

CHAPTER ONE

Introduction

1.1. Background:

Writing is one of the second language skills. This is really very important for EFL learners. They need to practice more, because it is necessary skills which enable them to construct accurate sentences, paragraphs and essays.

However, writing is not simple speech down on paper. Learning to write is not just a "natural" extension of learning to speak a language. We learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write that same language. So that even many adult native speakers of a language find writing difficult (Raimes, 1976.4)

Halliday and Hassan (1976-1989) believed that cohesion and coherence, as the two important textual elements have long features of good writing. Cohesion means unity in writing as well as in speech; we use certain words and expression to establish connection among ideas in a sentence and paragraph. These cohesive devices add unity to our work if we don't use them often enough, our essay will be a collection of disjointed sentence, the sentence may be grammatically correct, but if we fail to establish the connection between them a great deal with of the meaning will be lost.

The study of cohesion provides an insight into how texts are organized and meanings are expressed through investigating the patterns of cohesion that help to understand the text in terms of its representation of ideas; for example, patterns of lexical cohesion make the reader focused on the field of the passage, patterns of reference devices ease the reader

track of entities mentioned in the passage, and patterns of conjunctive relations show the purpose of the passage (Martin and Rose 2007:18-20).

Accordingly, investigation of the text as regards the use of cohesive ties shows how meanings are realized and contribute to the consistency of that text. Cohesion can be examined in a variety of texts, but, especially, in the EFL writing it has a significant role as investigating this aspect of texture in essay writing reveals how students organize their texts by showing meaning relations between sentences. Thus, Halliday and Hassan (1976) theory on cohesion is also applicable in the EFL field, where looking at the patterns of cohesion in students' essays, it is revealed how students tackle the meanings in the text in order to create a piece of writing that expresses a message that was intended.

EFL learners may be misunderstanding a text that seems to have easy words and concepts, because they fail to identify the cohesive ties. Conversely the teacher may fail to understand the idea or arguments that EFL students trying to express, because the students have not yet learned how to tie English sentence together clearly and naturally with appropriate cohesive devices.

For that reasons mentioned the researcher become aware that it was necessary to conduct a study to help students in using cohesive devices. The researcher investigates the writing problems in research entitled "Investigating the difficulties facing EFL learners in using cohesive devices in writing essay"

1.2. Statement of the Study:

This study attempts to investigating the difficulties facing EFL learners in using cohesive devices in writing essay at Sudan University students particularly English language students have serious problems in dealing with writing most of them are confused on how to write a good essay where cohesive devices are used as indicator of good writing are and fundamental to create cohesive unified text.

1.3. Significance of the Study

This study is considered is significant for the following reasons:

1. It is expected to provide useful information to the writing lectures and students of English language department
2. It helps students, teacher, and educators in dealing with cohesive devices in writing.

1.4. Research Questions:

This study is going to answer the following questions:

- 1- To what extent EFL learners aware of using cohesive devices in writing essay?
- 2- To what extent are cohesive devices can be problematic in writing essay?

1.5. Hypotheses of the Study:

This study sets out to test the following hypotheses:

- 1-EFL learners are unaware of using cohesive devices in writing.
- 2- EFL learners misuse of cohesive devices in writing essay.

1.6. Objectives of the Study:

This study aims to:

- 1-Find out whether the students' are aware of using cohesive devices.
- 2-Examine whether the use of cohesive devices are problematic to students.

1.7. Methodology of the Study:

This is a quantitative research it uses descriptive analytical method. A test will be used to collect data from university students. The data will be analyzed to identify the difficulties that Sudan University student make in writing essay.

The sample of this study consists of 60 students in the 2nd Year College of Language Department of English at SUST. Data collection will be statistically analyzed.

1.8. Limits of the Study:

This research is limited to investigating the cohesive devices in writing that face students at Sudan University of Science and Technology College of Language department of English Language 2nd year students in academic year 2016-2017.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

In this chapter the researcher is going to show literature related to the subject of the study. Firstly discourse analysis and its features will be discussed with reference to its definition. Secondly, concept of cohesion. Thirdly, discourse markers and conjunctions. Finally, review of the previous studies.

2.1. Discourse Analysis:

For many years linguists were concerned with the analysis of single sentences .They were focus on morphology and phonology areas .Then the attention is connived to the sentence level by the advent of Chomsky's traditional generative grammar (1957).However, the analysis was not really adequate because, it still focused on the formal properties of language rather than achieving meaning (Coulthrad, 1977). According to Cook (1989) linguists have become aware of use of context and language function. This awareness come with Harris' paper publish with title (Discourse Analysis) in 1952.

McCarthy (1991) states that: *Discourse Analysis has grown into a wide meaning and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts and cultural influences which effect language in use. (1991:7p)*

2.1.1. Definition of discourse analysis:

The term 'discourse' has taken various, sometimes very broad meaning. In order to specify which of the numerous senses is analyzed in the following dissertation it has to be defined. Originally, the word discourse comes from Latin 'discursus' which denoted 'conversation', 'speech'. Thus understood, discourse refers to too wide an area of human life.

There is no agreement among linguists in the use of term discourse. That means some use it in reference to text, while others use it to denote speech. For instance illustrated by the following definition:

Crystal (1992) claim that "discourse a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke or narrative".

Another definition of discourse analysis is quoted from (Allen and Corder , 1974: 200)"discourse analysis is taken to be the investigation into the formal devices used to connect sentence together".

On the other hand Fine states that.

The organization of stretches of language greater than a sentence [It] can focus on conversation, written language, when searching for patterning of the language. Discourse analysis must determine the units of these larger stretches of language, how these units are signalled by specific linguistic markers and/or the processes involved in producing and comprehending larger stretches of language. (Fine: 1988.1p)

Accordingly the study of cohesive devices is very important to produce most of students' lack of using cohesive devices in their writing essay.

2.1.2. Features of discourse:

Since it is not easy to unambiguously clarify, what a discourse is it seems reasonable to describe features which are mutual to all its kinds. To do it thoroughly Saussure's concepts of language and parole are of use. Ferdinand de Saussure divided the broad meaning of language into langue, which is understood as a system that enables people to speak as they do, and parole a particular set of produced statements. Following this division discourse relates to more parole, for it always occur in time and is internally characterized by successively developing expressions in which the meaning of the latter is influenced by the former, while langue is abstract. To list some additional trails; discourse is always produced by somebody whose identity, as well as the identity of the interpreter is significant for the proper understanding of the message .Whereas, langue is impersonal that is to say more universal, due to society. Furthermore, discourse always happen in either physical or linguistic context and within a meaningful. However, langue does not refer to anything. Consequently, only discourse may convey messages.

2.1.3The Development of discourse analysis:

The first modern linguists drew attention to the study of sentence in combination and coin the term "discourse analysis" when Zelling Harris published an article entitled "discourse analysis" in 1952.nevertheles, some other linguists consider the earlier call of Harris to discourse analysis has little to do with the current issue in this field. For example Widdowson (1973) argue that what Harris called discourse analysis has been refer to as text analysis. Since Harris adopted a formal method to describe the sequencing of linguistic elements, beyond the limits of the sentence. The view point of Widdowson is compatible with another view adopted by functional linguists like Halliday (1994) who has followed

functional semantic method to discourse analysis rather than that previous one which focus on sentence or text structure.

Truppes-Lomax (2004:133)clams that, emergence of this study is a result of not only linguistic research, but also of research engaged in other fields of inquiry, particularly sociology, psychology anthropology and psychotherapy.

According to McCarthy (1991) In 1960s and 1970s other scholars that are philosophers of language or those dealing with pragmatics enormously influenced the development of this study as well. Among other contributors to this field the Prague School of Linguists, whose focusing on organization of information in communicative products indicated the connection of grammar and discourse along with text grammarians are worth mentioning.

Thus discourse analysis is very important in organization of information in the text.

2.1.4. Text and Discourse:

According to Schiffrin (1994. 363-364) It is prominent that text exists in both written and spoken language in the former. The writer produces it, when the letters become a language in use if it is recorded will create a discourse. Thus 'text' is a linguist context the stable semantic meaning of word expressions and sentences, but not the references available to the hearers depending upon the context in which words expression and sentences are used.

A text is not just a sequence of sentence strung together, but a sequence of units being sentences or apart of sentences connected in some contextually appropriate way.

According to Lyons (1983. 198p) states that "a text as whole must exhibit the related, but distinguishable preprint of cohesion and coherence" On the other hand Schemas' activation according to McCarthy (2001)*The text is not a container full of meaning which the reader simply downloads how sentences relate to one another and how the units of meaning combines to create a coherent extended text is the results of interaction between the readers world and the text.* (McCarthy 2001.

Halliday and Hassan provide the great clarification of concept of the text by stating that;

A text is a unit of language in use. It is not a grammatical unit like clause or a clause or a sentence; and it is not defined by its size. A text is sometimes envisage 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 constituencies, the composition of larger unit 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.

Thus text and discourse are used interchangeable focusing on language beyond the sentences.

2.1.5The Concept of Texture and Textuality:

In the previous section the researcher discussed text is not just a group of unrelated sentence, but text is text which has certain linguistics features that make sentence related to each other grammatically and semantically. This linguistics factors help in text interpretation to reader these property known as texture. According to Halliday "text has texture

which distinguishes it from something is not text, texture is provided by the cohesive relation."

Thus texture is what makes any stretches of language coherent and meaningful. Moreover, it makes unity of language and text without texture in just group of isolated sentence without any relations to each other. (Halliday and Hassan.1976)

In addition to that Halliday and Hassan came out with term textuality which is the property of being text texture refers to textuality, where the cohesion is considered as the major contributor to both texture and textuality.

Beaugrande and Dresslers summarize these factors in seven standards of textuality in which they can fulfill the communicative function of any text.

These Standards are:

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

2-Coherence: refers to the relations held between the underlying surface text which made of concept and relations and the amount of their relevance to the central through 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.

3-Intentionality: it refers to the text producers' attitudes that the set of linguistic resources of the text should handle the text in a way that fulfill

the procedures intentions and communicates the message to be conveyed in an appropriate and successful way.

4-Acceptability: it concerns to the text receivers' attitude that the set of linguistic recourses the text should provide the receiver an ability to perceive any relevance of the text in question. The information presented in the text. A text is said to be informative, no matter to its.

5-informatively: 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 governess of

6-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.

7-Intertextuality: concerns the factors which make the use of one text dependent upon knowledge of one or more. A text in fact belongs to a wider receiver is actually able to encounters the intended message.

As result of this concept proof that any text has texture.

2.2. Concept of Cohesion:

In the discipline of text linguistics one of the most important matters is cohesion. It plays a crucial part in the text analysis, and it is necessary to give a precise definition of it. Numerous linguists have proposed a definition of cohesion. For example, Bamberg states that cohesion “describes a linguistic system that extends through the text and binds together larger chunks of discourse, in addition to forming smaller discourse units” (quoted in Palmer 1999:63). In addition to that, Reinhart defines cohesion as ““the overt linguistic devices for putting sentences together [which comprise] connectedness [in a text] “ or „linear concatenation“” (quoted in Stoddard 1990:13). Also, Hoey describes cohesion as “the way certain words or grammatical features of a sentence can connect that sentence to its 8 Predecessors in a text” (Hoey 1991:3). Additionally, Markel provides a definition of cohesion as it “elevates a

random collection of sentences to the status of a text, and in the process imparts meaning, insight, and purpose to those sentences”. He claims that “without cohesion, the text can hardly be said to exist at all, for cohesion provides the textual means for initiating comprehension and sense” (Markel 1984:4). Cohesion is defined in Oxford advance learners' dictionary (1992: 239) as "A close relationship based on grammar or meaning between two parts of sentence or larger piece of writing"

According to Halliday and Hassan (1976:5) "Cohesion is expressed partly through the grammar and partly through the vocabulary". In the last definition there is no division between vocabulary and grammar; the guiding principle in language is that the more general meanings are expressed through grammar and the more specific meaning through the vocabulary.

Another definition of cohesion by Martin (1992: 101) claims that "cohesion is a part of text forming component in the linguistic system. It links together the elements that are structurally unrelated through dependence on the other for its interpretation without cohesion the semantic system cannot be effective at all".

So cohesion has a main role in interpretation of any message.

2.2.1 Difference between cohesion and coherence:

Some linguists state that cohesion and coherence differ somehow because some texts may not show explicit cohesive ties and still be coherent but some texts that contain numerous cohesive ties may not be coherent at all (Palmer 1991:67, Connor 1984:302, Witte and Faigley 1981:201).

Accordingly, the basic difference drawn between cohesion and coherence is that coherence “is the totality and unity of 'sense' in a text” which means this concept is “global in nature” (Stoddard 1990:19), and as Thompson suggests it is “a mental phenomenon” (Thompson

2004:179), while cohesive ties may be “local or global”, and these are intratextual relations (Stoddard 1990:19). This means that the concept of cohesion relates to surface links; thus, is comprised of grammatical and lexical relations “within-sentence, inter-sentence and cross-section interdependency” and the interpretation of one element is crucial to the other one. Coherence, on the other hand, regards the relations concerning “thematic development, organization of information, or communicative purpose of a text” (Kuo 1995:48). Basically, cohesion differs from coherence as it includes linguistic features that contribute to its perception of texture, but coherence is concerned with “the relevance and continuity in meaning”, and it is dependent on reader's knowledge of the world and his or her experience in it (Meisuo 2000:64). Hoey adds that cohesion “is a property of the text that is objective, capable in principle of automatic recognition”, and coherence “is a facet of the reader's evaluation of a text that is subjective and judgments concerning it may vary from reader to reader” (Hoey 1991:12). Moreover, Witte and Faigley add that “cohesion defines those mechanisms that hold a text together, while coherence defines those underlying semantic relations that allow a text to be understood and used” (Witte and Faigley 1981:202).

The role of these two concepts help the writer makes a clear message to reader, and the reader can interpret it easily.

2.2.2 The concept of cohesive devices:

Cohesive devices are devices which hold different part of a thing together. In term of communication cohesive devices are typically single words or phrases that hold and hang different part of the text. These basically tools of cohesion. Cohesive devices help in achieving unity of a text as semantic whole. A text must be meaningful; a text that is not cohesive is never meaningful. Also cohesive devices show the logical

relationship between sentences and paragraphs. They help expand context such as, the following:

A- Whether information is completely new.

B- Related to information in other sentences.

C- Refer to (old) information from previous sentences. Cohesive devices may take member of form .For instance pronoun, nouns, and conjunction..... etc.

2.2.3 There is two types of cohesion:

A. Grammatical cohesion:

This is based on structural content. Grammatical cohesion refers to various grammatical devices that can be used to make relation among sentences more explicit. Cohesive devices are used to tie pieces of text together in specific way. The aim is to help the reader understand the item referred to the ones replaced and even the items omitted. (Harmer 2004)

1. Reference:

Reference is one of cohesive devices types. It is used as an expression which makes to the other words in the text for their interpretation.

According to Halliday and Hassan (1976-308)"reference is relation between an element of the text something else by reference to its interpretation in the given instance"

“The cohesive resource of reference refers to how the writer introduces participants and then keeps track of them once they are in the text. Participants are the people, places, and things that get talked about in the text”(Eggins 1994:95).

The participant in the text can be introduced (presenting reference), and the participant can be tracked throughout the text (presuming reference). The second one creates cohesion in a text because it links the two items together. Thus, in order to follow the text the identity of the item needs to be retrieved by the reader (Eggins 1994:95-96).

Reference is used to describe the different ways which things people and events are referred within text. Reference item in English in include: Pronouns items (he, she, it, him, they Etc)

Demonstrative items (this, that, those, there.....etc) and comparative items (similar, differently, additional.....etc.)

For instance:

Yesterday **Ali** and **Ahmed** went to the **Zoo**, **they** watched there different kinds of animals.

In this example '**they**' refer to **Ali** and **Ahmed**, and 'there' refer to **Zoo**, '**they**' and 'there' show that information about them is retrieved elsewhere within text. It characterizes a particular of cohesion which called reference.

According to Brown and Yule (1988.204)"The traditional semantic view of reference is one in which the relationship of reference is taken to hold between expressions in a text and entities in the world and that of co-reference between expression in different part of a text".

There are basically three kinds of references:

- a- Anaphoric reference.
- b- Cataphoric reference.
- c- Exophoric reference.

a-Anaphoric:

Using words that point back to a word used before: such as

- 1- Look at the **sun**. **It** is going down quickly.
- 2- If **John** wants to pass the exam, **he** has to work hard.

b-Cataphoric:

Using words that point forward to a word that has not been mentioned yet.

- 1- When **she** was challenged by reporters **Lady Nancy** insisted that the dress was not intended to offend anyone.

2- **It** is going quickly. the **sun**.

3- Jack asked **her** to sing and so **Mary** sang.

These two types of references Anaphoric and Cataphoric are called (Endophoric) references.

c- Exophoric: using words that point to something outside the text create exophoric reference.

If you want to know more about this issue, you can read the comments people have left on the animal rights.

2. Ellipsis:

Ellipsis is another type grammatical cohesion. McCarty (1990-43) define it as "omission of some elements that normally required by grammar which is the speaker/ writer assumes are obvious from the context and therefore need not be raised" in the same way Harrmars sees it as (word that deliberately left out of a sentence when the meaning still clear).

Halliday and Hassan classify ellipsis into three types; nominal, phrasal and clausal ellipsis.

A. Nominal ellipsis:

Means ellipsis within the nominal group where the omission of nominal group is served a common noun, proper noun or pronoun a head word.

For instance:

Do you have a red pen? Sorry I have **blue**. It is omission of a noun which the noun modifier is upgraded to the status of a noun

B. Verbal ellipsis:

Which acquire within the verbal group in this case the omitted verb depend on preceding clause and mutual understanding.

For example:

Have you finished yet?

Yes I have.

Here, the omission of the verb group depend on what is said before and it is concerned with "**have finished**"

C. Clausal ellipsis:

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

Example:

Is there any problem? (Yes) **Elliptical clause: there is a problem.** So it the process in which the clause is omitted as in the case of direct response e.g. Yes /No Wh questions.

3. Substitution:

Substitution can be defined as word or phrase that is not omitted from the text, but is replaced by another linguistic item Halliday and Hassan (1976). However Halliday and Hassan make clear distinction between reference and substitution in the way they function, in which substitution deals with wording in the use to avoid repetition in the text, while reference deals with meaning relation.

Halliday and Hassan (1976-89)"In the term of linguistics system reference is relation on the semantic level, whereas substitution is relation on the lexico grammatical level, the level of grammar and vocabularies are linguistic form" According to Kennedy (2003) points out there are three types of substitution nominal, verbal and clausal substitution.

A. Nominal substitution:

Nominal substitution is a process of replacement of nouns with '**one**' and '**ones**'.

Example:

My **axe** is too blunt. I must get a sharper **one**.

There are some new **tennis balls** in the bat; these **ones** have lost their bounce.

In the last example '**tennis balls**' is replaced by '**ones**'.

In the above examples the words "**axe**" and "**tennis balls**" are replaced by items '**one**' and '**ones**'.

B. Verbal substitution:

The verbal or a verbal group can be replaced by another verb which is "**do**". This functions as head of the verbal group and it is usually placed at the end of the group.

For instance:

A. Ali says you drink too much.

B. So do you?

Here '**do**' substitution "**drink too much**"

C. Causal substitution:

Where a clause is 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**'

4. Conjunction:

It is the fourth type of cohesive devices which is mean a word which joins words, phrases or clauses together, such as(but, and, when, so that, nevertheless, or, that, unless.....etc)

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 feature in the discourse. Because as Nunan (1993) points out they use features to refer to other parts of the text in order to make relationship between sentences extremely understood.

Conjunction divided into four categories:

- a)- Additive
- b) - Adversative
- c) - Causal
- d) - Temporal

A) - Additive conjunction:

The additive is a kind of the conjunction relation which is closer to coordination.

Additive words are such as (and, also, nor, or, else, in addition, besides, by the way, that is, likewise, similarly, conversely, thus, for instance.....etc).

Example:

Perhaps she missed her train. Or else she's changed her mind and isn't coming.

B) -Adversative conjunction:

The basic meaning of adversative relation is "contrary to expectation".

Adversative words are such as (yet, but, however, despite, this, on the other hand, in fact, anyway, rather.....etc).

C) -Causal conjunction:

Causal relation involves primarily reason, result and purpose relation between the sentences.

Causal words are such as (so, in that case, thus, otherwise, as a result, accordingly, because.....etc).

Examples:

1-You are not leaving, because I have got something to say to you.

2- I was not informed. Otherwise I should have taken some action.

D) -Temporal conjunction:

It is a relation between two successive sentences.

Conjunction in its types are such as (then, next, afterward, previously, finally, at last, to sum up, this time, mean while, hence.....etc).

B. Lexical cohesion:

The previously mentioned cohesive relations all involve grammatical resources, however, there are other relations that contribute to the cohesiveness of a text and are concerned with the lexico-grammar. These relations fall into a category of lexical cohesion (Halliday 2004:570). “The cohesive resource of lexical relations refers to how the writer uses lexical items (nouns, verbs, adjectives, adverbs), and event sequences to relate the text consistently to its area of focus” (Eggins 1994:101). Thus, continuity in the text is created through the use of lexical items that relate to each other. Lexical cohesion may be sustained through repeating keywords or using words of some importance for the meaning in that text (Halliday 1994:310). These lexical relations serve to establish the expectancy relations between words; thus, the cohesion is created by how words relate to each other (Eggins 1994:101). In general, as Carter et al. indicate, lexical cohesion can be defined as relationships between words, and by implementing them the author foregrounds some particular idea in the text (2001:174). Thus, the lexical relations encode experiential meanings and are related to the field of the text (Eggins 1994:105). Simply put, the distribution of lexical cohesive items can hint to the reader what the text is about.

Halliday and Hassan (1976:275) classify lexical cohesion into two types "**reiteration**" and "**collocation**".

A form of lexical cohesion which involves:

- 1- Reiteration or repetition**
- 2- Synonymy**
- 3- Antonym**
- 4- Hyponymy**
- 5- Meronymy**

1-Repetition / reiteration:

Is the use of the same word in a discourse E.g. a conference will be held on national environment policy. At this conference the issue of Salination will play an important role (conference) lexical cohesion by repetition Halliday (1985).

2-Synonymy:

Is the use of two or more words having the same or similar meaning e.g. the meeting commenced at six thirty. But from the moment it began it was clear that all was not well. (Commence/began) McCarthy (1991:65).

3-Antonym:

Is a relation between lexical items which is established through the meaning of oppositeness (Thornbury 2005).

Example:

Bill created a new life for himself and he destroyed all reminders of his old one. (Create/Destroy) opposites.

4-Hyponymy: (Hernymy) super ordinate/genus.

Is a lexical relationship between words, the meaning of one word includes the meaning of the other (Halliday,1985) in the other words hyponymy is one word represents a class a class of a thing and the second represents a super-class or a sub-class.

Example:

Tree-oak, pineapple and strawberry.

5-Meronymy: (Holonymy) denotes whole

Is a relation between a concept and its parts? Two words have a relationship of meronymy if (A) is an inseparable part of (B). In other words Meronymy: words that refer to parts of a whole.

Examples:

Tree: trunk, branch, and leaf.

The beak was injured. The beak is the part of Canary.

6-Collocation:

Certain words are typically used with other words. For example we say 'a tall tree' but 'a high mountain' these words are called collocations.

Kennedy (2003) asserts that collocates can be words used in the same context or it can be words that contribute to the same area of meaning.

Collocation refers to the use of words that co-occur together, e.g. when one sees the noun (*pipe*) in a sentence it is more probable that the verb to (*smoke*) will also appear in the sentence. The noun **BICYCLE** could more likely occur with the verb to **RIDE**. Drink water, sip coffee/ tea, smoke cigarette.

2.3 Previous studies:

In this part the researcher is going to show the study that conducted about his study.

1. Ahmed (2016) entitled "investigating difficulties encountering Sudanese university students when using cohesive devices in written discourse ". This study was intended to find out how far the lacks of cohesive devices have influence on university students' performance in writing texts. The descriptive method was adopted. The test and questionnaire were used for data collection. Then it was distributed randomly among university students of fourth year at department of English Language Faculty of Education Omdurman Islamic University. The data collected was analyzed by using (SPSS). The most important findings of the study are that the majority of EFL learners do not give enough consideration to cohesive device on their written; also they find difficulty in writing well-cohesive written discourse.

The major recommendations of the study are that cohesive devices should be taught effectively.

2. Rania (2017) entitled "investigating the difficulties encountered by university students in using cohesive devices in writing ".

To achieve this purpose the researcher has adopted descriptive method by using a test, the population of the research consisted of 40 students drawn from the college of Language and Translation, fourth year undergraduate students at Alrebat University. The researcher has analyzed the data by using (SPSS). The data analysis showed that there is a weakness in the students' performance when they use cohesive devices affects the coherence of a written text. At the end of the research the researcher presented some recommendations.

Teacher and syllabus designers should contribute in developing curriculum.

Teacher should place more emphasis on teaching cohesive devices drilling more activities in their hand out sheet.

3-Anna (2010) entitled "investigating argumentative essays of English undergraduates studying in Poland as regards their use of cohesive devices"

The research study examines the use of cohesive devices in the argumentative essays of Poland undergraduates, using both quantitative and qualitative analysis. Thirty two essays were collected from three higher institutions from Poland. The analysis is based on the Halliday and Hassan (1976) framework on cohesion in texts. Firstly, the analysis is conducted by estimating the average frequency of cohesive ties in all essays, their distance, and the distribution of cohesive chains. The most frequent tie use was lexical cohesion, followed by reference and conjunction ties. The problems with the use of cohesive devices are also under investigation as Polish students had some difficulties in employing cohesive ties appropriately or effectively. The analysis also includes the comparative study of essays as regards the use of cohesive devices in two proficiency levels, and in relation to writing quality. This examination did not provide conclusive results; however, some interesting findings were reported.

4-Liu and Braine (2005) point out that cohesion and coherence are both crucial textual elements and are recognized as features of 'good' writing. Also, they suggest that some empirical studies indicate that cohesion is of great value in any type of writing and both L1 and L2 learners of English encounter difficulties in using cohesive devices in their writing (Liu and Braine 2005:624-625). They conducted an investigation on Chinese students of EFL and their argumentative writing. The main focus was to

determine how cohesive devices are used in this type of writing and whether they are used appropriately. Their findings show that EFL learners do have difficulty with cohesion in argumentative essay writing. The relevant discovery is that in argumentative writing the highest percentage of all cohesive devices is constituted by lexical devices, followed by reference devices, and conjunction devices. Thus, these students were aware of various cohesive devices in their writing; however, they had some trouble in applying them. It was found that as far as lexical cohesion is concerned, the areas of difficulty were the limited vocabulary shown by numerous repetitions or wrong use of collocation. As for reference devices, some students used these ties in an inconsistent way and in consequence caused trouble in comprehension. As regards the conjunctive devices, students did use them appropriately; however, only the most common items were used, such as *but* or *so*. Liu and Braine analysis found that the argumentative essays scores correlated with the number of lexical devices and the total number of devices used.

They conclude that this discovery points to the fact of an important relationship between the number of cohesive devices used and the quality of the argumentative writing created by the Chinese undergraduates.

CHAPTER THREE

Research Methodology

3.0 Introduction:

This chapter presents the method used the researcher to conduct the study. Moreover to analyze the collection data for the study, and the researcher adopted descriptive and analytic methods. It shows population, sample, instrument, the method of data analysis and procedure.

3.1 Population of the study:

The populations of this study are students at Sudan University of science and Technology College of Language, department of English language. They are male and female students. All of them have the same linguistics origin with Arabic Language as mother tongue. They had seven years of English Language four years in the Basic level and three years in the in the Secondary level. All of them obtained pass grade in English Language before joined Sudan University of Science and Technology.

3.2 Samples of the Study:

The sample involved in the study consists of 60 EFL learners of second year at the department of English, College of language at Sudan University of Science and Technology. They are male and female students which have been chosen randomly from Sudan University of Science and Technology.

3.3 Instrument of the Study:

The researcher used English written essays for data collection. The instrument that used to collect the data was the students written essays, which were essays writing. The students had course of writing and how to

write essay. The task was part of the students' exam writing essay in title '*history of Sudan*' at (2016-2017) at Sudan University of Science and Technology.

Using students' written works was appropriate method for conducting this study. For the reasons that they were real students written essays and in the same way the student didn't know that they were examined to check the use of cohesive devices in their written essays.

3.4 Validity and Reliability of the Study:

Validity:

The test was part of the students' exam at Sudan University of Science and Technology.

Reliability:

The test investigates the use of cohesive device and it dealt with 7 items (Reference , Ellipsis , Substitution , Conjunction , repetition , synonyms , antonyms). The test is well organized by the researcher, and then it has been proved by the supervisor and referee Dr. Batoul Ibrahim board in the English language department. The test reliability was calculated by (SPSS) statistical package for social sciences. The test reliability was calculated by using the following equation:

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

The researcher calculated the reliability coefficient for the measurement, and then Pearson correlation coefficient between the two parts is calculated. Finally, the reliability coefficient was calculated according to Spearman Brown equation as follows:

$$\text{Reliability Coefficient} = \frac{2r}{1+r}$$

N of Items	Cronbach's Alpha
7	.626

$$= \frac{0.626 * 2}{0.626 + 1}$$

$$= \frac{1.252}{1.626}$$

$$= 0.99$$

$$= \sqrt{0.99}$$

$$\text{Validity} = 0.99$$

This is an accepted reliability coefficient ($r_c \leq 1$)

3.5 Procedure:

The researcher took more than 100 copies of the written essays for this study.

The source of the data collection was the student's written work at Sudan University of science and Technology. The researcher chooses 60 written pieces work randomly used for data collecting this study. They were essays which were measure of their exam. The student's were at the second year. The essays had to be well written text. Each student work was carefully read and checks their writing essay.

3.6 Data Analysis:

Since the study investigated cohesive devices in writing essay the analysis of the data was done according to Halliday and Hassan cohesion taxonomy which was utilized by many researches such as Onner, 1983.

From the student's written work the researcher counted correct use of one each type of cohesive devices as the following:

Reference: counted the total use of reference (pronouns and demonstrative)

Ellipsis: counted the total use of ellipsis (nominal verbal and causal ellipsis)

Substitution: counted the total use of substitution (nominal verbal and causal substitution)

Conjunction: counted the total use of conjunction (additive, adversative, causal and temporal)

Lexical cohesion: counted the use of (repetition, synonyms and antonyms).

To process the data and find out the result the researcher used

3.7 Summary of the chapter:

In this chapter the researcher described the methodology of the research. The tools and procedures used for conducting the study. This chapter provided full descriptions of population of the study and, the selected sample. Moreover, it gave full descriptions of the tools of the research. In addition to that it discussed the validity and reliability of the study tools and the procedure that followed for conducting the research.

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction:

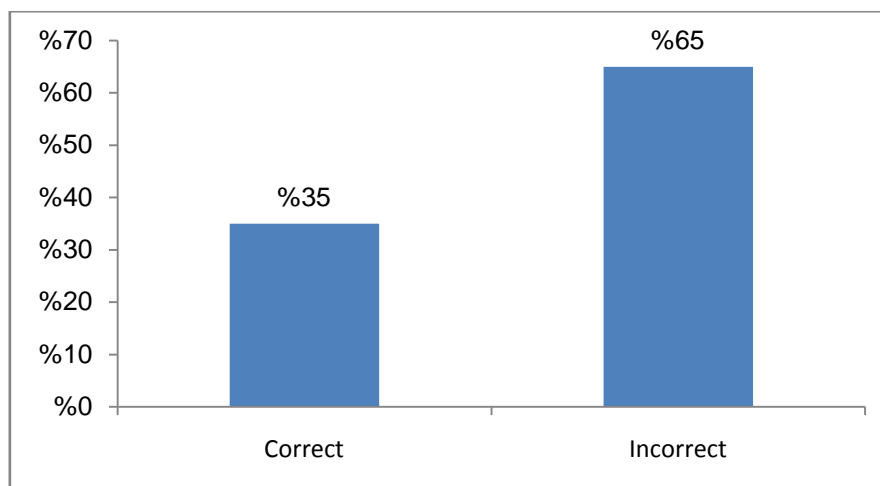
In this chapter the researcher is going to analyze the data, presentation and discussion the data which obtained through the test which distributed to the students. By using the output of (SPSS) program.

4.1 Students' test results:

To investigate the difficulties faces EFL learners in using cohesive devices, the respondents were asked to write an essay and the following tables and charts show the students marks (achievement) in using cohesive devices.

Table (1-4): References

	FREGUNCY	PERCENT
Correct	21	35 %
Incorrect	39	65%
Total	60	100%

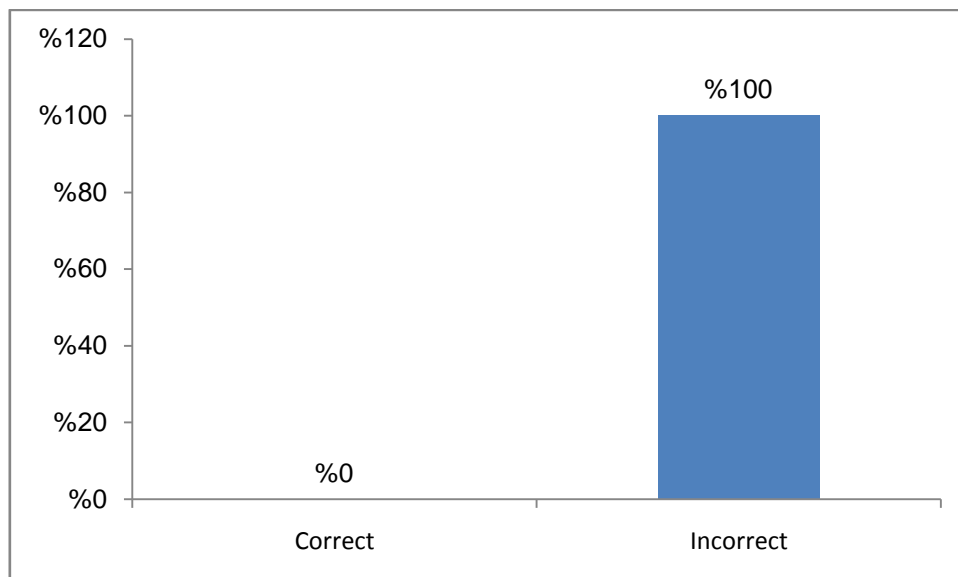


The data in table and the chart (1-4) shows the distribution of the students according to their achievement in using (reference) in writing

essay, 65% of them cant (reference) because they are not focus on use reference their writing.

Table (4-2): Ellipsis

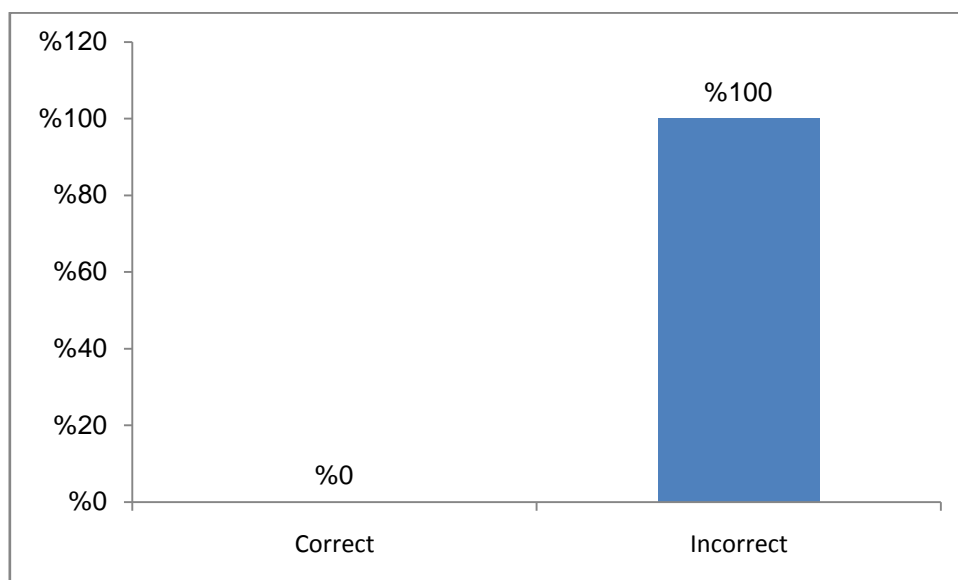
	FREGUNCY	PERCENT
Correct	0	-
Incorrect	60	100%
Total	60	100%



The data in table and the chart (2-4) shows the distribution of the students according to their achievement in using (Ellipsis) in writing essay, where almost 100% of them failed to use (ellipsis) because; the students don't have idea about ellipsis and, how to use it in their writing.

Table (4-3): Substitution

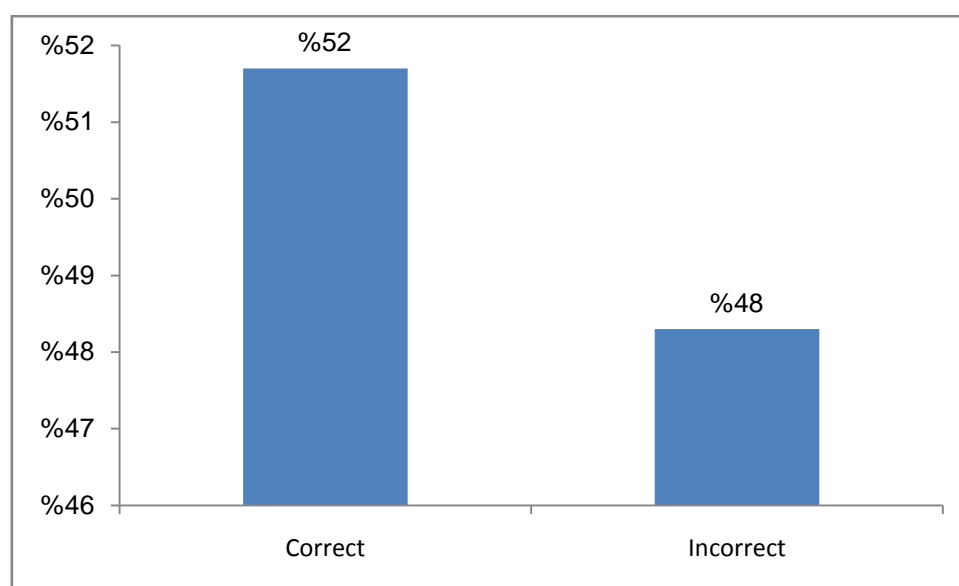
	FREGUNCY	PERCENT
Correct	0	-
Incorrect	60	100%
Total	60	100%



The data in table and the chart (3-4) shows the distribution of the students according to their achievement in using (Substitution) in writing essay, where almost 100% of them failed to use (Substitution) this result shows their poor knowledge about substitution.

Table (4-4): Conjunction:

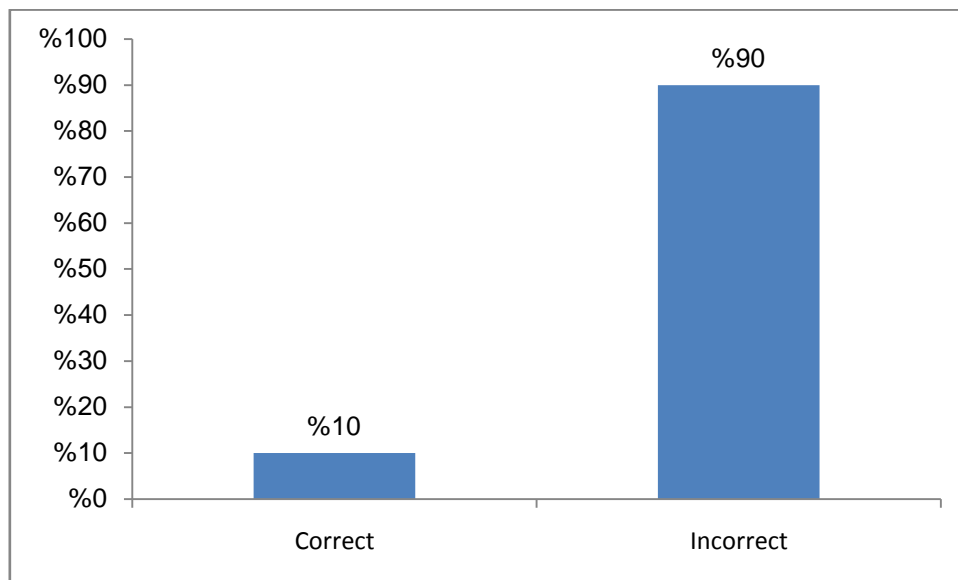
	FREGUNCY	PERCENT
Correct	31	52%
Incorrect	29	48%
Total	60	100%



The data in table and the chart (4-4) shows the distribution of the students according to their achievement in using (Conjunction) in writing essay, where more than half 52% of them use (Conjunction) because the conjunction familiar to the students and they have idea how to use conjunction.

Table (4-5): Repetition

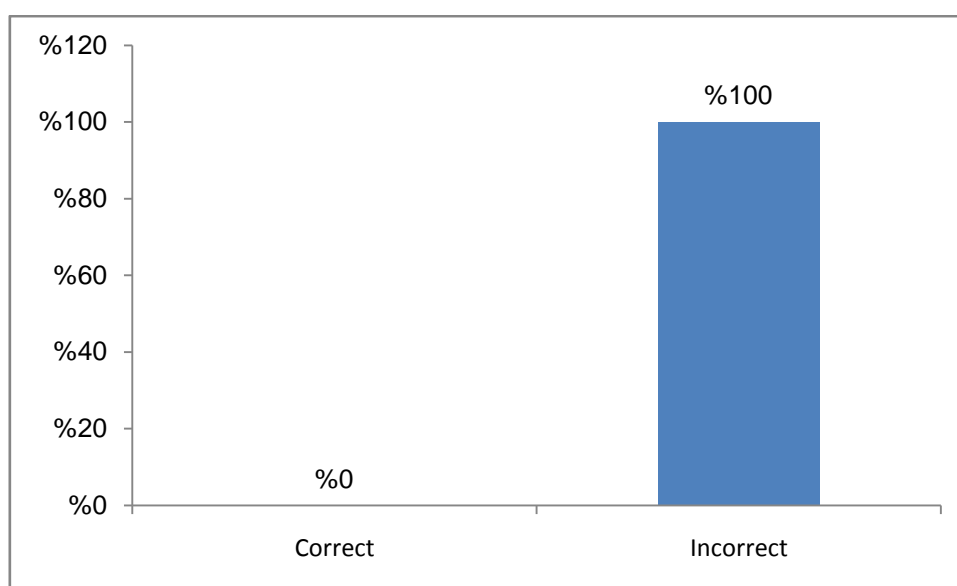
	FREGUNCY	PERCENT
Correct	6	10%
Incorrect	54	90%
Total	60	100%



The data in table and the chart (5-4) shows the distribution of the students according to their achievement in using (Repetition) in writing essay, where the majority 90% of them failed to use (Repetition). This result shows the students don't have idea when they use repetition in writing.

Table (4-6): Synonymy:

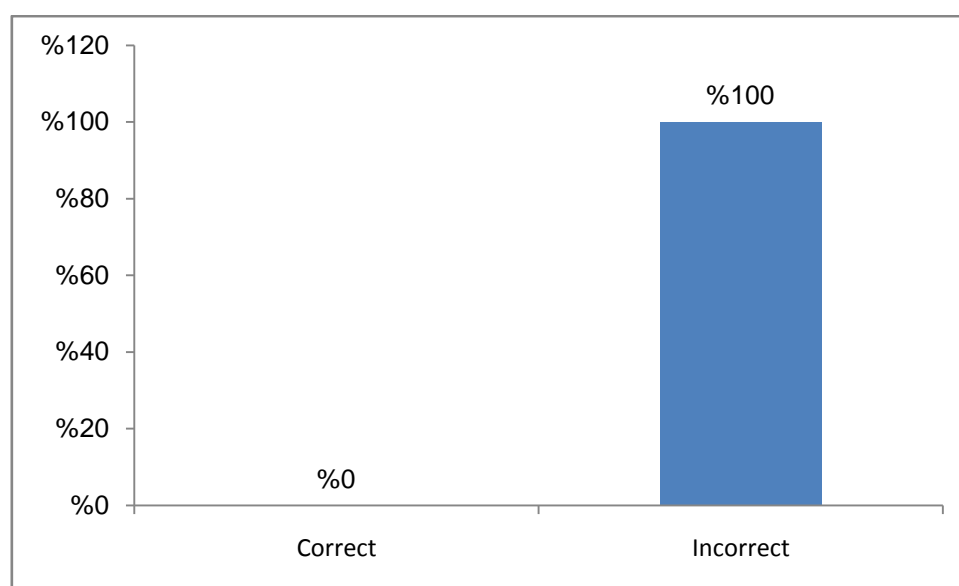
	FREGUNCY	PERCENT
Correct	0	-
Incorrect	60	100%
Total	60	100%



The data in table and the chart (6-4) shows the distribution of the students according to their achievement in using (Synonymy) in writing essay, where almost 100% of them failed to use (Synonymy). This result shows their poor vocabulary.

Table (4-7): Antonym:

	FREGUNCY	PERCENT
Correct	0	-
Incorrect	60	100%
Total	60	100%



The data in table and the chart (4-7) shows the distribution of the students according to their achievement in using (antonym) in writing essay, where almost 100% of them failed to use antonym Because, antonym is more difficult than synonymy, this why the student failed to use it.

Table (4-8) verification of Hypotheses:

	FREGUNCY	PERCENT
Correct	58	13.8 %
Incorrect	362	86.2 %
Total	60	100%

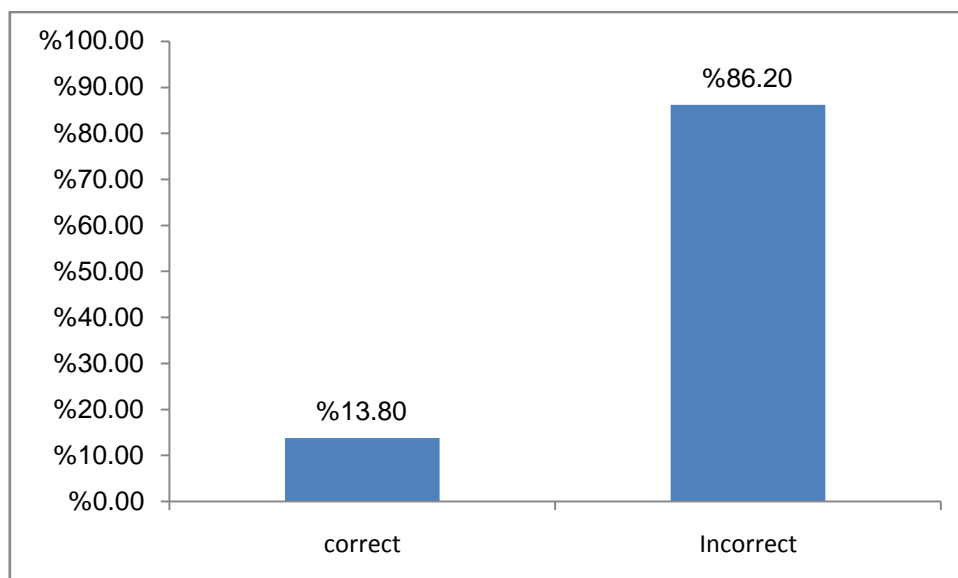


Figure (12) verification of Hypotheses:

In this section the hypotheses will be discussed. The first hypothesis states that EFL learners are unaware of using cohesive devices in writing this; hypothesis is true the result shows (86%) failed to cohesive devices. The second hypothesis states that EFL learner's misuse of cohesive devices in writing essay this; hypothesis is true the data respondent and percentage shows about (86%) face problem in using cohesive devices.

Chapter Five

Summary, Conclusion, Recommendations and Suggestion for Further Studies

5.0 Introduction:

This is the final chapter of the study. It provides a summary of the study, conclusion of the study, recommendation and suggestion for further studies.

5.1 The main findings of this study:

The present study has come out with the following:

- 1- EFL learners are unaware of using cohesive devices in writing essay
- 2- EFL learner's misuse of cohesive devices in writing essay.

To sum up according to the students written work, this study showed the student don't used cohesive devices in their writing.

5.2 Conclusion:

This study investigates the difficulties facing EFL learners in using cohesive devices in writing essay. The researcher did many things to achieve its aim. Special attention has been given to the use of cohesive ties in writing essay and the roles cohesive devices in producing well writing.

The researcher dealt with this study through both descriptive and analytical methods. The study contained five chapters.

Two hypotheses were set by the researcher, first hypothesis EFL learners unaware in using cohesive devices in writing essay. Second hypothesis EFL learners misuse of cohesive devices in writing essay.

The researcher used exam at Sudan University Science and Technology as test writing essay in title ' history of Sudan'.

The sample of this study consists of 60 students. They are male and female students which have been chosen randomly from Sudan University of Science and Technology.

According to the result of data analysis, the study reveals the following findings as relates to the hypotheses are made to see whether they are confirmed. The first hypothesis states that EFL learners are unaware of using cohesive devices in writing this; hypothesis is true the result shows (86%) failed to cohesive devices.

The second hypothesis states that EFL learner's misuse of cohesive devices in writing essay this; hypothesis is true the data respondent and percentage shows about (86%) face problem in using cohesive devices.

5.3Recommendations:

Based on the findings of this study the researcher recommends the following:

- 1-Teacher should help the students in using cohesive devices in correct way.
- 2-The students should be practice using cohesive devices in their writing.
- 3-Student should pay more attention to the different types of cohesive devices.

5.4Suggestion for Further Studies:

Based on the findings of this study the researcher suggests the following

- 1-The teacher should emphasize and develop link between the physical and abstract uses of cohesive devices.

2- Investigating the problems of using lexical cohesion in written discourse.

3- Investigating difficulties of teaching cohesive devices.

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