in the research corpus. Thus, the research null hypothesis which shows "there are not any significant differences in the application of additive conjunctions in the research corpus" will be rejected. Moreover, the above table reveals that the first most application of conjunctions is related to additives, in which the learners significantly use a higher number of additives conjunctions. This might be attributed to three reasons. The first is that additive conjunctions are known to the learners from early stages of studying EFL. The second is intra-lingual interference; direct translation from L1, as the equivalent of additive conjunctions in Arabic are extensively used in written Arabic expository texts. The third possible reason is that learners might find additive conjunctions more common than other conjunctions.

4.3.11 Adversative Conjunctions:

Users	Number of Users	Percentage
Correct users	71	71%
Incorrect users	29	29%
Total	100	100

Table 4.26 Correct versus incorrect use of adversative conjunctions

According to the results presented in table(4.26), most of the learners relied heavily on the application of adversative conjunctions in their writing (approximately 71%) to establish cohesive relations between sentences, whereas, 29% of them do not rely neither heavily nor slightly on the application of adversative conjunctions while writing. So, this is statistically significant result and leads us to the conclusion that there are differences in the utilization of adversatives in the research corpus, but those who use them correctly are far more than those who do not use them. Therefore, the research null hypothesis which states that "Sudanese EFL learners do not use grammatical cohesive devices appropriately" will be rejected partially. In addition, as far as the use of adversatives is concerned, Sudanese EFL learners report higher extent of adversatives application. Thus, learners in general may also need to resort to adversative conjunctions as grammatical cohesive devices to write cohesively.

4.3.12 Clausal Conjunctions:

Users	Number of Users	Percentage
Correct users	51	51%
Incorrect users	49	49%
Total	100	100%

Table 4.27 Correct versus incorrect use of clausal conjunctions
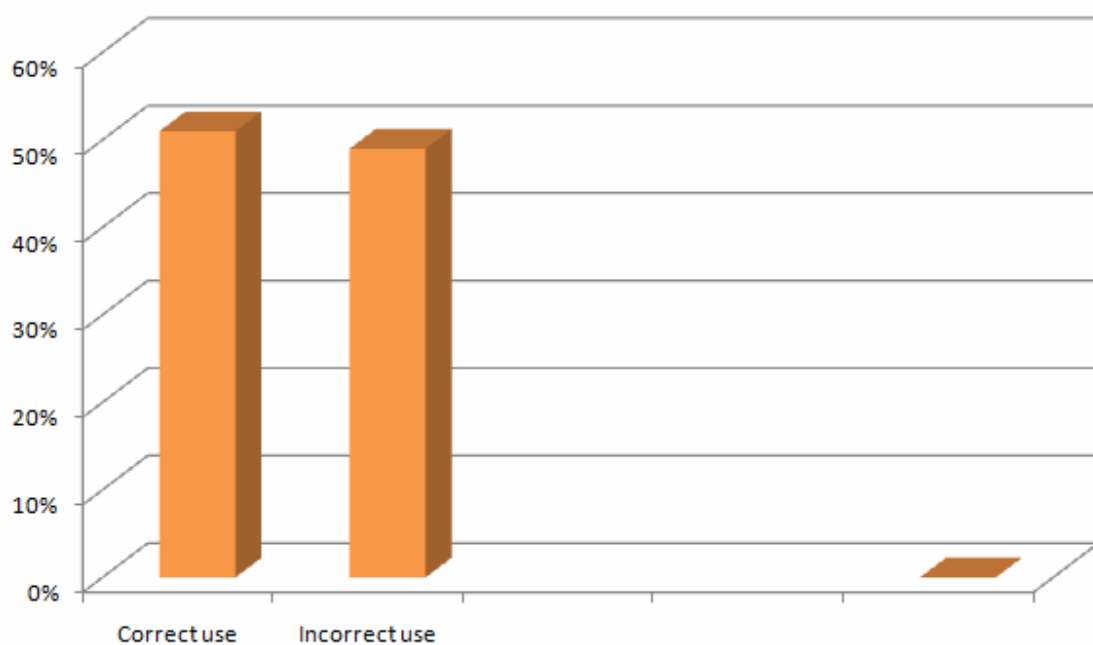
As shown in the above table and diagram, only 51% from the entire population of the students who participated in this study use clausal conjunctions appropriately when it comes to writing academic texts, whereas, 49% of them do not apply them properly. Consequently, this is a statistically significant relation, i.e. there are differences in the application of clausal conjunctions in the research corpus. As a result, the research null hypothesis which suggests that "there is an apparent weakness in Sudanese university

students' written work due to their inability to apply grammatical cohesive devices adequately" will be confirmed with some restrictions.

4.3.13 Temporal Conjunctions:

Users	Number of Users	Percentage
Correct users	58	58%
Incorrect users	42	42%
Total	100	100%

Table 4.28 Correct versus incorrect use of temporal conjunctions
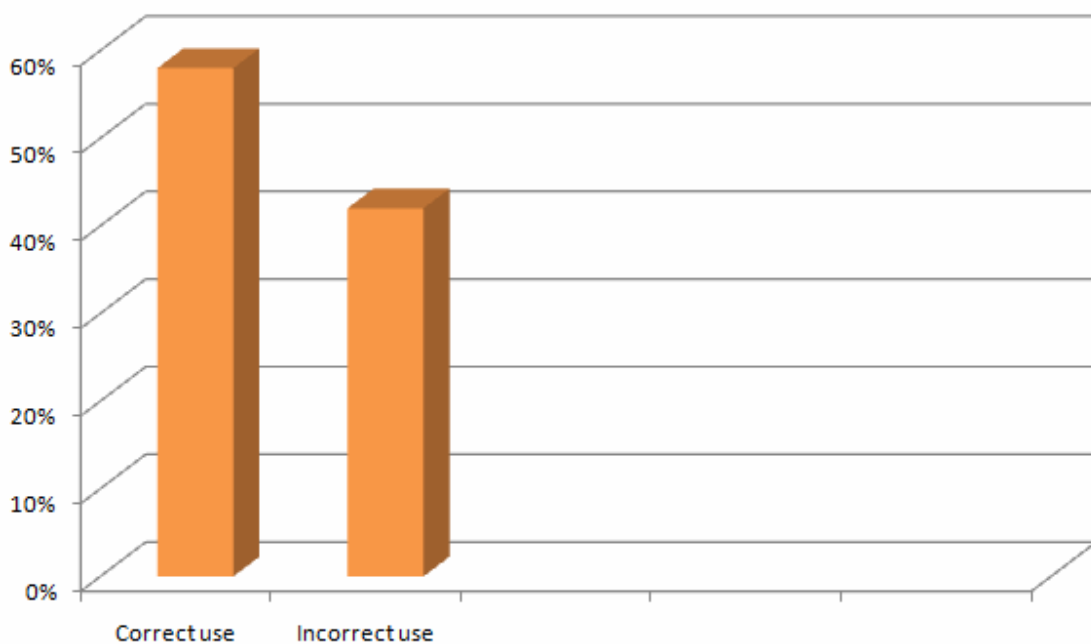
Based on the results displayed in the above table and diagram, it is clear that only more than half of the students (approximately 58%) use temporal conjunctions correctly in the research corpus, whereas, 42% of them use these devices inappropriately. This could be attributed to the learners' awareness of how to begin and end their expositions, but gradually some might forget to use

other linking words to introduce and organize further ideas in the texts. Moreover, the examples provided by the students in the research corpus illustrate that more than half of the learners succeeded in creating temporal cohesive relations. Accordingly, the research null hypothesis which indicates "Sudanese EFL university students differ to a large degree in achieving grammatical cohesion devices in their texts" will be approved.

4.4 General Discussion:

The aim of the current study is to disclose the extent to which Sudanese EFL university learners could employ GCDs in writing essays, the frequency of these devices in the texts, and the problems they encounter in using them. The overall conclusion that can be drawn is that only some learners succeeded in adopting the four types of grammatical cohesion devices introduced by Halliday and Hasan (1976), despite their significantly different frequencies in the research corpus. Out of the whole number of correctly used cohesive devices that were employed in the research corpus, the learners relied heavily on conjunctions, followed by referential ones, whereas, ellipsis and substitution devices appeared third and fourth respectively. The findings are in line with some national and international researches; particularly, Meisuo's (2000), Azzouz's (2009) and Manahil (2010) studies with regard to using the types of conjunctions the most in expository essays, but they are different from Abadiano's (1995) which shows that reference was the most predominant. Nevertheless, corresponding to Halliday and Hasan's (1976) views, the results in all of the five studies illustrate that ellipsis and substitution were hardly utilized. The learners' principal reliance on using conjunctions accurately to create cohesive links between sentences might be impacted by genre conventions, since writing essays includes specific features, such as introducing

a topic, giving examples and joining ideas by a variety of logical connectors. Also, it is noteworthy that the learners used some sub-categories of grammatical cohesion devices much more than others, and within each sub-category they utilized particular devices while ignoring others. This can be attributed to many factors. Firstly, they used the commonest words in English more frequently. Secondly, they are still inexperienced writers despite the fact that they had more than five writing courses throughout their study. Thirdly, the lack of continuous practice, since the skill of writing is developmental.

Regarding the problems that faced the learners in using GCDs, it is clear that most of them used these devices inappropriately, inadequately and excessively. These problems can be attributed to some factors, such as intra-lingual interference, the learners' incompetency in adopting some devices and they may have been taught by inexperienced teachers with limited discourse knowledge and experience in teaching cohesion and coherence. Moreover, the analysis of the cohesive devices used in these texts understudy revealed that a discourse or text can only be meaningful if various segments are brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some linguistic devices.

Chapter Five

Conclusions, Recommendations and Suggestions

For Further Studies

Chapter Five

Conclusions, Recommendations and Suggestions
For Further Studies

5.1 Introduction:

The aim of the present study was to identify the occurrences and frequency of grammatical cohesive devices within essay writing generated by Sudanese EFL university students. Also, it aimed at revealing the problems encountered by the learners in using these devices to establish texture in these extended texts. The results have indicated that the learners could not create cohesion in the texts by employing all the four types of GCDs, because some were used much more frequently than others. Besides, the qualitative analysis indicated that the learners misused, excessively used and inadequately used GCDs in some texts. Accordingly, this chapter provides a summary of the results (conclusions), recommendations and suggestions for further studies.

5.2 Conclusions:

Based on the results of the data analysis, the study revealed the following results:

As relates to the first hypothesis, which states, Sudanese EFL university learners have many problems in writing, most notably in using grammatical cohesive devices. The results showed that this hypothesis is true according to the scores of the students in the research corpus. So, the first hypothesis was confirmed and accepted.

The second hypothesis states, Sudanese EFL university learners do not use grammatical cohesion devices appropriately. According to the results obtained from the students' written test, their use of cohesive devices was not appropriate and accurate. Moreover, the percentage of the frequency of the categories of cohesive devices varied greatly from one student to another. Thus, the second hypothesis was approved.

As for the third hypothesis, which says, there is an apparent weakness in Sudanese university students' written work due to their inability to apply grammatical cohesive devices adequately. The results revealed that this hypothesis is true according to the scores of the students in the written test. Therefore, the third hypothesis was confirmed.

The fourth hypothesis states that, Sudanese EFL university students differ to a large degree in achieving grammatical cohesion devices in their texts. The results obtained from the analysis of the written work of the students of these three different universities indicated that most of the students encounter the same problems. Thus, the fourth hypothesis was partially rejected.

Accordingly, the main findings of this study are as follows:

1.   Sudanese EFL university learners have many problems in using grammatical cohesion devices when it comes to academic writing.

2.   Sudanese EFL university learners do not use grammatical cohesive devices appropriately.

3.   There is an apparent weakness in Sudanese university students' written work due to their inability to apply grammatical cohesive devices adequately.

4.   There are not any significant differences in the application of cohesive devices by Sudanese EFL learners. They all encounter the same problems.

To sum up, the analysis of the cohesive devices used in the texts understudy revealed that a discourse or text can only be meaningful if various segments are brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some linguistic devices. Furthermore, the learners lack the competence in producing linguistically well-formed written material to create meaningful texts that convey the information appropriately and accurately as well as coherently. These problems may happen due to the linguistic knowledge of English they have been offered so far, or they may have been taught by inexperienced teachers with limited discourse knowledge and experience in teaching cohesion and coherence.

5-3 Recommendations:

Based on the findings and conclusions illustrated above, the current study provides some recommendations for students and EFL teachers to enhance learners' production of cohesive extended texts, and overcome the problems encountered by them in using grammatical cohesive devices appropriately to generate different text types. They are as follows:

1. Sudanese EFL university learners should be given enough exercises to practice writing essays inside the class as well as outside to make it an easy task for them. Because more practice in the skill of writing helps the learners use grammatical cohesive devices appropriately and master them.

2. There should be a writing club in every Sudanese university, in which the students can write a variety of essays and receive feedback from their teachers on time.

3. Teachers should motivate and encourage their students to write short stories of their own interest so as to improve their written work gradually.

4. Teachers should revise and evaluate the students' written work continuously and give comments on them. Doing so, the learners can recognize the importance of their written work and take the comments into consideration to improve their use of cohesive ties in creating texture.

5. A great emphasis should be given to grammatical cohesion devices when teaching writing in general and cohesion in particular. Then the students' attention should be drawn to the importance of these devices in making the writing process more comprehensible.

6. English syllabus designers should give a considerable attention to cohesive devices when designing writing syllabuses.

7. Sudanese EFL learners should be given weekly writing assignments in which they can apply cohesive ties more appropriately, accurately and cohesively.

8. A writing WhatsApp group should be made for each group of learners to write at least two compulsory essays monthly and the teachers should comment on that. They should be considered as a part of their continuous

assessment. Having done so, learners can benefit a lot from both the correction of their teachers and the automatic one.

9. Learners are in an urgent need to be taught how to think in English, not in Arabic, while writing in English. They should avoid preparing ideas in L1 and then translate them to L2 so as to avoid any possible negative transfer caused by linguistic, strategic and rhetorical differences between L1 and L2.This can also help learners avoid overemphasizing particular types and sub-types of GCDs while ignoring others.

5-4 Suggestions for Further Studies:

This study is somehow quite limited. To make the study more generalizable, the researcher would suggest:

1- Utilizing this study on a larger group of students and on a more diverse group of students. This study could be completed with different age groups by modifying the questioning strategy.

2- A suggestion for further study is to refine the questioning strategy for longer essays. During the practice portion of the study the students write shorter paragraphs and they appeared too repetitive and broken up. It is the researcher's belief that fewer guidelines during writing essays would make the writing process goes more smoothly, cohesively and coherently.

3- The researcher suggests that the next researcher will be better if s/he includes observation, a questionnaire for both teachers and students and valid and reliable test that includes different types of questions. Because this research does not cover all the areas that have to be covered due to many reasons such as the huge number of the population...etc.

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Appendices

Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

A Test for EFL Learners in Sudan

Dear learner,

This test is a part of a Ph.D. study entitled " An Experimental Study of Grammatical Cohesion Devices in Sudanese EFL Learners' Writing". It aims at investigating whether EFL learners in Sudan use grammatical cohesion devices appropriately when it comes to writing or not. Your answers to the following questions will be used confidentially for scientific purposes only.

Thank you in advance for your cooperation.

The researcher,

AbuelgassimAbdalrahman Adam Deri

Part(A): Personal information

Name (optional)……………………………………………………………..

University and college:……………………………………………………………

Level: ………………...

Gender: Male (   )   Female (   )

Part (B):

Write on _ONE_ of the following topics:

1-Write a short story of your own interest.

2-**W**rite an essay of five paragraphs in which you describe and discuss *the life in the city*. You may think of these points:

Activities,   Traffic

Shops, offices and schools

Tourists

Entertainment

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Sudan University of Science and Technology

College of Graduate Studies

A Questionnaire for EFL Teachers in Sudan

Dear teacher,

This questionnaire is a part of a Ph.D. study entitled "An Experimental Study of Grammatical Cohesion Devices in Sudanese EFL Learners' Writing". It aims at investigating whether EFL learners in Sudan use grammatical cohesion devices appropriately when it comes to writing or not. Your answers to the following statements will be used confidentially for scientific purposes only.

Thank you in advance for your cooperation.

The researcher,

AbuelgassimAbdalrahman Adam Deri

Part(1): Personal information:

Name
(optional)………………………………………………………………………………………
………………………..

University and
college:………………………………………………………………………………………
…………..

Degree: MA   (   )   PhD (   )

Gender: Male (   )   Female (   )

Years of experience:

1 -5   (   )   5 – 10 (   )   10 – 15   (   )   15 – 20   (   )   20 – 25   (   ) Above 25 (   ).

Part 11: EFL learners' perception of the use of cohesive devices in essay writing in English.

Statements	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices.					
Sudanese EFL university learners do not use grammatical cohesion devices appropriately.					
There is an apparent weakness in Sudanese University students' written work due to their inability to apply grammatical cohesive devices adequately.					
Undergraduates at Sudanese universities differ to a large degree in paying attention to grammatical cohesion devices in their texts.					
Grammatical cohesive devices signal relations, join ideas and enhance connectedness of the elements in sentences, between sentences in a paragraph and a cross paragraphs in an essay.					
Cohesive devices function like a glue which stick all elements and ideas to make a text.					
The connectedness of sentences/ideas makes an essay unified and meaningful.					
If an essay is not cohesive, it is a group of unrelated individual sentences.					
Grammatical cohesion devices make essay ideas presented clearly, comprehensively and smoothly.					
Cohesion is achieved by appropriate use of words, linking adverbs, conjunctions and phrases to express the connectedness of the					

elements/ideas in a sentence, between sentences and paragraphs in an essay.					
Being learners of English as a foreign language, Sudanese students are poor writers in English.					
Students' errors in writing are greatly attributed to their inadequate knowledge of the writing techniques.					
As a result of not being aware about cohesive devices and their usage, EFL learners sometimes get confused when it comes to writing.					
Unity of a paragraph happens when all the supporting sentences support one main idea.					
Paying attention to the semantic connectedness within a sentence, between sentences in a paragraph and across paragraphs in an essay to achieve cohesion is advisable.					